2016-2017 Annual Report

Reinert 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

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

This annual report is intended to share with stakeholders and the wider SLU community the Center's work and accomplishments over the past year and to serve as a means of accountability for the Center. The report provides an in-depth view of our work during the 2016-2017 academic year. (Note: we consider the beginning of the academic year to be July 1; most of our work in July is preparation for the upcoming year. This period – July 1-June 30 – also aligns with our fiscal year.) Additionally, the annual report describes important changes within the Center, as well as some of the many service and scholarship contributions of Center staff. Finally, the report offers an opportunity to acknowledge the contributions of the Center's Innovative Teaching Fellows, Advisory Board members, workshop facilitators, Certificate Program faculty mentors, and other important collaborators. Throughout this report, items appearing in blue, underlined format are hyperlinked either to other sections of the report or to external, web-based resources.

During the 2016-2017 academic year, the Reinert Center hosted or co-hosted various workshops and conversations on teaching; facilitated conversations and workshops at the invitation of chairs and deans; provided services to instructors from across the campus; funded a small number of new teaching innovations for SLU faculty; enhanced existing programs and services in response to assessment data; served the University on various educational initiatives; and continued to provide leadership to professionals in the broader field of educational development.

For the second year in a row, the Center's activities *decreased* in number from the previous year. We attribute these decreases to a variety of factors, some of which are in our control and some of which are not. Certainly, demand for services and attendance at programs are always fluid. Various contextual factors affect demand, including: campus climate, faculty workload, and broader institutional initiatives that may lead to shifts in priorities for instructors and administrators. However, the Center also operated below capacity for the second year in a row and saw the elimination of two vacant positions in March (the result of a large-scale operational excellence review at the University). Such staffing reductions led us to offer fewer events than in previous years and to our limited ability to support certain types of services to individuals (such as the Small Group Instructional Feedback sessions) for the second year in a row. Mindful of our limited resources, we also were intentionally less focused on marketing and promotion for services to individuals and to academic units than we would otherwise have been. Finally, given these various contextual factors, we also continued to delay major strategic planning efforts for the Center. Given the University's efforts to expand STEM, online, and international education, however, we hope to begin formal strategic planning work in the coming year.

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

- 70 events, including 42 sponsored/co-sponsored events and 28 invited workshops and facilitated conversations *(decrease from 2015-2016)*
- 3 invited external facilitators: Peggy Brickman, Professor in the Department of Plant Biology at the University of Georgia, Marilyn Miller, formerly of the Program for Excellence in Teaching at University of Missouri and currently consultant for the U.S. Department of Agriculture, and Dr. Bryant Keith Alexander, College of Communication and Fine Arts at Loyola Marymount University.
- 37 SLU faculty facilitators and presenters in Praxis workshops, the Winter Institute, the Learning Studio Symposium, and other campus events
- More than 331 unique attendees, including: 129 full-time faculty, 16 part-time faculty, and 167 graduate students *(decrease from 2015-2016)*
- 64 Certificate recipients:55 graduate students and 10 faculty members *(significant increase from 2015-2016)*
- 19 Small Group Instructional Feedback Sessions, representing 20 instructors and soliciting feedback from 405 students *(decrease from 2015-2016)*
- Approximately 87 individual teaching consultations with faculty and graduate instructors seeking one-on-one conversations about teaching *(decrease from 2015-2016)*
- 8 new Innovative Teaching Fellows from Social Work, Communication, Fine and Performing Arts, Engineering, Theological Studies, Criminology and Criminal Justice, Political Science, and Languages, Literatures, and Cultures
- Continued demand and success for the Online Teaching and Learning Institute, the Academic Portfolio Retreat, and other annual events like the annual Winter Institute
- Third annual Ignatian Pedagogy Institute (22 attendees)
- 59 posts on *The Notebook* (the Reinert Center's blog), 1 written by a faculty member
- Multiple efforts focused on our theme of *Inclusive Teaching*, including the development of almost 40 new web-based resources for faculty and graduate student instructors

In addition to these accomplishments, Center staff continued to serve on University committees and to maintain active scholarly identities in the field of educational development and in their own disciplines.

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

About the Center

History

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

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

Vision and Mission

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

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

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

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

Core Values

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

Additionally, consistent with our national professional organization and with the national/international norms for teaching and learning centers, we strive always to align our work with the POD Network's Ethical Guidelines for Educational Developers. The practical manifestation of these commitments can be seen both in the work we do (our programs and services) and how we do it (our Practices and Policies).

People

Although the Reinert Center had 8 full-time positions through March, 2017, we had only six full-time staff during 2016-2017 (with two vacant positions for most of the year, until they were eliminated in March, 2017). We also enjoy the privilege of graduate assistants, undergraduate student workers, and a robust faculty Advisory Board.

Reinert Center Staff

During the 2016-2017 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.	Associate Director	gmerys@slu.edu; 314.977.2197
Mary Cook, M.A.	Office Administrator	mcook25@slu.edu; 314.977.3944
James Fortney, M.A.	Instructional Developer	fortneyj@slu.edu; 314.977.1910
Sandy Gambill, M. Ed.	Sr. Instructional Developer	gambill@slu.edu; 314.977.7202
Chris Grabau, Ph.D.	Instructional Developer	grabaucr@slu.edu; 314.977.4167
Mitch Lorenz	Graduate Assistant (Psychology)	cttl@slu.edu; 314.977.2231
Yang Li (Emily)	Graduate Assistant (Psychology)	cttl@slu.edu; 314.977.2231
Francine Eichhorn	Undergraduate Student Worker	314.977.3944
Madeline Nathe	Undergraduate Student Worker	314.977.3944

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

Advisory Board

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

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

A complete list of 2016-2017 Advisory Board members can be found in Appendix A.

Organizational Structure

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

Programs & Services

In support of its mission, the Reinert Center offers a range of programs and services focused on teaching enhancement, curriculum and course design, effective pedagogical integration of technology, assessment of student learning, and the research and scholarship of teaching and learning. This section provides highlights of events, services, and special programs offered in 2016-2017.

Events: At-A-Glance

Hosted and Co-Sponsored Events

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

orientation sessions for new faculty and graduate students, and other programs. Altogether, the Reinert Center hosted or co-sponsored **42 events** in 2016-2017:

Campus Events At-A-Glance

11	Praxis Workshops
1	Brown Bag Conversation on Teaching
6	Innovative Teaching Fellowship Pre-Application Info Sessions
2	Book Club Meetings (2 separate books)
4	Teaching Essentials mini-workshops
3	Faculty Panels
2	Certificate Ceremonies
2	Online Teaching & Learning Institutes

Other Events *(offered once each)*:

- Ignatian Pedagogy Institute
- Culturally Responsive Teaching Institute
- Winter Institute
- Learning Studio Symposium
- Award Ceremony: James H. Korn SoTL Award
- SoTL Symposium
- Academic Portfolio Retreat
- Certificate Program Orientation
- Black Man/White Tower
- The Graphic Syllabus
- What Are Microaggressions?

Note: This list does not include invited sessions facilitated by Center staff members upon request within academic departments, programs, colleges, or schools, which are described in the next section.

Invited Events (Unit-Level)

In addition to regular offerings open to faculty and graduate students across the University, Reinert Center staff also facilitated workshops and conversations on a wide range of topics at the invitation of departments, programs, colleges, and schools. During 2016-2017, Reinert Center staff members facilitated **28 invited unit-level sessions** (workshops, conversations, departmental retreats, and other customized, discipline-specific programming). Center staff members also were invited to conduct workshops and information sessions at University-wide New Faculty Orientation, Adjunct Faculty Orientation, New Graduate Student Orientation, and Graduate Assistant Orientation. Some schools, colleges, and departments also invite staff to provide brief orientations to new faculty and graduate students within their units. Estimated total attendance at all

invited events was **approximately 466 faculty and graduate students**. Topics covered at invited sessions included (but were not limited to) the following:

Topics for Invited Workshops, Conversations, & Retreats
Contract, Invitation, or Metaphor? Reimagining the "Work" of the Course Syllabus Communicating/Teaching Across Generations Teaching Philosophy Workshop Interactive PowerPoint and Teaching Strategies Interactive Lecturing Strategies Course Planning and Preparation for Teaching Efficiently Assessment Design for Information Literacy Ignatian Pedagogy and Critical Thinking Planning and Preparing for Class Meetings Developing Effective Syllabi Introduction to Ignatian Pedagogy Tutoring for Medical Students Using Social Media Introduction to Services and Programs Teaching a Diverse Student Population Tips for First Time Teachers

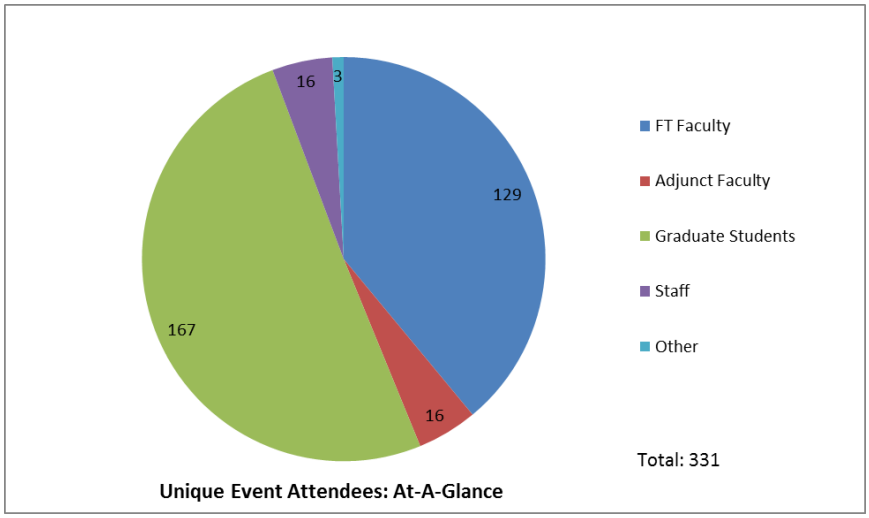
In addition to facilitating structured development opportunities, Center staff members also were invited to attend a number of faculty meetings, orientations, and retreats, providing a brief introduction to Center services and programs.

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

Event Attendees

As always, attendance at Center-hosted / co-sponsored events was diverse, drawing faculty, graduate students, and staff from across the institution. In total, **at least 331 unique attendees** participated in at least one Reinert Center event in 2016-2017, many of them attending multiple events throughout the year. (An exact count of total unique individuals is not possible, since we do not always track attendance at invited sessions within academic units.)

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



Unique Event Attendees: At-A-Glance

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

Invited Facilitators and Presenters

While Center staff members facilitate many workshops and conversations, we also invite external guests, SLU faculty, and other campus collaborators to share their expertise each year. In 2016-2017, **44** individuals facilitated or co-facilitated sessions on behalf of the Center, as listed below.

External Presenters / Facilitators	
Bryant Keith Alexander	*Loyola Marymount University*
Peggy Brickman	*University of Georgia*
Marilyn Miller	*U.S. Department of Agriculture*
SLU Faculty Presenters / Facilitators	
Amanda Albert	*University Libraries*
Ellen Barnidge	*Behavioral Science & Health Education*
Anneke Bart	*INTO SLU*
Stephen Belt	*Aviation Science*
Ilene Berman	*Fine and Performing Arts*
Russell Blyth	*Mathematics and Statistics*
Elena Bray Speth	*Biology*

Simone Bregni	*Languages, Literatures, and Cultures*
Anthony Breitbach	*Physical Therapy and Athletic Training*
Flannery Burke	*History*
Chris Carroll	*Civil Engineering*
Tony DeCesare	*Education*
Benjamin DeFoy	*Earth and Atmospheric Sciences*
Kathrin Eliot	*Nutrition and Dietetics*
Elizabeth Embry	*Global Health*
Dan Finucane	*Theological Studies*
Jim Fisher	*Marketing*
Lisa Fischer	*INTO SLU*
Cathleen Fleck	*Fine and Performing Arts*
Katie Heiden Rootes	*Medical Family Therapy*
Amber Hinsley	*Communication*
Lisieux Huelman	*INTO SLU*
Blythe Janowiak	*Biology*
Amber Johnson	*Communication*
Amber Knight	*Political Science*
Kim Levenhagen	*Physical Therapy and Athletic Training*
Mike Lewis	*Chemistry*
Paul Lynch	*English*
Dyan McGuire	*Criminology & Criminal Justice*
Sandra Naeger	*Social Work*
Jennifer Ohs	*Communication*
Jennifer Popiel	*History*
Bill Siler	*Physical Therapy and Athletic Training*
Robert Strikwerda	*Women's and Gender Studies and Political Science*
Sue Tebb	*Social Work*
Jeffrey Wickes	*Theological Studies*
Lisa Willoughby	*Psychology*

Other Campus Collaborators and Presenters

Fr. Chris Collins	*Mission and Identity*
Ted Rubright	*Information Technology Services*
Jasmin Patel	*Office of the Vice President for Research*
Leah Sweetman	*Center for Service and Community Engagement*

We gratefully acknowledge the contributions these individuals made to our programs in 2016-2017.

Core Services: At-A-Glance

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

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

Teaching Consultations

The Reinert Center provides confidential, non-evaluative, one-on-one consultations to all faculty, graduate instructors, and teaching staff at the University. Consultations may focus on any aspect of teaching, from course design to student engagement to learning assessment. More sustained instructional design and development assistance also is available through ongoing course (re)design meetings and consultations. Individuals or groups may meet regularly with Center staff members to (re)design courses and/or curricula. Most commonly, ongoing consultations occur as part of our Innovative Teaching Fellowship; Fellows who are in their course release semester meet regularly (usually weekly) with Center staff, who assist with the ongoing course design and development process as Fellows prepare to teach in our Learning Studio (see below for more). All consultations are conducted as a collaborative dialogue and are driven by the individual instructor's needs and goals.

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

During 2016-2017, we provided **over 95** consultations for individual faculty and graduate instructors at the University. Staff members report the number of consultations they conducted on a weekly basis, with "consultations" defined as half-hour or longer meetings (either virtual or in person) with instructors who intentionally sought out a consultation or meeting to discuss their teaching (as opposed to in-passing conversations that may address teaching but are not structured or focused in the same manner as a formal consultation would be). These counts typically do not include pedagogical / curriculum discussions with departments / programs (held at the invitation of unit-specific faculty members and/or administrators), and they do not include the ongoing course-(re)design consultations that occur within the Innovative Teaching

Fellowship. Fellowship consultations occur approximately once per week for each fellow; in 2016-2017, this would add roughly **another 120** consultations.

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

Of the 95 recorded consultations in 2016-2017, we asked for feedback on **41** and received a total of **22** responses (53% response rate) to the post-consultation assessment survey. (Note: the number of responses may not be the same as number of respondents, since some respondents may have provided feedback more than once, for different consultation experiences.) Of those responses, **20** rated the experience ***excellent*** and **2** as ***good***. All of the responses indicated that instructors ***strongly agreed/agreed*** the that the "amount of suggestions/feedback given during the consultation" was ***about right***; that they learned something new or thought about something differently as a result of the consultation; and that they would request a consultation in the future. **Most *strongly agreed/agreed*** that Center staff responses aligned with the instructor's pedagogical values; **one** respondent indicated a ***neutral*** response to that statement.

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

Small Group Instructional Feedback Sessions

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

While SGIFs take only a short time to conduct (approximately 20 minutes of class time), follow-up reports require several hours of work (transcription and organization). Often, the experience leads to follow-up

consultations, as well. The SGIF process is an intensive one for Center staff, and the mid-term period generally is our busiest time of the semester. However, the payoff is extremely high, for both instructors and their students, as direct and specific behavior change usually results from the feedback and subsequent discussions. Recent research on SGIFs suggests these kinds of formative feedback sessions represent one of the most important and impactful services a teaching center can offer. For Reinert Center staff, too, SGIFs offer a powerful opportunity to better understand some of the most pressing teaching and learning needs on our campus; each year, we reflect collectively on the feedback we've heard from students as a way to enhance our programming and ensure that it is addressing topics of real interest and concern to SLU instructors.

Due to staffing shortages during 2016-2017, priority consideration was given to those instructors who were requesting the service for the first time, and we offered it only for one course/section per instructor per semester. SGIF activity for this year is as follows:

SGIF Activity for 2016-2017	
19	SGIF sessions conducted
20	Instructors requested a SGIF *(18 Faculty and 2 Graduate Students)*
405	Students provided feedback in a SGIF

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

Classroom Observations

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

During 2016-2017, Center staff members again conducted a small number of classroom observations. As with SGIFs, the workload for classroom observations is intensive; it involves attending a class (for the full class period in most cases), writing up observation notes, and preparing a descriptive report for the instructor. Often, observations lead to follow-up consultations and other services. While the task is labor intensive, we know (and the research suggests) that formative observations create important opportunities for instructional enhancement and behavior change. As with SGIFs, this service is one we would promote more widely – and one that would be more requested – if the Center were at full capacity.

It should be noted that due to changes in the Certificate in University Teaching Skills, classroom observations are now listed as a possible way to earn certificate credit. Because of this option, there has been a small but noticeable increase in observation requests.

Signature Programs: At-A-Glance

Certificate Program

The Center's Certificate in University Teaching Skills and Foundations Certificate in University Teaching Skills are the heart of our longest-standing program. The purpose of the Certificate Program is to promote the development of Saint Louis University full- and part-time faculty and graduate students in their journey toward teaching excellence. In general, the program provides participants with information and opportunities to enhance their teaching practice, develop a philosophy of teaching, and document teaching competencies. During 2016-2017, 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 Certificate Program participation in 2016-2017:

Certificate Program Snapshot 2016-2017	
99	New Participants *About 15% are faculty (9% FT, 6% PT)*
184	Active Participants attending at least one Praxis and/or completing at least one online course *About 16% are faculty (12% FT, 4% PT)*
64	Certificates Awarded *About 15% were to faculty*

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

Certificate recipients at the Fall Certificate Ceremony

Certificate recipients at the Spring Certificate Ceremony

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

Other highlights from 2016-2017 include: a total of **21** attendees at the fall Certificate Program Orientation (14 graduate students and 7 faculty members) and *Reflections on Teaching* (brief keynote addresses) from **Elizabeth Richard**, Ph.D. (Communication) at the fall Certificate Ceremony and from **Chad Huddleston**, Ph.D. (Sociology and Anthropology) at the spring Ceremony.

Praxis Seminars

Certificate Program participants must complete a number of Effective Teaching Credits (EFT) to earn a certificate, including participation in a minimum of 5 or 6 Praxis workshops, depending on the certificate. In 2016-2017, we offered a total of **11 Praxis workshops**. Average attendance per Praxis was **39 participants**.

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

2016-2017 Praxis Workshops with Highest Attendance
Against Correction: Giving Effective Feedback *Facilitator: Paul Lynch, English* **Effective Practices for Lesson/Lecture Capture** *Facilitator: Chris Grabau, Reinert Center*

Beyond Because: Preparing Students to Think Critically During Essay Exams
Facilitator: Flannery Burke, History

Teaching With Cases
Facilitator: Jim Fisher, Marketing

Facilitating Diversity Discussions for Any Discipline
Facilitator: James Fortney, Reinert Center

Teaching Essentials Mini-Workshops

First launched in spring 2015, the Teaching Essentials mini-workshop series continued. The purpose of these short, practical sessions is to supplement Praxis Workshops by focusing on specific instructional strategies considered essential by faculty across a range of disciplines. Teaching Essentials workshops are facilitated by Reinert Center Graduate Assistants. In 2016-2017, we held **4 sessions** with a total attendance of **57 graduate students and faculty**. Session topics included: Classroom Management and Maintaining Civility, Active Learning Techniques that Promote Inclusion, Course Corrections: Collecting and Reacting to Student Feedback During the Semester, and Understanding Common Mindsets of International Students About Learning. Certificate participants earn 0.5 Effective Teaching Credits for attending Teaching Essentials workshops.

Online Teaching & Learning Institute

Since summer 2012, 112 SLU faculty have participated in some version of the Online Teaching & Learning Institute (OTLI). An intensive, multi-day series of workshops, the OTLI brings together full-time SLU faculty from all disciplines; shares evidence-based approaches to engaging, effective course design, teaching and assessment for online learning; and provides dedicated work-time for faculty to develop and build their online courses. The Institute also gives participants opportunities for individualized or group consultations with Center staff, targeted support from ITS/academic technologies staff, and for collaborating with colleagues in other disciplines.

During the 2016-2017 academic year, the Online Teaching & Learning Institute was offered twice: in April 2017, we offered an accelerated version of the Institute, with a focus on designing and teaching accelerated courses online (with a target audience of faculty preparing to teach summer online courses), and in May 2017, we offered the regular OTLI, which has been reduced to a three-day experience. In total, **21 faculty members** participated in some version of the experience this past year.

Assessment/Feedback: In the closing reflection sessions and in follow-up surveys, respondents continue to report that the program is among the most valuable they have experienced. Most explicitly state that lessons learned will inform both their online and on-ground teaching in the future. In the most recent post-event survey (May 2017), **all** respondents continue to rate the experience as ***excellent*** or ***good***, and **all** indicate they would recommend the experience to colleagues. Participants routinely state that they appreciate the ample

time for discussion and questions, the hands-on applied work sessions (during which faculty work on their own course materials) while the presenters were available for questions and clarification, the introduction to new technologies and time for reflection on which are suited to specific courses/instructors, and the specific lessons about considering inclusion and accommodations in online courses.

Culturally Responsive Teaching Academy

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

The CRTA begins with a multi-day summer institute in which participants engage in highly interactive sessions and sustained individual work time (click here for a sample schedule). The group reconvenes in mid-August for a half-day workshop and meets regularly throughout the academic year. An overview of the program can be found here.

2016-2017 Cohort

In the summer of 2016, a new cohort of the CRTA was established, bringing together **14** faculty and graduate students for the first non-pilot year of the program. Participants attended a four-day summer institute in June and met monthly throughout the fall and spring. The summer institute was revised heavily in light of lessons learned during the 2015 pilot; workshops focused on designing culturally responsive courses, featured learning-focused course design methods, as well as information about what multilingual students need in assignments and clear expectations. Cohort meetings during the academic year focused on topics of common interest and need, as well as common readings. Colleagues from INTO SLU also shared their expertise.

Feedback: At several points along the way, we collected feedback from participants about their experience – through online surveys, some interviews, and a debriefing session with the full cohort at the end of the academic year. Consistently, participants rated the experience of the program positively, and all offered constructive, useful suggestions for continuing to enhance the experience.

Other Assessment Data: In addition to participant feedback on *experience* in the program, we also asked participants to complete an online, anonymous self-assessment at two key points during the year: immediately before the summer institute and at the end of the fall semester. The purpose of this self-assessment was to understand how participating in the program may affect instructors' confidence about key aspects of culturally responsive teaching, such as their ability to: articulate ways in which the norms of U.S. post-secondary academic culture may differ from post-secondary academic norms in other countries /

cultures; articulate the ways in which [their] assumptions about teaching and learning are shaped by [their] cultural background; describe specific strategies for creating a classroom environment that can support learning for all students from a wide range of backgrounds, experiences, and perspectives; address academic integrity / honesty issues in ways that account for differences in cultural norms; assess written work equitably for students who may be English Language Learners; and make [their] expectations for a course explicit for students, among other things. Our logic in asking about degrees of confidence is to consider that instructors are less likely to employ culturally responsive course design and teaching strategies if they are not confident about what those strategies are or when/how they would be useful. For the second year in a row, the data from the pilot were very encouraging: 13 of the 14 participants completed the pre-/post-assessment, and there was a significant **increase in self-reported confidence levels in all 13 items** on the survey for **all** respondents. In all 13 items, the self-rated increase in confidence moved up a full step – from ***not confident*** to ***somewhat confident*** (or higher), from ***somewhat confident*** to ***confident*** (or higher), or from ***confident*** to ***very confident***. Additionally, for 7 of the 13 items, the self-rated increase in confidence moved up two steps. These results are promising and suggest the program is aligned and achieving its aims.

Ignatian Pedagogy Academy

In spring 2015, we successfully piloted a new, day-long retreat focused on Ignatian Pedagogy and contemporary contemplative pedagogies. In spring 2016, we offered the institute more broadly and had 25 attendees (more than double the attendance in 2015).That trend continued this year, as we hosted 22 attendees in spring 2017. This year's event focused on Ignatian discernment and intellectual inquiry. The **Ignatian Pedagogy Institute** is offered each spring on a three year cycle (contemplative pedagogies, social justice frameworks, and discernment practices). The purpose of the event is to deepen participants' knowledge of Ignatian pedagogy as an extension of Ignatian spirituality and to engage participants in a series of exercises that can be applied to courses across a range of disciplines and fields.

As a way to create communities of practice around mission-focused pedagogies, we continued the Ignatian Pedagogy Academy. In this multi-year experience, SLU faculty and graduate students interested in deepening their understanding of Jesuit education meet at least once per semester (for a workshop, a facilitated discussion, consideration of a common reading, etc.), and they participate in the series of three Ignatian Pedagogy Institutes. Participants who complete all three Ignatian Pedagogy Institutes and engage regularly in the community of practice meetings are designated as Ignatian Pedagogy Fellows. In the 2016-17 academic year, we had participation from 14 instructors from a variety of disciplines participating in the first community of practice cohort. We began the group with two sessions discussing *The Jesuit Education Reader* (edited by George Traub), and then moved on to discussing other texts that focused on applying Ignatian Pedagogy. Interest from the group continues. As we begin 2017-18, we plan to expand the cohort activities from just discussions of texts to also including mini-workshops on focused topics.

Assessment/Feedback: Of the **22** faculty and graduate students who attended the third offering of the Ignatian Pedagogy Institute, **16** completed a post-event feedback survey. **All** respondents rated the event as either ***excellent*** or ***good***, **all** said the activities they engaged in would be ***very useful*** or ***useful*** to their teaching, and **most** respondents named at least one concrete way they would use something they learned at the institute. This feedback was very consistent with that of the previous year.

Academic Portfolio Retreat

For the 20th year, Dr. **Marilyn Miller**, formerly of the Program on Teaching Excellence at University Missouri-Columbia and now a consultant for the U.S. Department of Agriculture, facilitated a two-day Academic Portfolio Retreat for SLU faculty seeking tenure or promotion. Offered jointly with the Office of Academic Affairs, this two-day retreat, held annually in the spring, provides an opportunity for faculty to analyze, reflect on, and organize evidence of their teaching, research, and service. Participants leave with a preliminary draft of their academic portfolio. In April 2017, **11 faculty members** from a variety of disciplines attended the retreat, which was held at Boileau Hall. At the end of the first day, we also held a reception to celebrate the 20th anniversary of this program; past attendees were invited to join the current year's cohort.

Assessment/Feedback: As always, participant feedback was extremely positive. In total, **9** participants completed the post-retreat evaluation survey, with **all** ***strongly agreeing*** or ***agreeing*** that their objectives for the retreat were met, the retreat was helpful, it would help them prepare their dossiers for tenure / promotion, and that they would recommend the retreat to colleagues.

Fellowships and Grants

Reinert Center Faculty Fellowships

Reinert Center Faculty Fellows typically work on specific projects (that they propose) during the fellowship year. Projects may focus on a specific topic related to pedagogical strategies, course design, and/or research on teaching and learning. One fellowship – the Mary L. Stephen Faculty Fellowship for Scholarly Teaching – is awarded specifically for projects that focus on the Scholarship of Teaching and Learning (SoTL); this fellowship is named in honor of the Center's former director, who retired in 2011 and continues to produce SoTL work today. Reinert Center Fellows receive a small stipend during their fellowship year. During the 2016-2017 academic year, the Reinert Center had no new Faculty Fellows. (Note: We awarded one fellowship, but the faculty member subsequently left the University.) Dr. Elena Bray Speth, a past Stephen Fellow for Scholarly Teaching, continued to serve in the role of Senior Faculty Fellow.

Innovative Teaching Fellowships

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

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

Instructional Developers in the Center, working to align learning objectives and teaching strategies and to identify appropriate tools and pedagogical strategies to achieve those objectives.

To see a list of 2016-2017 Innovative Teaching Fellows, see Appendix D. To see videos of this year's Innovative Teaching Fellows' presentations from our annual Learning Studio Symposium, see our Vimeo site.

Try It! Summer Mini-Grants

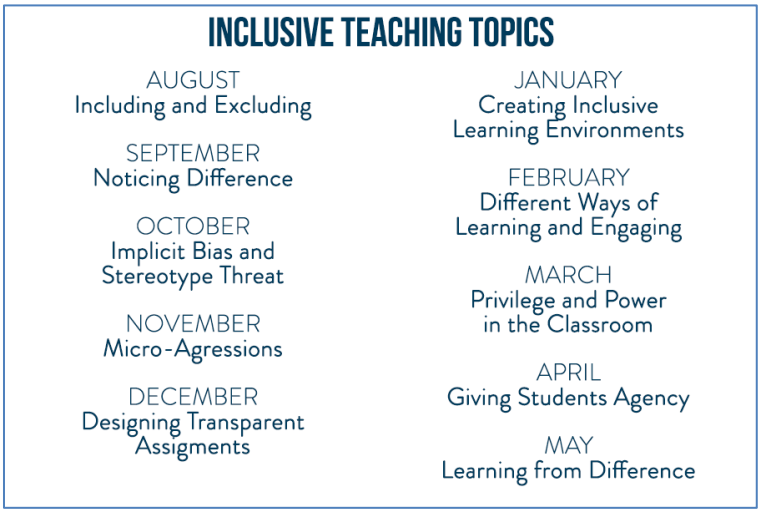
This year, due to budget constraints, the Reinert Center did not offer its *Try It!* Summer Mini-Grants. First launched in the summer of 2013 as a way to spark thoughtful and engaged experimentation with one new pedagogical strategy or tool, the program typically supports faculty members in developing as teacher-scholars by promoting innovative thinking about and approaches to teaching, learning, and student engagement.

Major Initiatives & Updates

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

Inclusive Teaching: Our Theme for 2016-2017

As we do every year, the Reinert Center focused particular programs and events for the year around a common theme. Our 2016-2017 theme was *Inclusive Teaching*, which we consider to be the intentional use of course design and teaching methods to create equitable learning environments where all learners can be successful, regardless of differences in identity, background, and ability. Inclusive teaching involves an explicit commitment to recognizing and minimizing the potential for exclusion, in everything from syllabus design to assessment methods, from instructional strategies to classroom layout. It is a commitment continuously enacted, in small and large ways. Because the topic of inclusive teaching is layered and complex, we focused on different aspects of inclusive teaching each month:



Some highlights from the year include:

- Development of multiple new web-based resources, including a robust blog series, 15 new short resource guides, 3 Before/After snapshots of course materials, and 2 annotated bibliographies.

- Multiple book groups (for faculty, for Certificate Program participants, and for Reinert Center staff) on Claude Steele's *Whistling Vivaldi*, to deepen understanding of stereotype threat, the ways in which it can impede student performance, and strategies for reducing it in the classroom.

- Performative keynote, ***Black Man/White Tower: The Promises and Pitfalls of Representation and Power in the Classroom***, by Bryant Keith Alexander (Professor and Dean in the College of Communication and Fine Arts at Loyola Marymount University).

- Two faculty panels.
    - Fall: SLU's Diversity Education Collaborative (DEC) shared their story in ***Inclusive Teaching through Interdisciplinary Effort: The Diversity Education Collaborative and SLU Acts***. Presenters were: **Ellen Barnidge** (Behavioral Science & Health Education), **Ilene Berman** (Fine and Performing Arts), **Sandra Naeger** (Social Work), and **Jennifer Ohs** (Communication). Panelists provided an overview of the collaborative, a summary of its inaugural SLU Acts event, assignment samples, and learning strategies associated with diversity and social justice education.
    - Spring: ***Working with Students Who Are Introverts: A Faculty Panel***, in which the faculty members **Stephen Belt** (Aviation Science), **Dan Finucane** (Theological Studies), and **Kim Levenhagen** (Physical Therapy) discussed a variety of effective practices for working with students who are introverts.

- Our annual Winter Institute, a day-long series of linked sessions, focused on ***Creating Inclusive Learning Environments***. **Dr. Peggy Brickman** of University of Georgia presented a keynote, ***Are Students Right to Perceive Group Work is a Waste of Their Time? Evidence That All Students Learn Better When They Collaborate*** followed by her workshop, ***Designing Collaboration to Ensure Equity***. Following lunch, participants attended two of three concurrent sessions hosted by SLU faculty: **Tony Breitbach** (Physical Therapy and Athletic Training), **Kathrin Eliot** (Nutrition and Dietetics), **Tony DeCesare** (Education), **Elizabeth Embry** (Global Health), **Amber Johnson** (Communication), **Benjamin DeFoy** (Earth and Atmospheric Sciences), and **Blythe Janowiak** (Biology).

2017 Winter Institute Concurrent Session

For a complete list of events offered and resources developed for this year, see Appendix E.

Advancing the Scholarship of Teaching and Learning

The Reinert Center continued to support and advance research and scholarship on teaching and learning (SoTL), through the James H. Korn Scholarship of Teaching and Learning Award, the annual SoTL Symposium, and consultations with individuals and groups interested in pursuing SoTL projects.

James H. Korn Scholarship of Teaching and Learning Award

In 2006, the Center established the James H. Korn Scholarship of Teaching and Learning Award in recognition of Dr. Jim Korn (professor emeritus, Psychology) for his many contributions to research on teaching and learning and his long-standing commitment in the Reinert Center. The Korn Award is given annually, through a peer review process. The selection committee was chaired by **Elena Bray Speth** (Biology), Senior Faculty Fellow in the Center, and was comprised of these SLU faculty members: **Dan Finucane** (Theological Studies), **Terri Rebman** (Environmental and Occupational Health), and **Sue Tebb** (Social Work). The 2016 recipient was **Rebecca Aldrich** (Occupational Science and Occupational Therapy) whose work studies a range of instructional innovations. The selection committee praised Dr. Aldrich's body of work as a rare example of *all* of the qualities the award seeks to recognize.

Jim Korn and Rebecca Aldrich

Scholarship of Teaching and Learning (SoTL) Symposium

In 2014 the Center hosted its first symposium to highlight SoTL work from SLU faculty and graduate students. In response to a campus-wide call for submissions in 2016, we hosted our third SoTL Symposium, featuring 6 posters from 34 SLU faculty and graduate student researchers. The Symposium was held in conjunction with the James H. Korn Award ceremony. In all, approximately **40 faculty and graduate students** attended the event. To read more about the Symposium, including a list of the presenters and projects highlighted, see the SoTL Symposium page on our website.

Supporting Campus Initiatives on Diversity and Inclusion

The Center continued to support campus-wide efforts to create more inclusive learning environments on campus. At the annual University-wide Graduate Assistant Orientation, Reinert Center Graduate Assistants, **Mitch Lorenz** (Psychology) and **Yang Li** (Education) conducted a workshop for new Teaching Assistants on ***Teaching a Diverse Student Population: A Focus on International Students***. Approximately **50 graduate students** attended. Building on our commitments in response to Dr. Pestello's 2015 call for action from all SLU departments, the Reinert Center decided to spend the year focused on ***inclusive teaching*** (as described

above) and to expand these efforts by applying for a Campus Dialogue Grant from Bringing Theory to Practice (also described above).In partnership with the Office of Diversity and Community Engagement, the Center supported SLU faculty participation in a webinar on difficult dialogues. Finally, all Reinert Center staff participated in the Diversity Awareness Partnership's Diversity Summit, which was held at SLU in June.

Deepening Understanding of Mission-Informed Teaching

As part of its mission, the Reinert Center seeks to advance understanding of the ways in which SLU's mission and our Catholic, Jesuit traditions inform classroom teaching. The work we did to support diversity, inclusion, and social justice educational initiatives was one way we supported mission-focused education at SLU. We also continued to offer **Introduction to Ignatian Pedagogy** workshops at New Faculty Orientation and for academic units upon request. And we hosted our third annual **Ignatian Pedagogy Institute** and continued the **Ignatian Pedagogy Academy** (as described above). Additionally, we renewed our collaborations with the Office of Mission and Identity by re-joining the planning committee for the Ignatian Luncheon and by co-sponsoring faculty-staff discussions of the twice-yearly publication, *Conversations on Jesuit Higher Education*.

Supporting New SLU Faculty

In addition to our regular offerings, the Reinert Center supports new and early-career faculty by providing additional resources and programming aimed specifically at this audience. We support new faculty by developing and leading sessions for University-wide New Faculty Orientations and New Adjunct Faculty Orientations, as well as by hosting our annual *New Faculty Welcome Reception* each August. Additionally, we provide orientations and workshops for new faculty upon request by colleges and schools. Finally, we continue to host (in partnership with the Office of Faculty Affairs) the annual Academic Portfolio Retreat for pre-tenured / pre-promotion faculty.

New Faculty Welcome Reception

Each fall, the Reinert Center hosts an open house / welcome reception for new faculty. This event provides an opportunity for new faculty – both full-time and part-time – to meet Reinert Center staff and to learn about Center services and programs. This year, Dr. **Nancy Brickhouse**, the University's provost, attended, along with approximately **25 faculty members**.

New Faculty Orientation Sessions

Each year, Reinert Center staff are invited to participate in the University's New Faculty Orientation. Typically, this involves greeting new faculty at the resource fair and facilitating breakout workshops. In August 2016, we hosted breakout sessions on ***Developing Effective Syllabi*** and ***Introduction to Ignatian Pedagogy***. Each breakout session was offered twice (for a total of 4 workshops); in all, **11 new faculty** attended the syllabus session and **8** attended the Ignatian pedagogy session. For the second year in a row, we also participated in the University-wide Adjunct Faculty Orientation, hosted by the Office of Faculty Affairs. Reinert Center staff facilitated discussions on services and programs available to adjunct faculty, as well as on our theme of inclusive teaching. In the spring semester, Reinert Center staff again contributed to a New

Faculty Orientation and Adjunct Faculty Orientation. Additionally, multiple departments, programs, colleges, and schools invited Center staff to participate in orientation sessions for new faculty, new graduate students, and/or new teaching assistants.

Enhancing and Expanding Our Online Resources

One area of focus this year was to enhance and expand our web-based resources for SLU faculty and graduate students. The need for what is often referred to as "just-in-time" teaching resources is well-known. Yet the Reinert Center also does not want to devote time and energy to reproducing useful resources from elsewhere on the web. This year, we significantly expanded our series of one-page Teaching Resource Guides as part of our Teaching Tips and Resources pages. Many of the new resource guides focus on a variety of topics related to this year's theme, Inclusive Teaching. Additionally, we continued to work on increasing the number of contributions to *The Notebook*, the Center's blog, by SLU faculty and graduate students. Over the next year, we have planned a number of new web-based resources on transforming learning and other just-in-time teaching topics.

In addition to just-in-time online resources, the Center launched a new online publication, *Technology for Teaching*. This e-journal is a semi-annual electronic publication focusing on pedagogy, educational technology, and evidence-based teaching strategies.

Assessing and Documenting Our Work

The Reinert Center remains committed to conducting our own work in ways that align with the Ignatian Pedagogical Paradigm and with the research on effective educational development practice. As such, we regularly assess and document our work in ways that are appropriate for teaching centers* and are aligned with our core values. We do this regularly and in multiple ways, from administering post-event and periodic campus-wide Service Quality Surveys to conducting regular exit surveys and interviews for Certificate Program participants to analyzing grant and fellowship reports to conducting periodic needs assessments. After gathering relevant data, we undertake individual and collective reflection in order to identify and implement any needed adjustments.

In 2016-2017, we continued to act on assessment data to improve programs and services and to enhance our assessment efforts, though continuing staffing shortages limited our ability to move forward with developing a comprehensive plan for regular assessment of all services and programs. Throughout the year, we continued to collect and analyze data and to identify areas for enhanced practice, and to immerse ourselves in the research literature on effective educational development practice.

** In assessing teaching center work, it is crucial to understand that measuring the impact of educational development work is not a straightforward prospect; it is labor- and resource-intensive to demonstrate direct effect on outcomes like student learning, although recently published work clearly demonstrates the impact of educational development on student learning and engagement (see Condon et al., Faculty Development and Student Learning: Assessing the Connections). What is somewhat easier to show is that educational development leads to change in instructor behaviors. As we continue to enhance our assessment efforts, we continue to strive for adopting methods that make effective and efficient use of Center resources and that reliably balance improving our own practice with embodying our commitment to anonymous and confidential work with individuals.*

Building Capacity for Our Work

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

In 2016-2017, Center staff members enhanced their own skills and knowledge by attending relevant conferences (e.g., the **POD Network annual conference**, the **Teaching Professor conference**, the **University of Missouri-St. Louis Focus on Teaching and Technology,** the annual meeting of the **Association of American Colleges and Universities**, and the annual **OLC Innovate conference**); participating in webinars (from **Educause Learning Initiative** and other organizations); and staying current on new research on learning, trends in higher education, and emerging practices in educational development. Enhancing the Center's capacity for grant-funded projects, **Mary Cook** completed **Research Administration Training**.

Several times over the past year, the staff came together for retreats and professional development sessions in which we developed our collective skills in key areas of practice through interactive, peer-led workshops and through common readings. Individuals also continued building their own knowledge base for topics relevant to their work in the Center. Continued strategic investments in current Reinert Center staff are essential in order to fill gaps left by position elimination in spring 2017.

Providing Leadership beyond the University

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

In the broader field of educational development, Center staff remain active in leadership positions, as well. **Chris Grabau**, instructional developer, continues to serve as an active member of the planning committee for the University of Missouri-St. Louis's annual Focus on Teaching and Technology Conference. (The Reinert Center has helped to shape this conference annually since its inception.) Reinert Center director **Debie Lohe** continued to serve in a leadership role in the Professional and Organizational Development (POD) Network in Higher Education (the largest professional society for educational developers in the world), through service on the organization's board of directors, Finance Committee, Governance Committee, and several ad hoc committees. Debie also was invited to again serve as a faculty member in the POD Network's bi-annual ***Institute for New Faculty Developers***, a week-long development opportunity for professionals new to the field. Through a joint partnership between the POD Network and the Association of American Colleges and

Universities, Debie was part of a facilitation team selected to lead a workshop at the AAC&U's annual meeting on ***Strategic Use of Your Center for Teaching and Learning***.

Strategic and Annual Planning

Although we have moved beyond the Reinert Center's last formal strategic plan, we continue to set annual goals with that plan as a backdrop and in response to strategic institutional initiatives. We initially delayed our next formal strategic planning process for two main reasons: the development of the University's most recent strategic plan and the vacancy of two full-time and one graduate student position in the Center. In March 2017, the Reinert Center learned those vacant positions were being eliminated. At this time, we are assessing the impact of these cuts; we have chosen, for the time being, to prioritize continuing to deliver quality services and programs over devoting the resources necessary to a formal strategic planning process. However, we are not operating without strategic priorities. Our sole aim in focusing our efforts in this way has been to make the most efficient and effective use of available Center resources in order to serve the largest number of faculty and graduate students in ways that are aligned with our core values and our mission and with the University's educational priorities more broadly.

Fortunately, the broad framework from our last strategic plan continues to have relevance for our work. It was intentionally developed with flexibility and longevity in mind. (For the Strategic Directions outlined in the most recent plan, see our website.) The goals we set for this academic year are clearly aligned with those directions, as well as with the University's current strategic plan.

2016-2017 Goals: Progress

Our last Annual Report articulated key goals for this year, and we made progress toward achievement of those goals even as we continued to provide high-quality services to individuals and to academic units. The table that follows lists the goal and highlights of progress toward achievement of the goal.

Goal	Highlights of Progress
Continue to assess and enhance existing programs, services, and online resources.	▪ Consultation assessment ▪ Post-event assessment (OTLI, Portfolio Retreat, Winter Institute, Ignatian Pedagogy Institute, etc.) ▪ Certificate Program exit surveys ▪ CRTA pre/post self-assessment ▪ Google analytics for blog/website ▪ Continuing analysis and use of results for improvement ▪ Significant increase in developing new online resources
Continue to serve both a support and a leadership role, within the University and in the broader field of educational development.	▪ Department/college invited workshops and retreats ▪ University service (see below) ▪ Professional service (see below) ▪ Invited workshops (see below) ▪ Leadership beyond the University (see above)

Goal	Highlights of Progress
Prepare a report on the first five years of the Learning Studio and the Innovative Teaching Fellowship that supports the faculty who teach there.	▪ Report: *in-progress* ▪ After assessment of state of the Learning Studio, investments were made to upgrade essential technologies to ensure viability in the future
Develop a new method of assessing the impact of the Innovative Teaching Fellowship on faculty pedagogical practice.	▪ Restructured the course (re)design semester to include greater consistency and exposure to evidence-based practice ▪ New post-fellowship survey is under development to better understand longer-term effective of fellowship ▪ Deepened understanding of appropriate assessment methods through conference sessions and reading
Review and revise the Certificate Program to create more flexibility and greater opportunities for expanding the program in the future.	▪ Review conducted revisions implemented ▪ Expanded paths for completion to include credit toward use of some services (e.g., classroom observations, SGIFs) ▪ Revised workshops that are the core of the program ▪ Greater flexibility creates opportunities to add new certificates in the future
Continue to explore ways the Reinert Center may contribute to the University's strategic plan.	▪ Reviewed strategic plan and identified goals and objectives with relevance for the Reinert Center ▪ Added service to new committees/task forces to ensure support for strategic plan initiatives ▪ Began exploring additional resource needs to support key initiatives ▪ Successfully sought Campus Dialogue Grant to support diversity and inclusion initiatives (see below) ▪ Aligned individual performance goals with Reinert Center and SLU strategic initiatives
Continue data collection efforts that can inform the Center's next round of strategic planning and begin to identify key milestones and timelines for that process.	▪ Continued to conduct regular assessment of services and programs ▪ Engaged Reinert Center Advisory Board on key questions for the Center's future; data will inform future strategic planning ▪ Identification of milestones and timeline: *in progress*
Continue to partner with other campus units to enhance programming for faculty and graduate students on key topics	▪ Co-sponsored the ***Mississippi Project Workshop: Infusing Sustainability into the Curriculum and Across the Region*** (along with the St. Louis Higher Education Sustainability Consortium and the Office of Sustainability) ▪ Co-sponsored ***Vocational Discernment of Our Students***, a workshop with Tim Clydesdale (with the VITAS program) ▪ Co-sponsored webinar, ***Move beyond Civility: How to Facilitate Difficult Dialogues in the Classroom***, with Kathy Obear (with Office of Diversity and Community Engagement) ▪ Other: co-sponsored conversation on *Conversations on Jesuit Higher Education* (with Office of Mission and Identity)

2017-2018 Goals

The Reinert Center team is currently reassessing our capacity to support the many initiatives underway, in the Center and at the University, in light of position eliminations earlier this year. Going forward, it will be important to make strategic decisions that allow us to maintain high-quality services and programs even as we anticipate growth in key areas. In a time of change at the University, we will be particularly attentive to creating supportive learning environments for faculty, to enhance motivation, engagement, and community.

Over the next academic year, we aim to make progress in several key areas, including:

- Analyze growth trends in Reinert Center programming and identify resources (e.g., financial, human) needed to support growth
- Continue to assess and build Center capacity for anticipated growth in key areas (e.g., STEM, distance education)
- Identify ways to expand opportunities for SLU faculty to engage with the Learning Studio
- Continue to assess and enhance existing programs, services, and online resources.
- Continue to serve and provide leadership within and beyond the University.
- Begin developing a new strategic plan for the Center (aligned with the University's strategic plan and emerging national trends)
- Continue outreach and collaboration with key stakeholders on campus (particularly in areas of anticipated growth, like STEM education, distance education, and technology use)

Service & Scholarly Activity

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

Awards and Grants

Campus Dialogue Grant (external)

In January 2017 the Reinert Center was awarded a Campus Dialogue Grant from the Bringing Theory to Practice project, a partner of the Association of American Colleges and Universities. The grant of approximately $5,000 funds a series of dialogues driven by two key questions: *What would it look like if all formal learning experiences at SLU were intentionally designed for inclusion? What would it take to get there?*

The series of five dialogues stretch across the 2017 calendar year. As requested by the funder, the campus dialogue team is comprised of campus stakeholders drawn from diverse areas and roles on campus: Marg**aret Bultas** (faculty in Nursing and member of the University Core Curriculum task force), **Laura Franklin** (chair of Fine and Performing Arts and member of the College of Arts and Sciences Core Curriculum Working Group), **Mona Hicks** (Dean of Students), **Chad Huddleston** (adjunct faculty in Sociology and Anthropology), **Jack Kennell** (chair of Biology), **Mike Lewis** (associate provost for faculty affairs and development), **Jonathan**

Smith (chief diversity officer), **Leah Sweetman** (Center for Service and Community Engagement), **Beth Tobo** (doctoral student in Epidemiology), and **Penny Weiss** (chair of Women's and Gender Studies). Dialogues are facilitated by Debie Lohe and Gina Merys.

During the year, core dialogue group members read texts in common and consider guiding questions linked to the Ignatian Pedagogical Paradigm and Bringing Theory to Practice's "greater purposes for higher education." As the title of the project – ***Dialogues toward Action: Inclusive Learning Experiences*** – makes clear, the ultimate goal of the dialogues is to develop an action plan to increase/enhance inclusive practice across the SLU undergraduate learning experience.

Scholarly Activity

Reinert Center staff members are active contributors to the broader professional community of educational developers and, often, to our own disciplines as well. Such contributions are important for credibility for our work with SLU faculty and graduate students, and they are important for demonstrating that the Center is a place with a vibrant intellectual identity. At a minimum, everyone in the Center maintains a commitment to building their own knowledge of the body of research on teaching and learning. Additional achievements by Center staff for 2016-2017 include: peer-reviewed conference presentations, workshops, and publications; service to professional organizations; and invited workshops and presentations.

Invited Workshops (external)

Lohe, Debra (co-facilitator). *Strategic Use of Your Center for Teaching and Learning*. Association of American Colleges and Universities Annual Meeting. San Francisco, California. January 26, 2017.

Lohe, Debra. Invited Faculty. Institute for New Faculty Developers. Professional and Organizational Development (POD) Network in Higher Education. Saratoga Springs, New York. June 20-23, 2017. Workshops facilitated or co-facilitated: *Conducting Formative Classroom Observations*; *Educational Developers and Educational Technologists: Collaborating across Cultures*; *Using Rubrics to Assess Student Learning*; and *What Works in Educational Development*.

Conference Presentations and Workshops (peer reviewed)

Fortney, James, & **Grabau, Chris**. *The Role of Care in Faculty Development*. Roundtable, Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Louisville, Kentucky. October 2016.

Merys, Gina, & **Lohe, Debra**. *Campus Internationalization Begins in Classrooms: Faculty Development as Organizational Development*. Professional and Organizational Development (POD) Network in Higher Education Annual Conference. Louisville, Kentucky. October 2016.

Publications (peer reviewed)

Harris, K.L. & **Fortney, James.** (2017). Performing Reflexive Caring: Rethinking Reflexivity through Trauma and Disability. *Text and Performance Quarterly*, 37, 20-34. doi: 10.1080/10462937.2016.1273543

Service Activity

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

University Service

In 2016-2017, service to the campus community took several forms, most notably committee membership and participation in other campus-wide initiatives that served to strengthen our ties to one another and to the campus. Center staff served on the following committees/task forces this year:

- Associate Deans and Directors for Graduate Education (Gina M. Merys, *ex officio*)
- College for Public Health and Social Justice Pedagogy Committee (Gina M. Merys)
- Health Information Management Advisory Board (Sandy Gambill)
- Innovation Kitchen Cabinet (Debra Lohe)
- Learning Technologies Advisory Committee (Sandy Gambill)
- Medical Faculty Development Committee (Gina M. Merys)
- Mid-Career Faculty Development and Promotion Committee (Debra Lohe)
- Operational Excellence Student Advising Initiative (Debra Lohe, Project Manager)
- Staff Advisory Committee (Mary Cook)
- Undergraduate Academic Affairs Committee (Debra Lohe, *ex officio*)
- Women Leading Women (Debra Lohe, Mentor)
- Writing Services Advisory Board (Gina M. Merys)

In addition to formal service on University committees, Center staff served as a resource to other campus-wide committees and working groups, including the Arts and Sciences Core Curriculum working group, the SLU Baccalaureate task force, and others.

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:

James Fortney

- Proposal Reviewer, POD Network Annual Conference

Sandy Gambill

- Proposal Reviewer, POD Network Annual Conference

Christopher Grabau

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

Debra Lohe

- Member, Core Committee (board of directors), POD Network
- Past Chair, Finance Committee, POD Network
- Member, Governance Committee, POD Network
- Chair, Ad Hoc Committee for Sponsored Sessions, POD Network
- Proposal Reviewer, POD Network Annual Conference
- Manuscript Reviewer, *International Journal of Academic Development*
- Manuscript Reviewer, *Innovative Higher Education*

Gina Merys

- Executive Committee Member, Research Network Forum at the Conference on College Composition and Communication (300+ person, international, pre-conference forum)
- Editorial Board Member, *Technoculture: An Online Journal of Technology in Society*
- Manuscript Reviewer, *Technoculture: An Online Journal of Technology in Society*
- Proposal Reviewer, POD Network Annual Conference

Other Campus Involvement

Reinert Center staff also continued to participate in other campus activities and initiatives, including Walk to Madrid, the Blue Santa toy drive, and other campus/community-building activities.

Appendices

The following appendices can be found below:

Appendix A: Reinert Center Advisory Board Members 2016-2017

Appendix B: Certificate in University Teaching Skills Recipients 2016-2017

Appendix C: Foundation Certificate Recipients 2016-2017

Appendix D: Innovative Teaching Fellows 2016-2017

Appendix E: Inclusive Teaching Year At-A-Glance

Appendix A: Reinert Center Advisory Board Members 2016-2017

Amanda Albert, M.S.L.I.S *Pius XII Memorial Library*	**Hisako Matsuo, Ph.D.** *Sociology and Anthropology*
Rebecca Aldrich, Ph.D., OTR/L *Occupational Science/Occupational Therapy*	**Alex Ocasio** *English (Graduate Student Representative)*
Debra Barbeau, Ph.D. *Accounting*	**Terri Rebmann, Ph.D.** *College for Public Health and Social Justice*
Stephen Belt, Ph.D. *Aviation Science, Parks College*	**Bobbi Shatto, Ph.D.** *Nursing*
Vincent Casaregola, Ph.D. *English*	**Stuart Slavin, M.D.** *School of Medicine*
Daniel Chornet, Ph.D. *SLU-Madrid*	**Bryan Sokol, Ph.D.** *Center for Community Engagement*
Robert Cole, Ph.D. *Educational Studies*	**Elena Bray Speth, Ph.D.** *Biology*
Kyle Crews, M.A. *School for Professional Studies*	**Sue Tebb, Ph.D.** *School of Social Work*
Daniel Finucane, Ph.D. *Theological Studies*	**Constance Wagner, J.D.** *School of Law*
Elizabeth Gockel-Blessing, Ph.D. *Clinical Laboratory Sciences*	**Lisa Willoughby, Ph.D.** *Psychology*
Kim Levenhagen, DPT *Physical Therapy & Athletic Training*	

Appendix B: Certificate in University Teaching Skills Recipients 2016-2017

Name	Department	Mentor
Rabyah Alanazi	Educational Studies	Joy Voss
Mayra Aragon Prada	Medical Family Therapy	James Zubatsky
Jesse Balaban-Feld	Biology	Thomas Valone
Brittney Bauer	Business Administration	Brad Carlson
Leamon Bazil	Philosophy	Michael Barber
Robert Bodor	Medicine	Stuart Slavin
Amy Boland	History	Steven Schoenig
Amber Eischen	Chemisty	Dana Baum
Jill Fitzgerald	Physical Therapy	Ginge Kettenbach
Alicia Flach	Physical Therapy	Darina Sargeant
Gina Fullam	Healthcare Ethics	C. Griffin Trotter
Jatinderpal Gosal	Medicine	Stuart Slavin
Tanyathorn Hauwadhanasuk	Educational Studies	Nikki Murdick
Erica Holbrook	Medicine	Stuart Slavin
Courtney Iberg	Medicine	Daniel Hawiger
Michelle Jaques	Psychology	Terri Weaver
Cherell Johnson	Educational Leadership & Higher Ed	Karen Myers
Clark Johnson	Business/Finance	Jase Ramsey
Lindsey Joyce	Nursing	Cynthia Rubbelke
Ilwoo Ju	Communication	Daniel Kozlowski
Leah Kaylor	Psychology	Terri Weaver
Martha Kennedy	Medical Imaging and Radiation Therapeutics	Sherri Bicklein
Laura Klein	Biology	Allison Miller

Nicole Koopman	History	Steven Schoenig, S.J.
Kayla Kostelecky	Healthcare Ethics	Erica Salter
Kathryn Krupsky	Public Health	Ellen Barnidge
Allison Kunerth	Public Health	Alan Zelicoff
Susan Lee	American Studies	Matthew Mancini
Yang Li	Educational Leadership & Higher Ed	Amerita Chaturvedi
Dana McWay	Health Informatics & Information Mgmt	Teresa Neal
Adam Messer	Theological Studies	Matthew Thiessen
Hayford Nsiah	Public Policy Studies	Scott Harris
Priya Parikh	Medicine	Stuart Slavin
LaTrina Parker	Educational Leadership & Higher Ed	Ellen Harshman
Benjamin Peet	Mathematics	Michael May
Eleanor Peters Bergquist	Behavioral Science and Health Education	Lauren Arnold
Katelyn Poelker	Psychology	Judith Gibbons
Scott Salomone	Medicine	Stuart Slavin
Avni Shah	Medicine	Stuart Slavin
Anokhi Shah	Medicine	Stuart Slavin
Neil Shaw	Medicine	Stuart Slavin
Maya Tabet	Public Health	Jen Jen Chang
Lorinette Wirth	SLUCOR	Leslie Hinyard
Tyler Zahrli	Healthcare Ethics	Erica Salter
Justin Zweck	Biology	Kasey Fowler-Finn

Appendix C: Foundations Certificate Recipients 2016-2017

Name	Department
Saleh Alanazi	Educational Leadership & Higher Ed
Wala Almostadi	Public Policy Studies
Jason Chen	Philosophy
Isabella Cova	Nutrition & Dietetics
Joseph Eisner	Mathematics and Computer Science
Priscilla Fernandez	Psychology
Savitri Grover	Political Science
Scott Hessel	English
Angela Hiefner	Medicine
Paul Hotfelder	Sociology & Criminology/Criminal Justice
Krista Hyde	Philosophy
Anne Ilvarsonn	Integrated & Applied Sciences
Breanna Kemper-Damm	Medical Family Therapy
Kathleen Kienstra	Medical Imaging and Radiation Therapeutics
Mitchell Lorenz	Psychology
Cassidy McCandless	Nutrition & Dietetics
Taehwan Park	SLUCOR
Ashaki Patel	Medicine
Tesa Rigel Hines	Public and Social Policy

Appendix D: Innovative Teaching Fellows 2016-2017

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 2016	Spring 2017
Chris Carroll *Civil Engineering*	**Simone Bregni** *Languages, Literature, and Culture*
Cathleen Fleck *Fine and Performing Arts*	**Amber Knight** *Political Science*
Amber Hinsley *Communication*	**Dyan McGuire** *Criminology & Criminal Justice*
Alyssa Wilson *Social Work*	**Jeffrey Wickes** *Theological Studies*

Appendix E: Inclusive Teaching Year At-A-Glance

AUG | **Including and Excluding**	SEPT | **Noticing Difference**	**OCT | Implicit Bias and Stereotype Threat**
Who's "included and excluded" in our courses; key terms for the year; "inclusive teaching" as an *orientation*, not just a set of practices	Unpacking/making visible layers of difference; not privileging specific differences/identities over others; inclusive teaching = good for all	Understanding implicit bias and stereotype threat; how to recognize, acknowledge, and address/reduce
▪ Blog: Inclusive Teaching: Thoughts on the Reinert Center's 2016-2017 Theme ▪ Blog: Ignatian Pedagogy as Critical Pedagogy ▪ Blog: Acknowledging Difference on the First Day ▪ Bibliography: Inclusive Teaching Resources in the Reinert Center Library	▪ Blog: Intersectionality in Action ▪ Panel: SLU Acts/DEC Faculty ▪ RG: Seeing the Diversity in Your Class ▪ Blog: Who Are You Excluding? ▪ Annotated Bibliography: 5 Resources on Responding to Written Work from English Language Learners ▪ RG: Creating Inclusive Course Assignments ▪ Workshop: Classroom Management and Maintaining Civility ▪ Webinar: Difficult Dialogues in the Classroom (co-hosted external webinar)	▪ Blog: Implicit Bias ▪ RG: Difficult Dialogues ▪ Blog: Course Design Strategies for Student Identity Development ▪ Blog: Instructor Identity I: Student Implicit Biases ▪ RG: Understanding Stereotype Threat ▪ RG: Reducing Stereotype Threat in the Classroom ▪ Blog: What Should We Know about Stereotype Threat? ▪ Lit Review: Student Development Identity Theory ▪ Call for Proposals: Winter Institute Proposals ▪ Blog: Facilitating Diversity Discussions ▪ Book Groups: Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do
NOV | Micro-Aggressions (and other micros)	**DEC | Designing Transparent Assignments**	
Understanding micro-aggressions, -assaults, -inequities, -affirmations, etc.; how to recognize, acknowledge, and address/reduce	Understanding Transparency in Teaching as applied; how transparent assignments = inclusive	Key: **Blog** = Blog post on *The Notebook* **RG** = Resource Guide **Before/After** = Sample course materials *All web-based resources are aggregated on the Inclusive Teaching Resources page of our website [LINK].*
▪ Praxis Workshop: Facilitating Diversity Discussions for Any Discipline ▪ Mini-Workshop: What are Micro-Aggressions? ▪ RG: Avoiding Micro-Aggressions ▪ Before/After: Syllabus Statements ▪ Workshop: Active Learning Techniques that Promote Inclusion ▪ Blog: Academic Rigor and the Inclusive Classroom	▪ Blog: Transparent Assignments ▪ Blog: How Inclusive Are Your Courses? Tools for Self-Assessment ▪ RG: Assessment in Diverse Classrooms ▪ RG: Active Listening to Support Inclusive Teaching	

JAN | **Creating Inclusive Learning Environments**	FEB | **Different Ways of Learning and Engaging**	MAR | **Privilege and Power in the Classroom**
Factors that contribute to inclusive learning environments; features of collaborative learning (in large and small classes) that promote inclusion and equity; SLU faculty examples	Understanding different ways of learning/knowing; not just learning preferences/"styles," but also engaging different abilities and personalities (introverts/extroverts), English Language Learners	Understanding and acknowledging different aspects of power and privilege in the classroom – instructors', not just students' – and implications for inclusive teaching
▪ Winter Institute: Creating Inclusive Learning Environments (with Peggy Brickman) ▪ RG: Inclusive Online Teaching ▪ Blog: Using Twitter to Promote Inclusive Learning ▪ Blog: Features of an Inclusive Syllabus ▪ Before/After: Syllabus with Universal Instructional Design Features	▪ Panel on Working with Introverts ▪ Praxis: Pop-Culture in Education As a Liberation Practice ▪ Blog: Lit Review on Learning Styles ▪ Blog: Queer Pedagogy ▪ Blog: Person-Centered Perspectives on Inclusive Teaching ▪ Mini-Workshop: The Graphic Syllabus ▪ Before/After: Graphic Syllabi	▪ Ignatian Pedagogy Institute (discernment) ▪ Bryant Keith Alexander workshop on power and privilege in the classroom ▪ Blog: The Graphic Syllabus
APR | Giving Students Choice / Student Agency	**MAY | Learning from Difference**	
Understanding importance of sharing agency in course design, assignment choice, grading, etc. – and implications for practice	A look back at the year; identifying lessons and opportunities in difference; different perspectives from University	Key: **Blog** = Blog post on *The Notebook* **RG** = Resource Guide **Before/After** = Sample course materials *All web-based resources are aggregated on the Inclusive Teaching Resources page of our website [LINK].*
▪ Blog: Strategies to Enhance Empathy Development in College Teaching ▪ RG: Giving Students Agency ▪ Blog: Giving Students Agency ▪ RG: 2 Paths to Student-Created Rubrics ▪ Workshop: Understanding Common Mindsets of International Students about Learning	▪ Blog: Student-Teacher Narratives: Teaching at the Intersection of Identities ▪ Blog: A Year of Inclusive Teaching: Closing Reflections	

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