

SAINT LOUIS UNIVERSITY

Reinert Center

for Teaching

Excellence

ANNUAL REPORT

JULY 2009

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Saint Louis University
Paul C. Reinert, S. J. Center for Teaching Excellence
Annual Report
July 1, 2008 – June 30, 2009

EXECUTIVE SUMMARY

The annual report of the Paul C. Reinert, S.J. Center for Teaching Excellence serves as both a vehicle for informing the greater Saint Louis University community about the Center and its work and as a means of accountability for the Center's staff. This 2008-2009 report highlights progress made by the Center in addressing goals set for 2008-2009 and identifies Center goals for 2009-2010. The report also includes information on the goals for the Center set in the Provost's 5 year strategic academic plan for the University, shares results from a survey on current Center programs, describes Center programs and services of note this year and recognizes the 2008-2009 faculty fellows, members of the advisory board, faculty presenters, and certificate recipients and mentors.

The Reinert Center for Teaching Excellence is an outgrowth of the Graduate School Teaching Resource Center which was created in 1992 to provide graduate teaching assistants resources to assist with their teaching. The Paul C. Reinert, S.J. Center for Teaching Excellence was established 5 years later to support SLU faculty and graduate teaching assistants in their teaching. The Center was named in honor of former University president, Paul C. Reinert, S.J. The Center reports to the Senior Associate Provost.

The Center moved to its current location on the second floor of Pius XII Memorial Library in June 2008, which has proved advantageous to the Center for several reasons: all members of the Center's staff share a common location; current location is central to the campus; and location provides additional opportunities for collaboration between staffs of the Center and the library. In early September the Center celebrated its new space with a Blessing ceremony led by John Kavanaugh, S.J. and followed by an open house. In fall 2008, Father Nicholas Smith (GRAS87) donated an icon of Saint Ignatius of Loyola to the Center in honor of five faculty members whose teaching had inspired him (Matthew Mancini Ph.D., J.J. Mueller, S.J., Wayne Hellman OFM, Belden Lane Ph.D., and Jonathan Smith Ph.D.).

In 2005, the Center conducted an online survey of faculty and staff at the University to determine awareness and use of the Center's programs. The Center conducted a similar online survey in spring 2009. Detailed results of this most recent survey can be found in Appendix C. In the survey conducted this year, 87% of respondents indicated that they were familiar with the Center and its programs as compared to 64% of respondents in 2005. Results of the 2005 survey were used to evaluate existing programs. Results from the most recent survey will be used in the same way.

A major focus of the Center's executive committee this year has been developing a plan for formalizing the Center's faculty fellows program. Details for implementation will be finalized in fall 2010. An ad-hoc has been appointed to review the structure of the advisory board and present recommendations at the fall 2009 advisory board meeting.

The Center continued to promote research on teaching and learning on campus. In September, David Letscher, Ph.D., Michael Goldwasser, Ph.D. and Mary Rose Grant, Ph.D. were awarded the 2008 James H. Korn Award for

Scholarship in Teaching and Learning by the Center. In spring 2009, the Center published the second edition of *White Papers: Focus on Teaching and Learning*. The White Papers series highlights research and writings on teaching-related topics from Saint Louis University faculty members and graduate students. Members of the Center's advisory board served as peer reviewers for this publication. In addition, a group of faculty members meet monthly to discuss published research on teaching and learning from different academic and professional disciplines.

The Center expanded the number of campus conversations sponsored on teaching issues during 2008-2009. Several conversations were organized at the request of campus groups while others were planned by Center staff and by the Center's working group on faculty conversations. Topics covered this year included teaching international students, helping students engage in critical reflection, teaching in a clinical setting, integrative learning, managing the use of personal technology in classroom, managing the professional relationship between faculty and students and sustainability across the curriculum. Conversations which fit well with the Center's mission of supporting Saint Louis University's faculty and graduate assistants in meeting the needs of all learners have become an integral part of Center programming.

The partnership on service learning involving the Center and the division of student development continued to grow this year. The faculty scholars program was inaugurated in July with funding from the VOICES project. Two highly successful training sessions for community partners interested in learning more about service learning were offered in 2009. Representatives from the Center served on a task force that developed a proposal for a Center for Service and Community Engagement which received positive response from the administration.

The Center provided increased training and assistance to faculty interested in using Blackboard and Respondus in teaching. Center staff initiated training on Wimba during 2009 and is in the process of developing additional online resources to support faculty using this tool in teaching. The Learning Technologies newsletter continues to be published monthly. The Center has increased the podcasts available on the Center's website (<http://cte.slu.edu>) to include among other topics, a series related to the Effective Teaching Seminars. In addition, the Center has introduced a Twitter feed to inform faculty and graduate assistants of Center programs.

Center staff continued to be involved with the learning communities' committee and provided training for faculty and staff involved with the communities in fall 2009. Staff also assisted with the Ethics across the Curriculum workshop and with the McNair Scholars' program.

During 2008-2009, the Center's staff served as teaching consultants to colleges, schools, departments, individual faculty members and graduate teaching assistants across campus. Such consultations are a major part of what the Center does to support teaching and learning at Saint Louis University. In particular, the Center saw a substantial increase in the number and type of workshops and consultations requested by departments and individuals on the Medical Campus.

MISSION

The mission of the Paul C. Reinert, S. J. Center for Teaching Excellence is to support Saint Louis University faculty and graduate students so that they can better serve the intellectual, spiritual, and social needs of all learners. To fulfill this mission, the Center:

- Helps faculty and graduate students find their own direction, meaning and pedagogical style in the context of the Jesuit tradition of education;

- Develops a community of scholars who encourage and challenge each other through mutual inspiration, mentoring and renewal; and
- Supports faculty and graduate students in the development of skills and knowledge of pedagogical approaches using technology, service learning and other teaching innovations.

GOALS FOR 2008-2009

Each goal for 2008-2009 is listed in this section along with a brief overview of progress made on the goal during the current academic year. The Center's goals for 2009-2010 appear in the next section.

Goal 1: Increase faculty awareness of Center and use of Center programs

The Center's new location in Pius XII Memorial Library has provided the Center with greater physical visibility and opportunities for campus collaborations. The Center drew on these new opportunities to optimize faculty awareness and use of Center programs. In addition, the Center staff increased faculty and graduate teaching assistants' awareness of the Center through the use of new methods of delivering resources to market the Center's services.

Some specific ways that the Center addressed the goal of increasing faculty awareness and use of the Center included:

- Creating and disseminating information sheets and brochure on the Center and Center programs campus-wide;
- Sponsoring Blessing Ceremony and Open House to spotlight Center's new location in Pius XII Memorial Library;
- Conducting an online survey on Center's services and programs to faculty and graduate assistants;
- Increasing resources and information available through Center's website (<http://cte.slu.edu>);
- Sending letters to all department chairs highlighting Center's services and offering opportunity to have Center staff come to department meetings;
- Increasing collection of podcasts available on website to raise awareness of topics covered in Center programs;
- Sponsoring Second Friday Conversations on Teaching for faculty new to SLU;
- Publicizing Center's resources and programs at new faculty orientation, at graduate assistants' orientation and at department meeting during orientation week;
- Organizing panel discussion for graduate students on balancing responsibilities (teaching, research, family/life) during the dissertation process;
- Introducing a Twitter feed to spotlight Center programs;

- Serving on range of campus committees including Learning Community Initiative, International Initiatives, First year Experience, Pius Library Advisory Board, Mentoring committee, faculty learning communities, Ignatian Luncheon;
- Offering online web 2.0 study group;
- Sponsoring high profile international speaker, Neil Fleming, creator of VARK;
- Expanding campus collaborations; and
- Increasing hours of operation from 8 – 5, M – F, to 8 – 5 on Monday and Friday, 8 – 6 on Tuesdays and Thursdays, 8 – 6:30 on Wednesday, and occasional Saturdays.

Goal 2: Ensure Center programs meet pedagogical needs of faculty and graduate teaching assistants

The Center used the results of two surveys to determine the extent to which it is meeting campus pedagogical needs. The Center last surveyed faculty and graduate assistants to discover their knowledge and use of Center programs and services in 2005. During the 2008-2009 academic year, the Center's executive committee revised the 2005 survey. Bob Krizek, Ph.D. facilitated a focus group session with faculty members familiar with the Center to further refine the survey which was then distributed online to all faculty members and to graduate assistants in the Center's certificate programs. The executive summary explaining the results of this survey can be found in Appendix C. The Center's staff is using the results of this online survey and the results of a survey of department professional development practices and needs conducted by the Center staff for the Office of the Provost to evaluate current programs and design new programs.

In addition to using results from the surveys, the Center addressed the goal of ensuring that Center programs and services met pedagogical needs of faculty and graduate teaching assistants in several other ways, which included:

- Using feedback and suggestions from members of the Center's Advisory Board, including the Center's faculty fellows to plan programs;
- Conducting a series of conversations on topics such as clinical teaching and teaching international students;
- Identifying potential faculty needs through small focus groups;
- Establishing (with ITS) a Blackboard users group;
- Creating a Clinical teaching module on website in response to information gathered from a survey of clinical faculty by the Clinical Teaching subcommittee of the advisory board;
- Developing and offering several new workshops on topics such as critical reflection and community based service learning in direct response to identified needs;
- Designed numerous departmental and school workshops on range of topics requested by academic departments, including occupational therapy, physical therapy and athletic training, aviation sciences, chemistry, biology, psychiatry, family medicine, School of Public Health, School of Professional Studies, School of Social Work, theology, modern and classical languages, Interprofessional Education Committee

and faculty, residential life, student development, writing center, educational leadership and higher education, Doisy College diversity committee;

- Facilitating (with Office of International Services and ESL program) conversations on issues related to teaching blended classes with students from U.S. and other countries enrolled;
- Conducting faculty focus groups; and
- Providing specialized consultations on teaching and on instructional design with faculty members from all schools and colleges across campus;

Goal 3: Advance campus dialog on role of teaching innovations, including technology, service learning, and research on teaching and learning in rank and tenure process

While criteria for rank and tenure process are determined by individual schools and colleges, the Center attempted to raise awareness of the role that teaching innovations and research on teaching and learning might play in this process. This was done through programs such as Center-sponsored campus conversations, inclusion of resources focusing on these issues on the Center's website, and use of existing programs such as:

- Awarding the James H. Korn Scholarship of Teaching and Learning award to Michael Goldwasser, Ph.D., and David Letscher, Ph.D. (Department of Mathematics and Computer Science) and Mary Rose Grant, Ph.D. (School of Professional Studies);
- Publishing another issue of the peer-reviewed *White Papers: Focus on Teaching and Learning*;
- Sponsoring a discussion on "Becoming a Total University Citizen" which was organized by members of the Center's Mentoring Committee and included conversation with members of the University's Rank and Tenure Committee;
- Facilitating a conversation on strategies for succeeding on the tenure track for female faculty members with young children;
- Co-sponsoring a seminar on the academic life cycle with ITS and VOICES;
- Sponsoring a faculty learning community on Scholarship of Teaching and Learning, which was organized by faculty fellow, Shawn Nordell, Ph.D.; and
- Increasing awareness of issues related to teaching and learning and research on teaching and learning through the Center's newsletter, The Notebook, and learning technologies newsletter (available at <http://cte.slu.edu/>).

Goal 4: Facilitate campus conversations on strategies for engaging students in learning

The Center has used campus conversations for many years to highlight a range of teaching related issues. This year an underlying theme for many of these campus conversations has been engaging students in learning. The campus conversations have been supplemented by newsletters, workshops and consultations with faculty members. Ways in which the Center addressed this goal included:

- Conducting workshops on integrative teaching and additional follow-up workshops;

- Offering workshops on Service Learning;
- Conducting the Faculty Scholars Program on Service Learning in collaboration with the VOICES project;
- Offering workshops on wikis and other learning technologies;
- Choosing themes for the newsletter (available <http://cte.slu.edu>) related to this goal;
- Offering conversation on using difficult dialogues in teaching;
- Providing strategies for engaging students with technology through the Learning Technologies monthly newsletter(available <http://cte.slu.edu>);
- Gathering and sharing ideas on engaging students in practicum and clinical experiences through conversations facilitated by the Center’s clinical teaching committee;
- Forming Blackboard users group (with ITS) to share strategies for using Blackboard to engage students ;
- Conducting small group informational feedback focus sessions with students to uncover strategies that worked in engaging students in learning and gather suggestions for changes in classes to better facilitate their learning;
- Offering workshops on interdisciplinary learning for faculty and staff involved in learning communities; and
- Conducting numerous one on one faculty consultations.

Goal 5: Promote curriculum design framework based on Jesuit pedagogy

The Center expanded efforts to promote a curriculum design framework based on Jesuit pedagogy. This framework is centered on the characteristics (context, experience, reflection, action and evaluation) identified in the document *The Characteristics of Jesuit Education* (available: <http://www.sjweb.info>).

Ways the Center attempted to address this goal include:

- Published issue of the Center’s newsletter focusing on ways faculty members incorporate elements of Jesuit pedagogy into teaching;
- Provided numerous presentations on Jesuit pedagogy to departments and other campus groups;
- Served on planning committee for the Office of Mission and Ministry’s faculty learning communities and provided presentation on Jesuit pedagogy as part of this program;
- Collaborated with Office of Mission and Ministry to facilitate a conversation on Conversations Magazine with focus “How Jesuit are our professional/ graduate schools?”;
- Conducted workshop on service learning and Jesuit pedagogy as part of the Ethics Across Curriculum workshop;
- Incorporated information on Jesuit pedagogy into service learning programs for faculty; and
- Provided reflection journals with the five characteristics on the cover to participants in a variety of programs at which Jesuit pedagogy and, in particular, reflection were emphasized.

GOALS FOR 2009 - 2010

The following goals have been identified for the Center during the 2009-2010 academic year:

1. Expand Center programming to meet needs of part-time faculty
2. Develop and implement programming designed to assist faculty teaching international students
3. Plan and implement the first in a series of ongoing summits on evolving instructional issues
4. Develop and pilot formalized program to assist departments and individuals preparing to offer online courses and programs
5. Increase programming designed to assist faculty involved in academic programs such as learning communities, integration of service learning and community outreach

CTE RELATED GOALS FROM UNIVERSITY 5 YEAR ACADEMIC STRATEGIC PLAN

1. Expand development activities designed for part-time faculty
2. Develop programming designed to better equip those teaching international students
3. Develop programming to assist international faculty new to teaching at American universities
4. Expand programming to assist faculty involved in learning communities
5. Develop a formalized program to support those preparing to offer online courses and programs
6. Expand programming designed to help faculty better integrate service learning and community outreach into their curricula
7. Plan and facilitate a series of summits on evolving instructional issues
8. Develop a leadership program for undergraduate students interested in exploring careers in higher education

HISTORY OF THE CENTER

The Paul C. Reinert, S.J. Center for Teaching Excellence (CTE) is an outgrowth of the Teaching Resource Center created by the Graduate School in 1992 to assist teaching assistants in becoming effective teachers. In 1997, the Center for Teaching Excellence was formally established and its focus expanded to include not only graduate students, but also faculty at Saint Louis University. Programs continued to emphasize effective teaching, with added focus on the integration of technology and teaching. In 2001, the Center's reporting line moved from the Graduate School to the Office of the Provost. The Center currently reports to Marla Berg-Weger, Ph.D., Senior Associate Provost.

The Center has seen considerable growth in the number of participants, programs and number of staff since its beginning.

Faculty and graduate students from all colleges and schools in the University take advantage of the Center's programs.

STAFF AND CONTACT INFORMATION

During Academic Year 2008-2009, the Center was staffed by seven full time employees.

Mary L. Stephen, Ph.D., Director (stephen@slu.edu; 977-2197)

Sandy Gambill, M.Ed., Program Director for Learning Technologies (gambill@slu.edu; 977-7202)

J. Mark Pousson, M.A., Program Director for Service Learning (poussonj@slu.edu; 977-4214)

Beth Hill, Ph.D., Program Director of Teaching Enhancement (bhill7@slu.edu; 977-3485)

Mary Cook, Administrative Secretary (mcook25@slu.edu; 977-3944)

Ted Rubright, M.A. Educational Technologist (rubright@slu.edu; 977-3533)

Kim Scharringhausen, Educational Technologist (scharringhkr@slu.edu; 977-3522)

In 2008-2009, three graduate assistants and four student workers supported the staff.

Cathryn Blue, Graduate Assistant (Psychology)

Lauren Qualy, Graduate Assistant (Counseling & Family Therapy)

Robert Hawkins, Graduate Assistant (American Studies)

Megan Haake, Student Worker (English)

Jennifer Renshaw, Student Worker (Business)

John Kelly, Student Worker (Biology)

Michael Kelly, Student Worker (Engineering)

FACULTY FELLOWS

Five faculty fellows assisted the Center's staff by chairing the Center's committees, working on special projects and serving as members of the Center's executive steering committee. Faculty fellows for the 2008-2009 academic year and the committees or projects they directed are as follows:

Sarah Coffin, Ph.D. (Psychology), Conversations
Mary Domahidy, Ph.D. (Public Policy) Service Learning
Robert Krizek, Ph.D. (Communications), Mentoring
Shawn Nordell, Ph.D. (Biology) Teaching Enhancement
Darina Sargeant, Ph.D. (Physical Therapy) Clinical Teaching

EXECUTIVE STEERING COMMITTEE

The role of the executive steering committee is to assist the Center's staff with planning, provide input on Center programs, identify projects, and provide communication to facilitate coordination of Center programs.

The executive steering committee of the Center consists of the Center's director, program directors, and faculty fellows.

ADVISORY BOARD AND COMMITTEES

The role of the Advisory board is to assist with long term strategic planning and identification of the Center's yearly goals. In addition, members work on Center committees and special projects. Members of the board are listed in Appendix A. A brief summary of special projects and committee work during the year follows.

Clinical Teaching Committee: helped identify ways that the Center can better meet needs specific to clinical faculty; identified resources and designed a website on clinical teaching for the Center (<http://cte.slu.edu/clinicalteaching>); and conducted a series of conversations on issues related to clinical teaching.

Conversations Committee: organized and facilitated *Faculty Conversations* on a variety of topics, including managing the use of personal technology in the classroom; managing personal relationship between students and faculty; and sustainability across the curriculum.

Mentoring Committee: provided opportunities for faculty new to Saint Louis University to build individual mentoring relationships with experienced SLU faculty members and organized group mentoring events focusing on topics of interest to early career faculty.

Teaching Enhancement Program Committee: revised criteria for James H. Korn Scholarship of Teaching and Learning Award and issued call for nominees; reviewed nominations to select 2009 recipient; issued call for papers and served as peer reviewers of submissions and editors for the CTE White Papers.

CONTACT INFORMATION

The Center's office is open Monday and Friday from 8:00 a.m. to 5:00 p.m., Tuesday and Thursday from 8:00 a.m. to 6:00 p.m., Wednesdays from 8:00 a.m. to 6:30 p.m. and selected Saturdays each semester. Center staff can be reached at 977-3944 or cte@slu.edu. The Center's website, <http://cte.slu.edu> contains information on program times and locations.

The Center is located in Pius XII Memorial Library, 2nd floor, AB wing.

FACULTY RESOURCES

The Center houses a selection of articles, books and videos related to effective teaching. This includes a small library of books on teaching for use on-site, as well as folders with resources on a variety of topics of interest to faculty members. This collection is intended for reading only. Pius XII Memorial Library has copies of many of the books located in the resource room available for checkout.

WEBSITE AND ELECTRONIC RESOURCES

The Center's website, <http://cte.slu.edu>, includes information on all Center programs as well as resources including podcasts and Center publications related to teaching. The calendar on the website is updated regularly with information on upcoming programs and events.

In collaboration with Student Services, the Center maintains a website, <http://servicelearning.slu.edu> devoted to service learning. The website includes a variety of resources such as sample syllabi and a database of community organizations interested in collaborating with faculty on service learning.

The Center and Information Technology Services (ITS) maintain a website <http://blackboard.slu.edu> with tutorials and information related to using Blackboard.

SERVICES

Certificates in University Teaching Skills

The Center offers two certificates for graduate students and faculty: the *Participation Certificate in University Teaching Skills* and the more comprehensive Graduate School *Certificate in University Teaching Skills*. Requirements for the two certificates can be found on the Center's website (<http://cte.slu.edu>). Names, departments, and mentors of participants receiving the Certificate in University Teaching Skills this year can be found in appendix b.

Teaching Consultations

Upon request, the Center staff and mentors provide confidential consultations related to teaching issues for faculty members and graduate assistants. Related services available include individual meetings, classroom observations, critique of videotaped class sessions, student focus groups, mid-semester evaluations, and review of research on teaching articles prior to submission for publication. Such consultations include general teaching issues and assistance with integration of technology or service learning into curriculum.

Midterm Feedback Sessions and Small Group Instructional Feedback (SGIF)

The Center staff facilitates midterm student feedback sessions including small group instructional feedback (SGIF) for interested faculty members. SGIF is a particular type of feedback session that uses small group discussions among students to provide confidential information on what is going well and suggestions for improvement in a class.

Customized Workshops and Presentations

The Center's director and program directors offer customized presentations, workshops, and consultations for schools and departments on campus. This year Center staff provided a variety of sessions to schools and departments across campus, including social work, biology, chemistry, professional studies, occupational science and therapy, physical therapy, and departments in the School of Medicine.

Effective Teaching Seminars

The Center offered 13 Effective Teaching Seminars in 2008 - 2009. Effective Teaching Seminars focus on different aspects of teaching and serve as an integral part of the Center's Certificate in University Teaching Skills. Seminar sessions are led by faculty and Center personnel experienced in particular aspects of teaching. The 2008-2009 presenters were: Shawn Nordell, Biology; Tom Valone, Biology; Paaige Turner, Communications; Dan Finucane, Theological Studies; Russell Blyth, Mathematics and Computer Science; Brian Till, Marketing; Ann Rule, Educational Studies; Julie Weissman, Assoc. Provost; Ann Hayes, Physical Therapy; Andrew Brimhall, Counseling & Family Therapy; Bobbi Miller, Counseling & Family Therapy; Jim Fisher, School of Business; Elizabeth Hill, CTE; Liz Fathman, Sociology & Criminal Justice; Mike Lewis, Chemistry; Elizabeth Callahan, Honors Program.

Teleconferences

The Center in collaboration with ITS sponsors teleconferences on topics related to teaching and learning received through membership in the Starlink Consortium.

Blackboard Tutorials

The Center offers a regular schedule of hands-on tutorials focusing on using the Learning Management System, Blackboard. Faculty members interested in using Blackboard for teaching must participate in the 2 hour Blackboard overview tutorial. A schedule of sessions and registration information can be found at <http://blackboard.slu.edu>.

Faculty Book Discussion and Journal Club

The Center sponsors discussions on books and articles related to teaching and programs on campus.

Conversations on Conversations Magazine

The Center and the Office of Mission co-sponsor campus conversations each semester on the theme of the current issue of *Conversations Magazine*.

SPECIAL PROGRAMS

Graduate Assistant Orientation

The Center plans a day-long orientation program prior to the start of the fall semester. All graduate assistants are required to participate in this program by the Graduate School. Center staff plan and organize the program, design the website including online educational modules, maintain registration and facilitate the day's activities.

Pre-tenured Faculty Portfolio Development Retreat

The Center hosts an annual two-day retreat for pre-tenured faculty designed to provide direction and time for participants to analyze, reflect, and document evidence to create an academic portfolio. This year's retreat took place on April 17 and 18 at Il Monastero Retreat Center. Consultant Marilyn Miller, Ph.D., served as facilitator.

McNair Scholars Future Faculty Certificate Program

The Center facilitates a program for McNair Scholars that enables the scholars to learn about teaching issues and techniques for effectively presenting their research. The Center's graduate assistants coordinate the program.

May Event

The Center collaborates with the Office of the Provost and the Office of Student Development each May to sponsor a professional development workshop for SLU faculty, graduate students and professional staff. This year's workshop featured Hemla Singaravelu, Ph.D., Counseling and Family Therapy Department, addressing the topic "Empowering International Students: Best Practices."

PUBLICATIONS

The Notebook

The Center publishes a thematic newsletter, *The Notebook*, four times each academic year. Issues of The Notebook are available on the Center's website, <http://cte.slu.edu>.

Also available on the Center's website are issues of the Center's monthly online publication, *Learning Technologies*, which spotlights uses of different technologies in teaching. This publication is written by Sandy Gambill.

Newly published this year and also available on the Center's website is *White Papers: Research on Teaching and Learning*. This peer-reviewed publication features articles written by Saint Louis University faculty and graduate students.

VISITING SCHOLARS

The Center staff hosted a campus visit by a member of the faculty of St. Louis Community College – Florissant Campus who has been charged with designing a Center for Teaching and Learning at her campus.

GRANT SUPPORT AND ACTIVITIES

University Retention Committee Grant

Beth Hill, Ph.D. of the Center collaborated with Karen Myers, Ph.D. Educational Leadership and Higher Education, in obtaining a retention grant that provided resources for an advanced workshop on Universal Instructional Design. This grant was a follow-up to a retention grant that they received in 2007-2008 for coffee breaks and discussions on Universal Instructional Design.

Center staff members, Mary Stephen, Ph.D., Sandy Gambill and Mark Pousson, obtained a retention grant that provided resources for a faculty study group that focused on the role of learning spaces (physical, virtual, and community-based) on learning. The following faculty members formed the study group: Stephen Belt (Aviation Sciences); Linda Bufkin, Ph.D. (Educational Studies); Elizabeth Callahan (Honors Program); John Keithley, Ph.D. (Accounting); Peggy Perkinson (Occupational Sciences and Therapy); and Norm White, Ph.D. (Sociology and Criminal Justice).

Beth Hill, Ph.D. collaborated with Elizabeth Fathman, Ph.D., Sociology and Criminal Justice, to obtain a retention grant to sponsor workshops on integrative teaching.

VOICES Funding

Mary Stephen, Ph.D. received VOICES funding to sponsor a seminar on the use of reflection in teaching. This funding is an extension of an earlier sustainability grant received from VOICES to promote reflection and service learning. Mark Pousson will collaborate on planning the seminar.

Beth Hill, Ph.D. and Elizabeth Fathman, Ph.D. have received funding to bring 2008 Carnegie Professor of the Year for Research Universities, Michael Wesch, Ph.D., assistant professor of cultural anthropology, Kansas State University to campus on October 2, 2009 for a faculty workshop and public presentation.

Mark Pousson has received funding for the faculty scholars in service learning program in July 2009.

Mary Stephen, Ph.D. and Carole Knight, Ph.D., Office of Research Services, received funding from the VOICES program in support of the January 2009 program on Academic Life Cycle.

REGIONAL COLLABORATIONS

Members of the Center staff are active members of the Missouri-Illinois Faculty Developers' group (MIFD). Staff of the Center hosted the spring 2009 meeting of the group.

The program director for service learning is an active member of Missouri's Campus compact.

APPENDIX A: ADVISORY BOARD MEMBERS

Eustaquio Araujo, D.D.S, Center for Advanced Dental Education (CADE)

Gretchen Arnold, Ph.D., Sociology and Criminal Justice

John Ashby, Instructional Media Center

Debra Barbeau, Ph.D., Accounting

Martha Brennan, M.A., Communication Sciences and Disorders

Vincent Casaregola, Ph.D., English

Cheryl Cavallo, Ph.D., Physical Therapy

Eddie Clark, Ph.D., Psychology

Sarah Coffin, Ph.D., Public Policy Studies

Benjamin de Foy, PhD, Earth and Atmospheric Sciences

Mary Domahidy, Ph.D., Public Policy Studies

Judith Durham, Ph.D., Chemistry

Daniel Finucane, Ph.D., Theology
Michael Grady, Ph.D., Educational Studies
Mary Rose Grant, Ph.D., Professional Studies
Patricia Gregory, Ph.D., Pius XII Memorial Library
Scott Harris, Ph.D., Sociology and Criminal Justice
Ellen Harshman, Ph.D., John C. Cook School of Business
Teresa Johnson, Ph.D., Modern & Classical Languages
John Keithley, Ph.D., Accounting
Robert Krizek, Ph.D., Communication
Maggie Ma, Ph.D., Aviation Science
Hisako Matsuo, Ph.D., Research Methodology
Shawn Nordell, Ph.D., Biology
C. Hal Parker, Ph.D., History
Darina Sargeant, Ph.D., Physical Therapy
Joanne Schneider, Ph.D., Nursing
Michael Shaner, Ph.D., Management
Stuart Slavin, M.D., School of Medicine
Sue Tebb, Ph.D., School of Social Work
Brian Till, Ph.D., Marketing
Kristen Vogel, Pius XII Memorial Library
Patrick Welch, Ph.D., Economics
Julie Weissman, Ph.D., Office of Planning and Decision Resources
Elizabeth Zeibig, Ph.D., Clinical Laboratory Sciences

**APPENDIX B: NAMES, MENTORS AND DEPARTMENTS OF ACADEMIC YEAR 2008-2009
CERTIFICATE IN UNIVERSITY TEACHING SKILLS RECIPIENTS**

<i>Recipient</i>	<i>Department</i>	<i>Mentor</i>
Larissa Barber	Psychology	Donna Eisenstadt
Beth Crompton	Biology	Tom Valone
Tracy J. Pascua Dea	Ed Leadership	Karen Myers
Michelle Engblom	Counseling & Family Therapy	Andrew Brimhall
Nicole Haggard	American Studies	Jonathan Smith
Jaclyn Jenkins	Ed Leadership	Karen Myers
Jessica Komorek	Molecular Microbiology & Immunology	John Travis
Sheri McCord	English	Jennifer Rust
Trent Moreland	Pharmacological and Physiological Science	Joseph Baldassare
Ji Eun Park	International Business	Seung Kim, PhD
Melissa Reynolds	Nutrition and Dietetics	Jennifer McDaniel
Sarah Schwarz	Nutrition and Dietetics	Katie Eliot
Laura Shields	American Studies	Cindy Ott
Courtney Tiemann	Nutrition and Dietetics	Amy Moore

APPENDIX C: EXECUTIVE SUMMARY OF 2009 REINERT CENTER FOR TEACHING EXCELLENCE SURVEY

Introduction

The Paul C. Reinert, S.J. Center for Teaching Excellence (CTE) is an outgrowth of the Teaching Resource Center which was created by the Graduate School in 1992 to assist graduate teaching assistants in becoming effective teachers. In 1997, the Center for Teaching Excellence was formally established, and its focus expanded to include programs for faculty members. In 2001, the Center's reporting line moved to the Office of the Provost, and the Center continued to expand the services it offers for the University's faculty and graduate assistants. The Center conducted its first comprehensive survey of the Center's programs and services in 2005. The online survey was sent to the University's faculty, professional staff and graduate students. In 2009, the survey was revised and after incorporating feedback from a focus group of faculty members, sent online to the university's faculty, administration, staff and graduate students.

Results of the 2009 survey will be used for several purposes: to determine current campus familiarity with the Center's programs and services; to measure use of particular services and programs and the perceived impact of these services and programs on teaching; and to assist the Center's staff and advisory board in evaluating programs and services to plan for subsequent years. Because of modifications to the 2005 survey for the 2009 survey, not all data can be compared between the two surveys; however, sufficient similarity exists to enable the use of data from the 2005 survey as a baseline for examining much of the data from the 2009 survey.

DEMOGRAPHICS

A total of 214 faculty, staff, administrators and graduate students completed the Center's 2009 survey. Sixty-six percent of respondents identified themselves as full-time faculty members, 14.6% as graduate students, 9.9% as administrators, 6.1% as adjuncts, and the remaining as staff. In 2005, 70% of respondents listed themselves as faculty members and 30% as graduate students. The 2009 survey included more refined categories than the 2005 survey. The largest number of respondents (40%) were from the College of Arts and Sciences with the second largest number (16%) coming from the School of Medicine. Responses were received from all colleges and schools with the exception of the College of Philosophy and Letters.

Approximately 65% of respondents had at least 5 years of teaching experience, with 19% having 2 – 5 years teaching experience and 16% having at one or no years teaching experience. This data was not collected in the 2005 survey.

KNOWLEDGE OF THE SERVICES AND PROGRAMS OFFERED BY THE REINERT CENTER FOR TEACHING EXCELLENCE

Eighty seven percent of respondents indicated familiarity with CTE's programs and services. This compares to 64% in 2005. Since the survey was distributed in 2005, the Center has increased programs and re-organized services into three categories: learning technologies (including Blackboard support), service learning and teaching enhancement. The majority of respondents and approximately an equal number indicated familiarity with services and programs provided in each of the three areas. The Center's website (58%) and newsletter (48%) ranked highest among resources provided by the Center. There was high awareness which did not translate into use for the faculty academic portfolio retreat and the Graduate Certificate in University Teaching Skills. This is not

surprising since each of these programs is targeted to specific populations (early career faculty and graduate students). Least familiar to respondents were the Center's book collection and White Papers series. In 2005, the Center's website and newsletter ranked first and third in most familiar services, and book collection and book club were least familiar to respondents. The book club has been discontinued based on the 2005 survey results. The White Papers series is relatively new, with the second issue published after distribution of the survey.

In the 2009 survey, services and programs were separated into two categories. In the 2005 survey, no distinction was made between the services and programs. In 2009, respondents were highly aware (70%) of classroom observation possibilities but indicated they had not used the service. The only program that fewer than 50% of respondents were familiar with was the Center's program to provide mid-term course evaluation focus groups (SGIFs). This program is new since the 2005 survey.

REPORTED IMPACT ON TEACHING

Respondents who had used programs offered by the Center were asked to indicate whether each of the programs they had used had great, some or no impact on their teaching. The following programs were rated as having some (or great) impact on teaching: course design (85%), SGIFs (70%), Consultations (76%), Effective teaching seminars (66%), Blackboard training and support (61%), service learning meet and greets (60%), classroom observations (60%), Center sponsored guest speakers (58%), customized workshops (55%), and conversations/coffee breaks (50%). Programs reported to have the greatest impact on teaching were curriculum/course design assistance and individual consultations with Center staff.

WRITTEN FEEDBACK ON SERVICES AND PARTICIPATION IN CENTER PROGRAMS

Among the requests that respondents entered more than once were more programs dealing with teaching graduate students, more programs focusing on clinical teaching, more online programs and availability of a master calendar of Center events available prior to each semester. Several respondents indicated that they believed programs would be interesting and of value, however, time and other commitments prevented them from taking advantage of the Center's programs.

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