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To: Dr. Loren Blanchard, Provost and Senior Vice President for Academic Affairs
Dr. Marguerite Giguette, Associate Vice President for Academic Affairs

From: Dr. Elizabeth Yost Hammer, Director Center for the Advancement of Teaching
Center for the Advancement of Teaching Staff
Members of the Mission, Values, and Programming Review Committee

Date: January 16, 2015

RE: Final Report from CAT's Mission, Values and Programming Review Committee

Summary

In Fall 2014, the Center for the Advancement of Teaching (CAT) at Xavier University of Louisiana marked its 20th anniversary. In line with this event, the VPAA's Office charged us with expanding its mission to include faculty development for scholarship. The CAT staff felt that providing faculty development in support of teacher-scholars relates to our current mission, program, and values. 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." In May 2014, we submitted a proposal to the VPAA that included taking the Academic Year 14-15 to work with a faculty committee to explore a mission/values change that takes a holistic approach to developing the whole faculty member (as well as a potential name change for CAT).

The committee met throughout Fall 2014 and drafted a revised mission, values, and vision statement. At the same time, we solicited (and received) funding from the Mellon Foundation to support initial programming for this expanded mission.

This report contains our proposed changes, recommendations, and budgetary implications.

Committee Members

One of CAT's values is "broad-based involvement of Xavier faculty and Center staff in our decision-making process," and it is well accepted that faculty-driven faculty development is most effective.¹ Therefore, we solicited committee members from each Division as well as a representative from the Center for Undergraduate Research. Divisional representatives sought feedback from their colleagues throughout the process. We also solicited broad faculty participation by posting our meeting notes publicly and inviting faculty comment. The members of the Mission, Values and Programming Review Committee (MVPs) follow.

- **Renee Akbar**, Education and Counseling
- **Cecily DeFreece**, Biological and Public Health Sciences
- **Cary Caro**, Business

¹ Diaz et al. (2009). Faculty Development for the 21st Century. *EDUCAUSE Review*, 47-55.

- **Mark Gstohl**, Fine Arts and Humanities
- **Kelly Johanson**, Mathematical and Physical Sciences
- **KiTani Lemieux**, Basic Pharmaceutical Sciences
- **Ross Louis**, Center for Undergraduate Research
- **Wyndolyn Ludwikowski**, Social and Behavioral Sciences
- **Kristi M. Rapp**, Clinical and Administrative Sciences
- **Tiera S. Coston**, CAT
- **Bart Everson**, CAT
- **Janice Florent**, CAT
- **Elizabeth Yost Hammer**, CAT
- **Karen Nichols**, CAT

Rationale for Change

CAT has been able to sustain its initiatives and offerings over the decades by evolving with the times to meet faculty needs. When one considers the mission of faculty development within the context of the larger university, the focus is on enhancing the students' educational experiences. As Dr. Blanchard said in his reflections at the 2014 Fall Faculty Institute, "At the end of the day it's about the students." 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 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.”²

These factors lead us to propose that CAT expand its services (and ultimately its mission) to embrace not only a teaching-specific focus, but to support the faculty member in all areas of responsibility – teaching, scholarship, and service – as well as work/life balance. This expansion is intended to provide comprehensive faculty development utilizing a teacher-scholar model.

² 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.

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MVP Review Committee Process

The MVP Review committee held bi-weekly meetings in the Fall 2014 semester beginning September 17, 2014. Below is a brief summary of the focus for each meeting.

- September 17, Meeting 1 – Provide background information; set committee goals; begin with a working mission established by CAT staff; review our current mission; conduct SWOT analysis
- October 1, Meeting 2 – Finish SWOT analysis (continued); review of Model Centers (e.g., University of Massachusetts, Amherst); begin revision of the core Values
- October 15, Meeting 3 – Review faculty feedback of revised Values that were posted on the CAT website and disseminated by committee members; begin revision of the Mission
- October 29, Meeting 4 – Review faculty feedback of Values and Mission; begin revision of the Program (The decision was made to create a “Vision” instead of using “Program.”)
- November 12, Meeting 5 – Review faculty feedback of Mission, Values, and Vision; focus on outlining all necessary components for the Final Report
- December 10, Meeting 6 – Review of MVP recommendations for Final Report; final tweak of wording of Mission, Values, and Vision
- January 2015 – Review of Final Report and submission to VPAA Office

All minutes are publicly posted and can be found at <http://cat.xula.edu/about/mvp/>.

Proposed Changes

See Appendix for our current Mission, Program, and Values Statements.

New Name:

Center for the Advancement of Teacher-Scholars (CATS)

Rationale: We like that this name takes the focus off of *what* we offer and places it on *whom* we serve. This name encompasses our proposed mission (e.g., inclusion of scholarship) while also maintaining the ultimate focus on educational experience of the students. In addition, the similarity of this name to the original will aid in a more seamless transition.

Revised Mission Statement:

The Center for the Advancement of Teacher-Scholars promotes our University’s mission through the development of faculty across all career stages and areas of professional responsibility.

Revised Vision Statement:

We support faculty in teaching, mentoring, scholarship, service, and work/life balance to advance the art and science of teaching and learning through our comprehensive facilities and resources, creative and relevant initiatives, and expert staff.

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Revised Values:

The Center is committed to the University's mission of creating a more just and humane society. In so doing, we value

- a holistic model of faculty development responding to the unique interests, needs, and expertise of the Xavier community;
- a nonjudgmental, safe, collaborative, and supportive environment for faculty to think, experiment, work, and thrive in creative and diverse ways;
- self-reflection, continuous improvement, and life-long learning;
- assessment as a means to improve the work of the Center;
- broad-based involvement of faculty and staff in our decision-making process; and
- the dissemination of our policies, processes, models, and outcomes.

In addition, we adopt the ethical guidelines of the Professional and Organizational Development Network in Higher Education to inform our work.

New Programming and Initiatives

Programming to be Implemented Immediately

Workshops/Brown Bags related to holistic faculty development

Writing Lock-Ins

Programming Funded through Recent Mellon Grant

Release time to support faculty members writing their very first grant

Travel funds for faculty (both for scholarly conferences and primary research)

Programming Under Review

Writing/publishing mentors

Xavier Faculty Writing Group

Necessary Conditions (aka Mission Killers)

CAT is a center of excellence on campus, and we want this new strand of faculty development to be successful. Consequently, we want to expand our services *only* if we can maintain the high quality, effective, and responsive standards that we have always provided for faculty needs. In that vein, we have identified four necessary conditions that must be addressed in order for us to have success.

- 1) We need additional personnel to initiate this process.
CAT staff are stretched thin. If we are going to offer additional services and manage more grants, we need additional assistance. We cannot do a quality job without additional personnel. (See options in the budget below.)
- 2) We need an operating budget to get started.
Similarly, we cannot increase programming without a corresponding increase in our operating budget. As a point of reference, our operating budget had decreased from \$59,300 in FY 11 to \$35,000 in FY 12 to \$20,000 currently. We understand that we will need to continue to seek external funding (another reason for increased personnel), but we need an increased operating budget to expand our services as well.
- 3) We need the support of the administration in providing release time for faculty.
Time is what many faculty need to be productive in scholarship. We understand that we will have to obtain external funding for this release time. However, we need your support in allowing faculty to be awarded such time and encouraging departments and divisions to allow faculty the opportunity for release time.
- 4) Finally, the CAT staff would like a face-to-face meeting between you and representatives from Fiscal Services regarding the onerous grant procedures here at Xavier.
The difficulty of dealing with fiscal policies and processing EPAFs makes grant administration unnecessarily time-consuming and unpleasant. CAT would like to be able to have the vision behind a grant and then facilitate its implementation while someone in Fiscal Services deals with the fiscal policies and processes. Alternatively, perhaps there is an executive staff position somewhere on campus that could be redirected to CAT for 25% time to deal with these issues.

Budgetary Needs (\$40,000-\$70,000 Total)

Personnel: Two options ranging from \$30,000 to \$60,000

- **Associate Director for Programming (\$30,000) (could also be called Faculty-In-Residence for Programming)**
Based on the Faculty-in-Residence model, this faculty member would receive 50% release time for their work in CAT (based on average salary of \$60,000). Responsibilities would primarily include, but are not limited to, all program planning for CAT (e.g., establishing the workshop calendar each semester – conducting assessment to determine faculty needs, selecting workshop topics, obtaining speakers/panelists/facilitators, and facilitating CAT workshops) as well as grant writing in support of comprehensive faculty development. This position would free the Director to administer new grants as well as plan and implement all new activities related to scholarship.
- **Associate Director (AD) (\$60,000)**
Alternatively, we could hire a full-time Associate Director. This hire would allow someone within the CAT staff to have full-time responsibility for our programming (see details above), as well as assist the Director in writing and administering all grants. This position would support the Director in all aspects and would truly build our capacity. This option also has the benefit of having a CAT staff without perceived departmental/divisional allegiances or “baggage.”

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Increased Operating Budget

In order to support increased programming, we need a comparable increase in our operating budget across the board. We recognize that this is not the time to ask for a budget increase, but to maintain high-quality programming we need a comparable operating budget.

- **Total operating budget increase (\$10,000)**

Space

We need office space to accommodate an additional staff position. Perhaps we could use an office from the old Philosophy suite.

- **No cost if we are able to move into existing space**

Conclusion

CAT extends its gratitude to the Review Committee. They handled the future of CAT with care and intelligence. Finally, CAT and the Review Committee sincerely appreciate all of the support from the Administration it has received over the last twenty years. We are proud of our high standards of excellence and look forward to this new chapter of service to our Xavier faculty.

Appendix A

Current CAT Mission, Program, and Values Statements

Mission

The Center for the Advancement of Teaching is an academic resource for Xavier University's faculty and the broader educational community. Our mission is to advance the art and science of teaching and learning.

Program

The intellectual work of faculty, staff, and students in teaching, scholarship, and service is the means by which the art and science of teaching and student learning are advanced. Our faculty development program must enable this work.

Enabling this work requires that we have channels of meaningful and effective communication within and outside the University; advanced and comprehensive facilities and resources; sufficient funding; creative and relevant initiatives and projects; and expert staff.

Values

The Center is committed to promoting effective teaching and deep and lasting student learning, and to the University's mission of creating a more just and humane society. In so doing, we are an organization that:

- promotes a nonjudgmental, safe, collaborative, and supportive environment for faculty to experiment, learn about pedagogy, think and work in creative and diverse ways, and explore all aspects of faculty development
- models and promotes life-long learning and development
- values the teacher as scholar
- respects the expertise, skills, gifts, interests, and experiences of each person
- provides constructive, confidential feedback to faculty to improve teaching and student learning
- values assessment as a means to improved teaching, student learning, and the work of the Center
- fosters collaboration among Xavier faculty, students, staff, and the broader educational community
- values broad-based involvement of Xavier faculty and Center staff in our decision-making process
- promotes effective programmatic and fiscal planning, implementation, and assessment
- values making public our policies, processes, and outcomes of our work