

2014-2015 Annual Report

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



SAINT LOUIS
UNIVERSITY

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Executive Summary

Established in 1997, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning now concludes its 18th year as a comprehensive teaching center. We offer 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, and we serve instructors from across 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 2014-2015 academic year, which includes progress toward our current Strategic Plan. (Note: we consider that the academic year begins on July 1; most of the work we do 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 hyperlinks, either to other sections of the report or to external web-based resources.

During the 2014-2015 academic year, the Center hosted or co-hosted numerous workshops and conversations on teaching; facilitated conversations and workshops at the invitation of chairs and deans; provided services to a wide range of instructors from across the campus; funded 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.

Highlights from the year include:

- Approximately 103 events, including 63 sponsored/co-sponsored events and about 40 invited workshops and facilitated conversations
- 5 invited external facilitators: Mark Orbe, Professor of Communication & Diversity in the School of Communication at Western Michigan University; Rita-Marie Conrad, online educator, award-winning author and consultant; 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 Charles Behling & Monita Thompson from The Program on Intergroup Relations at the University of Michigan
- 18 SLU faculty facilitators and presenters in Effective Teaching Seminars, Conversations on Teaching, the Learning Studio Symposium, and other campus events
- More than 508 unique attendees, including: 241 full-time faculty, 32 part-time faculty, and 145 graduate students
- 35 Certificate recipients: 31 graduate students and 4 faculty members

- 44 Small Group Instructional Feedback Sessions, representing 31 instructors and soliciting feedback from 1,266 students
- More than 105 individual teaching consultations with faculty and graduate instructors seeking one-on-one conversations about teaching; another 70-75 consultations involving Innovative Teaching Fellows
- 6 new Innovative Teaching Fellows from History, Mathematics and Computer Science, Public Health, English, Management, and Political Science
- 8 *Try It!* Summer Mini-Grants funded, representing 11 faculty members
- A new series of one-hour teaching workshops focused on Teaching Essentials
- Continued demand and success for the Online Teaching and Learning Institute and the Academic Portfolio Retreat
- A new, day-long institute focused on deepening understanding and applying the principles of the Ignatian Pedagogical Paradigm
- 47 posts on *The Notebook* (the Reinert Center's blog), 9 written by faculty members
- Multiple events organized around the theme of *Teaching Today's Students*, including a brown bag discussion series focused on *Teaching International Students*
- Continued progress toward our current Strategic Plan
- Implementation of the Center's new organizational structure
- Center representation on the 11-member Strategic Planning Steering Committee for the University

In addition to these many accomplishments, Center staff conducted numerous teaching consultations and classroom observations, and worked with numerous academic departments and programs on unit-level initiatives (such as the development of online degree programs). They 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 served in even more prominent ways to shape the work of 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.

During the past eighteen years, the Reinert Center has experienced tremendous growth in staff, programs and services, and number and diversity of program participants. Since its founding, the Center has served faculty and graduate students from across the University. 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

The Reinert Center is made up of seven full-time staff (during 2014-2015 we had one vacant position) who perform the core work of the Center; one full-time office administrator; and both graduate and undergraduate student assistants. We also have a robust faculty Advisory Board, which provides input and feedback on current and future programming, among other things.

Reinert Center Staff

During the 2014-2015 academic year, the Center's staff was as follows. *Note: we had one vacant Instructional Developer position and one Graduate Assistant position throughout 2014-2015.*

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
Sandy Gambill, M. Ed.	Instructional Developer	gambill@slu.edu ; 314.977.7202
Chris Grabau, M.A.	Instructional Developer	grabaucr@slu.edu ; 314.977.4167
Jerod Quinn, M.Ed.	Instructional Developer	<i>No longer at SLU</i>
Dipti Subramaniam, Ph.D.	Post-Doctoral Fellow	<i>No longer at SLU</i>
Elisabeth Hedrick-Moser	Graduate Assistant	<i>No longer in the Center</i>
Kelly McEnerney	Graduate Assistant	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 SLU Madrid. 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 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 2014-2015 Advisory Board members can be found in [Appendix A](#).

Organizational Structure

As of July 1, 2014, the Reinert Center's organizational structure changed from two teams, led by two Assistant Directors, to a more integrated approach where all staff members provide core services and contribute to signature programs, using their specific strengths and areas of expertise. The new structure allows for greater collaboration among staff, better consistency in services and programs, and increased support and programming.

Within the University structure, the Reinert Center falls under Academic Affairs and reports to **Michael Lewis**, Ph.D., Associate Vice President for Faculty Affairs and Development and 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 2014-2015.

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 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 primary 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 whether they are enrolled in the Certificate Program.) However, we also offered a number of other workshops, informal conversations on teaching, orientation sessions for new faculty and graduate students, and other programs. Altogether, the Reinert Center hosted or co-sponsored **63 events** in 2014-2015:

Campus Events At-A-Glance	
23	Effective Teaching Seminars (4 co-hosted with Madrid)
7	Brown Bag Conversations on Teaching
6	Innovative Teaching Fellowship Pre-Application Workshops
6	Teaching with Technology Fora
6	Book Club Meetings (three books, different audiences)
3	Teaching Essentials mini-workshops
3	Workshops on Diversity and Inclusion
2	Online Teaching & Learning Institutes
2	Certificate Ceremonies
Other Events (<i>offered once each</i>):	
	Open Studio Session
	Ignatian Pedagogy Institute
	Winter Institute
	Learning Studio Symposium
	Award Ceremony: James H. Korn SoTL Award
	SoTL Symposium
	Academic Portfolio Retreat
	Certificate Program Orientation

*Note: This list does not include invited sessions facilitated by Center staff members within academic departments, programs, colleges, or schools, which are described in the next section. Each St. Louis ETS typically is offered twice. Therefore, while there were 23 ETS **sessions**, there were only 12 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 2014-2015, Reinert Center staff members facilitated **more than 40** unit-level workshops and conversations, departmental retreats, and other customized, discipline-specific programming. Center staff members also are invited to conduct workshops and information sessions at University-wide New Faculty Orientation, New Graduate Student Orientation, and New Graduate Assistant

Orientation, at the invitation of the Office of Academic Affairs. Some schools, colleges, and departments also invite staff to provide brief orientations to unit-specific new faculty and graduate students. Estimated total attendance at all invited events was **more than 500 faculty and graduate students** (with about half being faculty and half being graduate students). Topics covered at invited sessions included (but were not limited to) the following:

Topics for Invited Workshops, Conversations, & Retreats

Applying Jesuit Principles
Classroom Strategies for New Teachers
Content Expert, Classroom Novice: Teaching Strategies for New Faculty
Developing Effective Syllabi
Effective Practices for Engaging Students
Engaging Learners and Managing a Classroom
Facilitation Skills
Focus on Learning: Tutoring Medical Students
Fostering Innovations in Teaching
Getting the Arguments You Want From Student Writers
Ignatian Pedagogy
Interactive Lecture and PowerPoint
Mini-Workshop: Problem Based Learning
Moving Online: Effective Practices
Online Teaching Strategies
Curriculum Planning (*program/departmental retreats*)
Representing Your Teaching Experience (*for the job market*)
Teaching a Diverse Student Population: A Focus on International Students
Teaching Online Courses in Alternative Timelines
Tips for First-Time Teachers: Channeling Teacher and Student Motivation

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.

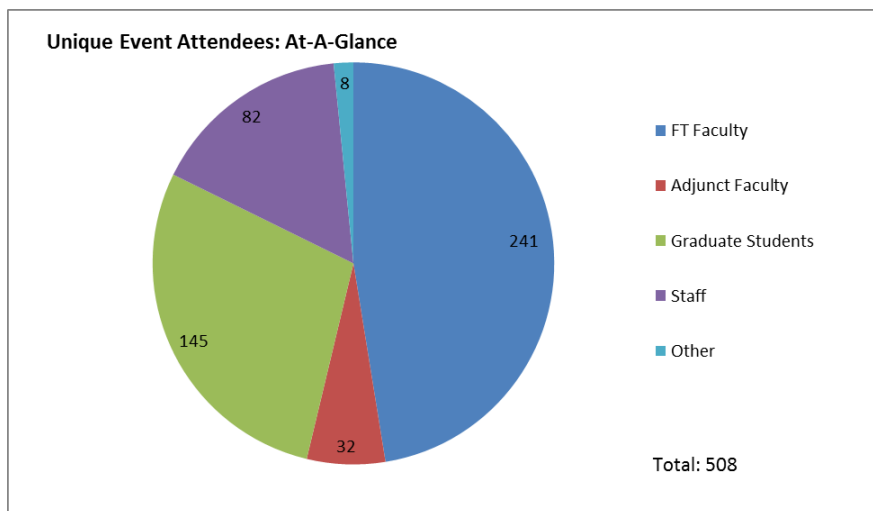
Note: Department chairs, program directors, and deans may request unit-level workshops and conversations by contacting the Center, either by email at ctl@slu.edu or by phone at (314) 977-3944.

Event Attendees

As usual, attendance at Center-hosted / co-sponsored events was diverse, drawing faculty, graduate students, and staff from across the institution (including, where possible, the SLU Madrid campus). In total, **more than 508 unique attendees** participated in at least one Reinert Center event in 2014-2015, many of

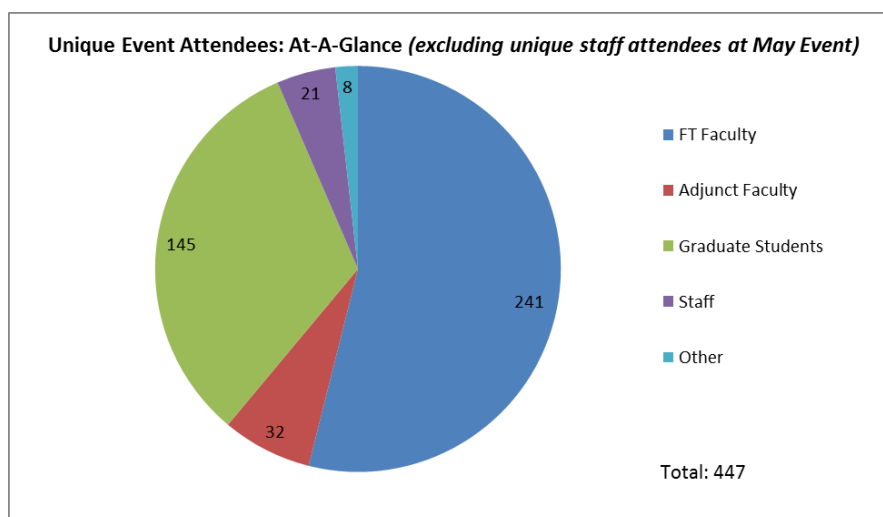
them attending multiple events throughout the year. (An exact count of total unique individuals is not possible, since we do not always track attendance at invited sessions within academic units.)

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



Although non-teaching University staff are not the Center’s typical audience, the total number of unique staff attendees is high due to our inclusion of the May Event. This annual professional development workshop is co-sponsored with Student Development and Academic Affairs and is aimed at providing an opportunity for faculty and staff to come together around topics of mutual benefit.

When we exclude staff who *only* attended the May Event, the numbers more accurately reflect the Center’s primary audiences as set forth by our mission:



In both variations, the numbers represent those who attended one or more public, Center-sponsored or co-sponsored events and some invited events, as represented in event 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 collect sign-in sheets at all invited 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 demographic information is recorded for services sought.

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 at Center events each year. In 2014-2015, 25 individuals facilitated or co-facilitated sessions on behalf of the Center, as listed below.

External Presenters / Facilitators	
Charles Behling, Ph.D.	<i>The Program on Intergroup Relations, Univ. Michigan</i>
Rita-Marie Conrad, Ph.D.	<i>University of California, Berkeley</i>
Marilyn Miller, Ph.D.	<i>U.S. Department of Agriculture</i>
Mark Orbe, Ph.D.	<i>Western Michigan University</i>
Monita Thompson	<i>The Program on Intergroup Relations, Univ. Michigan</i>
SLU Faculty Presenters / Facilitators	
Lauren Arend, <i>Educational Studies</i>	Donna LaVoie, <i>Psychology</i>
Stephen Belt, <i>Aviation Science</i>	Shawn Nordell, <i>Biology</i>
Bidisha Chakrabarthy, <i>Finance</i>	Laurie Russell, <i>Biology</i>
Amrita Chaturvedi, <i>Educational Studies</i>	Darina Sargeant, <i>Physical Therapy</i>
Rina Chittooran, <i>Educational Studies</i>	Karla Scott, <i>Communication</i>
Daniel Chornet-Roses, <i>Madrid</i>	Elena Bray Speth, <i>Biology</i>
Kimberly Druschel, <i>Math & Computer Science</i>	Anne Stiles, <i>English</i>
Daniel Finucane, <i>Theological Studies</i>	Jintong Tang, <i>Cook School of Business</i>
Benjamin de Foy, <i>Earth & Atmospheric Science</i>	Ann Wainscott, <i>Political Science</i>
Other Campus Collaborators and Presenters	
Kyle Collins	<i>Information Technology Services</i>
Kim Scharringhausen	<i>Information Technology Services</i>

We gratefully acknowledge the contributions these individuals made to our programs in 2014-2015.

Signature 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. Signature services include: teaching consultations, formative classroom observations, mid-semester focus groups with students, and ongoing instructional design assistance.

Consistent with the national professional norms for teaching and learning 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/development assistance also is available in the Reinert Center through ongoing course (re)design meetings or 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 contribute to 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 requirement, nor do we record details about the nature of or topics discussed in such consultations. We do, however, loosely track the general *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 be counted multiple times).

During 2014-2015, we provided **over 105** 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 may 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 with Innovative Teaching Fellows. Fellowship consultations represented another approximately **70-75** consultations (approximately one per week per Innovative Teaching Fellow, in 15-week semesters) over the academic year.

Assessment/Feedback: After investigating common practices among peer teaching centers and undertaking a small pilot in spring 2014, we officially implemented a post-consultation evaluation survey in 2014-2015.

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.

In 2014-2015, **47** invitations were sent, and we received **29** responses 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, **24** rated the experience as **excellent**, with the remaining **5** indicating the experience was **good**. All responses indicated that instructors **strongly agreed or agreed** that the experience would help them to improve their teaching; **all** indicated that instructors learned something new or thought about something differently as a result of the consultation. **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 much**. **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 that their “expectations about the consultation were met.” **All** responses indicated **strong agreement** that staff members “listened to [instructors’] ideas and concerns with an open mind.” **All but one 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 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 working 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 national standards) to solicit usable, constructive feedback in a short period of time (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.)

During 2014-2015, SGIF activity in the Center was as follows:

SGIF Activity for 2014-2015	
44	SGIF sessions conducted
31	Instructors requested a SGIF (27 Faculty and 4 Graduate Students)
1266	Students provided feedback in a SGIF

Note: some instructors request SGIFs for multiple courses or multiple sections of the same course; therefore, the total number of SGIF sessions conducted is higher than the total number of instructors requesting a SGIF.

While SGIFs take only a short time to conduct (20 minutes), follow-up reports require several hours of work (transcription and organization); often, this process 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 for this service 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. Finally, SGIFs also represent a powerful opportunity for Reinert Center staff 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.

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 2014-2015, 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 labor involved is intensive,

we know (and the research suggests) that formative observations create important opportunities for instructional enhancement and behavior change.

Signature Programs: At-A-Glance

Certificate Program

The Center's Certificate in University Teaching Skills and Foundations Certificate in University Teaching Skills comprise 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 2014-2015:

Certificate Program Snapshot 2014-2015	
123	New Participants <i>About 16% are faculty (12% FT, 4% PT)</i>
166	Active Participants attending at least one ETS and/or completing at least one online seminar <i>About 21% are faculty (17% FT, 4% PT)</i>
35	Certificates Awarded <i>About 6% were faculty</i>

While the number of certificates awarded this year was slightly lower than last year, the number of new participants registering for the program increased by approximately 41%, up from 87 new participants in 2013-2014. Notably, the total number of new faculty participants increased by 6%.



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 2014-2015 include: 1) a total of **26** attendees at the fall Certificate Program Orientation (16 graduate students and 10 faculty members); 2) the addition of a Teaching Essentials mini-workshop series, which launched in spring 2015; 3) a book group on Peter Filene's *The Joy of Teaching*; and 4) *Reflections on Teaching* (brief keynote addresses) from **Darina Sargeant**, Ph.D. (Physical Therapy and Athletic Training) at the fall Certificate Ceremony and from **Sue Tebb**, Ph.D. (Social Work) at the spring Ceremony.

Effective Teaching Seminars

Certificate Program participants meet a number of requirements to receive a certificate, the most substantial of which is attendance at 8 or 10 Effective Teaching Seminars (ETS), depending on the certificate. In 2014-2015, we offered a total of **23 ETS sessions**, 4 of which were co-hosted virtually with faculty and graduate students on the Madrid campus. Average attendance per ETS topic was **49 participants**.

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

2014-2015 ETSs with Highest Attendance
Promoting Higher Order Thinking <i>Facilitators: Shawn Nordell, Biology</i> <i>Benjamin de Foy, Earth & Atmospheric Sciences</i>
Introduction to Ignatian Pedagogy <i>Facilitator: Gina Merys, Reinert Center</i>
Small Group Discussion Strategies <i>Facilitator: Daniel Finucane, Theological Studies</i>
Self-Directed Learning in the University Classroom <i>Facilitator: Rina Chittooran, Educational Studies</i>
Using Social Media in the Classroom <i>Facilitators: Chris Grabau and Jerod Quinn, Reinert Center</i>

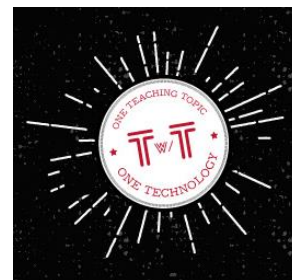
Teaching Essentials Mini-Workshops

As noted above, we launched a new mini-workshop series – focused on “teaching essentials” – in spring 2015. 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 Center Graduate Assistants and our Post-Doctoral Fellow. In spring 2015, we held **3 sessions** with a total attendance of **17 graduate students and faculty**. Sessions focused on

Cooperative Learning, Concept Mapping, and Discussion. Certificate participants must attend a total of three Teaching Essentials sessions to earn credit toward completion of a certificate.

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 the decision to adopt a particular tool. As is 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 2014-2015, we offered six sessions, with a total of **31 attendees**. Teaching topics addressed included: enhancing student collaboration, extending classroom discussions in online platforms, promoting students' self-assessment, developing and implementing group problem-solving activities, and creating assignments that increase students' awareness of context and personal motivation. Technologies addressed included: discussion threads, blogs, and journals in Blackboard; WebQuests and other inquiry-guided, web-based assignments; electronic survey tools; and annotated bibliography and other resource curation applications. 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 opportunity). 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, the Reinert Center approximately 80 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 2014-2015 academic year, the Online Teaching & Learning Institute was offered twice: in August 2014, we were offered a customized, accelerated version of the Institute at the invitation of an academic program; in June 2015, we offered the usual week-long format, which was open to all full-time SLU faculty. In total, **23 faculty** participated in some version of the experience.

Assessment/Feedback: In the closing reflection sessions and in follow-up surveys, all 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 (June 2015), **all** respondents rated the experience as “excellent,” and all indicated they would recommend the experience to colleagues. Participants routinely appreciate the small size of the cohort 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. All agree that the multidisciplinary perspectives shared by their colleagues are of particular value. Again this year, participants explicitly affirm 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.) Suggested areas for enhancement include moving the guest facilitator who provides Blackboard support to later in the week, including a focus on universal instructional design, and the opportunity to reconnect with the cohort during the academic year.

Academic Portfolio Retreat

For the 18th 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. Now 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 February 2015, **25 faculty members** from a variety of disciplines attended the retreat, which was held at Il Monastero.

Assessment/Feedback: As always, participant feedback was extremely positive, with **all but one survey respondent** agreeing/strongly agreeing that the retreat was helpful, would help them prepare their dossiers for tenure / promotion, and that they would recommend the retreat to colleagues. Suggestions for future enhancements were consistent with feedback from past years and included: devote more time to writing activities; assign groups so that there is greater overlap in participant goals (e.g., 3rd-year review prep vs. tenure review prep); schedule the retreat slightly earlier in the spring; and offer structured follow-up events to bring participants back together.

In late 2014, we conducted review of post-event feedback, as well as conducted a follow-up survey with faculty who had attended the retreat in the five years prior. This review demonstrated that the event continues to be one of our most successful, and there is near-unanimity about the effectiveness of the retreat's design and facilitation. The review also helped us to identify specific ways we might enhance the experience for faculty, and Dr. Miller made concrete changes based on this feedback for the 2015 retreat. As we look ahead to next year, we expect to continue refining the program, based on participant feedback.

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 reimaged 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 2014-2015 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 2014-2015 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 fall 2014, Reinert Center staff were invited to present on this grant program at the national conference of the POD Network.

In spring 2015, we received a total of **15 grant proposals**, from **19 full-time faculty members**, and we **awarded 8 mini-grants**, which represented the combined efforts of **11 faculty members**. For a complete 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.

Teaching Today's Students: Our Theme for 2014-2015

As we do every year, the Reinert Center focused particular programs and events for the year around a common theme. Our 2014-2015 theme, *Teaching Today's Students*, allowed us to unpack the various layers of context that shape our classrooms, to discuss the many kinds of diversity represented within our classrooms, and to consider how instructional strategies can promote more inclusive learning environments. 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:

- A brown bag series focused on **Teaching International Students**. Fall semester conversations focused on **"Using Sources Responsibly,"** led by Debie Lohe and Gina Merys from the Reinert Center, and **"Small Group Work"** led by **Bidisha Chakrabarty**, Ph.D. (Finance) and **Rina Chittooran**, Ph.D. (Educational Studies). Spring semester conversations tackled **"Grading Written Work,"** led by Debie Lohe and Gina Merys, and **"Faculty-Student Relationships,"** facilitated by **Lauren Arend**, Ph.D., and **Amrita Chaturvedi**, Ph.D. (both in Educational Studies). Each



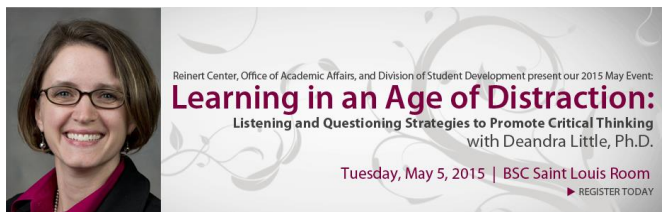
conversation was offered twice, once on the Frost campus and once on the Health Sciences Campus.

- A book group offered for faculty in the College of Arts & Sciences on James M. Lang's ***Cheating Lessons: Learning from Academic Dishonesty*** (2013). In this book, Lang dispels a number of myths about perceived increases in cheating by "today's students." He summarizes some of the most current research on cheating/plagiarism and places it alongside recent research on learning. Finding a number of overlapping ideas, Lang ultimately shows that the same strategies that can reduce cheating also can contribute to more effective learning. In total, **7 faculty members from the College of Arts & Sciences** participated in the book group. Faculty met with Reinert Center staff a total of three times in fall 2014.
- Our annual Winter Institute, a day-long series of linked sessions, focused on **Teaching Today's Students in Multiple Formats**. It featured a morning keynote and Q&A session by **Dr. Rita-Marie Conrad** (author, *Continuing to Engage the Online Learner*), "**Lessons from the Online Classroom, for Every Classroom**"; breakout sessions led by SLU faculty: **Heather Bednarek, Craig Boyd, Steven Howard, Elena Bray Speth, Mike Lewis, Tony Breitbach, Karen Myers, Dan Haybron, Sherry Muir, and Charlotte Royeen**; and an afternoon workshop on Engaging Today's Students in Multiple Ways, also facilitated by Conrad. **More than 75 faculty and graduate students** attended.



Dr. Rita-Marie Conrad's Winter Institute afternoon interactive workshop

- Our 12th annual May faculty and staff development event (co-sponsored with Academic Affairs and Student Development), which featured a half-day workshop on **Learning in an Age of Distraction: Listening and Questioning Strategies to Promote Critical Thinking**, with **Deandra Little, Ph.D.**, director of the Center for the Advancement of Teaching and Learning and Associate Professor of English at Elon University. Almost **150 faculty, staff, and graduate students** turned out for this important event.



Supporting Campus Initiatives on Diversity and Inclusion

Extending the work of our 2014 May Event (which focused on social identities and differences), and responding [to the pressing needs of our campus and St. Louis community during this past year](#), the Reinert Center co-sponsored (with the Office of Academic Affairs) three workshops for faculty and staff.

- In November, **Mark Orbe**, Ph.D., professor of communication and diversity at Western Michigan University, facilitated two workshops for teaching faculty at SLU: “**Higher Education’: Preparing Students to Make a World of Difference**” and “**Engaging Taboo Topics in the Classroom: The Power of Dialogic Moments.**” In total, almost **50 faculty members** participated in these sessions. Dr. Orbe’s workshops also were co-sponsored by the College of Arts & Sciences and the Department of Communication.



Mark Orbe diversity workshops.

- In April, a group of **26 faculty, staff, and administrators** participated in a four-day workshop with Monita C. Thompson and Charles Behling, Ph.D., of the Program on Intergroup Relations at the University of Michigan. During the workshop, “**Intergroup Dialogues and Related Pedagogy: Approaches to Diversity Education,**” participants explored and shared aspects of their own social identities, learned about different facilitation styles suited to social justice education, and deepened their knowledge of SLU’s Intergroup and First-Year Dialogue courses.
- At the annual University-wide Graduate Assistant Orientation, Reinert Center Graduate Assistants, **Elizabeth Hedrick-Moser** (English) and **Kelly McEnerney** (Psychology), and Post-Doctoral Fellow, **Dipti Subramaniam**, Ph.D., conducted a workshop for new Teaching Assistants on “**Teaching a Diverse Student Population: A Focus on International Students.**” Over **100 graduate students** attended this session.

In addition to these structured development opportunities, the Reinert Center contributed to SLU’s most recent efforts to secure a **First in the World Grant**; our focus there was on preparing faculty to work with more diverse student populations. Additionally, we began planning a new program on *culturally responsive teaching*, which we will pilot in 2015-2016 as a way to prepare SLU faculty and graduate instructors for an expected increase in international student populations over the coming years. Finally, the Center continues its ongoing collaborations with the Center for Service and Community Engagement to provide development in the area of service- and other community-engaged learning for Certificate Program participants who are interested in social justice education and teaching for civic engagement.

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 its Catholic, Jesuit traditions inform classroom teaching. The work we did supporting campus initiatives focused on diversity, inclusion, and social justice education were one way we supported this work. Additionally, this year, we added an **Introduction to Ignatian Pedagogy** as one of the Effective Teaching Seminars in the Certificate Program; the session was offered three times in fall 2014, twice just for St. Louis faculty and graduate students, and once as a joint session for instructors on both the St. Louis and Madrid

campuses. One Center staff member also served on college-wide “teach to the mission” group and as a member of a cross-campus community of practice focused on social justice education.

In spring 2015, we also piloted a Pedagogical Exercises Institute – a day-long retreat designed to deepen participants’ knowledge of Ignatian Pedagogy as an extension of Ignatian spirituality and connected to contemporary contemplative practices. Through multiple interactive sessions, participants engaged in mindful strategies focused on critical thinking and deeper learning that may be adapted to a variety of disciplines and pedagogical purposes. In all, **11 faculty participated** in this new event; rather than issue a campus-wide call for participants, we focused the pilot around past program attendees we knew had an interest in the topic. Beginning in spring 2016, the event will be advertised more widely and offered annually as the *Ignatian Pedagogy Institute*.

Assessment/Feedback: Of the 11 faculty who participated in the pilot, **9** 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. As we prepare to offer the institute again next spring, we will plan to act on the concrete suggestions respondents offered for ways the institute might be improved.

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 the first of what we hope will be an 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's many contributions to research on teaching and learning and of his long-time involvement in the Reinert Center. The Korn award is given annually in the fall semester, through a peer review process; the selection committee is comprised of SLU faculty members and was chaired by the Mary L. Stephen Faculty Fellow for Scholarly Teaching, **Elena Bray Speth**, Ph.D. (Biology). In 2014, the Korn Award was given to **Michelle Lorenzini**, Ph.D. (Political Science).



Dr. Jim Korn, along with 2014 Korn Award recipient, Dr. Michelle Lorenzini

Scholarship of Teaching and Learning (SoTL) Symposium

The Center has long been interested in hosting a symposium highlighting SoTL work from SLU faculty and graduate students. In response to a campus-wide call for submissions, we hosted our first-ever SoTL Symposium, featuring posters from 22 SLU faculty and graduate students. 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](#).



First annual SoTL Symposium

Supporting New SLU Faculty

In addition to our regular services and programs, the Reinert Center specifically supports new and early-career faculty by providing additional resources and programs aimed specifically at this audience. We regularly publish a short resource for new faculty, called *A Guide for Your First 100 Days*, on our website; the guide offers overview information on key topics, such as navigating University technologies and systems, paring on campus, and identifying other resources that may be useful for those just beginning at SLU. (This resource generally provides information that is applicable to all faculty, both full-time and part-time.)

Additionally, we host a *New Faculty Welcome Reception* each August, participate in fall and spring New Faculty Orientation sessions (at both the college and University levels), host an informal discussion group for faculty who are brand-new to teaching, and co-host (with the Office of Faculty Affairs) an 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. This year, the event also gave us an opportunity to welcome Dr. **Fred Pestello** as the University's new president. Approximately **29 faculty members** attended the fall 2014 reception.

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, presenting a general overview of Center services and programs, and facilitating breakout workshops. In August 2014, we hosted breakout sessions on *Developing Effective Syllabi*, *Content Expert*, *Classroom Novice: Teaching Strategies for New Faculty*, and *Fostering Innovations in Teaching*. Each breakout session was offered multiple times (for a total of 10

workshops); in all, **28 new faculty** attended the syllabus session, **28** attended the teaching strategies session, and **27** attended the innovations session. As a follow-up, we hosted an Open Studio drop-in session, where new faculty who had attended any of these workshops could come in for additional discussion.

Additionally, multiple departments, programs, colleges, schools academic units routinely invite Center staff to participate in orientation sessions for new faculty. Multiple colleges, schools, departments, and programs requested such sessions again in fall 2014.

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 topics from Collaborative Learning and Concept Mapping to Using Groundrules in Diverse Classes and Making Student Work Public Online. Additionally, we worked to increase the number of contributions to [The Notebook](#), the Center’s blog, by SLU faculty. In the next academic year, we anticipate a regular blog feature by faculty and graduate students, as well as additional teaching resources, both brief and more in-depth.

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 in a variety of ways, from post-event surveys to regular campus-wide Service Quality Surveys to regular exit surveys for participants in the Certificate Program to analyzing grant and fellowship reports to conducting regular needs assessments. After gathering relevant data, we undertake individual and collective reflection processes in order to identify and implement any needed adjustments.

In 2014-2015, we continued implementing the new assessments for invited workshops and we refined our new post-consultation assessment in light of the pilot-testing we did in spring 2014. We added regular post-event feedback from Teaching with Technology Fora and Teaching Essentials workshops; made changes to our Certificate Program Exit Surveys in light of recent changes to the program; continued refining the Online Teaching & Learning Institute based on participant feedback; began periodic review of website analytics; and undertook a 5-year review of the Academic Portfolio Retreat to identify needed updates and to begin implementing those updates. Over the next academic year, we plan to conduct multi-year reviews of other signature programs, to explore possible ways of assessing our Small Group Instructional Feedback sessions, and to explore the possibility of collecting sample course materials from faculty willing to share them as a means for making visible lessons learned through Center programming.

** 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, the Center and its staff continue to build capacity in key areas. We continued exploring possible grants to build financial resources and to develop the strengths of and relationships among our staff. Additionally, we implemented the reorganization of the department, which has increased the Center's capacity to respond more quickly to the needs of academic units, to develop more online resources for SLU faculty and graduate students, and to plan more proactively for emerging trends in higher education.

Center staff members enhanced their own individual strengths and knowledge by attending relevant conferences (e.g., the [POD Network annual conference](#) and the **University of Missouri-St. Louis Focus on Teaching and Technology**) and immersive workshops (like L. Dee Fink's **national workshop on *Designing Courses for Significant Learning*** and the **Heartland Delta Faculty Conversations Ignatian teaching workshop** at Regis University); participating in webinars (from [Educause Learning Initiative](#), among other organizations); and staying current on research on learning and trends for higher education. Each person continued building her/his own knowledge base for topics relevant to their work in the Center.

In addition to individual professional development, Center staff participated in key professional development sessions as a group, including full-staff retreats, workshops on developing effective workshops and effective consultation practices, and reading and discussing texts in common.

Providing Leadership beyond the University

The Reinert Center has long served as a model for other institutions and teaching centers beyond the University, from the St. Louis region, across the nation, and around the world. This year, representatives from six institutions, both regional and national, both academic and non-academic, contacted Center staff for the purpose of seeking guidance on topics ranging from sparking innovation through our Learning Studio to conducting Small Group Instructional Feedback sessions to organizing a formal teaching center to the role of teaching centers in faculty evaluation to experiential learning in non-traditional settings. Institutions and organizations seeking conversations were the University of Manchester (UK), Illinois State University, Loyola University New Orleans, St. Louis College of Pharmacy, Webster University, and the St. Louis Rams. In addition to these formal requests for tours and information, Center staff provide this sort of guidance and share best practices with colleagues from across the nation through informal discussions, workshops, and other development opportunities at national conferences.

Indeed, the Center's identity as a national model continues to grow in a variety of ways. In spring 2015, a blog post by **Ken Parker**, Ph.D., Reinert Center Fellow, was picked up by [Faculty Focus](#), a national online resource for higher education faculty, which has more than 125,000 followers. Dr. Parker's blog post – [Learner-Centered Pedagogy: The Fear of Losing Control](#) – was reprinted in the Faculty Focus e-newsletter (an

uncommon occurrence, according to their editor). In addition to being an honor for Dr. Parker, this republication of his post led to an immediate increase in the number of non-SLU blog subscribers for [The Notebook](#).

In the broader field of educational development, the Center's director, **Debra Lohe**, Ph.D., was invited to co-lead two key leadership and professional development institutes for other educational development professionals across the country. In January, she joined colleagues from Texas Tech University and the University of Indiana, Bloomington, in leading the annual, day-long **Organizational Development Institute**, sponsored by the POD Network and by the American Association of Colleges and Universities (AAC&U). This event, held in Washington, D.C., as a preconference workshop just before the AAC&U's annual meeting, focused on helping directors of centers for teaching and learning to understand their role in organizational development on their campuses. In June, Dr. Lohe was invited to serve on the faculty of the POD Network's biannual **Institute for New Faculty Developers**; in this role, she led or co-led workshops for 120 new faculty development professionals from across the country and around the world. Finally, Debie also was invited to serve as an external reviewer for a teaching center on the West coast.

Strategic Planning & Progress

Overall, 2014-2015 was a very successful year for the Center. We continued making excellent progress toward achieving our strategic goals and objectives, despite staffing shortages, even as we balanced advancement of our existing strategic plan with providing core services and programs in a high-quality, consistent way. This year, we made an intentional choice to postpone the start of our next strategic planning cycle until after the University's strategic plan has been developed. Because our current priorities continue to align with the needs of faculty and graduate students at the University, those priorities may continue to guide our work for the short-term.

One key decision we made was to refine our existing plan in some key ways; while our current strategic directions and most of our current strategic goals continue to have relevance and to shape our work, we revised the goals and objectives for 2014-2015 in order to deepen our focus on the most pressing and relevant initiatives for the broadest audience of Center stakeholders and constituents. Specific adjustments included suspending four goals – either because we had sufficiently met them for the time being or because they were too reliant on other institutional stakeholders, which meant our ability to achieve the goals was not entirely under our own control – and refining several other goals. Refinements generally were made when our efforts to achieve the goals involved a greater breadth of services and programs than the particulars specified in the goal itself. Our sole aim in refining the current strategic plan was to make the most efficient and effective use of 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. To see the Center's revised strategic goals for 2014-2015 see [Appendix G](#).

Year 3 Progress

We achieved or exceeded almost all of the specific objectives set for the year with a few exceptions. As we anticipated last year, we did scale back the number and complexity of new initiatives in order to deepen and enhance existing ones. Ultimately, we continued to look plan strategically for the Center's future, even as we maintained our commitment to being *responsive* to the emerging instructional needs of an increasingly diverse community of teachers and learners at the University.

A detailed record of the Center's progress toward its 2014-2015 strategic goals may be found in [Appendix H](#).

2015-2016 Goals

When the current strategic plan was finalized three years ago, we anticipated that we would launch a new planning process in 2014-2015, which would result in a new strategic plan to begin in 2015-2016. However, in light of our decision to postpone that work until after the University's plan has been developed, under the leadership of the new president, we are continuing to work toward the most recent plan. Therefore, during the 2015-2016 academic year, the Reinert Center will continue working to achieve the broad goals laid out in the Center's existing strategic plan (pending staff availability and filling of vacant positions), with particular attention to the following goals:

- Continue working to assess and enhance existing programs, services, and online resources
- Launch and assess a new pilot program for culturally responsive teaching
- Develop a process for studying the relationship between the layout, technology, and pedagogical practices commonly found in SLU classrooms
- 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
- Develop a three-year staffing/hiring plan in coordination with the Associate Provost for Faculty Affairs and Development
- Begin planning for the next round of Reinert Center strategic planning, including developing a plan to collect feedback from key stakeholders

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 as well as to our own disciplines. 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 2014-2015 include: peer-reviewed conference presentations, workshops, and publications; service to professional organizations; and invited workshops and presentations.

Invited Workshops and Leadership Roles (external)

Lohe, Debra (co-facilitator). "Leading and Participating in Campus-Level Change: Risks, Rewards, Strategies." POD Organizational Development Institute. Co-hosted by the Professional and Organizational Development (POD) Network in Higher Education and the Association of American Colleges and Universities. Washington, D.C. January 20, 2015.

Lohe, Debra. Invited Faculty. Institute for New Faculty Developers. Professional and Organizational Development (POD) Network in Higher Education. Asheville, North Carolina. June 16-19, 2015. Workshops facilitated or co-facilitated: "Starting and Sustaining Strategic Planning for Faculty Development Centers," "Needs Assessment: From Data Collection to Decision-Making," and "Do You See What I See? Conducting Formative Classroom Observations."

Presentations and Workshops (peer reviewed)

Grabau, Christopher and Jerod Quinn. "Leveraging Opportunity from Ambiguity: Creating a Statement of Practice." Interactive Workshop, Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Dallas, Texas. November 7, 2014.

Lohe, Debra and Gina M. Merys. "Mini-Grants as Lever: The Power of Small Investments." Interactive Workshop, Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Dallas, Texas. November 6, 2014.

Quinn, Jerod (co-presenter). "Flipping the Classroom to Promote Retention of Key Material." Focus on Teaching and Technology Conference, University of Missouri-St. Louis. St. Louis, Missouri. November 14, 2014.

Publications (Peer Reviewed)

Logan, Micah, **Debra Rudder Lohe**, Greg Siering, and Suzanne Tapp. (2015). "Negotiating a Seat at the Table: Questions to Guide Institutional Involvement." *To Improve the Academy: A Journal of Educational Development*, 34(1-2), pp. 171-193.

Lohe, Debra Rudder, Peter Khost, and Charles Sweetman. (2014). "Rethinking and Unthinking the Graduate Seminar," *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 15(1), pp. 19-30.

Lohe, Debra Rudder. (2014). "The Art of Incorporating Sources and Discussion of 'Slant' in Writing," "Avoiding Plagiarism: Integrating and Citing Sources," "Linguistic Exfoliation: Student Writing Self-Evaluation," and "Direct, Indirect and Impressionistic: Crafting Good Essay Question Openers." *Practical Composition: Exercises for the English Classroom from Working Instructors*. Russell Brickey, Laura L. Beadling, & Evelyn Martens (Eds.). Jefferson, NC: McFarland & Company.

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 professional organizations and service.

University Service

In 2014-2015, 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*)
- Diversity Faculty Community of Practice (Gina M. Merys)
- First Billikens Mentor (Mary Cook)
- Health Information Management Advisory Board (Sandy Gambill)
- Heartland Delta Faculty Conversations Meeting (Regis University) Delegate (Debra Lohe)
- Higher Learning Commission Working Group Subcommittee (Gina M. Merys)
- Learning Technologies Advisory Committee (Debra Lohe, Sandy Gambill)
- MOVE Committee (Mary Cook)
- School of Medicine Faculty Development Group (Gina M. Merys)
- Search Committee: Instructional Services Librarian, Pius Library (Debra Lohe)
- Search Committee: Director of Customer Service Group, ITS (Debra Lohe)
- Shared SLU Undergraduate Educational Experience Committee (Gina M. Merys)
- SLU Strategic Planning Steering Committee (Debra Lohe)
- Teach to the Mission Group Facilitator (Gina M. Merys)
- Undergraduate Academic Affairs Committee (Debra Lohe, *ex officio*)
- University-Wide Undergraduate Student Learning Outcomes Task Force (Debra Lohe)
- Writing Services Advisory Board (Gina M. Merys)

Professional Service

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

Sandy Gambill

- Proposal Reviewer, Professional and Organizational (POD) Network in Higher Education Annual Conference
- Proposal Reviewer, Blackboard Educational Technology Conference

Christopher Grabau

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

Debra Lohe

- Member, Core Committee of the Professional and Organizational Development (POD) Network in Higher Education (elected March 2014)
- Member, Executive Committee, POD Network
- Chair, Finance Committee, POD Network
- Member, Gifting Subcommittee, POD Network
- Chair, Ad Hoc Committee for POD Committee-Sponsored Sessions, POD Network
- Reviewer, *To Improve the Academy: A Journal of Educational Development*
- Proposal Reviewer, POD Network Annual Conference

Gina Merys

- Co-Chair, Research Network Forum at the Conference on College Composition and Communication (300+ person, international, pre-conference forum): including keynote speakers, roundtable work-in-progress presentations (with discussion leaders), and editors roundtables.
- Editorial Board Member and active reviewer for *Technoculture: An Online Journal of Technology in Society*
- Participant, Faculty Development and Composition Scholars SIG (Special Interest Group) at the annual Conference on College Composition and Communication

Other Campus Involvement

Reinert Center staff also participated in other campus activities and initiatives, including Walk to Madrid (summer 2014), the Blue Santa toy drive (December 2014), and other campus activities.

Appendices

The following appendices can be found below:

[Appendix A: Reinert Center Advisory Board Members 2014-2015](#)

[Appendix B: Certificate in University Teaching Skills Recipients 2014-2015](#)

[Appendix C: Foundation Certificate Recipients 2014-2015](#)

[Appendix D: Reinert Center Faculty Fellows 2014-2015](#)

[Appendix E: Innovative Teaching Fellows 2014-2015](#)

[Appendix F: *Try It!* Summer Mini-Grant Awarded in 2014](#)

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

[Appendix H: Reinert Center Strategic Plan: Year 3 Progress](#)

Appendix A: Reinert Center Advisory Board Members 2014-2015

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

During our spring Certificate Ceremony, we also acknowledged three Advisory Board members who were either retiring or leaving the University: **Darina Sargeant, Ph.D.** (Physical Therapy and Athletic Training) officially retired from the University in June 2015; **Shawn Nordell, Ph.D.** (Biology) and **Kasi Williamson, Ph.D.** (Professional Studies) both left SLU for positions at other universities.

Appendix B: Certificate in University Teaching Skills Recipients 2014-2015

Name	Department	Mentor
Sara Barnett	Department of Educational Studies	Nikki Murdick
Melissa Chapnick	Department of Nutrition and Dietetics	Lori Jones
Kene Chukwuana	Department of Medicine	Craig Krausz
Wootae Chun	Department of International Business	Morris Kalliny
Ismaila Emahi	Department of Chemistry	Dana Baum
Tommy Lucas	College of Education and Public Service	Douglas Rush
Jieqiong Ma	Department of International Business and Marketing	Morris Kalliny
Shahida Priscilla Rice	College for Public Health and Social Justice	Kevin Syberg
Arilova Randrianasolo	Department of International Business	Brad Carlson
Hashir Saeed	Department of Medicine	Stuart Slavin
Alexey Semenov	Department of International Business	Hadi Alhorr
Matthew Siebert	Department of Philosophy	John Greco
Sean Smith	Department of Medicine	Gregory Smith
Nicole Summers	Department of Psychology	Mindy Shoss
Jacob Van Sickle	Department of Theological Studies	Daniel Finucane
Xiaoying Wang	Department of Languages, Literatures, and Cultures	Lois Cassandra Hamrick
Kevin Wenzel	Department of Psychology	Jeremiah Weinstock
Maureen Wikete Lee	Department of Educational Studies	Linda Bufkin

Appendix C: Foundations Certificate Recipients 2014-2015

Name	Department
Areej Almehdar	Family and community Medicine
Hernan Barenboim	Medical Family Therapy Program
Rachelle Barina	Center for Health Care Ethics
Alexandria Boyer	Center for Counseling and Family Therapy
Andrea Burr	Center for Sustainability
Carolyn Clark	Department of English
Dannielle Davis	College of Education and Public Service
Katie Davis	Department of Molecular Microbiology and Immunology
Limor Gildenblatt	Department of Family and Community Medicine
Christine Guarino	Department of Mathematics
Danielle Mach	Department of Nutrition and Dietetics
Joshua Mather	Department of History
Valentina Penalba	Center for Counseling and Family Therapy
Jerod Quinn	Reinert Center
Lindsey Riley	College for Public Health and Social Justice
Emily Trancik	Center for Health Care Ethics

Appendix D: Reinert Center Faculty Fellows 2014-2015

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.

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

As the first ever Mary L. Stephen Faculty Fellow for Scholarly Teaching, Dr. Bray Speth continued working with faculty interested in developing Scholarship of Teaching and Learning (SoTL) projects, chairing the James H. Korn Scholarship of Teaching and Learning Award selection committee, and spearheading the first annual SoTL Symposium hosted by the Reinert Center.

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.

Appendix E: Innovative Teaching Fellows 2014-2015

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 2014	Spring 2015
Douglas Ryan Boin <i>History</i>	Anne Stiles <i>English</i>
Kim Druschel <i>Mathematics and Computer Science</i>	Jintong Tang <i>John Cook School of Business</i>
Leslie Hinyard <i>SLUCOR</i>	Ann Wainscott <i>Political Science</i>

Additionally, Beccy Aldrich, past Innovative Teaching Fellow, returned in the spring semester to teach her ITF course again in the Learning Studio.

Appendix F: *Try It!* Summer Mini-Grants Awarded in 2015

Faculty Member(s)	Department	Project Title
Sheri Anderson-Gutierrez	Languages, Literature, & Cultures	<i>Intermediate Spanish Midterm Video Assessment Tool</i>
Donna Duberg	Biomedical Laboratory Science	<i>Documentation of Student Performance in a Medical Mycology Laboratory Course to Provide for Efficient and Effective Real Time Debriefing of Organism Identification</i>
Margaret Hassler, Cathy Barry, and Liz Schmerold	Nursing	<i>Simulated Nursing Care of the Obese Patient Utilizing the New Simulaids SimObesityShirt</i>
S. Maggie Maloney	Occupational Science and Occupational Therapy	<i>Infusing Motivational Interviewing and SBIRT for Substance Use Disorders into the Master of Occupational Therapy Curriculum</i>
Cynthia Matlock	Occupational Therapy and Occupational Science	<i>'Rehabilitating' the Teaching and Learning of Professionalism</i>
Jennifer Monahan and Daria Sokic-Lazic	Chemistry	<i>Secure Mailboxes for Submission of Freshman General Chemistry Lab Reports</i>
Sarah Walsh	Occupational Science and Occupational Therapy	<i>Bringing the clinic to the classroom: Developing professional behaviors through the use of video cases</i>
Chezna Warner	Physician Assistant Education	<i>Using Simulation-Based Learning to Improve Clinical Decision-Making Skills in Physician Assistant Students During Didactic Training</i>

Appendix G: Reinert Center Strategic Plan: Year 3 Goals (Revised June 2014)

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.

Appendix H: Reinert Center Strategic Plan: Year 3 Progress

Goal 1: Cultivate awareness of the cultural assumptions and values that inform educational practices in a global university, and embed this awareness into existing Center programs.		
Year 3 Objective	Progress	Status
Offer Effective Teaching Seminars (ETSS) on Intercultural Competencies, and on working effectively in the classroom with students with disabilities.	Done. In October 2014, we offered <i>Inclusion of Students with Disabilities in the Classroom</i> , facilitated by Disabilities Services and the University Counseling Center. In November 2014, Dr. Karla Scott facilitated <i>Intercultural Competencies</i> . Additionally, we offered Certificate Program credit for those who attended other sessions focused on diversity in the fall of 2014.	Done
Host brown bag conversation series on teaching international students.	Done. We offered eight brown bag discussions -- four different topics, offered twice each, one on Frost campus and one on Health Sciences campus -- focused on Using Sources Responsibly, Small Group Work, Grading Written Work, and Faculty - Student Relationships. Most sessions were facilitated by SLU faculty members.	Done
Collaborate on programs for preparing faculty to work with increasingly diverse student body (e.g., under-represented, underprepared students).	Ongoing. We continued discussions with Office of Graduate Education on a First in the World grant proposal; continued working on new program development focused on the anticipated INTO joint venture; and conducted a needs assessment survey (for all SLU faculty) on areas of development need for teaching international and/or multilingual students.	Ongoing
Develop one online resource (e.g., a teaching guide) on teaching in the American classroom.	On hold. Rather than working on such resources piecemeal, we will develop a longer-term plan for more targeted resources as part of new programs.	on hold
<i>Other contributions to this goal:</i>	<ol style="list-style-type: none"> 1) Began designing Culturally Responsive Teaching Academy, a new program with a cohort-based approach to building capacity at SLU for teaching more culturally diverse student populations. Will pilot in 2015-2016. 2) Developed and offered a workshop on diversity, with emphasis on teaching international students, for the Graduate Assistant Orientation. Facilitated by Reinert Center Graduate Assistants. 3) Co-sponsored day of workshops with Dr. Mark Orbe, on diversity in higher education and taboo topics in the classroom 4) Co-sponsored (and took the lead on organizing/hosting) a four-day retreat for SLU faculty and staff on Intergroup Dialogue and Dialogic Pedagogies. 	done

Goal 2:
Design and develop a set of linked programs and resources to develop clinical teaching skills.

Year 3 Objective	Progress	Status
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Sufficiently met for now; will continue to value and monitor, increasing resources as needs arise.

Goal 3:
In partnership with other University stakeholders, identify, develop, and offer online resources to improve accessibility in online, blended, and on-ground courses.

Year 3 Objective	Progress	Status
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Sufficiently met for now; will continue to value and monitor, increasing resources as needs arise.

**Goal 4:
Promote collaborative innovation and research among SLU faculty.**

Year 3 Objective	Progress	Status
Host inaugural Scholarship of Teaching and Learning (SoTL) Symposium to highlight SoTL efforts of SLU faculty and graduate students.	Done. Symposium was offered in conjunction with the James H. Korn SoTL Award Ceremony in October. In all, 22 faculty and graduate students presented posters; between 40-50 people attended the symposium.	Done
Continue hosting the Learning Studio Symposium (with videos of presentations on our website) to share lessons from the Learning Studio with the wider SLU community.	Done. In all, 4 Innovative Teaching Fellows from 2014-2015 presented at the annual event. (Videos for 3 presenters can be found on our website.) The Symposium was highlighted in <i>The Notebook</i> and in <i>Newslink</i> .	Ongoing
Continue publicizing funded experiments and lessons learned through the Try It! Summer Mini-Grant program.	Done. In addition to highlighting the results of 2014 grant-funded experiments on the Reinert Center website, we were invited to share the program (and data collected as a result of the program) with colleagues at the 2014 POD Network conference in Dallas.	Ongoing
Continue featuring blog posts written by SLU faculty.	Ongoing. We featured 9 faculty posts in <i>The Notebook</i> in 2014-2015. One, written by Dr. Ken Parker, Reinert Center Fellow, was picked up by and featured in <i>Faculty Focus</i> , a national publication for higher education. We are working to increase faculty blog posts in 2015-2016.	Ongoing
Continue funding the Innovative Teaching Fellowship and the Try It! Summer Mini-Grants.	Ongoing. This year, we accepted five more full-time SLU faculty as Innovative Teaching Fellows, and we awarded 8 new mini-grants, representing 11 faculty members.	Ongoing
Continue creating (both formal and informal) opportunities for cohorts of SLU faculty to meet and share ideas about teaching and SoTL (e.g., brown bag conversations for new teachers, multi-day institutes, etc.).	Ongoing. We continued offering opportunities to gather for this group throughout the academic year. A small group of new faculty, new to teaching, met informally in the fall; we stayed in contact with the group, inviting them to events of particular interest. We also were invited to meet and discuss a common reading with new faculty in one college. Finally, the launch of our new day-long institute on Ignatian pedagogy brought together faculty from across the University.	Ongoing

**Goal 5:
In partnership with University stakeholders, develop a plan to integrate the Certificate in University Teaching Skills program into University-level initiatives for graduate education.**

Year 3 Objective	Progress	Status
<i>On hold, pending other institution-level developments.</i>		

Goal 6: Develop partnerships to advance the Center's mission.		
Year 3 Objective	Progress	Status
Collaborate with other campus stakeholders on programs for preparing faculty to work with increasingly diverse student body (e.g., under-represented, underprepared students).	Ongoing. We continued discussions with Office of Graduate Education on a First in the World grant proposal; continued working on new program development focused on the anticipated INTO joint venture; and conducted a needs assessment survey (for all SLU faculty) on areas of development need for teaching international and/or multilingual students.	ongoing
Continue developing and offering customized programming for academic units.	Ongoing. This was a significant area of work for the Center this year: we facilitated over 40 workshops, conversations, and information sessions at the invitation of departments, programs, colleges, and schools.	ongoing
Continue offering tours of the Learning Studio to both internal and external groups.	Ongoing. We continue to offer informal tours of the Studio to academic units and leadership within the University, though we had fewer-than-usual requests from external groups to see the space. We are exploring ways to bring more SLU faculty into the space in 2015-2016.	ongoing
Continue building relationships with regional and national leaders in educational development.	Ongoing. Center staff were invited to present at the national POD Conference in Dallas, and at two POD-sponsored events for educational and educational development leaders across the country, the Organizational Development Institute (facilitated in collaboration with center directors at Texas Tech and at University of Indiana, Bloomington, and held as part of the Association of American Colleges and Universities annual meeting) and at the Institute for New Faculty Developers (hosted by POD and the Western North Carolina Educational Development Consortium). Additionally, the Reinert Center is partnering with centers at Washington University and University of Missouri, St. Louis, on a possible Teagle Foundation grant. Finally, we routinely meet/talk with other center directors across the region and country to explore possible collaborations, share successes, and identify future areas of development.	ongoing
Continue outreach to and sustaining relationships with faculty on the Madrid campus.	Ongoing. Highlights from this year include continued Madrid representation on our Advisory Board, 4 Effective Teaching Seminars offered jointly with the Madrid campus, and a new page on our website, highlighting ways Madrid faculty and graduate students may take advantage of Center programs and services.	ongoing
Work with department chairs and program directors to increase outreach to part-time/contingent faculty and to graduate students.	Ongoing. Staff were invited to share information about the Center at grad student orientations within a number of departments. Additionally, we worked with the provost's office to articulate and publicize ways the Center serves adjunct instructors.	ongoing
Continue to explore external grants to fund specific projects for SLU faculty and graduate students.	Ongoing. While we continue to investigate potential sources of external funding for our own projects, this year we also were invited to contribute to broader proposals for First in the World Grant (SLU) and a Teagle Foundation funding opportunity (regional colleagues).	ongoing

Goal 7:**Develop online resources and offer workshops on engaging learners in the 21st Century more effectively.**

Year 3 Objective	Progress	Status
Develop and offer ETSs on relevant topics, such as: fostering self-directed learning; promoting higher-order thinking; creating inclusive learning environments; and teaching strategic reading strategies.	Done. We offered Effective Teaching Seminars on all of these topics as part of our regular offerings in 2014-2015. (The ETS on strategic reading was offered jointly on the Madrid and St. Louis campuses.) Additionally, we offered ETSs on <i>Using Social Media in the Classroom</i> and <i>Strategies for the Flipped Classroom</i> .	Done
Continue offering short Teaching with Technology Forums.	Ongoing. We offered 6 sessions on a range of topics including sessions focusing on technologies that promote student discussion online, group problem-solving activities, problem-based collaborations, reflection, and other learning activities.	ongoing
Develop and host a Winter Institute on Teaching Today's Students.	Done. The theme for the day was specifically focused on <i>Teaching Today's Students in Multiple Formats</i> ; it featured sessions highlighting effective online teaching strategies; teaching accelerated courses; flipped classroom strategies; blended / hybrid courses; and co-taught courses.	Done
Develop one online resource (e.g., a teaching guide) on relevant topics.	Exceeded. In addition to developing a template for short, just-in-time resource guides, we developed and published 8 short Resource Guides on topics such as: collaborative learning, concept mapping, student engagement, active learning in large classes, and using discussion ground rules in diverse classes.	exceeded
Feature a regular blog series on Teaching Today's Students.	Done. In all, 22 of the blog posts this year (almost half) were connected in some way with this theme.	Done

**Goal 8:
Cultivate understanding and application of the Ignatian Pedagogical Paradigm.**

Year 3 Objective	Progress	Status
Develop and offer an ETS on Ignatian Pedagogy for the Certificate Program.	Done. An introductory session was offered three times, twice for the St. Louis campus and once as a joint session with the Madrid campus.	Done
Continue serving as a resource for academic units on Ignatian pedagogy.	Ongoing. Center staff continue to serve in this way, through informal consultations and formal workshop requests. Associate Director met regularly with the CAS Teach to the Mission group. Director also served as a resource in this area (and others) as a member of the president's Strategic Planning Steering Committee.	Ongoing
Develop one online resource (e.g., a teaching guide) on an aspect of Ignatian pedagogy.	On hold. Rather than working on such resources piecemeal, we will develop a longer-term plan for more targeted resources as part of new programs.	On hold
Develop a self-assessment rubric for <i>How Ignatian is My Teaching?</i>	On hold. Rather than working on such resources piecemeal, we will develop a longer-term plan for more targeted resources as part of new programs.	On hold
Continue offering (upon request by departments) a customizable introductory workshop on the principles of Ignatian pedagogy.	Ongoing. We continue to offer such sessions as requested. One example from this year: a co-facilitated session as part of the CAS's Teach to the Mission group.	Ongoing
<i>Other contributions to this goal:</i>	1) Center staff member invited to serve as SLU delegate at the annual Heartland Faculty Conversations conference at Regis University in Denver.	done

Goal 9:**Assist instructors and academic units with assessing, researching, and documenting the effectiveness of teaching innovations and practices.**

Year 3 Objective	Progress	Status
Continue to serve as a resource for academic units as they develop their own approach to evaluating teaching effectiveness.	Ongoing. We continue to share resources, facilitate discussions, and consult with academic leaders as they consider appropriate means to evaluating teaching effectiveness within their own department / program. Center staff continue to read and stay current on recent literature in this area.	ongoing
Continue to serve as a resource for faculty and graduate students interested in conducting SoTL research.	Ongoing. In addition to hosting the SoTL Symposium, we continue to provide guidance in this area through individual consultations with staff and with Dr. Bray Speth, our 2014-2015 Stephen fellow, who met with several instructors interested in developing SoTL projects of their own.	ongoing
Promote and publicize faculty fellow's work on innovations in graduate pedagogies.	Ongoing. Primary means of meeting this objective this year was through the SoTL Symposium. Additionally, Dr. Ken Parker, Reinert Center Fellow, continues work in his project focused on alternative models for dissertation direction; the project will lead to facilitated conversations and/or resources for the Center's website.	ongoing
Promote and publicize faculty fellow's work on developing and assessing service experiences in a course.	Ongoing. Dr. Lauren Arend continues work on her project in this area, which will lead to new programming and/or resources for the Center's website.	ongoing
Continue offering unit-level conversations and workshops on relevant topics (e.g., rubric development, finding meaning in student evaluations).	Ongoing. Generally speaking, invited sessions this year focused less on assessment and more on instructional strategies. We continue to offer these events as invited.	ongoing
Continue offering core services that help instructors self-assess their effectiveness (e.g., SGIFs, classroom observations).	Ongoing. This year, we continued to offer a robust set of services that help instructors to assess their own teaching, including a number of classroom observations, 44 Small Group Instructional Feedback sessions, and 105 teaching consultations.	ongoing

Goal 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.

Year 3 Objective	Progress	Status
Continue to serve as a resource for academic units as they develop their own assessment protocols.	Ongoing. Amount of activity depends upon invitations and requests. We consulted with several programs undergoing or preparing for external accreditation visits. Additionally, Center staff continued to serve on undergraduate learning outcomes and Higher Learning Commission/University accreditation task forces.	ongoing
Continue to serve as a resource for academic units preparing for accreditation visits, curriculum mapping, and other relevant activities.		

Goal 11:

Assess and re-design the Center’s Certificate Programs to be more flexible, more rigorous, and more relevant in their offerings and to be more focused on transformative teaching practices for the 21st Century.

Year 3 Objective	Progress	Status
<i>Completed; will continue to assess and refine going forward.</i>		

Goal 12:**Develop a long-term plan for ongoing assessment of Center services, programs, and website, and implement new assessment methods.**

Year 3 Objective	Progress	Status
Continue developing a comprehensive, regular assessment plan for key services/programs, including tracking, impact on behavior, and reporting.	Ongoing. We made progress but do not have a complete plan. (Note: staffing shortage and hiring processes, along with campus-wide committee service in 2014-2015 left us with less time to pursue this objective than we initially expected.)	ongoing
Review existing assessment methods and findings, and identify any areas for needed changes.	Ongoing. Launched post-consultation assessment and continued reviewing post-event assessment to inform future enhancements. Made substantive changes to Academic Portfolio Retreat program based on review of past feedback. Added a post-event evaluation to the Teaching with Technology and Teaching Essentials series.	ongoing
Begin regular review of analytics to track website usage; make adjustments as needed.	Ongoing. Weekly analytics reports for website usage were suspended (in MarComm) halfway through the year, so our data set is incomplete. Reviewing periodically.	ongoing
Conduct a campus-wide survey of teaching strategies and instructional needs.	Done (with specific focus on teaching international / multilingual students). The broader survey is on hold, pending next strategic planning process.	done
Conduct our regular Service Quality Survey.	On hold. Will be conducted in early 2016 as part of our next strategic planning process.	on hold
Collaborate on a campus-wide survey of contingent faculty members' needs related to pedagogical development.	Done. Contributed to provost's office survey and reviewed data as a means for enhancing adjunct faculty members' awareness of the Center and possibly adding programming specifically for adjunct faculty.	done

Goal 13:**Create opportunities to publicize and disseminate the work we do, both on and off campus.**

Year 3 Objective	Progress	Status
Continue developing the website (e.g., resources, readership, etc.).	Ongoing. We continued refining the website, added new sections of content, and developed a new approach to just-in-time teaching Resource Guides. We also increased our blog subscriptions (especially from outside the University) and continue to identify ways to enhance the website going forward.	ongoing
Maintain active professional memberships.	Ongoing. The Reinert Center maintained its institutional memberships with the POD Network, the Educause Learning Initiative, The Teaching Professor, and the Online Learning Consortium. We also maintained individual memberships for other organizations, including the Center for Contemplative Mind in Society. Additionally, the Center's director became chair of the Finance Committee and a member of the Executive Committee for the POD Network; the Associate Director continued her leadership in the Conference on College Composition and Communication and her role as co-chair of the Research Network Forum.	ongoing
Continue submitting features to Newslink, as appropriate.	Ongoing. We continued highlighting events, grant and fellowship opportunities, and other successes in Newslink as a means of increasing faculty and graduate student awareness of Center programs.	ongoing
Continue cultivating awareness of Center programs and services on campus (particularly among graduate students and contingent faculty members).	Ongoing. As described in the previous item, we've continued to bring awareness through Newslink pieces. Additionally, we increased outreach to chairs and deans about our support for adjuncts and graduate students, partnered with the provost's office to identify additional areas of professional development desired by adjunct faculty, and raised awareness about offerings for graduate students through GAO and academic department orientations for new graduate students.	ongoing
Maintain active presence at regional and (inter)national conferences.	Ongoing. Multiple Center staff attended and presented at the POD Network's annual conference in Dallas and at UMSL's regional Teaching with Technology conference. Center staff also attended Maryville's annual SoTL conference and Dee Fink's annual workshop on course design.	ongoing
Continue to report regularly on Center activities regularly (including short activity reports and a comprehensive annual report).	Ongoing. We continue to publish bi-monthly activity reports and a comprehensive annual report on our website. Additionally, we report regularly to our Advisory Board and the provost's office.	ongoing



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