

CTE NOTEBOOK

Volume 6, Issue 4,
Spring 2004
Excellence in Teaching

INSIDE THIS ISSUE . . .

<i>From the Director</i>	<i>1</i>
<i>Excellence in Teaching</i>	<i>2</i>
<i>Grant Opportunities</i>	<i>9</i>
<i>Technology Corner</i>	<i>10</i>
<i>Upcoming CTE Events.</i>	<i>11</i>
<i>Resources</i>	<i>12</i>
<i>Professional Development Opportunities</i>	<i>13</i>
<i>CTE Portfolio Retreat</i>	<i>14</i>

From the Director . . .

*by Dr. Mary Stephen, Director
Reinert Center for Teaching Excellence*



greatest teaching tool is not the twenty finest precepts in the land, no matter how exalted; it is the example of a single teacher who actually **lives** those precepts.

(Full text available at:
<http://www.ucalgary.ca/~cill/resources/sote.html>)

The theme for the spring issue of The Notebook is teaching excellence. This theme is appropriate for the end of the academic year when many faculty members are selected to receive recognition for excellence in teaching. I congratulate these faculty members, and I congratulate all members of Saint Louis University's faculty who model the "spirit of teaching excellence."

Two years ago faculty members on the research committee of the Reinert Center for Teaching Excellence's advisory board launched a research study to explore what teaching excellence means at Saint Louis University. Members of the committee hoped to iden-

tify ideals of good teaching that could be shared with all faculty members, but particularly with faculty new to the University. This issue of Notebook introduces findings from that study.

After many hours of interviewing award-winning teachers at Saint Louis University, analyzing data and submitting data to peer review by members of the University's Qualitative Research Committee, members of the research committee have identified several themes that emerged from their data. These themes include use of technology, teaching competence, rapport with students, philosophy of teaching and Jesuit influence on teaching. My special thanks to the members of the research committee: Drs. Hisako Matsuo (chair), Mary Domahidy, Judith Durham, Mike Grady, Miriam Joseph, and Jennifer Walker. Articles in this newsletter summarize their findings. Plan to attend CTE's Fall open house which will feature complete results from the study.

In 1996 David C. Jones delivered a keynote address on "The Spirit of Teaching Excellence" at a conference sponsored by the Center for Leadership in Learning in Calgary, Canada. He began his address with these comments:

For much of my life, I have been asking these questions: What is a master teacher after? What is the spirit of teaching excellence? . . . Some need to hear the horror of how bad classrooms can be, before they are stirred to seek their own ideals; others instinctively know those ideals and are indistinguishable from them. The

Excellence in Teaching, A CTE Research Committee Project



**Methodology-
Literature
Review**
**Jennifer Walker,
Counseling and
Family Therapy**

Professors invited to participate in this study were winners of teaching excellence awards: Nancy McNeir Ring Award, Burlington Northern Award for Excellence in Teaching, Emerson Excellence in Teaching Award, Student Government Association Teaching Excellence Award, and the Governor's Award. Twenty four professors were asked to participate in the study, 22 accepted. Professors who participated in the study represented a broad array of departments including Humanities, Medicine, Natural Sciences, Social Sciences, Business, Law, and Math.

One of five faculty members on the research team interviewed award winning professors in his or her office. The interviews followed a semi-structured format and lasted between 30 and 45 minutes. Interview questions were developed based on a review of the literature. Themes derived from the literature review included: (a) Philosophy/Pedagogy, (b) Competence/Techniques, (c) Technology, (d) Rapport /Personality, and (e) Environmental/ Institutional Change.

Twenty five interview ques-

tions were derived from the themes obtained. Interviews were transcribed verbatim and then distributed to the members of the research team. Each researcher was assigned to analyze one of the five identified themes. From each theme, coders extracted relevant quotes from which relevant constructs could be developed. Related constructs were clustered for each theme and were subsequently organized so that they provided a meaningful interpretation of participant responses. Finally, using an inductive approach, narrative summaries were developed that reflected the general sentiments offered by the award-winning professors on each of the themes.

Literature Review Competence/Techniques

D'Appolonia and Abrami (1997) conducted a meta-analysis that examined student evaluations. They recommended that student ratings not be overinterpreted, and that comprehensive systems of faculty evaluations be developed, of which student ratings are only one component. Patrick and Smart (1998) conducted a study in which 148 undergraduates identified qualities of effective teachers. They found that three interrelated dimensions of effective teaching are teachers who respect students, organization and presentation skills, and

high but realistic expectations of students.

Young and Shaw (1999) had 912 undergraduate and graduate students rate previous instructors on teaching effectiveness. Regression techniques produced a model of teacher effectiveness that included effective communication, comfortable learning atmosphere, concern for student learning, student motivation and course organization.

Pedagogy/Philosophy

Kane, Sandretti, & Heath (2002), in a critical review of research on teaching beliefs and practices raised the following questions:

How do teacher's beliefs and conceptions of teaching and teaching practice change over time?

If the theories in use by university teachers are difficult to articulate, how can researchers gain access to these and so improve understanding of how university teachers learn to teach?

Institutional Climate

Ballantyne, Bain, & Packer (1999) conducted a survey of 708 Australian teachers identified as exemplary, and also interviewed

Continued on page 3

44. They concluded that although excellence in university teaching has been given greater attention and institutional support in recent years, there is still a feeling that role expectations, workloads and financial constraints combine to obstruct the development of quality teaching practice.

Technology

Theall (1999) found that well designed instruction that appropriately uses technology can provide endless opportunities for teachers and students. But the haphazard application of technology for its own sake can just as well result in "no significant difference", or, worse, the disillusionment of teachers and students and yet another cycle of expensive technology relegated to storage closets.

Rapport

Frymier & Houser (2000) examined communication skills in the teacher-student relationship. Students reported referential skill (explaining things clearly and facilitating understanding), ego support (communication skills that help students believe in themselves and be the best they can be), and conflict management as being most important to effective teaching.

The Use of Technology, Judith E. Durham, Chemistry

In posing questions concerning technology, we were interested in learning how extensively newer technology was used in teaching, what types of technology were used, whether or not technological innovations were perceived as being beneficial in the educational process and what advice the award-winning teachers had for other faculty concerning the use of technology. Opinions of what constitutes technology as well as the use of technology in teaching varied greatly among the respondents. Responses ranged from the "no tech" chalk board and class discussion to the very "high tech" end of the scale where a few faculty have become involved with distance learning, computer simulations and interactive programs. In between these extremes, a variety of technologies are used to try to get information to the students and engage them in the learning process. While some faculty use overhead projectors and post notes on the library's Electronic Reserves, others find PowerPoint™ to be very useful in their classroom presentations. A number of faculty keep in touch with the members of their classes through e-mail and WebCT. Some faculty use the internet in the classroom, others for synchro-

nized chat rooms. It has become much easier for faculty to show movies in class by using VCR's or DVD's.

Most of the respondents indicated that it was necessary to keep the students actively engaged in order to be successful in the teaching/learning process. The use or lack of use of technology was determined by whether or not the respondent felt that technology was a help or hindrance to this end. Whether a respondent used or didn't use the latest technology in the classroom did not appear to be determined by age, although the awardee age tended to be skewed toward middle-age or higher. The use of the higher forms of technology did appear to be dependent on discipline, however. A number of faculty indicated that they were "no tech" or very "low tech" in their use of technology. Generally, they felt that the use of technology would not improve the learning process and might even be a detriment to it. Several respondents felt that when information is presented, the chalkboard or transparencies kept the students more engaged as they saw the material or a process develop step by step and were required to take notes themselves rather than just watching a screen and reading prepared notes.

Continued on page 4

Excellence in Teaching

(Continued from page 3)

Several made comments specifically concerning the lack of use of PowerPoint™ in classroom situations.

Only about 25% of the respondents mentioned using PowerPoint™ extensively in their undergraduate classroom lectures and some of those who did, indicated some misgivings about it. The use or non-use of PowerPoint™ did not appear to depend on discipline. More respondents felt that PowerPoint™ could be used to an advantage in graduate or professional courses or to present work at professional meetings. Some used PowerPoint™ extensively, others used it mainly to make major points or pose questions for further discussion.

Utilization of other forms of technology depended on the respondents discipline to a large extent. Faculty in the physical and medical sciences (and one respondent in Business) saw the use of technology as a necessity. Applications ranged from instrumentation in labs and research to simulations and interactive systems. Interactive labs have been used to show students examples or simulations of situations which could not be described by words or simple drawings on a chalkboard or even outside of a clinical environment. Non-science faculty have also made use of technology by showing videos, films or slides, placing the students

much closer to the subject matter.

In offering advice to other faculty, respondents recognized as important, the contrasting individual styles of teaching and differences between disciplines. While some enthusiastically recommended various forms of technology, others encouraged a more cautious and selective approach.



Teaching Competence Mary Domahidy, Public Policy

The interview protocol included five questions that address teaching competence. The dimensions included describing teaching competence, integrating research with teaching, and illustrating teaching techniques. Tang (1994) in reviewing literature on teaching effectiveness found teaching competence and motivation associated with positive student rating of teaching quality.

The interviews with Saint Louis University's award-winning teachers show that they see three themes associated with the competent teacher, each of which is concerned with a process that involves "being able to move student[s] from point A to point B." First, the competent teacher "knows" or "understands" his/her "subject" or "material." Sec-

ond, s/he creates a safe learning environment. Finally, s/he "engages in research that keeps [her or him] on top of [the] game." These excellent teachers have a variety of techniques that contribute to their success.

The competent teacher "knows the subject" and "makes sure students feel safe." Interviewees clearly associate teaching competence with mastery of material. One reason is that "you will get questions, and you won't be able to answer them. So you have to have that basic competency where you can answer the question." Going further, however, there is a more fundamental reason, i.e. "students know when they are being bull-shitted. So...this goes back to trust and respect. If they think you are handing them a line, then that erodes those two basic things." This concern for fundamental elements of relationships parallels Parker Palmer's (1998) emphasis on identity and integrity in teaching. Teaching competence, then, not only is knowledge of the subject or the "ability to convey it in a meaningful way," but also "an empathy for the people sitting in front." Teaching competence also involves the ability "to make the student feel safe...to make sure that a student can feel comfortable raising his or her hand and saying 'I don't understand.'" The competent

Continued on page 5

teacher “engages in research that keeps [him/her] on top of [the] game.” The range of responses to the question of how one integrates research with teaching extended from “Teaching is research” to “I try not to [because] I think that has the potential to bias me.” The strategies these excellent teachers utilize to do so vary with the settings for teaching but share the element of reciprocity. The benefit of doing so is enhanced vitality. “It’s vital if I’m an active thinker and knower, then I am going to be better in the classroom...I got into this stuff ‘cause I was interested in the first place and research is vital to me as a person to continue to grow as a thinker in this field.” These excellent teachers are organized. As one explained, “The more clearly you define your goals up front the more clearly students will respond.” Another goes further stating that “I pretty much orchestrate it.”

They are also engaged – with their students and with the material. They deliberately seek to engage their students, not only with themselves, but also “with each other, [and] with material.”



Rapport and Personality
Hisako Matsuo,
Research
Methodology

This chapter explores award-winning professors’ “rapport with students” and “personalities,” which are as-

sumed to impact students’ learning as well as the faculty’s teaching. The findings are summarized under four themes emerging from the data: rapport with students, presentation of self in the classroom, dealing with diverse students, and worst experience.

Rapport with Students:

Across the disciplines, the interviewees emphasize respect for and honesty with their students in order to create rapport with them. They treat their students as subjects not objects, and they try to be with their students instead of merely giving a lecture to them. They believe that there are always ways to be creative to develop personal interactions with students. These interviewees go beyond their call, and spend extra time outside of the classroom. They are not merely taking care of students, but caring for the students. Although these professors mention the importance of personal interactions, they also emphasize the acknowledgement of their expertise by students and the importance of teacher and students relationships. These professors emphasize “mutual empathy”: putting oneself into the other’s shoes. Thus, they have to show respect to each other in order to create a successful leaning environment.

Presentation of Self in the Classroom:

Some professors think that for-

mality provides security to teacher and students relationships because the students do not necessarily expect professors to be their best friends. Others deem it important to have control in the classroom setting because such control provides a more organized method for dissemination of knowledge. Several interviewees have mentioned that while it is important to be approachable, it is equally important to have authority to a certain degree. Such authority is not coercive, but it is parental authority. Many interviewees have emphasized a fine line between an instructor and students. They think that a lack of this fine line makes a teacher and student relationship vulnerable.

Dealing with Students from Diverse Backgrounds:

While some professors say that they treat all students in the same manner, others say that they make efforts in interacting with students from various cultural backgrounds. They think that professors should have global perspective and treat all students equally, but they have to be empathetic about and sensitive to various cultural differences, by recognizing their own weaknesses. While they make jokes to students in order to break the ice, they are careful about what they say so that they do not commit any major *faux pas*. Some

Continued on page 6

interviewees think that it is necessary to provide some accommodations to students who have disadvantages, such as international students who have some language barriers and students with physical and mental disabilities.

Worst Experience: All these award-winning professors have had bad experiences with teaching and with their students. One of the worst experiences is getting a bad course evaluation. There is much debate about the relationship between course evaluations and teaching competency. Students sometimes give negative course evaluations when professors try to train them to become academically competent. For some professors, a lack of control of the class is the worst experience. They think that it is necessary to have positive classroom dynamics, but it is disturbing to them when they are not able to create such an environment. Some professors think that remembering students' names is vital in order to establish a good classroom environment, thus forgetting students' names becomes a worst experience. For many professors, students' cheating and plagiarism are their worst experiences. Although plagiarism is the worst experience, several professors have turned the worst experience into a unique assignment so that students will have a sense of ownership, without being tempted to plagiarize.



**Philosophy and Pedagogy:
Defining Teaching
Excellence**
**Miriam E. Joseph,
PhD, MLS,
Pius Memorial
Library**

To aid in our understanding of teaching excellence, and to provide context for the other questions posed in our interviews, we asked each of our respondents to define teaching excellence for themselves. We inquired about their motivation for entering the teaching profession at the college or university level, as well as their general philosophies of teaching. Furthermore, we sought to learn about the rewards they derived from teaching in higher education as well as what it meant to them personally to receive a teaching excellence award.

The paths leading to their current academic positions varied widely among the respondents. Two of our excellent teachers set out to become college professors, but they were exceptions. Two began their teaching careers in high schools. A third, who intended to teach at the secondary level, went to graduate school because high school jobs were scarce; he found himself teaching college students instead. One respondent came from a long line of teachers and swore she wouldn't become one. Facing a choice between administration and education, she opted for teaching and hasn't looked

back. Another respondent sought to pursue the practitioner path in his field, but got turned on to teaching during a graduate school assistantship. Industry beckoned another excellent teacher, but she was excited by the idea of sharing her enthusiasm about her field with undergraduates. Opportunity knocked for some, sending them in a direction they hadn't anticipated, and others simply started on the path in graduate school and discovered they really liked teaching. Several respondents noted the influence of mentors at various stages of their own educational careers.

Definitions or descriptions of teaching excellence were readily articulated by a number of respondents. On a basic level, an excellent teacher may be one who helps students learn how to learn. One respondent mused that teaching excellence is a reflection of "consumer" satisfaction. Still another suggested that Socrates' intellectual virtues—the ability to ask probing questions and persistence in the pursuit of truth—are shared by excellent teachers. To one, knowledge of pedagogy is no less important than mastery of subject content. Respondents' answers reflect their collective belief in the primacy of the student-teacher interaction. Excellent teachers adjust their content and approach to student feedback, and prepare their students to think critically by questioning, analyzing, and evaluating. Subject mastery, for example,

Continued on page 7

Excellence in Teaching

(Continued from page 6)

is linked with the ability to convey it with an enthusiasm that engages students in the content and method, as well as sensitivity to different learning styles. Related characteristics expressed by multiple respondents include creating a comfortable and supportive classroom environment, engendering an appreciation of the subject and an understanding of it that supports its future application, and inspiring students to become lifelong learners. Students emerge from the experience with an enhanced set of values. The cornerstone of this interaction is respect; above all, students must be treated with respect.

Articulation of a teaching philosophy proved more difficult for the respondents. Some comments, such as respect for students, establishing good relationships with them and helping them learn, and communicating content with enthusiasm, mirrored those expressed as characteristics of excellent teaching. The notions of compatibility with the parent institution's philosophy, the establishment of a sense of community in the classroom, and inspiring students to take ownership of their learning also were mentioned. Two respondents said that excellent teachers will do whatever it takes to gain students' attention, in order to engage them for the shared educational journey ahead. Another addressed the need for stu-

dents to understand the "why" of what they're being taught—not just the content itself. Finally, excellent teachers are engaged in a continuous learning process of their own, and are always on the alert for successful tips from their peers that they, in turn, can incorporate into their own teaching.

In speaking about the rewards they derived personally from teaching, the clear message expressed by each and every respondent was that their students were central to their lives as teachers. Certainly, as teachers they enjoy the quality of life of a university professor, great freedom to pursue their own interests, and constant opportunities for their own further learning. Nothing, however, surpasses the satisfaction of introducing students into their disciplines and watching them develop as their perceptions of their world changes. Several respondents mentioned the "Aha" or "Eureka" experience—that moment when it all comes together for a student. Many teachers also spoke of continuing relationships with students turned alumni, and even with the children of former students.

Several respondents noted that there likely are more teachers deserving of excellence awards than receive them. Given all the respondents' comments about their students and the teacher-

student relationship, it is not surprising that several said that the best thing about their teaching award was the fact that the recognition came from the students. The knowledge that their students value their teaching efforts, whatever the form, and the role they as teachers played in the students' lives, was regarded by several awardees as the highest possible accolade.



Jesuit Influence and Changes at SLU Michael P. Grady Educational Studies

This part of the study investigated several topics including Jesuit influence at SLU and how SLU has changed during the past several decades. The major interview questions included:

1. How do you integrate SLU's Catholic and Jesuit teaching ideals into your subject?
2. How has SLU changed since the time you joined the institution and how does it affect your teaching philosophy and techniques?
3. What do you think of the impact of SLU's changing environment on students' education?

The following are themes that have emerged from the interview data at this point in time for each question.

Continued on page 8

Excellence in Teaching

(Continued from page 7)

Integration of Jesuit ideals:

All respondents saw the integration of Jesuit ideals as part of their teaching and/or advising. Most had their own interpretation of Jesuit ideals and how they integrated them into their teaching. This interpretation depended on their own religious background, if they went to a Jesuit school, the subject they taught, their length of service and so forth.

A continuum seemed to exist depending on the subject taught. Professors who taught theology or philosophy, for example, integrated the ideals more thoroughly or more often than those who taught science, math or engineering. The ideals appeared consistently in courses on social justice and ethics.

Most of the professors knew and recited some of the Jesuit ideals and seemed to think about them as they answered this question. They then realized that, in fact, they did incorporate the ideals into their teaching at some level. How-

ever, some faculty were more familiar with the ideals than others although Catholic and non-Catholic faculty related to the ideals in terms of their use in their teaching.

In short, the interviewed faculty were familiar, at least on some level, with Jesuit ideals and used them in their teaching depending on the nature of the courses. No professor said that he or she was unaware of the ideals or that they were meaningless to their teaching. Rather, Jesuit ideals influence the teaching of SLU students.

How has SLU Changed

The theme that emerged strongest was the change in students, particularly at the undergraduate level. Faculty are now teaching a different type of student (smarter and smaller percent of Catholics) and often in smaller classes with more support. The increase in tuition has also changed the demographics of the student body. Also, professors mentioned the increased emphasis on re-

search and publication. The advantages and disadvantages of this position were discussed and the question debated, does SLU know itself and what direction it wants to go.

SLU's Changing Environment

As one might guess, most professors mentioned the buildings and grounds as the biggest change. Beyond this, faculty mentioned technology in all of its facets as a major change even if they don't use it greatly. Faculty believed that these changes were overall very positive for many different reasons and helpful to the university and the education of its students.

Summary

Overall, the faculty portrayed SLU as a changing university in terms of its environment and students while at the same time retaining its Jesuit heritage and ideals. Jesuit ideals appeared to influence faculty and their teaching and advising.

Congratulations to CTE Advisory Board Members!

CTE is pleased to announce that the following faculty members who serve as members of CTE's Advisory Board have received awards:

- *Mary Domahidy, Public Policy Studies — 2004 Faculty Woman of the Year
- *Judy Durham, Chemistry — SGA Excellence in Teaching Award
- *Timothy Hickman, School for Professional Studies — 2003 School for Professional Studies Faculty Excellence Award for Student Mentoring
- *John Keithley, CSB Accounting — Beta Alpha Psi Outstanding Faculty Member Award, November 2003
- *Bob Krizek, Communication — SGA Excellence in Teaching Award
- *Mike Shaner, CSB Management — Beta Gamma Sigma Outstanding Undergraduate Teaching Award

Grant Opportunities

Postdoctoral Fellowship Program for Academic Diversity, Berkeley, CA

The University of California, Berkeley, is offering grants for visiting scholars. The program includes postdoctoral fellowships, research opportunities, and mentoring. Applicants should have their Ph.D. or M.D. by September 1, 2007. Priority will be given to those applicants who are members of ethnic minority groups underrepresented in American universities, those who are committed to university careers in research and teaching, and those whose life experience, research, or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus. For more information, contact Bridget Green, Chancellor's Postdoctoral Fellowship Program for Academic Diversity, Office of the Chancellor, 200 California Hall, University of California, Berkeley, CA, 94720-1500. Or, email-bridget3@uclink.berkeley.edu. See also: <http://fea.chance.berkeley.edu/Postdoctoral.cfm>

Academy Scholars Program, Harvard University

Harvard University is offering stipends for pre- and postdoctoral scholars. Applicants should have at least made significant progress on their dissertation. The purpose of the program is to identify scholars who are at the start of their careers and whose work combines disciplinary excellence in the social sciences with an in-depth grounding in particular countries or regions. The Academy Scholars are a select group of individuals who show promise of becoming leading scholars at major universities. They are appointed and supported by the Harvard Academy for International and Area Studies to provide opportunities for advanced work at Harvard University. The deadline is Oct. 15, 2004. For more information, contact Beth Baiter, Program Coordinator, The Academy Scholars Program, Harvard Academy for International and Area Studies, 1033 Massachusetts Avenue, Cambridge, MA, 02138, or email: bbaiter@wcfia.harvard.edu. See also <http://www.wcfia.harvard.edu/academy/>

Please contact the Office of Research Services at 977-2241 if you are interested in applying for these grants.

Winners of HSC Faculty Notebook Computer Program Announced

When the HSC Library's notebook computers were recently refreshed, John Ashby of the Educational Technology Services department of ITS approached CTE to ask if we'd be willing to distribute the computers to Nursing and Allied Health faculty. Nursing and Allied Health faculty were invited to submit a proposal detailing how they would use a laptop computer in their teaching. We are pleased to announce that the following faculty have won notebook computers through this distribution program.

Carol Beckel, Physical Therapy

Randy Richter, Physical Therapy

Pamela Cacchione, Nursing

Darina Sargeant, Physical Therapy

Rosemary Norris, Physical Therapy

Elizabeth Zeibig, Clinical Laboratory Science

The Technology Corner

by Sandy Gambill,

Assistant Director & Coordinator of Technology and Learning,
Reinert Center for Teaching Excellence



Reflections on the Role of Technology in Teaching Excellence

The role of technology in teaching excellence is something that has been on my mind this semester, as I re-enter the classroom as a student. I use the term "re-enter the classroom" literally! My recent experiences as a student have been in an online environment, and I am now returning to traditional face-to-face classes.

Three months ago, I would have told you that I was reluctantly returning to a traditional classroom. I became an online student for convenience, and one quickly becomes accustomed to that convenience. Even though I work on a college campus, I was in a job with unusual hours that interfered with regular participation in traditional classes. I needed classes that were instructor led, but provided me some amount of flexibility in setting my own schedule. I was lucky to find an online Master's program that met my needs. In retrospect, I was luckier still to have found a program run by faculty who were focused on using technology to enhance teaching excellence by practicing what Corwin and Wong describe as "wrapping technology around the teaching." It was obvious to me that the

focus first and foremost was on sound pedagogy.

How did my teachers maintain excellence in an online environment? First, they used technology to facilitate the formation of a community of learners. Even though my classmates were spread out geographically, we spent the first week of class getting to know each other through creating web pages that included descriptions of our lives. This really helped me feel like I knew my classmates so that I could "talk" easily to them during class discussion assignments. It also gave me an idea of with whom I could work effectively on group projects.

The very nature of these online courses required that the student be an active learner. Most courses were project based, and instructors encouraged us to create authentic projects based on interests and needs in our working lives. Some courses required us to work in groups, which sounds impossible when group members are in Taiwan, Florida, and Missouri, but work was accomplished through the use of e-mail, file sharing and electronic white boards. Other courses used online quizzes, audio files, case studies, and simulations.

Since the ability to be immersed in this educational environment from the convenience of my own home at midnight on a Saturday was a completely rewarding experience, perhaps you can understand my hesitation at enrolling in a class that I would be expected to attend every week at the end of a long working day. I'm happy to report that my re-entry to the traditional classroom has also been a re-entry to teaching excellence.

My professor this semester has an amazing ability to create a learning environment that I look forward to participating in every week. He has a mastery of the subject that I would expect, but that's not what draws me to his classroom. The draw is his complete and total passion for his subject area. This passion is transmitted in every lecture he gives, and it drives his students to perform at a high level. Students come to class prepared, and actively contribute to class discussions. I'm often astonished to discover that the three hours has passed so quickly. We students have been encouraged to pick research topics that are of interest and value to us, and rather than meeting arbitrary deadlines, we've been given the flexibility to schedule our own work in order to

continued on page 11

The Technology Corner

(continued from page 10)

really master our topics. Astonishingly the professor has created this stimulating learning environment without using a single piece of technology other than the occasional e-mail. As a technologist I know I should be horrified, but I honestly can't envision how technology could enhance this class. The professor is such a mesmerizing storyteller that I think PowerPoint would be beside the point (pun intended). I also think that this class would suffer in being translated to an online environment. My feeling is that students really need to be in that room-in-

that physical environment-to get the most out of this class. If there is a point to this story perhaps it is this. Although there are some identifiable roles for technology in teaching excellence, ultimately these elements will be different for every teacher. The key to incorporating technology into teaching excellence is, as always, determining if technology can help you do what you can't otherwise accomplish, and then seeking the most appropriate technology (even if it means no technology) for your needs.

Resources

Teach Online: Pedagogy and Techniques for Online and Hybrid Courses

<http://teachvu.vu.msu.edu/public/>

Teaching Them to Fly: Strategies for Encouraging Active Online Learning

http://tojde.anadolu.edu.tr/tojde14/notes_for_editor/hardin.htm

It's Not the Technology: Wrapping the Technology around the Teaching Method
<http://www.educause.edu/ir/library/pdf/MWR0306.pdf>

Upcoming CTE Events on Campus

May 7, 2004

CTE Certificate Ceremony

Verhaegen 119, 3:30—5:00 p.m.

R.S.V.P. cte@slu.edu

May 11, 2004

Building the Bridge to College:

Strategies for Teaching Freshmen

For more information and registration—

<http://fyp.slu.edu>

June 7-11, 2004

The Webquest Project

For more information visit:

<http://cte.slu.edu/webquest>

“Excellence in Teaching” Resources in the Faculty Resource Room

The CTE Faculty Resource Room provides a casual, flexible space for faculty to browse CTE collections and exchange ideas about teaching. Along with a computer station and comfortable reading chairs, this room contains our expanding print resources and houses our videotape library along with a television and VCR. These resources cover a wide range of topics related to teaching. The room also has a conference table and chairs, providing an excellent site for small discussion groups or brown-bag lunches. The CTE Resource Room is available by contacting the main CTE office in Verhaegen 314, (phone 977-3944 or by e-mail: cte@slu.edu). The following is a sampling of our resources on pedagogy.

Video Cassettes:

“Exemplary College Teaching and Learning,” lecture by Dr. Joseph Lowman, October 5, 2000

“Making the Most of Teaching, Learning, and Technology in Higher Education,” March 30, 2002 videoconference.

“Educating the ‘NetGen’: Strategies that Work,” videoconference with Dr. Diana Oblinger, January 29, 2004

“Connecting CATs and CoLTS: Techniques to Improve Student Learning,” videoconference with Dr. Tom Angelo, Dr. K. Patricia Cross and Dr. Elizabeth Barkley, March 25, 2004

Books:

Laurillard, Diana, *Rethinking University Teaching*, 2nd edition (New York: Routledge) 2002.

Light, Greg and Cox, Roy, *Learning and Teaching in Higher Education* (London: Sage Publications) 2001.

Lowman, Joseph, *Mastering the Techniques of Teaching* (San Francisco, CA: Josey-Bass Publishers) 1995.

McKeachie, Wilbert J., *McKeachie’s Teaching Tips 11th Edition* (Boston: Houghton Mifflan) 2002.

Articles:

“Guidelines for Good Practice,” MLA Committee, *Profession* 2002

“Teaching Excellence and the Inner Life of Faculty,” by Robert G. Kraft, *Change*, May/June 2000.

“Teaching through Diversity”, Maria Lynn, *College Teaching*, Vol. 46/No.4, Teaching Through Diversity (CTE folder)

“Teaching Adult Students”, Cheryl Polson, IDEA PAPER, No. 29, Teaching Tips (CTE folder)

Professional Development Opportunities in Pedagogy

The Teaching Professor Conference

May 21-23, 2004

Hilton Philadelphia/Cherry Hill

An intensive three day conference of ideas for College Faculty, Department Chairs and Academic Deans. Register by e-mail:

custserv@magnapubs.com

or by mail: *The Teaching Professor Conference*, 2718 Dryden Drive, Madison, WI 53704.

2004 POD Great Plains Regional Meeting: Collaborating in the Higher Education Community

June 3-5, 2004

University of Missouri, St. Louis

Saint Louis University

Southern Illinois University, Edwardsville

Plenary speakers include:

George L. Mehaffy, Vice President for Academic Leadership and Change American Association of State Colleges and Universities (AASCU)

Dan Bernstein, Professor of Psychology, Director, Center for Teaching Excellence University of Kansas

L. Dee Fink, President, POD Network Director, Instructional Development Program, University of Oklahoma

For additional information, visit:

http://www.umsl.edu/~edcont/conferences/podconf_home.html

Faculty Development for Teaching, Learning and Technology: Principles in Practice

June 14-18, 2004

Portland State University

This conference offers two tracks, one for administrators and one for faculty developers.

The featured presenters are Alan Guskin and Mary Marcy, Co-Directors and Senior Scholars for the Project on the Future of Higher Education at Antioch University. For more information, please check the website:

www.oaa.pdx.edu/cae/smrinst04.html or contact Devorah Lieberman, Vice Provost & Special Assistant to the President at (503)725-5642 or liebermand@pdx.edu.

SAPES/STLHE 2004: Society for Teaching & Learning in Higher Education June 17-19, 2004—University of Ottawa

"Experiencing the Richness of the University Mosaic"

www.uottawa.ca/services/tlss/STLHE2004

SYLLABUS 11th Annual Conference and Exhibition 2004

July 18-22, 2004

San Francisco: Featuring a Day at UC Berkley — "A Bridge to the Future: Technologies to Connect the Campus"

www.syllabus.com/summer2004

ICED 2004: The International Consortium for Educational Development June 21-23, 2004—University of Ottawa

"Defining a profession, re-defining actions: the convergence of goals of University Professors and Faculty Developers"

www.uottawa.ca/services/tlss/ICED2004

Diversity and Learning Conference October 21-23, 2004

Nashville, Tennessee

Association of American Colleges & Universities.

Check the AAC&U website for updates and registration information: www.aacu.org. For additional diversity resources, visit www.diversityweb.org.

Faculty Reflections on the March 2004 CTE Faculty Portfolio Retreat



Above: Dr. Marilyn Miller, Portfolio Retreat Facilitator, Director of the Program for Excellence in Teaching, University of Missouri-Columbia

The portfolio retreat was, for me, both an immersion into a reflective process on my teaching and an opportunity to build collegiality with people in other departments of the university. Being able to "get away" seemed, at first, difficult given the demands of the semester. And yet, the retreat center, its pastoral setting, the rhythms of the scheduled sessions and the informal times of socialization opened up a space for me and my colleagues to engage in a shared process of reflection, of thinking out loud and sharing insight into the rigors and joys of this profession. Building the teaching portfolio in this way not only gave me very practical knowledge for demonstrating my strengths and accomplishments as a teacher; it also gave me an important instrument for helping me to improve how I teach. After this retreat, I also feel that I have a deeper connection with many of my colleagues and the shared vision we have to become a truly interdisciplinary university with a strength in teaching.

Brian Robinette, Assistant Professor, Theological Studies

Pictured at right:

Helen Lach, School of Nursing
Maureen Quigley, FPA Art History
Claudia Hilton, Occupational Therapy

I was just as grumbly as the next overworked junior faculty member. A long, rainy drive to some retreat facility to think about teaching portfolios and learning philosophies, leaving behind a disgruntled spouse and long-suffering children (not to mention a long-suffering spouse and some disgruntled children) for two whole days. But a funny thing happened at the Teaching Portfolio retreat: I had a blast!

It was a fabulous opportunity to meet and share ideas with faculty from all over a SLU campus whose geography often impedes such cross-fertilization. A lively late-night discussion over some affordable wine about practical professional concerns could not have happened if we were rushing back to meet other obligations (see spouse and children). I genuinely appreciated the time to slow my world down and think, not about what I would teach the next day, but about teaching in general. And the lively group is reassembling in a couple of weeks to compare notes on teaching and the evolution of the teaching portfolio and, perhaps, to share slightly less affordable wine.

Caroline Reitz, Assistant Professor English



Faculty Portfolio Retreat Faculty Reflections

The heavens opened half way through my drive, it made me wonder why I got out of bed and trek down to Cedar Creek. I was destined to spend the next day and a half working on my Teaching Portfolio. Before I arrived I didn't even really know what a Teaching Portfolio was, but boy was I about to find out.

In the conference room we were each assigned our own places with bundles of information, including a book on the teaching portfolio, and space for our laptops (which we were instructed to bring, little did we realize how much we would use them over the course of the next 2 days).

After brief introductions we got straight down to business, despite our beautiful surroundings, this was no time for relaxation. We started almost immediately writing our teaching portfolios. Trading our ideas with our neighbors made us realize that every teaching portfolio was going to be different - it was invaluable having such immediate feedback. After lunch it was right back to work - it became apparent to me, and everyone I think that the teaching portfolio sort of takes on a life of its own, growing and evolving as we added, edited and modified our portfolios. That night we all got together over food and wine (food was a strong theme - it is certain that no one went hungry!). We talked some more about our portfolios, and life at SLU and life in general, for me it was the beginning of some great new friendships.

In the morning more amending and polishing. We were really going to walk away from this with some concrete ideas on how to build our portfolios, and some concrete, if rough, draft of how our portfolios would look. On the drive back it didn't rain, and it was a great feeling knowing that attending the retreat was time well spent. I am confident that with continued polishing, this rock of a teaching portfolio of mine will emerge as a shining gemstone for my tenure portfolio.

For me the best part of the whole experience was driving away knowing I had made a good dent in preparing my teaching portfolio, and gathered a new portfolio of friends and colleagues whom I continue to keep in touch with today - in fact we are meeting next month to expand and review our growing portfolios! Thanks Mary, Lori, and Marilyn for a lovely, productive weekend!

Ann McNamara, Assistant Professor
Department of Computer Science
Parks College of Engineering and Aviation

Ann McNamara, Computer Science,
Parks College
Maureen Quigley, FPA Art History,
Brian Robinette, Theology



Cynthia LeRouge, CSB Decision Sciences & MIS;
Amy Harkins, Pharmacological & Physiological
Science
Ann McNamara, Computer Science,



Portfolio Retreat Participants 2004



Pictured from left to right (back row) John Fu, Brian Robinette, Tim Randolph, Cynthia LeRouge, Melba Arnold, Elisabeth Heard, Ann McNamara, Maureen Quigley, Claudia Hilton, Jon Fisher (front row) Amy Harkins, Philip Hong, Mary Stephen, Karen Barney, Rita Tadych, Sabrina Tyuse, Marilyn Miller, Caroline Reitz (not pictured) Helen Lach



Thank You Dr. Marske!

The Reinert Center for Teaching Excellence thanks Dr. Charles Marske, Chair of Sociology for his service to the center and his leadership of the CTE Mentoring Committee. You will be missed. We wish him the best of luck in his new position as Dean of Liberal Arts and Education at the University of Detroit-Mercy.

**The Reinert Center for
Teaching Excellence**

Mary Stephen, Director
Educational Studies

Steering Committee

**James Korn, Programming
Chair**

Psychology

Charles Marske
Mentoring Chair

Sociology and Criminal Justice
Hisako Matsuo, Research Chair
Research Methodology

Sandy Gambill

Technology Chair
& Assistant Director

Reinert Center for Teaching
Excellence

Laura Stuetzer
Assessment Chair

Physician Assistant Education
Lori Hunt

Program Coordinator

Advisory Board

Gretchen Arnold

Sociology & Criminal Justice
John Ashby

Educational Technology Service
Debra Barbeau

Accounting

Vincent Casaregola
English

Cheryl Cavallo

Physical Therapy

Mary Domahidy

Public Policy Studies

James Dowdy

Mathematics & Computer
Science

Judith Durham

Chemistry

Roobik Gharabagi

Electrical Engineering

Michael Grady

Educational Studies

Mary Rose Grant

School for Professional Studies

Patricia Gregory

Pius XII Memorial Library

Ellen Harshman

Dean, Cook School of Business

Timothy Hickman

School of Medicine

Teresa Johnson

Modern & Classical Languages

Miriam Joseph

Pius XII Memorial Library

John Keithley

Business and Accounting

Bob Krizek

Communication

John Pauly

Communication

Joanne Schneider

School of Nursing

Michael Shaner

Management

Brian Till

Marketing

Tina Timm

Social Service

Griffin Trotter

Health Care Ethics

Paaige Turner

Communication

Jennifer Walker

Counseling and Family Therapy

Julie Weissman

Institutional Study

Patrick Welch

Economics

Graduate Student

Representatives to the

Advisory Board

Matthew Ndonwi, Biology

Darryl Wilson, Psychology

Technology Mentors

Teresa Johnson

Modern & Classical Languages

John J. Mueller, S.J.

Theological Studies

Mark Reinking

Physical Therapy

Friends of CTE

(ex-officio board members)

William Ebel

Electrical Engineering

Sharon Homan

Public Health

Elizabeth Kolmer, A.S.C.

American Studies

Belden Lane

Theological Studies

Michael May, S.J.

Mathematics & Computer
Science, Acting Dean of A & S

Steven Puro

Political Science

Theodore Vitali, C.P.

Philosophy

Stephen Wernet

Social Service

Kathleen Wright

Public Health

CTE Graduate Assistants

Lulu Dong

John Hicks

Elizabeth Salas

CTE Student Worker

Angela Cheatham

Find us and this newsletter on
the web at cte.slu.edu or call
(314) 977-3944.

CTE *Notebook* designed and
published by the Reinert Center
for Teaching Excellence staff.