CC. They concl+ded that alt-

Several (ade co (ents specifically concerning the lack of +se of =o'er=ointM in class-roo (sit+ations.

@nly a#o+t ?DO of the respondents (entioned +sing =o' er=ointM e! tensively in their +ndergrad+ate classroo(lect+res and so (e of those ' ho did%indicated so (e (isgivings a#o+t it. The +se or non-+se of =o' er=ointM did not appear to depend on discipline. Sore 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+lty in the physical and (edical sciences Oand one respondent in >+siness3 sa' the +se of technology as a necessity. 9pplications ranged fro (instr+(entation in la#s and research to si(+lations and interactive syste (s. Interactive la#s have #een +sed to sho' st+dents e!a(ples or si(+lations of sit+ations ' 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+lty 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-+lty% respondents recogni: ed as i(portant% the contrasting individ+al styles of teaching and differences #et' een disciplines. - hile so(e enth+siastically reco((ended vario+s for(s of technology% others enco+raged a (ore ca+tio+s and selective approach.

> Te\$-hing +ompeten-e M\$r! Dom\$hi !, Ou1|i- Ooli-!

The intervie' protocol incl+ded five , +estions that address teaching co(petence. The di(ensions incl+ded descri#ing teaching co(petence% integrating research integrating research interesting teaching techni, +es. Tang 0199C3 in revie' ing literat+re on teaching effectiveness fo+nd teaching co(petence and (otivation associated integrating of teaching , +ality.

The intervie's 'ith Saint \$0+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%s1he creates a safe learning environ (ent. *inally%s1he "engages in research that keeps Pher or hi (0 on top of Pthe0 ga (e." These e! cellent teachers have a variety of techni, +es that contri#+te to their s+ccess.

intervie' ees think that it is necessary to provide so(e acco((odations to st+dents' ho have disadvantages%s+ch as international st+dents' ho have so(e lang+age #arriers and st+dents' ith physical and (ental disa#ilities. is linked ' ith the a#ility to convey it ' ith an enth+sias(that engages st+dents in the sensitivity to different learning styles. 7elated characteristics e! pressed #y (+ltiple respondents incl+de creating a co (forta#le and s+pportive classroo(environ(ent% engendering an appreciation of the s+#Ject and an +nderstanding of it that s+pports its f+t+re application% and inspiring st+dents to #eco(e lifelong learners. St+dents e(erge fro(the e! perience ' ith an enhanced set of val-+es. The cornerstone of this interaction is respect/ a#ove all%st+dents (+st #e treated ' ith respect.

9rtic+lation of a teaching philosophy proved (ore diffic+lt for the respondents. So(e co((ents%s+ch as respect for st+dents%esta#lishing good relationships ' ith the (and helping the (learn% and co (-(+nicating content ' ith enth+sias(%(irrored those e!pressed as characteristics of e! cellent teaching. The notions of co (pati#ility ' ith the parent instit+tion6s philosophy% ers also spoke of contin+ing the esta#lish (ent of a sense of co((+nity in the classroo(% and inspiring st+dents to take o' nership of their learning also ' ere (entioned. T' o respondents said that e! cellent teachers ' ill do ' hatever it takes to gain st+dents6 attention% in order to engage the (for the shared ed+cation- the (. < iven all the respondal Jo+rney ahead. 9nother ad-

dressed the need for st+dents to +nderstand the "' hy" of ' hat they fre #eing ta+ght T not s+rprising that several said content and (ethod%as' ell as J+st the content itself. *inally% e! cellent teachers are engaged teaching a' ard ' as the fact in a contin+o+s learning process of their o' n% and are alays on the alert for s+ccessf+l tips fro (their peers that they%in t+rn%can incorporate into their o'n teaching.

> In speaking a#o+t the re' ards they derived personally fro(teaching% the clear (essage e! pressed #y each and every respondent as that their st+dents ' ere central to their lives as teachers. Certainly% as teachers they enJoy the , +ality of life of a +niversity professor% great freedo(to p+rs+e their o' n interests% and constant opport+nities for their o'n f+rther learning. 4othing%ho' ever%s+rpasses the satisfaction of introd+cing st+dents into their disciplines and ' atching the (develop as their perceptions of their ' orld changes. Several respondents (entioned the "9ha" or +reka" e! perienceT that (o-(ent ' hen it all co (es togeth- ideals into yo+r s+#Ject. er for a st+dent. 8any teachrelationships ' ith st+dents t+rned al+ (ni% and even ' ith the children of for (er st+dents.

Several respondents noted that there likely are (ore teachers deserving of e! cellence a' ards than receive ents6 co((ents a#o+t their

st+dents and the teacherst+dent relationship% it is not that the #est thing a#o+t their that the recognition ca(e fro(the st+dents. The kno' ledge that their st+dents val+e their teaching efforts%' hatever the for (% and the role they as teachers played in the st+dents6 lives% 'as regarded #y several a' ardees as the highest possi#le accolade.

> 'esuit In(luen-e \$n +h\$nges \$t S#U Mi-h\$el 0.

5r8 !

E u-StionSI

cl+ded)

Stu ies This part of the st+dy investigated several topics incl+ding Jes+it infl+ence at S\$5 and ho' S\$5 has changed d+ring the past several decades. The (aJor intervie' , +estions in-

- 1. &o' do yo+ integrate S\$56s Catholic and Jes+it teaching
- ?. &o' has 709(S) 2.50192(\$)1.2

Integr\$tion o('esuit i e\$ls2

9ll respondents sa' the integration of Jes+it ideals as part of their teaching and1or advising. 8ost had their o' n interpretation of Jes+it ideals and ho' they integrated the (into their teaching. This interpretation depended on their o' n religio+s #ackgro+nd% if they ent to a Jes+it school% the s+#Ject they ta+ght% their length of service and so forth.

9 contin++(see(ed to e! ist depending on the s+#Ject ta+ght. =rofessors' ho ta+ght

Oost o-tor\$1, ello&ship Orogr\$m (or 7-\$ emi- Diversit!, 3er*ele!, +7 The 5niversity of California% > erkeley% is offering grants for visiting scholars. The progra(incl+des postdoctoral fello' ships% research opport+nities% and (entoring. 9pplicants sho+ld have their =h.D. or 8.D. #y Septe (#er 1%?BBE. =riority ' ill #e given to those applicants ' ho are (e(#ers of ethnic (inority gro+ps +nderrepresented in 9(erican +niversities% those ' ho are co((itted to +niversity careers in research and teaching% and those ' hose life e! perience% research% or e(ploy (ent #ackgro+nd ' ill contri#+te significantly to acade (ic diversity and e! cellence at the >erkeley ca (p+s. *or (ore infor (ation% contact > ridget < reen% ChancellorIs = ostdoctoral *ello' ship =rogra(for 9cade(ic Diversity% @ffice of the Chancellor%?BB California &all% 5 niversity of California% > erkeley% C9% 9CE?B-1DBB. @r%e(ai-#ridgetAV+clink.#erkeley.ed+. See also) http)11fea.chance.#erkeley.ed+1 =ostdoctoral.cf(

7-\$ em! S-hol\$rs Orogr\$m, H\$rv\$r Universit!

%e(le-tions on the %ole o(Te-hnolog! in Te\$-hing E4-ellen-e

The role of technology in teaching e! cellence is so (e-thing that has #een on (y (ind this se (ester% as I reenter the classroo (as a st-dent. I +se the ter ("re-enter the classroo ("literally X 8 y 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.

Three (onths ago% I' o+Id have told yo+ that I ' as rel+ctantly ret+rning to a traditional classroo(. I #eca(e an online st+dent for convenience% and one , +ickly #eco(es acc+sto (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 interfered ' 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 I+cky to find an online 8 aster6s progra(that (et (y needs. In retrospect% I ' as I+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 practicing ' hat Cor' in and - ong descri#e as "' rapping technology aro+nd the teaching." It ' as o#vio+s to (e that the

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

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

ey ore (roinnon onlr Jnviid y . 29

The CT *ac+lty 7eso+rce 7oo(provides a cas+al%fle! i#le space for fac+lty to #ro' se CT collections and e! change ideas a#o+t teaching. 9long ' ith a co(p+ter station and co(forta#le reading chairs%this roo(contains o+r e! panding print reso+rces and ho+ses o+r videotape li-#rary along ' ith a television and NC7. These reso+rces cover a ' ide range of topics related to teaching. The roo(also has a conference ta#le and chairs%providing an e! cellent site for s(all disc+ssion gro+ps or #ro' n-#ag l+nches. The CT 7eso+rce 7oo(is availa#le #y contacting the (ain CT office in Nerhaegen A1C%0phone 9EE-A9CC or #y e-(ail) cteVsl+.ed+3. The follo' ing is a sa(pling of o+r reso+rces on pedagogy.

Vi eo +\$ssettes2

- "!e(plary College Teaching and \$earning%" lect+re #y Dr. Joseph \$o' (an%@cto#er D%?BBB
- "8aking the 8ost of Teaching% searning% and Technology in &igher d+cation%" 8arch AB%?BB? videoconference.
- " d+cating the R4et<en6) Strategies that ork%" vi

The Te\$-hing Oro(essor +on(eren-e M\$! 2<"2>, 2004
Hilton Ohil\$ elphi\$. +herr! Hill

The heavens opened half 'ay thro+gh (y drive%it (ade (e'onder'hy I got o+t of #ed and trek do'n to Cedar Creek. I'as destined to spend the ne!t day and a half 'orking on (y Teaching =ortfolio. >efore I arrived I didnlt even really kno' 'hat a Teaching =ortfolios 'as%#+t #oy 'as I a#o+t to find o+t.

In the conference roo('e' ere each assigned o+r o'n places 'ith #+ndles of infor(ation%incl+ding a #ook on the teaching portfolio%and space for o+r laptops 0' hich 'e' ere instr+cted to #ring%little did 'e

>rian 7o#inette%Theological St+dies%
9nn 8c4a(ara%Co(p+ter Science%
=arks College

8a+reen; +igley% *=9 9rt &istory