

SAINT LOUIS UNIVERSITY

*Reinert Center
for Teaching
Excellence*

**Annual Report
July 2008**

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Saint Louis University
Paul C. Reinert, S. J. Center for Teaching Excellence
Annual Report
July 1, 2007 – June 30, 2008

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 2007-2008 report highlights progress made by the Center in addressing goals set for 2007-2008 and identifies Center goals for 2008-2009. The report also includes information on the Center's new 5 year strategic plan, describes current Center programs and services and recognizes the 2007-2008 faculty fellows, members of the advisory board, faculty presenters, and certificate recipients and mentors.

December 2006 marked the beginning of a yearlong celebration of two anniversary events connected with the Reinert Center for Teaching Excellence. The Center 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 serve SLU faculty and graduate teaching assistants. The Center was named in honor of former University president, Paul C. Reinert, S.J. The Center currently reports to the Office of the Provost. In commemoration of these two anniversaries, the Center inaugurated a yearlong Anniversary Speakers' Series in spring 2007. The series concluded in fall 2007 with workshops given by Robert Bringle,, Ph.D., Director for the Center for Service and Learning at Indiana University – Purdue University Indianapolis, and Kathleen McKinney, Ph.D., Cross Endowed Chair for Scholarship of Teaching and Learning and Professor of Sociology, Illinois State University.

In August 2007, the Center and its staff were relocated temporarily to the Academic Resources Building. During the fall and early winter, Center staff worked closely with Dustin Montgomery from the Facilities Department, and members of the Provost's and library staffs, to design a space in the Pius XII Memorial Library for the Center. Construction on the space began in late spring, and the Center staff moved into its new location on the second floor of Pius XII Memorial Library in June 2008. The Center is planning a series of events, including a blessing of the new space, for early September to publicize the Center's services and new location.

The Center staff continued to experience change and growth again this year. Mark Pousson joined the Center in August as the program director for service learning. In September, the Blackboard support team, consisting of Ted Rubright and Kim Scharringhausen, were transferred from Information Technology Services to the Center along with the work of supporting faculty using Blackboard in teaching.

A major undertaking for the Center staff and advisory board this year was identification and formulation of new five year strategic goals for the Center. The process began in spring 2007 with a series of visioning sessions involving Center staff, advisory board and constituencies. Results from these visioning sessions were used as starting points to develop the strategic goals. The five year strategic goals can be found later in this report.

The Center continued to promote research on teaching and learning on campus. In September, Kathleen McKinney, PhD, Cross Endowed Chair in the Scholarship of Teaching and Learning, and Professor of Sociology, Illinois State University, presented a workshop on "Enhancing Learning through Scholarship of Teaching and Learning." At this workshop, Jay Hammond, PhD, from the department of Theological Studies was awarded the James H Korn Award for Scholarship in Teaching and Learning by the Center. In spring 2008, the Center published the first 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. The White Papers will be published once each semester with a subcommittee of Center advisory board members serving as peer reviewers for submissions

The Center continued to sponsor conversations on teaching issues during 2007-2008. Several of the conversations were organized at the request of campus groups. Conversations fit well with the Center's mission of supporting Saint Louis University's faculty and graduate assistants in meeting the needs of all learners, and we

plan to continue these conversations in 2008-2009.

The partnership on service learning between the Center and the division of student development continued to grow this year. More detail on service learning activities can be found later in this report.

A major new undertaking for the Center was planning for the transition from WebCT to Blackboard CE through training and support for faculty. The Center now provides faculty with one location for instructional design support and assistance creating websites and Blackboard courses to support teaching. In addition to offering an extensive series of training workshops introducing features of Blackboard and one-on-one faculty support, the Center's Blackboard support team initiated a series of weekly podcasts that focus on issues related to the implementation and use of Blackboard.

During 2007-2008, the Center's staff continued to serve 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.

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 directions, meaning and pedagogical style in the context of Jesuit traditions 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 2007-2008

Each goal for 2007-2008 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 2008-2009 appear in the next section.

Goal 1: Develop new five year strategic goals for the Center

The Center staff and advisory board identified goals to guide development of a new five year strategic plan for the Center. The process to do this began in spring 2007 with a series of visioning sessions involving Center staff, advisory board and constituencies. Results from these visioning sessions were used as starting points to develop the strategic goals. The advisory board helped formulate the goals at their fall retreat, and continued to work on identifying strategies for meeting the goals at the spring retreat. Advisory board members helped identify how the Center staff would know when the goals were achieved. Goals for academic year 2008-2009 were identified based on the new strategic goals.

Five year strategic goals for the Center that resulted from this planning process are:

Strategic Goal 1: Develop and implement ongoing assessment of faculty's pedagogical needs responding with development and marketing of appropriate programs and resources.

Strategic Goal 2: Promote and increase opportunities for faculty to share resources, teaching stories and best practices.

Strategic Goal 3: Promote and Disseminate Research on Teaching and Learning (Scholarship of Teaching and Learning).

Strategic Goal 4: Develop programming that promotes infusion of the Ignatian pedagogy across the curriculum.

Strategic Goal 5: Obtain additional, long-term funding to support Center initiatives on teaching and learning.

An additional strategic goal -- *Create physical, flexible learning spaces that support the goals and programs of the Center and model the role of space in teaching and learning* was eliminated from the final list of strategic goals because of completion of the Center's new space in Pius XII Memorial Library.

Goal 2: Continue to maintain and expand Center programs on learning technologies, service learning and teaching enhancement

Throughout the year, the Center staff continued to offer existing programs, including individual faculty observations and consultations, monthly online learning technologies newsletter, quarterly thematic newsletter, faculty portfolio retreat, reunion for past portfolio retreat attendees, Graduate Assistants Orientation (for Graduate School), Small Group Instructional Feedback Sessions, national speakers, effective teaching seminars, graduate Certificate in University Teaching Skills and participation Certificate in University Teaching Skills, Future Teacher Certificate program for McNair Scholars, new faculty mentoring events, campus conversations on teaching topics, development of thematic websites, meeting with faculty job candidates, and customized workshops.

During the 2007-2008 year, Programming was expanded to include the following:

- WebCT and Blackboard support and training;
- Blackboard migration planning and implementation;
- pod casts on teaching excellence;
- workshops and "coffee break" sessions on integrated learning;
- creation of difficult dialogs group and subsequent seminars;
- increased number of service learning meet and greets;
- coffee break discussions on teaching issues;
- initiation of (service learning) faculty scholars program in collaboration with VOICES project;
- online session of workshop "Best practices in online teaching" (included one participant from Madrid campus);
- faculty study group on learning spaces funded by retention grant,
- specialized websites (e.g. clinical teaching, classroom management);
- Scholarship of Teaching and Learning (SoTL) speaker and follow-up interest group;
- publication of white papers on teaching and learning;
- faculty journal club focusing on articles related to teaching issues;
- School of Medicine department discussions on teaching –led by Stuart Slavin, M.D. and including members of Center staff;
- working sessions on Universal Instructional Design (UID).

Goal 3: Explore and develop new ways to deliver Center programs to full-time and part-time faculty

During the 2007-08 year, the Center was temporarily relocated to the Academic Resources Center building. As a result of the move, the Center lost space for its Technology and Learning Lab where many of its programs had been offered over the previous six years. This resulted in having to seek out locations across campus for Center programs, and exploring new ways to deliver programs. The Center staff addressed this goal in a variety of ways. One way was to use technology as a delivery mechanism. The Center conducted an online series for faculty on teaching online. The Center also launched a series of podcasts on topics related to teaching, service learning, and technology in 2007 - 2008. Podcasts were developed to supplement physical programs offered through the Center. Wikis were employed as a tool for sharing resources and communication among focused groups. The Center helped to develop and maintain special-interest websites on Universal Instructional Design, clinical teaching and classroom civility. The main Center website (<http://cte.slu.edu>) was redesigned to include more teaching resources.

In addition to using technology, the Center employed several additional delivery methods. One of these new delivery methods involved the development of a Difficult Dialog group that uses theatre techniques to provide a way to help faculty and teaching assistants learn techniques for dealing with difficult situations in the classroom. The Center hosted the Difficult Dialog Group from the University of Missouri – Columbia on-campus in February and several staff from the Center participated in a national workshop to explore this methodology further before forming the Center group.

The Center staff offered some Blackboard training sessions on Saturdays for the convenience of part time faculty. In addition, the Center employed “coffee break” sessions to bring faculty interested in various teaching strategies together. This year also saw the formation of faculty study groups that focused on aspects of teaching, including learning spaces and service learning.

Goal 4: Develop strategies to expand faculty awareness of Center services and programs

This goal remains an ongoing goal of the Center. Several actions were undertaken this year to expand faculty awareness of Center services and programs. These included redesign of the Center’s website to better highlight services and programs, design of a new brochure for the Center and creation of information sheets which detail the many services provided by the Center.

The Center published the first issue of the peer-reviewed series White Papers: A focus on teaching and learning in spring 2008 following a campus-wide call for papers. The James Korn Scholarship of Teaching and Learning award was presented to Jay Hammond, Ph.D., department of Theological Studies in September 2007. The campus-wide call for nominations for the 2008 award produced nominations from across campus and disciplines.

The Center designed a display of its services which was exhibited for the month of September in a display case in the lobby of Pius XII Memorial library. The director was invited to address the Student Government Association to talk about services the Center offers to faculty. Information on the Center’s programs were sent to all adjunct faculty in campus mailings and in periodic emails highlighting special Center events. Kim Scharringhausen was recognized as a SLU-Star in the spring quarter, thus bringing recognition to the service she provides on campus through the Center.

Members of the Center staff actively participated in a range of campus committees, including UAAC, residential learning communities task force, CIO’s technology advisory committee, Ignatian luncheon planning committee, executive board of Women’s Commission, task force exploring formation of center for service and community engagement, subcommittees of the University’s retention committee, classroom furniture committee, planning committee for regional technology and learning conference, and Occupational Science and Therapy curriculum committee. Staff from the Center also served as facilitators at campus-wide programs, such as the George Kuh workshop. The Center worked collaboratively with many units across campus, including but not limited to Office of Mission and Ministry, VOICES program, Office of Research Services, Office of Student Development, Campus Kitchen, McNair Scholars program, Graduate School, ITS, and Honors program. The Center staff actively contributed to several department orientation programs and workshops as well as campus wide programs, such as the student development reflection week, “May Event,” and information sessions on learning communities. Such participation and collaborations helped expand campus awareness of the Center and its programs.

Goals for 2008—2009

The following goals have been identified for the Center during the 2008-2009 academic year:

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

The Center’s new location in Pius XII Memorial Library provides the Center with greater physical visibility and opportunities for campus collaborations. The Center will draw on these new opportunities to optimize faculty awareness and use of Center programs. In addition, the Center staff plans to expand on new methods of

delivering resources (e.g. pod casts) and to explore new ways to market the Center's services to faculty and graduate teaching assistants.

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

It has been several years since the Center last surveyed faculty to discover knowledge and use of Center programs and services. The Center plans to design and implement a survey of faculty to determine their knowledge and use of current services and identify new services the Center might offer to meet pedagogical needs.

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 plans to raise awareness of the role that teaching innovations and research on teaching and learning might play in this process. This will be done through such things as Center-sponsored campus conversations, inclusion of resources focusing on these issues on the Center's website, and use of existing programs such as the James Korn Scholarship of Teaching and Learning award and continued publication of the peer-reviewed White Papers

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

Strategies for addressing this goal include national speakers, focusing several issues of the Center's quarterly newsletter, the Notebook, on such strategies, providing opportunities for faculty to share with colleagues' strategies for engaging students in learning and focused workshops.

Goal 5: Promote curriculum design framework based on Jesuit pedagogy

The Center will actively promote through workshops, opportunities for faculty study groups, and identification and development of resources, 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>).

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 2007-2008, 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
 Beth Hill, Ph.D., Program Director of Teaching
 Enhancement (bhill7@slu.edu; 977-3485)
 Mary Cook, Administrative Assistant (mcook25@slu.edu;
 977-3944)
 Ted Rubright, Educational Technologist (rubright@slu.edu; 977-3533)
 Kim Scharringhausen, Educational Technologist (scharringhkr@slu.edu; 977-
 3522)

In 2007-2008, three graduate assistants and four student workers supported the staff.

Cathryn Blue, Graduate Assistant (Psychology)
 Lauren Qualy, Graduate Assistant (Counseling &
 Family Therapy)
 Betsy Schroeder, Graduate Assistant (American Studies)
 Megan Haake, Student Worker (English)
 Meredith Hoog, Student Worker (History)
 John Kelly, Student Worker (Biology)
 Michael Kelly, Student Worker (Engineering)

Faculty Fellows

Five faculty fellows assist 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 2007-2008 academic year and the committees or projects they directed are as follows:

Mary Domahidy, Ph.D. (Public Policy) Service Learning
 Eddie Clark, Ph.D. (Psychology), Teaching Enhancement; Robert Krizek, Ph.D. (Communications),
 Mentoring;
 Shawn Nordell, Ph.D. (Biology) Conversations;
 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>) .

Conversations Committee: organized and facilitated *Faculty Conversations* on a variety of topics, including

strategies for using “clickers” in teaching and addressing civility issues in the classroom.

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: defined criteria for James H. Korn Scholarship of Teaching and Learning Award and issued call for nominees; reviewed nominations to select 2008 recipient; provided leadership in creating the White Papers publication; issued call for papers and served as peer reviewers of submissions for first edition of White Papers.

Contact Information

The Center’s office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. 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 now 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 the Center’s programs as well as resources 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.

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**.

Faculty Teaching Enhancement Program

The Faculty Teaching Program is available to faculty interested in partnering with another faculty member to explore ways to enhance teaching. The program emphasizes the unique goals of each faculty member and provides flexibility in achieving these goals.

Teaching Consultations

Upon request, the Center staff and mentors provide confidential consultations related to teaching issues for faculty members and graduate assistants. Services available related 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 2007 - 2008. 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 2007-2008 presenters were: Tricia Austin, Physical Therapy; Martha Brennan, PhD., Communication Science Disorders; Sandy Gambill, Reinert CTE; Jay Hammond, PhD., Theological Studies; Elizabeth Hill, PhD., Reinert CTE; Kim Levenhagen, Physical Therapy; Sue Mendelsohn, Writing Center; Nancy Morrison, PhD., Counseling & Family Therapy; Karen Myers, PhD., Leadership & Higher Ed; Doug Pettinelli, PhD., Counseling and Family Therapy; Mark Pousson, Reinert CTE; Tim Randolph, PhD., Clinical Laboratory Science; Paul Shore, PhD., Educational Studies; Bill Siler, PhD., Physical Therapy; Jonathan Smith, PhD., American Studies; Mary Stephen, Ph.D., CTE; Paaige Turner, PhD., Communication; Danilea Werner, PhD., Social Work; and Nina Westhus, PhD.

Teleconferences

The Center and ITS's department of educational technology sponsor 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 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 11 and 12 at Manresa House. 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 Undergraduate Initiatives each May to sponsor a professional development workshop for SLU faculty, graduate students and professional staff. This year's workshop featured Vernon Wall from the Social Justice Training Institute addressing the topic "Growing a Global Community: Addressing Social Justice In and Out of the Classroom."

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 three members of the faculty of Fontbonne University who have been charged with designing a Center for Teaching and Learning at their university.

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 two campus 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 also collaborated with Elizabeth Fathman, Ph.D., Sociology and Criminal Justice, to obtain a retention grant to sponsor programs on integrative learning.

National Science Foundation Grant

A research proposal submitted by the director with colleagues from Southern Illinois University at Edwardsville and Oklahoma was funded by the National Science Foundation for two years effective fall 2005. The grant included funding for two research graduate assistants who helped gather and analyze data. The grant focuses on girls' self-perception of their abilities in science, math, engineering and technology. Grant activities ended in Fall 2007.

Recipient	Department	Mentor	Regional Collaborations
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Members of the Center staff are active members of the Missouri-Illinois Faculty Developers' group (MIFD).

The Center collaborated with the Teaching Center at the University of Missouri-St. Louis to sponsor a conference on teaching and technology held at University of Missouri-St. Louis in November 2007.

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
 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
 Ellen Harshman, Ph.D., John C. Cook School of Business
 Teresa Johnson, Ph.D., Modern & Classical Languages
 John Keithley, Ph.D., Accounting
 Santosh Krishna, Ph.D., Public Health
 Robert Krizek, Ph.D., Communication
 Maggie Ma, Ph.D., Aviation Science
 Hisako Matsuo, Ph.D., Research Methodology
 Shawn Nordell, Ph.D., Biology
 Jennifer Popiel, History
 Mark Ruff, 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
 Brian Till, Ph.D., Marketing
 Paaige Turner, Ph.D., Communication
 Patrick Welch, Ph.D., Economics
 Julie Weissman, Ph.D, Office of Planning and Decision Resources
 Elizabeth Zeibig, Ph.D., Clinical Laboratory Sciences

Yu-Ping Chang	Nursing	Joanne Schneider
Emily Eisenacher	Earth and Atmospheric Sciences	Benjamin de Foy
Phillip Galli	Sociology and Criminal Justice	Martha Shockey-Eckles
Brian Greening	American Studies	Mitch Lee
Robert Hawkins	American Studies	Jonathan Smith
John Keeling	Pathology	Jane McHowat
Denise Leonard	Biology	Nevin Aspinwall
Carla Lopez del Puerto	Higher Education	Karen Myers
Tim Mulhall	Social Work	Gary Behrman
Obi Nwakanma	English	Joya Uraizee
Janice Palmer	Nursing	Kim Powlishta
Matthew Schultz	English	Ellen Crowell
Xin (Joyce) Zhou	Marketing and International Business	Hongxin (John) Zhao

**Appendix b: Names, Mentors and Departments of
2007-2008 Certificate in University Teaching S**

The Paul C. Reinert, S.J. Center
for
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