

CTE NOTEBOOK

10TH ANNIVERSARY EDITION

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Inside This Issue

10 Year Anniversary	
Retrospectives	1
From the Director	2
Speaker Series	4
From Our Archives	5
CUTS Alumni Notes	6
Technology/Service-Learning Corners	7

Reinert CTE Mission Statement

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.

The Reinert Center for Teaching Excellence

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At our recent Fall 2006 Certificate Ceremony & 10 Year Anniversary Kickoff CTE Progenitor and Interim Dean of Arts and Sciences, Don Brennan, offered retrospective remarks on the beginnings of the Center and its future endeavors.

I think we like to hear simple, positive stories this time of year and this year qualifies.

On February 14 and 15, 1992, a group of 40 faculty, administrators and teaching assistants met at Fordyce House for a two-day workshop conducted by Dr. Leo Lambert, Associate Dean of the Graduate School at Syracuse University. The topic was how to better prepare graduate teaching assistants for the classroom. The recommendations from this conference included the development of a more comprehensive, university-wide teaching assistant orientation model; ongoing education programs for teaching assistants to be held throughout the year; improved mentoring by faculty; and the development of a centralized teaching assistant resource room in the Graduate School. I am holding up the March 5, 1992 issue of "Insight" Magazine (the predecessor to Grand Connections) and the front page article, "Expanded TA Training on the Way" introduces the establishment of the Teaching Resource Room. The article concludes with a quote from me saying, "Our goals are to improve the quality of undergraduate instruction, provide a better educational experience for our graduate students and, ultimately, provide a better prepared future professorate." When the Graduate School moved into O'Donnell Hall, almost 15 years ago next May, the Teaching Resource Room was formed. It consisted of the creation of a library of teaching improvement materials as well as the

Continued page 3

Dean Ellen Harshman, former CTE Director and current Dean of the Cook School of Business, added these reflective remarks at our Certificate Ceremony and Anniversary Kickoff Celebration:

Anniversaries are wonderful! This one is especially meaningful to me. Here we have an occasion to celebrate with others who have made contributions to the evolution and vitality of the Reinert Center for Teaching Excellence. And to its development into the amazing resource it is today. In addition to the celebration, the anniversary is an important time to take stock—to value and appreciate the journey and to thank all who have been travelers along the way.

Any innovation requires a vision—a visionary—someone has a great idea that can make an important contribution. But there are lots of great ideas that never go anywhere because the visionary could not take the next step and become a champion—That's where Don Brennan has made such a difference—he took that next step to make the Teach

Continued page 3



From the Director

The Center staff recently hosted a campus visit by Dr. Charlie Lo Presto, a faculty member from Loyola College in Maryland. Charlie has been charged with creating a Center for Teaching Excellence at Loyola College and was visiting some centers at Jesuit Universities. Charlie's visit provided a great opportunity for me to spend almost four hours talking about the Reinert Center for Teaching Excellence, its history and programs and reflecting on centers such as ours. As he was leaving, Charlie asked me for the most important piece of advice I could give him as he works towards starting a center at Loyola. Reflecting on our Center and its history and the way it functions today, the answer was obvious – in order to truly create a center that faculty will embrace, one must actively involve faculty in all aspects from design to implementation of the center and its programs.

The Reinert Center for Teaching Excellence would not exist without the vision and leadership of Don Brennan, dean of graduate school and interim dean of arts and sciences, and the work of faculty who recognized the need for a center to provide resources supporting teaching and learning. From its inception, the Center has received strong support from the University's administration, including former provosts Breslin and Johnson and current provost Weixlmann. However, as we talk with colleagues at other institutions, we are aware of the uniqueness of our Center because of the role faculty members played in its founding and continue to play in the design and implementation of many of the Center's programs. This anniversary year provides an opportunity to highlight work that early advisory boards and previous Center directors, Debbie Natoli, Maria Lynn and Ellen Harshman did to strengthen and promote the Center's growth. We continue to be fortunate today in having a dedicated staff, working Advisory Board, and the support of the provost office, particularly Marla Berg-Weger, senior associate provost. Most importantly, we continue to be recipients of the generous support of members of faculty and professional staff who attend our programs, share their expertise as program presenters, and serve as mentors for participants in our certificate program.

As we kickoff the 15th anniversary of the Graduate Assistants' Resource Room and the 10th anniversary of the founding of the Center for Teaching Excellence, I am heartened to know that the Center is continuing to fill the mission set out by those who helped establish the Center in 1997. The Center has grown substantially over the years and with that growth, the mission has also expanded. A grant to Saint Louis University from the Danforth Foundation provided funds for construction of the Center's Learning and Technology lab and served as a catalyst for the growth of the Center's programs. The Center continues to award the Certificate in University Teaching Skills through the graduate school, support the integration of technology into teaching, and sponsor programs designed to enhance teaching at SLU. As the number of staff has grown and particularly with the new position supporting service learning, the Center has been able to expand services offered to faculty and graduate assistants to include assistance with service learning, small group instructional feedback sessions, assistance on teaching-related grants, conversations on teaching, as well as many specialized programs and services for faculty and departments. With the growth in programs and staff, the core of the Center's mission, however, remains to support teaching and learning at Saint Louis University.

Continued on page 8

Congratulations to the Fall 2006 Certificate in University Teaching Skills and Participation Certificate Recipients

Certificate Recipients

John Ayabe, History Department

Mentor: Dr. Mike Ruddy

Lili Guo, Modern & Classical Languages

Mentor: Dr. John Zhao

Denise LaBarge, Counseling & Family The.

Mentor: Dr. Bob Bertolino

Mark Pedigo, Math

Mentor: Dr. Russel Blyth

Michele Schutzenhofer, Biology

Mentor: Dr. Tom Valone

Participation Certificate

Angela Moore, Communication

Harshman, Continued from page 1

ing Center a reality—to plant the seeds, provide the nourishment, and make it grow.

It's an honor for me to be here to participate in this event and to add my perspectives on the Center's evolution—I'll mention some specific events and people. Please think of these as simply illustrations of some of the highlights and committed individuals that have contributed to make the Center what it is now and what it can become.

Although I served as a member of the Advisory Board from the earliest days and occasionally presented a program or mentored a student, my real connection to the Center is the direct result of an initiative that was actually led by Sandy Johnson and Shirley Dowdy—Sandy was Provost and Shirley was Dean of Arts and Sciences.

Without going into a lot of detail here, the William and Flora Hewlett Foundation announced a proposal to fund innovative academic initiatives—Provost Johnson thought SLU would be a good fit with the funder's intentions and pulled together a team to work on a proposal, that included Dean Brennan and myself.

Shirley Dowdy focused attention on what she called the "inquiry courses" the specially designed SLU2000 courses for lower division and especially freshmen. What was missing from the SLU2000 planning was a faculty development concept related to the inquiry model of teaching and of course assessment. And as the thinking evolved it made sense to tie those concepts to the Center for Teaching Excellence (not yet named the Reinert Center for Teaching excellence). We got the grant in May 2000—and as a result of the emphasis on faculty development and assessment, had a position to fill as part of the staff of the Center. Things evolved over the summer, the Center director moved away, we searched for the right person to help with the new initiatives, and I began to take a more active role in working with the Center. As time wore on it seemed to make sense to tie the Center more directly to the Provost's office—to move it more to center stage in faculty development—building on the excellent foundation that already existed.

In the fall of 2000, the Center began a shift. Don Brennan advised the Provost that a structural realignment might make sense. So I began my work with the Center more directly with Mary Stephen as Associate Director, Julie Weissman in the Hewlett position, and Bonnie Tebbe keeping everything, and everyone, under control. At that time I described the transition this way:

Continued page 4

Brennan, Continued from page 1

development of a video tape library of some of Saint Louis University's excellent teachers. Under the direction of then Assistant Dean, Dr. Rosetta Taylor Moore, and one graduate assistant, the Center began to provide consultations regarding teaching and learning for teaching assistants. The Center's small advisory board consisting of a highly committed group of faculty, pushed the Center's agenda forward. The thing that surprised me most was the immediate support the development of this simple concept received from graduate students, staff, faculty and selected administrators.

The next year, in 1993, the University Board of Graduate Studies approved a Graduate Certificate in University Teaching and the Teaching Resource Room's Advisory Board worked very hard to develop standards for this certificate. As a result, we expanded our staff to two TAs and hired Dr. Jack O'Brien as the Teaching Resource Room's Scholar in Residence. Very quickly the clientele of the Teaching Resource Room expanded from graduate students to both new and veteran faculty who wished to improve the teaching performance. The Advisory Board was expanded to include people from Information Technology, the Instruction Media Center, and the Library. By 1995, the Center had expanded beyond the capabilities of its staff and its space. A strategic plan to develop a Center for Teaching Excellence was approved in 1996 and on March 26, 1997, Dean Shirley Dowdy agreed to support the Teaching Resource Center's request to move into the O'Brien House and she further agreed to allow Dr. Jim Korn to serve as the Associate Graduate Dean for Teaching. Also on July 1, 1997, a new Center for Teaching Excellence finally had a real budget from the University. The Center for Teaching Excellence moved from O'Donnell Hall to O'Brien House in 1998 and on February 16, 1998, Fr. Biondi dedicated the O'Brien House as the Center for Teaching Excellence. This concept was so loved by its supporters, \$1,500 in donations were raised primarily from the members of the Advisory Board to buy furniture for the new building.

Continued page 6



Harshman, Continued from page 3

we were taking the flower that Don Brennan had so carefully nourished and making it grow even bigger and stronger.

We designed a leadership model where we asked senior faculty members to take on real operational roles in the functions of the Center—Jim Korn, Doris Rubio, Steve Wernet, agreed to become part of the steering committee of the Center along with Mary, Julie, and myself. Teresa Johnson, Laura Stuetzer and JJ Mueller signed on as faculty technology mentors.

Our board was active in service as resources for programs as well as for strategic planning. The Center continued its initial mission to provide the Teaching Certificate for our graduate students, and the portfolio workshop for pre-tenured faculty, but broadened its reach to include new faculty orientation, mentoring, professional development seminars, special interest groups, book clubs, and so forth—taking feedback from faculty members about their needs and desires and from the Center's expertise to develop the kinds of programs that would be most useful.

The Center has since extended itself internationally with an association with educators in Brazil—coming here for programs—and Mary visiting there. Shortly before I moved from the Provost's office back to the School of Business, we were able to entice Sandy Gambill to join the staff formally—she had been a consistent collaborator and supporter in the development and delivery of programs such as the Winter Institute and other pedagogy and technology programs. Her presence as part of the leadership team in the Center added another important dimension to the resources available to faculty members and graduate students.

Over time the cast of characters changed somewhat, but the faculty members who served as steering committee members, mentors and continue to serve on the Advisory Board, and the dedicated staff members and graduate students—have continued to make a difference through their passion for teaching and their love of SLU.

It was my privilege to know Father Reinert for many years and to truly appreciate what an impact he had—not just on Saint Louis University—but on Catholic higher education in this country. I feel certain that he would be proud of the contribution that the Center has—and will—make to the school that he led for so many years. I so much appreciated working closely with Mary and Bonnie I've missed that close association—and I congratulate Mary Stephen, her staff, and Marla Berg-Weger, Senior Associate Provost, on the continued growth and impact of the Center's contributions to faculty and graduate development

ANNOUNCING: 10th Anniversary Speaker Series

Please join us for the following speakers to celebrate our 10th anniversary.

Wednesday, February 7, 2007
“Difficult Dialogues,”
University Missouri Columbia
3:30-5:00, Busch Student Center, Rm. 253A

Wednesday, February 14, 2007
“A New Engagement in Active Learning,”
Bob Bringle, PhD.,
Director for Service & Learning,
Indiana University Purdue
University Indianapolis
3:00-4:00, Cook Hall, AB Auditorium

Thursday, March 8, 2007
“Developing Service Learning Partnerships,”
Cathy Burack, Senior Research Associate,
Brandeis University

Friday, March 23, 2007
“Learning Technologies,” Chris Dede, Ph.D.,
Endowed Professor in Learning
Technologies, Harvard University

Friday, November 2, 2007
Tom Reeves, PhD., Professor Instructional
Technology, University of Georgia

Additional Speakers to be added. For additional information call the Reinert Center for Teaching Excellence at 977-3944, email cte@slu.edu, or visit our website cte.slu.edu.

From Our Archives:

Take a glance at one of the first published articles, by Mary Flick, mentioning the Center from a 1982 edition of SLU's "Insight" Magazine—now "Grand Connections."

"Expanded TA Training on the Way"

Help is on the way for the University's teaching assistants who often find themselves in front of the undergraduate classroom academically prepared but with no teaching experience or training.

A group of 40 faculty, administrators, and TA's met recently to hear from one of the experts, Dr. Leo Lambert, associate Dean of Syracuse University's graduate school, how to better prepare TAs for the classroom.

"One way to improve the quality of undergraduate teaching is to improve the training of TAs, many of whom have little or no teaching experience when they start," said Dr. Donald Brennan, dean of the Graduate School.

Brennan noted that about 125 of the University's more than 350 graduate assistants are involved in formal classroom or laboratory instruction.

Among the suggestions that surfaced at the recent gathering are development of a more comprehensive University-wide TA orientation model; expanded lobbying efforts for external financial assistance; and a centralized TA resource room, to be established once the Graduate School moves to the O'Donnell Building in May.

The room will be staffed by a graduate assistant and feature audio-visual and print materials on effective teaching methods. There are also plans to provide ongoing education throughout the year for TAs and close mentoring by faculty and more experienced graduate students.

Ultimately, Brennan said, he hopes the University can develop a centralized training program that can deal with issues that cross all disciplines, yet allows TAs to work with issues common to their specific departments. A spin-off to the expanded TA training, Brennan said, is that the resource room and training will be available to new faculty members. "Our goals are to improve the quality of undergraduate instruction, provide a better educational experience for our graduate students and, ultimately, provide a better prepared future professorate," Brennan said.

Center for Teaching Excellence: Timeline

With the help of some of the Center's founding members, such as Dean Brennan, Dr. Jim Korn, and Dean Harshman, what follows is a timeline of the Center's development.

Fall	1992	Establishment of Teaching Resource Center under the direction of the Graduate School
	1995	Established Graduate Certificate in University Teaching
July	1997	Established official Center for Teaching Excellence with Deborah Natoli as Center's Director and Jim Korn as Associate Graduate Dean for Teaching
Feb	1998	Biondi dedicated O'Brien House as the Center for Teaching Excellence
Spring	1998	First faculty portfolio retreat
	2000	Move from O'Brien House to Verhaegen Hall; Mary Stephen hired as Assistant Director and Coordinator of Teaching and Learning
	2001	Dedication of the Center in Verhaegen as the Paul C. Reinert SJ Center for Teaching Excellence; Technology and Learning lab funded by the Danforth Foundation
		Movement of the Center under the direction of the Provost Office
Summer	2002	DuBourg Hall procured as the Faculty Resource Room
	2003	Dr. Marla Berg-Weger assumes Senior Associate Provost
Summer	2003	Mary Stephen assumes Directorships of CTE; Lori Hunt joins as Program Assistant; Sandy Gambill joins as Assistant Director and Coordinator of Technology and Learning
January	2006	Gail Herzog joins as Program Director for Service-Learning
July	2006	Dawn DeLaria joins as Program Assistant
August	2006	Dr. Beth Hill joins as Program Director for Teaching Enhancement

Directors' Tenure:

Dr. Deborah Natoli: 1998
 Dr. Maria Lynn: 1998-2000
 Dr. Ellen Harshman: 2001-2003
 Dr. Mary Stephen: 2003-present

Certificate in University Teaching Skills, “CUTS,” Alumni Notes

To celebrate our tenth anniversary we asked several alumni of our Certificate in University Teaching Skills program to offer some reflective remarks on their experiences with the program and how it helped them in their current positions. CTE takes responsibility for preparing future faculty and enhancing the quality of undergraduate and graduate education by offering the CUTS program to graduate students and faculty.

*Alicia Noddings, MA
Principal, Chesterfield Day School
PhD Candidate in Educational Studies
Alicia also teaches at the Missouri Montessori Teacher Education Program and UMSL
CUTS 2006*

I began my CTE certificate on the recommendation of a graduate assistant colleague during my first semester of university-level teaching. As a Ph.D. student, I found the portfolio assignments a natural fit for use as both a higher education teaching resource and a set of broader professional tools that I could utilize in a variety of ways in my educational consulting and other education-related job experiences. I am grateful for the structure that the portfolio process provided me, as I now am in the habit of formal reflective and evaluative practices whenever I teach, whether in a university setting, presenting at conferences, or conducting teacher training seminars. As an elementary school principal, I also look for opportunities to share these reflective ideas with both my classroom teachers and the new teachers that I prepare for the profession in the Missouri Montessori Teacher Education Program and the UMSL Transition to Teaching Program. I am happy to recommend the CTE certification process to anyone interested in gaining concrete tools for improving his or her reflective classroom practice.

*Terri Rebmann, PhD, RN, CIC
Associate Director for Curricular Affairs
Assistant Professor
Institute for Biosecurity
Saint Louis University, School of Public Health
CUTS 2006*

I began using the skills I learned and the tools provided in the Certificate program immediately in my career. In my role as the Associate Director of Curricular Affairs at the Institute for Biosecurity in Saint Louis University’s School of Public Health, I am in charge of developing the curriculum for a Master of Science in Biosecurity and Disaster Preparedness degree program and coordinating the courses taught in the program. Many of the skills and tools I gained from the Certificate program have been used to create and improve our program, including ways to address all types of student learners, how to engage students in deeper learning, and better ways to assess students’ work. Providing the University Teaching Skills program in a distance-based format allowed me to continue working, attend classes for my PhD, and participate in the Certificate program. It also taught me how to set up and administer a distance-based program, which has direct applicability to my career.

Brennan, Continued from page 3

The Center’s programs continued to grow and expand under the leadership of Rosetta Moore, Jack O’Brien, Jim Korn, Debbie Natoli and Maria Lynn through 2000. In July of 2000, the Center for Teaching Excellence reunited itself with the Graduate School and moved in Verhaegen Hall. We hired Dr. Mary Stephen as the Assistant Director for Technology and Learning in July of 2000 and in 2001, Dr. Ellen Harshman took over as director of the Center and the Center’s reporting lines changed from the Graduate School to a more prominent position in the Provost’s Office. I love this story because the development of this excellent unit at Saint Louis University started with a basic premise, funded on smoke and mirrors, but with the strong bottom up support of the graduate assistants and the faculty who served as mentors to them and to one another.

The Technology Corner

Sandy Gambill,
Program Director for Learning Technology



Faculty development in the area of technology has come a long way in the Reinert CTE's 10 years. One of our newest ventures is into the area of online pedagogy. In spring 2006, the CTE formed a faculty committee to assess needs and guide program development in this area. In fall 2006, the committee ran an online survey to assess needs, and this semester is offering programming aimed at addressing every item that received a 40% or more request rate on the survey. Details on that programming can be accessed at http://cte.slu.edu/online_teaching_sp07.pdf

Another goal of the committee was to bring in a major speaker in the area of online pedagogy this academic year. The CTE is pleased to announce that Dr. Christopher Dede, Timothy E. Wirth Professor in Learning Technologies at Harvard University's Graduate School of Education will speak at SLU on Friday March, March 23 at 9:00 (location TBA). Dr. Dede, who will appear as part of the Center's 10th Anniversary Speaker Series, is a noted researcher in the areas of distributed learning communities, and teaching and learning through cyberinfrastructure. You can read more about him <http://www.gse.harvard.edu/~dedech/>

Additionally, on November 2, 2007, also part of the Anniversary Speaker series, Dr Thomas Reeves, Professor of Educational Psychology and Instructional Technology in the College of Education at The University of Georgia will speak at SLU on the evaluation of online learning activities. Dr. Reeves' research areas include evaluation of instructional technology, mental models and interactive multimedia, authentic learning environments, and instructional technology in developing countries. You may read more about him on his website at <http://it.coe.uga.edu/~treeves/>.

Want to learn more? Checkout the Learning Technologies monthly newsletter available through free subscription from Sandy Gambill at gambill@slu.edu.

The Service-Learning Corner

Gail Herzog,
Program Director for Service- Learning



Exciting things are happening in the world of Service-Learning these days! Thanks to the dedicated work of Bobby Wassel, Coordinator of Student Community Service, and Meredith Hoog, Service-Learning student intern, our website is up and running. Visit our website, <http://servicelearning.slu.edu>, where you will find a wide array of useful resources, the most notable recent application being the directory of Service-Learning community partners including a listing of over 100 organizations expressing a desire to form a service-learning partnership with Saint Louis University. This list can be viewed alphabetized, as well as by category and organizational needs.

We continue to visit classrooms to share information about Service-Learning; and are pleased to work with faculty in any way possible to assure a smooth delivery of Service-Learning options. Our goal is to develop university-community partnerships where students, faculty, and community partners cooperate in a shared commitment to collaboration, community building, and support for institutional change and innovation. The critical pedagogy articulated by Paulo Freire: Praxis, History, and Dialogue under girds our orientation to the Service-Learning process.

Seventy-five Service-Learning enthusiasts including SLU faculty and program directors, along with community partners, met and mingled over a continental breakfast on January 24. This event provided a networking opportunity and an idea exchange for those interested in developing university-community partnerships.

Our dedicated, enthusiastic Service-learning Advisory Council is in place, and looks forward to working with Service-Learning consultant Robert Bringle, Director for Service & Learning, Indiana University Purdue University Indianapolis during his February 14 visit. All are invited to attend Dr. Bringle's general audience address on Wednesday, February 14 from 3:00-4:30 p.m. in the Anheuser Busch Auditorium, John Cook School of Business. Bringle will highlight elements of engagement in his talk entitled: "Students + Faculty + Community Organizations: A New Engagement in Active Learning through Community Service to Enrich Saint Louis University's Five Dimensions".

On March 8 Cathy Burack, Senior Research Associate Brandeis University, will offer a workshop, "Swinging Doors: Making Community-College Partnerships Work." Additionally, a spring recognition celebration is in the works. And, this July a workshop for faculty on Service-Learning curriculum development will be offered.

Thank you for all the work you do on behalf of this University. We consistently hear such wonderful comments from our community partners on the good work of our students and faculty. Your dedication to fulfilling the Jesuit ideals of developing men and women for others is indeed heartwarming and inspiring.

2007 Teaching Renewal Conference

“Excellence in Higher Education: Innovation, Accountability and Internationalization”

February 22-23, 2007; University of Missouri-Columbia
Reynolds Alumni Center

The Teaching Renewal Conference focuses on sharing ideas and research on assessing and overcoming the many challenges faculty face as they try to make learning happen in their courses. It offers faculty an opportunity to:

- 1) present original research on college student learning,
- 2) conduct hands on workshops in innovative teaching practices that encourage student engagement and
- 3) lead discussion groups examining issues involved with teaching.

Keynote — Robert C. Dickeson, PhD

“*GREATER EXPECTATIONS: Increasing National Attention on Teaching and Learning in Higher Education*”

To register visit: <http://teachandlearn.missouri.edu/events/trc/index.html>

Director's Column, Continued from page 2

While it would be nice to be able to rest on our laurels and spend the year looking back, this anniversary year provides a natural opportunity to envision how the Center might evolve in the future. To accomplish this, the Center will sponsor a series of “visioning” sessions in which faculty, administrators and graduate students from across campus will be invited to help Center staff and advisory board look to the Center’s future.

An anniversary is also an occasion to celebrate. We plan to continue the anniversary celebration throughout the year by sponsoring an Anniversary Speakers’ Series. We plan to bring to campus a select group of individuals who are known internationally for their expertise on issues related to teaching. We will combine this series with presentations by SLU faculty, many of whom are also well-known for their expertise in teaching. We also look forward to the release of a book written by members of the Center’s Advisory Board on “What Teaching Excellence Means at SLU.”

We invite you to watch our website (<http://cte.slu.edu>) for announcements of anniversary year events. We hope you will join us at many of these events and help us celebrate the tenth anniversary of the Paul C. Reinert S.J. Center for Teaching Excellence.

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