

Minnesota Common Report Form Cover Sheet

Date of Report: 4 June 2004

Report Submitted to: **THE BUSH FOUNDATION**

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Center for the Advancement of Teaching

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Grant Information

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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

The Center's Communities Initiative provides opportunities for faculty and students to examine teaching and learning problems and opportunities, and conduct research, including research of the teaching and learning process. During Year II, this grant supported nine communities of faculty and students. 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, 2003 – May 31, 2004.

Project title	Participant(s)	Description
<i>An Interdisciplinary Focus on the Human Genome Project</i>	Dr. Jay Ciaffa (Philosophy), Dr. Marion Carroll, and Ms. Shemeka Darisaw (Chemistry)	An interdisciplinary teaching community will study the Human Genome Project. This project was completed in July 2003
<i>Freshman Mathematics Community Research Project</i>	Mrs. Susan Fredine, Dr. V.J. DuRapau, Jr., Mr. Kody Melancon, and Ms. Andrea Tyson (Mathematics)	This research project targets administrative and pedagogical questions about Xavier's Pre-Calculus and Developmental Mathematics courses.
<i>Problem-Based Learning Community</i>	Dr. Mark A. Gstohl (Theology), Dr. Theresa Rheams, and Dr. Jill Thompson (Education)	This interdisciplinary teaching community will integrate a problem-based learning method into courses to (a) encourage students to take charge of their learning, (b) advance students' critical thinking skills, (c) teach students metacognitive strategies, and (d) provide students opportunities to work collaboratively.
<i>African American Health Issues</i>	Ms. Akira Atkins, Dr. Ronald Dorris, Dr. Charles Heglar, Mr. DeReef Jamison, and Ms. Danielle Littlefield (African American Studies)	The development "African American Health Issues," a new course within the African American Studies curriculum, will be interdisciplinary in nature, engaging both those in the health sciences field and those within other courses of study.
<i>Advanced Counseling Seminar</i>	Dr. Betty Cecile Brookover (Psychology), Sr. Faith Okerson, Ms. Cathy Smiley, Ms. Wendy Webb, and Ms. Roxann Williams (Education)	A seminar to be created as a course to be offered during each fall semester in order to meet the needs of post-master counseling students who are returning to complete such courses that a required for certification and state licensure.
<i>Medicine and the Law: An Examination of Legal Sources Concerning Proxy Decisions and the Privacy of Medical Information</i>	Dr. Robert Berman, Dr. Jay Ciaffa, Ms. Kimberly Burgess, Ms. Corrine Ferguson, Ms. Charity Johnson, and Ms. Shelly Schmitz (Philosophy)	This purpose of this teaching community is to study legal sources that address two important areas of medical ethics: proxy decisions and the privacy of medical information.

<i>Anthology of Feminist Theory</i>	Ms. Danielle Littlefield, Dr. Leslie Richardson, and Ms. Shauna Snipes (English)	This community will assemble text (including introductions, biographies, glossaries, readings, etc.) focused on Feminist Theory and compile it in a manner that is accessible to an undergraduate readership.
<i>Evaluation of Analysis Techniques for the Identification of Tilapia Stocks and Species</i>	Dr. Marc Welt (Pharmacy), Dr. Mark Schlueter (Biology), Mr. Chad Richard, and Mr. Darren Myers (Pharmacy)	This research community composed of faculty and students will study and update the Louisiana's policies on <i>Tilapia</i> identification.
<i>Etiology of Student Retention at HBCUs: A Comparative Perspective</i>	Dr. Beverly Mason, Mr. Gavin Lewis (Sociology), Ms. Adriene Hobdy, Mr. Brandon Bougard, Ms. Courtney Smith, and Dr. Pamela Waldron-Moore (Political Science)	This study is aimed at exploring explanations for institutions' success in retaining students. A comparative analysis of institutional measures will be made using quantitative and qualitative evaluations.

As in Year I of this grant, Dr. Pamela Waldron-Moore (Chair, Political Sciences) served as the coordinator of 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 during the fall 2003 semester to discuss the progress of their projects, explore opportunities for improving the Initiative, and consider forums for the dissemination of their findings. Because of scheduling difficulties during the spring 2004 semester, Dr. Waldron-Moore organized meetings with individual project groups.

As was stated in our year I report, we continue to believe that a project serves the Xavier community best when it is disseminated by means of a scholarly publication or conference presentation. Examples of broader dissemination of the work of these faculty and student communities are provided below.

- The "Women and Narrative" oral history research community presented a panel discussion entitled "Black Women in the Urban South" at the National Women's Studies Association conference held in New Orleans in June 2003. The panelists presented oral history projects that were conducted in conjunction with two Xavier University history courses during the 2002-03 academic year, "Women in International Contexts, 1850-present" and "African American History." Student presenters included Ms. Kaylin Ewing (History) on black motherhood; Ms. Shauna Snipes (Psychology) on women in the St. Bernard housing development; and Mr. Worth Hayes (History) on gender roles in the New Orleans Black Panther Party. Ms. Wendy Gaudin (History) chaired the panel. Dr. Elizabeth Hemenway (History) was also a member of the "Women and Narrative" research community.

- Dr. Elizabeth Rousselle (Languages) and four students -- Mr. Cesar Briceno (Languages), Mr. Gavin Lewis (Sociology), Ms. Maricel Martinez (Languages), and Mr. Byron Williams (History) -- gave a presentation at the June 2003 National Women's Studies Association conference, titled, "An Undergraduate Research Community's Historical, Sociological, and Literary Observations of Spanish Women in Medieval and Renaissance Spain (711-1700)."
- Dr. Charles Heglar and Mr. DeReef Jamison, both of the African-American Studies Department, and one student, Ms. Angel Harper (Biology), presented a paper titled, "African American Health Issues and the HBCU Curriculum" at the 10th National HBCU Faculty Development Symposium held in October 2003.
- Dr. Marion Carroll (Chemistry) and Dr. Jay Ciaffa (Philosophy) co-authored a paper titled, "The Human Genome Project: A Scientific and Ethical Overview," that is published on-line in the August 2003 edition of Actionbioscience.org, an educational website that promotes bioscience literacy. The article is available at:
http://www.actionbioscience.org/genomic/carroll_ciaffa.html.
- Drs. Beverly Mason (Sociology) and Pamela Waldron-Moore (Political Science) presented a paper entitled "Etiology of Student Retention at HBCUs" at the 23rd Annual Meeting of the Research Association of Minority Professors held in Houston, Texas in February 2004. This presentation is the result of a Communities Initiative research project involving Drs. Mason and Waldron-Moore and four students, Mr. Brandon Bougard, Ms. Adriene Hobdy, Mr. Gavin Lewis, and Ms. Courtney Smith.
- Dr. Mark Schlueter (Biology), Dr. Marc Welt (College of Pharmacy), and two students, Mr. Chad Richard and Mr. Darron Meyers, presented a poster at the Aquaculture 2004 conference held in Honolulu, HI in March. This presentation was one outcome of research they conducted under the auspices of the Center's Communities Initiative.
- In 2002, Dr. Pamela Waldron-Moore was part of a Communities Initiative project titled, "Flight or Fight? Motivations for Academic Achievement through Quality Education." One result of this research is the following paper:

Waldron-Moore, Pamela. (2004). *Student Motivation: Getting to the Bottom of HBCU Attrition*. Journal of the Research Association of Minority Professors, 7 (1): 20-38.

Course Portfolio Working Group

During the 2003-2004 academic year, twenty-eight faculty members took part in two course portfolio working groups. Of these, twelve were new faculty members. Also, five of the twenty-eight faculty members participated in a new project designed for professors who had already completed a course portfolio and now wished either to expand their original course portfolio or develop a new course portfolio. Drs. Paul Schafer (Philosophy) and Deany Cheramie (English) gave leadership to these efforts.

Since the first Course Portfolio Working Group was established in the 1997-1998 academic year, 57 course portfolios have been written by Xavier faculty members. As the number of portfolios has grown so too has the methods by which faculty members have assessed teaching and student learning. The Center has, thus, begun compiling a list of research questions or teaching and learning problems that faculty members have investigated in their course portfolios, along with the various assessment strategies that faculty have used in the research. We have begun developing an interactive database for the Web which

will allow users to learn more about the research questions and the methods employed to investigate them. We anticipate that this database will be available on the Web by December 2004.

Course Portfolio Review

During Year II of this faculty development grant, the Center launched a new program as part of its Course Portfolios Initiative. This new project, the Course Portfolio Review project, is modeled after the "Peer Review of Teaching Project" involving faculty from the University of Nebraska, Indiana University, Kansas State University, the University of Michigan, and Texas A&M University.

During the 2003-2004 academic year, seven faculty members participated in the Center's Course Portfolio Review project.

Following the guidelines of the "Peer Review of Teaching Project," the review of a course portfolio will entail consideration of four specific issues in teaching: course intellectual content, quality of teaching practices, quality of student understanding, and evidence of reflective consideration and development. Xavier faculty members involved in the Center's Course Portfolio Review project will review portfolios written by faculty members involved in the "Peer Review of Teaching Project;" the reviews will be submitted to the coordinator of this Project.

Workshops

During the 2003-2004 academic year, the grant supported a variety of workshops, symposia, and forums for faculty and students. A complete list and description of these events are given in Table 2.

Table 2. Events supported by the grant during the 2003-2004 academic year.

Event	Description	Date(s)
<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 21 and 22, and September 5, 2003, and January 8, 9 and 23, 2004
<i>Electronic Conferencing: WebBoard Conference Review</i>	This workshop is designed to promote the use of electronic text-based conference systems and generate awareness of successful methods and techniques for course related activities. The conference system demonstrated will be WebBoard Conference. This workshop will also reacquaint faculty with the functions and features of WebBoard.	August 22, 2003
<i>Redesigning the Xavier Website: An Informal Chat with the University's Web Developer</i>	The city of New Orleans is full of tales of dirty deals, back room liaisons, and sexual intrigue. Instead of these topics, on September 3, we will hold a brownbag lunch on the intricacies of the re-design of the Xavier University website. It will be an interesting look at the behind-the-scenes decision making process, and a Q/A on the process of institutional web design.	September 3, 2003

<i>Classroom Management: An Oxymoron?</i>	<p>Your handling of issues related to classroom management can have significant consequences both in terms of your teaching and your students' learning.</p> <p>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.</p>	September 4, 2003
<i>Classroom Tools: SMART Board, New features in Version 8.0</i>	SMART Board software is used with interactive white boards located in several classrooms on campus. Version 8.0 will allow images to be hyperlinked and much more. Come for "how-to" guidance on board functions. General functions of the interactive board with the software will be demonstrated along with the new features such as: template galleries, spotlight, switching views, etc.	September 4 and 5, 2003
<i>How PowerPoint Made Me More Interesting: An Innovations in Teaching Brown-Bag Discussion</i>	PowerPoint is a multi-media graphics presentation program that, when used effectively, greatly aids in communicating ideas. It can display text and images, as well as play videos and sound files. Dr. Homan will share some of his experiences, both good and bad, of using PowerPoint in the classroom.	September 8, 2003
<i>Extensible HyperText Markup Language An Introduction to XHTML</i>	This informal talk will introduce you to the main concepts behind Extensible HyperText Markup Language (XHTML), the successor of HTML.	September 17, 2003
<i>Classroom Tools: Student Response Devices and Hand-Held Communication Systems</i>	Attend this workshop to learn more about handheld communication devices for classroom use. Two systems will be discussed and one demonstrated with audience participation.	September 22, 2003
<i>The Workings of Team Teaching: Perspectives of Four Faculty Members</i>	Faculty members who were involved in team teaching two courses (Ethical, Legal, and Social Implications of the Human Genome Project and Clinical Practicum in Reading) will describe their experiences and that of their students.	September 24, 2003
<i>Multiple Choice Questions, Examinations, and Test Banks: A User's Guide</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.	September 29, 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.	October 8 and 9, 2003

<i>Extensible Markup Language: An Introduction to XML</i>	This informal talk will introduce you to the main concepts behind Extensible Markup Language (XML). Note that XML should not be confused with XHTML, the topic of another recent talk.	October 15, 2003
<i>Blackboard and Learning: A Discussion of Creative Uses of Blackboard across the Disciplines</i>	Blackboard is a course management system that is currently available to all Xavier faculty members. Some professors use it extensively, some use it moderately, some not at all. This discussion will bring together experts, novices and the curious to explore innovative uses of this technology. We are interested not only in what Blackboard can do but in the underlying assumptions about teaching and learning that inform its use.	October 16, 2003
<i>Faculty Videomakers at Xavier</i>	In this informal talk, Xavier faculty recount their videomaking experiences. Dr. John Marszalek has been working on a video titled "Dream Analysis and Counseling: Live Demonstrations." MaP6 Kinnord has produced a short documentary on the building process of traditional ceramic architecture of Northern Ghana.	October 22, 2003
<i>Mid-Course Correction: Using Student Evaluations in the Middle of a Semester</i>	A discussion, with examples, of the design and use of mid-course evaluations. Instead of waiting until the end of the semester, instructors can receive valuable feedback that allows them to make strategic changes. All faculty, old and new, are encouraged to come.	October 23, 2003
<i>Undergraduates as Classroom Teachers</i>	Xavier's Chemistry Department has a tradition of involving undergraduates in the teaching process, from having sophomores teach General Chemistry Drill to the more recent MEDIC-B Teaching Assistant Program for General Chemistry Laboratory. Among the many aims of these programs, one is to promote an interest in teaching, particularly at the college level. The discussion will focus not only on the successes of these programs, but also on problems and strategies for avoiding problems associated with having undergraduates as classroom teachers.	October 30, 2003
<i>PHP: Hypertext Preprocessor An Introduction to PHP</i>	This informal talk will introduce you to the main concepts behind using the PHP scripting language. PHP is a widely-used Open Source general-purpose scripting language that is especially suited for Web development and can be embedded into HTML. This session will offer a few basic examples that give a flavor of what can be accomplished with PHP. We will touch lightly on basic syntax, variables, functions and control structures, as well as dealing with forms, but we won't explore any of these issues in depth. We will not even pretend to cover installation, security, database connectivity, or any of the other myriad subjects that would require far more time than this brief session will allow; however, if there is sufficient interest, these topics could be addressed in a future session.	November 5, 2003

<i>Teaching for Strategic Learning</i>	A live teleconference featuring two of the nation's leading experts on classroom teaching/learning and student motivation.	November 13, 2003
<i>Blackboard Training: Basics and Beyond</i>	Learn how to use the main features of Blackboard and be introduced to several more advanced tools, such as the virtual classroom, the test manager and the discussion board.	December 15, 2003
<i>What We've Learned After One Semester at Xavier: A Luncheon for New Faculty Members</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 15, 2004
<i>You Can't Memorize How to Think: Encouraging Critical Thinking in the Classroom</i>	<p>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.</p> <p>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.</p>	January 21, 2004
<i>Don't Throw Away That Test! Turning Old Exams into Classroom Discussions</i>	This workshop explores ways to actively engage students, and foster learning, in debriefing sessions after a test has been graded. Participants are invited to bring along an old exam so that they might glean insights that concretely benefit their teaching.	January 28, 2004
<i>Educating the 'Netgen': Strategies that Work</i>	Dr. Diana Oblinger, Executive Director for Higher Education, Microsoft Corporation, explores the characteristics of the next generation of learners, the uses of technology to support these learners, and the learning styles that may signal different instructional needs.	January 29, 2004
<i>Beyond Lecture: Maintaining a Learning Environment in a Content-Heavy Course</i>	This workshop addresses the question: How can I foster active learning on the part of my students when there's so much to cover in this course?	February 3, 2004
<i>Cheating Across the Curriculum: A Forum on Academic Integrity at Xavier</i>	This forum follows up a discussion begun last year in Academic Council and continued since online. What can we do individually and institutionally to stem the tide of cheating and plagiarism?	February 12, 2004

<i>Future Prospects for Team-Taught Courses: Opportunities and Issues</i>	In this brown-bag discussion session, we will examine opportunities (e.g., interdisciplinary programs and courses) and issues (e.g., faculty load, variations on team teaching, course development) related to team teaching.	February 13, 2004
<i>Blackboard and Learning: A Discussion of Creative Uses of Blackboard across the Disciplines</i>	Blackboard is a course management system that is currently available to all Xavier faculty members. Some professors use it extensively, some use it moderately, some not at all. This discussion will bring together experts, novices and the curious to explore innovative uses of this technology. We are interested not only in what Blackboard can do but in the underlying assumptions about teaching and learning that inform its use.	February 18, 2004
<i>E-Moderating: Developing and Managing On-line Discussions</i>	How can on-line discussions using e-mail, chat, or a class management tool such as Blackboard positively affect student learning? What constitutes a "good" threaded discussion? What can the moderator do to assure its success? If these or other similar questions concerning teaching and learning via on-line discussions linger in your mind, then this workshop may be of interest to you.	March 10, 2004
<i>Faculty Presentation: Proportional Hazards Model for Risk Factors</i>	A challenge in assessing the effectiveness of a first semester Calculus course is the relatively large number of students who withdraw during the semester. Standard techniques (e.g., correlation, linear regression) are hampered by the loss of data due to student withdrawals. This study applies survival analysis methodology to examine risk factors contributing to student failure to successfully complete a first semester undergraduate course in Calculus. The concept of censored data is discussed, and the proportional hazards model is introduced. Some of the underlying theory is discussed, including Cox regression to estimate parameters of the model. Finally, Cox regression is applied to data from the Fall 2003 semester to investigate risk factors in Calculus 1.	March 11, 2004
<i>What's In the Student Handbook Anyway? Classroom Discipline</i>	Phones ringing, newspapers being read, music on the headphones, constant comings and goings: Is this a party or a classroom? What can we expect in terms of student behavior? What are our rights? What are their rights? What is written...and unwritten? Proposed by the Faculty Association, this discussion follows up on faculty concerns raised at recent meetings.	March 17, 2004

<i>Assessing Student Learning: Strategies Developed by Course Portfolio Working Group Participants</i>	CAT has sponsored Course Portfolio Working Groups (CPWG) since 1997. While the participants of each "class" benefit from the insights of their colleagues from various disciplines, the rest of the faculty, for the most part, never hear of their accomplishments. This panel discussion invites CPWG participants, old and new, to share what they have learned in their individual projects: What are students learning, and how might this be measured?	March 23, 2004
<i>Creating Engaged Learning Environments for Today's Students: A Live Teleconference for Faculty and Administrators</i>	Are your students disengaged academically? Is there a disconnect between teaching and learning? As educators, these questions are at the heart of our personal mission - promoting student success in the classroom. As our student population changes, research has shown that innovative instructional strategies are crucial in helping students succeed. This teleconference focuses on proven pedagogies that work in the classroom. Recognizing that change may be difficult, our panel of experts discusses strategies for securing broad-based institutional support. As they offer examples of good practice, they also explore the role assessment plays when student learning is the intended outcome.	March 25, 2004
<i>Searching and Thinking: Inclusion of Library Resources in Teaching</i>	This hands-on workshop will familiarize faculty with library research tools and suggest ways to incorporate them in courses.	April 1, 2004
<i>Am I Getting an A? Assessment and Grading</i>	With just three weeks left in the semester, the perennial question of grades once again confronts us. In this discussion we address the questions: 1. What is the relationship of assessment to grading? 2. What is the "normal curve" for grades across disciplines at Xavier? 3. Does grade inflation exist on this campus and, if it does, what are the ramifications?	April 7, 2004
<i>Blogs and the Blogging Bloggers Who Blog Them</i>	What are these 'blogs' that everyone's talking about, anyway? Find out more about the blogging phenomenon and hear from Xavier faculty who are using blogs in their teaching. This is an informal brownbag discussion, so bring your lunch and/or some questions!	April 22, 2004
<i>A Live, Interactive Videoconference</i>	This webcast facilitates a cultural exchange between high school students in Jordan and New York.	May 11, 2004

At the Spring 2004 Faculty Institute, the Center for the Advancement of Teaching hosted a faculty development mini-conference; over 100 faculty members participated in this two-day event. The workshops held during the mini-conference are presented in Table 3.

Table 3. January 2004 faculty development mini-conference workshops.

Faculty Development Mini-Conference January 6 and 7, 2004	Description	Presenter(s)
<i>Do You 'See' What I 'See'? The Role of Immediacy in Enhancing Student Learning and Overall Educational Experience</i>	One of the most critical ways for improving student learning is ensuring high quality relationships between students and their instructors. In particular, the way we as instructors communicate in and out of the classroom has a major impact on students' cognitive and affective learning, and their willingness to communicate with us. Taking a critical look at some of the ways we relate to our students is essential to enhancing their educational experience. The workshop will: (1) Review research findings that emphasize the role of instructor communication on student learning; (2) Identify verbal and nonverbal immediacy communication behaviors that promote and demote classroom learning; (3) Analyze videotaped samples of instructor behaviors in the classroom; (4) Develop a plan to maintain and enhance immediacy communication behaviors in the Xavier instructional setting.	Drs. Dominique Gendrin and Stephanie Thomson, Xavier University Communications Department
<i>Teaching Well, Saving Time: How to Improve Learning Outcomes While Still Having Time for a Life</i>	This workshop will cover the topics of... (1) goal setting; (2) best practices in higher education; (3) the assignment-centered course design concept; (4) alternative uses of time and space.	Dr. Kevin Barry, Assistant Director of the Center for Teaching and Learning, Notre Dame University
<i>Teaching Well With Technology: An Overview of Technologies for Teaching and Learning</i>	In this follow-up workshop to "Teaching Well, Saving Time," Dr. Kevin Barry demonstrates various technologies as they apply to student learning.	Dr. Kevin Barry, Assistant Director of the Center for Teaching and Learning, Notre Dame

Travel grants

This grant supported faculty and student participation in several conferences and symposia (Tables 4 and 5).

Table 4. Faculty travel funded by the grant in Year II.

Faculty Travel	Purpose	Date
Elizabeth Hemenway (History)	Dr. Hemenway participated in the National Women's Studies Association conference.	June 2003
Elizabeth Rousselle (Languages)	Dr. Rousselle and four students presented a paper at the National Women's Studies Association conference.	June 2003
Michael Homan (Theology)	Dr. Homan participated in the Society of Biblical Literature meeting.	November 2003
Pamela Waldron-Moore (Political Science)	Dr. Waldron-Moore and Dr. Beverly Mason presented a paper at the Research Association of Minority Professors meeting.	February 2004
Beverly Mason (Sociology)	Dr. Beverly Mason and Dr. Waldron-Moore presented a paper at the Research Association of Minority Professors meeting.	February 2004
Paul Schafer (Philosophy)	Dr. Schafer participated in the "Making Learning Visible: Peer Review of Teaching" conference hosted by the University of Nebraska, Lincoln.	March 2004
Mark Gstohl (Theology)	Dr. Gstohl presented a paper at the Southwest Commission on Religious Studies conference.	March 2004
Michael Homan (Theology)	Dr. Homan presented a paper at the Southwest Commission on Religious Studies conference.	March 2004

Table 5. Student travel funded by the grant in Year II.

Student Travel	Purpose	Date
Gavin Lewis (Sociology)	Mr. Lewis, other students, and Dr. Rousselle presented a paper at the National Women's Studies Association conference.	June 2003
Byron Williams (Languages)	Mr. Williams, other students, and Dr. Rousselle presented a paper at the National Women's Studies Association conference.	June 2003
Maricel Martinez (Languages)	Ms. Martinez, other students, and Dr. Rousselle presented a paper at the National Women's Studies Association conference.	June 2003
Cesar Briceno (Languages)	Mr. Briceno, other students, and Dr. Rousselle presented a paper at the National Women's Studies Association conference.	June 2003
Kaylin Ewing (Languages)	Ms. Ewing participated in the National Women's Studies Association conference.	June 2003
Angel Harper (English)	Ms. Harper and two faculty members presented a paper at the 10 th National HBCU Faculty Development Symposium.	October 2003
Roy DuBose (Biology and Theology)	Mr. DuBose and a faculty member presented a paper at the Southwest Commission on Religious Studies.	March 2004

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 *Extensible Markup Language: An Introduction to XML*, *Classroom Tools: Student Response Devices and Hand-Held Communication Systems*, and *Electronic Conferencing: WebBoard Conference Review*. A complete list of workshop with descriptions is found in Table 2.

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 6, 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 6. Number and percent of full-time faculty members per department involved in Center activities during the 2003-2004 academic year. *Data obtained from 2003-2004 University profile and departmental Web pages (27 May 2004).

Department	# of faculty involved in activities	Total # of faculty in the department*	% of faculty involved in activities
African American Studies	3	3	100%
Art	5	5	100%
Biology	21	29	72%
Black Catholic Studies	1	1	100%
Business	9	11	82%
Chemistry	14	23	61%
College of Pharmacy	23	39	59%
Communications	13	15	87%
Computer Science	10	10	100%
Division of Education	15	18	83%
English	13	15	87%
History	6	8	75%
Languages	7	7	100%
Mathematics	12	16	75%
Music	5	7	71%
Philosophy	5	6	83%
Physics/Engineering	3	6	50%
Political Science	3	3	100%
Psychology	6	7	86%
Sociology	4	4	100%
Theology	6	6	100%
TOTAL	184	239	77%

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

Communities Initiative

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.

We indicated in the Year I interim report that we needed "... a more informed and critical interdisciplinary pool of faculty members who will review faculty proposals." We believe we succeeded in identifying this group by soliciting faculty volunteers from the Center's Faculty Advisory Group who had prior and successful experiences as participants in the Communities Initiative.

Although the proposal review process improved during Year II, we have learned that other efforts are still necessary to ensure the successful dissemination of the projects. As we head into the third and final year of the grant, we will make a more concerted effort to articulate clear and rigid expectations to faculty and students involved in the Communities Initiative that dissemination is a necessary part of the projects. We will also indicate that a campus presentation of the work of the community is a minimum form of

dissemination. And last, we will work with the communities to ensure that a dissemination plan has been thoroughly drafted during Phase I of the two-phase projects.

The Center staff and the Coordinator of the Communities Initiative will also work with faculty and students involved in the communities to inspire and help students to develop and maintain a commitment to the projects. We have noted instances in which students lose their focus on the projects as other academic pressures mount during the semester. Because their involvement in the projects does not carry course credit, it's understandable that some students face difficult time-management and workload issues. We will make every effort to accommodate students' schedules, while also maintaining high expectations for their contributions to the projects.

Course Portfolio Working Group

From the inception of the Course Portfolio Working Group in 1997 until 2004, one type of course portfolio was conceived and produced. Depending on its focus and purpose, it contained a variety of elements clustered around the areas of preparation, process, product, and reflection. The portfolios produced by faculty members during these years included elements of what are now considered to be distinctly different course portfolios – the Benchmark and Inquiry portfolios.

During Year II of this grant, the Center invited faculty members who previously had participated in the Course Portfolio Working Group to either develop a new course portfolio or expand their original course portfolio by, for example, examining or re-examining a teaching or student learning question.

In March 2004, Drs. Paul Schafer and Todd Stanislav attended the "Making Learning Visible: Peer Review and the Scholarship of Teaching" conference, hosted by the University of Nebraska-Lincoln. Drawing insights from the Peer Review of Teaching Project of the University of Nebraska, Indiana University, Kansas State, University of Michigan, and Texas A&M, the Xavier Course Portfolio team decided, starting with fall 2004 semester, to facilitate two distinct types of course portfolio: the Benchmark Portfolio, recommended for first-time participants, and the Inquiry Portfolio, recommended for faculty who have already completed a course portfolio project.

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

Changes that will be made to the Communities Initiative and Course Portfolio Working Group are discussed in the previous section of this report.

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

As was indicated in the Year I report, the only viable option for continuing the Communities Initiative and Course Portfolios 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.

At the time of this writing, the Center is actively working with staff in Xavier's Office of Institutional Advancement to identify possible funding sources for the Center for the Advancement of Teaching.

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, however, 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.