

CTE NOTEBOOK

Volume 9
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Fall 2006

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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

Saint Louis University
Verhaegen Hall Room 314
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St. Louis, MO 63108
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Integrating “Heroic Leadership” into the Freshman Experience by Shawn Nordell

Each year, the University adopts a summer reading experience for incoming freshmen. Goals of the reading program include: 1) providing a shared intellectual experience that prepares incoming freshmen to engage in discussion on an ongoing basis, 2) addressing questions and life issues faced by incoming freshmen, 3) introducing students to academic life and the uniqueness of Jesuit higher education, reflective of the mission of Saint Louis University, and 4) providing opportunities for incoming students to dialogue with each other, faculty and staff on campus.

This year the Freshman Experience committee chose Chris Lowney’s book Heroic Leadership: Best Practices from a 450 Year Old Company

that Changed the World as the summer reading. This book blends

Lowney’s early life experience as a Jesuit Seminarian with his later life as an executive for a Fortune 500 company. He uses his unique perspective to present the Jesuits’ tradition of leadership principles for all individuals.

In Spring 2006, Reinert CTE hosted a conversation on the freshman summer reading program and its integration into the freshman experience. The conversation began with a brief introduction to the learning objectives of the freshman reading experience and the process of how the book was chosen. Discussion followed on how different academic units work with their freshmen and ways to integrate the reading into freshmen experiences.

“Heroic Leadership” talks about the four pillars or principles that Jesuits use to become leaders: self-awareness, ingenuity, love, and heroism. The group discussed each of these pillars and how they connect with the



From the Director

Welcome back to a new academic year. This first issue of the Notebook begins with some strategies for integrating the freshmen reading, *Heroic Leadership*, into courses across the curriculum. The ideas were generated in May by faculty participating in a Center for Teaching Excellence conversation facilitated by Shawn Nordell, Ph.D., Department of Biology and Center faculty fellow. *Heroic Leadership* had been the focus of many faculty and staff book discussions last year as part of the Ignatian anniversaries year celebration and in preparation for author, Chris Lowney's spring appearances on campus.

I encourage you to take advantage this year of the broad range of programs and resources we offer, including a new series of programs for graduate students co-sponsored with the Office of Research Services Administration. Details on all the programs and Center resources can be found on our website, <http://cte.slu.edu> or by calling the Center at 977-3944.

Several changes in personnel and organization have occurred in the Center since last spring. In July, Dawn Delaria joined the Center as administrative secretary. Dawn has been at the University for many years, and we are pleased to welcome her to the Center. We also welcomed Elizabeth (Betsy) Schroeder, a doctoral student in American Studies, as a graduate assistant in July. Freshmen, Anna Migneco and Kaylen Hoffman will join CTE this fall as student workers. The Center is delighted to welcome Elizabeth Hill, Ph.D., as Program Director for Teaching Enhancement. Look to the next issue of the Notebook for a more detailed introduction from Beth. Faculty fellows for the coming year are Eddie Clark, Ph.D., (Psychology); Mary Domahidy, Ph.D., (Public Policy); Bob Krizek, Ph.D. (Communications); Shawn Nordell, Ph.D. (Biology); and Darina Sargeant, Ph.D. (Physical Therapy).

We hope you will join us at an open house from 2:00 – 4:00 on September 7 to meet the Center's staff, tour our facilities and learn about the Center's program.

Graduate Student Brown Bag Series

IRB

12-1:30pm, November 29, 2006
Heather Rich, IRB Education Specialist
CTE Lab, Verhaegen 212

Dissertation Dialogue

4:30-5:30pm, December 5, 2006
Sheila Lischwe, Associate Director of ORSA
ORSA Lab, Verhaegen 324

CTE Certificate Ceremony & 10 Year Anniversary Kickoff

Friday, December 8,

**DuBourg 157
3:30-5:00pm**

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University and the students. The following is a brief overview of that discussion in relation to the themes of the book.

Love & Ingenuity – The principle of love is useful in demonstrating how students feel a specific connection with this campus and the University. Ingenuity is a very pertinent topic for the freshman class because it conveys a sense that the world is not black and white or simplistic. Likewise, leadership is not a simple or straightforward skill. Freshmen will need to learn that there are some portions of their academic life that will be rather straightforward but that a great deal of their learning will not be so concrete. For example, they will need to learn how to adapt to individual instructors and ingenuity will play an important role in that process. Many classes involve some straightforward memorization or rules and yet those same classes will also require ingenuity and the synthesis of new ideas. For example, the first day of math class might involve memorizing equations, but students will soon need to know how to apply and use those equations.

Another aspect of this discussion focused on the dichotomy between high school and college academic experiences. Many freshmen were only required to look over their notes before exams to be successful in high school. This continues to work for some but most need to learn new study skills in order to be successful in college. This requires ingenuity on the part of the student to learn new techniques and skills to be successful at the collegiate level.

Leadership - According to Lowney, everyone is

StarLink Success & Leadership Series

Sponsored in collaboration with ITS Educational Technology Services

Available for viewing on your personal computer

“Catapult Your Career”

Keith Ferrazzie, Sept. 15; 1:30-2:45

“ I Got Fired and That’s the Best Thing That Ever Happened to Me”

Harvey McKay, Oct. 20; 1:30-2:45

“Find Your Purpose”

Dr. Bertice Berry, Nov. 10; 1:30-2:45

a leader. This applies to the SLU community where both students and faculty are leaders. Faculty can lead by asking students to identify their goals, and then discussing how they can help the student succeed and reach their goals. This often requires students learning how to create a learning relationship with the instructor. This is a very different model than in high school where the instructor/ teacher creates the learning model for the student. Being a hero is shaping your own destiny. Students need to be poised to shape their own identity and not wait for this to be given to them.

Freshman reading experiences – The freshman reading experience is an excellent opportunity for students to read critically. It will be important to be able to motivate the students to read the book in this manner. It would be useful to have a common language to discuss these pillars across the academic campus. If this book is used for several years then there is the potential to have older students discuss

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the book with younger students. One key question is how we can best motivate students to read the book critically? The group discussed the use of blogs as one tool for promoting critical reading.

In order to better use the book across disciplines, the group felt it might be useful to focus on a few specific chapters that emphasize important concepts of the book. This is also an opportunity to highlight the importance of critical analysis. Most disciplines consist not only of “facts” but involve an interpretation of the data and an evaluation of alternative explanations. Currently, there is no coherent unifying method for encouraging critical analysis across the academic disciplines. “Heroic Leadership” might be useful here. The rhetoric and practices from the book can be used throughout students’ academic careers and more book club meetings would provide an excellent venue for cross disciplinary discussions. In addition, it is important to continuously deliver more information about the program and the book in order to reach a large audience.

Continuity – Lastly, the group discussed the importance of using this book for several years to encourage more faculty involvement. This would reinforce the concepts of the book and be easier to incorporate into classes. Discussion focused on the importance of having faculty buy-in on the value of the reading experience and that this excitement and significance needs to be reinforced at all levels of the University.

Check out archived CTE Notebooks & other CTE News Online at <http://www.slu.edu/centers/cte/>

Faculty Book Club

Making Time, Making Change: Avoiding Overload in College Teaching

By Douglas Roberson

September 22, VH 219 12-2

October 3, VH 119 3-5

Presented by CTE & The Office of Research Services Administration

Reservations required –

Call CTE at 977-3944 or email cte@slu.edu

New On-line Journal

International Journal for the Scholarship of Teaching & Learning

The journal will be published by the Center for Excellence in Teaching at Georgia Southern University with the inaugural issue scheduled for January 2007. The deadline for submissions for the first issue is November 1, 2006.

For more information:

<http://www.georgiasouthern.edu/ijsot/>

Graduate Student Book Club

Negotiating Graduate School: A Guide for Graduate Students

by Mark H. Rossman

Wednesday, September 13; 12-1:30pm

Thursday, September 28; 2-3:30pm

Wednesday, October 11; 12 - 1:30pm

Thursday, October 26; 2 - 3:30pm

Presented by CTE & The Office of Research Services Administration

Reservations required – call Bridget Turner at 977-2241 or email turnerbk@slu.edu



Service-Learning Update

Gail Herzog, Program Director for Service-Learning

As a Jesuit institution, Saint Louis University places a great deal of emphasis on service to the community. For the past two years, the University has donated over 750,000 hours of service work to the greater St. Louis community. Under girding this service commitment is the mission statement, calling all of us in the SLU community, to “be men and women for others.”

A way of academically affirming this mission is through Service-Learning—the pedagogy that links service and academic study so that each strengthens the other, producing a greater impact than either could have produced separately. What works to distinguish Service-Learning from other volunteer experiences, is the intentional integration of service and learning and the reciprocal nature of both service and learning among all parties in the relationship: students, faculty, and community partners.

As you may recall, just this past year, SLU initiated a collaborative Student Affairs-Academic Affairs Service-Learning partnership. This resulted from the recognition of the need to provide more assistance to faculty desiring to incorporate Service-Learning pedagogy into their courses, and to students wishing

to experience Service-Learning opportunities. Such collaboration seeks to systematically and intentionally create holistic learning experiences for students, and a means to institutionalize civic engagement.

Saint Louis University employs two full-time staff members to facilitate Service-Learning programs: Robert Wassel, Coordinator of Community Service, Community Outreach Center; and, myself, Gail Herzog, Program Director for Service-Learning, the Reinert Center for Teaching Excellence. Together, Robert and I have been working to form a solid foundation and a collaborative University partnership, which, with faculty assistance, we hope will serve those in need of the larger St. Louis community.

So that this partnership might better provide faculty with appropriate, up-to-date community sites for Service-Learning students, we conducted a Community Organization Needs Assessment Survey—yielding a 40% response. We have over 100 organizations expressing interest in forming Service-Learning partnerships with SLU; and nearly that number are requesting a site visit, which is now underway.

If you would like to participate in a site visit, or have the desire to participate in a collaborative partnership with a specific organization, please know that you are enthusiastically invited. Our goal is to encourage the collaborative model of Service-Learning in which students, faculty, student affairs,

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Announcing “Learning Technologies”

A monthly e-newsletter from the Reinert CTE. The inaugural issue will be published in September 2007.

E-mail Sandy Gambill at Gambill@slu.edu to be added to the subscribers list at no-charge.

and community partners gather as collaboratively as to learn and teach.

We are working on building a website committed to Service-Learning, which can be found at: http://studentlife.slu.edu/service_learning. We are available to make presentations to your classes about the Service-Learning component, as well as coordinate the placement of students in appropriate, faculty-approved Service-Learning sites, harmonious with your learning objectives. We will participate in the sound development of student-faculty-community organization relationships. We can assist in the preparation of reflection materials and/or facilitate reflection sessions at your request.

Be sure to note our annual Community Service Fair held at SLU on Wednesday, September 20, 2006. Along with the fair, Faculty are invited to meet with community organization representatives at a special breakfast meet-and-greet session at 8:30am.

Service-Learning Workshops

Developing Service-Learning Community Partnerships

Wednesday, Sept.20; 8:30 a.m. Knight's Room

Service-Learning:

Logistics of Learning Through Serving

Wednesday, Oct. 11; 3:00 p.m. in VH 212 &

Thursday, Oct. 26;

2:15 p.m. Brown Bag in VH 212

Exploring Essentials of Service-Learning Curriculum Development

Wednesday, Nov. 15;

12:00 p.m. Brown Bag in VH 212

Reflection in Action:

The Learning-Doing Relationship

Wednesday, Nov. 29; 12:00 p.m.

Brown Bag in DuBourg 261

Learning to Teach On-Line Verhaegen 212

A Conversation About On-Line Pedagogy

Sept. 14, 3:00 to 4:30 pm

Sandy Gambill & the Reinert CTE Committee on On-line Pedagogy
Faculty of all experience levels are invited to join an informal conversation around "what works" in the on-line environment.

Lessons Learned: One Professor's Experience in Going On-Line

Sept. 28, Noon to 1:00 pm

Karen Myers, Leadership & Higher Education

Dr. Myers will share her experiences in developing and teaching on-line courses for graduate students.

Planning Your On-Line Course

Part 1: Oct. 4, 9:30 to 11:30

Part 2: Oct. 11, 9:30 to 11:30

Sandy Gambill, Reinert CTE

These seminars will explore pedagogical issues on-line teachers need to consider, including organization and delivery of curricular materials, developing a virtual classroom culture, assessment, and time management.

Library Resources for Distance Students

Nov. 16, 3:00 to 4:30 pm

Martha Allen, Pius Library

This session will explain the process for helping on-line students access library materials and other scholarly materials.

A Conversation About On-Line Pedagogy

Dec. 4, 3:00 to 4:30 pm

Mary Rose Grant, School of Professional Studies
Faculty of all experience levels are invited to join an informal conversation around "what works" in the on-line environment.



The Technology Corner

**Sandy Gambill,
Program Director for Learning Technology**

“Where can I see what other teachers are doing?” is one of the most common questions I hear from faculty considering adding online activities to face-to-face-courses or teaching entirely online. Since online activities are generally password protected, it’s difficult to get an idea of what others are trying. Additionally, faculty are so busy it becomes difficult to even find time to talk to colleagues about their experiences. In an attempt to address these concerns, Reinert CTE has formed a faculty committee on online pedagogy, and, in this 2006-2007 academic year, will launch a new program aimed at helping faculty explore best practices in this area.

Programming will begin in the fall with a series of informal conversations aimed at promoting faculty exchange of best practices, and workshops on topics such as planning your first online course and providing access to library materials for distance students. (*See schedule on page 7*) We’ll also be conducting a short survey in the fall to gather information about faculty needs in the area of online pedagogy.

In the spring, we’ll launch a series of online workshops covering topics such as making online discussion more effective, addressing learning styles, and online collaborative activities. These workshops will be conducted through WebCT, and participants who complete the series will receive a certificate, along with letters of recognition to their deans and chairs. Other possible activities include a fair showcasing best practices and a project to identify

classrooms of excellence. Please feel free to contact me at gambill@slu.edu or 977-7202 if you have questions or want further information.

There are two other upcoming items worth noting. In September, CTE will publish the inaugural issue of a monthly electronic newsletter devoted to learning technologies. Be sure to e-mail me at gambill@slu.edu if you would like to be added to the subscribers list at no charge. On November 2nd and 3rd, we are cosponsoring a conference on Teaching and Technology with University of Missouri-St Louis and other institutions in the region. This conference will feature a national speaker and presentations by faculty. Watch our website (<http://cte@slu.edu>) and Newslink for details on the call for papers. The conference is free for SLU faculty, staff, and graduate students.

Teaching & Technology Conference

November 2 and 3, 2006

Sponsored by Saint Louis University,
University of Missouri-St Louis &
other institutions.

Free to Saint Louis University faculty,
staff and graduate students.

Details coming on
<http://cte.slu.edu>

CTE Open House

Learn about the Reinert Center
for
Teaching Excellence

Thursday, September 7
2:00-4:00 p.m.

CTE Faculty Resource Room
DuBourg 261

Door prizes, freebies and
refreshments available.

Come meet the new faces at
CTE

Graduate Student Survival Skills Conference

October 24, 11—3
BSC—Saint Louis Room

Breakout Sessions on:
Mentoring,
Cross Cultural Issues,
Time Management &
Ethics in Teaching and Research

Reservations Required—
Call Bridget Turner at 977-2241 or
email turnerbk@slu.edu

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