

2012-2013 Annual Report

Reinert Center for Transformative Teaching & Learning

The Reinert Center for Transformative Teaching and Learning

15 Years
of **TRANSFORMING TEACHING**
@ Saint Louis University



SAINT LOUIS
UNIVERSITY

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Executive Summary

In its 15th year as a comprehensive teaching center, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning (formerly the Center for Teaching Excellence) is stronger than ever. The Center offers a broad range of services and programs for faculty members, graduate students, and teaching staff at Saint Louis University, serving both individuals and academic units. In recent years, the Center has undergone a transformation, adding new staff, new programs, and a new innovative learning space.

This annual report is intended to share with stakeholders and the broader Saint Louis University community the Center's work and accomplishments over the past year and to serve as a means of accountability for Center staff. This report provides an in-depth view of the Center's work during the 2012-2013 academic year, which includes progress toward our current Strategic Plan. (Note: we consider that the academic year begins on July 1, since most of the work we do in July typically is preparation for the upcoming year. This period – July 1-June 30 – also aligns with our fiscal year.) Additionally, the annual report also describes important changes within the Center, as well as the scholarly and service contributions of Center staff members. Finally, it provides a means for acknowledging the contributions of the Center's Faculty Fellows, Advisory Board members, workshop facilitators, Certificate recipients, and other important stakeholders. Throughout this report, items that appear in blue, underlined format are hyperlinks, either to other sections of the report or to external web-based resources.

Since its founding in 1997, the Reinert Center has become an essential resource for helping SLU educators create transformational learning experiences. This fact was underscored last year by the [Higher Learning Commission's Site Visit Report](#), in which the Site Visit Team declared the Center to be:

"a valuable resource for the faculty. The Center's staff members are well prepared and exhibit a high level of expertise in helping the faculty find more effective ways of teaching with or without the use of technology, and adapting the teaching methods and style to the student learning goals and outcomes and the instructor's strengths. The Team would encourage the faculty to make more use of this fine resource" (HLC Site Visit Report, p. 9).

This recognition was gratifying to Center staff members and stakeholders since it confirmed our sense that the Center plays a vital role in the educational mission of the University.

During the 2012-2013 academic year, the Center hosted a record number of events, implemented new programs, reviewed and revised the Certificate Program, changed its name, and launched a dynamic new website. Some highlights from the year include:

- More than 95 events: 70 sponsored/co-sponsored events and more than 25 invited workshops and conversations
- 3 national/international invited speakers: Dr. Patti Clayton, Neil Fleming (creator of the VARK Learning Styles inventory), and Dr. Nina Ha
- 22 SLU faculty facilitators for Effective Teaching Seminars, Conversations on Teaching, and other workshops

- More than 500 unique attendees, including: 233 full-time faculty, 16 part-time faculty, 2 visiting faculty members, 171 graduate students, and 81 staff
- 46 Certificate recipients: 39 graduate students and 7 faculty members
- A review and revision of the Certificate Program and its requirements
- 35 Small Group Instructional Feedback Sessions, representing 29 instructors and soliciting feedback from almost 1300 students
- 9 Innovative Teaching Fellows from various disciplines and continued enhancements in the Learning Studio
- A Seminar Grant for \$1,000 from the Association of American Colleges and Universities and their Bringing Theory to Practice Project, which supported the *Globally-Engaged Distance Learning Conversation Series*
- New programs and series, including: the Online Teaching and Learning Institute, the One-Hour Conference on *Caring for the Whole Student (And Maybe Even Yourself)*, the *Try It!* Summer Mini-Grant, and several new offerings on the Scholarship of Teaching and Learning, on the Flipped Classroom, and on Clinical Education
- A new weekly blog format for *The Notebook* (formerly the Reinert Center's quarterly newsletter)
- A series of events organized around the theme of *Engaging All Learners*
- A weekly reflection podcast series on *Engaging All Learners* (Fall 2012)
- An ambitious strategic plan for 2013-2015, which balances pursuing innovation and honoring tradition
- The migration of Blackboard (a.k.a., SLU Global) support back to Information Technology Services
- The revision of our administrative support position (from Administrative Secretary to Office Administrator)

In addition to these many accomplishments, Center staff conducted numerous teaching consultations and classroom observations, and worked numerous academic departments and programs on unit-level initiatives (such as the development of online programs). They also served on numerous University committees and maintained active scholarly identities with their contributions to the field of educational development and to their own disciplines.

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 initiative. This initiative grew out of the successes of the Graduate School Teaching Resource Center, which was created in 1992 to provide SLU graduate student instructors 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 name was changed to better communicate our ongoing commitment to reflective and innovative teaching that transforms both teachers and learners.

During the past fifteen years, the Reinert Center has seen a tremendous growth in staff, programs and services, and number and diversity of program participants. Currently, we serve faculty and graduate students from across the University. Instructors from every college, school, and center make use of the Reinert Center's services and programs. To read more about the Center's founding, see the blog post written in recognition of our 15th anniversary: <http://www.slu.edu/blogs/ctl/2012/07/11/15-year-anniversary/>.

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.

People

Reinert Center Staff

During the 2012-2013 academic year, the Center's staff was as follows:

Name	Title	Contact Information
Debra Rudder Lohe, Ph.D.	Director	dlohe@slu.edu ; 314.977.3485
Gina Merys, Ph.D.	Assistant Director, Faculty & Graduate Student Development	gmerys@slu.edu ; 314.977.2197
Michaella Thornton, MFA	Assistant Director, Instructional Design	mthornt7@slu.edu ; 314.977.1910
Katie Beres, M.A.	Instructional Liaison	kberes1@slu.edu ; 314.977.3533
Mary Cook, M.A.	Administrative Secretary	mcook25@slu.edu ; 314.977.3944
Sandy Gambill, M. Ed.	Instructional Designer	gambill@slu.edu ; 314.977.7202
Chris Grabau, M.A.	Instructional Designer	grabaucr@slu.edu ; 314.977.4167
Jerod Quinn, M.Ed.	Instructional Designer	jquinn14@slu.edu ; 314.977.4168
Kim Scharringhausen*	Instructional Liaison	scharringhr@slu.edu ; 314.977.3522
Erin Solomon	Graduate Assistant	cttl@slu.edu ; 314.977.2231
Dipti Subramaniam, MPH	Graduate Assistant	cttl@slu.edu ; 314.977.2231
Divya Subramaniam, MPH	Graduate Assistant	cttl@slu.edu ; 314.977.2231
Jeff Collyer	Undergraduate Student Worker	314.977.3944
Maureen Landgraf	Undergraduate Student Worker	314.977.3944

The Reinert Center staff can be found in Pius Library, Suite 221, on the Frost campus. Earlier in 2012-2013, staff members were located in two office locations (one in Des Peres Hall, Suite 209), but as of May 2013, all staff members are now located together in Pius Library.

*As of January 4, 2013, Kim Scharringhausen is located within the Academic Technology group in Information Technology Services, on the 3rd floor of the Wool Building. For additional information about this move, see the [section below on changes to Blackboard support](#).

Faculty Fellows

Three faculty fellows assist the Center's staff by chairing committees, working on special projects and programs, serving as members of the Center's executive committee, and posting as regular contributors to *The Notebook*. All three faculty fellows plan to return in 2013-2014, to continue initiatives begun this year.

Elena Bray Speth, Ph.D. (Biology), served as our inaugural Mary L. Stephen Faculty Fellow for Scholarly Teaching; she worked on projects related to the Scholarship of Teaching and Learning (SoTL) and on topics related to teaching large classes. Elena received the [William V. Stauder, S.J. Award for Excellence in Undergraduate Teaching in the Natural Sciences from the College of Arts and Sciences in 2013](#).

Kim Levenhagen, D.P.T. (Physical Therapy and Athletic Training), worked on conducting a needs assessment for clinical educators and developing online resources to support clinical educators. Kim also takes an active interest in SoTL initiatives in the Center. Kim received the [2013 Award for Excellence in Classroom Teaching from the Doisy College of Health Sciences](#).

Mike Lewis, Ph.D. (Chemistry), chaired our Mentoring Committee, working with new SLU faculty members to find mentors outside of their home department, and he also worked on initiatives focused on teaching large classes and on the "flipped" classroom. In March 2013, Mike's teaching was featured in [a *St. Louis Post-Dispatch* article, "Flipped Classrooms: Homework in Class, Online Lectures at Home."](#)

Additionally, in 2012-2013 **Shawn Nordell**, Ph.D. (Biology) and **Darina Sargeant**, Ph.D. (Physical Therapy and Athletic Training) served as **Senior Teaching Fellows** in the Center. This is a new role for former Fellows who serve one year following their faculty fellowships and agree to guide new Fellows in their work, as needed.

Advisory Board

The Center's Advisory Board is made up of faculty from across the institution, representing almost every college and school, including a representative from the Madrid campus. The Center has had a faculty advisory committee since before it was formally established as a comprehensive teaching center. (A small number of founding members continue to serve on the Board today.) Since 2010, we also have had a graduate student representative to the Board.

The Advisory Board is vital to the Center's success. Members perform a variety of important functions: communicating the Center's work, services, and programs to members of their academic units; supporting programs and events; sharing expertise in teaching through mentoring, workshop facilitation, and participation in programs; providing input and feedback on existing programs and services; identifying new, mission-appropriate services and program topics that the Center might offer; serving on ad hoc committees according to interest and expertise; and assisting Center staff and executive committee with setting yearly goals and with strategic planning efforts.

A complete list of 2012-2013 Advisory Board members can be found in [Appendix A](#).

Reporting Structure

Institutionally, the Reinert Center falls under the Office of Academic Affairs. During 2012-2013, the Center reported to **Paige Turner, Ph.D.**, Associate Vice President for International and Academic Affairs.

Programs & Services

In support of its mission, the Reinert Center offers a wide range of programs and services focused on teaching enhancement, curriculum and course design, assessment of student learning, and the research and scholarship of teaching and learning, to name a few. This section provides highlights of events, services, and special programs offered in 2012-2013.

Events: At-A-Glance

Hosted and Co-Sponsored Events

The Reinert Center hosted a record number of events during 2012-2013. 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 a broad range of 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 largest number of teaching workshops we offer 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 either of our Certificates.) However, we also offered a large number of other workshops, informal conversations on teaching, orientation sessions for new faculty and graduate students, among other kinds of programs. Altogether, the Reinert Center hosted or co-sponsored the following **70 events** in 2012-2013:

Campus Events At-A-Glance

24	Effective Teaching Seminars (5 co-hosted with Madrid)
11	General Conversations on Teaching
11	General Workshops (3 with external presenters)
6	Orientation Sessions
5	Learning Studio Open Forum Sessions
4	Open Studio Workshop Sessions
3	Mini-Conference Sessions
2	Online Teaching & Learning Institutes
1	Winter Institute (with 1 external presenter)
1	Learning Studio Symposium
1	Award Ceremony (Jim Korn SoTL Award)
1	Presentation (from IRB)

Note: This list does not include invited sessions that were facilitated by Center staff members inside of departments, programs, colleges, or schools, which are described in the next section. Also, most ETSs are offered twice, so while there were 24 ETS sessions, there were only approximately 12 ETS topics.

Invited Events (Unit-Level)

In addition to regular offerings open to faculty and graduate students across the University, staff members also facilitated workshops and conversations on a wide range of topics at the request of departments, programs, colleges, and schools. During 2012-2013, Reinert Center staff members were invited to facilitate **more than 25** unit-level workshops and conversations, departmental retreats, and other customized, discipline-specific sessions. Center staff members also conduct workshops and information sessions at New Faculty Orientation, New Graduate Student Orientation, and New Graduate Assistant Orientation each semester, at the invitation of the Office of Academic Affairs.

Topics covered included (but were not limited to) the following:

Topics for Invited Workshops, Conversations, & Retreats
Introduction to Ignatian Pedagogy
Teaching for Intercultural Competence
Teaching with Technology
Civility in the Classroom
Creating Engaging Lectures
Designing Interactive Learning Experiences
Effective Curriculum Design and Teaching for Online Learning
Communicating Expectations for Technology Use in the Classroom
The Role of Learning Space Design and Use in Education
How Department Chairs Can Support Teaching Enhancement
Effective Strategies for Academic and Student Affairs Partnerships

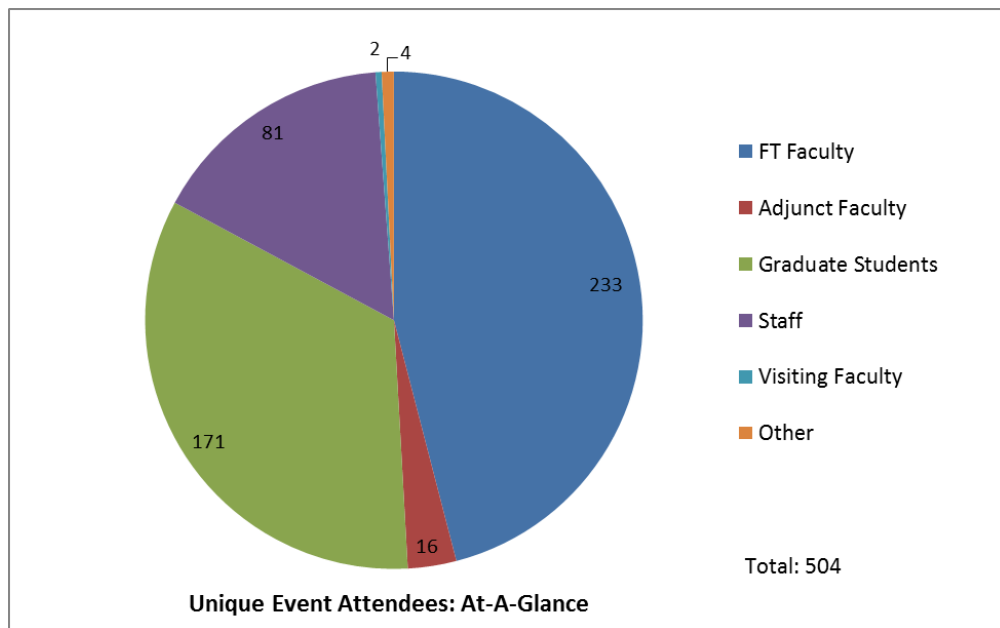
In addition to facilitating these kinds of structured development opportunities, Center staff members also were invited to attend a number of faculty meetings, orientations, and retreats, providing a brief introduction to Center services and programs.

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

Event Attendees

Attendance at Center-hosted / co-sponsored events was diverse, drawing faculty, graduate students, and staff from across the institution (including, in some cases, from the SLU Madrid campus). In total, **more than 500 unique attendees** participated in at least one Reinert Center event in 2012-2013, many of them attending multiple events throughout the year.

The demographic breakdown for these attendees was as follows:



These numbers represent only those who attended one or more public, Center-sponsored or co-sponsored events. Figures were gathered from event sign-in sheets. The figures above do not include individuals who sought **services** through the Center (such as classroom observations, teaching consultations, Small Group Instructional Feedback Sessions, etc.), nor does it include attendees at the Reinert Center 15th anniversary party (for which we did not have sign-in sheets). Additionally, the numbers above include only a small fraction of those who attended only a department-/college-level event where Center staff members were invited to facilitate sessions, since we do not typically ask unit-level attendees to sign in by name for these events.

Presenters and Workshop Facilitators

While Center staff members facilitate many workshops and other events, we also are fortunate to have a wide range of external guests, SLU faculty, and other campus collaborators who share their expertise and time at Center events each year. In 2012-2013, the following individuals facilitated or co-facilitated sessions for on behalf of the Center:

External Presenters
Patti Clayton, Ph.D. Neil Fleming Nina Ha, Ph.D.

SLU Faculty Presenters

Stephen Belt, *Aviation Science*
Russell Blythe, *Mathematics & Computer Science*
Elena Bray Speth, *Biology*
Mary (Rina) Chittooran, *Educational Studies*
Jim Fisher, *Marketing*
Miriam Joseph, *University Libraries*
Anastasios Kaburakis, *Management*
Kim Levenhagen, *Physical Therapy & Athletic Training*
Mike Lewis, *Chemistry*
Laurie Mazzuca, *Psychology (Madrid)*
Anne McCabe, *Languages & Literature (Madrid)*
Stephanie Mooshegian, *School of Professional Studies*
Karen Myers, *Educational Leadership & Higher Education*
Ken Parker, *Theological Studies*
Darina Sargeant, *Physical Therapy & Athletic Training*
Sara Scholtes, *Physical Therapy & Athletic Training*
Karla Scott, *African-American Studies and Communication*
Stuart Slavin, *School of Medicine*
Jonathan Smith, *African-American Studies*
Bryan Sokol, *Psychology & Center for Service and Community Engagement*
Sue Tebb, *Social Work*
Paaige Turner, *Communication*

Other Campus Collaborators and Presenters

Megan Buckley, *Information Technology Services*
Kyle Collins, *Information Technology Services*
Danielle Hunter, *Research Development Services*
Jane Jones, *Disability Services*
Rachel Millinger, *Research Development Services*
Leah Sweetman, *Center for Service and Community Engagement*

The Reinert Center gratefully acknowledges the contributions these individuals made to our programs in 2012-2013.

Signature Services: At-A-Glance

Center staff members provided a wide range 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. All services provided to individuals are confidential and provided at the request of the instructor. (I.e., deans, chairs, and other academic administrators may not request that Reinert Center staff members provide these services for others.) For more on the confidential nature of work with the Center, see our [Confidentiality Statement](#).

Consultations and instructional design assistance also may be provided for groups at the department, program, school, or college level.

Teaching Consultations

The Reinert Center provides confidential, non-evaluative consultations on teaching 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. All consultations are conducted as a collaborative dialogue and are driven by the individual instructor's needs and goals. During 2012-2013, we provided consultations for individual faculty and graduate instructors from across the University. Historically, given the confidential nature of teaching consultations, we have not tracked or reported on annual consultations. We are investigating methods for tracking the aggregate number of consultations conducted; however, it is imperative that any tracking methods be consistent with our commitment not to keep records of identifying information related to consultations requested (e.g., instructor name, course information, etc.).

Classroom Observations

Center staff members also conduct formative classroom observations upon request by individual faculty members. These observations can provide insight into how others are experiencing one's teaching; they 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 on 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). During 2012-2013, Center staff members conducted a small number of classroom observations.

Small Group Instructional Feedback Sessions

Small Group Instructional Feedback (SGIF) sessions are focus groups, conducted with students at an instructor's request. They provide an excellent way to identify what's working effectively for learning, from the students' perspective, as well as to uncover student suggestions for potential improvements. Reinert Center staff members have been trained to solicit usable, constructive feedback in a short period of time (about 20 minutes). After a SGIF has been conducted, Center staff members prepare a typed report that

shows all feedback given and patterns in the feedback. Where possible, reports are shared with instructors prior to their next class meeting. All reports are confidential and given only to the instructor who requested 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 2012-2013, SGIF activity in the Center was as follows:

SGIF Activity for 2012-2013	
35	SGIF sessions conducted
29	Instructors requesting a SGIF
1292	Students providing feedback in a SGIF

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

In fall 2012, we piloted a model for offering Asynchronous SGIFs; lessons learned from the pilot informed adjustments, and we now offer A-SGIFs for online courses and/or other contexts where an asynchronous data-collection process seems appropriate.

While SGIFs take only a short time to conduct (20 minutes), follow-up reports require several hours of work (transcription and organization); often, they lead to follow-up consultations, as well. The SGIF process is an intensive one for Center staff members, and often the mid-term period is our busiest time of the semester for us. However, the payoff of the SGIF is extremely high, for both instructors and their students, and we believe the service is one of the most valuable ones we offer.

Instructional Design

Instructional design assistance in the Reinert Center typically involves sustained work with individuals or groups to (re)design courses and/or curricula in ways that adopt new delivery modalities, privilege learning over teaching, integrate technology purposefully, and consider the relationship between learning spaces and student engagement and learning. Center staff members provide instructional design assistance to individual instructors and to academic programs and departments in several different ways, from department-level programming to ongoing consultations during the curriculum or course revision or design process. While other institutions consider instructional design as the work of *building* courses (usually online courses) for faculty, the Reinert Center's approach is to empower faculty to design, build, and teach their own courses in ways that are appropriate, meaningful, and effective for them. (To read more about the Center's approach, see the ID team's [Statement of Practice](#).)

During 2012-2013, Innovative Teaching Fellows met regularly with Center instructional designers to (re)design courses to be taught in the Learning Studio. Additionally, IDs also met regularly with departments and programs exploring new degree programs, new delivery methods, and other curriculum-level changes.

The most common type of request by academic units this year involved the development of online courses and programs.

Signature Programs: At-A-Glance

Certificates in University Teaching Skills (CUTS)

The Center's Certificate in University Teaching Skills and Participation Certificate in University Teaching Skills comprise our longest-standing program, predating our formal establishment as a comprehensive teaching center. The purpose of the [Certificate Program](#) is to promote the development of Saint Louis University full- and part-time faculty, instructors, and graduate students in their journey toward teaching excellence.



Certificate recipients at the Spring Certificate Ceremony



Certificate recipients at the Fall Certificate Ceremony

The CUTS program provides participants with information and opportunities to enhance their teaching practice, develop a philosophy of teaching, and document teaching competencies.

During 2012-2013, the Center awarded a total of **46 Certificates**: 30 Certificates in University Teaching Skills (a.k.a., the "full" Certificate) and 16 Participation Certificates. In all, **39 graduate students** and **7 faculty members** received Certificates this year. 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 Participation Certificate can be found in [Appendix C](#).

Effective Teaching Seminars

Certificate participants meet a number of requirements to receive their certificate, the most substantial of which is attendance at 10 Effective Teaching Seminars (ETS). In 2012-2013, we offered a total of **24 ETSs**, 5 of which were co-hosted virtually with attendees on the Madrid campus. Average attendance at ETSs was 44 people.

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

2012-2013 ETSs with Highest Attendance

Wisdom and Eloquence: Constructing and Delivering Engaging Lectures

Facilitator: Paaige Turner, Ph.D. (Communication)

Information Literacy

Facilitator: Miriam Joseph, Ph.D. (Pius Libraries)

Designing Technology-Based Assignments

Facilitator: Sandy Gambill (Reinert Center)

Teaching Difficult Topics

Facilitator: Jonathan Smith, Ph.D. (African American Studies)

Intercultural Competencies

Facilitator: Karla Scott, Ph.D. (African American Studies, Communication)

Other highlights from 2012-2013 include: 1) the presence of 45 attendees across three CUTS Orientation sessions at the beginning fall and spring semesters; 2) *Reflections on Teaching* (brief keynote addresses) from **Stephanie Mooshegian**, Ph.D. (Organizational Studies, SPS) at the fall Certificate Ceremony and from **Paul Lynch**, Ph.D. (English) at the spring Ceremony; and 3) a year-long review of the program to identify possible future revisions (see [the section on Revising the Certificate Program below](#)).

Engaging All Learners: Theme for 2012-2013

During 2012-2013, we offered programming focused around the theme of *Engaging All Learners*. Several Effective Teaching Seminars fell under this theme, as did other conversations and workshops throughout the year. Of particular note were:

- A [weekly reflection podcast on the topic of Engaging All Learners](#), produced by **Gina Merys**, which appeared in our blog and featured brief guided reflections (structured by the Ignatian Pedagogical Paradigm) on a range of topics related to the year's theme
- Two workshops from international scholar and presenter (and creator of the VARK Learning Styles Inventory), **Neil Fleming**: **From Teaching to Learning** and **How Does Learning Work? An Update on Learning**.



Neil Fleming, From Teaching to Learning

- The [Winter Institute](#), a day-long series of linked workshops, focused on *Engaging All Learners in the 21st Century*, with a morning keynote, **(Re)Discovering the Faculty/Student Body: Engaging Multiple Identities on the University Campus**, and afternoon workshop, **Engaging with Diversity: A Workshop on Tokenism**, from invited presenter, **Dr. Nina Ha**. This event also featured breakout sessions facilitated by SLU faculty: **Stephen Belt, Ph.D., Mary (Rina) Chittooran, Ph.D., Anastasios Kaburakis, Ph.D., Stephanie Mooshegian, Ph.D., and Darina Sargeant, Ph.D.**



Nina Ha, Winter Institute 2013

- The 10th annual [May faculty and staff development event](#) (co-sponsored with Academic Affairs and Student Development), which featured a half-day session on **Deepening Student Learning: A Workshop on Critical Reflection**, with invited guest, **Dr. Patti Clayton**.



Patti Clayton, May Event 2013

The Flipped Classroom

One other initiative to come out of the year's theme focused on what is often referred to as the "Flipped Classroom." Both **Mike Lewis** and **Elena Bray Speth**, Faculty Fellows in the Center, wrote blog posts for our website about this topic, and Mike, **Sandy Gambill**, and **Chris Grabau** hosted an informal, brown bag conversation on this topic in the spring. Going forward, a small group of faculty interested in this strategy will continue to meet, share effective strategies, and identify resources that would be helpful for other instructors who wish to experiment with this approach.

Innovative Teaching Fellowship

Since fall 2011, the Center has offered a number of fellowships each semester to support full-time faculty who are selected to teach in our Learning Studio. (For more information on the Learning Studio, see [the section on Spurring Pedagogical Innovation below](#).) The Learning Studio is a state-of-the-art teaching space designed by a team of faculty and students as part of the [Herman Miller Learning Spaces Research Program](#). The space, located in Des Peres Hall, provides flexible furniture, combined with a range of innovative technologies and features. The primary purpose of the Learning Studio, and the Innovative Teaching Fellowship that sustains it, are to provide an opportunity for SLU faculty to experiment with new teaching strategies to create engaging, interactive, and collaborative learning experiences.

The Fellowship program 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 one of the Center's instructional designers, working to align their learning objectives and teaching strategies and to identify appropriate tools and pedagogical strategies to achieve those objectives.

Innovative Teaching Fellowships are awarded through a competitive process. (Traditionally, we have had about a 50% acceptance rate for applications.) Applications are accepted twice a year; fellows teaching in the Learning Studio have come from a wide range of disciplines and areas of campus. To learn more about the Innovative Teaching Fellowship, and the Learning Studio, please go to [our website](#). To see a list of 2012-2013 Innovative Teaching Fellows, see [Appendix D](#).

Online Teaching & Learning Institute (OTLI)

In summer 2012, the Instructional Design team launched a new program, the [Online Teaching & Learning Institute \(OTLI\)](#). An intensive, multi-day series of workshops, the Institute brings together full-time SLU faculty members who teach or are preparing to teach online; facilitates participant-driven workshops and conversations about creating collaborative learning environments online, online learning theory, authentic and traditional assessment methods, and much more; and provides dedicated work-time for full-time teaching faculty who are interested in designing or re-designing an online or blended course to be taught at Saint Louis University following the Institute. The Institute also gives participants many opportunities for individualized or group consultations with Center staff members, in addition to giving faculty across the University a chance to learn how other professors and disciplines approach online teaching and learning.



Online Teaching and Learning Institute

During 2012-2013, OTLI was offered in two different formats for a total of **22 full-time faculty**: a two-week format (the first week being 5 full days on-site and the second week occurring online) and a five-Friday format during the spring semester. Sessions are highly interactive, and participants are encouraged to collaborate and offer peer feedback as much as possible.

Key program objectives for OTLI include:

- Identify effective pedagogical strategies and approaches to teaching online.

- Select appropriate pedagogical and discipline-specific strategies to teaching online.
- Evaluate interdisciplinary models of online course design and assessment.
- Create a discipline-specific course map for an online course.

In the closing reflection sessions, all participants reported that the program was valuable, with most explicitly stating that lessons learned during the Institute would inform both their online and face-to-face teaching in the future. 100% of those who completed a follow-up survey found the experience *good* or *excellent* and said they would recommend OTLI to their peers.

One-Hour Conference: *Caring for the Whole Student*

During the fall Advisory Board meeting, several Board members expressed interest in programming that would focus on becoming mindful and resilient faculty, which eventually led to our first-ever “one-hour conference” in the spring. The format is new for us (and one we learned from our colleagues in the teaching center at Central Michigan University). In the version we offered, we had 10-minute “keynote” presentations, with time for discussion and Q&A afterward. We offered the event three times, across the Frost and the Health Sciences campuses.

The event – **Caring for the Whole Student (and Maybe Even Yourself)** – featured **Darina Sargeant**, Ph.D. (Physical Therapy and Athletic Training), **Stuart Slavin**, M.D. (School of Medicine), and **Sue Tebb**, Ph.D. (Social Work). Each presenter shared practical strategies they use with students (e.g., deep breathing, body scanning, short meditations, wellness inventories, and the like) to foster mindfulness and resilience. Then, they invited attendees to engage in some of those strategies during the session. Discussion focused on ways faculty could use these strategies, in their work with students and/or in their own wellness practices. In total, the three mini-conferences had 29 attendees (all faculty). Of the 11 faculty who completed the post-event evaluation, 9 rated the event “excellent” and 2 rated it “good”; almost all offered positive comments about the new format, which we will be trying again in the future for other topics.

AAC&U-Funded Conversation Series: Globally-Engaged Distance Learning

In the spring semester, the Reinert Center held a series of conversations focused on globalized distance learning initiatives, [Globally Engaged: A Conversation Series on Fostering Global, Online Learning](#). This series was funded by the [Association of American Colleges and Universities](#), through its [Bringing Theory to Practice Project](#), which we were awarded in August 2012.

The conversation series was open to all members of the SLU community and was intended to engage stakeholders (primarily faculty) in a dialogue about the *what*, *how*, and *why* of global, online educational initiatives. These conversations were structured by the recursive framework of the [Ignatian Pedagogical Paradigm](#), as a way to situate the discussion of global education in an explicitly pedagogical and mission-oriented context. Our focus in this series was on what we termed “globally-engaged” teaching, which we meant as distinct from teaching that merely gestures toward and/or establishes merely a literal connection with learners elsewhere in the world. We chose *engaged* as a way to signal meaningful, collaborative, authentic encounters across distance (not simply communicating with others in remote locations).

During spring 2013, we hosted three conversations:

- **Conversation #1: Context & Experience**
Guiding Question: What is a globally-engaged learning environment?
- **Conversation #2: Reflection**
Guiding Question: Why foster a globally-engaged classroom?
- **Conversation #3: Action & Evaluation**
Guiding Question: How do I create globalized learning opportunities?

In total, we had **46 people** attend at least one of the conversations, and many attended all three. Throughout our conversations, a number of recurring themes and issues arose, particularly related to aspects of infrastructure that can impede or enhance success in global educational initiatives. While most were related to institutional infrastructure concerns (and were not things the Reinert Center can address), we did prepare a brief report and share it with stakeholders in the Academic Vice President's office. All attendees who responded to follow-up surveys indicated that the series was either *excellent* or *good*.

Going forward, the Reinert Center will continue to host conversations and workshops on how to create engaged, high-impact learning experiences with international partners for those who wish to do so, and we will offer an opportunity for attendees from these conversations to continue meeting and collaborating, as needed. As we continue to support SLU's global educational initiatives, we are committed to maintaining our focus on the kinds of *pedagogical* matters that are appropriate for our mission and are relevant for global, online learning.

Major Initiatives & Updates

In addition to our signature programs and services, the Reinert Center developed or continued several major initiatives that merit mention here.

Celebrating Our 15th Anniversary

This year, the Reinert Center celebrated its 15th year as a comprehensive teaching center. In recognition of this milestone, we hosted a celebration of the Center's first 15 years in August (which we combined with our annual Welcome Reception for New Faculty), featured a ["15 Tips" series on our blog](#), and explored a bit of the Center's history, by creating [this timeline of Center milestones](#) and launching a new initiative to interview important figures in the Center's history, as part of a digital archive. Many long-time Center supporters and stakeholders attended the fall celebration and noted the remarkable growth and success of the Center.



Darina Sargeant, Ph.D., offers reflections on the Center's role at SLU as part of our celebration.

Changing Our Name

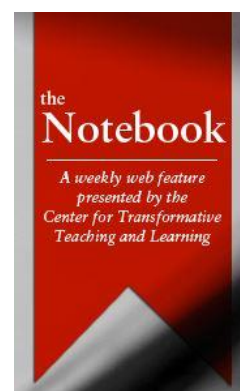
In July 2012, the Center's name officially was changed from the Paul C. Reinert, S.J. Center for Teaching Excellence to the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning. The new name signals a new phase of growth and development for the Center, in which we have been experiencing transformation of various kinds. Importantly, the new name retains its relationship to Fr. Reinert and adds "learning" as an essential aspect of what we do here. In its focus on *transformation*, we hope the new name foregrounds our Jesuit roots and values, as well as transformative learning theories so crucial for a 21st-Century university. Finally, we particularly appreciate that the new name is descriptive of both powerful teaching that can change learners and powerful learning that can change the world we live in. Transformation can only occur when reflection and innovation meet. To read more about the new name, [read this blog post](#).

Launching Our New Website

Also in July 2012, the Center launched its new website: <http://slu.edu/ctl>. After much research and benchmarking on teaching center websites, and input from staff and from the Advisory Board, we arrived at a new design for the site, spent the summer of 2012 building it, and launched at the time of the name change. The new site has a more consistent look-and-feel with the University's websites, is more dynamic with regular blog posts in *The Notebook* (for more on this new format for our newsletter see the section on [Transforming The Notebook](#) below) and new online resources, and is more in line with other teaching centers around the country. The new format also allows us to distribute the work of designing and maintaining web content across several staff members.

Transforming *The Notebook*

One major effect of launching a new website was that it allowed us to shift *The Notebook* from a quarterly newsletter to a weekly blog. Before it was a blog feature, *The Notebook* was our quarterly newsletter (first in print, then in electronic form). Archives of *The Notebook* can be found on our website [here](#). The new format allows us a more dynamic, timely, and interactive way to share experience and research on teaching and learning, announce upcoming events, and highlight Center accomplishments. As with a real "notebook" (whether in the cloud or in a spiral-bound cover) *The Notebook* is a site of creative exploration, research notes, and innovative ideas. We hope readers will discover in it new ways of thinking about their own teaching and new strategies for engaging all learners.



In 2012-2013, Center staff members were the primary contributors to the blog, although SLU faculty guest-blogged occasionally. We had a total of **74 blog posts**. In 2013-2014, we will concentrate our efforts to increase awareness of the blog as well as SLU faculty contributors. SLU faculty who would like to contribute to the blog can [find our style guide for guest bloggers here](#) and can email Mary Cook (mcook25@slu.edu) to schedule a blog post. Those who wish to do so may [subscribe to the blog here](#); this allows readers to receive emails or RSS feeds when a new post is published.

Increasing Online Resources

The new format also offers more flexibility as we increase our online resources related to teaching and learning topics. During 2012-2013, we added several additional online resources to the website, including our first [self-paced, open-access online seminar on *Designing Courses*](#). In 2013-2014, we will continue building and adding teaching resources on topics of interest to the SLU community.

Revising the Certificate Program

During 2012-2013, the Center undertook a significant review of its Certificate Program. The certificates offered by the Center have remained largely unchanged in the almost-twenty years of their existence (aside from some occasional fine-tuning), yet the context of teaching and learning in higher education has changed dramatically in that time. Therefore, we felt it was important to affirm that the aims originally set for the Certificates continued to be appropriate and that our methods for helping participants achieve them were as current and flexible as possible, while still maintaining the core values and personal connections important to the program. A [small committee of Center staff and Advisory Board members](#), chaired by **Gina Merys**, gathered feedback from alumni of the program, current students, Board members, and others, and considered the trends from the Teaching Portfolios produced by participants in the Certificate in University Teaching Skills.

Ultimately, the committee did make revisions to the Certificate Program, focusing primarily on updating certain requirements and filling gaps that were identified. Revisions include:

- Changing the name of the Participation Certificate in University Teaching Skills to the Foundations Certificate in University Teaching Skills
- Reducing the number of required Effective Teaching Seminars for the Certificate in University Teaching Skills (a.k.a., the “full” certificate) from ten to eight.
- Adding a required online seminar for Course Design to the (“full”) Certificate in University Teaching Skills.
- Making the Learning Technologies online seminar required for all those who enroll in the (“full”) Certificate in University Teaching Skills.
- Revising requirements to the Teaching Portfolio for the (“full”) Certificate in University Teaching Skills.
- Creating more elective opportunities for participants in the program to broaden their knowledge base for teaching with technology, syllabus development, and other topics.

Participants enrolling in one of the two certificates after August 1, 2013, will be expected to complete the new requirements; participants who enrolled prior to that date may elect to meet the previous or new requirements.

To see a full description of the review process and of the revisions to the program (including a side-by-side comparison of previous requirements and new ones), see [Appendix E](#).

Spurring Innovation

As part of our larger vision and mission, the Reinert Center is invested in spurring innovation in course and curriculum design, pedagogical practices, and educational delivery methods – where innovation is desirable and needed. We do not declare a specific set of educational practices or technologies to be “innovative”; rather, we believe innovation looks different for different people. For some, innovation always involves the latest technologies and gadgets, while for others it simply means finding a new way to do something *for them*. Our approach to innovation is rooted in the original meanings of the word itself: *to innovate* simply means *to make new, to alter, or to renew*. Two important sites for sparking new ideas about teaching are the Center’s Learning Studio and the *Try It!* Summer Mini-Grant program we piloted in June 2013. While the mini-grants may prove 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.

The Learning Studio

Our award-winning Learning Studio is a state-of-the-art teaching space designed by a team of Saint Louis University faculty and students in 2010 as part of the [Herman Miller Learning Spaces Research Program](#). Located in Des Peres Hall (room 213), the Studio hosted its first classes in fall 2011. It features flexible furniture and range of innovative learning technologies. (To see a list of the key features of the Learning Studio, including technologies available in the space, see [Appendix F](#).) Faculty who teach there (as [Innovative Teaching Fellows](#)) are encouraged to explore and experiment with new teaching strategies and tools to create engaging and interactive learning experiences designed especially for today’s students. Lessons learned in the Studio inform future learning space designs and teaching practices beyond the courses taught there.

During 2012-2013, the Learning Studio hosted six undergraduate and five graduate courses, across a range of disciplines. (A list of courses taught in the Learning Studio this year can be found in [Appendix F](#).) Although not an event space, the Studio did serve as the site of our 2nd annual Learning Studio Symposium in April, during which faculty who taught in the space this year offered reflections on and lessons learned during their experience teaching there. Because the Studio – and the fellowship that sustains it – is seen as a model for others, it also has been the site of tours for campus stakeholders, external partners, and other educational institutions, including: the AT&T Foundation; the Council of Academic Deans and Directors; the Cook School of Business Leadership



Innovative Teaching Fellow, Beccy Aldrich, presents at the 2nd Annual Learning Studio Symposium, spring 2013

Team; learning space design teams from Principia College, Washington University, St. Norbert College (virtual tour), and Vianney High School; and a cohort of high school guidance counselors from India who were on campus as part of a regular Admissions visit.

Finally, the Learning Studio serves as a sandbox, or experimental learning space, for testing various software and hardware, and Innovative Teaching Fellows and Center staff members share lessons learned about what works well and what doesn't with various stakeholders at the University (i.e., ITS - Academic Technologies, administrative leaders, and faculty). The most successful breakthrough technologies piloted in the Learning Studio are those that support distinct instructional needs and are user-friendly. [Appendix F](#) provides a snapshot of some things that have worked well – and some things that haven't.

The *Try It!* Summer Mini-Grants

In summer 2013, we piloted a new mini-grant program meant to spur thoughtful and engaged experimentation with one new pedagogical tool or strategy. The [Try It! Summer Mini-Grants](#) were designed 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 motivate 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 \$1,500 were awarded to small-scale pedagogical projects that demonstrated the potential for an immediate impact on student learning and engagement.

The first offering of these grants was quite successful. We had a total of **37 grant proposals**, from more than **40 full-time faculty members**, and we awarded 8 mini-grants. For a complete list of funded projects, see [Appendix G](#).

Advancing the Scholarship of Teaching and Learning

The Reinert Center is committed to fostering evidence-based teaching practices. One way we strive to meet this commitment is through our efforts to recognize, support, and disseminate existing work in the Scholarship of Teaching and Learning (SoTL). SoTL involves asking questions about student learning and teaching activities; answering those questions by assessing student learning and effectiveness of teaching strategies; and publicly sharing results of this inquiry in a setting that invites peer review.

In the past, the Center's efforts to support SoTL have taken many forms, from recognizing SoTL work by SLU faculty through the James H. Korn Scholarship of Teaching and Learning Award, to publishing original research in our occasional White Papers series, to hosting conversation about current research on teaching and learning topics.

During 2012-2013, **Elena Bray Speth** and **Gina Merys** surveyed SLU faculty to gauge interest in SoTL; **86 faculty** responded, and the results helped us identify areas of future programming related to the research and scholarship on teaching and learning. Based on these results, we hosted several new events and are planning to launch a small community of practice for those interested SLU faculty who are actively working on SoTL projects.

James H. Korn Scholarship of Teaching and Learning Award

In 2006, the Center established the [James H. Korn Award for the Scholarship of Teaching and Learning](#), in recognition of Dr. Korn's many contributions to research on teaching and learning. It is awarded annually, through a peer review process; the selection committee is comprised of SLU faculty and is chaired by the Mary L. Stephen Faculty Fellow for Scholarly Teaching. (Note: in 2012, Shawn Nordell served as the unofficial chair of the committee, since the current Stephen Faculty Fellow was a nominee for the award.) The 2012 recipient of the Korn Award was **Kara McBride**, Ph.D. (associate professor, Modern and Classical Languages), for her work on foreign language pedagogies, including technology-assisted and social media-based methods.



Debie Lohe, Kara McBride, and Jim Korn at the 2012 Jim Korn Award Ceremony

SoTL Programming

Based on feedback from the SoTL interest survey conducted in fall 2012, several new SoTL events were offered in spring 2013:

- **Research on Teaching and Learning: Working with the IRB:** this presentation from **Rachel Millinger** and **Danielle Hunter** from the Office of Research Development Services focused on the IRB process for educational research.
- **Using Research on Teaching and Learning to Inform Pedagogical Practice:** this 90-minute session, led by **Elena Bray Speth**, featured a faculty panel; panelists discussed how they use published scholarship on teaching and learning to inform their own classroom practice and assisted participants in applying appropriate scholarly studies on teaching and learning from their own disciplines to their classrooms.
- **Research and Scholarship on Teaching and Learning Reception:** this coffee hour brought together faculty interested in SoTL projects to discuss development needs, interest areas, and possible future programming.

These events are the first in a series of new offerings designed to address specific needs and interests expressed in the SoTL survey and to lay the groundwork for future initiatives. A small group of invested faculty members have determined that it would be helpful to start a working group, which might support one another with SoTL projects. This community of practice will begin meeting regularly in fall 2013.

Broadening Our Outreach

As part of our strategic planning efforts, Center staff members identified several communities in need of additional outreach. Specifically, the results of our 2012 Service Quality Survey revealed two groups in need of additional outreach and information about Center services and programs: graduate students who were not

teaching at the University (and thus did not seem to feel the Center could be of use to them) and faculty who designated themselves “clinical faculty” and had distinct pedagogical needs from those of more traditional classroom teachers.

Understanding the Needs of Clinical Educators

While the Service Quality Survey revealed a need to reach out to clinical faculty, it did not readily identify the specific needs of clinical educators or the particular topics that might be best suited to this population. Therefore, we knew that we needed to better understand the needs of this varied group. To address this need, **Kim Levenhagen**, the Center’s Faculty Fellow focused on clinical education, conducted a number of in-person needs assessments. Over the course of the fall semester, she met with numerous clinical stakeholders across the University, focused primarily (but not exclusively) on those in the health sciences, and she sought to identify common themes or trends across the groups.

What we learned from this investigation is that there is wide variation in:

- **Nomenclature:** the terminology to describe those tasks with educating students in clinical settings and/or to prepare students for clinical practice may include: *clinical faculty, clinical adjuncts, clinical educators, clinical instructors, and clinicians*. Indeed, clinical educators / faculty may work with students in non-health profession clinics (such as the Law clinic).
- **Relationship to the University:** clinical instructors may or may not be directly affiliated with SLU *as faculty members*; many see themselves explicitly as clinical *instructors* and the work they do *as teaching* or educational, while others supervise students in clinical settings as part of their regular work, without necessarily considering themselves to be “faculty” in the sense we tend to mean.
- **Access to development opportunities:** due to the nature of clinical work, many clinical faculty / educators have little time or opportunity to avail themselves of Center services and programs. For many, online, asynchronous offerings are the only ones likely to be meaningful for these reasons. Additionally, in some fields, there are numerous resources and opportunities available for honing one’s clinical instruction practice, while in others, there are not as many. This variety suggests that, at least in certain fields, the Center need not reinvent the wheel or develop a whole new set of resources for which staff do not have expertise.
- **Instructional needs:** the needs of most clinical educators / faculty are so specific to the field, it can be difficult to identify common instructional needs and program types that would serve the range of needs.

We decided to start small with developing online resources and development opportunities for clinical educators. With colleagues in Physical Therapy, **Kim Levenhagen** developed and piloted a “clinical teaching wiki” for physical therapists. Kim and **Sara Scholtes**, Ph.D. then shared the wiki project in a Conversation on Teaching in spring 2013.

Working closely with Kim, we continue to identify ways to meet the needs of clinical educators as best we can. In light of the findings from the needs assessment, we have decided to scale back some of the strategic goals and objectives related to this area. Center staff members continue to serve clinical faculty and to look

for ways to be of service to this varied group. In 2013-2014, we will work closely with Kim to identify appropriate online resources that might have broad applicability for a wide range of clinical instructors.

Increasing Outreach to Graduate Students

Graduate students who responded to the Service Quality Survey often indicated that they were either unaware of particular programs and services in the Center or believed these development opportunities were not relevant for them because they were not currently teaching. In light of this feedback, we renewed our efforts to inform graduate students about the Center in a variety of ways during 2012-2013.

In addition to facilitating two teaching workshops at Graduate Assistant Orientation, Center GAs and staff members were available during the information fair at both Graduate Student Orientation and Graduate Assistant Orientation, in August and in January. Additionally, we increased outreach to key graduate programs with whom we have had a long relationship, and we worked closely with the Associate Vice President for Graduate Education to ensure that the Center would play a role in future development initiatives (e.g., a Preparing Future Faculty program). Finally, we held "Instructional Office Hours" specifically for graduate students. In 2013-2014, we plan to make an appearance at a meeting of the Graduate Student Association.

Supporting Blackboard (a.k.a., SLU Global)

In January 2013, all remaining technical support and training responsibility for Blackboard (formerly SLU Global) was moved back to Information Technology Services, to the Academic Technology Services team. (Technical support for students moved back to ITS in 2010.) **Kim Scharringhausen**, who had served as the single technical support resource for faculty since 2011, was moved into the Academic Technology Services team in ITS. This was intended to ensure that faculty could continue to draw upon her deep knowledge of Blackboard and to allow more timely coverage of critical issues during peak periods.

This move actually returns all Blackboard technical support and training to ITS, where it originally was housed until it was moved to the Center in 2007, and it brings support of Blackboard under the same group that supports Tegrity, Fuze Meeting, Campus Pack, and other institution-wide academic technologies. While ownership of Blackboard has changed, the means for seeking support has not changed. Faculty and other instructors seeking technical support for Blackboard may continue to call the Blackboard faculty support line at 314-977-2252 or to seek support by email at facsupport@slu.edu.

Reinert Center staff members continue to collaborate with ITS to foster timely and effective technical support for faculty who use Blackboard and other University-wide learning technologies. Although ITS is now responsible for technical training and support (the "how-to" of using the tool) for Blackboard, Center staff members continue to serve as the pedagogical support (the "why-to" and the "how-best-to") resource for instructors.

Assessing & Documenting Our Work

The Reinert Center is committed to regularly assessing and documenting its work in ways that are appropriate for teaching centers and consistent with our core values. We do this in a variety of ways, including: post-event participant surveys (which ask about satisfaction and about lessons learned); a regular campus-wide Service Quality Survey; a regular Certificate Program exit survey; interviews and in-person feedback from program participants; tracking event attendance and demographics; tracking website analytics; and other things. The most important aspect of assessment is what is often referred to as “closing the loop” – that is, using the results of assessment to improve future practice. In the Center, we regularly review surveys and other assessment data to identify ways we can improve our programs and services, and we make changes accordingly.

As part of our strategic planning efforts, we have set a goal of enhancing our efforts to and methods for assessing the impact of our work. (It is worth noting that measuring the impact of instructional development work is not a straightforward prospect; it is virtually impossible to demonstrate direct effect on things like student learning, although we can strive to have an effect on instructor behaviors. As we seek to enhance our assessment efforts we also remain committed to anonymous and confidential work with individual faculty.) We also regularly conduct instructional needs assessments (in surveys and in interviews with deans, directors, chairs, and other leadership), which provides information about what kinds of programs and services will be most meaningful for SLU educators.

Building Capacity for Our Work

In order to achieve our goals and objectives, it is important that the Center continues building capacity in a variety of ways. This year, in addition to continuing to investigate possible grants that could help to fund new initiatives in the Center, we focused our efforts on developing the strengths of and relationships among the staff and on reclassifying the Administrative Secretary position so that the title, description, and minimum requirements better reflected the actual work of the role.

Staff Development

As is appropriate for all academic professionals, Reinert Center staff members enhanced their own individual strengths and knowledge by attending relevant conferences and webinars and by staying current on the latest research on learning and trends for higher education. Several staff members also enrolled in MOOCs over the last year, as well, to gain some personal experience with this latest delivery mechanism. Each person continued building her/his own knowledge base for topics relevant to their work in the Center.

Because more than half the Center’s staff was relatively new to SLU and to a teaching center environment, we also worked together as a group to enhance relevant skills and to strengthen our relationships with one another. Workshops on conducting Small Group Instructional Feedback Sessions and consulting with faculty and graduate students were held with the full staff. Additionally, several staff members read books in common, as a way of building shared understanding of key topics and concepts. Finally, at both mid-year and summer retreats, we worked with an HR consultant to better understand our own individual work styles and

our group dynamics; these retreats created opportunities for reflection and rejuvenation, and lessons learned have led to enhancements in how we work together, organize our time, and create an engaged learning environment for ourselves as well as those whom we serve.

Position Re-Classification

One other key undertaking in 2012-2013 was the request to revise and reclassify the administrative position that supports the staff and work of the Center. Although major structural changes had been made to the Center in 2011 – including the expansion of staff, the revision of current positions, and the addition of multiple new initiatives like the Learning Studio – no changes had been made to the administrative position.

As we considered all the recent changes in the Center and reviewed **Mary Cook's** role, skills, and qualifications, it became clear that the Administrative Secretary title and job description were no longer appropriate for the position. When Mary was hired, her role was primarily clerical and task-oriented; with the growth of the Center, the role has evolved to include more project management, independent work, and strategic-level planning. Therefore, we worked closely with the Academic Vice President's office to identify more appropriate positions for our needs. In March 2013, we received word that our request had been approved. Effective July 1, 2013, the position is that of Office Administrator. We believe the new title, description, and minimum requirements are more suited to the role and are more reflective of Mary's particular strengths in this role.

Strategic Planning & Progress

In summer 2011, the Center was charged with developing a three-year strategic plan, and strategic planning efforts began in earnest in late fall 2012. Engaging in strategic planning during this period was especially valuable since it provided an opportunity for Reinert Center staff members and stakeholders to reflect upon our rich history and traditions and to begin imagining a new phase in our identity as we had new leadership, new staff, new programs, and a new learning space. This process culminated in a thorough, ambitious three-year plan, which was officially submitted to the Center's Advisory Board and to University leadership in December 2012. (Both Center staff and Board members had opportunities to shape the future directions and goals, as well as the final report itself.) An executive summary of the complete 2013-2015 strategic plan may be found in [Appendix H](#).

While the resulting strategic plan was very ambitious, on the whole we have had tremendous success during the first year, achieving almost all of our first-year goals and objectives, reflecting on our work and the lessons we've learned along the way, and revising our second year goals and objectives in light of these lessons. Finally, through a structured After Action Review process, we have also reflected on what worked well during our strategic planning efforts and what improvements we could make in the future, and we will refine our future strategic planning processes to reflect lessons learned. Ultimately, the After Action Review process, combined with the Center staff's regular efforts to monitor and reflect on progress toward achievement of strategic goals, help to ensure that our strategic plan remains "a 'lived experience' rather than a document that sits on a shelf gathering dust" (Gano-Philips, 2011).

Year 1 Progress

On the whole, we made outstanding progress toward achievement of strategic goals, meeting or exceeding almost every goal we set for the first year. This was no small feat, given how ambitious the plan was. Many of the accomplishments of this first year demonstrate the Center's wide-ranging contributions to the University, and it is clear that we are helping to advance the educational mission of the institution at a strategic level, not simply serving individual members of the SLU community. However, even as we accomplished the ambitious goals described in the strategic plan, we were also balancing our regular slate of programs and services.

A detailed record of our progress toward strategic goals and Year 1 objectives can be found in [Appendix I](#).

Year 2 Planning

As Center staff reflected on the progress of Year 1 and the planned goals and objectives for Year 2, it became clear that we needed to make some adjustments. In Year 2, we plan to scale back on new initiatives in order to enhance and deepen current ones. There are good reasons to do so. First, we want to ensure that all of our programs and services are high in quality and relevant to the needs of those whom we serve (individuals and academic units). And second, we want to ensure that we have the flexibility to maintain our commitment to be available as new educational needs arise.

In our recent summer retreat, one Center staff member described this as maintaining a kind of "responsive design" in the way we structure our work. The [concept of "responsive design"](#) typically describes an approach to developing websites and web-based content such that a website can adjust its appearance and other features in response to the possibilities and limitations allowed by the type of device being used to access the site. This concept offers a useful analogy for the work we do, since we are committed to designing programs and services that are timely and relevant and that can be tailored to the specific needs of SLU educators *at the time they need them*. While some see teaching centers as predominantly "reactive," we prefer to work responsively, maintaining a robust slate of programs and services while simultaneously being available to respond to new needs as they arise. For the purposes of strategic planning, then, we believe it is crucial to plan intentionally, both for the development of new initiatives and for the flexibility to adapt to the particulars of our context.

In 2013-2014, then, we expect to scale back the number and complexity of new initiatives, and to deepen and enhance existing ones, while also leaving room to respond to specific unit-level needs as they arise. To see a revised list of Year 2 goals and objectives, see [Appendix J](#).

After Action Review: The Strategic Planning Process

As we completed our strategic plan, we felt it was essential that the reflection, action, and self-evaluation of the strategic planning process be ongoing. Our first step toward continuous reflection was to conduct an After Action Review of our strategic planning efforts. After Action Review (AAR) is a structured process used by many organizations to evaluate how well a project, operation, or other major initiative has gone or is

going. The Reinert Center's Strategic Planning Committee undertook this process in early 2013, after our strategic plan had been finalized. On the whole, the Committee found the AAR process to be extremely helpful in making explicit what went well in our strategic planning work and what enhancements could be made in the future. In particular, the AAR's resemblance to the Ignatian Pedagogical Paradigm made it a natural process for reflection.

Reflecting on the *process* by which we arrived at our current strategic plan, the Committee identified the driving **intentions** we had at the outset, the major **accomplishments** achieved during the process, some **gaps** and barriers we faced along the way, as well as specific **practices to continue** and **improvements** to be made in future strategic planning efforts. In general, the Strategic Planning Committee felt that the process we engaged in to produce our strategic plan was appropriate, reflective, and thorough. With only minor exceptions, we honored all of our intentions and accomplished all of the major goals we set out to achieve. The AAR also, however, revealed key gaps (in our data, in our process, etc.) and areas for improvement, all of which will be factored into future strategic planning efforts.

Reinert Center Advisory Board members who wish to read the complete results of the After Action Review may request a copy of the report by emailing Debie Lohe at dlohe@slu.edu.

Scholarship & Service

Reinert Center staff members offer their expertise and insights in a variety of ways, both to 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 in the work we do with SLU faculty and graduate students, and they are important for achieving recognition for the Center and the University in broader academic circles. Our scholarly activities for 2012-2013 include: peer-reviewed conference presentations, workshops, and publications; service to professional organizations; and invited workshops and presentations.

Invited Workshops (External)

Beres, Katie. "Mind the Learning Gap: Instructional Design for Academic Advising." Presented to Southern Illinois University at Edwardsville Academic Advisers. Edwardsville, Illinois. February 25, 2013.

Thornton, Michaella (co-presenter). "Universal Access & Web Accessibility." Presented to the St. Louis Instructional Designers and Technologists' Group. Web presentation. June 6, 2012.

Conference Presentations and Workshops (Peer Reviewed)

- Gambill, Sandy.** "Designing, Implementing, and Assessing Technology-Based Assignments." Workshop, Focus on Teaching and Technology Annual Conference. University of Missouri-St. Louis. St. Louis, Missouri. November 1, 2012.
- Gambill, Sandy, Debra Lohe, and Michaella Thornton.** "Learning Spaces: Classroom or Institutional Change Agent?" Workshop, Professional and Organizational Development Network in Higher Education Annual Conference. Seattle, Washington. October 27, 2012.
- Merys, Gina and Sandy Gambill.** "Asynchronous SGIFs: A Tool for Online and On-ground Classes." Poster Session, Professional and Organizational Development Network in Higher Education Annual Conference. Seattle, Washington. October 26, 2012.
- Merys, Gina.** "'Contemplative Computing': Composing Mindfulness in a Digital Age." Accepted for Computers and Writing Annual Conference, 2013.
- Scharringhausen, Kim.** "Flipping Learning Technology Support: Preparing Faculty in the 24/7 World." Workshop, Focus on Teaching and Technology Annual Conference. University of Missouri-St. Louis. St. Louis, Missouri. November 2, 2012.
- Thornton, Michaella** (co-presenter). "Connecting Pedagogical Principles to Tegrity: Encouraging Active and Diverse Ways of Learning." Tegrity Users Conference. Boston, Massachusetts. April 10-12, 2013.
- Thornton, Michaella** (co-presenter). "Beyond Lecture Capture: Interactive Assessment Uses for Tegrity." Teaching and Learning Technology Annual Conference at Missouri University of Science and Technology. Rolla, Missouri. March 14-15, 2013.
- Thornton, Michaella.** "Oh, Pioneers! Crafting Accessible DIY OWL Student Resources." Panel, "Assessing the Emerging Spectrum of Tutoring Services in Digital Spaces." Annual Conference on College Composition and Communication. St. Louis, Missouri. March 21-24, 2012.
- Thornton, Michaella** (co-presenter). "Synchronous Online Tutoring and the Possibilities of Adobe Connect: Pedagogy, Practice, and Accessibility." Computer Connection and Digital Pedagogy Poster Session, Annual Conference on College Composition and Communication. St. Louis, Missouri. March 22, 2012.
- Thornton, Michaella** (co-presenter). "Food for Thought: Collaborative Course Design and Social Media in the Writing Classroom." Focus on Teaching and Technology Annual Conference. University of Missouri-St. Louis. St. Louis, Missouri. November 2, 2012.
- Thornton, Michaella, Debra Lohe, and Gina Merys,** "Illuminating 'Lived Experiences': Strategic Planning." Roundtable Presentation, Professional and Organizational Development Network in Higher Education Annual Conference. Seattle, Washington. October 26, 2012.

Publications (Peer Reviewed)

Lohe, Debra, Sandy Gambill, and Christopher Grabau. "A Model for Diffusion of Sustainable Pedagogies." *Sustainable Next-Gen Learning Spaces*, Ed. Russell Carpenter, Dickie Selfe, Shawn Apostel, and Kristi Apostel. Computers and Composition Digital Press. (forthcoming)

Lohe, Debra, Peter Khost, and Charles Sweetman. "Rethinking and Unthinking the Graduate Seminar," *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*. Duke University Press. (forthcoming)

Merys, Gina. "Paulo Freire and the Jesuit Tradition: The Relationship between Jesuit Rhetoric and Freirean Pedagogy." Co-Written with Thomas Pace, *The Jesuit Tradition and Rhetorical Studies: Looking Backward, Looking Forward*. Fordham University Press. (forthcoming).

Thornton, Michaella. Webtext interview of Dr. William Endres, Assistant Professor of English and Computer Science, University of Kentucky, for *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. (forthcoming)

Publications (Other)

Merys, Gina. "Review of 'Transnational Literate Lives in Digital Times'," *Technoculture: An Online Journal of Technology in Society*. 2.0: 2012.

Thornton, Michaella. "Online Writing Instruction beyond the Discussion Board" (link: <https://blogs.nd.edu/kaneb/2013/02/11/online-writing-instruction-beyond-the-discussion-board/>). Originally submitted to the 2012-2013 Teaching & Learning Writing Consortium; re-published by Consortium members, such as the University of Notre Dame's Kaneb Center for Teaching & Learning; Regis University's Center for Excellence in Teaching & Learning; and other two- and four-year colleges and universities.

Service

We also are active servants to and members of the University community, particularly in areas where our understanding of teaching and learning can contribute to the advancement of SLU's educational mission. This service also provides insight for us about instructional needs and possible areas for future programming, which allows us to be responsive to both the known and emerging needs of SLU educators. In 2012-2013, service to the campus community took several forms, most notably committee membership and participation in other campus-wide activities that served to foster our ties to one another and to the campus. (Additionally, in July 2012, Debie Lohe was interviewed on the Fox 2 News morning program to discuss "The Flipped Classroom at SLU.")

University Service

Reinert Center staff members served on many campus-wide committees during 2012-2013:

Katie Beres

- SLU Medical Home Patient Advisory Committee
- Last Lecture selection committee
- First-Year Reading selection committee

Sandy Gambill

- Health Information Management Advisory Board

Gina Merys

- Learning Communities Task Force
- Writing Services Advisory Board
- Preparing Future Faculty working group

Debra Lohe

- University-wide Undergraduate Student Learning Outcomes Task Force
- Undergraduate Academic Affairs Committee
- Preparing Future Faculty Working group
- Learning Technologies Advisory Committee (co-chair)

Michaella Thornton

- Virtual Classroom Committee
- Ad-Hoc Committee for developing Blackboard integration guidelines
- Online Accessibility Working Group (2012, currently on hold)

Professional Service

Several staff members also provided service to their broader professions in 2012-2013 as described below.

Sandy Gambill

- Proposal Reviewer, Professional and Organizational Development Network Annual Conference
- Proposal Reviewer, Blackboard Education Technology 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*

Debra Lohe

- Member, Finance Committee of the Professional and Organizational Development Network in Higher Education
- Proposal Reviewer, Professional and Organizational Development Network Annual Conference

- Reviewer, *To Improve the Academy*, annual peer-reviewed publication of the POD Network (Jossey-Bass)

Michaella Thornton

- Program Planning Committee Member, Focus on Teaching & Technology Annual Conference, University of Missouri-St. Louis
- Proposal Reviewer, Professional and Organizational Development Network Annual Conference

Other Campus Involvement

Center staff also participated in other campus activities and initiatives, including Walk to Madrid (summer 2012), the Blue Santa toy drive (December 2012), and various other fundraisers and campus activities.

Accomplishments & Recognitions

In 2012-2013, the Reinert Center and its staff have received several awards worth noting. Additionally, two staff members accomplished important educational milestones of their own, which we want to acknowledge here.

Awards & Grants

The Reinert Center’s Learning Studio received the 2012 award for **Outstanding Classroom Design** from the [Educational Interiors Showcase](#).

In August 2012, the Reinert Center received a **\$1,000 Seminar Grant** from the [Association of American Colleges and Universities](#) (AAC&U) and its [Bringing Theory to Practice Project](#). The grant funded the [Globally-Engaged Distance Learning conversation series](#), hosted in spring 2013. A description of the series can be found [on the AAC&U’s website](#). **PI: Michaella Thornton**.

In April 2013, **Michaella Thornton** was awarded the Tegrity Innovator Award for her workshop, *Beyond Lecture Capture: Interactive Uses for Tegrity*, co-facilitated with ITS’s **Megan Buckley**, at the 2013 Tegrity User Conference.

Other Accomplishments

Two Reinert Center staff completed major educational milestones this year:

In May, **Mary Cook** completed her Master’s in Student Personnel Administration from SLU.

In October, **Chris Grabau** completed his comprehensive examinations for the doctoral degree in Education Foundations at SLU.

Appendices

The following appendices can be found below:

[Appendix A: Reinert Center Advisory Board Members 2012-2013](#)

[Appendix B: Certificate in University Teaching Skills Recipients 2012-2013](#)

[Appendix C: Participation Certificate Recipients 2012-2013](#)

[Appendix D: Innovative Teaching Fellows 2012-2013](#)

[Appendix E: Certificate Program Revisions](#)

[Appendix F: Inside the Learning Studio](#)

[Appendix G: Try It! Mini-Grant Awarded in 2013](#)

[Appendix H: Reinert Center Strategic Plan Executive Summary](#)

[Appendix I: Reinert Center Strategic Plan: Year 1 Progress](#)

[Appendix J: Reinert Center Strategic Plan: Year 2 Goals](#)

Appendix A: Reinert Center Advisory Board Members 2012-2013

Eustaquio Araujo, D.D.S <i>Center for Advanced Dental Education</i>	Mike Lewis, Ph.D. <i>Chemistry</i>
Alden Bass <i>Doctoral student in Historical Theology</i>	Hisako Matsuo, Ph.D. <i>Sociology and Anthropology</i>
Debra Barbeau, Ph.D. <i>Accounting</i>	Anne McCabe, Ph.D. <i>Languages & Literature, SLU-Madrid</i>
Elizabeth Gockel Blessing, Ph.D. <i>Clinical Laboratory Sciences</i>	Stephanie Mooshegian, Ph.D. <i>School for Professional Studies</i>
Martha Brennan, M.A. <i>Communication Sciences & Disorders</i>	Shawn Nordell, Ph.D. <i>Biology</i>
Linda Bufkin, Ph.D. <i>Educational Studies</i>	Terri Rebmann, Ph.D. <i>College for Public Health and Social Justice</i>
Vincent Casaregola, Ph.D. <i>English</i>	Peter Salsich, J.D. <i>School of Law</i>
Benjamin de Foy, Ph.D. <i>Earth and Atmospheric Sciences</i>	Darina Sargeant, Ph.D. <i>Physical Therapy & Athletic Training</i>
Daniel Finucane, Ph.D. <i>Theological Studies</i>	Stuart Slavin, M.D. <i>School of Medicine</i>
Keith Hacke <i>SPS and Information Technology Services</i>	Joanne Schneider, Ph.D. <i>School of Nursing</i>
Richard Harvey, Ph.D. <i>Psychology</i>	Jonathan Smith, Ph.D. <i>American Studies</i>
Rebecca Hyde <i>Pius XII Memorial Library</i>	Brian Sokol, Ph.D. <i>Center for Community Engagement</i>
Teresa Johnson, Ph.D. <i>Modern & Classical Languages</i>	Elena Bray Speth, Ph.D. <i>Biology</i>
Robert Krizek, Ph.D. <i>Communication</i>	Sue Tebb, Ph.D. <i>School of Social Work</i>
Kim Levenhagen, DPT <i>Physical Therapy & Athletic Training</i>	Patrick Welch, Ph.D. <i>Economics</i>

In Memoriam: In February, long-time Board member, Dr. Cheryl Cavallo, lost her battle with cancer. Cheryl was one of the founding members of the Center, and her presence will be missed. To read more about Cheryl, and to hear her Reflections on Teaching, from the Spring 2010 Certificate Ceremony, see [this post from *The Notebook*](#).

Appendix B: Certificate in University Teaching Skills Recipients 2012-2013

Name	Department	Mentor
Bryan Abendschein	Communication	Elizabeth Richard
Alden Bass	Theological Studies	Grant Kaplan
Birton Cowden	Business Administration	Hadi Alhorr
Audrey Dewes	Communication	Elizabeth Richard
Anna Garcia	English	Anne McCabe
Brett Haugen	Surgery	Komo Gursahani
Elisabeth Hedrick-Moser	English	Penny Weiss
Megan Hoffman (Tietjens)	Communication	Gina Merys
Natalie Homa	Psychology	Bryan Sokol
Willis (Bill) Kierce	Organizational Studies (SPS)	Stephanie Mooshegian
Kathryn Kriegshauser	Psychology	Michael Ross
Silvia Ledesma - Ortiz	Modern & Classical Languages	Sarah Bauer
Kelly Maxwell	Counseling & Family Therapy	Doug Pettinelli
Gregory Mayhew	Business/Finance	Patrick Welch
Satish Munigala	Epidemiology	Banke Agarwal
Brianna Olbinski	Psychology	Kristin Kiddoo
Aaron Overby	Theological Studies	Peter Martens
Benjamin Parviz	Theological Studies	William O'Brien
Diane Reinhold	Public Health	Amy Moore
Carri Reisdorf - Tolmie	Business Administration	Hongxin Zhao
Cameron Rice	Medicine	James Deckert
Kyle Schenkewitz	Theological Studies	Mary Dunn

Chris Sebelski	Physical Therapy	Darina Sargeant
Jennifer Smith	Psychology	Donna LaVoie
Karen Smyth	American Studies	Benjamin Looker
Erin Solomon	Psychology	Richard Harvey
Dipti Subramaniam	Public Health	Gina Merys
Divya Subramaniam	Public Health	Gina Merys
Patricia Swatek	Educational Studies	Karen Myers
Casey Turner	Psychology	Ronald Kellogg

Appendix C: Participation Certificate Recipients 2012-2013

Name	Department
Hisham Al Ramadan	Counseling & Family Therapy
Asmaa Alotaiby	Counseling & Family Therapy
Sarah Coulter	Nutrition & Dietetics
Delaney Lundeen	Nutrition & Dietetics
Vicki Moran	Nursing
Jessica Murray	Pharmacological & Physiological Sciences
Katherine Newsham	Physical Therapy
Aarthi Pauldass	Nutrition & Dietetics
Geoffrey Reddick	Counseling & Family Therapy
Audrey Shelton	Communication
Michael Milster	Nutrition & Dietetics
Katie Heiden Rootes	Counseling & Family Therapy
Steven Jenkins	Nutrition & Dietetics
Whitney Kline	Nutrition & Dietetics
Alisha Rorer	Counseling & Family Therapy
Lina Sun	Educational Leadership & Higher Ed

Appendix D: Innovative Teaching Fellows 2012-2013

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 2012	Spring 2013
Jenny Agnew, Ph.D. <i>English, School for Professional Studies</i>	Paul Lynch, Ph.D. <i>English</i>
Jamel Bell, Ph.D. <i>Communication</i>	Beccy Aldrich, Ph.D. <i>Occupational Science & Occupational Therapy</i>
Nathaniel Rivers, Ph.D. <i>English</i>	Nathaniel Millett, Ph.D. <i>History</i>
Thomas Stewart, J.D. <i>School of Law</i>	Jintong Tang, Ph.D. <i>Management</i>
Emmanuel Uwalaka, Ph.D. <i>Political Science</i>	

Additionally, 2011-2012 Innovative Teaching Fellows **Stephanie Mooshegian, Ph.D.** and **Flannery Burke, Ph.D.** also taught their courses from the previous year in the Learning Studio.

Appendix E: Certificate Program Revisions

Revision Process

In order to continue offering a robust pedagogical program that meets the diverse and changing needs of the faculty and graduate students of Saint Louis University, we have updated and enhanced the requirements for the Certificates in University Teaching Skills.

We spent the 2012-2013 academic year reviewing and revising the requirements for the certificates. The following is a brief overview of the process by which we conducted the review and undertook the revisions, as well as a chart detailing the revisions to each of the certificates.

Beginning August 2013, new participants enrolling in either certificate are required to follow the new guidelines. Previously enrolled participants have the choice to follow the old guidelines or the new guidelines; consulting with a Reinert Center staff member is recommended to determine which set of guidelines might be more beneficial to follow.

Committee Members:

Gina Merys, Assistant Director in the Reinert Center

Sandy Gambill, Instructional Designer in the Reinert Center

Katie Beres, Instructional Liaison in the Reinert Center

Mike Lewis, Associate Professor in Chemistry and Faculty Fellow in the Reinert Center

Anne McCabe, Chair, Languages and Literature, SLU Madrid, and Reinert Center Advisory Board member

Revision Process:

Fall 2012 Semester

- Determined what data needed to be collected, from whom, and which methods
- Created a survey for recent (past three years) alumni, and disseminated the survey link
- Collected and analyzed Certificate Program exit surveys

Spring 2013 Semester

- Surveyed board members at February 2013 board meeting
- Analyzed data from alumni survey
- Discussed and revised goals and objectives for the certificates based on data collected and analyzed
- Created a draft plan for revisions to the certificates based on data collected and analyzed
- Submitted and gained approval from director for the revisions to the certificates

Revised Requirements

The revised requirements to the Certificates can be found in the charts below. The charts compare the previous requirements with the new requirements for each of the certificates.

Participation Certificate in University Teaching Skills

Before August 2013	Beginning August 2013
Participation Certificate	Foundations Certificate (new name)
Participate in ten Effective Teaching Seminars (required)	Participate in ten Effective Teaching Seminars (required)

Certificate in University Teaching Skills

Before August 2013	Beginning August 2013
Certificate in University Teaching Skills	Certificate in University Teaching Skills
Participate in ten Effective Teaching Seminars	Participate in eight Effective Teaching Seminars
Complete the Online Seminar: Developing a Philosophy of Teaching (prerequisite to other online seminars) (required)	Complete the Online Seminar: Teaching Philosophy (prerequisite to other online seminars) (required)
	Complete the Online Seminar: Course Design (prerequisite to Learning Technologies online seminar) (required) (new)
Complete the Online Seminar: Learning Technologies (elective)	Complete the Online Seminar: Learning Technologies (required)
Meet w/ Leah Sweetman in the CSCE to develop a service learning course (elective)	Meet w/ Leah Sweetman in the CSCE to develop a service learning course (elective) (counts as one ETS credit)
	Attend three Teaching with Technology Forums (counts as one ETS credit) (elective) (new)
Peer Observation of Teaching (required)	Peer Observation of Teaching (suggested, but not required)
Obtain a faculty mentor in department or field and meet at least four times (required)	Obtain a faculty mentor in department or field and meet at least four times (required)
Video record yourself teaching (required)	Video record yourself teaching (required)
Mentor Feedback on Video of Teaching (required)	Mentor Feedback on Video of Teaching using a new form (required)
Create a Teaching Portfolio w/ specified contents (required)	Create a Teaching Portfolio w/ specified contents (required) (Contents not changed unless specified above)

Appendix F: Inside the Learning Studio

What follows are key features, courses, and lessons from the Learning Studio.

Learning Studio Features

- Flexible seating, including bar seating and movable furniture
- A multi-point, multi-source video wall consisting of 18-46" video screens
- Personal computers for student use during class time, including 26 iPads, 13 tablet PCs, and 7 MacBook Pros for more robust, user-friendly content-creation
- Five portable media kits, which include Zoom Q3HD video cameras, that may be checked out by students at the Instructional Media Center for out-of-class or in-the-field multimodal learning projects
- Wireless projection capabilities for both iPads, MacBook Pros, and tablet PCs and a wireless mouse and keyboard for the teacher workstation computer for more mobile teaching
- Portable Pico projectors
- Ample whiteboard space, including 5 portable whiteboards for team-based, collaborative learning
- A Pan-Tilt-Zoom (PTZ) HD and stationary HD cameras for multi-source video conferencing (Fuze Meeting) and lecture capture (Tegrity)
- Tegrity Lecture Capture capabilities, including several ceiling microphones and HD and PTZ HD cameras for enhanced audio and visual quality of in-class recordings
- Crestron room controls for easier instructor regulation of source projection, room environment, and multimedia viewing
- An updated teacher workstation with the option to teach in a PC or Apple operating system (Mac Mini since Spring 2013), depending on the instructional need
- Improved teacher workstation visibility in coordination with the video wall with an extended desktop view via two desktop monitors

Courses Taught in the Learning Studio

Fall 2012	Spring 2013
English 150: The Process of Composition (undergraduate)	History 261: U.S. History since 1865 (returning fellow) (undergraduate)
Communication 512: Contemporary Issues in Media: Crossroads of Race, Class, and the Digital Divide (graduate)	English 501: Teaching Writing (graduate)
English 401: New Media Science Writing (cross-listed with Film Studies [FSTD] 443) (graduate)	Occupational Sciences 372: Occupations in Diverse Contexts (undergraduate)
Organizational Studies 300: Organizational Foundations (returning fellow) (undergraduate)	History 112: Origins of the Modern World (undergraduate)
Political Science 365: International Relations of Africa (undergraduate)	Management 421: Business Plan Development (graduate)

	Higher Education and Educational Research 670: College Teaching for the Higher Education program (graduate)
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What We're Learning in the Studio

Instructional Strategies	How Learning Technologies in the Learning Studio May Enhance this Style of Teaching
Experiential and/or service learning	<i>Fuze Meeting video conferencing, including HD and PTZ HD cameras, with community partners before, during, and after experiential or service learning cycles; media kits to capture the learning process and/or project; Google Drive and Documents to be shared among community or institutional collaborations</i>
Flipped-classroom exercises	<i>Tegrity Lecture Capture; HD and PTZ HD cameras; and/or media kits</i>
Simultaneous courses taught in multiple locations	<i>Fuze Meeting video conferencing, including HD and PTZ HD cameras; Tegrity Lecture Capture; and Google Documents</i>
Simulations with other universities and schools via video conferencing	<i>Fuze Meeting video conferencing, including HD and PTZ HD cameras; Tegrity Lecture Capture; and Google Documents/Drive (200 gigabytes of collaborative storage for joint multimedia projects)</i>
Digital storytelling, ethnographies, and beginning videography	<i>Media kits; MacBook Pros; and the teacher workstation's Mac Mini, iPads</i>
Back channeling / synchronous feedback	<i>Multi-point, multi-source video wall; iPads free software apps such as Twitter, Jing, and more</i>
Lecture, or lesson, capture	<i>Tegrity-enabled classroom, replete with drop-down ceiling mics and HD and PTZ HD cameras</i>
Small- and large-group collaboration (e.g., team-based learning)	<i>Google Drive and Documents; flexible seating arrangements and the ability to reconfigure the learning space per instructional need(s); mobile whiteboards for team brainstorming; ability for students to use the Learning Studio's iPads, tablet PCs, or MacBooks and to easily project their work on the video wall wirelessly</i>
Problem-based learning (e.g., case studies, simulations, WebQuests, and more)	<i>Flexible seating arrangements and the ability to reconfigure the learning space per instructional need(s); mobile whiteboards for team brainstorming; ability for students to use the Learning Studio's iPads, tablet PCs, or MacBooks and to easily project their work on the video wall wirelessly</i>
Instructor-student conferencing (e.g., writing conferences)	<i>The "back" of the Learning Studio provides a separate debriefing space for professors and students to work together via instructor-student conferencing (or, 1:1 check-ins) while the rest of the class still works collaboratively or independently</i>

Some examples of successful technology first piloted in the Learning Studio include:

- **AppleTV** allows faculty and students to wirelessly and seamlessly share what they're working on through the Video Wall with Learning Studio iPads or the operating system, OS X Mountain Lion
- **Mac Mini** gives faculty an option between which operating system they prefer teaching with (PC or Apple) via the teacher workstation and assists faculty who wish to model multimodal projects and the content-creation and editing processes particular to Apple programs such as iMovie (video), GarageBand (audio), et cetera.
- **MacBook Pros** give students an option between which operating system they prefer learning in (PC or Apple) and helps students learn by doing through user-friendly content-creation and editing programs such as iMovie (video), GarageBand (audio), et cetera.
- **HD Pan-Tilt-Zoom Video Camera and HD Camera** mounted at a wall height that promotes a more realistic, face-to-face view for video conferencing and less of a "security-camera feel" for collaborative learning experiences, such as the institutional partnership Innovative Teaching Fellow, Dr. Beccy Aldrich fostered with the Karolinska Institutet in Stockholm, Sweden.

For every piece of successful software or hardware tried in the Learning Studio resides an instructive "failure." In this past academic year, for example, we've learned through demonstration that Mondopads, giant touch tablets often used for video conferencing that start at \$6,000, may be useful for business contexts, but are neither particularly user-friendly within higher education nor compatible across different operating systems commonly used by faculty and students. These types of trial-by-nature demos and experiences inform the larger institution's direction with new learning technologies, and, where appropriate, these Learning Studio experiments are shared with other stakeholders to prevent costly, large-scale adoption of technology that may not be pedagogically inspired, intuitive, or current.

Appendix G: Try It! Summer Mini-Grants Awarded in 2013

Faculty Member(s)	Department	Project Title
Beccy Aldrich	Occupational Science and Occupational Therapy	<i>Transforming Space to Transform Student Engagement and Interaction</i>
Heather Bednarek	Economics	<i>Just-in-Time Detours and Refreshers</i>
Olubukola Gbadegesin	Fine and Performing Arts	<i>Bridging Chasms: Field-Service Learning at the Intersection of Black Visual History and Social Justice in St. Louis</i>
Paolo Hoffman	Finance (Madrid)	<i>Application of a Writable Tablet to Enhance Teaching, Learning, and Student Engagement</i>
Sharron Pollack	Fine and Performing Arts	<i>iLook, Eye See, I Draw – Using an iPad to Enhance Understanding in Drawing</i>
Amy Ravin	OBGYN, School of Medicine	<i>Using Model Simulation to Enhance Medical Student Education about Labor and Delivery</i>
Amanda Reed Donna Duberg Mona Hebert	Clinical Lab Sciences	<i>Flipped Classroom: Applications in the Student Laboratory</i>
Chris Sebleski Ann Hayes	Physical Therapy and Athletic Training	<i>Pedagogy Innovations Using iPad Minis and Apps to Enhance Visual Analysis of Lower Extremity Movement in the Curriculum of the Program in Physical Therapy</i>

Appendix H: Reinert Center Strategic Plan Executive Summary

This year, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning (CTTL), formerly the Reinert Center for Teaching Excellence, celebrates its 15th year as a formal teaching center serving both faculty and graduate students at Saint Louis University. Established in 1997 through a faculty initiative, the Center grew out of the successful Teaching Resource Room (created for graduate students in 1992). Since then, the Center has enjoyed increasing success and support from faculty and administrators alike, and it has begun to move from a period of formation into a period of transformation.

In recent years, the CTTL has enjoyed a period of tremendous growth: demand for services and programs is on the rise (at both the individual and unit-level), and the regional and national reputation of the Center and its staff are growing. In 2011, the University invested new resources in the Center, doubling the size of the staff and creating the Learning Studio and the Innovative Teaching Fellowship that support teaching there. In 2012, the Center officially changed its name to better represent the importance of transformational teaching and its renewed commitment to innovative, reflective pedagogical practice. The new name also better represents a larger vision for the Center and its role at the University, and the degree to which it has become ingrained in the larger University community. As we look ahead to the next three years of the Center's development, we anticipate a number of shifts in the instructional needs of SLU educators and in the University's larger educational initiatives – all of them consistent with broader shifts in higher education generally and in the profession of faculty/instructional development. All of these shifts are likely to mean new challenges and opportunities for SLU faculty, graduate students, and other instructors, and the CTTL must be poised not only to respond to but also to anticipate them.

The guiding vision for the next phase of the Center's development is **Transforming Teaching and Learning at SLU**. The Center largely has been committed to the formation and transformation of individual educators, helping them to create transformational learning experiences for SLU students over the last 15 years. Alongside our continued commitment to individual instructors, our ongoing service to the larger educational community of the University will help to both deepen and broaden the Center's reach even further. Over the next three years, we will focus even more energy on the formation and transformation of educators and on expanding awareness of teaching strategies that are known to have a significant impact on student learning and development. Specifically, we will aim to enhance programs, services, practices, and resources in four key areas, which make up our strategic directions: diversity and inclusion; community-building; reflective innovation; and quality and impact. The strategic goals we have set for the next three years will help us to better serve the needs of individual SLU educators and to make a greater impact on the educational culture of the University more broadly. Of course, along the way, we also will have to concentrate on building capacity (knowledge and skills, financial resources, personal resources, and the like) in a variety of areas, and we will need to measure progress toward achieving our goals regularly. The following table offers a snapshot of key CTTL priorities for the next three years:

Areas for Program Development	Areas for Center Development
<ul style="list-style-type: none"> • Global education and Intercultural Competence • Transformational Teaching/Learning • Assessment of Student Learning • Scholarship of Teaching and Learning • Reflective Integration of Technology • Ignatian Pedagogy • Inclusive Teaching • Online and Blended Learning Environments • Clinical Teaching • Learning Space Design and Effectiveness 	<ul style="list-style-type: none"> • Marketing and Outreach • Aligning Personnel with Industry Standards • Department-level Collaborations • Research / Scholarship of Teaching and Learning • Website Development and Online Resources • Assessment of Center services • Increased Faculty Involvement • Increased Flexibility in Delivery Methods • Diversified Funding (including grant opportunities) • New Programs and Initiatives

The process by which we have arrived at these priorities has been intentionally inclusive of a broad range of stakeholders (CTTL staff, CTTL Advisory Board members, other faculty, administrators, etc.) and has been informed by deep reflection on the Center’s current state and various factors related to our broader context.

Throughout the fall of 2011 and spring of 2012, the CTTL’s Strategic Planning Committee worked to develop strategic directions, goals, and objectives that are consistent with the Center’s mission and that can position the Center well to achieve its vision. (Strategic planning committee members were: Dr. Debra Lohe, CTTL director; Dr. Gina Merys and Michaella Thornton, CTTL assistant directors; Dr. Darina Sargeant, associate professor in physical therapy and athletic training and CTTL Faculty Fellow/Advisory Board member; and Dr. Stephanie Mooshegian, assistant professor and chair of organizational studies in the School for Professional Studies and CTTL Innovative Teaching Fellow/Advisory Board member.) During the strategic planning period, we collected many kinds of data to better understand the Center’s current state (including visioning sessions, SWOT activities, a Service Quality Survey, and benchmarking research). We also considered a number of environmental factors, to ensure that we understood the complexities of both the local and national contexts for our work. Throughout, we took as our loose guide the framework of Ignatian pedagogy; this reflective process enabled us to identify key elements of context, to better understand our previous experiences, and to consider appropriate actions for the Center’s future.

As we enter the next phase of our identity, it is essential that we continue this process and not see strategic planning as concluded for another three years. Indeed, as we move forward and undertake new initiatives, we also recommit ourselves to acting in ways that are consistent with SLU’s Jesuit mission and the framework of Ignatian pedagogy. We remain committed to *cura personalis* (care of the whole person) for those whom we serve and to contributing our expertise to broader conversations about curriculum design and implementation, assessment of student learning, and purposeful integration of learning technologies in order to demonstrate care of the whole *University*. Finally, as demands for services and programs increase, and as

we find ourselves involved in numerous new initiatives, it will be more important than ever to ground all the work we do firmly in our mission and our core values.

Organizational Note: The structure of the strategic plan that follows is adapted from the framework established by the University's 2013-2017 Academic Affairs Strategic Plan and from the five elements of the Ignatian Pedagogical Paradigm: context, experience, reflection, action, and evaluation.

Appendix I: Reinert Center Strategic Plan: Year 1 Progress

Goal 1: Develop online resources and offer workshops to 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 1 Objective	Progress	Status
Develop and offer 1 new workshop: <i>Intercultural Competencies</i>	Exceeded. Gina developed and offered this workshop for SPS faculty in September 2012. This is now a workshop that customized upon request. Also, Dr. Karla Scott led an Effective Teaching Seminar on this topic for CUTS twice in the fall term. AACU Globally Engaged conversations also relevant here.	done
Develop a Winter Institute focused on <i>Engaging All Learners</i> .	Done. We offered this in January 2013, with a morning keynote and afternoon workshop from Dr. Nina Ha, with breakouts from SLU faculty. Focus was on cultural identities, tokenism, and inclusive teaching for other variables (accessibility, non-traditional students, etc.).	done
Collect and disseminate data about international student experiences at SLU (e.g., podcasts of interviews with international students).	<i>On hold. At this time, we are putting this initiative on hold. It was linked to the International Educators Institute, which is also on hold.</i>	N/A
Develop and publish a weekly reflection podcast for educators on "engaging all learners."	Done. Gina developed this weekly podcast series. While it was tied to our 2012-2013 theme, the podcasts will be revised so that they can be offered permanently (hopefully through iTunes).	done
Begin integrating cultural diversity awareness into existing CTTL programs	Done. Relevant programming: Winter Institute; Conversations on Teaching; <i>Designing Courses</i> online seminar; CUTS program; Globally Engaged conversations; accessibility resources and workshop. CTTL staff completed Safe Zone training. These achievements demonstrate commitment to a broad, inclusive understanding of the concept of "cultural diversity."	done
Conduct investigative research on International Faculty Development trends / efforts, and build CTTL capacity for global education programs.	In progress. Multiple CTTL staff are continuing to build their knowledge base in this area. Staff attended NAFSA (May 2013), relevant sessions at POD (October 2012), completed webinars, and read extensively on this topic. Research was also essential to the AACU&-funded Globally Engaged conversation series.	ongoing
Develop and offer NAFSA Pre-Conference Workshops for International Educators, if applicable.	N/A. <i>This objective was not met because it became clear that it was not applicable, based on the primary NAFSA audience, as well as a change in leadership priorities for the Center.</i>	N/A
Design, promote, and offer on-site International Educators Institute; assess and revise.	<i>On hold. We designed and promoted this Institute - and were prepared to offer it in July 2012 - but there was no demand for the event. We have opted to suspend this program until we can identify there is a demand for it.</i>	N/A
Assess new workshops.	Done. We collected feedback from the Winter Institute, the new ETS, and other programs, and have planned changes, based on what we learned.	done

Goal 2: Design and develop a set of linked programs and resources to develop clinical teaching skills.		
Year 1 Objective	Progress	Status
Identify stakeholders and definitions of "clinical education."	Done. Faculty Fellow, Kim Levenhagen, completed this task, along with input from CTTL staff and from other clinical faculty.	done
Conduct a variety of needs assessments (interviews, surveys, etc.) to identify areas of programming and resource development for SLU clinical educators.	Done. Kim Levenhagen, conducted investigative research to determine who and what we mean by "clinical educators" and "clinical education."	done
Host 1 informal Conversation on Clinical Teaching.	Exceeded. Kim Levenhagen, along with CTTL staff, conducted a brown bag conversation on Wikis for Clinical Education. Kella and ITS staff held conversation and demo focused on Tegrity for clinical educators (at request of Athletic Training).	done
Develop 1-2 webpages of resources related to clinical education.	In progress. Kim and colleagues in PT piloted a clinical teaching wiki. She is working with Center staff to identify additional resources that might be needed.	ongoing
Begin developing a plan for a set of linked programs and resources for clinical educators.	Deferred to year 2. We determined that we needed additional information and preliminary programming before we could reasonably develop a formal plan.	deferred

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 1 Objective	Progress	Status
Identify SLU existing resources related to accessibility.	Done. Kella worked on a small task force in summer/fall 2012.	done
Expand partnerships with other campus stakeholders (e.g., disability services, ITS, International Student Services).	In progress. We were working closely and actively with both disability services directors prior to their departures in 2012. We will continue to seek ways to collaborate with the new hire in this area.	ongoing
Develop a set of guidelines that help instructors to think more inclusively about their courses/course materials.	In progress. Online resources in this area will be added in August 2013; Kella also posted relevant materials in March 2013. However, we had hoped these would be the result of collaborations with the disability services director, so we anticipate this work will be ongoing until after that person is hired.	ongoing
Create 2 online templates that help instructors improve accessibility in their courses/course materials.	Deferred to year 2. We want to continue looking at this objective, to ensure it's appropriate for our work.	deferred
Include accessibility considerations in the weekly reflection podcast on "engaging all learners."	Done.	done
Integrate accessibility awareness into the Online Teaching & Learning Institute.	Done. The ID team has incorporated this topic into the OTL.	done
Integrate accessibility awareness into CTTL programs, including the new online seminar for Course Design.	In progress. We continue to look for ways to cue people's awareness about this important topic. We had a blog post on the topic, as well as a special workshop, Kella and with Dr. Karen Myers. Kella and the former disability services director also hosted two breakout sessions at the Winter Institute. The online seminar for course design does not address the topic explicitly; however, it was designed with accessibility in mind (font choices, transcripts for audio and video files, etc.).	ongoing

Goal 4: Design and pilot two Faculty Learning Communities, one focused on Scholarship of Teaching and Learning (SoTL) and the other on online/blended learning, to promote collaborative innovation and research among SLU faculty.		
Year 1 Objective	Progress	Status
Design and conduct interest assessments and inventories of current SoTL projects and practices by SLU faculty.	Done. Qualtrics survey designed and conducted by Gina and Elena. 87 faculty responded to the survey, with 46% indicating they would like to be contacted for specific SoTL events in the future. Results informed programming for the current year and will continue to inform future programming.	done
Design and conduct inventory of current hybrid/online teaching and learning practices and needs assessments for hybrid/online teaching at SLU.	<i>On hold. A needs assessment related to all teaching, including hybrid and online delivery, was included in our 2012 institution-wide Instructional Needs Assessment. However, at this time, we have opted not to conduct a full-scale "inventory" for two reasons: 1) it isn't clear that's appropriate for our role at the institution, and 2) the lack of centralization means it's likely to be difficult to get complete data.</i>	N/A
Establish partnership with IRB to facilitate better SoTL participation across campus.	In progress. In October, CTTL staff met with ORDS leadership. On 2/20/13 Elena co-hosted a session with staff from the Office of Research and Development Services on working with IRB for SoTL projects. We'll continue to seek support and collaborative opportunities as appropriate.	ongoing
Research best practices for Faculty Learning Communities (e.g., Elon University's program).	In progress. Informal research is ongoing to understand effective FLC strategies and to identify appropriate practices for SLU.	ongoing
Develop plan for CTTL FLCs (structure, incentives, goals, products, etc.).	In progress. We continue to identify ways to move from informal to formal learning communities. We continue to build informal FLCs (through OTL, the "flipped classroom" interest group, etc.), and are planning more structured FLCs for year 2. The OTL "drop-in" sessions help to foster an ongoing sense of community for OTL alumni. Additionally, we have partnered with Cook School of Business to work with them on a new faculty fellowship (which will function as a FLC), and we've consulted with Arts & Sciences and the School of Medicine about how we might contribute to a more structured FLCs in the future.	ongoing
Develop and offer Online Teaching & Learning Institute, to establish informal faculty learning communities.	Done. We have offered three iterations of the OTL so far (two in summer 2012, one in spring 2013). We are planning another in July 2013.	done
Begin promoting / inviting participants for Faculty Learning Communities to begin in Fall 2013.	In progress. Gina is working on promotional materials to be used at New Faculty Orientation. Sandy and Chris working on "flipped classroom" materials.	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 1 Objective	Progress	Status
Identify stakeholders; conduct inventory of current CUTS relationships with graduate coursework.	In progress. CCTL staff serve on the PFF planning committee; as part of CUTS review/revision project, Gina has been looking at grad programs with established, formal relationships with the CUTS program.	ongoing
Conduct investigative research on Preparing Future Faculty (PFF) programs, with special attention to the teaching component (and with attention to how other teaching centers contribute to these initiatives).	Done. Center staff have a good idea of how a PFF program might intersect with CUTS. Once the PFF planning committee knows how it wants to proceed, we can integrate CUTS in whatever ways are appropriate.	done
Establish working group with stakeholders.	<i>Not applicable. We have determined that there is no need for a Center-specific stakeholder group. The PFF planning committee may need this; if so, we'll participate as needed.</i>	N/A
Enhance marketing of the CUTS Program to graduate students.	In progress. Development team has been working on new ways to promote CUTS, including: an online orientation and an appearance at a Graduate Student Association meeting.	ongoing
Develop/co-develop online resources for CUTS participants on CV design and portfolio development.	Done. Revised CUTS materials focused on these topics are underway, and Katie has developed a sample online portfolio for CUTS participants who wish to submit portfolios electronically. CV expectations have been updated, along with content to explain the difference between CVs and resumes.	done
<i>Other work advancing achievement of this goal:</i>	Began offering instructional office hours for graduate student teachers at SLU, whether they are involved in CUTS or not. This builds relationships with graduate teachers and indirectly helps us prepare for a PFF program in future.	done

Goal 6: Develop partnerships and seek external funding to support the Center's instructional design and development programs.		
Year 1 Objective	Progress	Status
Strengthen partnership with ITS to offer more collaborative support and training sessions (e.g., on Tegrity, Blackboard).	Ongoing. CTTL staff meet regularly with leadership for the Academic Technologies group, to enhance collaboration, plan future co-support initiatives, etc. CTTL / AT co-facilitated workshops on learning technologies at SLU, lecture capture possibilities, and Tegrity demonstrations. Finally, when Blackboard support moved back to ITS, CTTL moved one Instructional Liaison position to the AT group.	ongoing
Enhance partnerships with Student Development to support University-level educational initiatives.	Ongoing. CTTL designed/offered customized workshops to res life and division leadership. CTTL staff serve on standing SD committees (Last Lecture, First-Year Reading, Learning Communities Task Force, Writing Services Advisory Committee). Occasional consultations with U101 instructors, Career Services staff, and other instructional staff. We also hosted a hands-on, open workshop time session specifically for SD staff who attended the May event. CTTL and SD leadership discussion possible joint grant application.	ongoing
Develop external partnerships to create opportunities to highlight educational innovation at SLU (e.g., Herman Miller, Tegrity).	Ongoing. CTTL staff provided tours / presentations of the Learning Studio to AT&T, Herman Miller, Washington University, Principia University, St. Norbert's College, Vianney High School. Kella presented at Tegrity invitation at their annual user's conference (and won their Innovator Award). Supported Dr. Flannery Burke's successful application for a Visiting Fulbright and Dr. Elena Bray Speth's NSF grant application. Debie appeared on local news to highlight "flipped classroom" at SLU.	ongoing
Identify potential grants to support instructional design programs, including those focused on: online/hybrid teaching, learning spaces, and intentional integration of technology.	Ongoing. ID team continues to investigate potential grant opportunities (e.g., Luce Foundation, AAC&U, Teagle Foundation).	ongoing
Identify potential grants to support instructional development programs, including those focused on: Scholarship of Teaching and Learning, Ignatian pedagogy, and student learning outcomes assessment.	Ongoing. ID team continues to investigate potential grant opportunities (e.g., AAC&U, Center for Contemplative Pedagogy).	ongoing
Apply for 2 grants: 1) AAC&U Seminar Grant, focused on technologies to promote international synchronous learning. And 2) (With AVP for Grad Ed) Council of Graduate Schools grant to incorporate student learning outcomes assessment into CUTS Program.	Done. AAC&U grant accepted; CGS grant not accepted.	done
Establish relationship with SLU Development Office and the Office of Institutional Research.	Done. CTTL staff attended several ORDS workshops, and CTTL staff met with ORDS leadership in October 2012. ORDS director consulted with CTTL about possible collaboration on mentoring program.	done

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

Year 1 Objective	Progress	Status
Develop 3 new workshops: 1) <i>Engaging Students in Large Classes</i> 2) <i>Social Media/Digital Technology</i> workshop 3) <i>Catalyzing Faculty Investment in Student Development Work</i> (for Student Development, in support of High-Impact Practices)	Exceeded. All three workshops developed and offered in 2012-2013. Additionally, we also developed and offered the following sessions, which contribute to this goal: <i>Learning by Design</i> , <i>Caring for the Whole Student</i> , <i>Winter Institute</i> workshops on relevant topics, <i>Globally Engaged</i> conversations series, and <i>Creating an Engaging Lecture</i> .	done
Offer relevant existing workshops: 1) <i>Designing Technology-Based Assignments</i> 2) <i>Service Learning</i> 3) <i>Learning Styles</i> 4) <i>Constructing and Delivering Engaging Lectures</i> 5) <i>Teaching with Cases</i>	Done. All offered in 2012-2013. (Note: <i>Constructing and Delivering Engaging Lectures</i> was titled, <i>Wisdom and Elegance: Constructing and Delivering Engaging Lectures</i> .)	done
Invite international leader, Neil Fleming, to facilitate a workshop on the paradigm shift From Teaching to Learning.	Done. Fleming came to SLU on October 5, facilitating two workshops: 1) <i>How Does Learning Work?</i> and 2) <i>From Teaching to Learning</i> . Workshops were open to faculty and graduate students. Attendance at the first workshop was 53, with 100% of those who completed a follow-up survey stating it was excellent or good; attendance at the second was 81, with 94% of those to completed a follow-up survey saying it was excellent or good.	done
Develop 1-2 new online resources focused on learner-centered teaching methods and High-Impact Practices.	Done. Multiple blog posts contributed to these resources (e.g., interactive lectures, the weekly reflection podcast). The online seminar, <i>Designing Courses</i> , was built intentionally to focus on learner-centered approaches to course design.	done
Analyze and disseminate relevant SLU MSSE data with tips for engaging SLU students.	Deferred to year 2. Other initiatives were higher priority in year 1.	deferred
Publish Lessons from the Learning Studio on the CTTL website to highlight lessons learned this year.	Revised. Lessons learned were presented publicly to the SLU community via the 2nd Annual Learning Studio Symposium (video presentations of which are available via the CTTL website) and in Newslink. The new Annual Report also will include related information.	done
Other work advancing achievement of this goal:	Patti Clayton workshop on critical reflection as a means of engaging students in deeper learning; the <i>Try It!</i> mini-grants.	done

Goal 8: Enhance and increase online resources and sequenced workshops on Ignatian pedagogy.		
Year 1 Objective	Progress	Status
Develop and offer (upon request by departments) a customizable introductory workshop on the principles of Ignatian pedagogy.	In progress. Several CTTL staff have experience in this area and have designed and offered general overviews of Ignatian pedagogy. In year 2, we plan to formalize relevant material into a workshop plan that can be adapted for various contexts.	ongoing
Develop a (customizable) self-paced online seminar, introducing Ignatian pedagogy for those new to the Jesuit context.	In progress. Gina co-developed a learning module for Ignatian pedagogy with an SPS faculty member (for new SPS faculty). In year 2, we expect to launch an open-access, self-paced online seminar through our website.	ongoing
Launch annual Teaching at a Jesuit Institution blog feature aimed at new SLU educators.	Done. Inaugural post in August 2012, with next one scheduled for August 2013.	done
Develop a comprehensive plan for developing additional online resources and workshops.	Deferred to year 2. Other initiatives took priority in year 1.	deferred
Analyze Learning Studio research data for connections between technology and Ignatian teaching.	Deferred to year 2. Other initiatives took priority in year 1.	deferred

Goal 9: Develop resources to assist instructors with assessing, researching, and documenting the effectiveness of teaching innovations and practices.		
Year 1 Objective	Progress	Status
Establish relationship with IRB office (to foster research and publications); pursue partnership that offers umbrella coverage for SoTL projects sponsored through the CCTL.	Done. We've begun to establish a relationship with IRB, but we don't anticipate being able to establish umbrella coverage for SoTL projects connected to the CCTL, based on our discussions with IRB staff.	done
Build capacity in CCTL staff for SoTL research and pursue CTTI/IRB certification for key CCTL staff.	In progress. Most of the CCTL staff who needed to do so have completed CTTI training this year. All have been working to develop their own knowledge and skills in this area, through reading, webinars, etc.	ongoing
Develop online resources focused on pre/post assessments of the effectiveness of learning technology use (e.g., Tegrity, Learning Studio technologies, etc.).	Deferred to year 2. Other initiatives were a higher priority in year 1.	deferred
Develop a self-assessment rubric for <i>How Learner-Centered is My Class?</i>	In progress. Chris is currently working on this resource; it will be posted in early Fall 2013.	ongoing
Develop and pilot Online Small Group Instructional Feedback (SGIF) sessions for formative assessment of online courses.	Done. CCTL staff designed and piloted the Asynchronous SGIF (ASGIF). Gina and Sandy presented on this pilot at the annual POD conference in October 2012. The ASGIF continues to be offered for online courses and may be adapted for certain kinds of on-ground courses, as well.	done
Host 1 informal conversation on <i>Defining and Documenting Teaching Effectiveness</i> .	<i>On hold. Given the challenges at the University around this topic, we have determined it may not be an appropriate time to initiate this kind of discussion.</i> <i>Note: The CCTL does offer consultative services and development opportunities on this topic by request of academic departments and programs.</i>	N/A
<i>Other work advancing achievement of this goal:</i>	New <i>Try It!</i> mini-grant program. Innovative Teaching Fellowship and ongoing work in the Learning Studio. Advising faculty on assessment components of grant proposals. Department and program consultations focused on curriculum re-design, online programs, and effective assessment measures. Participation in pre-tenured faculty Portfolio Retreat.	done

Goal 10: Design scaffolded, online, self-guided resources and customizable workshops to assist departments and programs in creating assessment protocols that are appropriate for their unit-specific needs and that align with institutional needs.		
Year 1 Objective	Progress	Status
Identify existing online resources for learning outcomes assessment.	Deferred to year 2. SLU has hired a new Assessment Coordinator, who will start in July 2013. We will collaborate with that person to determine which resources are needed and which office will produce them.	deferred
Develop a comprehensive plan for creating and marketing linked online seminars / tutorials and customizable workshops to build SLU capacity for outcomes assessment.	Deferred to year 2. We wanted to wait until the Assessment Coordinator was here and a plan established for what collaborations would look like, so as to avoid duplication of effort.	deferred
Develop 1 new workshop (to follow online seminar) for <i>Assessing Student Learning across Courses</i> .	Deferred to year 2. Other initiatives were higher priority in year 1.	deferred
Develop 1-2 webpages of resources on learning outcomes assessment.	Deferred to year 2. Other initiatives were higher priority in year 1.	deferred
Continue offering relevant existing workshop: Using Rubrics for Assessment.	Deferred. This ETS will be offered again in year 2.	deferred

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 1 Objective	Progress	Status
Establish small working group of stakeholders to assess and re-design CUTS Program.	Done. Gina chaired this committee, which included: Sandy, Katie, Mike Lewis, and Anne McCabe.	done
Conduct comprehensive review of CUTS Program (including focus groups, alumni, content analysis of online seminar). Analyze existing CUTS Program artifacts.	Done. Review committee considered several kinds of data, including: an alumni survey, recent exit surveys, CTTL Advisory Board feedback, and other things. Analysis of CUTS portfolios is a standard part of the portfolio review process; CTTL staff/GAs were able to identify patterns and trends in the portfolios to inform revisions.	done
Conduct benchmark research to identify models for adaptation (including those that have external, revenue-generating options).	Done. Reviewed existing models as appropriate. (Note: revenue-generating certificate programs tend to have different objectives than ours; that model is not appropriate for us at this time.)	done
Develop 2 new, self-paced online seminars: 1) <i>Designing a Course</i> 2) <i>Developing a Syllabus</i>	In progress. Debbie, Jerod, and Katie completed <i>Designing Courses</i> in June 2013, and it is available through the CTTL website. <i>Developing a Syllabus</i> is in development and will launch in early fall 2013.	ongoing
Develop a plan for revising the CUTS Programs (based on assessment results, research findings, and PFF initiatives). Consider needs of distance graduate students (Madrid, SPS).	Done. Review committee has recommended revisions to the existing program. Program materials have been revised. New requirements will take effect for anyone who enrolls in Fall 2013 or later; CUTS participants who signed up prior to Fall 2013 may opt for the new requirements or remain under the requirements that were in place at the time they enrolled. Anne McCabe served as a Madrid campus representative so that the process could intentionally consider the needs of Madrid faculty and grad students.	done
Develop a new plan to market the CUTS Program.	Done. CTTL staff plan to schedule time to meet with the Graduate Student Association. They also will promote the CUTS program at Graduate Student Orientation and Graduate Assistant Orientation. CTTL website materials for CUTS also are being revised.	done

Goal 12: Develop a long-term plan for ongoing assessment of Center services, programs, and website, and implement new assessment methods.		
Year 1 Objective	Progress	Status
Conduct literature research on assessment of instructional design and development programs.	Done. We opted not to do formal benchmarking, since it was not necessary. Literature review of most common practices typically sheds light on benchmark centers' approaches to assessment.	done
Develop / articulate objectives for core programs.	Done. We have explicit objectives for signature programs.	done
Inventory current assessment methods.	Done. CCTL currently: conducts satisfaction surveys for Effective Teaching Seminars, workshops that feature external presenters, and more-structured development opportunities (such as multi-day workshops or institutes); conducts a regular online evaluation of CUTS online seminars and an exit survey as CUTS participants complete the program; are developing a survey study to assess OTL; asks Innovative Teaching Fellows to report on growth and development during the course release semester; ask participants in all programs to identify teaching behavior changes they expect to make, based on what they've learned. We review data quickly and regularly, identifying potential future changes and implementing changes based on what we learn. We also track attendance / numbers at events, and we track requests for SGIFs and #s of students who've provided feedback in a SGIF.	done
Begin designing a tracking system for development hours / program hours.	Deferred to year 2. Other initiatives were higher priority for year 1. Additionally, CCTL leadership will determine whether this is an appropriate use of time/resources at this time.	deferred
Begin using analytics to track website usage; make adjustments as needed.	Done. We have started to assess website traffic, in light of Google analytics. However, we are not making a large number of adjustments at this time, given that this was the first year of the new website, new format for The Notebook, etc. In year 2, we plan to enhance marketing of website content and to continue monitoring analytics to determine needed enhancements.	done
<i>Other work advancing achievement of this goal:</i>	Determined that hands-on, application-focused open workshop time following May Event was needed for participants to actively apply and build on what they'd learned. Hosted in June, and assessing after the fact to identify enhancements for future.	done

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

Year 1 Objective	Progress	Status
Launch new website and maintain dynamic, interactive content.	Done. Soft launch in late-June 2012, with official launch in July 2012. New content added via <i>The Notebook</i> (now a blog) at least weekly, often more frequently. Chris and Jerod design, create new banners for the splash page regularly, and new resources are added periodically. Many updates Events pages and Calendars regularly.	done
CTTL staff (~50%) present at local and/or (inter)national conferences.	Exceeded. Out of 8 full-time staff (excluding administrative staff), 5 presented at conferences: Debbie Lohe, Sandy Gambill, Gina Merys, Kim Scharringhausen, and Michaela Thomson. (Conferences include: UMSL's Teaching with Technology conference, UMS&T's annual technology conference, the POD Network's annual conference, and the Tegrity Users Conference.)	done
Submit 1 feature article from the CTTL to Newslink per semester.	Done. Kella contributed Newslink features on Innovative Teaching Fellows (Fall 2012) and Learning Studio lessons and highlights from the Symposium (Spring 2013).	done
Submit 1 article to (inter)national publication (moving toward recognition as teaching and learning experts).	Done. Debbie, Sandy, and Chris wrote a chapter on learning spaces for a forthcoming e-book on next-generation learning spaces. Additionally, both Gina and Kella have disciplinary publications forthcoming.	done
Maintain active membership in POD, MIFD, ELI/Educause, and Sloan-C.	Done. CTTL staff attend conferences, make use of webinars, and other learning opportunities, and contribute to/monitor listserves through these organizations. Debbie serves on POD's Finance Committee.	done
Develop and use new format for Annual Report.	In progress. Annual report is currently under development.	ongoing
Seek IRB approval to make Herman Miller research on the Learning Studio public.	Done. IRB approval secured in Fall 2012.	done
Cultivate awareness of CTTL programs and services on campus.	Ongoing. In addition to things mentioned elsewhere (marketing to GSA, creating a new website and a regular blog, etc.), we hosted our 2nd annual Learning Studio Symposium (which serves as marketing for the Innovative Teaching Fellowship and the Learning Studio); we continue to look for ways to broaden awareness of Center programs and services, including targeted outreach.	ongoing
Investigate potential opportunities to present on Ignatian pedagogy at the next Heartland Delta conference (2013).	Done. Debbie has talked with Fr. Stark about the possibility of hosting discussions or workshops on Ignatian pedagogy at the 2014 Heartland Delta conference, which will be held at SLU.	done

Appendix J: Reinert Center Strategic Plan: Year 2 Goals

1. **Develop online resources and offer workshops to cultivate awareness of the cultural assumptions and values that inform educational practices in a global university, and embed this awareness into existing Center programs.**
 - a. Develop 1 new workshop: *Global Learning in Real Time* (focused on synchronous learning experiences).
 - b. Develop 1-2 new webpages of resources on teaching in the global classroom.
 - c. Inquire about possibility of the Cross Cultural Center doing a workshop specifically focused on IGD for teachers.
 - d. Continue integrating cultural diversity awareness into existing programs.
 - e. Stay informed about International Faculty Development trends; continue building CTTL capacity for global education programs.
 - f. Assess new workshops.

2. **Design and develop a set of linked programs and resources to develop clinical teaching skills.**
 - a. Develop web resources for clinical educators, as needed. (*This could be webpage or two with links to existing clinical education resources, featured blog posts, etc.*)
 - b. Host informal *Conversations on Clinical Teaching*, as needed.
 - c. Continue to build capacity amongst CTTL staff to support clinical educators.
 - d. Continue working with stakeholders to identify specific development needs related to clinical education.

3. **In partnership with other University stakeholders, identify, develop, and offer online resources to improve accessibility in online, blended, and on-ground courses.**
 - a. Continue offering Online Teaching & Learning Institute, (which has a focus on accessibility).
 - b. Feature blog post(s) that address accessibility issues in all course delivery formats (perhaps as part of the ID "What's On Our Minds" series).
 - c. Continue developing partnerships with other campus stakeholders (e.g., disability services, ITS, International Student Services).
 - d. Continue developing materials that help instructors to think more inclusively about their courses/course materials, perhaps in partnership with new Disabilities Services staff.
 - e. Integrate accessibility awareness into CTTL programs, including the new online seminar for Course Design.

4. **Design and pilot two Faculty Learning Communities, one focused on Scholarship of Teaching and Learning (SoTL) and the other on online/blended learning, to promote collaborative innovation and research among SLU faculty.**
 - a. Continue offering the Online Teaching & Learning Institute, revising as needed based on feedback from past participants and the results of the survey study being conducted in Year 2.
 - b. Continue expanding opportunities for OTLI alumni to connect and work together informally (e.g., in drop-in work sessions, etc.).
 - c. Spotlight projects / artifacts produced in the FLCs on the CTTL website at the end of the year, as appropriate
 - d. Host a series of conversations for new SLU faculty who also are new to teaching.
 - e. Host a series of conversations for faculty who have identified themselves as interested in learning more about the so-called “flipped classroom.”
 - f. Continue creating opportunities for faculty from the Globally Engaged conversation series (Y1) to meet and learn from one another, as appropriate based on faculty interest.
 - g. Create opportunities for faculty to learn from one another (informally or formally) on topics related to practices and scholarship of teaching and learning.
 - h. Continue partnering with academic units to develop discipline-specific FLCs (e.g., customized OTLI, college-level initiatives for new faculty, faculty teaching in online programs, etc.).
 - i. Maintain partnership with IRB to facilitate better SoTL participation across campus.

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.**
 - a. Review existing CUTS/graduate course relationships; adjust and establish new agreements as needed based on revisions to CUTS.
 - b. Develop/co-develop 1 new workshop: *Teaching Graduate Seminars*.
 - c. Maintain relationships with stakeholders.
 - d. Continue marketing of the CUTS Program to graduate students.

6. **Develop partnerships and seek external funding to support the Center’s instructional design and development programs.**
 - a. Continue building CTTL staff capacity for grant writing.
 - b. Apply for additional grant(s) to support existing programs or to develop new ones, as needed.
 - c. Continue providing support to faculty on grant and fellowship applications.
 - d. Maintain memberships in and collaborations with (as appropriate) external organizations focused on learning spaces, technology integration, and global learning (e.g., Learning Spaces Collaboratory, Educause Learning Initiative).
 - e. Join Association for Contemplative Mind in Higher Education (which will provide access to granting opportunities).

- f. Maintain partnership with ITS to offer collaborative support and training sessions (e.g., on Tegrity, Blackboard), as appropriate.
- g. Maintain partnerships with Student Development to support University-level educational initiatives.
- h. Maintain connections with external groups to create visibility for educational innovation at SLU.
- i. Continue identifying potential grants to support Center programs.
- j. Manage acquired grants (if applicable).

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

- a. Develop new workshop(s) as requested / needed: *Working with Today's Students* (and others as needed).
- b. Continue making public lessons learned in the Learning Studio (e.g., create more of a presence for these on our website).
- c. Propose and design a *New to SLU Teaching Institute* (to be offered in Fall 2014 to New Faculty / TAs and focused on teaching at SLU, as well as interactive learning, technology integration, etc.). [Launch in Y3 if approved]
- d. Create opportunities for faculty interested in "flipped classroom" models to learn from those already doing it successfully.
- e. Host 2 public events to highlight pedagogical innovations (e.g., the Learning Studio Symposium, a *Try It!* mini-grant symposium, etc.).
- f. Continue developing online resources focused on engaging and educating today's learners (e.g., the Digital Bloom's taxonomy resource).
- g. Plan and offer a Winter Institute focused on *The Art and Science of Learning*, with practical workshops and sessions facilitated by SLU faculty.

8. Enhance and increase online resources and sequenced workshops on Ignatian pedagogy.

- a. Analyze Learning Studio research data.
- b. Continue offering programs from Year 1.
- c. Develop new online resources for: 1) Critical Reflection and 2) Creating Ignatian Syllabi. (*Note: these need not be full online seminars – they are more likely to be small resources that are a part of the online seminar for Ignatian Pedagogy and, therefore, constitute smaller "resources" rather than full-blown seminars.*)
- d. Develop a self-assessment rubric for *How Ignatian is My Teaching?*
- e. Offer a one-hour conference on Ignatian approaches to teaching, highlighting practices by current SLU faculty.
- f. Continue offering (upon request by departments) a customizable introductory workshop on the principles of Ignatian pedagogy.
- g. Develop and launch a self-paced online seminar, introducing Ignatian pedagogy for those new to the Jesuit context.

9. Develop resources to assist instructors with assessing, researching, and documenting the effectiveness of teaching innovations and practices.

- a. Develop a self-assessment rubric for *How Learner-Centered is My Class?*
- b. Begin planning a set of research starter kits to expedite and support SoTL work by SLU faculty.
- c. Continue to serve as a resource for academic units as they develop their own approach to evaluating teaching effectiveness.
- d. Maintain awareness of learning analytics and about the issues surrounding their use for institutional decision-making.
- e. Continue building capacity in CTTL staff for SoTL research and pursue CITI/IRB certification for key CTTL staff.

10. Design scaffolded, online, self-guided resources and customizable workshops to assist departments and programs in creating assessment protocols that are appropriate for their unit-specific needs and that align with institutional needs.

- a. Develop 1-2 webpages of resources on learning outcomes assessment.
- b. Offer 1 Effective Teaching Seminar focused on an assessment topic.
- c. Develop and offer additional workshops, as needed (e.g., *Assessing Non-Traditional Projects*)
- d. Develop 1 new, self-paced online seminar for *Assessing Student Learning at the Course Level*.
- e. Sponsor/co-sponsor workshop on unit-level assessment by a (inter)national leader (e.g., Barbara Walvoord, etc.), if appropriate.

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.

- a. Launch new CUTS program, with integrated online/hybrid considerations (with transition year considerations for those remaining in the current program).
- b. Revise online seminar for *Developing a Philosophy of Teaching* to incorporate online/hybrid teaching, cultural considerations, and other relevant topics, and to be offered in year 3.
- c. Develop additional online resources, online seminars, and workshops as needed.
- d. Continue assessing CUTS experience and learning (via exit surveys, online seminar evaluations, ETS evaluations, and portfolio reviews), perhaps with attention to differences in cohort experiences.
- e. Launch new online seminar, *Course Design*, as a new CUTS requirement.
- f. Enhance existing online seminars to provide additional facilitator feedback to participants.
- g. Provide additional, optional / elective opportunities for development on specific topics through new initiatives, such as: the Teaching with Technology forum sessions, a CUTS book club, a self-paced, online seminar on *Developing a Syllabus*, etc.

- h. Develop and launch a new, self-paced online seminar, *Developing a Syllabus*, as an elective option for CUTS participants.

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

- a. Develop comprehensive, regular assessment plan for key services/programs, including tracking, impact on behavior, and reporting.
- b. Implement new tracking system.
- c. Implement 1 new assessment method (e.g., regular 6-month post-event self-report of behavior change).
- d. Conduct interviews / solicit feedback on Innovative Teaching Fellowship instructional design experiences.
- e. Continue using analytics to track website usage; make adjustments as needed.
- f. Seek IRB approval to study and publish findings, if applicable.

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

- a. All relevant CTTL staff secure IRB/CITI certification.
- b. Continue developing the website (e.g., resources, readership, etc.).
- c. Maintain active professional memberships.
- d. Continue submitting features to Newslink once per semester, as appropriate.
- e. Cultivate awareness of CTTL programs and services on campus.
- f. Present at local and (inter)national conferences
- g. Redesign *The Notebook* (if we migrate to a hosted blog solution), maintaining consistency with standards set by our new website and by peer centers' blogs; enhance outreach and cultivate awareness about the blog.
- h. Report on Center activities regularly (including short activity reports and a comprehensive annual report).



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