

# **2000-2001 Planning Document: Program Goals, Means of Assessment, and Budget**

## *Introduction*

As an interdisciplinary collaborative academic unit whose mission is to advance the art of teaching at all levels, the Center for the Advancement of Teaching (henceforth “the Center”) contributes to the creation of a pluralistic teaching and learning environment for Xavier’s faculty and, in turn, their students. By providing resources and opportunities to Xavier’s faculty to revise pedagogy in innovative ways, the Center assists faculty in incorporating relevant educational means to prepare Xavier’s students “to assume roles of leadership in community and society.” The Center’s participation in preparing future leaders furthers the University’s ultimate purpose of creating “a more just and humane society.”

The Center is fortunate to play a role in shaping future leaders even before they reach college. In keeping with its mission to advance the art of teaching *at all levels*, the Center makes its services and facilities available to the faculty of its three partner schools in the New Orleans Public School System--Mildred Osborne Elementary, Thurgood Marshall Middle School, and McDonogh #35 Senior High. The faculty and staff of the Center hope that their partnership with these faculty members, and ultimately their students, will not only shape future leaders, but also further Xavier’s goal of creating a more just and humane society.

The goals and means of assessment proposed in this document represent those areas to which the Center’s faculty and staff have chosen to give specific attention. These goals and means of assessment are not intended to be comprehensive or to represent the complete program for the Center for the Advancement of Teaching.

## *The Center’s Goals*

The Center faculty and staff have identified what they consider to be particularly worthwhile and measurable goals in four areas:

- provide incentives to Xavier’s faculty to advance their teaching;
- promote the use of technology in teaching and learning;
- provide professional development events for faculty at Xavier, the Center’s partner schools, and Xavier Preparatory School; and
- explore external funding opportunities.

## **Goal I and its Assessment**

The Center is fortunate to currently have external funding that supports faculty members who wish to advance their teaching. Through requests for proposals, the Center hopes to provide incentives to at least 15% of Xavier’s faculty to explore and use new means to improve student learning. The incentives will consist of faculty stipends and release time.

A list of requests for proposals (RFPs), the number of proposals submitted and funded, names of the funded faculty, and copies of faculty project reports will be maintained to verify that incentives were received by at least 15% of Xavier’s faculty.

Two grants, one from The Bush and William and Flora Hewlett foundations, and one from the Andrew W. Mellon Foundation currently fund the Center. Data regarding RFPs and proposals associated with the former grant are provided in Table 1 below. Data for similar initiatives associated with the latter grant are currently being compiled for an interim report due in late October 1999. Once completed, this report will be submitted to Xavier’s Office of Institutional Research.

<b>Requests for Proposal Opportunities</b> (Bush-Hewlett grant, 1998-1999)	<b># Proposals Submitted</b>	<b># Proposals Supported</b>
<b>Communities of Faculty and Students</b>		
Teaching Communities	3	2
Research Communities	4	2
Technology Communities	15	13
<b>Course Portfolio Working Group</b>	14	11
<b>Total</b>	<b>36</b>	<b>28</b>

Table 1. Faculty development request for proposal activities funded by the Bush-Hewlett grant during the 1998-99 academic year.

During the 1998-99 academic year, Bush-Hewlett grant funds supported four communities of faculty and students involved in teaching and technology projects. The title and description of each project and the numbers of faculty and students involved follows.

- Music Technology and Teaching Community. Five faculty members from the Music Department, including the chairperson and four students majoring in music participated in this technology community. The goals of this community were to gain familiarity with educational technologies, including software, and integrate appropriate technology into at least two music courses.
- On-line Writing Lab—Department of Business Administration and Economics. This project involved two faculty members and two students majoring in business administration. This community developed a website with information on various topics in business management and economics, and guidelines for writing essays in economics.
- From Chalkboard to Keyboard: Adapting the Engineering Graphics Course to Today's Technology. This project involved two faculty members from the Physics/Engineering Department and two students majoring in physics. The community of faculty and students set out to incorporate the latest technologies as instructional tools and to redesign the current engineering graphics course by including industry-standard computing tools.
- Chemistry Course Websites. Two Chemistry Department faculty members proposed developing websites for Organic and Inorganic Chemistry courses.

Beginning in January 1999, eight teaching and technology communities of faculty and students were supported by grant funds. These projects will not be completed until December 1999. The title and description of each project and the numbers of faculty and students involved are provided below.

- Creation of a Website in Medicinal Chemistry Using Students as Critical Researchers of the World Wide Web. Two faculty members and two students from the College of Pharmacy engaged in a year-long project to create a website for use in four College of Pharmacy courses and that provides criteria and guidance in evaluating the scholarly value of medicinal chemistry website, and annotated links to such websites.
- Implementation of the Web to Benefit College of Pharmacy Faculty and Students. Three faculty members and two students from the College of Pharmacy developed a website that provided a means of evaluating pharmaceutical-related websites and that would be used in the pharmaceutical marketing class.
- Computer Science Department On-line Writing Laboratory. The development of a website with a style manual for computer programming was undertaken by two faculty and two students in the Computer Science Department.
- On-line Writing Laboratory in Pharmacology and Medicinal Chemistry. This project involved the development of a website with information on writing conventions in Pharmacology and Medicinal Chemistry. Four College of Pharmacy faculty and two students are involved in this project.
- Students as Critical Researchers of the World Wide Web: Assessing Available On-line Resources for the History of Psychology. Two Psychology Department faculty members and two students developed a website for use in the History and Systems of Psychology course that would provide students with tools to evaluate the quality of course-appropriate websites.
- Evaluation of Websites in the Fields of Molecular Biology and Biotechnology. In an effort to assist students in making informed decisions about information found on the Web, two faculty and two

students have begun developing a website to be used in the new Molecular Biology and Biotechnology course in the College of Pharmacy.

- Student Research and the World Wide Web. In an effort to assist students in becoming critical researchers of the World Wide Web, five Communications Department faculty and students are developing a website with information on browsing strategies, design effectiveness, and site content of websites related to the field of mass communications.
- On-line Writing Laboratory in Communications. Five faculty and students from the Communications Department have begun developing a website aimed at linking the field of communications, writing in the discipline, and technology.

Several other individual faculty technology projects were undertaken with support provided by the grant from the Andrew W. Mellon Foundation. These projects will be described in the interim report available in late October 1999.

Two teaching and learning communities of faculty and students were also supported by the Bush-Hewlett grant during the 1998-99 academic year. These included the following communities:

- Creative Writing Teaching and Learning Community. This community of five faculty members from the English Department, one of whom was a visiting distinguished creative writing professor, and two students engaged in a project during the 1998-99 academic year with the following goals:
  1. strengthen teaching and student learning in the newly established creative writing minor;
  2. refine and develop the curriculum and teaching standards of the creative writing minor; and
  3. develop a course portfolio for Introduction to Creative Writing.
- World Literature and World History Teaching and Learning Community. Seven English Department and five History Department faculty members, and two students (one from each department) established a community of learners focused on learning in the disciplines, contextualizing literature with history; and assessing learning in the World Literature and World History courses.

Finally, two research communities were established in the 1998-99 academic year with funding provided by the Bush-Hewlett grant, including:

- The Black Aesthetic and Beyond Research Community. An interdisciplinary group of three faculty members from the African American Studies, English, and Philosophy departments and four students investigated questions of cultural identity and subjectivity at the intersection of literature, literary theory, philosophy, art, and history, beginning with the "Black Aesthetic" theory.
- The Interaction of Science and Theology in Alternative Medicine. This interdisciplinary project involved two students and four faculty members from the College of Pharmacy, and the Biology and Theology departments. The focus of this group was the meeting point of science and medical care with religious beliefs and theological principles exemplified by Alternative Medicine.

Three to six months after the projects are completed, a follow-up survey will be given to the funded faculty members to determine if the project has had or will have a long-term impact on their teaching.

The follow-up survey data are not yet available. The survey instrument is currently being designed for distribution to appropriate faculty in early November 1999.

## **Goal II and its Assessment**

Through the availability of two multimedia classrooms, a multimedia teaching laboratory, a student computer laboratory, and a multimedia specialist staff member, the Center hopes to support at least 10% of Xavier faculty in their integration of technology into teaching and learning.

Sign-in sheets and records of scheduled courses and *ad hoc* requests will be maintained in order to track the use of the Center's facilities. These data are provided in the Appendix of this planning document.

The multimedia specialist will maintain records of the faculty members with whom he works. The records will also indicate the types of projects with which he is involved. Mr. Bart Everson joined the Center as a multimedia specialist in June 1999. In addition to maintaining the Center's website he has worked with

several faculty members on an *ad hoc* basis to solve technology problems, teach new technology skills, and design new technology projects. Of particular note, however, is the assistance Mr. Everson has provided to a few faculty members on an on-going, intensive basis. Specifically, Mr. Everson has been involved in four complex technology projects.

- *Vive le Louisiané*. Dr. Susan Spillman (Languages) and Mr. Everson have been working on a CD-ROM called *Vive le Louisiané*. It is an aid for teaching the French language that focuses on real-life Louisiana francophones. The content will be divided into several areas by themes such as religion, ethnicity, cuisine and so forth. In addition to planning the structure of the CD-ROM, Mr. Everson has been tutoring Dr. Spillman in the art of multimedia authoring. They have also made several excursions for the purpose of videotaping subject matter. To date, 11 interviews have been videotaped.
- *Jazz: Dialect Voices*. Dr. Michael White (Languages) and Bat have begun planning for a project called *Jazz: Dialect Voices*, most likely another CD-ROM. Work on this project began some time before Mr. Everson's arrival and is a part of the **Sacred and Secular in the African Americans** website. Since that time, however, Dr. White has had new ideas and wishes to start 'from scratch' as it were. Mr. Everson has conferred with Dr. White on several occasions and has been particularly instrumental in helping Dr. White understand multimedia, from both a potential and operational standpoint.
- *MathNerds (formerly the Math Doctor)*. Dr. Valerio De Angelis (Mathematics) has maintained a website called "The Math Doctor" for several years. The concept of the site is to help people with math problems; volunteers answer queries from academic and corporate environments. Dr. De Angelis received a grant to overhaul this site. Mr. Everson has consulted with and advised Dr. De Angelis. Working with a programmer at Nicholls State University, Mr. Everson has done the graphic, layout and HTML design of the new site, even writing some copy and helping develop the overall theme.
- *The Word: Sacred and the Secular in the African Americas*. Mr. Everson has assisted Dr. Violet Bryan (English) in her efforts to update her portion of the website.
- *Learning Spanish: A Language and Culture*. Mr. Everson has also assisted Dr. Carmen Rogers (Languages) in completing a CD-ROM for use in Spanish courses taught at Xavier.

The teaching and technology projects support by the Bush-Hewlett grant described earlier in this document also point to the Center's success at promoting the use of technology in the teaching and learning process. Additionally, the individual faculty technology projects supported by the Mellon grant are further evidence of the Center's efforts. (These projects will be discussed in the interim report available in late October 1999.)

### **Goal III and its Assessment**

The Center will continue to host or facilitate at least three professional development events such as workshops, roundtable discussions, and brown bag luncheons. All faculty members at Xavier will be invited and, when appropriate, faculty at the Center's partner schools and Xavier Preparatory School will be invited to participate. The intent of these events is to encourage faculty to incorporate the methods or ideas learned into their teaching.

Records of professional development events will be maintained, including names of participants. During the 1998-1999 academic year, several professional development activities were held, including a new faculty orientation, follow-up discussion for new faculty on student evaluations, and a workshop on the use of case studies in the teaching and learning process. The technology-related activities associated with the Bush-Hewlett grant are shown in Table 2 below. Professional development activities made possible by the Andrew W. Mellon Foundation grant will be provided in the interim report available in late October 1999.

<b>Center for the Advancement of Teaching 1998-1999</b>	
<b>Date</b>	<b>Technology Workshops and Related Events</b>
November 2-6, 1998	The Collaboration for the Advancement of College Teaching and Learning Virtual Conference
November 3, 1998	Roundtable Discussion associated with the Virtual Conference
November 5, 1998	Brown Bag Discussion associated with the Virtual Conference
September 19, 1998	Introduction to Web Authoring workshop
October 19, 1998	Building Interactive Websites workshop
November 16, 1998	Basics of Web Design workshop
January 22, 1999	Faculty Technology Showcase
March 6, 1999	Introduction to Web Authoring workshop

Table 2. Technology and related workshops during the 1998-99 academic year.

When appropriate, a survey will be conducted of participants in the professional development event to determine its effectiveness and the extent to which the methods or ideas learned might be incorporated into their teaching. Participants in the Center's professional development activities typically completed a survey aimed at assessing the effectiveness of the activity. These survey results have indicated an overall high level of satisfaction with the activities. The results are available in the Center.

Three to six months after the event, a follow-up survey will be given to the participants to determine if the methods or ideas learned have been incorporated into their teaching. A follow-up survey aimed at determining the long-term effect of these activities was recently administered. The data derived from this survey are available in the Center.

### **Goal IV and its Assessment**

The Center faculty and staff have identified the need to upgrade the hardware and software in the Center's facilities. The Center personnel will actively explore possible funding opportunities to help meet this need. In the effort to identify possible funding sources, the Director of the Center will consult with at least the Vice President for Development, the Associate Vice President for Technology Administration, and the Associate Vice President for Academic Affairs.

A file with information about possible funding sources will be maintained in the Center. Minutes of meetings and records of correspondences with members of the administrative staff will be maintained. To date, the Center is investigating two potential grant opportunities with the AOL Foundation and Pew Foundation.

### ***2000-2001 Budget and Budget Justification***

The proposed budget and its justification are available in the Center.