2013-2014 Annual Report

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

SAINT LOUIS
UNIVERSITY

Paul C. Reinert, S. J. Center for Transformative Teaching and Learning
reflection ~ innovation ~ transformation

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Executive Summary

Now in our 16th year as a comprehensive teaching center, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning continues to thrive. We offer services and programs for faculty members (both full-time and part-time, permanent and contingent), graduate students, and teaching staff at Saint Louis University. We serve both individuals and academic units, on a range of pedagogical topics, from course and curriculum design to evidence-based instructional methods to assessment strategies for student learning to the Scholarship of Teaching and Learning. We work with instructors and academic programs that offer both face-to-face and online courses and degrees.

This annual report is intended to share with stakeholders and the wider 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. The report provides an in-depth view of our work during the 2013-2014 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 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.

During the 2013-2014 academic year, the Center hosted or co-hosted numerous workshops and conversations on teaching; facilitated conversations and workshops at the invitation of chairs and deans; implemented the revisions to the Certificate Program adopted after last year's formal review; provided services to a wide range of instructors from across the campus; funded new classroom innovations for SLU faculty; enhanced existing programs and services in response to assessment data; and served the broader SLU community on various educational initiatives.

Highlights from the year include:

- Approximately 85 events: 65 sponsored/co-sponsored events and about 20 invited workshops and facilitated conversations
- 2 external invited facilitators: Dr. Russell Carpenter, director of the Noel Studio for Academic Creativity at Eastern Kentucky University, and Dr. Marilyn Miller, formerly of the Program for Excellence in Teaching at University of Missouri and currently a consultant for the U.S. Department of Agriculture
- 32 SLU faculty facilitators / presenters for Effective Teaching Seminars, Conversations on Teaching, the Learning Studio Symposium, and other events
- More than 450 unique attendees, including: 236 full-time faculty, 17 part-time faculty, 113 graduate students, and 94 staff
- 40 Certificate recipients: 32 graduate students and 8 faculty members

- 41 Small Group Instructional Feedback Sessions, representing 35 instructors and soliciting feedback from 1,256 students
- More than 215 hours of individual teaching consultations with faculty and graduate instructors
- 8 Innovative Teaching Fellows from Biology, Communication, Education, Decision Sciences and Information Technology Management, Health Care Ethics, Nursing, Social Work, and Sociology and Anthropology
- 7 *Try It!* Summer Mini-Grants funded, representing 11 faculty members
- A new series of one-hour interactive sessions, the Teaching with Technology Fora, focused on one teaching issue paired with one technology
- Continued demand and success for the Online Teaching and Learning Institute
- 51 posts on *The Notebook* (the Reinert Center's blog)
- A series of events organized around the theme of *The Art & Science of Learning*
- Continued progress toward our current Strategic Plan
- A successful proposal to revise the Center's organizational structure and key positions

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

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.

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 sixteen 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, including those on SLU's Madrid campus.

Vision and Mission

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

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

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

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

People

Reinert Center Staff

During the 2013-2014 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 M. Merys, Ph.D.	Assistant Director	gmerys@slu.edu; 314.977.2197
Michaella Thornton, M.F.A.	Assistant Director (Fall)	*No longer at SLU*
Mary Cook, M.A.	Office Administrator	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
Katie Beres, M.A.	Instructional Liaison	*No longer with the Reinert Center*
Erin Solomon	Graduate Assistant (Fall)	*No longer at SLU*
Elisabeth Hedrick-Moser	Graduate Assistant	cttl@slu.edu; 314.977.2231
Jacob Van Sickle	Graduate Assistant	cttl@slu.edu; 314.977.2231
Dipti Subramanium	Graduate Assistant (Spring)	cttl@slu.edu; 314.977.2231
Divya Subramanium	Graduate Assistant (Spring)	cttl@slu.edu; 314.977.2231
Jeff Collyer	Undergraduate Student Worker	314.977.3944
Francine Eichhorn	Undergraduate Student Worker (Spring)	314.977.3944
Maureen Landgraf	Undergraduate Student Worker (Fall)	314.977.3944

The Reinert Center staff can be found in Pius Library, Suite 221, on the Frost campus.

Faculty Fellows

Historically, faculty fellows have assisted the Center's staff by chairing committees, working on special projects and programs, serving as members of the Center's executive committee, and contributing regularly to *The Notebook*. During 2013-2014, two faculty members served in this important role:

Elena Bray Speth, Ph.D. (Biology), our inaugural Mary L. Stephen Faculty Fellow for Scholarly Teaching; she continued her work from 2012-2013 on projects related to the Scholarship of Teaching and Learning (SoTL) among other things.

Kim Levenhagen, D.P.T. (Physical Therapy and Athletic Training), continued her work from 2012-2013 focusing on better understanding the instructional development needs of clinical educators and developing online resources to support them.

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. Board members communicate the Center's work, services, and programs to members of their academic units; support programs and events; share their expertise in teaching through mentoring, workshop facilitation, and participation in programs; provide input and feedback on existing programs and services; help Center staff to identify new, mission-appropriate services and programs; serve on ad hoc committees according to interest and expertise; and assist Center staff and executive committee with setting annual goals and with strategic planning efforts.

A complete list of 2013-2014 Advisory Board members can be found in Appendix A.

Reporting Structure

Institutionally, the Reinert Center falls under the Office of Academic Affairs. In the fall of 2013, the Center began reporting to Mike Lewis, Ph.D., Associate Vice President for Faculty Development.

Programs & Services

In support of its mission, the Reinert Center offers a range of programs and services focused on teaching enhancement, curriculum and course design, effective pedagogical integration of technology, assessment of student learning, and the research and scholarship of teaching and learning. This section provides highlights of events, services, and special programs offered in 2013-2014.

Events: At-A-Glance

Hosted and Co-Sponsored Events

Each year, the Reinert Center hosts a wide variety of events. The vast majority of Reinert Center events are open to educators (full- and part-time faculty, graduate students, and teaching staff) from across the

University and typically focus on diverse topics, including: general educational theories and classroom practices; teaching with technology; assessment of teaching and learning; student learning, development, and engagement; and the scholarship of teaching and learning (SoTL). The 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 the Certificate Program.) However, we also offered a number of other workshops, informal conversations on teaching, orientation sessions for new faculty and graduate students, and other such programs. Altogether, the Reinert Center hosted or co-sponsored **65 events** in 2013-2014:

Campus Events At-A-Glance
24   Effective Teaching Seminars (4 co-hosted with Madrid)
13   General Workshops (1 with external presenter)
6   ITF Pre-Application Workshops
6   Teaching with Technology Fora
4   Learning Studio Tours
3   Online Teaching & Learning Institutes
3   General Conversations on Teaching
3   Book Club Meetings (for CUTS)
2   Orientation / Overview Sessions
2   Open Studio Workshop Sessions
1   Winter Institute (with multiple workshops/presentations)
1   Learning Studio Symposium
1   Award Ceremony (Jim Korn Award)
1   Academic Portfolio Retreat (with external facilitator)
1   New Faculty Open House

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

Invited Events (Unit-Level)

In addition to regular offerings open to faculty and graduate students across the University, Reinert Center staff also facilitated workshops and conversations on a wide range of topics at the request of departments, programs, colleges, and schools. During 2013-2014, Reinert Center staff members were invited to facilitate **approximately 20** 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 with Technology
Finding Meaning in Student Evaluations
Civility in the Classroom
Teaching Your Research
Effective Curriculum Design and Teaching for Online Learning
Teaching Today's Students
Effective Strategies for Academic and Student Affairs Partnerships
Using Rubrics to Assess Learning
Using Intentional Teaching to Increase Student Learning
Critical Reflection for Career Decision-Making
Active Learning Strategies to Engage Students
Teaching & Learning in the 21st Century
Writing Across the Curriculum
Students or/& Writers: Deepening Students' Engagement with Writing

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

As usual, 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 465 unique attendees** participated in at least one Reinert Center event in 2013-2014, many of them attending multiple events throughout the year. (An exact count of unique individuals is not possible, since we do not always track attendance at invited sessions within academic units.)

The demographic breakdown for these attendees was as follows:

Unique Event Attendees: At-A-Glance

Legend: FT Faculty (236), Adjunct Faculty (17), Graduate Students (113), Staff (94), Other (5). Total: 465
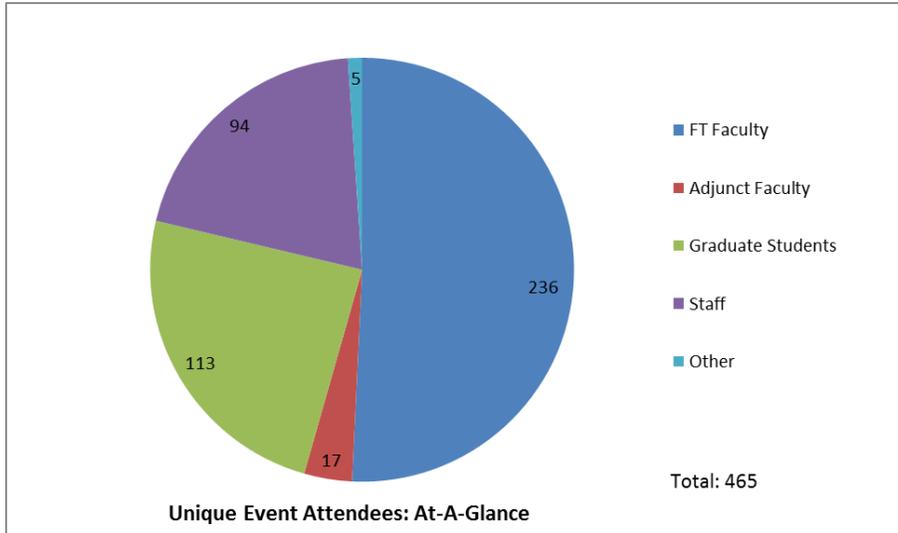
These numbers represent those who attended one or more public, Center-sponsored or co-sponsored events. Figures were gathered from event sign-in sheets. The figures above **do not include** individuals who sought **confidential services** through the Center (such as classroom observations, teaching consultations, Small Group Instructional Feedback Sessions, etc.). 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, 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, conversations, and other like 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 2013-2014, the following individuals facilitated or co-facilitated sessions for on behalf of the Center:

External Presenters / Facilitators
Russell Carpenter, Ph.D.   Marilyn Miller, Ph.D.
SLU Faculty Presenters
Jennifer Ashley, *Aviation Science*   Palash Bera, *Decision Sciences and Information Technology Management*   Russell Blythe, *Mathematics and Computer Science*   Elena Bray Speth, *Biology*   Dan Bustillos, *Health Care Ethics*

Daniel Chornet-Roses, *Communication—SLU Madrid*
Robert Cole, *Education*
Mary Gould, *Communication*
Lenin Grajo, *Occupational Science and Occupational Therapy*
Richard Harvey, *Psychology*
Ann Hayes, *Physical Therapy and Athletic Training*
Amber Hinsley, *Communication*
Dave Howden, *Business and Economics—SLU Madrid*
Ajlina Karamehic-Muratovic, *Sociology and Anthropology*
Janet Kuebli, *Psychology*
Donna LaVoie, *Psychology, Arts & Sciences Dean's Office*
Andrew Lechner, *Pharmacology & Physiological Science*
Mike Lewis, *Chemistry, Office of Faculty Affairs*
Milta Little, *Geriatrics*
Shawn Nordell, *Biology*
Sarah Patrick, *Epidemiology*
David Pole, *Interprofessional Education*
Darina Sargeant, *Physical Therapy and Athletic Training*
Karla Scott, *Communication, Arts & Sciences Dean's Office*
Bobbi Shatto, *Nursing*
Bill Siler, *Physical Therapy and Athletic Training*
Bryan Sokol, *Psychology, Center for Service & Community Engagement*
Leah Sweetman, *Center for Service & Community Engagement*
Paaige Turner, *Communication*
Kasi Williamson, *Organizational Studies—SPS*
Lisa Willoughby, *Psychology*
Alyssa Wilson, *Social Work*

Other Campus Collaborators and Presenters

Kyle Collins, *Information Technology Services*
Kim Scharringhausen, *Information Technology Services*

The Reinert Center gratefully acknowledges the contributions these individuals made to our programs in 2013-2014.

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 provide these services for others.) For more on the confidential nature of work with the Center, see the [Confidentiality Statement](#) on our website. Consultations and instructional design/development assistance also may be provided for groups at the department, program, school, or college level.

Note: the Reinert Center's understanding of the concept of *instructional design* differs from many other places, where instructional design staff members *build* courses (usually online courses) for faculty who serve as *content experts*. Our approach is to empower faculty to design, build, and teach their own courses in ways that are appropriate, meaningful, and effective for them, and in ways that are informed by research on effective online education. This approach is consistent with our mission and our core values.

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 2013-2014, we provided consultations for individual faculty and graduate instructors from across the University. Given the confidential nature of teaching consultations, we do not track individuals who seek consultations, nor do we record details about consultations. We do loosely track the number of hours spent on this particular service, though our reporting is more of an approximation than a precise number (for a variety of reasons, including distinctions about what constitutes a "consultation" and whether recurring consultations with an individual should be counted multiple times, etc.).

More sustained instructional design/development assistance also is available in the Reinert Center through ongoing course (re)design meetings or consultations. Individuals or groups may meet regularly with Center staff members to (re)design courses and/or curricula. Most commonly, these kinds of ongoing consultations occur as part of our Innovative Teaching Fellowship; Fellows who are on their course release semester meet regularly (usually weekly) with Center staff, who assist in the ongoing course design and development process as Fellows prepare to teach in our Learning Studio (see below for more).

During 2013-2014, we began to investigate what other teaching centers do to track the aggregate number of consultations conducted, while also maintaining the commitment to confidentiality. Beginning in the fall semester, we experimented with a new process, whereby each staff member reports the number of consultations conducted that week; "consultations" were defined as half-hour or longer meetings (or phone calls) with faculty members that who intentionally sought out a teaching consultation (so as to be distinct from in-passing conversations that may address teaching issues but are not structured or focused in the same manner as a consultation). These counts do not include pedagogical / curriculum discussions with departments / programs (held at the invitation of unit-specific faculty members and/or administrators), nor do they include the ongoing course-(re)design consultations with Innovative Teaching Fellows.

Of course, this approach is not an exact science, but it does provide a way to estimate consultation activity in the Center. Using these weekly counts, we can report that Center staff conducted **over 100 hours** of individual teaching consultations. Additionally, staff members spent approximately one hour per week, on average, in course (re)design consultations with their Innovative Teaching Fellows, which translated to **approximately 115 hours** for 2013-2014. As mentioned earlier, these numbers do not include ongoing meetings with academic units interested in developing new degree programs and/or new delivery methods for existing programs; such meetings are quite common and may occur over a few weeks or a few months.

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 students feel is working effectively for learning 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); we also are prepared to offer a modified version of the SGIF for online courses. 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 so that they may discuss the report with their students and make immediate adjustments if needed / desired. 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 2013-2014, SGIF activity in the Center was as follows:

SGIF Activity for 2013-2014
41 SGIF sessions conducted
35 Instructors requesting a SGIF (22 Faculty and 13 Graduate Students)
1256 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.

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. Emerging research on SGIFs supports this view.

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; observers focus on describing what happens in a given class period and analyzing the relationships between various aspects of the class. All class observations are formative; they are not designed for evaluation. Like teaching consultations, classroom observations are confidential. Therefore, we do not track or document who has requested an observation, nor do we keep records 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 2013-2014, Center staff members conducted a small number of classroom observations; we anticipate this number will increase in 2014-2015. As with SGIFs, the workload for classroom observations is intensive; it involves attending a class (for the full class period in most cases), writing up observation notes, and preparing a report for the instructor. Often, it leads to follow-up consultations and other services. Again, while the labor involved is intensive, we believe (and research suggests) this is one of the most important services a teaching center can offer.

Signature Programs: At-A-Glance

Certificate Program

The Center's Certificate in University Teaching Skills and Foundation Certificate in University Teaching Skills (formerly, the Participation Certificate) 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 and graduate students in their journey toward teaching excellence.

Certificate recipients at the Fall Certificate Ceremony

Certificate recipients at the Spring Certificate Ceremony

The Certificate Program provides participants with information and opportunities to enhance their teaching practice, develop a philosophy of teaching, and document teaching competencies. During 2013-2014, the Certificate Program continued to thrive as we implemented significant revisions to the program, which resulted from the review conducted last year.

The following table provides a snapshot of notable Certificate Activity.

Certificate Program Snapshot 2013-2014
87   New Participants *About 10% are full-time faculty*
114   Active Participants attending at least one ETS *About 17% are full-time faculty*
40   Certificates Awarded *About 20% were full-time faculty*

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

Other highlights from 2013-2014 include: 1) the presence of **20** attendees at the fall CUTS Orientation session (15 graduate students and 5 faculty members); 2) the launch of an online Certificate Program Orientation (publicly available on our website); 3) *Reflections on Teaching* (brief keynote addresses) from **Rebecca Aldrich**, Ph.D. (Occupational Science and Occupational Therapy) at the fall Certificate Ceremony and from **Shawn Nordell**, Ph.D. (Biology) at the spring Ceremony; and 4) the implementation of the revised Certificate Program curriculum, including a new online seminar for Course Design for participants pursuing the more comprehensive Certificate in University Teaching Skills.

Effective Teaching Seminars

Certificate participants meet a number of requirements to receive their certificate, the most substantial of which is attendance at 8 or 10 Effective Teaching Seminars (ETS), depending on the certificate. In 2013-2014, we offered a total of **24 ETSs**, 4 of which were co-hosted virtually with attendees on the Madrid campus. Average attendance at ETSs was **41 participants**.

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

> **2013-2014 ETSs with Highest Attendance**
>
> **Wisdom and Eloquence: Constructing and Delivering Engaging Lectures**
> *Facilitator: Paaige Turner, Communication*
>
> **Creating an Effective Learning Environment**
> *Facilitators: Ann Hayes and Darina Sargeant, Physical Therapy*
>
> **Designing Exams**
> *Facilitators: Janet Kuebli, Psychology, and Elena Bray Speth, Biology*
>
> **Teaching Students to Use Sources Responsibly**
> *Facilitator: Debra Lohe, Reinert Center*
>
> **Designing, Implementing, & Assessing Technology Based Assignments**
> *Facilitator: Sandy Gambill, Reinert Center*

Innovative Teaching Fellowship Program

Since fall 2011, the Center has offered a number of fellowships each semester to support full-time, permanent teaching faculty who are selected to teach in our Learning Studio, an experimental classroom space owned by the Reinert Center (see below for additional information about the Studio).

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 staff members, 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 a success rate of 30-50%.) Applications are accepted twice yearly, once in the fall and once in the spring; fellows teaching in the Learning Studio have come from a wide range of disciplines. To see a list of 2013-2014 Innovative Teaching Fellows, see Appendix D.

Try It! Summer Mini-Grants

The *Try It!* Summer Mini-Grants were first launched in the summer of 2013 as a way to spark thoughtful and engaged experimentation with one new pedagogical strategy or tool. The purpose of the program is to support faculty members' development as teacher-scholars by promoting innovative thinking about and approaches to teaching, learning, and student engagement. Because we know full-scale course re-design isn't always feasible, we wanted to empower faculty to try one new thing in their teaching – as a way to reinvigorate some aspect of an existing course or to revitalize student engagement or to re-energize their

own relationship to teaching. Grants of up to $1,000 were awarded to small-scale pedagogical projects that demonstrated the potential for an immediate impact on student learning and engagement. While the mini-grants have proved to be powerful on their own, we also anticipate that they may serve as a means for extending the lessons learned in the Learning Studio or as a pipeline for future Innovative Teaching Fellowship applications.

In spring 2014, we received a total of **17 grant proposals**, from **24 full-time faculty** members, and we **awarded 7 mini-grants**, which represented the combined efforts of **11 faculty members**. For a complete list of funded projects, see Appendix F.

Online Teaching & Learning Institute (OTLI)

In summer 2012, the Reinert Center 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 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 SLU 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 their colleagues in other disciplines approach teaching and learning.

During 2013-2014, OTLI was offered three times, in two different formats, for a total of **26 full-time faculty**: a week-long format (July 29-August 2, 2013, and June 2-5, 2014) and a four-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 and in follow-up surveys, all respondents report that the program is valuable, with most explicitly stating that lessons learned during the Institute will inform both their online and face-to-face teaching in the future. In the most recent post-event survey (June 2014), **all** respondents rated the experience as "excellent." When asked, "what else would you like us to know?" one respondent gave comments that echo what participants tell us anecdotally:

> *OTLI is one of the best professional development programs at SLU. The Institute is a valuable resource for SLU faculty/instructors to help to strengthen our online pedagogy. The program is a great investment for the institution to make in supporting faculty to achieve the skill set – and it's a savvy self-investment for faculty to participate. But I think the true value of the OTLI shines through the session facilitators.*

Their expertise, patience, and personal warmth made me feel so welcome everyday. The snacks were tasty, no questions were stupid, and our discussions were respectful, insightful, and encompassed many learning moments. Based on our time together, I feel very comfortable contacting any of the facilitators for help with my online course revamping & development, or to review some new modules I've added before they go live. Kudos to the facilitation team – each did a great job for which I am most appreciative!

Participants routinely praise the small size of the faculty cohort group, the interactive informational sessions, the hands-on applied work sessions (during which faculty work on their own course materials), the introduction to new technologies and time for reflection on which are suited to specific courses/instructors, and the specific lessons about creating a sense of teaching "presence" online, engaging students more meaningfully, and assessing learning more authentically. Of particular note: virtually all past participants have explicitly stated that the OTLI should remain largely a face-to-face experience, even in cases where online components have been included. Suggested areas for enhancement include building in more time for technical how-to training (which would be provided by ITS) and more discussion of universal instructional design.

Major Initiatives & Updates

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

Understanding How Learning Works & the Implications for Teaching

Theme for 2013-2014: The Art and Science of Learning

During 2013-2014, we offered programming focused around the theme of *The Art and Science of Learning.* Several Effective Teaching Seminars fell under this theme, as did other conversations and workshops throughout the year. Of particular note were:

- A workshop in September on **Applied Creative Thinking,** by Dr. Russell Carpenter, assistant professor of English and director of the Noel Studio for Academic Creativity, at Eastern Kentucky University. **Almost 50 faculty and graduate students** attended this half-day workshop.

Dr. Russell Carpenter's creativity workshop

- The Winter Institute, a day-long series of linked workshops, featured a morning keynote by **Dr. Donna LaVoie** (College of Arts and Sciences), **What Makes for Effective Teaching? A View from Cognitive Science**; breakout sessions facilitated by SLU faculty: **Jennifer Ashley, Russell Blyth, Lenin Grajo, Amber Hinsley, Milta Little, Sarah Patrick, David Pole, Kasi Williamson,** and **Lisa Willoughby**; and an afternoon workshop on Assessing Non-Traditional Projects, facilitated by the Reinert Center's Gina Merys and Debie Lohe. **More than 75 faculty and graduate students** attended this annual event.

Dr. Donna LaVoie's Winter Institute keynote address

- Our 11th annual May faculty and staff development event (co-sponsored with Academic Affairs and Student Development), which featured a half-day workshop on **Social Identity Differences, Diversity, and Divisions: Taboos, Teachable Moments, and Transformations**, with SLU's own **Dr. Karla Scott**. A <u>record 150 faculty, staff, and graduate students</u> turned out for this important event.

Dr. Karla Scott presents at the May Event.

Advancing the Scholarship of Teaching and Learning

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. Jim Korn's many contributions to research on teaching and learning and of his long-time involvement in the Reinert Center. This award is given annually in the fall semester, 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.

In 2013, the Korn Award was given to a team of scholarly teachers in the Interprofessional Education (IPE) program: **Irma Ruebling** (Director of the IPE Center), **Rebecca Banks** (Social Work), **Judy Carlson** (Nursing), **Ginge Kettenbach** (Physical Therapy), **Kathy Kienstra** (Radiation Therapy), **Mary Kreiger** (Medical Library), **David Pole** (Community & Family Medicine); and **Nina Westhus** (Nursing).

2013 Jim Korn Award Recipients

Supporting New and Early-Career Faculty

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

Additionally, we host a *New Faculty Welcome Reception* each August, participate in fall and spring New Faculty Orientation sessions (at both the college and University levels), host an informal discussion group for faculty who are brand-new to teaching, and co-host (with the Office of Faculty Affairs) an annual Academic Portfolio Retreat for pre-tenured / pre-promotion faculty. In the future, we anticipating offering a New to Teaching Institute for new SLU faculty; planning for this event is already underway.

New Faculty Welcome Reception

Each fall, the Reinert Center hosts an open house / welcome reception for new faculty. This event provides an opportunity for new faculty – both full-time and part-time – to meet Reinert Center staff and to learn about Center services and programs. More than 20 faculty members attended the fall 2013 reception.

New Faculty Orientation Sessions

Reinert Center staff are invited to participate in the University's New Faculty Orientation, each fall and spring. Typically, this involves staffing a table at the resource fair, presenting a general overview of Center services and programs, and facilitating breakout sessions. In August 2013, we hosted breakout sessions on *Developing Effective Syllabi* and an *Introduction to Learning Technologies at SLU*. Each breakout session was offered twice; as a follow-up to the syllabus workshop, we hosted an Open Studio drop-in session, where new faculty who had attended the workshop could bring their syllabi in for formative feedback and discussion.

Additionally, academic units often invite Center staff to participate in orientation sessions for new faculty. During fall 2013, the College of Arts and Sciences, the program in Physical Therapy and Athletic Training, and the School of Law all extended such invitations.

Faculty Discussion Groups: New to Teaching

At the University-wide New Faculty Orientation sessions and at the New Faculty Welcome Reception, we invited new faculty who were also brand-new to teaching to indicate their interest in programs and discussion targeted specifically for those new to teaching. In fall 2013, we surveyed new SLU faculty about their interest in services and programs related to teaching. 25 new SLU faculty responded to the survey, all indicating some level of interest in programs focused on teaching; of those, 15 indicated interest in conversation specifically aimed at those new to teaching. Throughout the 2013-2014 academic year, we hosted three informal discussions specifically for that audience. Though only a handful of faculty attended these conversations, we believe they have value in supporting those new to teaching and in helping them to identify other colleagues in the same situation with whom they may have additional conversation. Finally, we also hosted our annual Conversation on Teaching SLU Students, which had **15 attendees**.

Academic Portfolio Retreat

After a one-year hiatus, the annual Academic Portfolio Retreat returned to the Center in 2014. Originally developed for the Reinert Center, as a way to help early-career faculty prepare dossiers for tenure and promotion, the retreat moved to the Office of Academic Affairs in 2013. Through a collaboration with that office, the Reinert Center now co-sponsors the event, and we are delighted to be involved with it again. The two-day retreat, held annually in the spring, provides an opportunity for faculty to analyze, reflect on, and organize evidence of their teaching, research, and service. Participants leave with a preliminary draft of their academic portfolio. The retreat is facilitated by an external consultant, **Marilyn Miller**, Ph.D.

In April 2014, **24 faculty members** from a variety of disciplines attended the retreat, which was held in The Upper Room at Crave Coffee House. As always, participant feedback was extremely positive, with **100% of survey respondents** agreeing/strongly agreeing that the retreat was helpful, would help them prepare their dossiers for tenure / promotion, and that they would recommend the retreat to colleagues. Suggestions for future enhancements included: devote more time to writing activities; assign groups so that there is greater overlap in participant goals (e.g., 3rd-year review prep vs. tenure review prep); schedule the retreat slightly earlier in the spring; and offer structured follow-up events to bring participants back together.

Re-Imagining Learning Environments

As part of the Center's vision, we are committed to helping both individuals and units think in new ways about what their learning environments might look like. This commitment involves working one-on-one with instructors to identify the ways in which the physical environment of their classrooms affect teaching and learning in their courses, promoting thoughtful use and organization of online courses, and incorporating community-based sites of learning. It also involves empowering faculty to experiment alternative physical spaces and classrooms and to identify emerging technologies that may extend their classroom learning environments in various ways. Finally, this work with individuals also helps us to better understand the needs of instructors and to share lessons learned with the broader SLU community, in the hopes of positively affecting both physical and virtual learning spaces across the campus. Throughout 2013-2014, the Reinert Center contributed to these efforts in four key ways: our ongoing work in SLU's Learning Studio; a new

Teaching with Technology workshop series; continued capacity-building for online teaching at the University through our Online Teaching and Learning Institute; and sharing what we learn through these experiences with others, both inside and outside the University.

The Learning Studio

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 Program that sustains it, is to provide opportunities for SLU faculty members to experiment with new teaching strategies to create engaging, interactive, and collaborative learning experiences and to share lessons learned with others at SLU, so that the experiments may inform future classroom design decisions.

In addition to flexible seating, portable whiteboards, and an 18-monitor video wall (a model first piloted in the Studio, but now seen in the Education Union on the Health Sciences Campus and in the Center for Global Citizenship), the Learning Studio features numerous technologies that inform the pedagogical innovations seen in courses taught there. Some examples include:

- **AppleTV** and **Creston Air Media**: both allow faculty and students to wirelessly and seamlessly share what they're working on from any laptop or mobile device through the video wall.
- **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), etc.
- **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), etc.
- **HD Pan-Tilt-Zoom Video Cameras:** 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 immersive and collaborative learning experiences, such as the institutional partnership Innovative Teaching Fellow, Dr. Beccy Aldrich fostered with the Karolinska Institutet in Stockholm, Sweden, and the joint Effective Teaching Seminars co-hosted at SLU's Madrid campus.

While these and other technologies have tremendous educational potential, it is important to note that for every piece of successful software or hardware tried in the Learning Studio there are other, equally-instructive "failures." For example, we continue to experiment with new devices touted as the "next big thing" in wireless projection, only to discover that they are too slow or difficult to navigate in the typical classroom setting. These types of trial-by-nature experiences inform our own investments in the Studio, and, where appropriate, the lessons we learn are shared with other stakeholders to prevent costly, large-scale adoption of technology that may not be pedagogically inspired, intuitive, or current.

To read more about the specific features of the Learning Studio, courses taught there, and instructional methods adopted there, see [Appendix E](#).

Teaching with Technology Fora

In 2013-2014, we began offering a new type of workshop, focused on teaching with technology. The Teaching with Technology Forum is a one-hour interactive session that focuses on pairing **one teaching challenge / goal** with **one technology** that may be suited to that instructional need. The goal for these sessions is to explore a range of technologies that have potential for teaching, while emphasizing the pedagogical reflection process and instructional goals that might inform the decision to adopt a particular tool. As is consistent with our mission, the sessions are framed by pedagogical questions of **why-to** and **how-best-to**, focusing less on **how-to**. While many of the technologies we explore are not University-supported (a point that Reinert Center staff are careful to make clear), faculty and other instructors at SLU crave information about a wider range of tools and technologies. Because our commitment is to start from instructional goals, rather than from specific tools, we are in a position to meet this need and interest in ways that other units on campus may not be.

During 2013-2014, we offered **six** Teaching with Technology Fora, three per semester, and drew a total of **55 attendees** to those combined events. When possible, these sessions are held in the Learning Studio, which offers an opportunity for more faculty to experience the space and which may inspire faculty to apply for the Innovative Teaching Fellowship.

Sharing What We Learn

Our work in the Learning Studio and our discussions with faculty about non-SLU technologies help us to better understand the needs of actual teachers and learners at the University. We share what we learn from these experiences with other stakeholders at SLU and with our colleagues at other institutions, regionally and nationally. During 2013-2014, Reinert Center staff shared our experience and expertise by:

1) Collaborating with the Academic Technologies group in ITS, which is led by Kyle Collins, Director of the Academic Technologies Group, on workshops, technology support materials, and classroom technology design considerations;
2) Contributing actively to the Learning Technologies Advisory Committee, led by Kyle Collins and Stacey Barfield Harrington (Office of Academic Affairs), which is charged with making recommendations for campus-wide academic technologies, including classroom technology standards;
3) Consulting with academic units at SLU (at the invitation of faculty members, deans, and chairs) on learning space design, teaching with technology, and curriculum development for online programs (in 2013-2014, we met with and/or conducted facilitated discussions on virtual and/or physical learning spaces with leadership and faculty from the John Cook School of Business; Social Work; Law; Communication; Medical Imagining and Radiation Therapeutics; and Physical Therapy and Athletic Training); and

4) Consulting with external groups and providing tours/demos of the Learning Studio (in 2013-2014, we hosted representatives from Maryville University, Washington University, Ittner Architects and Interior Investments; we also were invited to lead a session as part of Crestron's conference for regional educational technologists, which included representatives from Missouri S&T, UMSL, WU School of Medicine, and other area colleges/universities).

Broadening Our Outreach

Throughout 2013-2014, we worked to advance our commitment to broadening our outreach to clinical educators and to graduate students. In the area of clinical education, we launched a set of pedagogical resources for clinical educators on our website, which were developed under the leadership of Kim Levenhagen, D.P.T. We also enhanced our outreach efforts for graduate students and began to build capacity for increasing services for graduate instructors by making adjustments to the duties of Center Graduate Assistants and by hiring our first Post-Doctoral Fellow, who will begin in July 2014. Outreach to graduate students is an ongoing area of development for the Center and one that will be a key emphasis in 2014-2015.

Assessing & Documenting Our Work

As is consistent with our commitment to reflect, the Reinert Center is committed to regularly assessing and documenting its work in ways that are appropriate for teaching centers and aligned with our core values. We do this in a variety of ways from post-event surveys to regular campus-wide Service Quality Surveys to regular exit surveys for participants in the Certificate Program to analyzing grant and fellowship reports from faculty members to conducting regular needs assessments. After gathering relevant data, we undertake a collective reflection process, so that we may identify and implement any needed adjustments going forward.

In 2013-2014, we set a goal of adding one new formal assessment mechanism to our practices; we added two: 1) a short, post-event survey conducted after *invited workshops* (previously, we did not ask for participant feedback on these events, since they are technically hosted by the academic unit that invites us in); and 2) a short, post-consultation survey distributed to instructors who sought and attended individual consultations. The latter was challenging due to the confidential nature of consultations; logistically, Reinert Center staff members ask the Center's Office Administrator to send an email link to the survey to instructors with whom they have consulted weekly, while the identities are still within memory, so that no record-keeping is required. Because we do not keep attendance records for consultations, all instructors asked to complete the survey will receive the exact same link; responses will always be anonymous and added to existing responses, so that all results may be considered in the aggregate. Individuals who attend multiple consultations over time may choose to respond to the survey after each consultation; completion of the survey is optional. We will review the data infrequently, to avoid any possibility of identifying respondents. The purpose of collecting this feedback on consultations is strictly formative for Center staff; as we come to see patterns in the feedback, we will be better able to discern our own professional development needs.

Note: When talking about assessing teaching center work, it is crucial to understand that measuring the impact of instructional development work is not a straightforward prospect; it is virtually impossible to demonstrate direct effect on things like student learning, although we can strive to have an effect on instructor behavior. As

we continue to enhance our assessment efforts, we will strive to balance methods that reliably help us to enhance our own practice with those that absolutely embody our commitment to anonymous and confidential work with individuals.

Building Capacity for Our Work

In order to achieve our goals and objectives, the Center must continue to build capacity in key areas. This year, in addition to continuing to investigate possible grants that could help to fund new initiatives, we continued to focus on developing the strengths of and relationships among the staff. Additionally, we proposed a reorganization of the department, which included revising key staff positions and which will position us to better meet the needs of faculty and graduate students at SLU going forward.

Staff Development

As is appropriate for all academic professionals, Reinert Center staff members enhanced their own individual strengths and knowledge by attending relevant conferences (e.g., the [POD Network](#) annual conference and the [Educause Learning Initiative's](#) annual meeting) and webinars and by staying current on the latest research on learning and trends for higher education. Each person continued building her/his own knowledge base for topics relevant to their work in the Center.

In addition to individual development efforts, Center staff participated in key professional development activities as a group. In summer 2013, we participated in a full-staff summer retreat and organized an internal book group focused on *Exploring Signature Pedagogies* (Gurung et al., 2008), which explores different disciplines' core pedagogical methods. We also participated virtually in ELI's 2014 Spring conference and have plans in the works for additional internal workshops for next year.

Departmental Reorganization

In fall 2013, two members of the Reinert Center staff left to pursue other opportunities; rather than fill those positions immediately, we undertook a process of reflection to better understand whether / how our current structure and positions were working. We sought to answer such important questions as: *How was the current structure working? What had we learned from benchmarking during our strategic planning process that might be relevant? What lessons had we learned in the last rounds of hiring? How were existing positions (and especially, position descriptions, including minimum qualifications) aligned to our actual – and anticipated – needs and work? How were they aligned with the national market of our professional field?*

Ultimately, our reflection and research resulted in a proposal to update the organizational structure and positions in ways that would better reflect the mission, actual work, and current/future needs of the Center; better reflect current professional standards for our field (essential for recruitment and retention); and allow us to be more agile and more holistic in our approach to our work. In specific terms, we proposed to:

- Unify the Faculty and Graduate Student Development "team" and the Instructional Design "team" into a single reporting structure, under the leadership of Dr. Gina Merys (this unification is essential

for how we actually work; the two-teams approach really hampered efficiency and created bottlenecks where they simply didn't need to be; additionally, the nature of our work is so collaborative – and the relationship between "designing" and "developing" instructional experiences so interwoven – it simply made sense for everyone to be working together and on the same team);

- Promote Dr. Gina Merys from Assistant to Associate Director (to more accurately reflect the role she already had taken on, in leadership and in program development);
- Change the Instructional Designer positions to Instructional Developer positions (to more accurately reflect the nature of the ID role in the Center);
- Create a Sr. Instructional Developer position and promote Sandy Gambill to that role (this position includes leadership and mentoring responsibilities for other staff and creates a path to promotion for Instructional Developers down the road);
- Eliminate the Instructional Liaison position and reallocate the budget to fund a Post-Doctoral Fellowship;
- Update all job descriptions to better reflect the work we actually do and to create room for evolution as the needs of the Center and SLU faculty grow and change;
- Increase the minimum qualifications for all positions (except for the Office Administrator, which we updated in 2012), requiring teaching experience at the college/university level for all positions; Master's degrees for the Instructional Developer and Sr. Instructional Developer positions; and doctorates for the Associate Director and Director positions.

In December 2013, our request was approved by the Vice President for Academic Affairs, Dr. Ellen Harshman, and by Human Resources. These changes were implemented effective June 1, 2014, and the new structure has already resulted in increased efficiency and streamlining of many of our day-to-day processes.

To read the Executive Summary of the Proposal to Revise the Organizational Structure and Positions, see Appendix G.

Strategic Planning & Progress

This year, we continued to make excellent progress toward achieving the strategic goals and objectives we set for 2013-2014, even as we continued to reflect on and refine those aims. In order for the strategic plan to remain "a lived experience, rather than a document that sits on a shelf gathering dust" (Gano-Philips, 2011), we regularly review elements of our strategic plan and place it alongside our "lived experience," the actual demand for services that we see, as well as institution-level initiatives. Throughout, we attempt to balance pursuit of existing strategic goals and objectives with the work of providing core services and programs in a high-quality, consistent way.

Although our original expectation was that the Center would begin to anticipate the next round of strategic planning efforts next year, we have decided to refine our existing plan and defer the next round of strategic planning for another year or two. The primary reason for this decision is to hold off until leadership changes at the University are completed and institution-level strategic planning resumes. For the time being, all of our strategic directions remain relevant, as do most of the strategic goals we established in 2012. Based on

various contextual factors, we have revised those goals for the coming year, so that we may deepen our focus on the most pressing and relevant ones for the broadest audience of Center stakeholders and constituents. Details can be found below.

Reference: Gano-Phillips, S. (2011). Optimizing center staffing and advisory boards to promote involvement in institutional change. In C.M. Schroeder (Ed.). Coming in from the margins: Faculty development's emerging organizational development role in institutional change*. Sterling, Virginia: Stylus Publishing, LLC.*

Year 2 Progress

We made excellent progress on the strategic goals and objective set for 2013-2014. As we anticipated at the end of last year, we did strive to scale back the number and complexity of new initiatives and to deepen and enhancing existing ones. We maintained our momentum while striving to achieve the goals we set for the year, even as we maintained our commitment to being *responsive* to the emerging instructional needs of the diverse SLU community.

A detailed record of this progress may be found in Appendix H.

Year 3 Goals

In fidelity to our Ignatian approach to strategic planning, looking back at this year's accomplishments helped us to better discern where we needed to make adjustments to the expected goals/objectives of the coming year. As we look ahead to 2014-2015, we have affirmed our commitment to most of our strategic goals; however, we have decided to suspend four of those goals – either because we have sufficiently met them for the time being or because they are too reliant on other stakeholders across the institution and our ability to achieve them is not entirely under our own control – and to refine several others. Refinements generally were made when our efforts to achieve the goals involved a greater breadth of services and programs than the particulars specified in the goal itself. Our sole aim throughout this process has been to make the most efficient and effective use of Center resources in order to serve the largest number of faculty and graduate students in ways that are aligned with our core values and our mission.

Our revised strategic goals for 2014-2015 may be found in Appendix I.

Service & Scholarly Activity

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 for our work with SLU faculty and graduate students, and they are important for demonstrating that the Center is a place with

a lively intellectual identity. At a minimum, everyone in the Center maintains a commitment to building their own knowledge of the body of research on teaching and learning. Additional achievements by Center staff for 2013-2014 include: peer-reviewed conference presentations, workshops, and publications; service to professional organizations; and invited workshops and presentations.

Invited Workshops (external)

Lohe, Debra. "Beyond Content Delivery: Interactive Techniques to Deepen Student Learning."
Facilitated at the Annual Meeting of the Society for Nuclear Medicine and Molecular Imagining. St. Louis, Missouri. June 7, 2014.

Lohe, Debra. "Deepening Student Engagement with Active Learning Strategies." Facilitated at the Annual Meeting of the American Society of Virology. State College, Pennsylvania. July 21, 2013.

Conference Presentations and Workshops (peer reviewed)

Grabau, Christopher, Jerod Quinn, Michaella Thornton. "Risking Together: Cultivating Connection and Learning for Faculty Teaching Online." Roundtable Session, Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Pittsburgh, Pennsylvania. November 9, 2013.

Lohe, Debra (co-presenter). "Centers in Transition: The Risks – and Freedoms – of Re-Invention." Roundtable Session, Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Pittsburgh, Pennsylvania. November 7, 2013.

Lohe, Debra. "The Open Studio: Extending the Traditional Workshop." Poster Session, Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Pittsburgh, Pennsylvania. November 8, 2013.

Publications (Peer Reviewed)

Rivers, Nathaniel A., **Christopher Grabau**, Katherine Kavanaugh, and Katie Zabrowski. "The Mechanics of New Media (Science) Writing: Articulation, Design, Hospitality, and Electracy." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. (accepted for publication)

Logan, Micah, **Debra Lohe**, Greg Siering, and Suzanne Tapp. "Negotiating a Seat at the Table: Questions to Guide Institutional Involvement." *To Improve the Academy: A Journal of Educational Development*. (accepted for publication)

Service Activity

Reinert Center staff actively serve the University community, particularly in areas where our understanding of teaching and learning can contribute to the advancement of SLU's educational mission and initiatives. This service also helps us to better understand the instructional needs of SLU educators and to identify possible areas for future programming, both of which allow us to be more responsive. As active professionals, we also serve the field of educational development and our disciplines, through professional organizations.

University Service

In 2013-2014, 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. Center staff served on the following committees/task forces this year:

- Associate Deans and Directors for Graduate Education (Gina Merys, *ex officio*)
- Dissertation Committee: College of Education (Gina Merys)
- Health Information Management Advisory Board (Sandy Gambill)
- Interviewer: Director of Writing Services (Gina Merys)
- Learning Technologies Advisory Committee (Debra Lohe)
- MOVE Committee (Mary Cook)
- Preparing Future Faculty Working Group (Gina Merys, Debie Lohe)
- School of Medicine Faculty Development Group (Gina Merys)
- Search Committee: Program Director for Assessment in Student Development (Gina Merys)
- Undergraduate Academic Affairs Committee (Debra Lohe)
- University-Wide Undergraduate Student Learning Outcomes Task Force (Debra Lohe)
- Writing Services Advisory Board (Gina Merys)

Professional Service

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

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

Christopher Grabau
- Program Planning Committee Member, Focus on Teaching and Technology Conference, University of Missouri St. Louis

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

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

Michaella Thornton
- Proposal Reviewer, Professional and Organizational (POD) Network in Higher Education Annual Conference
- Program Planning Committee Member, Focus on Teaching and Technology Conference, University of Missouri St. Louis

Other Campus Involvement

Reinert Center staff also participated in other campus activities and initiatives, including Walk to Madrid (summer 2013), the Blue Santa toy drive (December 2013), and other campus activities.

Other Accomplishments

The Reinert Center was selected as **one of five finalists** for the Professional and Organizational Development (POD) Network's **2013 Innovation Award** in recognition of Open Studio Workshops, which create drop-in, hands-on workshop time for faculty to apply lessons learned at a previous Reinert Center event.

Under the direction of Dr. Gina Merys, the Center also applied for a **grant from the Center for Contemplative Mind in Society**. Grant funds would have supported the development of a *Pedagogical Exercises Institute*, a multifaceted program designed on the model of the Ignatian Spiritual Exercises and aimed at pedagogical renewal for mid-career faculty. While the grant ultimately was not funded, the Center will continue to investigate the possibility of offering the Institute.

Appendices

The following appendices can be found below:

Appendix A: Reinert Center Advisory Board Members 2013-2014

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

Appendix B: Certificate in University Teaching Skills Recipients 2013-2014

Name	Department	Mentor
Carole Baskin	Public Health	Thomas Burroughs
Brittani Berbette	Psychology	Jillian VanderWal
Margaret Bultas	Nursing	Patricia Freed
Dulce Cruz-Oliver	Geriatrics	David Thomas
Ivana Cvetkovic	Communication	Deborah Macey
Kerstin Edberg	Biology	Robert M. Wood
Brian Elliot	Anatomy	Craig Lawson
Colleen Harmeling	Business Administration	Mark Arnold
Joshua Hollingshead	Anatomy	Salomao Segal
Haariss Ilays	Medicine	Stuart Slavin
Charles Johnson	Chemistry	Mike Lewis
Matthew Morgan	History	Jennifer Popiel
Katherine Paullin	Mathematics	Russell Blyth
Syed Rahman	Medicine	Stuart Slavin
Marissa Roffler	Psychology	Kristin Kiddoo
Anna Schmidt	American Studies	Emily Lutenski
Lee Anne Sittler	English	Anne McCabe
Christine Spudich	Educational Studies	Karen Myers
Dimana Spudich	Educational Studies	Karen Myers
Devan Stahl	Healthcare Ethics	Erica Salter
Meltem Tugut	Marketing	Brad Carlson
Dawn Weber	Nutrition and Dietetics	Marjorie Sawicki
Ruthba Zaman	Anatomy	Salomao Segal

Appendix C: Foundation Certificate Recipients 2013-2014

Name	Department
Jasmine Brown	Communication
Margaret Bultas	Nursing
Wootae Chun	International Business
Scott Dermer	Theological Studies
Min Dong	Educational Studies
Michael Frechette	International Business
William Hubble	Medical Imaging & Radiology
Seongjun Kim	Medical Family Therapy
Dana M. Malkus	School of Law
Laura McLaughlin	Nursing
Ian McPherson	History
Kevin Menos	Mathematics
Stephen Mitchell	Medical Family Therapy
Alexander Ochoa	School of Medicine
Brandon Smit	Psychology
Jacob Van Sickle	Theological Studies
Ludwig M. Weber	English

Appendix D: Innovative Teaching Fellows 2013-2014

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 2013	Spring 2014
Palash Bera *Decision Sciences & IT Management*	**Robert Cole** *Education*
Dan Bustillos *Health Care Ethics*	**Ajlina Karamehic-Muratovic** *Sociology and Anthropology*
Mary Gould *Communication*	**Shawn Nordell** *Biology*
Alyssa Wilson *Social Work*	**Bobbi Shatto** *Nursing*

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

Appendix E: Inside the Learning Studio

What follows are [key features](#) of, [courses taught in](#), and [instructional methods used](#) in the Learning Studio, as well as a list of [Learning Studio tours and workshops](#) held there.

Learning Studio Features (Current)

Each year, we enhance the Learning Studio by adding new technologies and features that emerge from the Innovative Teaching Fellows' instructional needs and by removing ineffective and/or outmoded technologies. The following is a current list of key features in the Learning Studio, as of June 2014.

- Flexible seating, including bar seating and movable furniture
- Ample whiteboard space, including 5 portable whiteboards for team-based, collaborative learning
- 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 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
- 2 Pan-Tilt-Zoom (PTZ) HD cameras for multi-source video conferencing (Fuze Meeting) and lecture capture (Tegrity)
- Tegrity Lecture Capture capabilities, including several ceiling microphones and 2 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
- 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 2013-2014

Fall 2013	Spring 2014
ITM 640: Applied Business Analytics (graduate)	Nursing 510: Nursing Strategies in Physiological Health Alterations (graduate)
HR 190: Medical Ethics and Film (undergraduate)	EDI 420: Methods of Technology Integration (undergraduate)
CMM481: Digital Story Telling-Community Media Production (undergraduate)	SOC 349: Sociology of Mental Health (undergraduate)
SWRK/ABA 746: Principles and Concepts in Behavior Analysis (graduate)	BIOL 493: Animal Behavior Field Studies (undergraduate)
	Occupational Sciences 372: Occupations in Diverse Contexts (returning Fellow) (undergraduate)

Instructional Methods Commonly Used in the Studio

Each semester, Reinert Center staff learn new ways of thinking about what the Learning Studio can do and about the ways in which flexible, technology-rich environments can support more learning-centered instructional methods. The following are just a few of the instructional strategies commonly used in the Studio, along with a description of the particular Studio features that support these strategies.

Instructional Strategies	Learning Studio Features that Enhance these Strategies
Experiential, field studies, community-based, and/or service learning	*Fuze Meeting video conferencing, including 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*
Flipped-classroom exercises	*Tegrity Lecture Capture; PTZ HD cameras; and/or media kits*
Simultaneous courses taught in multiple locations	*Fuze Meeting video conferencing, including PTZ HD cameras; Tegrity Lecture Capture; and Google Documents*
Simulations with other universities and schools via video conferencing	*Fuze Meeting video conferencing, including PTZ HD cameras; Tegrity Lecture Capture; and Google Documents/Drive (200 gigabytes of collaborative storage for joint multimedia projects)*
Digital storytelling, ethnographies, and beginning videography	*Media kits; MacBook Pros; and the teacher workstation's Mac Mini, iPads*
Back channeling / synchronous feedback	*Multi-point, multi-source video wall; iPads free software apps such as Twitter, Jing, and more*
Lecture, or lesson, capture	*Tegrity-enabled classroom, replete with drop-down ceiling mics and PTZ HD cameras*
Small- and large-group collaboration (e.g., team-based learning)	*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*
Problem-based learning (e.g., case studies, simulations, WebQuests, and more)	*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*
Instructor-student conferencing (e.g., writing conferences)	*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*

External Visitors and Workshops Hosted in the Learning Studio 2012-2013

Each semester, the Learning Studio hosts tours and select workshops for Saint Louis University leadership and faculty, and external guests.   Below is a list of tours and workshops held in the Learning Studio during the past year.

Summer / Fall 2013	Spring / Summer 2014
Learning Studio Tour: Interior Investments and Ittner Architects (July 16)	*Learning Studio Tour: JCSB Dean and Classroom Committee* (January 10)
Online Teaching & Learning Institute (July 29 – August 2)	*Online Teaching & Learning Institute* (January 24 – February 14, Friday afternoons)
New Faculty Orientation to Learning Technologies (August 20)	*Innovative Teaching Fellowship: Pre-Application Workshops* (January 30-31)
Open Studio: Syllabus Development (August 23)	*Madrid ETS: Low-Tech Approaches for Highly Effective Teaching* (February 12)
Innovative Teaching Fellowship: Pre-Application Workshops (September 9-13)	*Teaching with Technology Forum: Poll Everywhere* (February 19)
Madrid ETS: Designing, Implementing and Assessing Technology-Based Assignments (October 2)	*JCSB Transformative Teaching Fellows Workshops* (February 29 and March 26)
Open Studio: Applied Creative Thinking (October 17)	*Changing What's Possible in the Classroom: Lessons from the Learning Studio* (Crestron Conference, March 13)
Madrid ETS: Facilitating Discussion: Strategies to Engage Students (October 30)	*Teaching with Technology Forum: Google Docs* (March 19)
SLU MarComm Photo Shoot (November 12)	*Madrid ETS: Teaching Students to Use Sources Responsibly* (March 26)
JCSB Transformative Teaching Fellows Workshops (November 18 and December 2)	*Teaching with Technology Forum: Social Bookmarking* (April 9)
Workshop for Medical Imagining and Radiation Therapeutics Faculty (December 12)	*Learning Studio Tour: Washington University* (April 14)
	3rd *Annual Learning Studio Symposium* (April 16)
	Online Teaching & Learning Institute (June 2-5)
	Learning Studio Tour: Maryville University (June 13)

Appendix F: *Try It!* Summer Mini-Grants Awarded in 2014

Faculty Member(s)	Department	Project Title
Margaret Bultas	Nursing	*Using Immediate Feedback in the Nursing Classroom to Improve Student Learning Outcomes*
Linda Haycraft Cynthia Rubbelke	Nursing	*Using QR Codes and Handheld Scanners to Simulate Hospital Medication Administration Scanning Systems for Pre-Licensure Nursing Students*
Amber Hinsley	Communication	*iPad Minis: Creating Multiplatform Journalism with One Device*
Will Lindquist	Civil Engineering	*Tower de Force*
Nathaniel Rivers	English	*Geocaching as Public Rhetoric*
Claudia Vidal	Dermatology	*Flipping a Portion of the General Dermatology Medical School Elective—Incorporation of Basic Procedural Dermatology Videos, Biopsy Simulation Models, Dermatology Quick Reference Cards, and Case Scenarios*
Lisa Willoughby Srikanth Mudigonda Hisako Matsuo Lauren Arend	Psychology Computer Information Systems Sociology and Anthropology Educational Studies	*Expressing new forms of creativity and collaborative learning and teaching through pen tablets in graduate statistics courses*

Appendix G: Executive Summary, Proposed Reorganization

Submitted to Ellen Harshman by Debra Lohe, Director of the Reinert Center, on December 11, 2013

The Paul C. Reinert, S.J. Center for Transformative Teaching and Learning proposes to revise its organizational structure to more accurately reflect current and future needs and to revise / reclassify several existing positions to more accurately reflect needs, workflow, and national industry standards.

Proposed Changes

#1: To unify the two teams of Faculty/Graduate Student Development and Instructional Design

#2: To reclassify key positions, to better reflect actual work, current and future needs, and national industry standards, as follows:

1. Update the position description and minimum qualifications of Director
2. Reclassify the position of Assistant Director for Faculty/Graduate Student Development to an Associate Director with appropriate position description and minimum qualifications
3. Reclassify the position of Instructional Designer to an Instructional Developer; position description and minimum qualifications
4. Reclassify the position of Assistant Director for Instructional Design to a Senior Instructional Developer with appropriate position description and minimum qualifications
5. Reallocate the funds for the position of Instructional Liaison for Faculty/Graduate Student Development to be used for a Post-Doctoral Fellowship

Rationale

While the Center's structure was revised as recently as late 2010, we have repeatedly found ourselves challenged by the particulars of that structure and of the specific positions created at that time. Now that we have a fuller understanding of our needs – and of the professional standards of our field – we propose some fine-tuning. Several pressing factors lead to this request at this time, including: 2 current vacancies, inefficiencies in the two-team structure, and past hiring difficulties.

Benefits

We believe these changes will (among other things) allow us to:

- Maximize existing resources
- Be more agile in developing new areas of expertise
- Maximize our contributions to strategic, institution-level educational initiatives
- Recruit and retain qualified staff

Ultimately, these changes are essential if the Reinert Center is to be proactive in helping SLU prepare for the rapidly-changing pedagogical needs of 21st Century educators.

Budgetary Implications

All of the proposed changes are **budget neutral**. Any needed budget adjustments for individual position reclassifications can be made with existing departmental funds.

Appendix H: Reinert Center Strategic Plan: Year 2 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 2 Objective	**Progress**	**Status**
Develop 1-2 new webpages of resources on teaching in the global classroom.	1) Global Distance Learning teaching resource 2) Inclusive Teaching resource	done
Continue integrating cultural diversity awareness into existing programs.	1) Brown Bag (extension of ETS) on Teaching International Students to Use Sources Responsibly 2) May Event topic on different kinds of difference and creating inclusive learning environments	ongoing
Stay informed about international faculty development trends; continue building Center capacity for global education programs.	1) Center staff continue to read and attend relevant conference sessions 2) Center staff met with Chinese Educators visiting SLU on 1/15/2014; discussed similarities/differences in pedagogical practices	ongoing
Other	1) Staff member served as panelist on academic honesty issues for international students	

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

Year 2 Objective	Progress	Status
Develop web resources for clinical educators, as needed.	New webpages for clinical educators, focused on evidence-based medicine, providing constructive feedback, and fostering critical reflection.	done
Host informal *Conversations on Clinical Teaching*, as needed.	*Not necessary / appropriate at this time, based on results of clinical educators survey.*	*n/a*
Continue to build capacity among Center staff to support clinical educators.	Center staff continue to maintain awareness of what other centers are doing in this area, to read about clinical education (to better understand the kind of development opportunities needed), etc.	ongoing
Continue working with stakeholders to identify specific development needs related to clinical education.	1) Fall 2013, Faculty Fellow Kim Levenhagen prepared and distributed a needs and interest assessment survey for clinical educators, based on feedback collected from stakeholders in 2012-2013. We continue to identify development opportunities appropriate for the Center. 2) Center staff continue to meet with School of Medicine Faculty Development committee and to identify areas for collaboration.	ongoing

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 2 Objective	Progress	Status
Continue offering the Online Teaching and Learning Institute, which has a focus on accessibility.	1) Summer 2013 (July/August), Spring 5-Friday version, Summer 2014 (June)	ongoing
Feature blog post(s) that address accessibility issues in all course delivery formats.	*Deferred in favor of "inclusive teaching" resource development*	*on hold*
Continue developing partnerships with other campus stakeholders.	1) Meeting/coffee with Director and GA for Disability Services to discuss partnerships 2) Extended invitation to Disability Services and Student Counseling to offer ETS in 2014-2015. 3) Continued committee service with ITS	ongoing
Continue developing materials that help instructors to think more inclusively about their courses/course materials.	1) Inclusive Teaching web-based resource	done
Integrate accessibility awareness into Center programs, including online seminar for Course Design.	*Ongoing*	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 2 Objective	Progress	Status
Continue offering the Online Teaching and Learning Institute, revising as needed based on feedback.	1) Summer 2013 (July/August), Spring 5-Friday version, Summer 2014 (June) 2) Revising and updating as needed, based on feedback	ongoing
Continue expanding opportunities for OTLI alumni to connect and work together informally, as desired.	*On hold for now due to lack of interest; prefer putting resources into customized OTLI offerings for individual academic units.*	*on hold*
Host a series of conversations for new SLU faculty who are also new to teaching.	We held three conversations: September 23, November 12, and February 11. In 2014-2015, we'll continue to investigate ways to reach out to new SLU faculty who are also new to teaching.	done
Host a series of conversations for faculty who have identified themselves as interested in learning more about the "flipped classroom."	Mini-workshop, *Active-Learning Strategies for the Flipped Classroom*; integrated session in the John Cook Transformative Teaching Fellows program; integrated into numerous one-on-one consultations. Will continue to host conversations/workshops going forward.	ongoing
Continue creating opportunities for faculty from the Globally Engaged conversation series to meet and learn from one another, as appropriate based on interest.	*On hold due to other priorities and to conflicting needs. The needs of the groups was varied, and we synthesized those needs in order to prepare a short report for the VP for Academic Affairs to recommend future institution-level conversations.*	*on hold*
Create opportunities for faculty to learn from one another (informally or formally) on topics related to SoTL.	1) Attempted to start up new round of discussion and working groups, with only moderate activity from self-identified participants. Will continue working on this in 2014-2015. 2) Began designing a SoTL Symposium; will continue working on this and will host in fall 2014.	ongoing
Continue partnering with academic units to develop discipline-specific faculty learning communities.	1) Teaching to the Mission 2) JCSB Transformative Teaching Fellows 3) College/Department-specific Online Teaching and Learning Institute (Social Work, Public Health) 4) College of Arts and Sciences - planning stages of From Cheating to Learning Institute	ongoing
Maintain partnerships with IRB to facilitate better SoTL participation across campus.	*On hold. After talking with ORDS, it became clear that the models we had in mind (successful at other institutions) were not appropriate for SLU's model.*	*on hold*

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 2 Objective	Progress	Status
Review existing CUTS/graduate course relationships; adjust and establish new agreements as needed, based on revisions to CUTS.	1) Reviewed and revised (as needed) partnership agreements with American Studies, Psychology, Education, Nutrition 2) Worked with chair of International Business to identify ways to communicate with their doctoral students.	done
Develop/co-develop 1 new workshop: *Teaching Graduate Seminar.*	*Deferred. We have reached out to faculty member as potential facilitator, but the workshop has not yet been offered.*	*deferred*
Maintain relationships with campus stakeholders.	Ongoing. Continued working with PFF committee and various stakeholders on graduate student initiatives.	Ongoing
Continue marketing CUTS program to graduate students.	Ongoing. Continued providing orientation sessions about CUTS to graduate programs upon request, sharing information with GSA, and working to identify additional methods for communicating available services and programs.	Ongoing

Goal 6:
Develop partnerships and seek external funding to support the Center's instructional design and development programs.

Year 2 Objective	Progress	Status
Continue building Center staff capacity for grant writing.	*On hold. Due to shortages in staffing and a decreased emphasis in grants at present, we are currently putting this goal on hold. We continue to develop expertise as needed when grant opportunities arise.*	*on hold*
Apply for additional grant(s) to support existing programs or to develop new ones, as needed.	Applied for teaching and learning center grant from the Center for Contemplative Mind in Society, to support the development of a *Pedagogical Exercises Institute,* combining contemplative practice and Ignatian spirituality / pedagogy.	done
Continue providing support to faculty on grant and fellowship applications.	Met with two faculty members to confer on assessment and other aspects of grant proposals.	ongoing
Maintain memberships in / collaborations with external organizations focused on learning spaces, technology integration, and global learning.	Ongoing. ELI and Educause memberships renewed. One staff member attended ELI conference. Multiple staff participated in ELI's Online Spring Focus Session on *Faculty Engagement and Development: Effective and Innovative Practice.* Also joined the PALCON, POD's Active Learning Classroom Online Network.	ongoing
Join Association for Contemplative Mind in Higher Education.	Done. (Applied for grant in 2014, as well.)	done
Maintain partnerships with ITS to offer collaborative support and training sessions for faculty.	Ongoing. Serve on ITS committees, meet regularly with ITS, and regularly invite ITS representatives to be involved with faculty workshops/institutes. Continued to co-host New Faculty Orientation sessions on educational technologies at SLU. At ITS invitation, hosted a session on *Changing What's Possible in the Classroom: Lessons from SLU's Learning Studio* for Crestron and ed tech staff from regional universities.	ongoing
Maintain partnerships with Student Development to support University-level educational initiatives.	Ongoing. Co-facilitated workshops for Division of Student Development in July 2013 on *Student Affairs and Academic Affairs in Partnership* and *Critical Reflection for Career Decision-Making,* and in October 2013 on *Developing and Using Rubrics in Assessment.*	ongoing
Maintain connections with external groups to create visibility for educational innovation at SLU.	Ongoing. Continued offering tours of the Learning Studio (Interior Investments, Ittner Architects, Maryville University), bringing recognition through POD and other organizations.	ongoing
Continue to identify potential grants to support Center programs.	Ongoing. We continue to investigate potential grant opportunities; in spring 2014, we applied for a grant through the Center for Contemplative Mind in Society.	ongoing
Manage acquired grants (if applicable).	N/A	n/a

Goal 7: Develop online resources and offer workshops on engaging learners in the 21st Century more effectively.		
Year 2 Objective	**Progress**	**Status**
Develop new workshop(s) as requested/needed: *Working with Today's Students*, others.	Developed/offered workshop for Public Health faculty.	done
Continue making public lessons learned in the Learning Studio.	Ongoing. Continued sharing with SLU community (via Newslink, the annual Learning Studio Symposium, etc.) and beyond SLU (via conferences, POD connections, etc.)	ongoing
Propose and design a *New to SLU Teaching Institute*.	Ongoing. Institute has been proposed and approved, in concept, to be offered in fall 2015. Design and development are ongoing.	ongoing
Create opportunities for faculty interested in "flipped classroom" models to learn from those already doing it successfully.	Ongoing. Highlighting faculty practices via Reinert Center blog and via conversations / mini-workshop.	ongoing
Host 2 public events to highlight pedagogical innovations.	Partially completed. We offered our annual Learning Studio Symposium, but we did not host the symposium for mini-grant recipients. Ultimately, we ran out of time, but we also question whether there is sufficient interest (on the part of presenters and potential audience members) for another event of this type. We will continue to reflect on this question.	done
Continue developing online resources focused on engaging and educating today's learners.	Ongoing. In 2013, we published the Flipped Classroom teaching resource on the Reinert Center website.	ongoing
Plan and offer a Winter Institute focused on *The Art and Science of Learning*, with practical workshops and sessions facilitated by SLU faculty.	Done. The day opened with keynote by Donna LaVoie on brain-based learning, moved to breakout sessions on various topics related to teaching and learning, and ended with an all-participant workshop on assessing non-traditional projects.	done
Other	1) Invited workshop for Political Science faculty on *Students or/and Writers: Deepening Students' Engagement with Writing* 2) Offered Teaching with Technology Fora on: *Creating Visual Content; Using Poll Everywhere for Simple, Instant Feedback; Google apps for Collaboration; Social Bookmarking* 3) Offered a new ETS on *Teaching Strategies for Online Learning* 4) Co-host *Writing across the Curriculum* workshops in Summer 2014	done

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

Year 2 Objective	Progress	Status
Continue offering programs from Year 1.	Ongoing.	ongoing
Develop new online resources for 1) Critical Reflection and 2) Creating Ignatian Syllabi.	*Deferred. Without seeing a pressing need for these, we devoted resources elsewhere.*	*deferred*
Develop a self-assessment rubric for *How Ignatian is My Teaching?*	*Deferred. Without seeing a pressing need for this, we devoted resources elsewhere.*	*deferred*
Offer a one-hour conference on Ignatian approaches to teaching, highlighting practices by current SLU faculty.	*Deferred. Without seeing a pressing need for this, we devoted resources elsewhere.*	*deferred*
Continue offering a customizable introductory workshop on the principles of Ignatian Pedagogy.	Ongoing. We continue to offer introductions to Ignatian Pedagogy as requested.	ongoing

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

Year 2 Objective	Progress	Status
Develop a self-assessment rubric for *How Learner-Centered is My Class?*	*Deferred. Without seeing a pressing need for this, we devoted resources elsewhere.*	*deferred*
Continue to serve as a resource for academic units as they develop their own approaches to evaluating teaching effectiveness.	Ongoing. We facilitated one departmental conversation about finding meaning in student evaluations, at the request of the department chair. We continue to point academic leaders to useful resources on this topic.	ongoing
Maintain awareness of learning analytics and the issues surrounding their use for institutional decision-making.	Ongoing. We continue to read and to attend conference sessions and webinars on relevant topics.	ongoing
Continue building capacity in Center staff for SoTL research; pursue CITI/IRB certification for key staff.	Ongoing. We continue to develop knowledge in this area; all staff are not IRB/CITI certified.	ongoing
Other	Co-host *Writing Across the Curriculum* workshops (with English), which focused on developing rubrics for assessing writing	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 2 Objective	Progress	Status
Offer 1 Effective Teaching Seminar focused on an assessment topic.	*Deferred to 2014-2015*	*deferred*
Develop and offer additional workshops as needed.	1) Assessing Non-Traditional Projects (part of the Winter Institute) 2) Developing and Using Rubrics for (Co-Curricular) Assessment	done
Sponsor/co-sponsor workshop on unit-level assessment by a(n) inter/national leader in field.	*Deferred - was originally intended to be focus of the May Event, but it was determined that it wasn't yet the appropriate time, institutionally, for that focus.*	*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 2 Objective	Progress	Status
Launch new CUTS program, with integrated online and hybrid/blended considerations (and transition year for current participants).	Done. The transition has gone very smoothly, and the new / revised requirements appear to have been favorably received.	done
Revise online seminar for *Developing a Philosophy of Teaching* to incorporate more online / hybrid teaching, cultural considerations, and other relevant topics (to be offered in Y3).	*Deferred. Currently, it is unclear that this specificity is needed.*	*deferred*
Develop additional online resources, online seminars, and workshops, as needed.	Ongoing. *Developing a Syllabus* is in the works as a self-paced online seminar, which would be an optional element for CUTS.	ongoing
Continue assessing CUTS experience and learning, perhaps with attention to differences in cohort experience.	Ongoing. Continued exit surveys and post-seminar surveys; conclusion of portfolio review sessions is sharing of participant experience.	ongoing
Develop and launch new online seminar, *Course Design*, as a new CUTS requirement.	Done. The online seminar is available via open-access for non-CUTS participants and through an interactive Blackboard module for CUTS participants.	done
Enhance existing online seminars to provide additional feedback to participants.	Done.	done
Provide additional, optional/elective opportunities for development on specific topics through new initiatives.	Done. Offered book club twice this year, along with Teaching with Technology Fora (which allowed participants to earn an ETS credit if they attended 3).	done
Develop and launch new, self-paced online seminar, *Developing a Syllabus,* as an elective option for CUTS.	*Deferred to Year 3.*	*deferred*
Other	Offered a new ETS on Teaching Strategies for Online Learning	done

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

Year 2 Objective	Progress	Status
Begin developing a comprehensive, regular assessment plan for key services/programs, including tracking, impact on behavior, and reporting.	Ongoing.	ongoing
Implement new tracking system for events.	Done. Launched new MS Access database to track event attendance, both for Center-sponsored events and for invited events (as appropriate). The Center does not track the names of individuals who seek services (e.g., consultations, SGIFs, observations, etc.).	done
Implement 1 new assessment method.	Exceeded. Developed and implemented 2 new assessment methods: a consultation assessment survey, to be distributed immediately after consultations and to be used with aggregate data for formative purposes only, and a survey to assess invited workshops.	exceeded
Conduct interviews / solicit feedback on Innovative Teaching Fellowship / ID experiences.	Done. We collected feedback via a survey tool, with an invitation for one-on-one interviews as desired.	done
Continue using analytics to track website traffic; make adjustments as needed.	*On hold. There were numerous inconsistencies with Google analytics for website and blog traffic this year. As we smooth those out, we will begin reviewing the data regularly to determine needed adjustments.*	*on hold*
Seek IRB approval to study and publish findings, if applicable.	N/A for this year.	n/a

Goal 13: Create opportunities to publicize and disseminate the work we do, both on and off campus.		
Year 2 Objective	**Progress**	**Status**
Continue developing the Center's website.	1) Added new teaching resources (Flipped Classroom, Global Distance Learning, Inclusive Teaching, Clinical Education resources) 2) Increased faculty contributors to *The Notebook* blog.	ongoing
Maintain active professional memberships.	1) Memberships in POD Network in Higher Education; Educause Learning Initiative; 2) Professional service to POD Network (3 staff served as conference proposal reviewers; 1 staff member reviewed manuscripts for *To Improve the Academy*; 1 staff member serves on POD's Finance Committee, Membership Committee, Core Committee, and served as Conference Volunteer Co-Coordinator) 3) Maintain active presence on numerous listservs, both disciplinary and cross-disciplinary	ongoing
Continue submitting features to Newslink once per semester, as appropriate.	Ongoing. Feature pieces submitted about the May Event and Learning Studio Symposium.	ongoing
Cultivate awareness of Center programs and services on campus.	1) New Faculty Orientation Sessions (August and February), for University 2) Graduate Student Orientation and Graduate Assistant Orientation Sessions 3) Department / College orientation sessions: for College of Arts & Sciences New Faculty Orientation (August); multiple departmental orientation sessions for CUTS 4) Appearance at Council of Academic Deans and Directors (August) 5) Numerous department-level invited workshops and presentations 6) At ITS invitation, hosted a session on *Changing What's Possible in the Classroom: Lessons from SLU's Learning Studio* for Crestron and ed tech staff from regional universities.	ongoing
Present at local and (inter)national conferences	Center staff presented at POD Network in Higher Education's annual conference (2 sessions) and at Conference on College Composition and Communication. Staff facilitated invited workshops on active learning at annual meetings of the American Society for Virology and the Society for Nuclear Medicine and Molecular Imagining.	done
Begin investigating pros/cons of migrating *The Notebook* to a hosted external site	Ongoing. We continue to investigate, though we also continue to work with SLU Marketing and Communications to enhance blog experience on our current platform.	ongoing
Report on Center activities regularly	1) Bi-monthly Activity Reports (sent to VPAA, Assoc. VP for Faculty Development, Advisory Board, and posted to our website) 2) Annual Report (in a new format) developed and distributed to VPAA, AVP Faculty Development, Advisory Board, and website	ongoing
Other relevant achievements	Finalist for POD Network Innovation Award for "Open Studio" workshop concept	ongoing

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

Strategic Directions	Strategic Goals
Diversity & Inclusion In order to meet the needs of all SLU students, we will develop programs that **prepare educators to engage all learners and to meet the complex demands of increasingly diverse educational environments**.	1. Cultivate awareness of the cultural assumptions and values that inform educational practices in a global, and embed this awareness into existing Center programs. [rev] 2. *Sufficiently met for now; will continue to value and monitor, increasing resources as needs arise.* 3. *Sufficiently met for now; will continue to value and monitor, increasing resources as needs arise.*
Community-Building In seeking to be more inclusive in our programming, we aim to **strengthen the Center's role as a collaborative and community-building resource, both on and off campus**.	4. Promote collaborative pedagogical innovation and research among SLU faculty. [rev] 5. *On hold, pending other institution-level developments.* 6. Develop partnerships to advance the Center's mission. [rev]
Reflective Innovation For transformative learning to occur, teachers must go beyond content delivery to create meaningful, high-impact learning experiences, particularly for today's learners, which means the Center must develop programs that **promote the shift from informational to transformational teaching and learning**.	7. Develop online resources and offer workshops on engaging learners in the 21st Century more effectively (e.g., learner-centered pedagogies, discovery-based teaching methods, High-Impact Practices, generational learning). 8. Cultivate understanding and application of the Ignatian Pedagogical Paradigm. [rev] 9. Assist instructors with assessing, researching, and documenting the effectiveness of teaching innovations and practices. [rev]
Quality & Impact In order to deliver quality programs, and to help the University achieve its goals of increasing educational quality and reputation, we must **increase the Center's impact on the culture of teaching and learning at SLU and its reputation for developing reflective, innovative educators, both on and off campus.**	10. Offer support and development opportunities to assist departments and programs in creating assessment protocols that are appropriate for their unit-specific needs and that align with institutional needs. [rev] 11. *Completed; will continue to assess and refine going forward.* 12. Develop a long-term plan for ongoing assessment of Center services, programs, and website, and implement new assessment methods. 13. Create opportunities to publicize and disseminate the work we do, both on and off campus.

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