

# Xavier University of Louisiana's Faculty Development for Integrative Pedagogy and Assessment Practices (Core Curriculum Enhancement Initiative)

## Proposal Narrative

### A. Project Summary

As a University committed to student success and thus to effective pedagogy, we are eager to adopt approaches to teaching that call upon students to explore the breadth of knowledge and methods of understanding. We also honor the science of pedagogy and thus are methodical in approaching teaching innovation. This grant proposal from Xavier University's College of Arts and Sciences seeks support for faculty development that will accelerate the change that has already begun, thanks to Mellon's investment in Xavier through the Center for the Advancement of Teaching and Faculty Development (CAT+FD). The goal is to make the previous investments more thorough by preparing a significant percentage of our faculty with the knowledge and understanding to create and assess courses that modernize a significant portion of the undergraduate academic experience: the core curriculum. The core curriculum is the College's general education program and is currently based on a distribution model of course offerings.

In the Fall of 2012, the College participated in the Lumina Foundation's initiative, the Degree Qualifications Profile (DQP)<sup>1</sup> that seeks to align college degrees with five areas of learning outcomes: specialized knowledge, intellectual skills, broad and integrative knowledge, applied and collaborative learning, and civic and global learning. Every department reviewed the courses that make up our core curriculum which is half of the credit hours required to obtain a degree. Much to the faculty's surprise, our courses clustered around the areas of specialized knowledge and intellectual skills and significantly less around broad integrative knowledge. Where integrative knowledge was assessed and tested it was most often at an entry level. It revealed that students were not being afforded many opportunities to as the DQP suggests, "explain a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explain how the methods of inquiry and research in those disciplines can be brought to bear, judge the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justify the importance of the challenge in a social or global context." Because of the faculty's deep commitment to the mission of the university to produce leaders who work toward a more just and humane society, there seemed to have been an assumption that the courses were leading toward broad and integrated learning, but the work on the DQP did not confirm this assumption.

This proposal seeks to help faculty who have stated that nothing less than then the entire core curriculum should be assessed for its utility to students and relevance for the challenges they face. This goal requires a large number of integrative learning experiences (e.g., interdisciplinary courses, e-portfolios, writing intensive courses, digital humanities projects) that can also serve as focal points in a new core curriculum. The mission and culture of Xavier is to develop leaders from all disciplines who work toward social justice. Theories, methods,

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<sup>1</sup> For more information on the Degree Qualifications Profile see: <http://degreeprofile.org/>

and content from a variety of areas can effectively be used to find ways to understand and address social problems. Preparation for faculty development of the new core must also include an enhanced ability of the institution to document its success with respect to student achievement related to learning outcomes and their assessment. Precisely because our faculty is experienced in curricular overhaul, there is a strong sense that we must not introduce offerings depending on new pedagogical principles and techniques on the fly. This proposal addresses two faculty-identified development needs: 1) increased training and opportunity for creating integrated learning courses that can be used in the new core curriculum and 2) increased faculty with assessing learning outcomes.

*Interdisciplinary Course Development:* To achieve the goal of increasing the depth and breadth of interdisciplinary course offerings, Xavier faculty will read, discuss, and utilize scholarship and infuse this knowledge into a core curriculum course in which two or more disciplines are represented and require assignments that synthesize and integrate key content. The total support requested from Mellon for this project is \$50,900.

*E-portfolios:* To achieve the goal of equipping students to connect the core (general education) learning outcomes and those of their major(s), Xavier faculty will acquire skills in creating and evaluating e-portfolios through reading, discussing, and utilizing scholarship and infusing this knowledge to develop an e-portfolio structure for a core course. The total support requested from Mellon for this project is \$50,400.

*Intensifying the Focus on Writing:* To achieve the goal of greater focus on writing and rigor in the amount of writing required of students, Xavier faculty will create writing intensive assignments and courses by increasing emphasis on writing and by devoting significant class time to the teaching and practice of writing. They will read, discuss, and utilize scholarship about the expressive or the transaction model of “Writing Across the Curriculum” and receive training in pedagogy that fosters “Writing to Learn” in entry-level courses and writing for their specific discipline in higher level courses. The total support requested from Mellon for this project is \$50,900.

#### *Digital Humanities:*

To achieve the goal of incorporating projects in core courses that require students to use electronic methodologies to demonstrate what they know in applied and collaborative contexts, Xavier faculty will read, discuss, and utilize scholarship and travel to conferences, workshops and labs for training in the digital humanities. They will receive support for planning, implementing, and assessing a digitally-based project into a core curriculum course. The total support requested from Mellon for this project is \$193,700.

#### *Assessment:*

To achieve the goal of building faculty capacity in core curriculum assessment a core curriculum faculty coordinator will receive focused training. Xavier’s faculty will participate in assessment training and will implement assessment strategies into their core curriculum classes that reflect the faculty-developed core learning outcomes. The total support requested from Mellon for this project is \$53,100.

## Building Faculty Capacity in Integrated Teaching and Learning

The College is working to develop a new core curriculum (i.e., general education program) that gives students more flexibility, but also one that ensures that students are receiving a liberal arts education that is needed for the twenty-first century and that is in line with our Catholic and Historically Black College traditions. We face a number of challenges. First, faculty have complementary concerns – our newer faculty are perhaps better prepared to teach such courses but are focused on developing their tenure portfolios, while even our most successful established faculty deem themselves unprepared without further preparation to teach these courses at a level that our students deserve. Our current distributional core promotes an emphasis on discipline-based instruction and a lack of collaboration among faculty. The scholarship of teaching has revealed that to transform “long standing histories in institutions of higher education and of the sense of comfort that is often associated with the accepted culture” organizational change is required<sup>2</sup>.

Challenges to transforming curricular practices are many. Lack of training, time, and incentives are often cited as barriers. Brownell and Tanner (2012) target tensions in the professional identities of academics as researchers versus teachers, made especially more cavernous in the sciences. “Faculty members who want to be perceived as successful and “real” scientists may have purposely avoided integrating teaching into their professional identities, because they feel it could undermine their scientific status with their colleagues, their departments, and their institutions”.<sup>3</sup> While this may be the case more intensely at large research universities, even at small liberal arts colleges the research expectation remains. Coupled with heavy teaching loads, even under the best of circumstances, with time, training and incentives, the task of learning new instructional techniques is “time-and labor intensive.”

Noting that “the new liberal art of integrative learning” as suggested by the Association of American Colleges and Universities (AAC&U) requires students to have many opportunities to synthesize disparate content and that “breadth and depth” are not sufficient for addressing modern challenges, the College of Arts and Sciences has encouraged and enabled further development of the collaborative culture at Xavier by promoting cross-disciplinary conversations among faculty that lead to interdisciplinary curricula. The College has facilitated the development of new courses such as conversations between our two interdisciplinary undergraduate minors, Women’s Studies and African American Diaspora Studies about potential courses that can be jointly offered.

The College is developing policies to increase the number of team taught courses for which our current courses are just at the beginning. These include “Writing About Art,” “The Graphic Novel & Social Justice” which are collaboration between Art and English and “Biology in Literature,” a collaboration between Biology and English professors. The course, “Biology in Literature” addresses the question: “How have principles and scientific advances in biology and the life sciences influenced literature in the modern world?” Integrated

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<sup>2</sup> Ginsberg, Sarah M., and Jeffrey L. Bernstein. "Growing the scholarship of teaching and learning through institutional culture change." *Journal of the Scholarship of Teaching and Learning* 11, no. 1 (2012): 1-12.

<sup>3</sup> Brownell, Sara E., and Kimberly D. Tanner. "Barriers to faculty pedagogical change: lack of training, time, incentives, and... tensions with professional identity?" *CBE-Life Sciences Education* 11, no. 4 (2012): 339-346.

thinking as a result of taking the course was evident from a student comment that the class “definitely challenged me to think critically and draw parallels between the biological sciences and theories and literature.” Integrated teaching demonstrates to students, the creation of methods and approaches to relate to contemporary life. The instructors of “The Graphic Novel & Social Justice” are a creative writing professor and a printmaking and drawing professor. “Neither of us could teach this class alone. The focus of the class is to teach the students to analyze comic art both narratively and visually. It helps that both of us were trained not just to analyze, but also to create. Students will leave, ideally, with proficiency in this hybrid kind of analysis that is necessary to truly interpret comic art.”

The College is encouraging collaboration among existing programs through co-curricular activities such as Across Curriculum Thinking (ACT) which promotes critical thinking about vital issues from an interdisciplinary perspective. A recent initiative, “Activist Artists and the Ex-incarcerated,” brought together the departments of Art, Sociology, and Political Science with grassroots activists and professional photographers to help undergraduates understand how the prison industrial complex retains aspects of slavery and how artists and scholars can work to document, analyze and bring the public’s attention to the problem. We seek to drastically increase such classes and empower faculty to do so. By creating a culture of collaboration and integrative learning, the College faculty will be encouraged to develop new programs that are interdisciplinary in nature.

*Faculty Communities of Transformative Pedagogy.* The College of Arts and Sciences Core Curriculum Work Group (CCWG) whose membership consists of faculty nominated from each of the six divisions, has met over the course of one year reviewing contemporary learning outcomes and pedagogical approaches that would be required to fulfill them. Drawing on relevant research, attendance at the AAC&U general education assessment conference, CCWG organized faculty, staff and student forums, and a summer intensive work group meeting, the CCWG has adopted integrative learning such as interdisciplinary, e-portfolios, and digital humanities learning as an area of organizational culture change that will help to prepare faculty to offer an effective and relevant core curriculum. Faculty assessment abilities have been identified as a developmental need by both the CCWG working with the College’s Core Curriculum Assessment Committee giving this proposal its dual focus on pedagogy and assessment. Therefore, we propose a program to enhance the development of pedagogy to support integrative learning (and the assessment of it). This program uses a year-long faculty cohort model in which our colleagues will be able 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.

## Pedagogy-Related Initiatives

### *Interdisciplinary Courses*

Xavier's objective is to provide students with a challenging curriculum that prepares them for admission into graduate education and entry-level jobs, so that they successfully complete graduate and professional schools and enter the workforce equipped to be lifelong learners that can adapt to changing needs and conditions. Standards of accreditation and standardized tests required for graduate and professional schools are undergoing transformation toward interdisciplinarity. Graduate programs are becoming either more interdisciplinary or more tolerant of it. Increased requirements in the workplace are for critical thinking, analytical reasoning and communication abilities, skills that can be taught across the curriculum.

The many factors that have contributed to the College's support for interdisciplinarity including changes in requirements for entry and preparedness for graduate and professional schools, in particular, changes in the MCAT competencies requiring that students study the sciences in a holistic way and not as separate subjects as has been the past practice. Interdisciplinary methodologies are increasingly used in graduate programs. Changes in perspectives of accrediting bodies (e.g. the use of the Lumina Foundation's Degree Qualifications Profile) emphasize that core abilities such as analytical reasoning and critical thinking should be addressed in multiple content areas. The CCWG has formed a faculty committee to research, create policies about and promote interdisciplinary teaching in the College. CAT+FD recently sponsored a workshop on Interdisciplinary Curriculum, Teaching, and Learning. The College's Interdisciplinary Work Group is using this training to research the implications for the widespread infusion of interdisciplinary approaches into the curriculum. The depth of training faculty developing interdisciplinary courses is necessary to minimize the documented difficulties involved in planning, teaching and assessing such courses.<sup>4</sup>

### *Writing Across the Curriculum*

Changes in requirements for success in the workforce, especially the need for college level proficiency in oral and written communication, encourage our response for this approach. Writing across the Curriculum has developed into two connected but distinct schools of thought: expressive writing (also called "Writing to Learn") and transactional writing (often called "Writing in the Disciplines"). The expressive school focuses on teaching a student the value of writing with herself as the audience, exploring ideas and connections that help reinforce learning. The transactional school focuses on teaching a student the skills to adapt her writing for different audiences given different discursive situations, especially as she navigates the disciplinary maze of academia. While any class can be adapted to incorporate one of these methods into the curriculum, writing-intensive courses offer greater focus on

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<sup>4</sup> Rives-East, Darcie, and Olivia K. Lima. "Designing interdisciplinary science/humanities courses: challenges and solutions." *College Teaching* 61, no. 3 (2013): 100-106 and Knight, D B. "Understanding interdisciplinarity: Curricular and organizational features of undergraduate interdisciplinary programs." *Innovative Higher Education* 38.2 (2013):143. Web.

writing and rigor in the amount of writing.<sup>5</sup> Although the definition of a writing-intensive class varies from school to school, a common benchmark is that at least 50% of the course grade is based on formally assessed writing assignments.

Writing Across the Curriculum strengthens writing skills overall while also promoting inquiry and reasoning skills, all of which today's first-year college students, especially those underprepared for college, need help developing. "Writing Across the Curriculum" also teaches students to adapt to different writing expectations, meaning our graduates will leave ready to communicate effectively in any career, even those that do not yet exist. Currently, no classes at Xavier are designated as "writing-intensive," although it is clear that a number of faculty, even outside the English Department, place great emphasis on writing in their classes. Xavier has had some success with introducing the "Writing to Learn" model in its Freshman Seminar class, by having students regularly write short reflective essays on topics related to the mission of the university and in response to the "Shared Reading" used in these classes. The idea of "Writing in the Disciplines" has not been established at Xavier, although the university did see some success with a similar "reading in the disciplines" initiative that was a part of its Quality Enhancement Plan. Writing is a critical tool for success in graduate and professional school and in the workplace. We seek to enhance student's skills while adjusting the teaching load to accommodate this increased level of attention to a core outcome.

### *E-portfolios*

The use of e-portfolios will allow students to upload their assignments in their core courses which will be linked to course, core, and major outcomes. Some faculty at universities that have adopted e-portfolios have seen them "initiate a more powerful and authentic learning centered assessment," promote greater "collaboration across disciplines and departments," helped to "break down traditional institutional silos," supported "a richer, more holistic view of learning," encouraged a learning centered institutional conversation, and stimulated "broad institutional change in structure and culture."<sup>6</sup> Xavier College faculty have been moving to the use of portfolios in their majors. The Division of Education and Counseling requires students to develop a professional portfolio to document the experiences of majors during their years of teacher preparation. The English Department uses student portfolios as a part of the senior comprehensive exams to place greater emphasis on writing throughout the program and to address some weaknesses of the old comprehensive evaluation system. The portfolios contain examples of the students' best work while demonstrating the skills and knowledge expected from graduating seniors. Another objective of the portfolio process is to increase the attention students pay to their writing. Reflective cover letters will ask students to explain how the included essays meet the objectives of the English program. The Department of History uses portfolios to chart students' evolution as history majors in terms of their historical knowledge (content), historical thinking (depth of analysis, clear and reasonable arguments, and critical thinking), and historical skills (breadth and use of primary as well as

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<sup>5</sup> McLeod, Susan H. "Writing Across the Curriculum: An Introduction." *Writing Across the Curriculum: A Guide to Developing Programs*, edited by Susan H. McLeod and Margot Soven, WAC Clearinghouse, 2000, 1-8, [http://wac.colostate.edu/books/mcleod\\_soven/chapter1.pdf](http://wac.colostate.edu/books/mcleod_soven/chapter1.pdf). Accessed 5 September 2016

<sup>6</sup> Eynon, B. What difference can ePortfolio make? A field report from the connect to learning project. *International Journal of ePortfolio* 4 (2014): 95-114

secondary sources). It offers the opportunity to assess a wider breadth of data while also delving into more depth on individual skills.

### *Digital Humanities*

College faculty have initiated digital humanities projects only to be stymied by limitations in funding and dependence on outside entities in sustaining, developing and imparting these to other faculty and infusing such tools into the curriculum. For example, several years ago, a history professor undertook a project “Assessing, Organizing, and Indexing Digitized Historical Documents: Constructing a Digital Library and a New Approach to Historical Research” but eventually set it aside to pursue more sustainable endeavors. Xavier and New York University students collaborated on a digital storytelling project entitled “Digital Storytelling and Community: An Exploration of Home,” under a grant from the Nathan Cummings Foundation. Ten Xavier art students and two faculty members traveled to New York to participate in a collaborative program with New York University graduate students where they participated in workshops on the basics of editing digital audio and video and spent the week collecting imagery for digital stories. The New York students, in turn, visited New Orleans for the next portion of the project, investigating the distribution of the digital stories through online environments, including blogging, video blogging, podcasting and more. This project was more successful in college impact as it led to the team taught course “Engaging Digital Media.” Recently, the Department of Mass Communication Public Relations Campaigns class partnered with the Google Community Leaders Program (Google CLP) to heighten awareness about free digital tools designed to help small businesses and nonprofit organizations thrive.

Infusing digital humanities into the undergraduate curriculum is consistent with our mission to provide knowledge and skill sets that are required for twenty-first century students. These “projects can teach transferable skills highly prized in a variety of professions. These include technical skills valuable to companies and organizations as they seek to enhance their visibility through digital content and social media. Even more valuable, however, are the cognitive and social skills that students gain. Digital humanities projects develop cognitive skills such as critical thinking and problem solving as students respond to the challenges of conceptualizing, designing, testing, and implementing their projects. Students also develop social skills through the collaborative modus operandi found in most Digital Humanities projects. The ability to work effectively as a team is highly prized by employers.”<sup>7</sup> There is an interest and readiness at Xavier for such assignments.

### Assessment-Related Initiatives

One of the primary challenges that exist in assessment of the core curriculum is the lack of faculty preparation. An administration of the new Faculty Self-Reported Assessment Survey has found that “faculty with formal assessment experience self-reported higher levels of familiarity with assessment terms, higher frequencies of assessment activity, increased confidence in conducting assessment, and more positive attitudes toward assessment than

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<sup>7</sup> Eric K. Dugdale The Value of Embedding Digital Humanities in the Undergraduate Curriculum 112th annual The Classical Association of the Middle West and South meeting, Williamsburg, VA March 16-19, 2016

faculty members who were novices in assessment”.<sup>8</sup> Most faculty have no formal training in the development of assessment instruments, which leads to misconceptions on both ends of the assessment spectrum – where faculty may either feel that low-value instruments are acceptable, or that only the most complicated instruments are acceptable. The former leads to bad data while the latter leads to unwillingness to participate in the assessment process because of intimidation. By increasing the education level of faculty and showing them how to develop effective value-added assessment tools, we are hoping to remedy this issue. By engaging all stake holders in an integrative learning model, we will remove the silos by which departments have been operating and replace it with a collaborative approach. We intend to make assessment more meaning to faculty by incorporating their views. We aim to “shift student learning assessment from a culture of compliance to one focused on institutional transformation”.<sup>9</sup> Sustained training in assessment brings lasting institutional change. A ten-month professional development project revealed that prolonged effort to developing an assessment learning community resulted in faculty valuing assessment “beyond the demands of external accreditation.”<sup>10</sup> We are hoping to use this funding to enhance faculty comfort levels with developing and implementing high-quality general education assessments, which is both critical to our continued reaffirmation by SACS-COC and to our ability to provide a quality educational experience for our students.

## **B. Reason for the Project**

The College’s existing core curriculum (i.e. general education program) identifies sixteen competencies, many with multiple components, grouped under four broad outcome areas (Communication, Reasoning Strategies, Range of Human Experience, and Faith, Ethics, and Social Responsibility). Assessing this core configuration has proved to be difficult. Over time, the College has found that the existing core contains an unreasonable number of competencies (16) and hours (a total of 60 hours of the 120-hour degree). In addition, there exists less than optimum alignment between the identified competencies of the core curriculum and the courses approved to meet those competencies as well as an excessive number of courses approved to satisfy core curriculum competencies. The faculty has decided it is time to make a comprehensive review of this approach. The distribution model of the core that is now in place has caused departments to attempt to safeguard their particular course offerings providing little incentive to team teach, create interdisciplinary courses, promote integrative assignments, or explore cutting edge pedagogy. The result is that a College culture in pedagogy is increasingly out of step with high impact teaching and learning strategies in relation to the core curriculum.

## **C. Schedule of Activities**

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<sup>8</sup> Hanauer, David I., and Cynthia Bauerle. "The Faculty Self-Reported Assessment Survey (FRAS): differentiating faculty knowledge and experience in assessment." *CBE-Life Sciences Education* 14, no. 2 (2015): 1-11.

<sup>9</sup> Kuh, George D., Stanley O. Ikenberry, Natasha A. Jankowski, Timothy Reese Cain, Peter T. Ewell, Pat Hutchings, and Jillian Kinzie. "Beyond compliance: Making assessment matter." *Change: The Magazine of Higher Learning* 47, no. 5 (2015): 8-17.

<sup>10</sup> Guetterman, Timothy C., and Nancy Mitchell. "The role of leadership and culture in creating meaningful assessment: A mixed methods case study." *Innovative Higher Education* 41, no. 1 (2016): 43-57.



Below is a schedule of activities. Up to five consultants and workshop leaders per year will be selected from experts in their areas who are also university faculty members. We will select for our assessment development trainers those who work with initiatives sponsored by the National Institute for Learning Outcomes Assessment and the AAC&U's General Education Program. Consultants and workshop leaders for the digital humanities will include scholars and 'collaboratives' from universities such as the University of California at Berkley, Stanford University, the University of North Carolina at Chapel Hill and locally experts such as the University of New Orleans Ethel & Herman L. Midlo Center's digital humanities professor working with a collaborative database of runaway slave advertisements. Consultants and workshop leaders for the area of e-portfolios will be selected from those associated with the AAC&U's E-Portfolio Forum, the Association for Authentic, Experiential and Evidence-Based Learning, and those who have published in the *International Journal of ePortfolio*. Consultants and workshop leaders for the area of integrative/interdisciplinarity will be selected from those associated with the Association for Interdisciplinary Studies. Consultants and workshop leaders for the area "writing across the curriculum" will be chosen from those associated with The Northeast Writing Across the Curriculum Consortium and those who have published in the journal, *Across the Disciplines*.

Spring 2017

**Mellon Funds Request \$167,000**

Hire part-time Program Manager

Assessment

- Identification of the Faculty Director of the Core Curriculum Program
- Faculty Director general education and assessment conference, workshops and training (1 each, 1-2 day conference and workshop, other training of director's choice)
- Spring Workshop: Assessment and General Education – (half day workshop)

Integrative Pedagogy

- Interdisciplinary Seminar: Identification of consultants and workshop leaders for first year focus on interdisciplinary course development
- Spring Workshop: Interdisciplinarity and General Education – (half day workshop)
- Selection of ten faculty for the Interdisciplinary Seminar
- Digital Humanities I Spring Workshop: Introduction to Digital Humanities I – (90-minute workshop)

Summer 2017

Integrative Pedagogy

- Conduct Interdisciplinary Seminar – (one week)
- Summer Workshop: Introduction to Digital Humanities II – (one week)
- Up to four faculty will travel to Digital Humanities labs – (travel to site, one week)

Fall 2017 – Spring 2018

**Mellon Funds Request \$166,500**

Assessment

- Fall and Spring - a training session led by a general education assessment specialist - (half day workshops)

- Faculty teaching core curriculum courses will be invited to attend a workshop aimed at developing a common rubric or tool to be used for assessment of their particular core outcome. Because the goal is faculty-driven assessment practices, these workshops will be led by experienced faculty who will be compensated. – (half day workshops)

#### Integrative Pedagogy

- Writing Across the Curriculum Seminar: Identification of consultants and workshop leaders for the second year focus of deepening the writing assignments for core courses
- Fall and Spring Workshop: Writing Across the Curriculum Seminar and General Education – (half day workshops)
- Selection of ten faculty for the Writing Across the Curriculum Seminar
- Fall and Spring Workshops: Introduction to Digital Humanities I and II by Digital Humanities 2017 summer participants – (90-minute workshops)
- Summer 2017 Interdisciplinary Seminar participants present a faculty brown bag – (one hour)

#### Summer 2018

##### Integrative Pedagogy

- Conduct Writing Across the Curriculum Seminar – (one week)
- Up to four faculty will travel to Digital Humanities labs – (travel to site, one week)

#### Fall 2018 – Spring 2019

#### **Mellon Funds Request \$166,500**

##### Assessment

- Fall and Spring - a training session led by a general education assessment specialist – (half day workshops)
- Faculty teaching core curriculum courses will be invited to attend a workshop aimed at developing a common rubric or tool to be used for assessment of their particular core outcome. Because the goal is faculty-driven assessment practices, these workshops will be led by experienced faculty who will be compensated. – (half day workshops)

##### Integrative Pedagogy

- E-portfolio Seminar: Identification of consultants and workshop leaders for the third year focus of increasing student ability to relate learning outcomes to assignments
- Fall and Spring Workshop: E-portfolios and General Education – (half day workshops)
- Selection of ten faculty for the E-portfolio Seminar
- Fall and Spring Workshops: Introduction to Digital Humanities I and II by Digital Humanities 2018 summer participants – (90-minute workshops)
- Writing Across the Curriculum Seminar participants present a faculty brown bag – (one hour)

#### Summer 2019

### Integrative Pedagogy

- Conduct E-portfolio Seminar – (one week)
- Up to four faculty will travel to Digital Humanities labs – (travel to site, one week)

### Fall 2019

#### Integrative Pedagogy

- Fall Workshop: Introduction to Digital Humanities by 2019 summer participants – (90-minute workshop)
- E-portfolio Seminar participants present a faculty brown bag – (one hour)
- Capstone: A mini-conference reflecting on the curriculum transformation of core course offerings. (A half day conference of Xavier faculty presenting across the five areas of the grant. Invitations will be extended to other universities with special outreach to regional HBCUs).

### **D. Expected Outcomes**

A description of expected outcomes for each initiative follows.

#### Goals and Outcomes for *Faculty Communities of Transformative Pedagogy*

##### **Interdisciplinarity**

**Goal 1: To help Xavier faculty develop a course in which two or more disciplines are represented with breadth and depth for the purpose of synthesis and integration**

**Outcome 1.1** Through the Interdisciplinary Seminar, participants will read, discuss, and utilize scholarship and infuse this knowledge into a core curriculum course.

**Outcome 1.2** Members of the Interdisciplinary Seminar will interact with experts in planning interdisciplinary courses.

**Outcome 1.3** Members of the Interdisciplinary Seminar will receive support (both time and money) for faculty in planning, implementing, and assessing individual or collaborative core curriculum course.

**Outcome 1.4** Members of the Interdisciplinary Seminar will conduct at least two workshops to disseminate interdisciplinary pedagogy.

##### **E-portfolios**

**Goal 2: To help Xavier faculty acquire skills in creating and evaluating e-portfolios in which students relate their assignments to the learning outcomes of a core course**

**Outcome 2.1** Through the E-portfolios Seminar, participants will read, discuss, and utilize scholarship and infuse this knowledge to develop an e-portfolio structure for Xavier's core curriculum.

**Outcome 2.2** E-portfolios Seminar participants will interact with faculty experts and receive training in e-portfolio processes and procedures.

**Outcome 2.3** E-portfolios Seminar participants will receive support (both time and money) for faculty in planning, implementing, and assessing the use of an e-portfolio in a core curriculum course.

**Outcome 2.4** E-portfolios Seminar participants will conduct at least two workshops to impart their knowledge to faculty.

### **Intensifying the Focus on Writing**

**Goal 3: To help Xavier faculty create writing intensive assignments and courses by increasing emphasis on writing and by devoting significant class time to the teaching and practice of writing**

**Outcome 3.1** Members of the WriteNow Seminar will read, discuss, and utilize scholarship about the expressive or the transaction model of “Writing Across the Curriculum” and apply to a core course.

**Outcome 3.2** Members of the WriteNow Seminar will interact with faculty experts and receive training in pedagogy that fosters “Writing to Learn” in entry-level courses and writing for their specific discipline in higher level courses.

**Outcome 3.3** Members of the WriteNow Seminar will receive support (both time and money) for faculty in planning, implementing, and assessing the use of writing intensive assignments in a core curriculum course.

**Outcome 3.4** Members of the WriteNow Seminar will conduct at least two workshops to transmit their knowledge to faculty.

### **Digital Humanities**

**Goal 4: To help Xavier faculty create projects for use in core courses that require students to use electronic methodologies to demonstrate what they know in an applied and collaborative context**

**Outcome 4.1** Members of the Digital Humanities/Liberal Arts Workgroup will read, discuss, and utilize scholarship and travel to conferences, workshops and labs for training.

**Outcome 4.2** Members of the workgroup will receive support (both time and money) for planning, implementing, and assessing a digitally-based project into a core curriculum course.

**Outcome 4.3** Members of the workgroup will present their own projects at workshops to disseminate digital humanities/liberal arts awareness.

### *Goals and Outcomes for Building Faculty Capacity in Core Curriculum Assessment*

**Goal 5: To increase Xavier’s faculty’s proficiency with assessment strategies for use in a core curriculum courses**

**Outcome 5.1** A core curriculum coordinator will be identified and receive training.

**Outcome 5.2** A Faculty Assessment Working Group will participate in Assessment training.

**Outcome 5.3** Participating faculty (per Outcome #5.2) will implement assessment strategies into their core curriculum classes.

**Outcome 5.4** Members of the working group will conduct at least two workshops

disseminating assessment strategies.

**Outcome 5.5** Assessment strategies and techniques will be adopted beyond the working group membership by other Xavier faculty.

**Evaluation Plan for *Faculty Communities of Transformative Pedagogy***

| <b>Outcome</b>   | <b>Evaluation Strategy</b>   |
|--|--|
| <b>Promote integrated learning through workshops and seminars</b>  | <ul style="list-style-type: none"> <li>• Evaluations of workshops and seminars</li> <li>• Follow up evaluations after projects are completed</li> <li>• Analysis of completed syllabi to determine if seminar topics were included</li> </ul>                            |
| Goal 1: To help Xavier faculty develop a course in which two or more disciplines are represented with breadth and depth for the purpose of synthesis and integration                               | <ul style="list-style-type: none"> <li>• Student and faculty self-reports of interdisciplinarity-content covered and abilities developed</li> </ul>  |
| Goal 2: To help Xavier faculty acquire skills in creating and evaluating e-portfolios in which students relate their assignments to the learning outcomes of a core course                         | <ul style="list-style-type: none"> <li>• Analysis of student understanding of learning outcomes from artifacts in the e-portfolios</li> </ul>  |
| Goal 3: To help Xavier faculty create writing intensive assignments and courses by increasing emphasis on writing and by devoting significant class time to the teaching and practice of writing   | <ul style="list-style-type: none"> <li>• Student focus groups and self-report surveys of educational effectiveness of the implemented pedagogy</li> </ul>  |
| Goal 4: To help Xavier faculty create projects for use in core courses that require students to use electronic methodologies to demonstrate what they know in an applied and collaborative context | <ul style="list-style-type: none"> <li>• Number of faculty attending workshops</li> <li>• Number and type of faculty projects</li> <li>• Nature of student engagement in faculty projects</li> <li>• Student evaluation of their experiences in the projects.</li> </ul> |

**Evaluation Plan for *Building Faculty Capacity in Assessment***

| <b>Outcome</b>   | <b>Assessment Strategy</b>   |
|--|--|
| Goal 5: To increase Xavier’s faculty’s proficiency with assessment strategies for use in a core curriculum courses | <ul style="list-style-type: none"> <li>• Analysis of type of assessment strategies implemented in core curriculum classes by faculty attending the workshops.</li> </ul> |

