Introduction

The 2010 CASTL Institute was held in Creighton University’s Mike and Josie Harper Center for Student Life and Learning on June 2-5, 2010. In our eighth year of Developing (Newer) Scholars of Teaching and Learning, Creighton University was pleased to serve as host. With the theme of “Creativity,” the Institute attracted 120 participants, scholars, mentors, speakers, and administrators.

Following the institute and in lieu of a paper and pencil end-of-institute evaluation, attendees were invited to complete an on-line survey. Open from June 16 - July 9, 2010, 72 respondents (from 104 invitations; 69% response rate) answered 26 questions ranging from general satisfaction with the institute to open-ended comments regarding a variety of dimensions of the institute. Thematic analysis of the comments has been conducted but will not be provided here; instead, we offer a brief summary of four criteria to aid us in our 2011 planning.

The Four Criteria

1. The CASTL Institute Overall
2. Materials and Registration
3. Mentoring Sessions, Workshops, and Speakers
4. Overall Atmosphere, Location, and Food
The CASTL Institute Overall

Participants were asked to rate this year’s institute overall. 72 individuals responded; 99% rated the institute as excellent or good. None rated it as poor.
Materials and Registration

Feedback was sought on institute materials and processes; dimensions were queried regarding advanced materials (e.g., website), on-line registration, on-site conference check-in, scholar application process, and conference materials. All registration and conference materials’ ratings were consistent with 2009, with the exception of advanced materials and scholar applications. Our work to improve conference materials, increase communication, and on-line registration appears to have improved attendees’ experiences; however, additional improvements can be made with advanced communications regarding the institute experience and scheduling.
Mentoring Sessions

The heart of our Institute is a process of mentoring work-in-progress, modeled on that developed by the Carnegie Foundation for their Scholars of Teaching and Learning residencies. When asked to rate the mentoring sessions, the majority of participants and scholars rated them as excellent.

- Excellent: 60%
- Good: 34%
- Fair: 6%
- Poor: 6%

Workshops

Beyond the mentoring sessions, the main aspects of the Institute include workshops and speakers. When asked to rate their agreement or disagreement with how significant the workshops were in offering new and/or varied perspectives, 90% of respondents showed agreement and satisfaction with each of the primary dimensions of the Institute.

- Strongly Agree: 51%
- Agree: 39%
- Undecided: 6%
- Disagree: 4%
Workshop topics for 2010 included:

• Framing the Question: The Heart of the Research Design
• Anatomy of a Question: Refining the Burning Question
• Navigating the Institutional Review Process
• Moving SoTL Projects Forward: Applying What You Already Know and Do to SoTL - Methodologies and Literature Searches
• Literature Reviews: Disciplinary and Multidisciplinary Approaches
• Standards for Evaluating SoTL Work in the Promotion and Tenure Process
• Additional SoTL-Based Frameworks for Supporting Creativity: How can we have more creative, brighter, harder-working students - using only two or three hours of class time?

Suggestions for 2011 workshops included (Beginning and Advanced Sessions):

• Literature Reviews: Disciplinary, Interdisciplinary and Multidisciplinary Approaches
• SoTL (mixed) Methods, Data Collection, and Concepts of Valid Qualitative Evidence
• Getting Published
• SoTL for Promotion and Tenure
• How to Mentor SoTL Work/Scholars
• SoTL and Assessment
• SoTL and On-Line Teaching Pedagogy/Strategies
• Cultural Diversity and Global Issues in Education

Overall Atmosphere, Location and Food

Local arrangements feedback, primarily for the host institution, was also solicited. Feedback indicated excellence in all three venues. Technology improved over 2009 but food was rated slightly lower. We will review the menus and plan to meet or exceed expectations for 2011.
Summary

Creighton University’s Office for Academic Excellence and Assessment (AEA) thanks all of the 2010 National CASTL Summer Institute participants, scholars, mentors, and presenters for their feedback about their experiences. A summary of your feedback includes:

• Ratings of conference materials were rated particularly exceptional, and 72% of participants rated their overall institute experience as excellent (with additional 27% rating their experience as good).

• Mentoring sessions remain at the heart of the institute, with informative workshops and stimulating speakers complementing these scholarly presentations. Many of the 2010 workshops will be repeated in 2011 but opportunities exist to introduce new topics, particularly “Getting Published,” “Mentoring,” and/or “Cultural Diversity and Global Issues in Education.”

• The Harper Center offered a distinctive learning venue that provided comfort, stimulating educational atmosphere, and wireless technology.

The 2010 National CASTL Summer Institute exceeded expectations in the areas of: conference organizing; friendliness of the staff, presenters, and participants; formal and informal mentoring to include after session interactions; networking; receptions; food; shuttles; conference materials; and “every aspect.” Special thanks to the AEA staff who were identified as “exceeding expectations” and to all who contributed to the friendly learning environment. In attendees’ words: “I felt so welcome - I have never felt like that at another conference.” “The warmth and hospitality all
throughout was wonderful. Personal touches, such as the posters and notecards, were really nice. Everyone, participants and leaders and volunteers, were so friendly and genuine.” “Although this was my first year, I did not feel like a stranger.” “I think this has been the best organized and executed workshop/conference I have attended in my career to date.”

Creighton University and the Office for Academic Excellence and Assessment look forward to next exploring the vast terrain that is “Transformational Learning: Engaging Education in a Global World” in the Scholarship of Teaching and Learning. Please plan to join us June 1-4, 2011.