Characteristics of Marianist Education: Finding Sustenance for Faculty Community

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Need: Literature across institutions identifies faculty need for supportive community

Resource: The University of Dayton offers a rich source for fostering community based on the five characteristics

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<th>Increase mentoring</th>
<th>Increase collegiality</th>
<th>Decrease isolation</th>
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<td>• Insufficient guidance from chairs, colleagues (Bataille &amp; Brown, 2006)</td>
<td>• Not finding community of scholars (Bataille &amp; Brown, 2006)</td>
<td>• Academia known for isolation, individualism (Parker, 2002)</td>
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<td>• Little community integration for contingent faculty (Roueche, Roueche, &amp; Milliron, 1996)</td>
<td>• Anxiety discussing work issues (Norman, Ambrose &amp; Huston, 2006)</td>
<td>• Feelings of fragmentation, loneliness, sometimes incivility (Bataille &amp; Brown, 2006)</td>
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Action: The University of Dayton provides many avenues for engaging as a faculty community in the Marianist spirit

1. EDUCATE FOR FORMATION IN FAITH
   • Against the secular trend
   • Both faith and reason
   • Dialogue between faith and culture

2. PROVIDE AN INTEGRAL, QUALITY EDUCATION
   • Promote quality education of the whole person
   • Local impact for the global world
   • Oversight and complimentary roles

3. EDUCATE IN FAMILY SPIRIT
   • Create a climate of acceptance
   • Foster friendships
   • Form collaborative processes and structures

4. EDUCATE FOR SERVICE, JUSTICE & PEACE
   • Promote a sense of work as mission
   • Attend to the poor and the marginalized
   • Promote dignity, rights, responsibilities of all

5. EDUCATE FOR ADAPTATION & CHANGE
   • Education to shape the future
   • Educate for living authentically in a pluralistic society
   • Develop critical thinking skills in search for truth

References: