

for Integrative

and content from a variety of areas can effectively be used to find ways to understand and

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. the creation of methods and approaches to relate to contemporary life. The instructors of 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

writing and rigor in the amount of writing.⁵ 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.

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 For example, several years ago, a *Assessing, Organizing, and Indexing Digitized Historical Documents: Constructing a Digital Library and a New Approach to Historical*

York University students collaborate

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

. 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 transferable skills highly prized in a variety of professions. These include

faculty members who were novices in assessment .⁸ 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.

student learning assessment from a culture of compliance to one focused on institutional .⁹ Sustained training in assessment brings lasting institutional change. A ten-month professional development project revealed that prolonged effort to developing an

of external accreditation. ¹⁰ We are hoping to use this funding to enhance faculty comfort levels with

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 General

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

