

The Conway Fellowship for Jesuit Education

Xavier University's Ruth J. and Robert A. Conway* Institute for Jesuit Education is a center of distinction, unique to the Jesuit colleges and universities, that assists educators in transforming students intellectually, morally and spiritually in the Jesuit, Catholic tradition, while appropriating Ignatian pedagogy and spirituality in today's world. Moreover, a significant function of The Conway Institute is reaching beyond the Xavier campus with pedagogical innovations communicated locally, nationally, and internationally throughout the network of Jesuit schools, colleges and universities.

One of a number of major initiatives within the Institute is the Faculty Fellow opportunity which expands participation of faculty in Ignatian-conscious pedagogy. The Conway Fellow for Jesuit Education will undertake a project focused on significant issues impacting the University and the field of higher education. In addition to furthering specific efforts in their respective areas, the fellows will be leaders in engaging other faculty members in constructive dialogue about Xavier's future.

Faculty Fellow Program

Through generous funding from the Ruth J. and Robert A. Conway Foundation, the Institute supports one faculty member each year to serve as the Conway Faculty Fellow for Jesuit Education. Faculty members applying for this position will propose projects that make a significant mission-related impact on the educational endeavor at Xavier and beyond.

The selected recipient will receive a summer stipend and release from all teaching responsibilities during one semester of the following year. It will be expected that the Faculty Fellow will disseminate results of the project internally, across faculty and academic departments at Xavier, as well as to other universities and schools, both Jesuit and non-Jesuit, as appropriate to the project. The fellowship cannot be divided between multiple faculty members. Examples that illustrate the many types of projects Conway Fellows might undertake include:

- A faculty member in Management and Entrepreneurship may explore government leadership styles and management characteristics within a particular third-world country in order to prepare to serve as a faculty professor within the Academic Service Learning or Study Abroad programs. Information about the country would be compiled for subsequent faculty serving abroad. Likewise, associated student scholarship would be highlighted on the *Jesuit Resource* web site (www.jesuitresource.org) and a special themed issue of the monthly *Jesuit Resource* e-newsletter reaching >13,000 students and educators.
- An educator may research the teaching methodologies of the early Jesuits, including the Ignatian Pedagogical Paradigm as well as the *Ratio Studiorum* ("A Plan of Studies" – the 1599 document establishing the global system of Jesuit education). A contemporary *Ratio* could be developed in consultation with colleagues across campus and/or on other Jesuit campuses and course enhancements would be implemented on a trial basis in selected departments. The project would be presented at the annual meeting of academic vice presidents within the Association of Jesuit Colleges and Universities for feedback and comments.
- A faculty member in Social Work may gain a deeper understanding of Ignatian spirituality, the Spiritual Exercises and spiritual direction in order to assist graduate student therapists-in-training in the spiritual/religious aspects encountered within the helping relationship. The resulting insights would be shared with the departments of psychology, pastoral theology or counseling. A formalized training proposal would be presented at a professional conference.

Fellowship projects will enhance the curriculum, learning environment, and students' academic experience consistent with the Ignatian tradition, pedagogy, and core values so that graduates are inspired and prepared to:

- Take their place as leaders in our rapidly changing global world,
- Promote peace and social justice,
- Use the process of attention, reflection and discernment when making decisions,
- Care for others, especially the poor and marginalized,
- Be introspective, self aware, and seek to find the Divine in all things,
- Do good deeds for the *greater glory of God*.

Outcome/Expectations

The Conway Fellow agrees to complete:

- A pedagogical project that intentionally advances Jesuit, Catholic education at Xavier and that has relevance to other educational institutions.
- An end-of-project report, to be shared with the Conway Foundation, that includes a description of the final project, the outcome, and dissemination efforts.

- Support

The Conway Fellow will receive:

- A summer stipend of \$10,000. It is expected that the Conway Fellow will be working full-time on the project during the summer months and will not be teaching.
- Release from all teaching responsibilities during one semester of the following year, either Fall or Spring, to be determined by applicant. (Funding will be available to the department to hire a full-time replacement faculty person for the semester.)
- Expenses up to \$5,000, as appropriate to the project, to be used within the time-frame of the project.
- Office space within the Center for Teaching Excellence in the Conaton Learning Commons.
- Consultation and assistance from the staff of the Center for Mission & Identity, including the Director of Faculty Programs and the Founding Director of the Institute (Debra Mooney), as well as from the Center for Teaching Excellence.

- Application

All full-time tenured or tenure-track faculty from all disciplines are eligible to apply. Applicants must submit proposals following the format outlined below. The application must concisely describe a plan for enhancing university education within the Jesuit tradition in today's world.

Applications will be reviewed by a four-person panel (Director of Faculty Programs in Mission & Identity, the Executive Director in Mission & Identity, one representative from the Faculty Development Committee, and a representative from the CTE). The panel will provide its own judgment regarding priority among the applications it reviews. The Associate Provost for Academic Affairs and Associate Vice President for Mission & Identity will have the final voice in selecting the Conway Fellow for Jesuit Education.

Applications must be submitted electronically to the Center for Teaching Excellence (cte@xavier.edu) with the subject line "Conway Fellowship Application" by the appropriate due date each year (in November). The award will be announced each year in December.

For assistance with project questions, contact Debra Mooney, Assistant to the President for Mission & Identity and Founding Director of the Conway Institute (mooney@xavier.edu). For assistance with application questions, contact Mary Kochlefl in the Center for Teaching Excellence (kochlefl@xavier.edu).

Additional details (including application format) are available through the Faculty Fellows Program in the Center for Teaching Excellence (<http://www.xavier.edu/cte/faculty-fellows-program.cfm>).

* Bob Conway, '49, was honored during the 2009 Undergraduate Commencement Ceremony with the Distinguished Alumnus Award in recognition of his passionate commitment to Xavier University's mission and identity. Over the course of his long relationship with the University, Conway has given generously of his time, serving as a member of the Board of Trustees for fourteen years, six of which were as chair of the Jesuit Identity Committee. As an undergraduate student at Xavier, he served as president of the student council and captain of the Musketeer football team.

Faculty Fellowship for Expanding a Faculty Learning Community Project

2012-2013 Call for Proposals: deadline November 14, 2011

In fall 2010 the Center for Teaching Excellence (CTE) launched a Faculty Learning Community (FLC) program that brings faculty members together to explore a theme or aspect related to teaching and learning within and beyond the university community. To date, eight FLCs, involving 84 members and facilitators, have begun or completed their year-long, cross-disciplinary collaboration.

The CTE would like to scale up one of the individual projects begun in these eight FLCs as a Faculty Fellowship. By providing continued support for this work, the CTE hopes to encourage more in-depth consideration of the important topics that have been or are currently being addressed by FLC participants. The smaller scale version of the projects, begun in FLCs, may also provide a useful “pilot” phase for the larger types of initiatives we envision the Faculty Fellows to be undertaking.

The eight current or previous FLCs are:

- Effective Laboratory Courses within the Core Curriculum
- Incorporating Sustainability into Courses
- Mid-Career Faculty
- Mentoring Undergraduate and Graduate Research
- Using Technologies to Extend Classes Beyond the Classroom
- Initiating and Facilitating International Experiences for Students
- Quantitative Literacy
- The Future of Cincinnati

Applicants for this Faculty Fellowship must have participated or currently be participating in one of these FLCs. Faculty Fellows spend a summer and one semester working on a project that will significantly impact curriculum, teaching, scholarship, and/or other academic activities at Xavier and within the field of higher education. In addition to furthering specific efforts in their respective areas, the fellows will be leaders in engaging other faculty members in constructive dialogue about Xavier’s future. For 2012-2013, the Faculty Fellow for Expanding FLC Projects will be one of three faculty fellows who share office space within the CTE, located in the Conaton Learning Commons. The fellowship cannot be divided between multiple faculty members.

Faculty Fellow Program (Summer 2012 and Fall 2012 or Spring 2013)

With support from the offices of the President and Provost and Chief Academic Officer, the Faculty Fellow will receive a **summer stipend for 2012 or for 2013** and release from all teaching responsibilities during one semester of the 2012-2013 academic year. It is expected that the Faculty Fellow will disseminate results of the project internally, across faculty and academic departments, as well as externally, where appropriate. A successful application will propose a major strategic initiative likely to make a significant positive impact on Xavier. Proposals should outline ambitious goals while providing evidence of feasibility. Initiatives extending beyond a single course and a single department are particularly welcome, as are projects whose effects will extend well beyond the fellowship period.

Expectations

The Faculty Fellow for Expanding FLC Projects agrees to:

- Undertake a major strategic initiative that advances an important area at Xavier addressed by an FLC
- Attain further knowledge about relevant literature, research and practices in the appropriate field
- Partner with the appropriate entities on campus or externally to accomplish the project’s intended goals
- Disseminate the project results both internally and externally as appropriate

Support

The Faculty Fellow will receive:

- A summer stipend of \$10,000. It is expected that the Fellow will be working full-time on the project during the summer months of 2012 and will not be teaching.
- Release from all teaching responsibilities during one semester of the following year, either fall 2012 or spring 2013, to be determined by applicant. (Funding will be available to the department toward the cost of hiring a full-time, temporary replacement for the semester.)
- Expenses up to \$5,000, as appropriate to the project, to be used within the time frame of the project.
- Office space within the Center for Teaching Excellence in the Learning Commons.
- Consultation and assistance from the CTE.

Application

All permanent, full-time, teaching faculty who have participated or are currently participating in one of the eight FLCs started in 2010-2011 or fall 2011 are eligible to apply. Applicants must submit proposals following the format outlined below. Applications will be reviewed by a three-person panel (a former Faculty Fellow, a representative from the Faculty Development Committee, and a representative of the CTE). The panel will provide its own judgment regarding priority among the applications it reviews. The Associate Provost for Academic Affairs will have the final voice in selecting the Faculty Fellow for Expanding FLC Projects.

The following must be sent electronically to the Center for Teaching Excellence (cte@xavier.edu) by:

Monday, November 14, 2011.

Additional details (including application format are available through the Faculty Fellows Program in the Center for Teaching Excellence (<http://www.xavier.edu/cte/faculty-fellows-program.cfm>).

Questions? Contact [David Mengel](#) or [Mary Kochlefl](#)

2012-2013 CTE Faculty Fellowship for Student Engagement: Implementing the AAC&U's High-Impact Educational Practices Application and Information – DEADLINE MONDAY, NOVEMBER 14th

The Center for Teaching Excellence (CTE) seeks to foster student engagement and student learning at Xavier by offering a Faculty Fellowship for 2012-2013 that focuses on increasing the implementation at Xavier of High-Impact Educational Practices (as defined by the American Association of Colleges & Universities). These practices include many that faculty at Xavier have been using or considering for a long time, whether or not the specific terminology is familiar.

One of the AAC&U's major initiatives since 2005 has been [Liberal Education and America's Promise \(LEAP\)](#), which "champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality." LEAP promotes a series of principles and practices, including what it calls **High-Impact Educational Practices**—namely, practices which research has shown to have a positive impact on student retention and engagement. These include the following:

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Paragraph-length descriptions of each of these practices are available at the [AAC&U website](#). Proposals for the Faculty Fellowship for Student Engagement may seek to implement any of these practices, or perhaps some combination of practices. "Implementation" may include researching and piloting a new model or modifying an existing program or course to align more strongly with the best practices articulated by AAC&U.

Faculty Fellow Program (Summer 2012 and Fall 2012 or Spring 2013)

With support from the offices of the President and Provost and Chief Academic Officer, the Faculty Fellow will receive a summer stipend for 2012 and release from all teaching responsibilities during one semester of the 2012-2013 academic year. It is expected that the Faculty Fellow will disseminate results of the project internally, across faculty and academic departments, as well as externally, where appropriate. A successful application will propose a major strategic initiative likely to make a significant positive impact on Xavier. Proposals should outline ambitious goals while providing evidence of feasibility. Initiatives extending beyond a single course and a single department are particularly welcome, as are projects whose effects will extend well beyond the fellowship period. The fellowship cannot be divided between multiple faculty members.

Candidates from all academic departments in the university are strongly encouraged to propose projects that engage one or more of the AAC&U's high-impact educational practices.

Expectations

The Faculty Fellow for Student Engagement agrees to:

- Undertake a major strategic initiative that advances liberal education at Xavier through the implementation of one or more high-impact educational practices
- Attain further knowledge about relevant literature, research and practices in the appropriate field
- Partner with the appropriate entities on campus or externally to accomplish the project's intended goals
- Disseminate the project results both internally and externally as appropriate

Support

The Faculty Fellow will receive:

- A summer stipend of \$10,000. It is expected that the Fellow will be working full-time on the project during the summer months of 2012 and will not be teaching.
- Release from all teaching responsibilities during one semester of the following year, either fall 2012 or spring 2013, to be determined by applicant. (Funding will be available to the department toward the cost of hiring a full-time, temporary replacement for the semester.)
- Expenses up to \$5,000, as appropriate to the project, to be used within the time frame of the project.
- Office space within the Center for Teaching Excellence in the Learning Commons.
- Consultation and assistance from the CTE.

Application

All permanent, full-time, teaching faculty from all disciplines are eligible to apply. Applicants must submit proposals following the format outlined below. Applications will be reviewed by a three-person panel (a former Faculty Fellow, a representative from the Faculty Development Committee, and a representative of the CTE). The panel will provide its own judgment regarding priority among the applications it reviews. The Associate Provost for Academic Affairs will have the final voice in selecting the Faculty Fellow for Student Engagement.

The award will be announced in early December 2011. Questions? Contact David Mengel (mengel@xavier.edu) or Mary Kochlefl (kochlefl@xavier.edu)

Additional details (including application format are available through the Faculty Fellows Program in the Center for Teaching Excellence (<http://www.xavier.edu/cte/faculty-fellows-program.cfm>).

Questions? Contact [David Mengel](#) or [Mary Kochlefl](#)