

2015-2016 Annual Report

*Paul C. Reinert, S.J. Center for
Transformative Teaching & Learning*



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Executive Summary

Established in 1997 as a formal teaching center, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning provides educational development services and programs for faculty members (full-time and part-time, permanent and contingent/adjunct), graduate students, and teaching staff at Saint Louis University. We serve both individuals and academic units on a range of pedagogical topics, from course and curriculum design to evidence-based instructional methods to assessment strategies for student learning to the Scholarship of Teaching and Learning. We work with instructors and academic programs that offer both on-ground and online courses and degree programs in all areas of the University.

This annual report is intended to share with stakeholders and the wider SLU community the Center's work and accomplishments over the past year and to serve as a means of accountability for the Center. The report provides an in-depth view of our work during the 2015-2016 academic year. (Note: we consider the beginning of the academic year to be July 1; most of our work in July is preparation for the upcoming year. This period – July 1-June 30 – also aligns with our fiscal year.) Additionally, the annual report describes important changes within the Center, as well as some of the many service and scholarship contributions of Center staff. Finally, the report offers an opportunity to acknowledge the contributions of the Center's Faculty Fellows, Innovative Teaching Fellows, Advisory Board members, workshop facilitators, Certificate Program faculty mentors, and other important collaborators. Throughout this report, items appearing in blue, underlined format are hyperlinked either to other sections of the report or to external, web-based resources.

During the 2015-2016 academic year, the Reinert Center hosted or co-hosted various workshops and conversations on teaching; facilitated conversations and workshops at the invitation of chairs and deans; provided services to instructors from across the campus; funded a small number of new classroom innovations for SLU faculty; enhanced existing programs and services in response to assessment data; served the University on various educational initiatives; and provided leadership to professionals in teaching and learning centers across the country and beyond.

It is worth noting that the Center's activities over the past year *decreased* somewhat from previous years. We attribute these decreases to a variety of factors, some of which are in our control and some of which are not. Certainly, demand for services and attendance at programs are fluid. Various contextual factors affect demand, including: campus climate, faculty workload, transitions in academic leadership, and the existence of larger educational initiatives that lead to greater service commitments for faculty. However, the Center also operated below capacity for the year, with two vacant positions since July 2, 2015 (the Post-Doctoral Fellow and one Instructional Developer position). Such staffing shortages led us to offer fewer events than the previous year and to limit individual services (such as the Small Group Instructional Feedback sessions) for the first time in our history. Mindful of our limited resources, we also were intentionally less focused on marketing and promotion for services to individuals and to academic units than we would otherwise have been.

Equally important, staffing shortages have prevented our engaging in longer-term planning and have delayed indefinitely our formal strategic planning efforts (which we had originally planned to begin in fall 2015). As the University seeks to expand STEM, online, and international education efforts, and as SLU seeks to achieve

the goals and objectives laid out in the [University strategic plan](#), the Center's inability to focus on longer-term growth and development is especially disappointing. Indeed, delays in this sort of planning risks impeding the faculty and graduate student development work that is crucial to the University's successful achievement of the vision and goals laid out in [Magis: Saint Louis University's Plan for the Future](#).

In spite of staffing shortages and decreased activity, the Center has much to be proud of in looking back at the past year. Highlights include:

- 84 events, including 51 sponsored/co-sponsored events and 33 invited workshops and facilitated conversations (*decrease from 2014-2015*)
- 2 invited external facilitators: Marilyn Miller, formerly of the Program for Excellence in Teaching at University of Missouri and currently consultant for the U.S. Department of Agriculture and Dr. Thomas Landy, Director, Rev. Michael C. McFarland, S.J. Center for Religion, Ethics and Culture at the College of the Holy Cross
- 25 SLU faculty facilitators and presenters in Effective Teaching Seminars, the Winter Institute, the Learning Studio Symposium, and other campus events
- More than 446 unique attendees, including: 234 full-time faculty, 25 part-time faculty, and 153 graduate students (*decrease from 2014-2015*)
- 40 Certificate recipients: 35 graduate students and 5 faculty members (*slight increase from 2014-2015*)
- 24 Small Group Instructional Feedback Sessions, representing 23 instructors and soliciting feedback from 898 students (*significant decrease from 2014-2015*)
- Approximately 87 individual teaching consultations with faculty and graduate instructors seeking one-on-one conversations about teaching (*decrease from 2014-2015*)
- 4 new Innovative Teaching Fellows from History, Social Work, Fine and Performing Arts, and Literatures, Languages, and Cultures
- 4 *Try It!* Summer Mini-Grants funded for faculty in Chemistry, Epidemiology, History, and Mathematics and Statistics
- Continued demand and success for the Online Teaching and Learning Institute, the Academic Portfolio Retreat, and other annual events like the annual May Event
- Second annual Ignatian Pedagogy Institute (25 attendees, double previous year)
- 52 posts on *The Notebook* (the Reinert Center's blog), 15 written by faculty members (*slight increase from 2014-2015*)
- Multiple events organized around our theme of *Thinking Critically, Thinking Creatively*

In addition to these accomplishments, Center staff also served on University committees and maintained active scholarly identities with their contributions to the field of educational development and to their own disciplines. Finally, Center leadership continued to shape the work of other teaching centers and educational development professionals beyond the University.

To read more about the Center and its work over the past year, see the complete Annual Report below and/or read our [bi-monthly Activity Reports](#).

About the Center

History

The Paul C. Reinert, S.J. Center for Transformative Teaching and Learning (formerly the Center for Teaching Excellence) was established in 1997, through a faculty-driven initiative. This initiative grew out of the successes of the Graduate School Teaching Resource Center, which was created in 1992 to provide SLU graduate students with teaching resources and assistance. In 2001, the Center was officially named in honor of Paul C. Reinert, S.J., long-time president of the University and a staunch advocate for educational quality and equality. In 2012, the Center's name was updated to better communicate our ongoing commitment to reflective and innovative teaching that transforms both teachers and learners.

Since its founding, the Reinert Center has experienced tremendous growth in staff, programs and services, and the number and diversity of program participants. Instructors from every college, school, and center take advantage of the Reinert Center's services and programs, including those on SLU's Madrid campus.

Vision and Mission

The vision of the Reinert Center is the formation and transformation of teachers, learners, and learning environments, through the advancement of reflective, innovative, evidence-based pedagogies that meet the needs of diverse learners in the 21st Century and embody the values of the Jesuit educational tradition.

The Reinert Center's mission is to develop, encourage, and sustain Saint Louis University faculty and graduate students so that they can better serve the intellectual, spiritual, and socio-cultural needs of all learners. To fulfill this mission, the Center:

- Guides faculty and graduate students as they seek to find their own direction, meaning, and pedagogical style in the context of Jesuit traditions of education
- Develops a community of scholars who encourage and challenge each other through mutual inspiration, mentoring, and renewal
- Promotes the reflective integration of technology and other teaching innovations in pedagogically-appropriate ways
- Advances Ignatian approaches to teaching and learning, evidence-based pedagogical scholarship, learner-centered instructional environments, and authentic methods for assessing instructional effectiveness

The Center's services and programs are open to faculty (both full- and part-time), graduate students, and teaching staff at the University.

Core Values

All of the Center's work is guided by our six stated core values: autonomy, service, leadership, reflection, innovation, and collaboration, as well as a deep commitment to *cura personalis* deriving from our Jesuit educational traditions. Our understanding of each of these terms is [explained on our website](#).

Additionally, consistent with our national professional organization and with the national/international norms for teaching and learning centers, we strive always to align our work with the [POD Network's Ethical Guidelines for Educational Developers](#).

People

Although the Reinert Center has 8 full-time positions, we had only six full-time staff during 2015-2016 (with two vacant positions for the whole year). We also enjoy the privilege of graduate assistants, undergraduate student workers, and a robust faculty Advisory Board.

Reinert Center Staff

During the 2015-2016 academic year, the Center's staff was as follows. *Note: we have had one vacant Instructional Developer position and a vacant Post-Doctoral Fellow position throughout 2015-2016.*

Name	Title	Contact Information
Debra Rudder Lohe, Ph.D.	Director	dlohe@slu.edu ; 314.977.3485
Gina M. Merys, Ph.D.	Associate Director	gmerys@slu.edu ; 314.977.2197
Mary Cook, M.A.	Office Administrator	mcook25@slu.edu ; 314.977.3944
James Fortney, M.A.	Instructional Developer	fortneyj@slu.edu ; 314.977.1910
Sandy Gambill, M. Ed.	Sr. Instructional Developer	gambill@slu.edu ; 314.977.7202
Chris Grabau, Ph.D.	Instructional Developer	grabaucr@slu.edu ; 314.977.4167
Mitch Lorenz	Graduate Assistant (Psychology)	cttl@slu.edu ; 314.977.2231
Kelly McEnerney	Graduate Assistant (Psychology)	cttl@slu.edu ; 314.977.2231
Ludwig Weber	Graduate Assistant (English)	cttl@slu.edu ; 314.977.2231
Francine Eichhorn	Undergraduate Student Worker	314.977.3944
Madeline Nathe	Undergraduate Student Worker	314.977.3944

The Reinert Center is located on the Frost campus, in Pius Library, Suite 221.

Advisory Board

The Center's Advisory Board is made up of faculty from across the institution, representing almost every college and school and the SLU Madrid campus, as well as a graduate student representative. The Center has had a faculty advisory committee since before it was formally established as a teaching center. Since 2010, we also have had a graduate student representative to the Board.

The Advisory Board is vital to the Reinert Center's success. Board members communicate the Center's work, services, and programs to members of their academic units; support programs and events; share their expertise in teaching through mentoring, facilitation of workshops, and participation in programs; provide input and feedback on existing programs and services; help Center staff to identify new, mission-appropriate offerings; serve on ad hoc committees according to interest and expertise; and assist Center staff with goal-setting and strategic planning.

A complete list of 2015-2016 Advisory Board members can be found in [Appendix A](#).

Organizational Structure

Within the University, the Reinert Center is housed in Academic Affairs, under the Office of the Provost. We report to **Michael Lewis**, Ph.D., Associate Provost for Faculty Affairs and Development. Mike also is a former Reinert Center Fellow.

Programs & Services

In support of its mission, the Reinert Center offers a range of programs and services focused on teaching enhancement, curriculum and course design, effective pedagogical integration of technology, assessment of student learning, and the research and scholarship of teaching and learning. This section provides highlights of events, services, and special programs offered in 2015-2016.

Events: At-A-Glance

Hosted and Co-Sponsored Events

Each year, the Reinert Center hosts or co-sponsors a wide variety of events. The vast majority of Reinert Center events are open to all educators (full- and part-time faculty, graduate students, and teaching staff) from across the University and typically focus on diverse topics, including: general educational theories and classroom practices; teaching with technology; assessment of teaching and learning; student learning, development, and engagement; and the scholarship of teaching and learning (SoTL). The main teaching workshops offered each year are the Effective Teaching Seminars (ETS) associated with our Certificate Program. (ETSs are open to all SLU faculty and graduate students, regardless of participation in the Certificate Program.) However, we also offered a number of other workshops, facilitated conversations on

teaching, orientation sessions for new faculty and graduate students, and other programs. Altogether, the Reinert Center hosted or co-sponsored **51 events** in 2015-2016:

Campus Events At-A-Glance	
18	Effective Teaching Seminars
1	Brown Bag Conversation on Teaching
6	Innovative Teaching Fellowship Pre-Application Info Sessions
4	Teaching with Technology Fora
2	Book Club Meetings (1 book, same audience)
4	Teaching Essentials mini-workshops
2	Faculty Panels
2	Certificate Ceremonies
2	Online Teaching & Learning Institutes
2	Culturally Responsive Teaching Institutes
Other Events (<i>offered once each</i>):	
	Ignatian Pedagogy Institute
	Winter Institute
	Learning Studio Symposium
	Award Ceremony: James H. Korn SoTL Award
	SoTL Symposium
	Academic Portfolio Retreat
	Certificate Program Orientation
	Where Teaching Meets Copyright

*Note: This list does not include invited sessions facilitated by Center staff members upon request within academic departments, programs, colleges, or schools, which are described in the next section. Each ETS typically is offered twice. Therefore, while there were 18 ETS **sessions**, there were only 9 unique ETS **topics**.*

Invited Events (Unit-Level)

In addition to regular offerings open to faculty and graduate students across the University, Reinert Center staff also facilitated workshops and conversations on a wide range of topics at the invitation of departments, programs, colleges, and schools. During 2015-2016, Reinert Center staff members facilitated **33 invited unit-level sessions** (workshops, conversations, departmental retreats, and other customized, discipline-specific programming). Center staff members also were invited to conduct workshops and information sessions at University-wide New Faculty Orientation, Adjunct Faculty Orientation, New Graduate Student Orientation, and Graduate Assistant Orientation. Some schools, colleges, and departments also invite staff to provide brief orientations to new faculty and graduate students within their units. Estimated total attendance at all invited events was **approximately 570 faculty and graduate students**. Topics covered at invited sessions included (but were not limited to) the following:

Topics for Invited Workshops, Conversations, & Retreats

Technology with Teaching: A Pedagogical Approach
Introduction to Ignatian Pedagogy
Developing Effective Syllabi
Tools for First-Time Teachers
Teaching a Diverse Student Population
Developing a Philosophy of Teaching
Engaging Learners and Managing a Classroom
Interactive PowerPoint and Teaching Strategies
Representing Teaching in the Job Search
Competencies to Curriculum: Creating Exam Questions that Work
Applying Ignatian Pedagogy in Syllabus Development
Engaging the Online Learner
Constructing a Teaching Portfolio
Teaching in 3D: Creating Interactive Learning Experiences in the College Classroom
Communication, Identity, and Difference: Critical Perspectives on Pedagogy
Teaching and Learning in the U.S. Higher Education Classroom
Integrating and Aligning Program Curricula
Teaching Students with Varied Academic Abilities

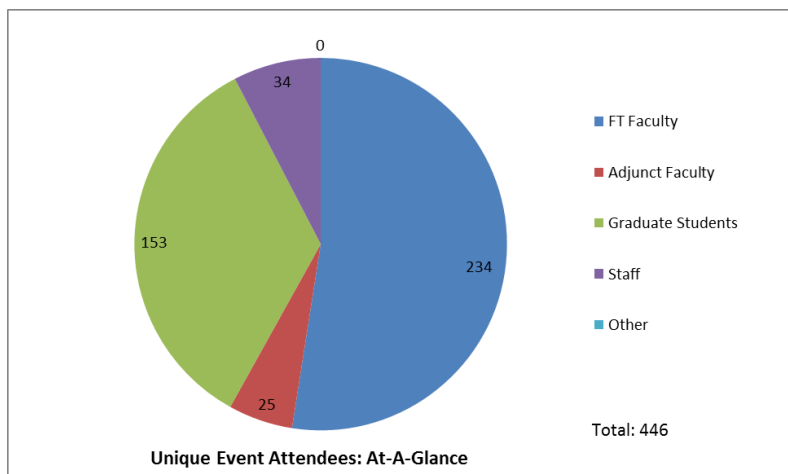
In addition to facilitating structured development opportunities, Center staff members also were invited to attend a number of faculty meetings, orientations, and retreats, providing a brief introduction to Center services and programs.

Note: Department chairs, program directors, and deans may request unit-level workshops and conversations by contacting the Center, either by email at cttl@slu.edu or by phone at (314) 977-3944.

Event Attendees

As always, attendance at Center-hosted / co-sponsored events was diverse, drawing faculty, graduate students, and staff from across the institution. In total, **at least 446 unique attendees** participated in at least one Reinert Center event in 2015-2016, many of them attending multiple events throughout the year. (An exact count of total unique individuals is not possible, since we do not always track attendance at invited sessions within academic units.)

The demographic breakdown for the total number of unique attendees was as follows:



The numbers here represent individuals who attended one or more public, Center-sponsored or co-sponsored events, as well as some invited events (where we collected sign-in sheets). Totals above represent only a fraction of faculty and graduate students who attended Center-facilitated sessions at the invitation of departments, colleges, and schools, since we do not often collect sign-in sheets at other's events. Additionally, the figures above **do not include** individuals who sought **confidential services** (such as classroom observations, teaching consultations, and Small Group Instructional Feedback Sessions). As described later in this report, no identifying information is recorded for services sought, so there is no way to cross-reference those individuals against the list of public event attendees.

Invited Facilitators and Presenters

While Center staff members facilitate many workshops and conversations, we also invite external guests, SLU faculty, and other campus collaborators to share their expertise each year. In 2015-2016, 28 individuals facilitated or co-facilitated sessions on behalf of the Center, as listed below.

External Presenters / Facilitators	
Thomas Landy, Ph.D.	<i>College of the Holy Cross</i>
Marilyn Miller, Ph.D.	<i>U.S. Department of Agriculture</i>
SLU Faculty Presenters / Facilitators	
Rebecca Aldrich, <i>Occupational Science/Therapy</i>	Elizabeth Hedrick-Moser, <i>English</i>
Lauren Arend, <i>Educational Studies</i>	Jesse Helton, <i>Social Work</i>
Lauren Arnold, <i>Epidemiology</i>	Miriam Joseph, <i>University Libraries</i>
Anneke Bart, <i>Mathematics, INTO SLU</i>	Kim Levenhagen, <i>Physical Therapy</i>
Georgia Baugh, <i>University Libraries</i>	Colleen McCluskey, <i>Philosophy</i>
Heather Bednarek, <i>Economics</i>	Karen Myers, <i>Higher Education</i>
Stephen Belt, <i>Aviation Science</i>	Diana Pascoe-Chavez, <i>ESL</i>
	Scott Ragland, <i>Philosophy</i>

Margaret Bultas, <i>Nursing</i>	Nathaniel Rivers, <i>English</i>
Brad Carlson, <i>Marketing</i>	Darcy Scharff, <i>Public Health</i>
Robert Cole, <i>Educational Studies</i>	Thomas Stewart, <i>Law</i>
Dannielle Davis, <i>Education</i>	Donghua Tao, <i>University Libraries</i>
Dan Finucane, <i>Theological Studies</i>	Mark Wilson, <i>Fine & Performing Arts</i>
Lisa Fisher, <i>ESL</i>	Amy Wright, <i>Languages, Literatures, & Cultures</i>
Mary Gould, <i>Communication</i>	Luke Yarbrough, <i>History</i>
Angela Hakim, <i>ESL</i>	
Other Campus Collaborators and Presenters	
Fr. Chris Collins	<i>Office of Mission and Identity</i>
Cathy Donahue	<i>International Services</i>
Ted Rubright	<i>Information Technology Services</i>
Bill Siler	<i>Office of Research and Development Services</i>
Leah Sweetman	<i>Center for Service and Community Engagement</i>

We gratefully acknowledge the contributions these individuals made to our programs in 2015-2016.

Core Services: At-A-Glance

In keeping with our mission, Center staff members provide a variety of services to SLU faculty, graduate students, and teaching staff. Core services include: teaching consultations, formative classroom observations, mid-semester focus groups with students, and ongoing instructional design assistance. Consistent with the standards of professional practice for teaching centers, all services provided to individuals are confidential and provided only at the request of the individual instructor. (I.e., deans, chairs, and other academic administrators may not request that Reinert Center staff provide these services for others.) For more on the confidential nature of the Center's work, see the [Confidentiality Statement](#) on our website and/or the [POD Network's Ethical Guidelines for Educational Developers](#).

Consultations and instructional design/development assistance also may be provided for groups at the department, program, school, or college level. Services provided within this context may or may not be considered confidential, depending on the requesting unit's preference.

Teaching Consultations

The Reinert Center provides confidential, non-evaluative, one-on-one consultations to all faculty, graduate instructors, and teaching staff at the University. Consultations may focus on any aspect of teaching, from course design to student engagement to learning assessment. More sustained instructional design and development assistance also is available through ongoing course (re)design meetings and consultations. Individuals or groups may meet regularly with Center staff members to (re)design courses and/or curricula. Most commonly, ongoing consultations occur as part of our Innovative Teaching Fellowship; Fellows who are in their course release semester meet regularly (usually weekly) with Center staff, who assist with the

ongoing course design and development process as Fellows prepare to teach in our Learning Studio (see below for more). All consultations are conducted as a collaborative dialogue and are driven by the individual instructor's needs and goals.

Given the confidential nature of teaching consultations, we do not record demographic information about individuals seeking consultations outside of a fellowship obligation, nor do we record details about the nature of or topics discussed in such consultations. We do, however, loosely track the *number* of consultations conducted during the year, though our reporting is more of an approximation than a precise number (for a variety of reasons, including distinctions about what constitutes a "consultation" and whether recurring consultations with the same individual should count multiple times).

During 2015-2016, we provided **over 87** consultations for individual faculty and graduate instructors at the University. Staff members report the number of consultations they conducted on a weekly basis, with "consultations" defined as half-hour or longer meetings (either virtual or in person) with instructors who intentionally sought out a consultation or meeting to discuss their teaching (as opposed to in-passing conversations that may address teaching but are not structured or focused in the same manner as a formal consultation would be). These counts typically do not include pedagogical / curriculum discussions with departments / programs (held at the invitation of unit-specific faculty members and/or administrators), and they do not include the ongoing course-(re)design consultations that occur within the Innovative Teaching Fellowship. Fellowship consultations occur approximately once per week for each fellow; in 2015-2016, this would add roughly **another 100** consultations.

Assessment/Feedback: This academic year was our first full year to use our Instructional Consultation Assessment Survey. Most individuals seeking consultations are invited to complete an electronic survey during the same week they meet with Reinert Center staff. (Individuals who seek multiple consultations within a condensed period of time will not receive the invitation after each consultation, so that we may avoid over-surveying the same instructors.) Survey results are anonymous and are aggregated for the full academic year; we review the data at the end of the academic year, in order to ensure anonymity for the respondents. The purpose of the survey is to understand whether our consultation practices align with our goals, values, and training. Where necessary, the feedback will help us identify broad patterns and areas for professional development for the Center staff as a group.

Of the 87 recorded consultations in 2015-2016, we asked for feedback on **47** and received a total of **25** responses (53% response rate) to the post-consultation assessment survey. (Note: the number of responses may not be the same as number of respondents, since some respondents may have provided feedback more than once, for different consultation experiences.) Of those responses, **21** rated the experience **excellent**, **3** as **good**, and **1** as **satisfactory**. Virtually all¹ of the responses indicated that instructors **strongly agreed/agreed** the consultation experience would help them to improve their teaching; that they learned something new or

¹ One respondent rated all but one statement about her/his experience as **strongly disagree** (one item was rated *neutral*). However, that same respondent also indicated the consultation experience was **excellent** and, when asked what aspects of the consultation were "most beneficial" and "least beneficial," offered the same response: "There was no part of the consultation that was not beneficial." Therefore, we consider the response of "strongly disagree" to have been misread as the "strongly agree" rating. Nothing else about this respondent's comments or ratings suggests the experience was negative.

thought about something differently as a result of the consultation; and that they would request a consultation in the future. **All but one** respondent indicated that the “amount of suggestions/feedback given during the consultation” was *about right*, with **one** indicating that it was *too little*. Virtually all **strongly agreed or agreed** that the staff members they consulted with “appeared knowledgeable about the topic(s)” discussed, “responded to [their] questions appropriately,” and staff members “listened to [instructors’] ideas and concerns with an open mind.” **Most strongly agreed or agreed** they would seek another consultation, based on this experience; **one** respondent indicated a *neutral* response to that statement.

Responses to the post-consultation assessment survey suggest that instructors experience this core service consistently and at a high level of quality. These results confirm that our approach to preparing and developing staff (including graduate assistants) to conduct one-on-one consultations is effective and that our approach to consultations is consistent with common practices within the field of educational development.

Small Group Instructional Feedback Sessions

Small Group Instructional Feedback (SGIF) sessions are mid-semester focus groups conducted with students at an instructor’s request. They provide an excellent way to identify what students feel is working effectively for learning as well as to uncover student suggestions for potential improvements. Reinert Center staff are trained (consistent with the field of educational development) to solicit usable, constructive feedback in a short period of time (typically about 20 minutes); we also offer a modified version of the SGIF for online courses. A typed report of all SGIF results, with patterns identified, is shared with the instructor prior to the next class meeting, so that the instructor may discuss the results with her/his students and make immediate adjustments to the course as appropriate. All reports are confidential and given only to the instructor requesting the feedback session. SGIFs are conducted at mid-semester, always at an individual instructor’s request. (No administrator may request a SGIF *for* an instructor.)

While SGIFs take only a short time to conduct (approximately 20 minutes of class time), follow-up reports require several hours of work (transcription and organization). Often, the experience leads to follow-up consultations, as well. The SGIF process is an intensive one for Center staff, and the mid-term period generally is our busiest time of the semester. However, the payoff is extremely high, for both instructors and their students, as direct and specific behavior change usually results from the feedback and subsequent discussions. Recent research on SGIFs suggests these kinds of formative feedback sessions represent one of the most important and impactful services a teaching center can offer. For Reinert Center staff, too, SGIFs offer a powerful opportunity to better understand some of the most pressing teaching and learning needs on our campus; each year, we reflect collectively on the feedback we’ve heard from students as a way to enhance our programming and ensure that it is addressing topics of real interest and concern to SLU instructors.

Due to staffing shortages during 2015-2016, priority consideration was given to those instructors who were requesting the service for the first time, and we offered it only for one course/section per instructor per semester. SGIF activity for this year is as follows:

SGIF Activity for 2015-2016	
24	SGIF sessions conducted
23	Instructors requested a SGIF (22 Faculty and 1 Graduate Student)
898	Students provided feedback in a SGIF

Note: in one instance during the spring term, we agreed to conduct a second SGIF for the same instructor because we had fewer than usual requests; therefore, the total number of SGIFs conducted is higher than the total number of instructors requesting a SGIF.

For the first time ever, the Reinert Center imposed limits on SGIF requests this year and limited publicity about the service. As a result, the number of SGIF sessions conducted this year is just over half that of previous years. In the past, when we have actively promoted the service, the demand has been significantly higher; however, we have been under-staffed for multiple years, which has meant that we do not actively promote the service in the ways we would ideally like. We look forward to a time when we can again actively share the benefits of this service widely and meet the resulting demand that would arise.

Classroom Observations

Center staff members also conduct formative classroom observations upon request by individual instructors. Such observations can provide insight into how others are experiencing one’s teaching; observers focus on describing what happens in a given class period and analyzing the relationships between various aspects of the class. All class observations are formative; they are not designed for evaluation. Like teaching consultations, classroom observations are confidential. Therefore, we do not track or document who has requested an observation, nor do we keep records from the observations themselves. In future, however, we may report on the number of classroom observations requested with limited demographic information (e.g., faculty member vs. graduate instructor). We continue to explore ways to document and to assess the demand for and effectiveness of this core service without compromising our commitment to confidentiality.

During 2015-2016, Center staff members again conducted a small number of classroom observations. As with SGIFs, the workload for classroom observations is intensive; it involves attending a class (for the full class period in most cases), writing up observation notes, and preparing a descriptive report for the instructor. Often, observations lead to follow-up consultations and other services. While the task is labor intensive, we know (and the research suggests) that formative observations create important opportunities for instructional enhancement and behavior change. As with SGIFs, this service is one we would promote more widely – and one that would be more requested – if the Center were at full capacity.

Signature Programs: At-A-Glance

In addition to maintaining existing signature programs (with continuing enhancements as appropriate), the Reinert Center also officially launched two new programs in 2015-2016: the Culturally Responsive Teaching

Academy and the Ignatian Pedagogy Academy. These programs – along with the Certificate Program, the Online Teaching & Learning Institute, the Academic Portfolio Retreat, the Innovative Teaching Fellowship, and other fellowship and grant programs – draw a range of faculty and graduate student participants from throughout the University.

Certificate Program

The Center’s Certificate in University Teaching Skills and Foundations Certificate in University Teaching Skills are the heart of our longest-standing program. The purpose of the [Certificate Program](#) is to promote the development of Saint Louis University full- and part-time faculty and graduate students in their journey toward teaching excellence. In general, the program provides participants with information and opportunities to enhance their teaching practice, develop a philosophy of teaching, and document teaching competencies.

The following table provides a snapshot of Certificate Program participation in 2015-2016:

Certificate Program Snapshot 2015-2016	
113	New Participants <i>About 12% are faculty (9% FT, 3% PT)</i>
177	Active Participants attending at least one ETS and/or completing at least one online seminar <i>About 17% are faculty (14% FT, 3% PT)</i>
40	Certificates Awarded <i>About 12.5% were faculty</i>

While the number of certificates awarded this year was slightly higher than last year, as was the number of active participants, the number of new participants registering for the program decreased slightly.



Certificate recipients at the Fall Certificate Ceremony



Certificate recipients at the Spring Certificate Ceremony

Names, departments, and faculty mentors for recipients of the Certificate in University Teaching Skills can be found in [Appendix B](#). Names and departments of recipients of the Foundation Certificate can be found in [Appendix C](#).

Other highlights from 2015-2016 include: a total of **20** attendees at the fall Certificate Program Orientation (15 graduate students and 5 faculty members) and *Reflections on Teaching* (brief keynote addresses) from **Patrick Welch**, Ph.D. (Economics) at the fall Certificate Ceremony and from **Lenin Grajo**, Ph.D. (Occupational Science and Occupational Therapy) at the spring Ceremony.

Effective Teaching Seminars

Certificate Program participants meet a number of requirements to earn a certificate, the most substantial of which is participation in 8 or 10 Effective Teaching Seminars (ETS), depending on the certificate. In 2015-2016, we offered a total of **18 ETS sessions**. Average attendance per ETS topic was **56 participants**.

The following sessions had the highest attendance numbers (including non-CUTS attendees):

2015-2016 ETSs with Highest Attendance
Universal Instructional Design <i>Facilitator: Karen Myers, Higher Education</i>
Community Based Learning <i>Facilitator: Lauren Arend, Educational Studies</i>
Creating Rubrics <i>Facilitator: Robert Cole, Educational Studies</i>
Developing Non-Traditional Projects <i>Facilitator: Nathaniel Rivers, English</i>
Peer Learning <i>Facilitators: Kim Levenhagen, Physical Therapy & Athletic Training and Anneke Bart, Mathematics & Computer Science</i>

Teaching Essentials Mini-Workshops

First launched in spring 2015, the Teaching Essentials mini-workshop series continued. The purpose of these short, practical sessions is to supplement Effective Teaching Seminars by focusing on specific instructional strategies considered essential by faculty across a range of disciplines. Teaching Essentials workshops are facilitated by Reinert Center Graduate Assistants. In 2015-2016, we held **4 sessions** with a total attendance of **58 graduate students and faculty**. Session topics included: Designing Effective Lectures, Designing Effective

Writing Assignments, Designing Effective Group Work through Purpose, and Designing Effective Lesson Plans. Certificate participants may earn credit toward in the program by attending a total of three Teaching Essentials sessions.

Teaching with Technology Fora

Our Teaching with Technology series was developed in 2013 as a way to introduce new technologies and/or features of campus-supported technologies that have potential to impact student learning and engagement. Focusing on one teaching topic and one technology, these one-hour sessions are open to all faculty and graduate instructors at SLU.

The goal for these sessions is to explore a range of technologies that have potential for teaching, while emphasizing the pedagogical reflection process and instructional goals that might inform one's decision to adopt a particular tool. Consistent with our mission, the sessions are framed by pedagogical questions of **why-to** and **how-best-to**, focusing less on **how-to**. While many of the technologies we explore are not University-supported (a point that Reinert Center staff are careful to make clear), faculty and other instructors at SLU crave information about a wider range of tools and technologies. Because our commitment is to start from instructional goals, rather than from specific tools, we are in a position to meet this need and interest in ways that other units on campus may not be.

In 2015-2016, we offered 4 sessions, with a total of **32 attendees**. Topics covered this year were: Effective Practices for Lecture/Lesson Capture, Teaching with Technology Forum: Universal Design for Learning: Teaching with Images, Teaching with Technology-Concept Maps, and Promoting Critical Thinking and Student Engagement Using Interactive PowerPoint Techniques.

These sessions are held in our Learning Studio, which offers an opportunity for more faculty to experience the space and which we hope may inspire faculty to apply for the Innovative Teaching Fellowship (see below for additional information about this fellowship). Note: Certificate Program participants may earn credit toward the completion of a certificate by attending three Teaching with Technology Fora.

Online Teaching & Learning Institute

Since summer 2012, almost 100 SLU faculty have participated in the [Online Teaching & Learning Institute \(OTLI\)](#). An intensive, multi-day series of workshops, the OTLI brings together full-time SLU faculty from all disciplines; shares evidence-based approaches to engaging, effective course design, teaching and assessment for online learning; and provides dedicated work-time for faculty to develop and build their online courses. The Institute also gives participants opportunities for individualized or group consultations with Center staff, targeted support from ITS/academic technologies staff, and for collaborating with colleagues in other disciplines.

During the 2015-2016 academic year, the Online Teaching & Learning Institute was offered twice: in April 2016, we offered an accelerated version of the Institute, with a focus on designing and teaching accelerated courses online (with a target audience of faculty preparing to teach summer online courses), and in May 2016,

we offered the regular OTLI, which has been reduced to a three-day experience. In total, **12 faculty members** participated in some version of the experience this past year.

Assessment/Feedback: In the closing reflection sessions and in follow-up surveys, respondents continue to report that the program is among the most valuable they have experienced. Most explicitly state that lessons learned will inform both their online and on-ground teaching in the future. In the most recent post-event survey (May 2016), **all** respondents continue to rate the experience as **excellent** or **good**, and **all** indicate they would recommend the experience to colleagues. Participants routinely state that they appreciate the small size of the group, the interactive informational sessions, the hands-on applied work sessions (during which faculty work on their own course materials), the introduction to new technologies and time for reflection on which are suited to specific courses/instructors, and the specific lessons about creating a sense of teaching “presence” online, engaging students more meaningfully, and assessing learning more authentically. Most tell us that the multidisciplinary perspectives shared by their colleagues are of particular value. Again this year, participants explicitly affirmed that the OTLI should remain largely an in-person experience. (This aligns with feedback from past cohorts, even in formats where online interaction was built into the program.)

Culturally Responsive Teaching Academy

Piloted in 2015 and officially launched in summer 2016, the Culturally Responsive Teaching Academy (CRTA) is an intensive instructional development experience for SLU faculty and graduate students who teach INTO Pathway courses and other courses with high concentrations of international students enrolled. The purpose of the program is to build capacity at SLU for teaching an increasingly diverse student population. While it was designed specifically with the INTO-SLU joint venture in mind – with a focus on the particular needs of international and multilingual students – the program is rooted in research on learning-focused course design and instruction. Thus, the theories and methods underpinning the Academy create more inclusive learning experiences for a broad range of diverse learners. Participants are nominated by their department chairs or program directors and receive a stipend or professional development funds for participating. The funding to support this program is provided by the Office of the Provost.

The CRTA begins with a multi-day summer institute in which participants engage in highly interactive sessions and sustained individual work time ([click here for a sample schedule](#)). The group reconvenes in mid-August for a half-day workshop and meets regularly throughout the academic year. Participation is limited; participants must be nominated by their department chairs. An overview of the program can be [found here](#).

Pilot: Summer 2015-May 2016

In summer 2015, the first cohort of the CRTA was established, and the program ran as a pilot through May 2016. In all, **9** faculty and graduate students participated. Participants attended a three-day summer institute in July 2015, then met monthly throughout the fall and spring. The summer institute focused on designing culturally responsive courses, featuring learning-focused course design methods, as well as information about what multilingual students need in assignments and clear expectations. Colleagues from the English as a Second Language program and the Office of International Services presented to the group. During the fall

and spring terms, the cohort continued meeting, on a monthly basis, to discuss topics of common interest and need, as well as some common readings.

Feedback: At several points along the way, we collected feedback from participants about their experience – through online surveys, some interviews, and a debriefing session with the full cohort at the end of the academic year. Consistently, participants rated the experience of the program positively, and all offered constructive, useful suggestions for enhancing the experience. Common suggestions included: spend more time in the summer institute on cultural variations in students' educational backgrounds; bring in more student and faculty voices to share experience; and build in even more practical, course-focused work time.

Other Assessment Data: In addition to participant feedback on the *experience* of the program, we also asked participants to complete an online, anonymous self-assessment form at two key points during the year: immediately before the summer institute and at the end of the fall semester. The purpose of this self-assessment was to understand how participating in the program may affect instructors' confidence about key aspects of culturally responsive teaching, such as their ability to: articulate ways in which the norms of U.S. post-secondary academic culture may differ from post-secondary academic norms in other countries / cultures; articulate the ways in which [their] assumptions about teaching and learning are shaped by [their] cultural background; describe specific strategies for creating a classroom environment that can support learning for all students from a wide range of backgrounds, experiences, and perspectives; address academic integrity / honesty issues in ways that account for differences in cultural norms; assess written work equitably for students who may be English Language Learners; and make [their] expectations for a course explicit for students, among other things. Our logic in asking about degrees of confidence is to consider that instructors are less likely to employ culturally responsive course design and teaching strategies if they are not confident about what those strategies are or when/how they would be useful. The data from the pilot were very encouraging: of those who responded, there was a significant **increase in self-reported confidence in all 13 items** on the survey for **all** respondents. In all but 3 items, the self-rated increase moved up a full step – from **not confident** to **somewhat confident** (or higher), from **somewhat confident** to **confident** (or higher), or from **confident** to **very confident**. These results are promising, and we will continue to use a self-assessment tool in the program.

Launch: Summer 2016

In June 2016, we officially launched the CRTA, welcoming **14** faculty and graduate students as the second cohort of instructors. In response to the substantive feedback received during the pilot, we expanded the summer institute to four days, adding a much stronger emphasis on differences in educational cultural background, more hands-on work time, more practical activities for the sessions, and more supplemental resources and optional worksheets. The group re-convened in early August for a pre-semester session, which included a panel of faculty members with experience as and/or teaching international students. Panelists shared strategies for starting off the semester effectively with diverse student groups and offered their own insights and experiences about what works well when teaching international students.

Feedback: Because the new cohort is just getting started, we only have participant feedback (from online surveys) on the summer institute, but the early results show that the lessons of the pilot year are having a

positive effect. In all, **10** participants completed the summer institute feedback survey, and **all** rated the institute **excellent**. Providing feedback on specific sessions and topics covered in the summer institute, all but one person, on one item, rated the components of the institute as **very useful** or **useful**, with most respondents indicating **very useful**. In response to the question, "What suggestions do you have for ways the summer institute might be improved?" only **2** respondents offered a suggestion: to include more information about the specific regions (and their educational systems) from which SLU international students typically come, and to find ways to include SLU international students (or their voices) into the experience.

Ignatian Pedagogy Academy

In spring 2015, we successfully piloted a new, day-long retreat focused on Ignatian Pedagogy and contemporary contemplative pedagogies. In spring 2016, we offered the institute more broadly and had **25** attendees (more than double the attendance in 2015). This year's event focused on social justice frameworks for education. The **Ignatian Pedagogy Institute** is offered each spring on a three year cycle (contemplative pedagogies, social justice frameworks, and discernment practices). The purpose of the event is to deepen participants' knowledge of Ignatian pedagogy as an extension of Ignatian spirituality and to engage participants in a series of exercises that can be applied to courses across a range of disciplines and fields.

As a way to create communities of practice around mission-focused pedagogies, in spring 2016 we also launched the Ignatian Pedagogy Academy. In this multi-year experience, SLU faculty and graduate students interested in deepening their understanding of Jesuit education meet at least once per semester (for a workshop, a facilitated discussion, consideration of a common reading, etc.), and they participate in the series of three Ignatian Pedagogy Institutes. Participants who complete all three Ignatian Pedagogy Institutes and engage regularly in the community of practice meetings are designated as Ignatian Pedagogy Fellows. The initial call for participants resulted in commitments from **18** faculty members to participate in the first community of practice. The program's first meeting will be in fall 2016 when the community members meet to discuss *The Jesuit Education Reader*, edited by George Traub.

Assessment/Feedback: Of the **25** faculty and graduate students who attended the second offering of the Ignatian Pedagogy Institute, **14** completed a post-event feedback survey. **All** respondents rated the event as either **excellent** or **good**, **all** said the activities they engaged in would be **very useful** or **useful** to their teaching, and **most** respondents named at least one concrete way they would use something they learned at the institute. This feedback was very consistent with that of the previous year.

Academic Portfolio Retreat

For the 19th year, Dr. **Marilyn Miller**, formerly of the Program on Teaching Excellence at University Missouri-Columbia and now a consultant for the U.S. Department of Agriculture, facilitated a two-day Academic Portfolio Retreat for SLU faculty seeking tenure or promotion. Offered jointly with the Office of Academic Affairs, this two-day retreat, held annually in the spring, provides an opportunity for faculty to analyze, reflect on, and organize evidence of their teaching, research, and service. Participants leave with a preliminary draft of their academic portfolio. In April 2016, **25 faculty members** from a variety of disciplines attended the retreat, which was held at Il Monastero.

This year, we continued to make changes to the structure of the retreat, based on past participants' feedback. Specifically, we reordered the major sections of the retreat so that we began the research section on day 1; we created more independent writing time; and we included someone from the Office of Research and Development to share information about resources available to support faculty in their research.

Assessment/Feedback: As always, participant feedback was extremely positive. In total, **18** participants completed the post-retreat evaluation survey, with **all strongly agreeing** or **agreeing** that their goals for the retreat were met, the retreat was helpful, it would help them prepare their dossiers for tenure / promotion, and that they would recommend the retreat to colleagues.

Fellowships and Grants

Reinert Center Faculty Fellowships

Historically, Reinert Center Faculty Fellows assisted Center staff by chairing committees, working on special programs, and serving as members of the Center's executive committee and Advisory Board; fellows were frequent attendees at Center programs, identified by the director or Advisory Board members, and joined the Center by invitation. In 2012, at the recommendation of past fellows, and with the full support of the Advisory Board, we reimagined these fellowships to be competitive and project-driven.

Reinert Center Fellows work on specific projects (that they propose) during the fellowship year; projects focus on a specific topic related to pedagogical strategies, course design, and/or research on teaching and learning. One fellowship – the Mary L. Stephen Faculty Fellowship for Scholarly Teaching – is awarded specifically for projects that focus on the Scholarship of Teaching and Learning (SoTL); this fellowship is named in honor of the Center's former director, who retired in 2011 and continues to produce SoTL work today. Reinert Center Fellows receive a small stipend during their fellowship year.

To read about the 2015-2016 Reinert Center Faculty Fellows and their projects, see [Appendix D](#).

Innovative Teaching Fellowships

Since fall 2011, the Center has offered a number of fellowships each semester to support full-time, permanent teaching faculty who are selected to teach in our [Learning Studio](#), an experimental classroom space owned by the Reinert Center. Innovative Teaching Fellowships are awarded through a competitive process. Applications are accepted twice yearly, once in the fall and once in the spring; fellows teaching in the Learning Studio have come from a wide range of disciplines.

The Fellowship provides for a one-semester, one-course reduction in teaching load during the semester prior to teaching in the Learning Studio, as well as ongoing instructional design assistance during the semester of teaching. The course release is intended to create time and space for faculty to (re)design the course they will teach in the Studio, so that they can make the most effective use of the flexibilities and technologies available in the space. During the course release semester, Innovative Teaching Fellows meet regularly with Instructional Developers in the Center, working to align learning objectives and teaching strategies and to identify appropriate tools and pedagogical strategies to achieve those objectives.

To see a list of 2015-2016 Innovative Teaching Fellows, see [Appendix E](#). To see videos of this year's Innovative Teaching Fellows' presentations from our annual Learning Studio Symposium, see [our Vimeo site](#).

Try It! Summer Mini-Grants

The *Try It!* Summer Mini-Grants were first launched in the summer of 2013 as a way to spark thoughtful and engaged experimentation with one new pedagogical strategy or tool. The purpose of the program is to support faculty members' development as teacher-scholars by promoting innovative thinking about and approaches to teaching, learning, and student engagement. Because we know full-scale course re-design isn't always feasible, we wanted to empower faculty to try one new thing in their teaching – as a way to reinvigorate some aspect of an existing course or to revitalize student engagement or to re-energize their own relationship to teaching. Grants of up to \$1,000 were awarded to small-scale pedagogical projects that demonstrated the potential for an immediate impact on student learning and engagement. While the mini-grants have proved to be powerful on their own, we also anticipate that they may serve as a means for extending the lessons learned in the Learning Studio or as a pipeline for future Innovative Teaching Fellowship applications.

In spring 2016, we received a total of **10 grant proposals**, from **12 faculty members**. We **awarded 4 mini-grants**. For a list of funded projects, see [Appendix F](#).

Major Initiatives & Updates

In addition to our signature programs and services, the Reinert Center launched, supported, or made progress on several major initiatives during the last academic year.

Thinking Critically, Thinking Creatively: Our Theme for 2015-2016

As we do every year, the Reinert Center focused particular programs and events for the year around a common theme. Our 2015-2016 theme, *Thinking Critically, Thinking Creatively*, invited dialogue on how we think about and incorporate critical thinking and creative thinking into our teaching. These core academic mindsets are valued in every discipline; yet, often, we identify them, discuss them, and teach them in very different ways. In order to uncover the similarities and differences among disciplinary approaches to critical and creative thinking, we focused on a broad range of topics, including: Ignatian Pedagogy and Ignatian imagination; technologies to enhance critical and creative thinking; critical reading skills; and more. We also featured a regular series on our weekly blog, *The Notebook*, in which instructors shared their ideas about what critical and creative thinking look like in their fields and how they teach students to do it. Several of our standing programs – such as Teaching with Technology Fora, Effective Teaching Seminars, and the Winter Institute – were informed by this theme, as were other events and resources. Some highlights include:

- Two faculty panels, one in the fall, "What is Thinking Critically in My Discipline?" , and one in the spring, "What is Thinking Creatively in My Discipline?" invited the same group of panelists to discuss what thinking critically/creatively looks like in three different disciplines and to share they teach students to do that thinking. On the panel were **Lauren Arnold** (Epidemiology), **Brad Carlson**

(Marketing), and **Colleen McCluskey** (Philosophy). The discussion highlighted the commonalities and differences in what we mean when we talk about thinking critically and creatively.

- Our annual Winter Institute, a day-long series of linked sessions, focused on ***Thinking Critically, Thinking Creatively about Teaching***. It featured a morning plenary panel on “Philosophies of Teaching” with **Dan Finucane** (Theological Studies), **Elisabeth Hedrick-Moser** (English), and **Scott Ragland** (Philosophy), followed by a workshop on “Philosophy and Practice: Reimagining Yourself as a Teacher”, facilitated by **Debie Lohe** and **Gina Merys**. Lunch was followed by two breakout sessions led by SLU faculty: **Beccy Aldrich** (Occupational Science, Occupational Therapy), **Margaret Bultas** (Nursing), **Dannielle Davis** (Education), **Mary Gould** (Communication), **Darcy Scharff** (Public Health), and **Thomas Stewart** (Law).



2016 Winter Institute Morning Plenary

- Our 13th annual May event (co-sponsored with Academic Affairs and Student Development) featured a half-day workshop on ***Teaching and Learning to See: A Starting Point for Educators at a Jesuit University***, with **Thomas Landy, Ph.D.**, director of the Rev. Michael C. McFarland, S.J. Center for Religion, Ethics and Culture at College of the Holy Cross. More than **70 faculty, staff, and graduate students** attended.



2016 May Event with Tom Landy

- Over the course of the year, we asked faculty to write for our blog, answering two questions: “What does critical / creative thinking look like in your field / discipline? How do you teach students to do it?” Fall semester contributors considered critical thinking, while spring semester contributors focused on creative thinking. Blog posts related to the theme may be found by [clicking here](#).

Advancing the Scholarship of Teaching and Learning

In addition to again awarding the James H. Korn Scholarship of Teaching and Learning Award, the Reinert Center expanded our efforts to acknowledge and advance SoTL work among SLU faculty and graduate students by hosting our second annual SoTL Symposium.

James H. Korn Scholarship of Teaching and Learning Award

In 2006, the Center established the James H. Korn Scholarship of Teaching and Learning Award in recognition of Dr. Jim Korn (professor emeritus, Psychology) for his many contributions to research on teaching and learning and his long-standing commitment in the Reinert Center. The Korn award is given annually, through a peer review process. The selection committee was chaired by **Elena Bray Speth** (Biology), Senior Faculty Fellow in the Center, and was comprised of these SLU faculty members: **Lenin Grajo** (Occupational Science and Occupational Therapy; 2015-2016 Mary L. Stephen Faculty Fellow for Scholarly teaching), **Dan Finucane** (Theological Studies), **Terri Rebman** (Environmental and Occupational Health), and **Sue Tebb** (Social Work).

In 2015, **Stuart Slavin** (School of Medicine) received the Korn Award for his work on the intentional incorporation of wellness education –mindfulness, resilience, and stress management strategies in particular – into medical education.

Scholarship of Teaching and Learning (SoTL) Symposium

In 2014 the Center hosted its first symposium to highlight SoTL work from SLU faculty and graduate students. In response to a campus-wide call for submissions in 2015, we hosted our second SoTL Symposium, featuring 16 posters from 32 SLU faculty and graduate student researchers. The Symposium was held in conjunction with the James H. Korn Award ceremony. In all, approximately **40 faculty and graduate students** attended the event. To read more about the Symposium, including a list of the presenters and projects highlighted, see the [SoTL Symposium page on our website](#).



Second annual SoTL Symposium

Supporting Campus Initiatives on Diversity and Inclusion

Building on our work in 2014 and 2015, the Center continued to support campus-wide efforts to create more inclusive learning environments on campus. At the annual University-wide Graduate Assistant Orientation, Reinert Center Graduate Assistants, **Mitch Lorenz** (Psychology), **Ludwig Weber** (English), and **Kelly McEnerney** (Psychology) conducted a workshop for new Teaching Assistants on “**Teaching a Diverse Student Population: A Focus on International Students.**” Almost **50 graduate students** attended.

Responding to the campus-wide call from Dr. Pestello in December 2015, Center staff also explored ways the Reinert Center does/could contribute to “making SLU more welcoming and inclusive for all” (president’s email to SLU community). In early spring 2016, we submitted a brief report on current / ongoing work to promote inclusion at SLU, as well as future actions we would undertake (a copy of the report may be found in [Appendix G](#)). (Our discussions about this important work further resulted in a commitment to spend the 2016-2017 academic year focused on the theme of Inclusive Teaching.)

In June 2016, we fully implemented the **Culturally Responsive Teaching Academy** ([as described above](#)), an important commitment to capacity-building at SLU for creating inclusive, culturally responsive classrooms for all students. Finally, the Center also continued its ongoing collaborations with the Center for Service and Community Engagement to include development in the area of service- and other community-engaged learning in the Certificate Program for participants interested in social justice education and community-based learning.

Deepening Understanding of Mission-Informed Teaching

As part of its mission, the Reinert Center seeks to advance understanding of the ways in which SLU's mission and our Catholic, Jesuit traditions inform classroom teaching. The work we did to support diversity, inclusion, and social justice educational initiatives was one way we supported mission-focused education at SLU. We also continued to offer **Introduction to Ignatian Pedagogy** workshops at New Faculty Orientation and for academic units upon request. And we hosted our second annual **Ignatian Pedagogy Institute** and launched the **Ignatian Pedagogy Academy** ([as described above](#)). Additionally, we met with co-chairs of the SLU Baccalaureate Task Force to discuss what makes a SLU undergraduate degree distinctive; with academic units interested in better understanding how to incorporate Ignatian teaching into their courses and curricula; and with Fr. Chris Collins, S.J., Special Assistant to the President for Mission and Identity, to brainstorm possible collaborations between the Reinert Center and the Office of Mission and Identity to advance mission-informed teaching.

Contributing to the University's Strategic Plan

With the fall 2015 final approval of SLU's new strategic plan – [Magis: Saint Louis University's Plan for the Future](#) – the Reinert Center staff spent a portion of their fall retreat exploring the various ways in which the Center can support the University's achievement of key educational initiatives represented in the plan. Each staff member ranked high-priority goals and objectives individually prior to the retreat; during the retreat, staff members worked in small groups to consider a) existing Center services and programs that already contribute to strategic plan elements and b) areas for growth and development that could enhance the Center's ability to contribute to strategic plan elements. We emerged with a renewed commitment to the underlying goals of the plan and to the existing offerings that can help to advance it, as well as a focused list of new ways we could contribute in the future (once the team is fully staffed). This work is a consonant with the Center's own mission and commitment to University's mission, as well as a continuation of director, Debie Lohe's contributions to the development of SLU's strategic plan, through her service on the Strategic Planning Steering Committee in 2014-2015.

Supporting New SLU Faculty

In addition to our regular services and programs, the Reinert Center supports new and early-career faculty by providing additional resources and programs aimed specifically at this audience. In addition to leading sessions at the University-wide New Faculty Orientation and New Adjunct Faculty Orientation, as well as hosting our annual *New Faculty Welcome Reception* each August, Center staff also worked with the College of Arts and Sciences on its inaugural offering of a New Faculty Academy in fall 2015. Finally, we continued to

host (along with the Office of Faculty Affairs) the annual Academic Portfolio Retreat for pre-tenured / pre-promotion faculty.

New Faculty Welcome Reception

Each fall, the Reinert Center hosts an open house / welcome reception for new faculty. This event provides an opportunity for new faculty – both full-time and part-time – to meet Reinert Center staff and to learn about Center services and programs. Once again, Dr. **Fred Pestello**, the University's president, attended, along with approximately **18 faculty members**.

New Faculty Orientation Sessions

Each year, Reinert Center staff are invited to participate in the University's New Faculty Orientation. Typically, this involves greeting new faculty at the resource fair and facilitating breakout workshops. In August 2015, we hosted breakout sessions on *Developing Effective Syllabi*, *Introduction to Ignatian Pedagogy*, and *Technology with Teaching: A Pedagogical Approach*. Each breakout session was offered multiple times (for a total of 7 workshops); in all, **15 new faculty** attended the syllabus session, **16** attended the Ignatian pedagogy session, and **12** attended the technology and teaching session. For the first time, the Office of Faculty Affairs hosted a University-wide Adjunct Faculty Orientation, and the Reinert Center participated in this event, as well, helping to design the experience and facilitating discussions on services and programs available to adjunct faculty, as well as on our theme of thinking critically, thinking creatively. In the spring semester, Reinert Center staff again contributed to a New Faculty Orientation and Adjunct Faculty Orientation. Additionally, multiple departments, programs, colleges, and schools invited Center staff to participate in orientation sessions for new faculty, new graduate students, and/or new teaching assistants.

Enhancing and Expanding Our Online Resources

One area of focus this year was to enhance and expand our web-based resources for SLU faculty and graduate students. The need for what is often referred to as "just-in-time" teaching resources is well-known. Yet the Reinert Center also does not want to devote time and energy to reproducing useful resources from elsewhere on the web. This year, we developed and expanded a series of [one-page Teaching Resource Guides](#) as part of our newly-revised [Teaching Tips and Resources pages](#). New resource guides focus on Fostering Discussion in Face-to-Face Classes; Fostering Discussion in Online Classes; Effective Group Work; Implementing Reflective Assignments; and the Syllabus as a Communication Tool. Additionally, we continued to work on increasing the number of contributions to [The Notebook](#), the Center's blog, by SLU faculty and graduate students. Over the next year, we have planned a number of new web-based resources on inclusive teaching and other just-in-time teaching topics.

Assessing and Documenting Our Work

Always striving to conduct our own work in ways that align with the [Ignatian Pedagogical Paradigm](#), the Reinert Center regularly assesses and documents its work in ways that are appropriate for teaching centers* and aligned with our core values. We do this regularly in a variety of ways, from post-event surveys to periodic

campus-wide Service Quality Surveys to routine exit surveys for participants in the Certificate Program to analyzing grant and fellowship reports to conducting periodic needs assessments (through surveys, interviews with deans and chairs, and targeted questions on post-event surveys). After gathering relevant data, we undertake individual and collective reflection processes in order to identify and implement any needed adjustments.

In 2015-2016, we continued to act on assessment data to improve programs and services and to enhance our assessment efforts, though continuing staffing shortages limited our ability to move forward with a comprehensive plan for regular assessment of all services and programs. In August, we undertook a five-year review of post-event surveys for several of our signature programs: the Certificate Program, the May Event, the Winter Institute, and the Online Teaching and Learning Institute. Looking back at five years' worth of feedback illuminated patterns that enhanced our current understanding of what has worked and what could be improved. In general, the feedback for all four of these programs is overwhelmingly positive feedback and suggests only small adjustments were needed. For the Winter Institute especially, considering feedback from multiple years helped us to identify broader patterns that cut across the individual presenters and topics we've hosted. This review led to a reshaping of the day-long event – moving the interactive workshop from afternoon to morning, and shifting all concurrent sessions to the afternoon – which seems to have been very well received by the 2016 Winter Institute attendees.

Throughout the year, we conducted informal needs assessment interviews with key STEM department chairs; met with the Faculty Senate President to discuss ways the Center might better support faculty; and continued to review feedback collected as part of our post-consultation survey. We also conducted a review of the impact of the Innovative Teaching Fellowship to date (five years) and of the project-based Faculty Fellowship model we adopted in 2012. (Brief impact statements for each of the fellowship programs were shared with the new Provost and helped us to secure future funding for those initiatives.) Finally, as described above, we built in a self-assessment both before and midway through the new Culturally Responsive Teaching Academy, which had provided useful information about the value of the program thus far. Going forward, we will continue to explore emerging research on and practices for assessing educational development work appropriately.

** In assessing teaching center work, it is crucial to understand that measuring the impact of instructional development work is not a straightforward prospect; it is virtually impossible to demonstrate direct effect on outcomes like student learning, although we can strive to have an effect on instructor behaviors. As we continue to enhance our assessment efforts, we continue to strive for adopting methods that reliably balance improving our own practice with embodying our commitment to anonymous and confidential work with individuals.*

Building Capacity for Our Work

In order to achieve our goals and objectives, and in order to stay abreast of emerging trends in the field of educational development, the Center and its staff continue to build capacity in key areas. We routinely pursue professional development in a variety of ways, both as individuals and as a team.

In 2015-2016, Center staff members enhanced their own skills and knowledge by attending relevant conferences (e.g., the **POD Network annual conference**, the **University of Missouri-St. Louis Focus on**

Teaching and Technology, the **Scholarship of Teaching and Learning conference at Maryville University**, and the annual meeting of the **Association of American Colleges and Universities**); participating in webinars (from **Educause Learning Initiative** and other organizations); and staying current on the research on learning, trends in higher education, and emerging practices in educational development. Each person continued building her/his own knowledge base for topics relevant to their work in the Center.

In both our summer and fall staff retreats, we developed our collective skills in key areas of practice, such as individual consultations, classroom observations, and workshop development. Together, we read and discussed books and articles to inform our practice. In March, staff participated in an HR/Skillssoft webinar on Unconscious Bias, and in November, we participated in a new suicide prevention training offered through the University Counseling Center, in order to better support faculty in dealing with troubled students.

Providing Leadership beyond the University

In addition to providing leadership to the University, the Reinert Center also is seen by many as a model for other teaching centers regionally, nationally, and occasionally internationally. This year, representatives from several institutions sought guidance from Center staff on key topics: developing and launching a formal teaching center; educational development and pedagogical practice in U.S. universities; creating dynamic websites for teaching centers; strategic planning processes for teaching centers; and preparing faculty to work effectively with INTO/international students (with an emphasis on our CRTA program). In addition to formal requests for tours and information, Center staff provide this sort of guidance and share effective practices with colleagues from across the nation through informal discussions, workshops, and other engagement opportunities at national conferences.

In the broader field of educational development, Center staff remain active in leadership positions, as well. Instructional developer **Chris Grabau** continues to serve on the planning committee of the University of Missouri-St. Louis annual Focus on Technology and Teaching Conference. (The Reinert Center has helped to shape this conference annually since its inception.) Reinert Center director **Debra Lohe** continues to serve in a leadership role in the Professional and Organizational Development (POD) Network in Higher Education (the premier North American professional society for educational developers), as a member of the Core Committee (e.g., the board of directors), the Executive Committee, and Governance Committee, and as chair and past chair of the Finance Committee. As a leader within the POD Network Debra also was invited to participate in a small, National Science Foundation-funded workshop ***Collaborating at the Centers: A Workshop on STEM*** Transformation, which brought together 46 directors of centers for teaching and learning (CTLs) and STEM education Centers (SECs) to explore common ground and possibilities for collaboration to advance STEM education initiatives nationwide. (To read the final report from this collaborative workshop, [click here](#).) Finally, Debra also was invited to serve as a learning team facilitator at the University of Virginia's annual Course Design Institute (CDI), which offered a chance to work with UVA faculty on the development of learning-focused courses and to learn the research-based, nationally-recognized CDI model in the hopes of offering a similar program at SLU in the future.

Strategic Planning & Progress

Technically speaking, we have now moved beyond the period laid out in the Reinert Center's most recent strategic plan. Rather than launching a new strategic planning effort in 2014 as originally planned, we opted to refine our existing plan in key ways and to continue working under that plan. There were two main reasons for this decision. First, the University's strategic plan was in development but had not yet been finalized, and we felt it was essential that any formal strategic planning for the Center must be informed by the University's strategic priorities. Second, after a year of operating with one vacant position, we found ourselves with two vacant positions (and facing a shortage of one GA line for 2016-2017), which greatly increased the day-to-day responsibilities of all current team members. These factors impeded our ability to devote the necessary resources to a comprehensive strategic planning effort. Therefore, formal work of this sort is on hold.

Fortunately, the broad framework from our last strategic plan continues to have relevance for our work. It was intentionally developed with flexibility and longevity in mind. (See [Appendix H](#) for an overview of the strategic directions and revised goals from our most recent strategic plan.) Additionally, the specific goals we set for the 2015-2016 academic year (as set forth in the 2014-2015 Annual Report) clearly fell within our previous strategic directions. Our sole aim in focusing our efforts in this way has been to make the most efficient and effective use of available Center resources in order to serve the largest number of faculty and graduate students in ways that are aligned with our core values and our mission and with the University's educational priorities more broadly. In 2016-2017, we will revisit the timeline for a new round of strategic planning, based on existing Center resources and pressing University needs. Minimally, we anticipate being able to begin a data collection phase that can inform the next round of strategic planning, whenever it begins.

2015-2016 Goals: Progress

In last year's Annual Report, we laid out a series of goals for the 2015-2016 academic year, and we made excellent progress in achieving those goals even as we continue to deliver quality services and programs for the campus.

On the following page is a description of each goal and the progress made toward achievement of it.

Goal	Status
<p>Continue working to assess and enhance existing programs, services, and online resources</p>	<p>Ongoing. Key actions/accomplishments include:</p> <ul style="list-style-type: none"> ▪ First full year of Instructional Consultation survey ▪ Five-year review of event feedback for OTLI, CUTS, Winter Institute, and May Event ▪ Successful revision of Academic Portfolio Retreat (in response to 2014-2015 review) ▪ Conducted informal needs assessment interviews with key STEM departments' chairs ▪ Launched Culturally Responsive Teaching Academy with both participant feedback and pre-/post- participant self-assessment measures included ▪ Collected instructional needs assessment data for Madrid ▪ Review of existing online resources with plan to enhance ▪ Prepared brief impact reports to demonstrate the value of the Innovative Teaching Fellowship and the Reinert Center Faculty Fellowship programs. ▪ Began drafting comprehensive assessment plan for Center
<p>Launch and assess a new pilot program for culturally responsive teaching</p>	<p>Completed. Key actions/accomplishments include:</p> <ul style="list-style-type: none"> ▪ Launched pilot in summer 2015; full implementation in summer 2016 ▪ Substantial revision of program based on assessment data ▪ Participant self-assessment and program feedback data indicate the program has been well-designed and is increasing instructor confidence for designing and teaching culturally responsive courses ▪ Program is receiving positive feedback and seen as a model by colleagues at other INTO universities
<p>Develop a process for studying the relationship between the layout, technology, and pedagogical practices commonly found in SLU classrooms</p>	<p>Ongoing. Key actions/accomplishments include:</p> <ul style="list-style-type: none"> ▪ Investigated existing assessment instruments and emerging research on intersections between classroom design and instructional design ▪ Center staff completed a three-week online course through Educause Learning Initiative on <i>Making Learning Spaces Work</i> ▪ Developed online survey for SLU instructors ▪ Future: explore Educause Learning Initiative's Learning Spaces Rating System and other existing instruments; secure IRB approval to conduct study at SLU; secure IRB approval to begin studying the relationship between the Innovative Teaching Fellowship and pedagogical practice

<p>Identify goals and objectives from the University strategic plan to which the Center may contribute and begin developing ideas for specific ways to do so</p>	<p>Completed. Key actions/accomplishments include:</p> <ul style="list-style-type: none"> ▪ Inventory of all <i>Magis</i> goals and objectives that are connected in some way to the Center's work (including areas where we already contribute meaningfully to the goal/objective) ▪ Selection of high-priority plan elements (based on President's Advisory Committee's rank-ordered list) where the Center might contribute ▪ Identification of near-term and longer-term actions the Center might take to contribute to University's achievement of high-priority goals/objectives ▪ Contributions to initial Action Plan drafting (upon request from Dr. Kimmey, the Strategic Plan Coordinator)
<p>Develop a three-year staffing/hiring plan in coordination with the Associate Provost for Faculty Affairs and Development</p>	<p>Completed. Submitted to Provost's office in November 2015.</p> <p><i>Note: The Center had already developed a comprehensive approach to staffing as part of its proposal to reorganize in late 2013. The new plan simply reconsiders staffing needs in light of recent vacancies and of anticipated instructional development need based on campus-wide educational initiatives (e.g., STEM education, online, etc.) and on the now-approved University strategic plan.</i></p>
<p>Begin planning for the next round of Reinert Center strategic planning, including developing a plan to collect feedback from key stakeholders</p>	<p>On hold.</p> <p><i>Note: Aside from some initial data collection efforts (e.g., informal needs assessment meetings with key STEM department chairs; instructional needs survey conducted with Madrid faculty) we were not able to begin strategic planning in a formal way due to staffing shortages.</i></p>

2016-2017 Goals

In light of continuing staffing shortages, we will once again attempt to limit major initiatives and maintain our focus on continuing to deliver quality programs and services, while also enhancing our work as follows:

- Continue to assess and enhance existing programs, services, and online resources.
- Continue to serve both a support and a leadership role, within the University and in the broader field of educational development.
- Prepare a report on the first five years of the Learning Studio and the Innovative Teaching Fellowship that supports the faculty who teach there.
- Develop a new method of assessing the impact of the Innovative Teaching Fellowship on faculty pedagogical practice.
- Review and revise the Certificate Program to create more flexibility and greater opportunities for expanding the program in the future.
- Continue to explore ways the Reinert Center may contribute to the University's strategic plan.
- Continue data collection efforts that can inform the Center's next round of strategic planning and begin to identify key milestones and timelines for that process.

- Continue to partner with other campus units to enhance programming for faculty and graduate students on key topics, such as diversity and inclusion, mission-informed teaching, and technology integration.

Service & Scholarly Activity

Reinert Center staff members share their expertise and insights in a variety of ways, both with the Saint Louis University campus community and to our larger professional communities.

Scholarly Activity

Reinert Center staff members are active contributors to the broader professional community of educational developers and, often, to our own disciplines as well. Such contributions are important for credibility for our work with SLU faculty and graduate students, and they are important for demonstrating that the Center is a place with a vibrant intellectual identity. At a minimum, everyone in the Center maintains a commitment to building their own knowledge of the body of research on teaching and learning. Additional achievements by Center staff for 2015-2016 include: peer-reviewed conference presentations, workshops, and publications; service to professional organizations; and invited workshops and presentations.

Invited Workshops (external)

Lohe, Debra. Invited Learning Team Facilitator. Course Design Institute hosted by the Center for Teaching Excellence, University of Virginia. Charlottesville, VA, June 6-10, 2016.

Conference Presentations and Workshops (peer reviewed)

Center staff did not present at conferences in 2015-2016, but they did have two proposals accepted for the annual POD Network conference in November 2016, as well as a workshop proposal accepted for the 2017 annual meeting of the Association of American Colleges and Universities.

Publications (peer reviewed)

Merys, Gina, and Thomas Pace. "Paulo Freire and the Jesuit Tradition: The Relationship between Jesuit Rhetoric and Freirean Pedagogy." *Traditions of Eloquence: The Jesuits & Modern Rhetorical Studies*. Cynthia Gannett and John C. Brereton, Eds. New York: Fordham, 2016.

Service Activity

Reinert Center staff actively serve the University community, particularly in areas where our understanding of teaching and learning can contribute to the advancement of SLU's educational mission and initiatives. This service also helps us to better understand the curricular and instructional needs of SLU educators and to identify possible areas for future programming; such service allows us to be more responsive and proactive in

our programming. As active professionals, we also serve the field of educational development and our disciplines, through involvement in our professional organizations.

University

In 2015-2016, service to the campus community took several forms, most notably committee membership and participation in other campus-wide initiatives that served to strengthen our ties to one another and to the campus. Center staff served on the following committees/task forces this year:

- Associate Deans and Directors for Graduate Education (Gina M. Merys, *ex officio*)
- College for Public Health and Social Justice Pedagogy Committee (Gina M. Merys)
- First Billikens Mentor (Mary Cook)
- Health Information Management Advisory Board (Sandy Gambill)
- Higher Learning Commission Assurance Review Subcommittee (Gina M. Merys)
- Learning Technologies Advisory Committee (Sandy Gambill)
- Online Program Quality Scorecard Working Group (Debra Lohe)
- Staff Advisory Committee (Mary Cook)
- Syllabus Task Force subcommittee of UAAC (Debra Lohe)
- Undergraduate Academic Affairs Committee (Debra Lohe, *ex officio*)
- Writing Services Advisory Board (Gina M. Merys)

Professional

In addition to serving the campus community, Reinert Center staff also served their broader professional communities in various ways during the past year, including:

Christopher Grabau

- Planning Committee Member, Focus on Teaching and Technology Conference, University of Missouri-St. Louis
- Program Subcommittee Member, Focus on Teaching and Technology Conference, UMSL
- Awards Subcommittee Chair, Focus on Teaching and Technology Conference, UMSL

Debra Lohe

- Member, Core Committee of the Professional and Organizational Development (POD) Network in Higher Education
- Member, Executive Committee, POD Network
- Chair and Past Chair, Finance Committee, POD Network
- Member, Governance Committee, POD Network
- Chair, Ad Hoc Committee for POD Committee-Sponsored Sessions, POD Network
- Proposal Reviewer, POD Network Annual Conference
- Manuscript reviewer, *International Journal of Academic Development*

Gina Merys

- Co-Chair, Research Network Forum at the Conference on College Composition and Communication (300+ person, international, pre-conference forum)
- Editorial Board Member and active reviewer for *Technoculture: An Online Journal of Technology in Society*

Other Campus Involvement

Reinert Center staff also continued to participate in other campus activities and initiatives, including Walk to Madrid, the Blue Santa toy drive (December 2015), and other campus activities.

Appendices

The following appendices can be found below:

[Appendix A: Reinert Center Advisory Board Members 2015-2016](#)

[Appendix B: Certificate in University Teaching Skills Recipients 2015-2016](#)

[Appendix C: Foundation Certificate Recipients 2015-2016](#)

[Appendix D: Reinert Center Faculty Fellows 2015-2016](#)

[Appendix E: Innovative Teaching Fellows 2015-2016](#)

[Appendix F: *Try It!* Summer Mini-Grant Awarded in 2015](#)

[Appendix G: Reinert Center Strategic Plan: Revised Year 3 Goals](#)

[Appendix H: Reinert Center 2012-2015 Strategic Directions and Goals \(revised\)](#)

Appendix A: Reinert Center Advisory Board Members 2015-2016

Amanda Albert, M.S.L.I.S <i>Pius XII Memorial Library</i>	Terri Rebmann, Ph.D. <i>College for Public Health and Social Justice</i>
Debra Barbeau, Ph.D. <i>Accounting</i>	Stuart Slavin, M.D. <i>School of Medicine</i>
Stephen Belt, Ph.D. <i>Aviation Science, Parks College</i>	Joanne Schneider, Ph.D. <i>School of Nursing</i>
Elizabeth Gockel Blessing, Ph.D. <i>Clinical Laboratory Sciences</i>	Bryan Sokol, Ph.D. <i>Center for Community Engagement</i>
Vincent Casaregola, Ph.D. <i>English</i>	Elena Bray Speth, Ph.D. <i>Biology</i>
Robert Cole, Ph.D. <i>Educational Studies</i>	Ranya Taqieddin, <i>Biology (Graduate Student Representative)</i>
Benjamin de Foy, Ph.D. <i>Earth and Atmospheric Sciences</i>	Sue Tebb, Ph.D. <i>School of Social Work</i>
Daniel Finucane, Ph.D. <i>Theological Studies</i>	Constance Wagner, J.D. <i>School of Law</i>
Kim Levenhagen, DPT <i>Physical Therapy & Athletic Training</i>	Patrick Welch, Ph.D. <i>Economics</i>
Hisako Matsuo, Ph.D. <i>Sociology and Anthropology</i>	Lisa Willoughby, Ph.D. <i>Psychology</i>
Anne McCabe, Ph.D. <i>Languages & Literature, SLU-Madrid</i>	

During our spring Certificate Ceremony, we acknowledged the departure of two Advisory Board members: **Patrick Welch**, Ph.D. (Economics) officially retired from the University in June 2016; and **Ranya Taqieddin**, Ph.D. (Biology) completed her doctoral studies and graduated in June 2016.

Appendix B: Certificate in University Teaching Skills Recipients 2015-2016

Name	Department	Mentor
Elizabeth Brennan	Electrical & Computer Engineering	Kyle Mitchell
Elissa Cutter	Theological Studies	Julie Rubio
Thu Do	Higher Education Administration	Karen Myers
Madeline Ericson	Communication	Elizabeth Richard
Ummu Erliana	Nutrition and Dietetics	Lauren Landfried
Joseph Espiritu	Internal Medicine, Critical Care, and Sleep Medicine	Andrew Lechner
Edward Holt	History	Flannery Burke
Rachel Hughes	Medical Family Therapy	Doug Pettinelli
D. Alan Johnson	International Business	Joe Lyons
Elizabeth Jolley	Chemistry	Brent Znosko
Shannon Kispert	Pathology	Jane McHowat
Allison Kittleson	English	Anne McCabe
Sang Bong Lee	International Business	Mamoun Benmamoun
Plamena Koseva	Communication	Elizabeth Richard
Steven Liu	International Business	James Fisher
Fnu Meiliana	Nutrition and Dietetics	Marjorie Sawicki
Annie Rues Neidel	English	Nathan Grant
Shannon Nicks	Behavioral Science and Health Education	Nancy Weaver
Daniel Pruitt	Higher Education Administration	John James
Paulina Shetty	Nutrition and Dietetics	Katie Eliot
Lauren Stein	Pharmacology and Physiology	Willis Samson
Ranya Taqieddin	Biology	Elena Bray Speth
Melissa Mendez Valladares	Curriculum and Instruction	Linda Bufkin

Kgomotso Vasco	Nutrition and Dietetics	Amy Moore
Zhan Wang	International Business	James Fisher
Greg Williams	Higher Education Administration	Mark Reinking
Jie Yang	International Business	Hongxin "John" Zhao

Appendix C: Foundations Certificate Recipients 2015-2016

Name	Department
Crystal Botkin	Medical Imaging and Radiation Therapeutics
Aaron Cohn	Family and Community Medicine
Amy Estlund	Behavioral Sciences and Health Education
Maria Habboushi	Education
Brenda Kirchhoff	Psychology
Julia Lopez	Social Work
Samantha Marquard	Nursing
Kelly McEnerney	Psychology
Alexander Ocasio	English
Matthew Parker	History
Brittany Robinson	Medical Family Therapy Program
Austin Turner	Medical Imaging and Radiation Therapeutics

Appendix D: Reinert Center Faculty Fellows 2015-2016

Lauren Arend, Ph.D., *Educational Studies*

Dr. Arend's project, "Social Justice in Statistics? Developing Community-based Inquiry Assignments to Promote Equity in Any Course," involves creating resources and development opportunities for faculty who wish to incorporate community-based projects and assignments.

Lenin Grajo, Ph.D. *Occupational Science and Occupational Therapy*

The second Mary L. Stephen Faculty Fellow for Scholarly Teaching, Dr. Grajo focused on collecting data from the SLU community about international teaching and learning collaborations, with the goal of identifying common practices and potential areas for scholarly and pedagogical collaboration.

Ken Parker, Ph.D., *Theological Studies*

Dr. Parker's project focuses on "The 'Workshop Apprentice' Model of PhD Dissertation Direction"; it grows out of his own work with doctoral students. After conducting research on student experiences in and scholarly productivity that emerged from his approach, Dr. Parker will share his approach and findings with his colleagues at SLU.

Elena Bray Speth, Ph.D., *Biology*

Having served as the inaugural Mary L. Stephen Faculty Fellow for Scholarly Teaching from 2012-2015, Dr. Bray Speth continued working with the Center in her new role of Senior Faculty Fellow. In this role, she works with faculty interested in developing Scholarship of Teaching and Learning (SoTL) projects, chairs the James H. Korn Scholarship of Teaching and Learning Award selection committee, and organizes the annual SoTL Symposium hosted by the Reinert Center.

Appendix E: Innovative Teaching Fellows 2015-2016

The following faculty taught in the Learning Studio during the semester indicated. Short bio-sketches can be found for each of these fellows on [our website](#).

Fall 2015	Spring 2016
<p>Jesse Helton <i>Social Work</i></p> <p>Luke Yarbrough <i>History</i></p>	<p>Mark Wilson <i>Fine and Performing Arts</i></p> <p>Amy Wright <i>Languages, Literature, and Culture</i></p>

Appendix F: *Try It!* Summer Mini-Grants Awarded in 2016

Faculty Member	Department	Project Title
Lauren Arnold	Epidemiology	<i>Facilitating student engagement in a large lecture course.</i>
Douglas Boin	History	<i>"Wait, What Did We Just Do?": On-Line Polling As A Way to Practice History-Based Skills in Large Lecture Courses</i>
Paul Bracher	Chemistry	<i>Acquisition of a Supersized Tablet as an Alternative Chalkboard and Capture Tool for Video Grading Keys in Sophomore Organic Chemistry</i>
Philip Huling	Mathematics	<i>Flipping Calculus for the Modern Learner</i>

Appendix G: Reinert Center Actions to Promote Inclusion at SLU

Submitted to President Pestello in January 2016.

Section 1 | Current / Ongoing Work

The Reinert Center currently contributes to “making SLU a more welcoming and inclusive place” in three key ways:

1. Developing and offering **programs and resources** explicitly focused on this goal, including:
 - The year-long **Culturally Responsive Teaching Academy** [pilot in 2015-2016]
 - An Effective Teaching Seminar on **Universal Instructional Design: Getting Started in Designing Accessible Course Materials** [facilitated by Dr. Karen Myers from the School of Education and offered twice as part of the Certificate in University Teaching Skills Program on Jan. 26 & 29]
 - A Teaching with Technology Forum on **Universal Design for Learning: Teaching with Images** [Feb. 11]
 - A specific session on creating accessible learning environments as part of the week-long **Online Teaching and Learning Institute** [May 2016]
 - A workshop on **Teaching Diverse Student Populations** as part of Graduate Assistant Orientation [August 2015]
 - Other workshops and conversations, customized for invited, unit-level work with groups of faculty on a wide range of topics (working effectively with international students, understanding the needs of first-generation and/or underserved student populations, and numerous other topics)
2. Working with instructors (individually and in groups within academic units) on **designing and teaching courses in inclusive ways**, with attention to research-informed strategies, such as:
 - Making implicit expectations visible and explicit for all students (including the use of grading rubrics; articulated norms for academic discourse and honesty; accessible course materials; variety and/or student input in course assignments and assessment methods; etc.)
 - Making inclusive decisions about course content (with attention to diverse perspectives)
 - Creating an environment in which diverse views are not only welcomed but actively promoted (by establishing ground rules and engaging in activities to promote safe and meaningful dialogue)
3. Creating a **welcoming, confidential, and equitable environment for all SLU instructors**, regardless of status within the University (full-time faculty, part-time faculty, tenured/tenure-track and non-tenure-track faculty, graduate students, and staff who teach formal courses for SLU). We often receive expressions of gratitude from individuals about this, particularly from part-time/adjunct faculty; although we cannot always make all fellowship opportunities available to them, adjunct instructors are equally welcome to take advantage of Reinert Center services and programs, along with all other faculty.

Section 2 | Future Work

In addition to the items described above, the Reinert Center commits to the following actions in 2016:

1. Fully implement year-long **Culturally Responsive Teaching Academy** (begins summer 2016)

2. Develop two new **Resource Guides** for our website: one on **dialogue and debate** and one on **creating inclusive course materials and syllabi** (summer 2016)
3. Update the existing **Inclusive Teaching** resources on our website (summer 2016)
4. Host a panel discussion on **diverse / critical pedagogies** (fall 2016)

Additionally, we will continue to work with individuals and academic units on creating inclusive courses and to explore other ways to expand / deepen programming and resources on inclusive teaching.

Appendix H: Reinert Center 2012-2015 Strategic Directions and Goals (revised)

Strategic Directions	Strategic Goals
<p>Diversity & Inclusion In order to meet the needs of all SLU students, we will develop programs that prepare educators to engage all learners and to meet the complex demands of increasingly diverse educational environments.</p>	<ol style="list-style-type: none"> 1. Cultivate awareness of the cultural assumptions and values that inform educational practices in a global, and embed this awareness into existing Center programs. [rev] 2. <i>Sufficiently met for now; will continue to value and monitor, increasing resources as needs arise.</i> 3. <i>Sufficiently met for now; will continue to value and monitor, increasing resources as needs arise.</i>
<p>Community-Building In seeking to be more inclusive in our programming, we aim to strengthen the Center's role as a collaborative and community-building resource, both on and off campus.</p>	<ol style="list-style-type: none"> 4. Promote collaborative pedagogical innovation and research among SLU faculty. [rev] 5. <i>On hold, pending other institution-level developments.</i> 6. Develop partnerships to advance the Center's mission. [rev]
<p>Reflective Innovation For transformative learning to occur, teachers must go beyond content delivery to create meaningful, high-impact learning experiences, particularly for today's learners, which means the Center must develop programs that promote the shift from informational to transformational teaching and learning.</p>	<ol style="list-style-type: none"> 7. Develop online resources and offer workshops on engaging learners in the 21st Century more effectively (e.g., learner-centered pedagogies, discovery-based teaching methods, High-Impact Practices, generational learning). 8. Cultivate understanding and application of the Ignatian Pedagogical Paradigm. [rev] 9. Assist instructors with assessing, researching, and documenting the effectiveness of teaching innovations and practices. [rev]
<p>Quality & Impact In order to deliver quality programs, and to help the University achieve its goals of increasing educational quality and reputation, we must increase the Center's impact on the culture of teaching and learning at SLU and its reputation for developing reflective, innovative educators, both on and off campus.</p>	<ol style="list-style-type: none"> 10. Offer support and development opportunities to assist departments and programs in creating assessment protocols that are appropriate for their unit-specific needs and that align with institutional needs. [rev] 11. <i>Completed; will continue to assess and refine going forward.</i> 12. Develop a long-term plan for ongoing assessment of Center services, programs, and website, and implement new assessment methods. 13. Create opportunities to publicize and disseminate the work we do, both on and off campus.



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