

CC. They concluded that alt-

Several (ade co((ents specifically concerning the lack of use of =o' er=ointM in classroom(sit+ations.

@nly a#o+t ?DO of the respondents (entioned +sing =o' er=ointM e! tensively in their +ndergrad+ate classroom(lect+res and so(e of those ' ho did% indicated so(e (is-givings a#o+t it. The +se or non-+se of =o' er=ointM did not appear to depend on discipline. 8ore respondents felt that =o' er=ointM co+ld #e +sed to an advantage in grad+ate or professional co+rses or to present ' ork at professional (eetings. So(e +sed =o' er=ointM e! tensively% others +sed it (ainly to (ake (aJor points or pose , +estions for f+rther disc+ssion.

5tili:ation of other for(s of technology depended on the respondents discipline to a large e! tent. *ac+ltly in the physical and (edical sciences 0and one respondent in >+si-ness3 sa' the +se of technology as a necessity. 9pplications ranged fro(instr+(entation in la#s and research to si(+la-tions and interactive syste(s. Interactive la#s have #een +sed to sho' st+dents e! a(-ples or si(+lations of sit+a-tions ' hich co+ld not #e descri#ed #y ' ords or si(ple dra' ings on a chalk#oard or even o+tside of a clinical environ(ent. 4on-science fac+ltly have also (ade +se of technology #y sho' ing videos%fil(s or slides%placing the st+dents

(+ch closer to the s+#Ject (atter.

In offering advice to other fac+ltly% respondents recogni:ed as i(portant%the contrasting individ+al styles of teaching and differences #et' een disciplines. - hile so(e enth+siasti-cally reco((ended vario+s for(s of technology% others enco+raged a (ore ca+tio+s and selective approach.

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The interview' pro- tocol incl+ded five , +estions that address teaching co(pe- tence. The di(ensions incl+d- ed descri#ing teaching co(pe- tence%integrating research ' ith teaching%and ill+strating teaching techni, +es. Tang 0199C3 in revie' ing literat+re on teaching effectiveness fo+nd teaching co(petence and (otivation associated ' ith positive st+dent rating of teaching , +ality.

The interview' s ' ith Saint \$o+is 5niversity6s a' ard-' inning teachers sho' that they see three the(es associated ' ith the co(petent teacher%each of ' hich is concerned ' ith a process that involves "#eing a#le to (ove st+dentPsQ fro(point 9 to point >." *irst%the co(petent teacher "kno' s" or "+nderstands" his1her "s+#Ject" or "(aterial." Se-

cond%she creates a safe learning environ(ent. *inally% she "engages in research that keeps Pher or hi(Q on top of PtheQ ga(e." These e! cellent teachers have a variety of techni, +es that contri#+te to their s+ccess.

interviewees think that it is necessary to provide some accommodations to students who have disadvantages such as international students who have some language barriers and students with physical and mental disabilities.

is linked with the ability to convey it with an enthusiasm that engages students in the content and method as well as sensitivity to different learning styles. Related characteristics expressed by multiple respondents include creating a comfortable and supportive classroom environment, engendering an appreciation of the subject and an understanding of it that supports its future application, and inspiring students to become lifelong learners. Students emerge from the experience with an enhanced set of values. The cornerstone of this interaction is respect/above all students are treated with respect.

Articulation of a teaching philosophy proved more difficult for the respondents. So the contents such as respect for students, establishing good relationships with the and helping the learn and communicating content with enthusiasm mirrored those expressed as characteristics of excellent teaching. The notions of compatibility with the parent institution's philosophy, the establishment of a sense of community in the classroom, and inspiring students to take ownership of their learning also were mentioned. Two respondents said that excellent teachers will do whatever it takes to gain students' attention in order to engage them for the shared educational journey ahead. Another ad-

dressed the need for students to understand the "why" of what they're being taught, not just the content itself. Finally, excellent teachers are engaged in a continuous learning process of their own and are always on the alert for successful tips from their peers that they in turn can incorporate into their own teaching.

In speaking about the rewards they derived personally from teaching, the clear message expressed by each and every respondent was that their students were central to their lives as teachers. Certainly, as teachers they enjoy the quality of life of a university professor, great freedom to pursue their own interests, and constant opportunities for their own further learning. Nothing, however, surpasses the satisfaction of introducing students into their disciplines and watching them develop as their perceptions of their world changes. Several respondents mentioned the "aha" or "ureka" experience that occurs when it all comes together for a student. Many teachers also spoke of continuing relationships with students turned alumni, and even with the children of former students.

Several respondents noted that there likely are more teachers deserving of excellence awards than receive them. Given all the respondents' comments about their

students and the teacher-student relationship, it is not surprising that several said that the best thing about their teaching award was the fact that the recognition came from the students. The knowledge that their students value their teaching efforts, whatever the form, and the role they as teachers played in the students' lives, was regarded by several awards as the highest possible accolade.

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This part of the study investigated several topics including Jesuit influence at S\$5 and how S\$5 has changed during the past several decades. The (major interview questions included)

1. How do you integrate S\$5's Catholic and Jesuit teaching ideals into your subject?
2. How has S\$5 changed during the past several decades?

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All respondents saw the integration of Jesuit ideals as part of their teaching and/or advising. Most had their own interpretation of Jesuit ideals and how they integrated them into their teaching. This interpretation depended on their own religious background if they went to a Jesuit school, the subject they taught, their length of service and so forth.

9 continued to see it depending on the subject taught. Professors who taught

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The University of California Berkeley is offering grants for visiting scholars. The program includes postdoctoral fellowships, research opportunities and mentoring. Applicants should have their Ph.D. or S.D. by September 1. Priority will be given to those applicants who are members of ethnic minority groups underrepresented in American universities, those who are committed to university careers in research and teaching, and those whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus. For more information, contact Margaret Chancellors Postdoctoral Fellowship Program for Academic Diversity, Office of the Chancellor, University of California Berkeley, CA 94720-1111. Email: ai-ridge@vclink.berkeley.edu. See also <http://fea.chance.berkeley.edu/postdoctoral.cf>

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foc+s first and fore(ost ' as
on so+nd pedagogy.

The role of technology in teaching e!cellence is so(e-thing that has #een on (y (ind this se(ester%as I re-enter the classroo(as a st+dent. I +se the ter("re-enter the classroo(" literallyX 8y recent e!periences as a st+dent have #een in an online environ(ent%and I a(no' ret+rning to traditional face-to-face classes.

&o' did (y teachers (aintain e!cellence in an online environ(ent. *irst%they +sed tech#abfppdchr%di t te

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Three (onths ago%I ' o+ld have told yo+ that I ' as rel+c-tantly ret+rning to a traditional classroo(. I #eca(e an online st+dent for convenience%and one , +ickly #eco(es acc+s-to(ed to that convenience.

ven tho+gh I ' ork on a college ca(p+s%I ' as in a Jo# ' ith +n+s+al ho+rs that inter-fered ' ith reg+lar participation in traditional classes. I needed classes that ' ere instr+ctor led%#+t provided (e so(e a(o+nt of fle!i#ility in setting (y o' n sched+le. I ' as l+cky to find an online 8aster's progra(that (et (y needs. In retrospect%I ' as l+ckier still to have fo+nd a progra(r+n #y fac+lty ' ho ' ere foc+sed on +sing technology to enhance teaching e!cellence #y practic-ing ' hat Cor' in and - ong de-scri#e as "' rapping technolo-gy aro+nd the teaching." It ' as o#vio+s to (e that the

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The CT Faculty Resource Room provides a casual fileable space for faculty to store 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 short in-lunches. The CT Resource Room is available by contacting the main CT office in Nerhaegen A1C, phone 9EE-A9CC or by e-mail cte@slu.edu. The following is a sampling of our resources on pedagogy.

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"Implementing College Teaching and Learning" lecture by Dr. Joseph Sorenson (animator) DDBB

"Making the Most of Teaching, Learning, and Technology in Higher Education" Search AB?BB? videoconference.

"Adopting the Retention Strategies that Work" vi

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The heavens opened half ' ay thro+gh (y drive%it
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to Cedar Creek. I ' as destined to spend the ne! t day
and a half ' orking on (y Teaching =ortfolio. >efore I
arrived I didn't even really kno' ' hat a Teaching =ort-
folios ' as%#++ #oy ' as I a#o+t to find o+t.

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