XAVIER UNIVERSITY OF LOUISIANA
Office of the President

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April 22, 2008

Ms. Carlotta M. Arthur, Ph.D.
Program Officer
The Andrew W. Mellon Foundation
140 East 62nd Street
New York, NY 10021

Dear Dr. Arthur:

Once again, Xavier University is honored to pursue another academic project with support from The Andrew W. Mellon Foundation. As Xavier remains committed to faculty development, the University cherishes Mellon's continued interest in strengthening the Center for the Advancement of Teaching (CAT).

As an indication of Xavier's pledge to sustain programs for faculty, this past fall we hired the first full-time director for CAT since its conception fourteen years ago. Dr. Elizabeth Hammer came to us with expertise in the scholarship of teaching and learning; and we are pleased with both her performance and her vision. With her leadership, we respectfully request $237,402 to launch a long-term initiative called Faculty Communities of Teaching Scholars. This program is very comprehensive and will allow for significant collaborative effort among faculty.

Thank you for the assistance you have offered in preparation for this proposal submission. We appreciate the support The Andrew W. Mellon Foundation continues to show Xavier University. Should you have any questions or require additional information, please contact me at 504.520.7541.

Sincerely,

Norman C. Francis
President

Executive Summary

Xavier University's Center for the Advancement of Teaching respectfully requests $203,400 from the Andreww W. Mellon Foundation to launch the Faculty Communities of Teaching Scholars (FaCTS).

Since its creation in 1994, the Center for the Advancement of Teaching (CAT) has served as a resource to foster effective and innovative teaching for faculty at Xavier University of Louisiana. Dedicated and prepared faculty are necessary to honor this mission; therefore faculty development is a crucial piece of university life at Xavier. As the area responsible for faculty development, CAT provides opportunities for faculty to explore innovative pedagogy and instructional technology, and generally to advance the practice of their own teaching.

On August 29, 2005, when Hurricane Katrina made landfall and the levees broke, Xavier University was completely flooded. Every building on campus sustained flood water damage. However, with strong administrative leadership and faculty support, the university reopened and held classes on campus in the Spring of 2006. Since that time faculty have worked under situations of increased course loads in order to meet student needs and rebuild programs and departments, all while many faculty were rebuilding their own destroyed homes and communities. With all of these demands on faculty resources, especially time, faculty development often became a low priority.

Now that rebuilding efforts are leveling off, CAT is preparing to intensify its faculty development offerings. Using the framework of Faculty Learning Communities as a model, we propose to launch a cohesive, thematic, long-term initiative called **Faculty Communities of Teaching Scholars (FaCTS).** FaCTs would allow faculty to collaborate on and implement curriculum and/or pedagogical projects, as well as explore themes of relevance to current institutional needs over the course of an academic year.

The 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. These goals will be achieved by selecting, based on proposals, ten faculty to participate in the FaCTS Summer Seminar. The seminar will be a four-day, intensive workshop series that will be tailored around a theme. In addition to the coverage of the theme itself, the seminar will include sessions on innovations in pedagogy and instructional technology, Xavier's mission, and student engagement. The individual faculty projects will be implemented the following academic year, during which monthly CAT-hosted FaCTS meetings will allow participants to exchange ideas and troubleshoot projects. Faculty will also have the opportunity to travel to teaching-related conferences to learn about the topic or to present their projects. Upon completion of the projects and the assessment reports, faculty will be named FaCTS Fellows and will provide a foundation from which to draw future seminar session leaders, thus creating a base of scholarly teachers on campus.

Organizational Information

The Center for the Advancement of Teaching (CAT) serves as a resource to foster effective and innovative teaching for faculty at Xavier University. Our mission is *to advance the art and science of teaching and learning,* and our work is university-wide. In August 2007, the first full-time CAT Director was hired. Elizabeth Yost Hammer, Ph.D. came to Xavier with expertise in the scholarship of teaching and learning. The staff includes the director, a technology coordinator, a multimedia artist, a faculty-in-residence, and an administrative assistant. Additionally, CAT works with an Advisory Board of faculty from across campus.

Our goal is to promote a collaborative and supportive environment for faculty university-wide to learn about innovative pedagogy, to think and work in creative and diverse ways, and to explore all aspects of faculty development related to teaching and student learning. We accomplish this goal by sponsoring and hosting workshops on a regular basis, both in the areas of pedagogy and technology. Appendix A includes our workshop calendar for the academic year 2007-2008. We also sponsor social hours, host off-campus speakers, host book clubs, lead course portfolio working groups, and hold brown bag discussions to allow faculty the time and space to come together and discuss institutional issues important to teaching and learning. Appendix B includes a typical description of a CAT event. In addition, in the academic year 2007-2008 CAT sponsored a faculty book club, led impromptu workshops at the request of deans, and organized New Faculty Orientation and the new faculty mentoring program. Given the institution's commitment to CAT, our staff serves on central committees including the Strategic Planning Committee and the Academic Council of the Vice President of Academic Affairs.

The past accomplishments of CAT, to include grant-sponsored initiatives, have helped to produce a vibrant culture of faculty development on Xavier's campus. Recent strategic planning with the aid of outside consultants and the hiring of a new director indicate that the University is committed to CAT's effective existence.

Statement of Need

Faculty development is a crucial component of university life that can help integrate new faculty into the university community and provide opportunities for seasoned faculty to energize their teaching and test new innovations. It is, however, something that faculty must work into their already busy schedules. Although substantial evidence suggests that faculty development has benefits for teaching and learning, it is often difficult to dedicate time beyond teaching, scholarship, and service responsibilities. Therefore, the issue of time becomes critical when proposing new faculty development initiatives.

In addition to enhancing teaching and learning, opportunities for and engagement in faculty development are linked to recruitment and retention of quality faculty (Tracy, 2004). Although recruiting and retaining faculty is an important issue in any institution, it is of the highest importance in post-Katrina New Orleans. Although Xavier has a smaller faculty population that is doing more with less than ever before, it is important to note that during this rebuilding time, faculty participation in CAT activities has remained steady. In fact, CAT has averaged about 15-20 faculty attendees at recent offerings and had a record 50 at a session this year.

Through CAT we want to be able to provide the support and resources that faculty need to advance their practice of teaching. In the past we have done this with random, one-time workshops. These are a great way to introduce interested faculty to new ideas, and this approach will contine. However, we are interested in exploring ways to provide faculty with systematic, deeper, authentic development opportunities that will enhance their teaching and students' learning. This concept of Faculty Communities of Teaching Scholars (FaCTS) addresses this need. FaCTS will allow participating faculty the time and the resources to explore a theme relevant to the institution and to plan and implement an individual project related to their course or discipline. In offering FaCTS, CAT will support the development of *scholarly teachers* who use the literature on pedagogy to inform their classroom methods and techniques.

Because the theme will change each year, this program can be well positioned to address ever-changing institutional needs. For example, the faculty recently revised the goals and students learning outcomes for the core curriculum. Some of the new objectives include issues related to global citizenship and preparing students for a global world. In order to facilitate core faculty in addressing this objective, the theme of the first FaCTS cohort will be "Xavier University as a Site of Global Citizenship." In fact, Xavier recently participated in the Mellon-funded Salzburg Seminar around this topic in preparation of the FaCTS initiative.

Project Description

Goals and Objectives

Goal 1: To help Xavier faculty become more scholarly teachers
Objective 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.
Objective 1.2 FaCTS participants will attend scholarly conferences related to teaching and learning.
Objective 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
Objective 2.1 FaCTS participants will present their own projects related to teaching and learning.
Objective 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
Objective 3.1 Curricular or course projects sponsored by FaCTS will meet the student learning outcomes stated in the project.

Methodology

Each year the CAT Advisory Board will seek faculty and administrative input in order to select a theme for the initiative and to develop criteria surrounding the theme. Given the flexibility to pick different themes each cycle, FaCTS can respond to and enhance faculty participation in institutional priorities and objectives.

In response to the new core curriculum student learning outcomes, the first FaCTS theme will be **"Xavier University as a Site of Global Citizenship."** In the Fall of 2008 a request for proposals will go out for the 2009 Faculty Communities of Teaching Scholars (FaCTS). As part of the application packet faculty will be asked to provide the following:

a cover page,
project goals and objectives,
an explanation of how it fits the year's FaCTS theme,
a project description,
a timeline,
a budget (up to $500),
an assessment plan for the projects,
a commitment to participate in the FaCTS Summer Seminar and monthly meetings,
a letter of support from the department chair or academic dean

Sample projects for the Global Citizenship theme might include infusing issues of globalization into existing courses or developing new courses related to globalization. The CAT Advisory Board will review applications and select participants who will be notified in January 2009. In May 2009, CAT will host the FaCTS Summer Seminar. This will be a four-day, intensive seminar that will be tailored around the current theme. Faculty will be provided relevant readings in advance and during the seminar faculty will discuss issues related to global citizenship and globalization in higher education. The sessions will be led by CAT staff, qualified on-campus experts, as well as an off-campus leader in the field. In addition to the coverage of the theme itself, each FaCTS Summer Seminar will include sessions on recent innovations in pedagogy and instructional technology (led by CAT staff), teaching toward mission (led by Sisters of the Blessed Sacrament, Katherine Drexel's Order who maintain a presence on campus) and student motivations and engagement (led by Student Affairs staff). We will also discuss how to present and publish scholarly work done on the projects. During the seminar faculty will have time to explore these issues in relation to their own teaching as well as to plan their individual projects. Faculty will receive half of their stipend upon completion of the seminar.

Faculty projects will be implemented in the academic year 2009-2010. During this time there will be monthly FaCTS meeting hosted by CAT where participants can exchange ideas and troubleshoot projects. These meetings will be led by the FaCTS participants and will be designed to meet emerging needs. In addition, FaCTS participants will be eligible for up to $1500 to attend a conference that is specifically related to the scholarship of teaching and learning, pedagogy, or the FaCTS theme. Upon completion of the projects, faculty will submit their assessment reports to CAT. At that time they will receive the remaining stipend and be named FaCTS Fellows. FaCTS Fellows will provide a base from which to draw for future seminar session leaders, etc. Below is a timeline of the process. Please note that this will be a rolling, annual timeline with RFPs going out each fall with shifting themes to meet institutional and faculty needs.

Timeline

Fall 2008	RFP goes out
December 2008	Proposals due
January 2009	CAT Advisory Board selects participants
May 2009	FaCTS Summer Seminar
August2009-May 2010	Projects implemented and assessed
by May 2010	Assessment reports due Participants become FaCTS Fellows

Budget

Stipends (for FaCTS participants) [1]		**Total**
Faculty Stipends (for participants)	$3,000 x 10 (+ 18% fringe)	$35,400
Staff Support (to implement FaCTS) [2]		
Salaries (1/12 or 8.3%)	$ (+ 18% fringe)	$
Program Costs		
Materials/Supplies (for event) [3]	$1,000	$1,000
Materials/Supplies (for projects) [4]	$500 x 10	$5,000
Food [5]	$8.00/person (13 people) x 14 "meals"	$1,500
Outside expert (travel, honorarium) [6]	$2,000	$2,000
Travel Costs		
Faculty travel to pedagogical conferences [7]	$1,500 x 10	$15,000
Total Annual Cost		**$79,134**
Total Cost	$79,134 x 3 years	**$237,402**

Budget Narrative

[1] Faculty will receive $3000 for participating in FaCTS. They will receive half when they complete the FaCTS Summer Seminar and the other half when they turn in their complete projects and assessment reports to CAT.

[2] This will cover the staff needed to plan, implement, and assess the FaCTS program. We are basing amounts on one month's salary for each staff member. The Director will oversee the entire year-long program as an on-going initiative through CAT. The FaCTS Coordinator will assist the Director in planning, implementing, and assessing the FaCTS program, especially the Summer Seminar. The Administrative Assistant will provide clerical assistance to FaCTS staff and will participate in the event planning of the Summer Seminar. The Technology Coordinator will provide assistance for all technology needs associated with FaCTS projects as well as present on technologically-related topics in the Summer Seminar.

[3] Materials for the FaCTS Summer Seminar might include but are not limited to books, photocopies, binders, folders, etc.

[4] Each FaCTS participant can request up to $500 for materials needed for plan or implement individual projects. These might include but are not limited to books, photocopies, films, software, etc.

[5] This will cover breakfast (continental) and lunch (box-type) for each day of the FaCTS Summer Seminar as well as snacks/soft drinks for monthly meetings during the academic year. This comes to 14 eating events per year. Staff are included in the person count.

[6] An outside expert will be brought in the present for the FaCTS Summer Seminar.

[7] With this money we will sponsor faculty for up to $1500 to attend a conference that is specifically related to the scholarship of teaching and learning, pedagogy, or the FaCTS theme. This will not be used for travel to conference merely related to the faculty's discipline. This program will be open to all faculty though preference will be given to FaCTS participants, FaCTS Fellows, and those presenting at the conference. A faculty can only be funded for attendance once after which they must be presenting to receive funding.

Evaluation Plan

Objective	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 see whether Seminar topics were included
1.2 FaCTS participants will attend scholarly conferences related to teaching and learning (SoTL).	-Track number of SoTL conferences attended
1.3 FaCTS will provide support (both time and money) for faculty in planning, implementing, and assessing individual or collaborative innovation curricular projects.	-Track number of proposals -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.	-Work with faculty to measure student learning outcomes related to FaCTS projects

Sustainability

The Mellon Foundation request for this initiative is for the first three years. During this time we will gather assessment data of the initiative in order to approach other funders, to include institutional support. We expect that this initiative will be a vital and energizing program that will engage faculty and quickly become an essential part of Xavier's culture.

Appendix A
CAT Calendar for AY 2007-2008

August 2007

TBA	Meet your mentor breakfast (sponsored w/ VPAA)
Bi-weekly	Course Portfolio Working Groups
17th (F)	New Faculty Orientation
30th (TR)	Successful New Faculty Workshop

September 2007

Monthly	Book Club (*What the Best College Teachers Do* by K. Bain)
Bi-weekly	Course Portfolio Working Groups
5th (W)	Social Hour (Meet New Director)
12th (W)	Classroom Assessment Techniques
27th (TR)	Utilizing In-Class Groups

October 2007

Monthly	Book Club
Bi-weekly	Course Portfolio Working Groups
3rd (W)	Social Hour (Last Breath Before Mid-Terms)
17th (W)	Facilitating Effective Class Discussions

November 2007

Monthly	Book Club
Bi-weekly	Course Portfolio Working Groups
1st (TR)	Assignments to Facilitate Active Learning
7th (W)	Social Hour
14th (W)	So You're Thinking About Service Learning? (co-sponsored w/ Service Learning)
29th (R)	Freshman Year Experience Event (co-sponsored w/ Dean of Freshman Studies)

December 2007

Monthly	Book Club Wrap Up Celebration
10th (M)	CAT Open House (Come Take A Grading Break)

January 2008

Monthly	Course Portfolio Working Groups
10th (R)	Creating an Atmosphere of Respect from Day One (Encouraging Student Civility Series: Part I)
17th (R)	Teaching with Smart Board and Smart Sympodium 101
23rd (W)	Energize your Classes with Active Learning Assignments
30th (W)	Cutting Edge Technology or Meaningless Hype: What is Twitter and How Might You Use it in Class? Social Hour (Continue our discussion with King Cake)

February 2008

Monthly	Course Portfolio Working Groups
13th (W)	Teaching with Smart Board and Smart Sympodium 102
14th (R)	Infusing a Global Perspective in Any Course (Globalization Series: Part I)
21st (R)	Jumpstarting Scholarship of Teaching and Learning (led by consultants Dr. Regan Gurung and Dr. Beth Schwartz)
27th (W)	Best Practices in Classroom Management (Encouraging Student Civility Series: Part II) Social Hour (Continue our discussion)
28th (R)	Curriculum Conversation I

March 2008

Monthly	Course Portfolio Working Groups
3rd (M)	Curriculum Conversation II
5th (W)	Teaching with Smart Board and Smart Sympodium 103
6th (R)	Undergraduate Scholarship as an Engaging Teaching Tool
26th (W)	Preparing Our Millennial Students for a Global World (Globalization Series: Part II)

April 2008

Monthly	Course Portfolio Working Group Wrap-Up
2nd (W)	Social Hour (Take a deep breath before the end of the semester)
17 & 18th	Festival of Scholars (Sponsored by the Center for Undergraduate Research)

Appendix B
Promotion for Typical CAT Workshop

SO YOU'RE THINKING ABOUT SERVICE LEARNING?

Service learning is an extraordinary pedagogical tool that can benefit students, faculty, the university, and the community. This workshop will explore these benefits and provide you with concrete examples of service learning projects used at Xavier. This workshop is for those who are thinking about incorporating service learning assignments into their courses as well as those who are looking to enhance their on-going activities.

Explore reasons to get started in service learning.

Hear some concrete examples of how service learning is used in class.

Learn the nuts and bolts of Xavier's service learning office.

- **Led by:** Elizabeth Yost Hammer (CAT, Psychology), Donna Robinson (Pharmacy) and Kimberly Reese (Office of Service Learning)
- **Date:** November 14, 2007
- **Time:** 3:30 - 4:20 PM
- **Location:** Library 510
- **Sponsor:** Office of Service Learning/Center for the Advancement of Teaching

Note: Refreshments will be provided.