

Minnesota Common Report Form Cover Sheet

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Report Submitted to: THE BUSH FOUNDATION

Organization Information

Xavier University of Louisiana
Center for the Advancement of Teaching

Name of organization

Legal name, if different

1 Drexel Drive
P.O. Box 73A

Address

Employer Identification Number (EIN)

New Orleans, LA 70125

72-0635884

City, State, Zip

504.483.7512

504.485.7903

<http://cat.xula.edu>

Phone

Fax

Web site

Todd Stanislav

504.483.7692

tstanisl@xula.edu

Contact person

Phone

E-mail

Grant Information

Grant ID, if applicable: 8071

Amount and support type:
\$450,000 over three years (2002-2005)

Date grant issued:
March 5, 2002

2-3 sentence description of grant:

The aim of the proposed faculty development initiative is to improve student learning by fostering a campus culture where teaching and research are improved and made public. This aim will be achieved through the establishment of small groups of faculty and students working together on specific teaching and learning problems and opportunities or research questions.

Check One:

Interim Report	*****	Final Report	
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Minnesota Common Report Form

Report Narrative

1. Please briefly outline your original goals and objectives, as stated in your proposal.

The aim of the proposed faculty development initiative is to improve student learning by fostering a campus culture where teaching and research are improved and made public. The Center will promote this aim through a continuous program of faculty development which:

1. encourages faculty and student conversations that are focused on specific teaching and learning problems and opportunities;
2. encourages faculty and student research, including the scholarship of teaching.

The Center will achieve these goals through the following activities:

1. teaching and research *Communities Initiative*;
2. workshops;
3. travel grants;
4. support of experimentation with information technology.

2. What progress have you made toward your original goals and objectives? What activities led to meeting these goals and objectives?

Communities Initiative

A description of the projects funded under the Center for the Advancement of Teaching's Communities Initiative is given in Table 1.

Table 1. Research and teaching communities, June 1, 2002 – May 31, 2003.

Project title	Participant(s)	Description
<i>An Interdisciplinary Focus on the Human Genome Project</i>	Dr. Jay Ciaffa (Philosophy), Dr. Marion Carroll (Chemistry), and Ms. Shameka Darisaw	An interdisciplinary teaching community comprised of two faculty members and one student will study the Human Genome Project.
<i>Escritoras de Espana</i>	Dr. Elizabeth Smith-Rousselle (Languages), Mr. Cesar Briceno, Mr. Gavin Lewis, Ms. Marciel Martinez, and Mr. Byron Williams	Dr. Elizabeth Rousselle and Dr. Ingrid Martinez-Rico (Florida Gulf Coast University) are the working co-editors of <i>Escritoras de Espana</i> , an anthology of Spanish women writers from Roman Spain to the present designed for third- or fourth-year undergraduate students of Spanish. Dr. Rousselle and her Xavier research community will work on the literature produced by women in Spain during the Islamic occupation (711-1492) and the following Renaissance and Golden Age periods of 1493-1700.

<i>The Harcourt Mellon Scholarship Recipient Reading Seminar</i>	Dr. Robert Berman (Philosophy), Dr. John Humphrey (Philosophy), Mr. Worth Hayes, Ms. Tahera Darensberg, Ms. Shanna Magee, Ms. Alexis Amaye-Obu, Ms. Sabine Cadeau, Ms. Jamella Davis, and Ms. Janine Jackson	This project will involve interdisciplinary, collaborative faculty and student research within a graduate-style seminar using classic texts and discussion/debate.
<i>Women and Narrative: An Oral History Research Community</i>	Ms. Wendy Gaudin (History), Dr. Betsy Hemenway (History), and Mr. Thomas Adam Madigan	In order to understand the past—its varied representations and usefulness in the present—one must examine collective memory. Careful not to naturalize memory, historians recognize its constructedness: memory is created out of the past and the present, it consists of both individual and collective experiences, and it is consciously expressed through narrative. This community will study narrative and its illumination of the varied nature of history.
<i>Integrating Courses in Business Education</i>	Dr. Amaresh Das (Business), Ms. Elizabeth Brossett, Mr. Brian Jones, and Dr. Anil Kukreja (Business),	The purpose of the project is to integrate Statistics I & II, Production and Operation Management, and Quantitative Methods courses by means of a case analysis method where learning is student centered and active. An important aspect of the integration project will be the use of Web Board and other Internet resources, both as a means of communication and a tool for promoting problem-based learning.
<i>Flight or Fight? Motivations for Academic Achievement through Quality Education</i>	Dr. Dominique Gendrin (Communication) Dr. Pamela Waldron-Moore (Political Science), Ms. Amanda Brown, and Ms. Sharvon Pipkins	Assessing students' perceptions of their educational success in relation to institutional structures, the socio-psychological environment, and the classroom setting may aid an understanding of how students are able to reach their goals at Xavier University. The proposed research community aims at exploring the following question: "What motivates students to commit to their educational endeavors and reach for their goals at Xavier University?"

During year I of this faculty development grant, the Center for the Advancement of Teaching invited proposals from all faculty members for the Communities Initiative. Each proposal was reviewed by at least three faculty members who serve on the Center's Faculty Advisory Group.

Following the review of proposals, those faculty members whose proposals were approved for funding were, in some instances, asked by the Director of the Center to address any areas of weakness in the proposal. Much like a rebuttal, faculty members outlined strategies they can take to clarify their position and strengthen their proposal.

Dr. Pamela Waldron-Moore, a Faculty-in-Residence in the Center for the Advancement of Teaching, coordinated the Communities Initiative. Dr. Waldron-Moore brought a unique perspective to the Initiative since she had collaborated with students and another faculty member on a Communities Initiative project.

Dr. Waldron-Moore organized monthly meetings with the faculty members and students involved in the Initiative to discuss the progress of their projects, explore opportunities for improving the Initiative, and consider forums for the dissemination of their findings. Often, Dr. Waldron-Moore suggested alternative strategies for research or new sites for conference presentation or publication that may aid the dissemination process. This year, for example, three workshops and one conference presentation were arranged. Although only two workshops were held, the Center was instrumental in attracting a significant audience for the two and in organizing follow-up activities. One of the workshops has led to Xavier faculty members collaborating to introduce a gender/women's studies program into the curriculum at Xavier. The other has led to a new faculty and student interdisciplinary initiative to broaden the scope of one of the original Communities Initiative projects to engage other HBCU faculty members in a discourse about student retention at HBCUs.

It is strongly believed that a project serves the Xavier community best when it is disseminated by means of a scholarly publication or conference presentation. A good example of the benefits of dissemination, experienced by some faculty members involved in the Communities Initiative, is the collaboration with other institutions that invariably arises after a paper is presented at a conference. Not only are such presentations documented in conference proceedings, but colleagues from other institutions involved in similar projects may invite (and have done so) collaboration with Xavier faculty.

At the end of each of the two phases of the Communities Initiative, faculty and students completed progress reports. These reports were read by Dr. Waldon-Moore, the staff in the Center for the Advancement of Teaching, and at least two other faculty members who serve on the Center's Advisory Group. These reviews helped Dr. Waldron-Moore and staff in the Center for the Advancement of Teaching to identify ways in which the faculty members and students involved in projects may better work and learn together.

Course Portfolio Working Groups

During the 2002-2003, 15 faculty members participated in two Course Portfolio Working Groups (CPWG). One group began in the Fall 2002 semester and the other, because of growing faculty interest, began its work in the Spring 2003 semester. Faculty members in each group have spent or will spend two semesters developing their course portfolios.

Drs. Paul Schafer (Philosophy) and Deany Cheramie (English) provided leadership to the working groups. In the space below, Drs. Schafer and Cheramie provide overviews of the work of their groups.

Dr. Paul Schafer (Philosophy), CPWG leader, Fall 2002-Spring 2003

The basic idea of the CPWG is to facilitate a group of faculty working together throughout the academic year to construct a course portfolio. The *process* of working together is, in my view, as essential as the physical (or digital) *product* (i.e., the course portfolio) that is created in the end. Indeed, part of the product itself is a reflection on the process that went into it. With this in mind, we broke our work into two parts, one corresponding to the Fall semester and one to the Spring. In the Fall, our work was broader, more "global," you might say, and more philosophical. In the first place, our aim was to understand the concept of teaching scholarship and to come to a more express

understanding of our own teaching philosophies. Ideas and philosophies in hand, we then sought to place our chosen courses into a portfolio context; that is, to understand them with new eyes, to see what might be changed and improved, and to identify ways to measure our success or failure. In a sense, our aim in the Fall semester was to approach our courses scientifically, to see them in terms of a problem that might be examined and resolved. We ended the Fall by determining a plan of action for the spring semester.

All told, there were four specific portfolio elements that each member of the group completed during the Fall: (1) a *Statement of Teaching Philosophy*; (2) a *Course Reflection*, either in terms of a metaphor or as a scholarly argument; (3) a *Focus Statement* describing the areas of the course targeted for study; and (4) a proposed *Outline* of the portfolio as a whole.

With the philosophical musing and scientific planning behind us, we aimed in the Spring semester to put into practice all of the ideas and strategies we had formulated in the Fall semester. The Spring semester, in other words, was a laboratory for implementing our new ideas about teaching and about our specific courses. We met less frequently, and our meetings were more practical than before. To facilitate this style of work, we formed into partnerships of two and three and used them throughout the rest of the semester to help ourselves resolve teaching problems. In the latter part of the semester, we used the partnerships to do some of the necessary assessment of our work, and at the close of the semester we used them to help ourselves determine the precise shape and form of the portfolio.

Though individuality and customization were strongly encouraged in the design and contents of the final course portfolio, the group added two additional elements to the four from the fall semester to create a kind of skeleton portfolio. The first of these was an *Assessment Statement*, describing what the course portfolio project taught us about our courses and our teaching. Second was a *Final Reflection* on the process of constructing the portfolio and of being part of the portfolio working group. The idea was for the Assessment to be a kind of backward looking statement, a statement about what the project did or did not accomplish and what it taught us about our courses and our teaching. By contrast, the Reflection was intended to be a kind of forward looking statement, emphasizing the things that we will take from this project as we adjust our teaching craft.

The product of all this work might be a binder filled with materials or it might be a digital file on a website. In either case, it is something infused with the process of the Course Portfolio Working Group, with all of our discussions, reflections, suggestions, and support. Moreover, if my own experience as a member of the CPWG holds true, this year's participants will discover that the process of reflecting about teaching, that component of the course portfolio group that most defines it, continues indefinitely. The real rewards are the ones to come from future years of teaching.

Dr. Deany Cheramie (English), CPWG leader, Spring – Fall 2003

Beginning with discussions of the scholarship of teaching, we progressed to performing in-group writing on topics such as our goals as teachers and scholars. We composed philosophies about our teaching, which we discussed in-group. We examined our teaching by creating metaphors that described our teaching and by describing our courses as scholarly arguments. We also composed and discussed goals for our portfolios and examinations of our courses and ways to assess those goals. The final documents we produced were outlines for our proposed portfolios.

In preparation for much of the work described above, we read from selected chapters taken from Pat. Hutchings' book The Course Portfolio: How Faculty Can Examine Their Teaching to Advance Practice and Improve Student Learning, published by the American Association of Higher Education. As we read each chapter, the information was discussed and applied to the writing and reflection we were doing. As a result, we engaged in topics such as how our scholarship can be applied to our teaching, how to think of preparing and teaching a course as performing research, what part such scholarship plays in the academy, and who the audience would be for our portfolios.

In the coming summer break, the group members will be preparing their materials for the courses that will be studied in their portfolios. This preparation will include the creation of syllabi, lectures, assignments, and other materials.

The plan for the Fall 2003 semester is to meet the second week of classes with a schedule of meetings for the fall. At that time we will examine syllabi, as well as discuss plans for further course assessment and class visitations. We plan on spending most of the fall semester on reviewing our portfolio materials as they are created and employed.

Discussions within the group meetings were lively and informative, especially those that involved the sharing of teaching methods and assessment. Group members expressed their delight in meeting and working with professors from other disciplines, which is key component of the Course Portfolio Working Groups.

Workshops

During the 2002-2003 academic year, the grant supported a variety of workshops, symposia, and forums for faculty and students. Some of these events addressed teaching and learning issues in general (e.g., "Prior Knowledge Assessment," "Writing and Evaluating Essay Questions and Responses") while others were associated with specific faculty and student projects of the Center's Communities Initiative (e.g., "A Forum on Gender/Women's Studies Program," "Flight or Fight: Student Motivation for Academic Achievement through Quality Education"). A complete list and description of these events are given in Table 2.

Table 2. Events supported by the grant during the 2002-2003 academic year.

Event	Description	Date(s)
<i>The WebBoard Primer</i>	This workshop is appropriate for novice board users and faculty who wish to sharpen WebBoard skills. Addressed will be the basic board operations such as accessing the board, posting and reading messages, setting permissions, and starting mailing lists and campus course newsgroups.	August 21, 2002
<i>Teaching with SMART Board</i>	Basic SMART Board features will be demonstrated. Participants will become familiar with using pen tray tools and the touch interactivity of the board.	August 22 and 23, 2002
<i>Electronic Classroom Orientation</i>	The Center for the Advancement of Teaching has two electronic classrooms and a teaching lab that faculty can reserve. This electronic classroom orientation workshop is provided to train faculty to use the equipment.	August 22, 23, and September 13, 2002
<i>New Features in SMART Board</i>	See a demonstration of new tools and features including video capture, annotation over video, and changes to the save file formats.	August 28, 2002
<i>Prior Knowledge Assessment: A Means to Increasing the Effectiveness of Instruction and Improving Students' Understanding</i>	An assessment of students' prior knowledge will give us information about students' attitudes, readiness for instruction, misconceptions, and procedures with which they may not be familiar. We will discuss options for prior knowledge assessment and ways to use the results to help students learn better. Participants will work together to identify common misconceptions in their discipline and construct webs of concepts that are related to the misconstrued issues. We will address the following questions: What concepts do students frequently misunderstand? How do these misconceptions arise and why do they persist? How can we change students' knowledge webs to integrate the correct information and change the misconception? How well can we predict the content and procedural knowledge of today's more diverse group of college students?	September 21, 2002
<i>Classroom Management: An Oxymoron?</i>	Your handling of issues related to classroom management can have significant consequences both in terms of your teaching and your students' learning. In this informal discussion, we'll examine some of the issues faculty and students face, including, for example, tardiness, electronic devices, disruptive students, classroom discussions gone awry, and students' protesting their grades.	October 14, 2002
<i>Multiple Choice Questions, Examinations, and Test Banks</i>	This workshop will focus primarily on practical considerations for faculty who use multiple-choice exams. We will also touch on the controversies surrounding the use of objective tests. Areas covered will include item writing, testing higher level cognitive skills, exam preparation, test banks, and statistical analysis.	November 4, 2002

<i>Prior Knowledge Assessment</i>	Whether you attended Sonia's workshop or not, this will be an opportunity to learn how your colleagues integrate an assessment of their students' prior knowledge into their teaching.	November 19, 2002
<i>What We've Learned After One Semester at Xavier</i>	The purpose of the luncheon is to provide new faculty members with the opportunity to share experiences, insights, and questions they may have after their first semester at Xavier. We will also focus a portion of the discussion on student evaluations.	January 13, 2003
<i>You Can't Memorize How to Think: Encouraging Critical Thinking in the Classroom</i>	Traditional education techniques often include only fact memorization and drills as methods of acquiring knowledge. Problems with this approach are several: 1) it can be boring for both students and teachers; 2) the knowledge that students gain from this approach is potentially limited in its applicability; and, most importantly; 3) the knowledge is often short-lived and shallow. In this workshop, I will demonstrate a number of ways that one might incorporate a more active, critical approach to teaching and learning. Participants will then work together to generate other ways to encourage our students to think critically. We will discuss how class meetings, exams, and assignments can take a more critical slant. Such a shift in emphasis may help students not only to master material for the course, but also to understand it better, apply it to their lives, and be more active thinkers.	January 22, 2003
<i>Writing and Evaluating Essay Questions and Responses</i>	The workshop will consist of presentation, discussion, and exercises in composing essay questions, making a scoring guide, and evaluating essays from the perspective of applying national standards to work in particular courses.	January 27, 2003
<i>A Forum on Gender/Women's Studies Program</i>	This forum will lead a discussion on the viability of gender studies programs and their implementation at various universities across the country. Faculty and students are invited to join this discussion of the place of a gender studies program at Xavier.	February 3, 2003
<i>Flight or Fight: Student Motivation for Academic Achievement through Quality Education</i>	Scholars agree that students' quality of education is grounded in their ability to learn roles, feelings, attitudes, norms, and social expectations from the social context, institutional structures, and classroom experiences. Assessing students' perceptions of their educational success in relation to institutional structures, the socio-psychological environment, and the classroom setting facilitates an understanding of how students are able to reach their goals at Xavier University. This forum will attempt to answer the question: "What motivates our students to commit to their educational endeavors and reach for their goals?" A research community comprised of Xavier faculty members and students will present a panorama of social scientific thinking to answer this question. Drawing upon their research expertise, this small community will integrate the issue of allocation of values and the application of communication strategies to address the socio-psychological and educational contexts of learning at Xavier.	February 26, 2003

<i>Introduction to BlackBoard</i>	In this workshop you will learn about BlackBoard basics, setting up your course, accessing BlackBoard, organizing your course on BlackBoard, customizing your course site, and adding documents, files, and announcements to your BlackBoard site.	March 10 and 11, 2003
<i>A Guide to Publishing: The Ins and Outs of Book Publishing</i>	Dr. Gary Donaldson (History) will discuss some of the ins and outs of book publishing, from defining a research topic, to finding a publisher, and the editorial process.	March 27, 2003
<i>Faculty Forum on the War in Iraq</i>	This is an open forum where all Xavier faculty members may participate in a dialogue about the war, its causes, and potential consequences. In particular, we would like to focus discussion on the ways in which we can help our students discuss and understand the war in an intelligent, informed manner. This forum is sponsored by Xavier Endowment for the Humanities, the Center for Intercultural and International Programs, and the Center for the Advancement of Teaching.	April 1, 2003

Travel grants

This grant supported faculty and student participation in a handful of conferences and symposia (Tables 3 and 4).

Table 3. Faculty travel funded by the Bush-Hewlett grant.

Faculty Travel	Purpose	Date
Todd Stanislav (Biology and Center for the Advancement of Teaching)	Dr. Stanislav attended the Ninth National HBCU Faculty Development Symposium where he participated in a panel discussion on "Best Practices in Faculty Development." This presentation was based on Dr. Stanislav's experience in directing Xavier's Center for the Advancement of Teaching in general and the Bush-Hewlett grant in particular.	October 2002
Fred Humphrey (Philosophy) Jerry Farmer (Theology)	Drs. Humphrey and Farmer and one Xavier University student attended the "Business Ethics in a Global Economy" conference. Their attendance was part of a Technology Infusion project and outgrowth of a prior Communities Initiative project.	February 2003
Elliott Hammer (Psychology)	Dr. Hammer attended the Southeastern Conference on the Teaching of Psychology.	February 2003
Dominique Gendrin (Communications) Pamela Waldron-Moore (Political Science)	Drs. Gendrin and Waldron-Moore and two Xavier University students presented a paper titled, "Flight or Fight? Student Motivation for Academic Achievement through Quality Education" at the HBCU Summit on Retention. This paper is an outgrowth of their Communities Initiative project.	March 2003

Table 4. Student travel funded by the Bush-Hewlett grant.

Student Travel	Purpose	Date
Amanda Brown (Political Science) Sharvon Pipkins (Political Science and Communications)	Ms. Brown and Ms. Pipkins and two Xavier University faculty members presented a paper titled, "Flight or Fight? Student Motivation for Academic Achievement through Quality Education" at the HBCU Summit on Retention. This paper is an outgrowth of their Communities Initiative project.	October 2002
Jourlande Gabriel (Philosophy)	Ms. Gabriel and two Xavier University faculty members attended the "Business Ethics in a Global Economy" conference. Their attendance was part of a Technology Infusion project and outgrowth of a prior Communities Initiative project.	February 2003

Support of experimentation with information technology

As we noted in the proposal to the foundations in 2001, this faculty development program does not include the use of technology as an aim unto itself. We know, however, that for those faculty members who wish to integrate technology into the teaching and learning process, there are special challenges. Thus, the Center provides a certain level of support through its staff, facilities, and programs.

The Center for the Advancement of Teaching is currently supporting several faculty members who are engaged in technology-related teaching and learning, or scholarly projects. Although the faculty members themselves are not directly supported by this grant, their work is supported by the Bush and William and Flora Hewlett foundations' support of the staff in the Center. Specifically, this grant underwrites the salaries of Mr. Bart Everson, the Center's Multimedia Artist, and Dr. Gayna Credle-Stevens, the Center's Instructional Design Specialist.

These technology projects are part of three technology initiatives: Rich Media Projects Initiative, Technology Infusion Projects Initiative, and Technology-Enhanced Curriculum Initiative. The first two initiatives are funded by a grant from the Andrew W. Mellon Foundation and the latter initiative is funded by a grant from the United Negro College Fund, Inc.

These initiatives have been very successful in supporting a range of faculty technology projects from those that involve integrating the Web into courses to those projects that are considerably more complex and ambitious and involve developing a media-rich website or CD-ROM. Regardless of the level of complexity, the involvement of the Center staff is indispensable. The support provided by this faculty development grant is, therefore, similarly invaluable.

The Center has also sponsored technology workshops for faculty, such as *The WebBoard Prime*, *Teaching with SMART Board*, and *Introduction to BlackBoard*. A complete list of workshop with descriptions is found in Table 2 on page 7.

3. If applicable, describe the population served or community reached during the grant period. Use numbers and demographics such as race/ethnicity, gender or geographic location.

The Xavier University of Louisiana campus faculty and student community was the immediate population served by this faculty development grant. In Table 5, we present the data which represent the numbers of faculty members who have participated in activities associated with this grant. We have not maintained demographic data such as gender and race/ethnicity.

Table 5. Number and percent of faculty members per department involved in Center activities during the 2002-2003 academic year.

Department	# of faculty involved in activities	Total # of faculty in the department	% of faculty involved in activities
African American Studies	3	3	100%
Art	2	5	40%
Biology	17	29	59%
Business	8	11	73%
Chemistry	13	25	52%
Communications	7	13	54%
Computer Science	5	9	55%
Division of Education	9	15	60%
English	11	16	69%
History	7	8	87%
Languages	7	8	87%
Mathematics	7	17	41%
Music	3	6	50%
Pharmacy	17	33	52%
Philosophy	5	6	84%
Physics/Engineering	2	6	33%
Political Science	2	3	66%
Psychology	6	7	86%
Sociology	2	3	66%
Theology	6	6	100%
TOTAL	139	229	61%

4. Were there any unanticipated results, either positive or negative? What did you learn because of this grant?

In late April 2003, the Center administered two surveys that aimed to assess various aspects of this grant in general and the Communities Initiative in particular. The data from these surveys are currently being compiled for analysis. A full report of our findings from these surveys will be provided in the Year II interim report.

The aim of this faculty development program is to improve student learning by fostering a campus culture where teaching and research are improved and *made public*. We place extra emphasis on the "made public" portion of this aim since, we believe, it often poses a special challenge.

As we stated in the original proposal, this faculty development program encourages faculty and student conversations that are focused on specific teaching and learning problems and opportunities, or research questions. Xavier faculty members have no lack of enthusiasm or ideas about ways in which to improve teaching and learning or questions to explore via traditional research methods. Many of these ideas and questions have been examined through the establishment of faculty and student communities under the auspices of the Center's Communities Initiative. In most instances, the work of these communities is easily made public through conference presentations, workshops or forums, or publications. In a few

instances, however, it has been difficult for faculty members to identify relevant and appropriate ways to make their work public.

We believe that the first and perhaps best opportunity to address this "dissemination challenge" is in the proposal review process. We believe we need a more informed and critical interdisciplinary pool of faculty members who will review faculty proposals. A good review team would distinguish proposals of substance from proposals of convenience. Moreover, a well informed and more critical review team will be able to provide recommendations to the faculty members submitting the proposal about, for example, methods of project dissemination.

5. Will you make any changes based on these results?

Communities Initiative

We will explore the possibility of establishing a standing faculty proposal review committee with representation from each of the major academic programs, e.g. Arts, Humanities, Social Science, Business, Natural and Physical Sciences).

Course Portfolio Working Groups

Faculty members who participate in the Communities Initiative and Course Portfolio Working Group Initiative report having difficulty finding a mutually convenient time to meet. The Center will communicate with department chairs to inform them of faculty members who will be participating in activities that require coordination of many faculty members' schedules. We hope to be able to identify a meeting time early enough that chairs will then be able to consider assigning a teaching schedule that can accommodate the meeting time. The Center will begin doing this for projects that begin in the Spring 2004 semester.

6. *(for program/project grants only)* What are your future plans for sustaining this program or project?

The only viable option for continuing the Communities Initiative and Course Portfolio Working Group Initiative is to seek support from a funding agency or private donor. The costs associated with these initiatives are simply too great for the University to support at this time. The University will continue to provide funding for support of the Center for the Advancement of Teaching's staff.

During the 2003-2004 academic year, the Center for the Advancement of Teaching will write a concept paper that describes the programmatic elements or direction of a new grant initiative. We will also begin to identify possible sources of funding, with the intention of submitting a proposal in late 2004 or early 2005.

7. Are there any other important outcomes as a result of this grant?

No other, at this time.

8. Do you have any plans to share your results or findings? How?

We do not have any specific plans at present. We will continue to look for ways to disseminate the work of faculty members who are funded by this faculty development grant. Similarly, we will look for opportunities to share the results of this faculty development program.

Financials

1. Please attach an income and expense statement for this grant period. Also, include your original budget. A side-by-side comparison with differences noted is most helpful.
2. If this is an interim report, please attach a statement including income and expenses for grant period *to date*. If this is a final report, please attach a statement including *actual* income and expenses for the entire grant period.
3. Capital grant recipients should update Tables I and II (sources and uses of funds) from their original application.
4. Please feel free to include a narrative for any of your expenses and income, if necessary.
5. (*for program/project grants only*) Please include a list of additional funders, including amounts received for this project or program.

The two grants listed below do not support the faculty and student communities-based program of faculty development that is funded by the grant from the Bush and William and Flora Hewlett foundations. The grants do support specific technology initiatives of the Center for the Advancement of Teaching.

The Andrew W. Mellon Foundation (\$350,000)

This three-year grant (2001-2004), administered by Xavier's Center for the Advancement of Teaching, is designed to enable faculty to acquire, improve, and advance their capabilities in using information technologies to transform the teaching and learning process. This grant supports the Center's Rich Media Projects Initiative and the Technology Infusion Projects Initiative.

United Negro College Fund, Inc. (\$100,000)

A three-year grant (2002-2005) from the UNCF supports a program for a technology-enhanced curriculum that involves discipline-based or interdisciplinary groups of faculty. This grant supports the Center's Technology-Enhanced Curriculum Initiative.