CAT Turns XX:
Sustainability for Teacher-Scholars

Proposal Narrative

A. Project Summary

In Fall 2014, the Center for the Advancement of Teaching (CAT) at Xavier University of Louisiana will mark its 20th anniversary. Since its inception, CAT has existed to fulfill its mission "to advance the art and science of teaching and learning" and has enjoyed broad faculty participation in its services and activities. In celebration of our 20th anniversary, we would like to expand the services (and ultimately the mission) of CAT to embrace not only a teaching-specific focus, but to support the faculty member in all areas of responsibility – Teaching, Scholarship, and Service. This expansion is intended to provide comprehensive faculty development utilizing a *teacher-scholar* model.

CAT has been able to sustain its initiatives and offerings over the decades by evolving with the times to meet faculty needs. As we expand our mission and services in our 20th year, we plan to utilize the theme of *Sustainability*. In this regard we plan to explore issues related to sustainability in the curriculum (e.g., pedagogical initiatives) and sustaining the whole faculty member across all areas of responsibility (e.g., scholarship-related initiatives). As always, we will draw on evidence-based pedagogical approaches and the teacher-scholar model that has been sustained over time to inform our offerings.

We hope to accomplish the transition to our expanded mission (as part of our 20th anniversary celebration) by implementing the following four initiatives for which we seek funding:

<u>Pedagogy-Related Initiatives</u>

Faculty Communities of Teaching Scholars. This program allows faculty (in year-long cohorts) to collaborate on and implement curricular and/or pedagogical projects, as well as explore themes of relevance to current institutional needs over the course of an academic year. The overarching goals of this initiative include helping Xavier faculty become more scholarly teachers, which includes the use of pedagogical research to inform their own teaching practices, encouraging faculty involvement in the scholarship of teaching and learning, and ultimately enhancing student learning experiences in participating departments and majors. Our FaCTs theme for 2015 will be *Sustainability Across the Curriculum.*

Sustaining the Dialog: Enhancing Contemplative Pedagogy. Through this initiative CAT will facilitate a Contemplative Pedagogy Working Group that will meet for practice and discussion in order to support faculty in 1) understanding contemplative practices broadly with a particular focus on supporting each faculty member in the establishment and maintenance of a personal practice, and 2) supporting each faculty member in the implementation of contemplative pedagogical practices. Participating faculty will travel to relevant conferences and work with appropriate consultants. Further, participants will

offer at least one workshop each semester, open to all Xavier faculty, in an effort to continue raising awareness and interest in contemplative pedagogy.

Scholarship-Related Initiatives

Support for First-Time Grant Writing. It is typically the case that a faculty member's first grant is the most difficult one to get funded. In order to sustain a line of research, faculty members new to grant writing need support until they establish their own track record of funding. This competitive program will provide release time for faculty (who have never received external funding) to write and submit that first proposal.

Scholarship Travel Mini-Grants. Academic departments have less money to allocate for faculty travel. Yet, this travel is very important, especially for junior faculty who are trying to establish themselves in their academic fields. In addition, some faculty (especially in the Humanities) need travel funds to even conduct their primary research. This program will provide travel money in support of teacher-scholars through a competitive application process.

Therefore, CAT respectfully requests a grant from the Andrew W. Mellon Foundation for these initiatives to sustain teacher-scholars at Xavier University of Louisiana. The amount of the requested award is $189,850 - $191,050 annually with a total of $571,350 for a three-year period.

B. Reason for the Project

Student success is at the heart of the mission of Xavier University of Louisiana. Obviously, dedicated and prepared faculty are necessary to support this mission, and the Center for the Advancement of Teaching (CAT) exists as a resource to foster effective and innovative teaching. However, as the unit responsible for faculty development, CAT recognizes that the roles and responsibilities of faculty have evolved since CAT's inception 20 years ago. All components of faculty responsibility – teaching, scholarship, and service – should ultimately be for the betterment of students. To that end, we embrace a teacher–scholar model.

According to the American Association of Colleges & Universities (AAC&U), *teacher-scholars* are "committed to high-quality undergraduate education, pursue an active program of research and scholarship, and are presumed to enliven and enrich their teaching and the student experience by incorporating insights from their own research into their instructional activities, student advising, and related work."[1] This aligns with CAT's values and also supports the greater mission of the University. Indeed, our current program statement reads, "the intellectual work of faculty in teaching, *scholarship*, and service is the means by which the art and science of teaching and student learning are advanced."

[1] Kuh, G., Chen, K. and Nelson Laird, T. (2007) Why Teacher-Scholars Matter: Some Insights from FSSE and NSSE. Liberal Education, 93(4), 40-45. Retrieved from http://www.aacu.org/liberaleducation/le-fa07/le_fa07_perspectives2.cfm.

We, therefore, feel that providing faculty development in support of teacher–scholars more broadly will enhance CAT, and we chose to move in this direction in conjunction with our 20th anniversary. We are proud of the level of faculty buy-in we have in CAT. Recently over 80% of faculty participated in CAT activities, and we typically have participants representing every department on campus. We know that CAT has been able to sustain its relevance and faculty involvement over the decades by evolving with the times to meet faculty needs. We plan to do this again by broadening our mission to include more comprehensive faculty development, and we hope to do this using the theme of *Sustainability*.

In recent years, sustainability has become a hot topic in higher education and has been endorsed as an academic priority by organizations such as the AAC&U and United Negro College Fund (UNCF). According to Weissman[2], sustainability has much to offer the liberal arts curriculum, especially in terms of the concept's breadth. In fact, it has been labeled the "ultimate liberal art" and experts point to colleges and universities to "play a vital role in preparing students to meet the sustainability challenges of the future"[3] Sustainability has also been linked with issues of social justice. As such, sustainability aligns entirely with Xavier's mission and provides a nice thematic structure for CAT's transition from a teaching and learning center to a comprehensive faculty development center.

In this regard we plan to make "Sustainability" the theme of our 20th anniversary year, exploring issues related to sustainability in the curriculum (through pedagogical initiatives) and sustaining the whole faculty member across all areas of responsibility (through scholarship-related initiatives). We have many plans in this regard, but are seeking funding for four specific initiatives. A description and rationale for each initiative follows.

Faculty Communities of Teaching Scholars ($96,250 annually). The Faculty Communities of Teaching Scholars (FaCTS) initiative, funded by a generous grant from your Foundation, has had a great impact on our faculty, and we are requesting a renewal of this funding. FaCTS allows faculty (in year-long cohorts) to collaborate on and implement curricular and/or pedagogical projects, as well as explore themes of relevance to current institutional needs over the course of an academic year. The overarching goals of this initiative include 1) helping Xavier's faculty become more scholarly teachers, which includes the use of pedagogical research to inform their own teaching practices; 2) encouraging faculty involvement in the scholarship of teaching and learning; and 3) ultimately enhancing student learning experiences in participating departments and majors. FaCTS encourages *deep, sustained faculty development*. Once selected for the FaCTS cohort (which includes eight Xavier faculty and two from neighboring Historically Black Colleges and Universities (HBCUs), the Mellon FaCTS Fellows participate in a week-long intensive seminar where they can consider their

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[2] Weissman, N.B. (2012, Fall) Sustainability & Liberal Education: Partners by Nature. *Liberal Education*. 98(4), Retrieved from http://www.aacu.org/liberaleducation/le-fa12/weissman.cfm.

[3] What is Sustainability? (n.d.)in *Vanderbilt University Center for Teaching*. Retrieved June 23, 2014, from http://cft.vanderbilt.edu/guides-sub-pages/what-is-sustainability/.

teaching/curricular projects in light of the teaching and learning scholarly literature, collaborate with colleagues, and refine their projects. During the academic year, participants continue to meet monthly as a FaCTS cohort while the projects are implemented and assessed. FaCTS also meets institutional needs by having an annual theme that changes based on the needs of the university. The annual theme change promotes the development of faculty leaders in these areas, who can then work with their colleagues to sustain the faculty involvement needed by the university. For example, our inaugural theme, *Xavier as a Site of Global Citizenship*, was influenced by our involvement, through Mellon, with the Salzburg Seminar and added a global component to our core curriculum. To come full circle in 2015, we plan for our theme to be *Sustainability Across the Curriculum,* an issue of importance in an increasingly globalized world.

Sustaining the Dialog: Enhancing Contemplative Pedagogy ($5,900 annually). St. Katharine Drexel's desire was for a contemplative way of life, but her discernment led her to dedicate her life to providing quality educational opportunities for African Americans and Native Americans, eventually founding Xavier University of Louisiana. Yet she never neglected the contemplative aspect; she consistently described her "apostolate" (and that of the Sisters of the Blessed Sacrament) as being two-fold: prayer and work. Today, at Xavier, we recognize the need to extend our foundress' vision into faculty work and emphasize the notion that *vita activa* (action) and *vita contempliva* (contemplation) are not mutually exclusive, but in fact, necessary correlates that support and inform one another. In order to sustain a focus on Xavier's mission to "contribute to the promotion of a more just and humane society," faculty would do well to stay grounded in a thoughtful and considered approach to teaching, scholarship, and service. Thus, through this initiative, CAT will facilitate a Contemplative Pedagogy Working Group that will meet for practice and discussion in order to support faculty in understanding contemplative practices broadly with a particular focus on 1) supporting each faculty member in the establishment and maintenance of a personal practice, and 2) supporting each faculty member in the implementation of contemplative pedagogical practices. Participating faculty will travel to relevant conferences and consult with experts. Participants will offer at least one workshop each semester, open to all Xavier faculty, in an effort to continue raising awareness and interest in contemplative pedagogy. Again, this group will be selected using a competitive application process.

Support for First-Time Grant Writing. ($45,000 annually). In order to sustain a scholarly career (and reach the goal of rank and tenure), many faculty members must seek external funding for scholarly projects. A faculty member's first grant is often the most difficult one to get funded[4]. By providing release time for faculty to work on and submit that first grant proposal, this program will help faculty members sustain their research and scholarship even in the face of a heavy teaching load. Five faculty will be selected annually from a competitive application process to receive a course release the semester in which they will write a specific, external target grant. Only faculty members

[4] Porter, R. (2006). Why academics have a hard time Writing Good Grant Proposals. *The Journal of Research Administration*, 38(2), 37-43, Retrieved from https://www.wpi.edu/Images/CMS/OSP/Article_on_Proposal_Writing.pdf.

who have received no external grant funding will be eligible to apply. Preference will be given to junior faculty or those seeking promotion. Faculty will be eligible to receive funding only once.

Scholarship Travel Mini-Grants ($17,500 annually). Academic departments have less money to allocate for faculty travel. Yet, this travel is very important, especially for junior faculty who are trying to establish themselves in their academic fields. In addition, some faculty (especially in the Humanities) need travel funds in order to conduct their primary research. In order to sustain a line of scholarship, faculty members must engage in professional travel. This program will provide travel money in support of teacher-scholars through a competitive application process. Preference will be given to faculty members who are conducting primary research, presenting at a professional meeting, and/or have not received prior funding. Funded faculty will submit post-travel reports to CAT. Mini-grants will be capped at $1750 and awarded on a rolling basis until all funds are expended each year.

Note: We have another important initiative planned (the *Xavier Faculty Writing Group, $201,000 annually*) but it goes beyond the scope of funding for this proposal. There are many challenges for teacher-scholars inherent in sustaining a productive research and writing agenda while maintaining heavy teaching loads. This initiative establishes a faculty writing circle for junior faculty. Membership in this group will facilitate greater day-to-day productivity among a cohort of ten teacher-scholars who desire to advance their scholarship, but who are seeking greater structure within which to accomplish their work. Cohort members will be expected to meet weekly for a lunch writing session as well as to document at least 6 additional hours on their own. Additionally, cohort members will be trained to employ a variety of productivity techniques (e.g., Pomodora).

C. Description of Previous Foundation Awards

One of the most far-reaching initiatives in CAT has been the Faculty Communities of Teaching Scholars (FaCTS) funded by a generous grant from your Foundation. Using the framework of Faculty Learning Communities as a model, we launched this cohesive, thematic, long-term initiative in 2008 and are currently funding our sixth cohort. This initiative is unique because it encourages deep, sustained faculty development (in that it is a year-long cohort) and allows CAT to respond to institutional priorities (in that we choose a new theme each year). In addition, we disseminate this model by including two faculty from a neighboring HBCU in each cohort.

FaCTS has been extremely successful and has become integrated into CAT's institutional culture. Over 50 Xavier faculty have participated as well as four Southern University New Orleans faculty and two Dillard faculty. This amounts to thousands of students having been taught by Mellon FaCTS Fellows, and each year a number of publications and presentations are made on FaCTS projects at national conferences (see past interim reports for examples). Because we can respond to institutional priorities in choosing our FaCTS theme each year, our administration is convinced of the usefulness of this initiative as evidenced by the fact that for the past two cohorts, the administration has

secured funds for extra participants. Annual reports for each year of the grant are available upon request.

D. Schedule of Activities

Fall 2014

- Conduct biweekly meetings of the CAT Advisory Board to explore a mission/values change that takes a holistic approach to developing the whole faculty member (including name change for CAT)
- Send out a *FaCTS* request for proposals to all faculty.

Spring 2015

- Conduct biweekly meetings of the Advisory Board to explore a mission/values change that takes a comprehensive approach to developing the whole faculty member.
- Select 2015 FaCTS participants.
- Send out a request for proposals to all faculty for *Sustaining the Dialog* Contemplative Pedagogy Working Group participants and select participants.
- Plan and announce *Support for First-Time Grant Writing*.
- Send out a request for applications for *Scholarship Travel Mini-Grant* funding, and select participants (rolling applications).

Summer 2015

- Submit final report from the CAT Advisory Board and adopt mission, program, values, and name changes, as appropriate.
- Conduct the 2015 FaCTS Summer Seminar (*Sustainability Across the Curriculum*).
- Send out a request for proposals for *Support for First-Time Grant Writing* release time, and select participants (rolling applications).
- Continue implementation of *Scholarship Travel Mini-Grant* initiative.

Fall 2015

- Send out a *FaCTS* request for proposals to all faculty.
- Begin implementation of *Sustaining the Dialog* Contemplative Pedagogy Working Group.
- Begin implementation of *Support for First-Time Grant Writing* release.
- Send out a request for applications for *Scholarship Travel Mini-Grant* funding, and select participants (rolling applications).

Spring 2016

- Select 2016 FaCTS participants.
- Continue implementation of the *Sustaining the Dialog* Contemplative Pedagogy

Working Group, and send out request for proposals for next year's group.
- Continue implementation of *Support for First-Time Grant Writing* release time.
- Continue implementation of *Scholarship Travel Mini-Grant* funding.

Summer 2016

- Conduct the 2016 FaCTS Summer Seminar (*Theme TBD*).
- Send out a request for proposals for *Support for First-Time Grant Writing* release time, and select participants (rolling applications).
- Continue implementation of *Scholarship Travel Mini-Grant* funding.

Fall Semesters Moving Forward

- Send out a *FaCTS* request for proposals to all faculty.
- Continue Implementation of *Sustaining the Dialog* Contemplative Pedagogy Working Group.
- Continue Implementation of *Support for First-Time Grant Writing* release.
- Send out a request for applications for *Scholarship Travel Mini-Grant* funding, and select participants (rolling applications).

Spring Semesters Moving Forward

- Select FaCTS participants.
- Continue implementation of the *Sustaining the Dialog* Contemplative Pedagogy Working Group, and send out request for proposals for next year's group.
- Continue implementation of *Support for First-Time Grant Writing* release time.
- Continue implementation of *Scholarship Travel Mini-Grant* funding.

Summers Moving Forward

- Conduct the FaCTS Summer Seminar.
- Send out a request for proposals for *Support for First-Time Grant Writing* release time, and select participants (rolling applications).
- Continue implementation of *Scholarship Travel Mini-Grant* funding.

E. Relationships with Other Organizations

For the FaCTS initiative, we reserve two slots in each FaCTS cohort for faculty from HBCUs here in the city and surrounding areas (e.g., Southern University in New Orleans and Baton Rouge, Dillard University). We have enjoyed participation from SUNO and Dillard faculty, and this partnership has made the initiative richer. Even though we focus FaCTS on themes based on the priorities of Xavier, we have found that other HBCUs share an interest in these broad, relevant themes. The participants from other institutions

receive the same benefits (stipends, travel money, materials money) from FaCTS and have the same responsibilities as participants from Xavier.

F. Expected Outcomes

A description of expected outcomes for each initiative follows.

Goals and Outcomes for *Faculty Communities of Teaching Scholars*

Goal 1: To help Xavier faculty become more scholarly teachers
Outcome 1.1 Through the FaCTS Summer Seminar, participants will read, discuss, and utilize the scholarship of teaching and learning and infuse this work into their projects.
Outcome 1.2 FaCTS participants will attend scholarly conferences related to teaching and learning.
Outcome 1.3 FaCTS will provide support (both time and money) for faculty in planning, implementing, and assessing individual or collaborative curricular projects.

Goal 2: To encourage Xavier faculty involvement in the scholarship of teaching and learning
Outcome 2.1 FaCTS participants will present their own projects related to teaching and learning.
Outcome 2.2 FaCTS participants will publish their own projects related to teaching and learning.

Goal 3: To enhance student learning in participating departments, programs and majors
Outcome 3.1 Curricular or course projects sponsored by FaCTS will meet the student learning outcomes stated in the project.

Goals and Outcomes for *Sustaining the Dialog: Enhancing Contemplative Pedagogy*

Goal 4: To increase the awareness of and use of contemplative practices in Xavier courses
Outcome 4.1 Faculty will participate in the Summer Session on Contemplative Pedagogy or similar conference.
Outcome 4.2 Participating faculty (per Outcome #1) will implement contemplative pedagogy into at least one class.
Outcome 4.3 A Contemplative Pedagogy Working Group will be active on Xavier's campus at for at least two semesters.
Outcome 4.4 Members of the working group will conduct at least two CAT workshops promulgating contemplative pedagogy.
Outcome 4.5 Contemplative pedagogical techniques will be adopted beyond the working group membership by other Xavier faculty.

Goals and Outcomes for *Support for First-Time Grant Writing*

Goal 5: To help Xavier faculty new to grant writing obtain their first grant
Outcome 5.1 Program participants will submit an external, target grant.
Outcome 5.2 Submitted grants will receiving funding.

Goals and Outcomes for *Scholarship Travel Mini-Grants*

Goal 6: To provide support for faculty to travel to professional meetings or for primary research purposes
Outcome 6.1 Mini-grant recipients will present their original scholarship at professional meetings.
Outcome 6.2 Mini-grant recipients will travel to conduct original, primary scholarship.
Outcome 6.3 Mini-grant recipients will attend appropriate professional meetings.

G. Sustainability

FaCTS has a proven track record of faculty buy-in and administrative support. The administration (Dean and Provost) have provided support to fund extra participants (beyond what Mellon provides) for the past two cohorts. As expected, this initiative has become an essential part of Xavier's faculty development culture. In fact, it is the success of CAT in providing pedagogical support that led to the Provost asking us to explore an expansion of our mission. The administration is committed to giving us the personnel support we need to make these initiatives successful, and I fully anticipate our comprehensive faculty development support becoming an important factor in recruiting and retaining quality faculty at Xavier University of Louisiana.

H. Other Support

The Mellon Foundation has supported *FaCTS* previously, and we are asking for a renewal of that support. *Sustaining the Dialog: Enhancing Contemplative Pedagogy* was piloted with a $5000 grant from the Center for Contemplative Mind in Society. The other initiatives have no previous or current support.

Note: We have another important initiative planned for our transition to provide more comprehensive faculty development to teacher-scholars, but it goes beyond the scope of funding for this proposal. The *Xavier Faculty Writing Group (up to $200,000 annually*) would establish a faculty writing circle for junior faculty and facilitate greater day-to-day productivity among a cohort of ten teacher-scholars. We are currently seeking funding

from other sources. However, we would be happy to provide more information about this initiative should the Foundation be interested.

I. Investment Strategy

Grant funds are considered short-term investments. As such, preservation of principal is the primary focus of the investment strategy while earning a prevailing interest rate return that is available in the market for shorter duration fixed income investment instruments. Short-term grant investments are pooled but are specifically identified in the accounting system to properly allocate the proportionate share of interest income.

J. Financial Difficulties

Not Applicable.

K. Intellectual Property

Xavier University has an intellectual property policy that all academic departments and support units must follow (see http://www.xula.edu/ord/documents/IPP.pdf). However, we do not anticipate the creation of digitized works or technologies through the proposed initiatives.

L. Reporting

CAT will continue to comply with all reporting expectations of the Foundation, submitting timely and thorough interim reports according to the specified due dates. Dr. Elizabeth Yost Hammer (Director) will have responsibility for compiling these reports and will work in conjunction with appropriate CAT staff, the Fiscal Office, and the Office of Institutional Advancement.

The assessment strategy for each initiative follows:

Assessment Plan for *Faculty Communities of Teaching Scholars (FaCTS)*

Outcome	**Assessment Strategy**
1.1 Through the FaCTS Summer Seminar participants will read, discuss, and utilize the scholarship of teaching and learning and infuse this work into their projects.	-Evaluations of Seminar -Follow-up evaluations after projects are completed -Analysis of completed syllabi to determine if Seminar topics were included
1.2 FaCTS participants will attend scholarly conferences related to teaching and learning.	-Track number of conferences attended
1.3 FaCTS will provide support (both time	-Track number of proposals

and money) for faculty in planning, implementing, and assessing individual or collaborative innovation curricular projects.	-Track number of funded proposals -Track demographics of participants
2.1 FaCTS participants will present their own projects related to teaching and learning.	-Track number of SoTL conference presentations
2.2 FaCTS participants will publish their own projects related to teaching and learning.	-Track number of SoTL publications
3.1 Curricular or course projects sponsored by FaCTS will meet the student learning outcomes stated in the project.	-Faculty will measure student learning outcomes related to individual FaCTS projects

Assessment Plan for *Sustaining the Dialog: Enhancing Contemplative Pedagogy*

Outcome	**Assessment Strategy**
4.1 Participating faculty will attend the Summer Session on Contemplative Pedagogy or similar conference.	-Track attendance -Post-seminar self-report surveys of effectiveness and impact
4.2 Participating faculty will implement contemplative pedagogy into at least one class.	-Content analysis of syllabi, assignments, or other course materials for evidence of contemplative pedagogy -Student focus groups and self-report surveys of educational effectiveness and impact (e.g., attention, understanding) of the implemented pedagogy
4.3 A Contemplative Pedagogy Working Group will be active on Xavier's campus at for at least two semesters.	-Track participation in working group -Track demographics of working group members -Survey faculty on effectiveness and impact of participation in the group
4.4 Members of the working group will conduct at least two CAT workshops promulgating contemplative pedagogy.	-Track number of workshop participants -Formal workshop evaluations
4.5 Contemplative pedagogical techniques will be adopted beyond the working group membership by other Xavier faculty.	-Follow-up survey of workshop attendees

Assessment Plan for *Support for First-Time Grant Writing*

Outcome	**Assessment Strategy**
5.1 Program participants will submit the external, target grant.	-Track number of grants submitted
5.2 Submitted grants will receive funding.	-Track number of grants funded

Assessment Plan for *Scholarship Travel Mini-Grants*

Outcome	**Assessment Strategy**
6.1 Mini-grant recipients will present their original scholarship at professional meetings.	-Track number of conference presentations
6.2 Mini-grant recipients will travel to conduct original, primary scholarship.	-Track amount of primary scholarship travel
6.3 Mini-grant recipients will attend appropriate professional meetings..	-Track number of conferences attended

Budget Narrative

Please see the budget narratives below. I have provided a separate budget and budget narrative for each of the four initiatives. Lastly, I provide a budget and budget narrative for the total project (all four initiatives combined), which also includes managerial costs.

Budget Narrative for *Faculty Communities of Teaching Scholars (FaCTS)* (Annual)

Faculty Payment (6107)	55,000.00	$5000 stipends x 10 participants plus 1 faculty coordinator
Fringe Benefits (6510)	11,000.00	20% fringe
Materials for participants (7200, 7501)	5,000.00	Each FaCTS participant receives up to $500 for materials for individual projects. These might include but are not limited to books, small equipment, films, software.
Supplies (7300)	500.00	Supplies for the FaCTS Summer Seminar might include but are not limited to books, photocopies, binders, folders.
Food/Catering (7507)	1,750.00	$9.50/person (13 people) x 14 "meals." This will cover breakfast and lunch for each day of the FaCTS Summer Seminar as well as snacks/soft drinks for monthly meetings during the academic year. This comes to approximately 14 eating events per year. Support staff are included in the person count.
Travel (7101, 7102)	21,000.00	Each Facts participant, the FaCTS coordinator, and an appropriate CAT staff (12 total) will receive up to $1750 to attend a conference that is related to their project, scholarship of teaching and learning, pedagogy, or the FaCTS theme.

Consultant, Honorarium (7505)	2,000.00	An outside expert (related to FaCTS theme) will present at the FaCTS Summer Seminar. The expert receives $2000 and this is inclusive of travel costs.

Budget Narrative for *Sustaining the Dialog: Enhancing Contemplative Pedagogy* (Annual)

Faculty Travel (7101)	3,500	Two funded faculty will receive up to $1750 for travel to attend the Summer Session on Contemplative Pedagogy or a comparable event.
Books/Subscriptions (7501)	250	Members of the Contemplative Pedagogy Working Group will be provided with relevant books.
Supplies (7300)	250	Supplies to support the Contemplative Pedagogy Working Group might include but are not limited to photocopies, binders, folders, supplies related to contemplative practices
Consultant, Honorarium (7505)	500	A modest honorarium will be provided for up to two outside speakers to share their expertise with the Contemplative Pedagogy Working Group.
Food/Catering (7507)	1,400	Based on $9.50/person (10 people) x 15 "meals." This will cover lunch for meetings of the Contemplative Pedagogy Working Group. Support staff are included in the person count.

Budget Narrative for *Support for First-Time Grant Writing* (Annual)

Faculty Release Time (6106)	37,500	Five faculty will receive one course release (or 1/8 of a 24 credit hour annual load). The amount will vary for each faculty participant, but is based on an average faculty salary of $60,000.
Fringe Benefits (6510)	7,500	20% fringe

Budget Narrative for *Scholarship Travel Mini-Grants* (Annual)

Faculty Travel (7101)	17,500	Funded faculty will receive up to $1750

		for travel to present their scholarly work or conduct primary research, based funding 10 faculty.

BUDGET NARRATIVE: TOTAL (Annual)

Faculty Release Time (6106)	37,500.00	This includes release time from the grant writing initiative. See breakdown of expenses by initiative above.
Faculty Stipend (6107)	55,000.00	This includes stipends from the FaCTS initiative. See breakdown of expenses by initiative above.
Managerial Staff (6202)	13,800.00-14,600.00	This covers 1/12 (one month) of the Director's and the Technology Coordinator's salary to plan and implement these initiatives. It accounts for an average raise of 3% annually.
Admin Support Staff (6203)	3,000.00-3,2000.00	This covers 1/12 (one month) of the Administrative Assistant's salary to assist in planning and organizing these programs initiatives. It accounts for an average raise of 3% annually.
Fringe Benefits (6510)	21,900.00-22,1000	This covers 20% fringe benefits on all release time, stipends, and salaries. See breakdown of expenses by initiative above.
Travel (7101, 7102)	42,000.00	This covers travel costs for all initiatives. See breakdown of expenses by initiative above.
Materials-Equip/Books (7200, 7501)	10,250.00	This covers materials costs (e.g., equipment, books, subscriptions) for all initiatives. See breakdown of expenses by initiative above. This amount also includes $5000 annually for technological upgrades to our Mellon Seminar Room and CAT electronic classrooms, rooms that support all CAT initiatives.
Supplies (7300)	750.00	This covers materials supplies (e.g., office supplies, photocopies) for all initiatives. See breakdown of expenses by initiative above.
Consultant, Honorarium (7505)	2,500.00	This covers consultation costs for all initiatives. See breakdown of expenses by initiative above.
Food & Catering (7507)	3,150.00	This covers food costs for all initiatives.

		See breakdown of expenses by initiative above.