CTE Notebook

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by Dr. Julie Weissman, Assistant Provost
Office of Institutional Study, Saint Louis University

Have you ever:
- changed the sequence of your course material?
- decided to do less lecturing and more group work with your students?
- asked your students to do more frequent shorter papers rather than one or two longer papers?

Have you made these changes so that students could learn better?

If so, you've been doing assessment.

Assessment is simply one of many tools that faculty can use to improve the academic experience for students.

Doing assessment means addressing three questions.

1. What should your students know or be able to do at the end of your course that they didn't know or couldn't do at the beginning?

2. What do your students have to do to convince you that they are where you want them to be at the end of your course?

3. How will you use assessment results to improve your course?

How can we address these three questions?

1. What should your students know or be able to do at the end of your course that they didn't know or couldn't do at the beginning?

Before we assess student learning, we need to define what it is we are assessing. After all, we can't measure what we haven't defined. Defining what students should know or be able to do at the end places the focus on student learning rather than on how much the instructor needs to

cover (e.g. five chapters in the textbook). Identifying and communicating expected outcomes to students lets them know what is expected of them.

The five dimensions of the SLU experience were developed to offer faculty a framework for determining student outcomes. The five dimensions flow from the mission, are broad enough to encompass the diversity of SLU's undergraduate, graduate, and professional programs, and provide a context for faculty to develop relevant and measurable student outcomes. The dimensions describe our expectations for students as they progress through SLU's academic programs.

(See page 3 for the Five Dimensions in detail)

Some examples of student outcomes for the each of the dimensions are as follows. These outcomes were identified by SLU schools and colleges for undergraduate core courses taught by faculty in the College of Arts and Sciences. Each of the outcomes illustrates what students should be able to do by the end of a course.

Scholarship and Knowledge
Sociology: Analyze processes of positive and negative social change.

Intellectual Inquiry and Communication
Communications: Display oral presentation skills that engage the audience in the material.
Chemistry: Apply scientific reasoning to solve problems.

Community Building
History: Demonstrate the influence of other cultures and historical forces on current American culture.

Leadership and Service
English: Integrate personal, reasoned opinions with readings and research in order to produce coherent, persuasive essays.
Fine and Performing Arts: Describe the meaning of an art form as it relates to the human condition.

Spirituality and Values
Philosophy: Defend a position on an ethical issue using an ethical decision-making model and articulate the supporting rationale.

2. What do your students have to do to convince you that they are where you want them to be at the end of your course?

Once outcomes are determined, the next step is to decide on the assessment techniques that will best measure student learning. Examples of assessment methods include tests, papers, portfolios, and embedded questions. The same assessment tool can serve multiple purposes.

For example, Jan McIntire-Strasburg, a faculty member in the English department in the College of Arts and Sciences, uses electronic portfolios to assess student learning in the courses she teaches. Students put all of their writing on a webpage created for each of them. The webpage also contains feedback from Jan and peers. Students review the feedback and write what they need to do to improve, a way for students to self-assess. Jan can review each students' writing over the duration of the course to assign a grade. She also uses the portfolios to look across student writing to see overall what students are doing well and where she may need to concentrate more as the class progresses. She can also do this review across student writing at the end of the class to see where she may want to make changes in the course the

Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values.

Scholarship and Knowledge
By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advance study, for their careers, and for lifelong learning.

Intellectual Inquiry and Communication
By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building
By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service
By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values
By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.

(continued from page 2) next time she teaches it. Thus, one assessment technique can be used to assess student learning to assign grades, to improve a course during the semester, and to review a course to make improvements for the future.

Tom Valone, a faculty member in the Biology department in the College of Arts and Sciences, has devised an assessment technique that measures students' ability to perceive links among disparate subjects and to integrate their knowledge of them. He asks students to write a short synthesis paper covering several topics from class. Besides grading students on their ability to do this, Tom also uses this technique to see where he may need to put additional emphasis and to determine if he needs to give students additional examples and practice in recognizing the connections among topics.

Students' self perceptions can also provide valuable information. To improve his teaching and student learning, Gregory Wolf, a faculty member in the Modern and Classical Languages department in the College of Arts and Sciences, asks his students to respond to the following questions as an assessment technique.

How do you view the German language and culture after having completed German 210?

Do you now see your own culture differently after having been exposed to the culture of the German-speaking world through German 210?

Have your perspectives of the English language changed as a result of having learned German? Gregory also administers an assessment instrument at mid-semester so that he can adjust the second half of his courses to address issues and themes that might not have been planned or anticipated.

Embedded questions can be used to assess student learning as well. To use embedded questions, faculty teaching the same course agree to use a common set of questions as part of their exams and to rubrics designed to measure the desired outcomes. The students' responses to these embedded questions are then analyzed across the sections of the course to determine if the students are achieving the overall course objectives. While course embedded assessment takes upfront time to identify the concepts to be measured, the questions to be asked, and the rubrics to be used for the analysis of responses, this is one of the least intrusive methods of assessment. It allows faculty to gather information for course improvement without requiring students to engage in further assessment-related activities.

3. How will you use assessment results to improve your course?

While assessment of individual student learning is necessary to assign grades, the value of assessment is the evidence it provides to improve a course which, in turn, improves student learning. This is key to why we need to do ongoing faculty-designed assessment. Gregory Wolf says that the value of doing assessment is that it allows instructors to be flexible. However, he cautions that assessment is "only beneficial if we act on our results. We can be told something a thousand times, but unless we are willing to change, then we just have useless information."

An important component in the assessment process is to document changes made especially in courses and programs of study based on the results of assessment. This type of documentation allows the University to provide solid evidence of improvements and the rationale for improvements to external audiences such as accrediting and funding agencies and to internal audiences such as curriculum committees and department planning

committees.

Laura Stuetzer, a faculty member in the Physician Assistant Education department in the School of Allied Health Professions, cautions faculty not to react immediately to assessment results but to analyze trends before making substantial changes in courses or programs of study. Once you decide to implement improvements, she advises monitoring the changes to determine if you are getting the desired results.

Most faculty are doing assessment constantly even if they don't call it "assessment." Whenever you see that students aren't achieving the outcomes that you have set for them and you make changes to your course to improve student learning, you have done assessment.

For further information about the Five Dimensions of the Saint Louis University Experience and a list of assessment resources, please go to www.slu.edu/services/ois and click on "SLU Assessment."

GRANT AND FUNDING OPPORTUNITIES

National Education Association Democracy in Higher Education Prize

The National Education Association will award the Democracy in Higher Education Prize for an article that contributes to the expansion of the welcoming and democractic culture of higher learning and the ideals of tolerance, justice, and the unfettered pursuit of truth traditional to the academy.

Sponsor: National Education Association (NEA) Excellence in the Academy Awards

Deadline: September 30, 2003

Amount: $2,500 - Along with receiving the award of $2,500, the winning entries will be published in *Thought and Action*, the NEA higher education journal. Winners will also be asked to be presenters at the NEA Higher Education Conference.

For more information, see http://www.nea.org/he/ajeaward.html.

Computer Science & Engineering Undergraduate Teaching Award

The Computer Science and Engineering Undergraduate Teaching Award is given for outstanding contributions to undergraduate education through both teaching and service and for helping to maintain interest, increase the visibility of the Computer Society, and make a statement about the importance with which the society views undergraduate education.

Sponsor: Institute of Electrical and Electronics Engineers (IEEE) Foundation , IEEE Computer Society Education Awards

Deadline: October 1, 2003

Amount: $2,000

For more information, see http://www.computer.org/awards.

For more grant and funding opportunites, check this website:

http://fdncenter.org/pnd/rfp/

National Council for the Social Studies FASSE Demonstration Projects Grant

This award will be made once every two to three years, beginning in 2000.   The purpose of the Fund for the Advancement of Social Studies Education (FASSE) is to support projects for the improvement of social studies education, where social studies is defined as the integrated study of the social sciences and humanities to promote civic competence. The fund was established to respond to a perceived need for resources to support distinctive social studies projects and activities that were beyond the resources of the Council's operating budget. The fund provides an opportunity for National Council for the Social Studies (NCSS) members to support significant projects for the improvement of social studies education. Administered by the seven-member FASSE Governing Board, the Fund supports such projects as: awards to youth for citizenship projects; grants to teachers to implement innovative projects in social studies; grants for curriculum development or teacher development related to citizenship education; grants for research on citizenship education; special publications or seminars on issues facing social studies education; and other projects specified by donors or identified by the board that fulfill the general purpose of FASSE. Toward this end, FASSE sponsors two major grants for social studies teachers and teacher educators for innovative teaching

GRANT AND FUNDING OPPORTUNITIES

and learning activities--FASSE Demonstration Projects and Christa McAuliffe Reach for the Stars Awards (see IRIS record 17653). The basic purpose of the Demonstration Project is to encourage diverse innovative projects designed to enhance and promote social studies education. The Demonstration Project Grant is give once every two to three years. SUPPORT PROVIDED: The award consists of one grant up to $20,000 for collaborative projects from among the following categories: K-5, 6-9, 10-12, and college/university; a commemorative gift, an annual conference session pres-

entation, and publicity. APPLICANT INFORMATION: NCSS membership is required. The applicant must be a current social studies teacher or social studies teacher educator. APPLICATION INFORMATION: The proposal criteria theme is "Social Studies Standards: Are They Impacting Student Learning?" Proposals must address effective social studies curriculum and standards, teaching and learning, and assessment; the proposal should emphasize a program in which the NCSS standards are impacting student learning; and the program should serve a student body that is ethni-

cally, culturally, and/or racially diverse. NOTE: The next anticipated deadline will be in 2004 or 2005.

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E-Forms: http://www.ncss.org/awards/grants.html

2002-2003 CTE Steering Committee Reports

**Technology Committee
Chair: Dr. Mary Stephen**

This year, the technology committee revised the technology requirement for the Certificate in University Teaching, provided input on the SixtyMinutes Series, Winter Institute and other technology-related offerings of the Center. The faculty technology mentors joined with members of the Center's mentoring committee at events for new faculty. The

committee continues to consider alternate delivery methods for CTE resources.

**Programming Committee
Chair: James Korn**

Early in the academic year, our committee discovered that there was no statement of purpose for the certificate program, so we developed one along with a set of expectations for students in the program. We also developed a

list of outcomes that may be used to assess student performance. There are two new expectations that we proposed: a reflection paper and reading from a bibliography that we are developing.

Next year our two main tasks will be to develop the assessment for the current certificate program and design a program for faculty.

2002-2003 CTE Steering Committee Reports

Mentoring Committee Chair: Charles E. Marske

The Mentoring Committee of the Reinert Center for Teaching Excellence (CTE) centered its efforts on: 1) trying to involve as many first year faculty members as possible in the mentoring activities of the committee and 2) designing our mentoring programs to respond to the suggestions and needs of first year faculty. In addition to pairing committee memebers in one on one relationships with first year faculty, the committee offered several events during the 2002-03 academic year. The programs involved interactive panel discussions, group discussions, and informal conversations which addressed such topics as: how can faculty effectively address sensitive topics such as the war in Iraq in their classes, what do we know about our student body and how can this knowledge help faculty better understand student classroom behavior and expectations, and how does teaching at a Catholic, Jesuit university differ from teaching at non-Catholic, non-Jesuit universities?

The committee was pleased to involve faculty technology mentors from the Technology Committee and staff from the CTE in several of our programs. This allowed new faculty members to receive hands on computer demonstrations and instructions as well as access the Resource Room of the CTE as part of our programs. Finally, members of the Mentoring Committee have decided to continue their one-on-one mentoring relationships beyond the first year for those early career faculty who desire to continue a collegial relationship with their member of our committee.

Research Committee Chair: Hisako Matsuo

The Research Committee conducted an "Interview Study of Award Winning Professors" during this academic year. We conducted a literature review for conceptualization, and constructed an interview schedule which explored pedagogies and techniques that these award winning professors were using. We selected twenty-four professors from various disciplines, and conducted face-to-face interviews

in order to collect in-depth qualitative data. Results from a preliminary data analysis were presented at the retreat of the Advisory Board of the Center for Teaching Excellence in April. The committee is going to conduct an intensive data analysis during summer, and plans to publish a handbook on pedagogical issues integrating the findings from the data. We hope that the handbook will provide various ideas and philosophical issues to the faculty.

Pictured Above: Gretchen Salsich and Darcy Scharff working on their academic portfolios at CTE's Academic Portfolio Retreat at Cedar Creek Conference Center.

The Technology Corner
by Dr. Mary Stephen,
Associate Director & Coordinator of Technology and Learning,
Reinert Center for Teaching Excellence

Technology and Assessment

Pairing the words technology and assessment in a heading for a column such as this immediately prompts a question. Will this column address assessing the impact of technology on learning, or, will it focus on using technology as a tool to assess learning? The theme of this newsletter, assessing learning, relates to the second part of the question. However, before turning my attention to that focus, let me mention a couple of resources for individuals interested in the first part of the question, assessing the impact of technology on learning. The article "Asking the Right Question: What does research tell us about technology and higher learning?" by Steve Ehrmann is a good starting point for anyone interested in exploring the effect of technology on learning. (Available online: http://www.learner.org/edtech/rscheval/rightquestion.html). The Flashlight project, which Ehrmann directs, includes more excellent resources for studying and improving the educational uses of technology. (www.tltgroup.org/programs/flashlight.html).

How can we use technology as a tool to assist with assessing learning? What follows is a sampling of technology tools that you might find useful assessing learning. Faculty members using WebCT can use the built-in tools within WebCT. Specifically, WebCT includes the following assessment resources: quiz tool, assignment tool, and self-test tool.

The collection of free online resources focusing on different aspects of assessment continues to expand. One resource that I find very useful is the Field-tested Learning Assessment Guide (FLAG). This online guide was developed originally for use in assessing learning in science, mathematics, engineering and technology; however, it can easily be used in other disciplines. FLAG provides a collection of classroom assessment strategies designed around Angelo and Cross's concept of Classroom Assessment Techniques. (Angelo, T.A., & Cross, P. K., *Classroom Assessment Techniques,* Jossey-Bass Publishers). Among resources available at the FLAG website (http://www.flaguide.org) are an interactive engine that links faculty goals with the most appropriate assessment techniques, and a searchable database of assessment tools. An example of one of the free assessment tools found in the database is TextRev (www.textrev.com) a survey tool used to gather data about student study habits and use of the textbook in your course.

The Technology Corner (continued)

Student Assessment of Learning Gains (SALG) is another online resource. This free survey tool which can be used to gather feedback from students about how the course elements are helping them to learn is available online at http://www.wcer.wisc.edu/salgains/instructor/default.asp.

Finally, one form of assessment that has been gaining great popularity lately is the portfolio. In particular, electronic portfolios have gained much attention lately. The Center and ITS will be offering a series this summer that will focus on creating electronic portfolios. More information on the series will be available shortly. If you are interested in exploring electronic portfolios for assessment, an excellent resource is a website maintained by Helen Barrett from the University of Alaska at http://electronicportfolios.com/portfolios/bookmarks.html.

NEW JOURNAL

The *Journal of Student Centered Learning (JSCL)* is a new journal containing practical and research articles. If you are interested in this new journal or are interested in submitting a manuscript for publication, please view the authors guidelines which are available at http://www.newforums.com/news_jccauthor.htm. Subscription information is available at http:/newforums.com. For questions about the journal and/or publishing, please contact the editor, Ted Panitz, at tpanitz@capecod.net.

Pictured at right: Dr. Jim Groccia from the University of Missouri, Columbia teaches faculty to juggle at CTE's Academic Portfolio Retreat held at Cedar Creek Conference Center in March 2003.

Assessment Resources in the Faculty Resource Room

The CTE Faculty Resource Room provides a casual, flexible space for faculty to browse CTE collections and exchange ideas about teaching. Along with a computer station and comfortable reading chairs, this room contains our expanding print resources and houses our videotape library along with a television and VCR. These resources cover a wide range of topics related to teaching. The room also has a conference table and chairs, providing an excellent site for small discussion groups or brown-bag lunches. Visit the CTE website: www.slu.edu/centers/cte to view the on-line resource room schedule. Walk-ins are welcome during our "open hours." The CTE Resource Room is also available for small faculty discussion groups by contacting the main CTE office in Verhaegen 314, (phone 977-3944; email tebbebc@slu.edu).

Video Cassettes:

- "Are We Testing What We Are Teaching: Constructing Accurate and Useful Tests" (teleconference March 7, 2002)
- "Changing Practices in Evaluating Teaching"
- "Teaching and Assessing for Critical Thinking and Deep Learning"

Books:
- *Classroom Assessment Techniques*, Thomas A. Angelo and K. Patricia Cross
- *Evaluation to Improve Learning,* Benjamin S. Bloom, George F. Madaus, J. Thomas Hastings
- *Changing Practices in Evaluating Teaching,* Peter Seldin

Articles:
"Motivated Strategies for Learning Questionnaire" William McKeachie
"Development and Testing of a Core Set of University-Wide Teaching Effectiveness Items"
"The Dimensionality of Ratings and Their Use in Personnel Decisions" Philip C. Abrami, Sylvia d'Apollonia
"Course Characteristics and College Students' Ratings of Their Teachers: What We Know and What We Don't," Kenneth Feldman
"Getting Beyond Exhaustion: Reflection, Self-Assessment, and Learning," Kathleen Blake Yancey
"Steps in a Faculty Evaluation System"
"Developing an Effective Faculty Evaluation System," William E. Cashin
"Grading Inquiry Projects," Beverly Busching

CTE has back issues of *Assessment Update: Progress, Trends, and Practices in Higher Education* available in the Resource Room.

Professional
Development
Opportunities
in Pedagogy

May 29-30, 2003
TECHNOLOGY: THE SERVANT OF LEARNING. The Kaneb Center for Teaching and Learning, at the University of Notre Dame, is offering a two-day workshop entitled, TEACHING WELL USING TECH-NOLOGY, A Faculty Member's Guide to Wise and Time-Efficient Use of Instructional Tech-nology ,Thursday and Friday, May 29-30, 2003 at the Notre Dame Room, LaFortune Center on the Notre Dame campus. For more information, visit http://twut.nd.edu.

This workshop, underwritten by a grant from the AT&T Foundation, is a faculty member's guide to wise and time-efficient use of instruc-tional technology. It is NOT a hands-on work-shop to learn technologies. You may do this on our own campus. This is a planning workshop you should attend before hands-on learning. This workshop will help you decide which tech-nologies to learn and try. It helps you re-examine what you are doing in the classroom: how you can enhance student learning and mo-tivation, use in-class and out-of-class time, plan assignments and tests, and interact with stu-dents. It helps you choose technologies that will facilitate good learning and good use of time yours and your students'. We view tech-nology as the servant of learning.
Cost: $300.00 Includes 4 Meals (breakfast and lunch daily and conference materials)
Accommodations: Morris Inn (on the Notre Dame Campus) web site: http://www.morrisinn.com --
Phone: 574-631-2000
Group Rate No. 1060 -- Single Room $98.00, Double Room $114.00
Registration Deadline: May 20, 2003.
To registration online: http://www.nd.edu/

~jconrard/registration.html
Cancellation fee: A fee of $50.00 will be charged for cancellations before May 20. Thereafter, no refunds will be granted.
For additional information, please contact Joellen Conrardy, Kaneb Center for Teaching and Learning, University of Notre Dame
353 DeBartolo Hall, Notre Dame, IN 46556-5692, Phone: 574-631-9148

June 8-13, 2003
Twenty-Fifth Annual Summer Institute on College Teaching will be held at the College of William and Mary in Williamsburg, Virginia. The Virginia Tidewater Consortium's Summer Institute on College Teaching is in its Twenty-Fifth year of helping faculty at every level and discipline to become more effective teachers. Over the years hundreds of faculty have partici-pated in the Institute and have found it very worthwhile and rewarding. The Institute is unique in that it allows faculty members the op-portunity to discuss college teaching and learn-ing in-depth with their colleagues in a non-threatening, pleasant environment. Since enroll-ment in the Institute is limited, there is ample time for one-on-one discussion with the other faculty.
Cost: $700.00
Includes: Lectures, demonstrations, workshops, individual consultations and five days' room and board at the College of William & Mary. How To Register: http://www.vtc.odu.edu. Click on "The Virginia Tidewater Consortium for Higher Education" and click on "Summer Institute" or respond with your name, institution, discipline, address, phone number (home and work) to lgdotolo@aol.com. For further information, call 757-683-3183.

Reinert Center for Teaching Excellence Faculty Programs

Another Successful Faculty Academic Portfolio Retreat

The sixth annual Faculty Portfolio Retreat sponsored by the Reinert Center for Teaching Excellence was held March 21 and 22, 2003 at the Cedar Creek Conference Center in New Haven, Missouri. The workshop directors, Drs. James Groccia and Marilyn Miller from the University of Missouri, Columbia led a group of fifteen new faculty members to develop strategies for documenting good teaching and teaching improvement in preparation for the promotion and tenure review process. The retreat provided faculty with an opportunity to come together across disciplines as a teaching community for conversation and peer mentoring. The participants enjoyed good food and great company, but worked very hard, leaving the retreat with an initial draft of an academic portfolio.

Portfolio Retreat Participants pictured above: Anna Biggs, Bonnie Tebbe, Katherine MacKinnon, Gretchen Arnold, Gretchen Salsich, Jim Groccia, Marilyn Miller, Wendy Love Anderson, Darcy Scharff, Joanne Langan, Teresa Johnson, Lori Hunt (1st row), Marcel Roy, Lorenzo Covarrubias, Heather Bednarek, Dennis Bouvier, Kyle Mitchell, Gary Bledsoe, Kerry Guilliams, Pamela Cacchione (2nd row).

Pictured above: Kerry Guilliams

Pictured at right: Faculty learn how to juggle.

Thoughts on the Faculty Portfolio Retreat

By Wendy Love Anderson, Ph.D., Theological Studies

When I decided to attend the Faculty Portfolio Development Retreat, I was looking forward to getting out of the city and away from my usual academic responsibilities for a few days, but I knew that I'd have to face my fears – or at least one of them.

"Fear" is a tiny exaggeration, but not much of one. I'd spent my time on the academic job market dreading – well, a lot of things, including the possibility that I'd never get a job and wind up living in a cardboard box, but I was *also* dreading that fateful day when I'd have to put together a complete teaching portfolio for some application. I simply wasn't sure how the dratted things *worked*. It felt as though I'd gotten stuck in a pedagogical generation gap: I left grad school just as my graduate alma mater finally started setting up teaching fellowships and offering formal mentoring opportunities to students in my department. Oh, sure, I knew how to teach (mostly). I had paperwork to prove that I'd taught – course syllabi, evaluations, sample student papers, and the like. I even had a statement of teaching philosophy I'd thrown together the night before my first job application was due. But how those things were supposed to be assembled into a "teaching portfolio" was beyond me, much less how they would help me get tenure now that I had the job I wanted at a *research* university.

Well, now I know. For me, the most helpful part of the Faculty Development Retreat was learning that a "portfolio" is more than just a collection of evidence, and it's about more than just teaching. It revolves around summary descriptions of one's own academic (not just teaching) role within one's department. In fact, it's a way of taming those stacks of supporting paperwork (which tend to wind up as appendices). And it will definitely come in handy around tenure time; in fact, I'm thinking it'll be a big help next December when I have to fill out my annual self-evaluation. With a portfolio, I can control the order and context in which my colleagues see my teaching evaluations, offprints of articles, and so forth. The academic portfolio is something like a CV on steroids, or – to pick an analogy more appropriate to my field – a *summa* of one's accomplishments as a faculty member. I can do that, even if my statement of teaching philosophy apparently needs a lot of work.

I have to admit that my *favorite* part of the retreat was more about "development" than about the portfolios themselves, though. My office is in the Humanities Building, and I've been meeting colleagues from humanities-based departments when I attend lectures or participate in interdisciplinary programs, but I teach students from across the university when they enroll in my Theological Foundations courses. So one of the great delights of this retreat was meeting some of the faculty who mentor those students, colleagues from such exotic campus locales as Parks College and the Nursing School. Not surprisingly, they encounter many of the same problems, perplexities, and joys in teaching that I do, and I swapped stories and got useful advice from many of them. On a less pedagogical level, of course, I enjoyed the opportunity to socialize and make new friends within the SLU community.

Of course, the retreat wasn't long enough for any of us to finish putting together our portfolios. I for one need to finish revising my teaching philosophy, and I think I need a deadline to motivate myself. Any chance of a retreat reunion?

Find us and this newsletter on the Web at http://www.slu.edu/centers/cte/ or call (314)977-3944

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