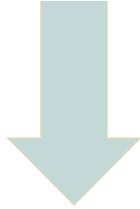


Integrating Institutional Mission into Faculty Work

Presenters: Edel Jesse and Cody McMillen | Advisor: Michele M. Welkener, Ph.D., Department of Educational Leadership

Problem: Faculty at American universities experience difficulties at times in understanding their work (teaching, scholarship, and service) in light of a university's mission (VanZanten, 2011). The integration of a faith-based university's mission into the curriculum (VanZanten, 2011) and the requirements that this identity imposes upon faculty members' scholarship are often at odds with the concept of academic freedom (AAUP, 1940/1970). This common dilemma is an authentic and significant part of Catholic higher education.

Proposed solution: The University of Dayton's Commitment to Community (C2C) (UD, n.d.) document includes three principles that could provide a conceptual framework for understanding faculty work in light of a university's mission.



FACULTY WORK	INTEGRATING C2C PRINCIPLES INTO FACULTY WORK
• TEACHING	<p>PRINCIPLE #1: COMMUNITY IS ESSENTIAL FOR LEARNING</p> <p>➔ Teachers at Marianist universities are to be fully present with their students and bring their whole selves into the classroom; this assists in creating an authentic community in which a “family spirit” (Chaminade University of Honolulu, St. Mary's University, & University of Dayton, 1999, p. 8) is pervasive.</p>
• SCHOLARSHIP	<p>PRINCIPLE #2: THE DIGNITY OF EVERY PERSON</p> <p>➔ Scholarship produced at Catholic universities should ultimately speak to the human condition, with the moral and ethical considerations of research findings taken into account (John Paul II, <i>Ex Corde Ecclesiae</i>).</p>
• SERVICE	<p>PRINCIPLE #3: COMMITMENT TO THE COMMON GOOD</p> <p>➔ The Catholic tradition stresses the “universality of Catholic faith:” the Catholic Church is global, and it embraces people from all nationalities, political leanings, and social and economic classes; thus, everyone has a “legitimate place at the table” as conversation partners and pluralism and diversity are highly valued as the common good is pursued (Hughes, 2005, p. 46).</p>

Problem: Faculty at American universities, according to the literature, also report that they experience the following in their work lives:

- Lack of professional development, ineffective orientation programs, institutional mission not stated in faculty contract (Hainline, Gaines, Feather, Padilla & Terry, 2010; VanZanten, 2011)
- Feelings of alienation; not connected with colleagues (Bataille & Brown, 2006)
- No guidance on how to balance faculty workload (Norman, Ambrose & Huston, 2006)
- Promotion and tenure committees make decisions based on scholarship in discipline only, with no regards to commitment to university mission (Boyer, 1990; Shapiro, 2006)



Proposed solution: The University of Dayton's C2C (UD, n.d.) document includes seven habits that may assist faculty members in applying institutional mission to the problems they experience.

C2C HABITS	INTEGRATING HABITS INTO FACULTY WORK	PRACTICAL SUGGESTIONS OR RESOURCES
<p>TREAT YOURSELF WITH RESPECT</p> <p>TREAT OTHERS WITH RESPECT</p>	<p>To address feelings of alienation and absent connection with colleagues, afford the proper respect for self and others</p> <ul style="list-style-type: none"> ▪ Increase collegiality among faculty in various disciplines ▪ Share teaching and learning resources 	<ul style="list-style-type: none"> ▪ Fellows for Teaching Innovation: Lab for faculty to experiment ▪ Inside the Studio: Learning from senior faculty ▪ Roesch Library: Journals and online resources for faculty
<p>BE HONEST, TRUTHFUL & LIVE WITH INTEGRITY</p> <p>PRACTICE SERVANT LEADERSHIP</p>	<p>To support scholarship, service, and workload balance, set aside time for reflection on own identity as teachers and examine assumptions of the field and morality of work</p> <ul style="list-style-type: none"> ▪ Develop a sabbatical plan that will serve a diverse community ▪ Collaborate with the Fitz Center for Leadership in Community 	<ul style="list-style-type: none"> ▪ Provost : Faculty Resources ▪ Writing with Friends: Faculty collaborate on scholarship ▪ Chairs Collaborative: Discuss best practices ▪ Service Learning, Civic Engagement, Faculty Development
<p>DEVELOP YOUR FAITH LIFE</p> <p>INTEGRATE LEARNING & LIVING</p> <p>TAKE RESPONSIBILITY FOR SELF AND COMMUNITY</p>	<p>To address the dearth of institutional knowledge, participate as critical colleagues and advocates in the mission of the university and the broader community</p> <ul style="list-style-type: none"> ▪ Include commitment to mission as a part of tenure and promotion process ▪ Utilize scholarship of integration and scholarship of application (Boyer, 1990) ▪ Assume leadership roles in professional organizations 	<ul style="list-style-type: none"> ▪ Faculty and Administrative Affairs, UD Mission & Identity, Marianist and C2C documents ▪ Faculty Exchange Series: Faculty workshops ▪ UD P&T Policy, Experiential Learning ▪ Join C2C Faculty Committee, Executive Committee of the Academic Senate

References

American Association of University Professors (1940, 1970). *1940 statement of principles on academic freedom and tenure*. Retrieved from: <https://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Bataille, G. M., & Brown, B. E. (2006). Expectations and needs of early-career faculty. In *Faculty career paths: Multiple routes to academic success and satisfaction* (pp. 53-86). Westport, CT: Praeger Publishers.

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching, San Francisco, CA: Jossey-Bass.

Chaminade University of Honolulu, St. Mary's University, & University of Dayton (1999). *Characteristics of Marianist universities*. Retrieved from http://udayton.edu/rector/_resources/files/cmu.pdf

References

Hughes, R. T. (Rev. ed.). (2005). *The vocation of a Christian scholar: How Christian faith can sustain the life of the mind*. Grand Rapids, MI: William B. Eerdmans Publishing Company.

John Paul II. Vatican. *From the Heart of the Church—Ex Corde Ecclesiae*. 25 September 1990. Retrieved from http://w2.vatican.va/content/john-paul-ii/en/apost_constitutions/documents/hf_jp-ii_apc_15081990_ex-corde-ecclesiae.htm

Norman, M., Ambrose, S. A., & Huston, T. A. (2006, Spring). Assessing and addressing faculty morale: Cultivating consciousness, empathy, and empowerment. *The Review of Higher Education*, 29(3), 347-379.

University of Dayton (n.d.). *Commitment to community: Catholic and Marianist learning and living*. Retrieved from https://www.udayton.edu/studev/_resources/files/commitment_to_community.pdf

VanZanten, S. (2011). *Joining the mission: A guide for (mainly) new college faculty*. Grand Rapids, MI: William B Eerdmans Publishing Company.