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More than 500 unique attendees, including: 233 full-time faculty, 16 part-time faculty, 2 visiting faculty members, 171 graduate students, and 81 staff

46 Certificate recipients: 39 graduate students and 7 faculty members

A review and revision of the Certificate Program and its m[(fa)4(c)3Quir(ert)1(ts)5(an)-TBT1 0 0 1 408.19 6916.99m

## History

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

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

## Vision and Mission

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

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



## People

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

Debra Rudder Lohe, Ph.D.	Director	<a href="mailto:dlohe@slu.edu">dlohe@slu.edu</a> ; 314.977.3485
Gina Merys, Ph.D.	Assistant Director, Faculty & Graduate Student Development	<a href="mailto:gmerys@slu.edu">gmerys@slu.edu</a> ; 314.977.2197
Michaela Thornton, MFA	Assistant Director, Instructional Design	<a href="mailto:mthornt7@slu.edu">mthornt7@slu.edu</a> ; 314.977.1910
Katie Beres, M.A.	Instructional Liaison	<a href="mailto:kberes1@slu.edu">kberes1@slu.edu</a> ; 314.977.3533
Mary Cook, M.A.	Administrative Secretary	<a href="mailto:mcook25@slu.edu">mcook25@slu.edu</a> ; 314.977.3944
Sandy Gambill, M. Ed.	Instructional Designer	<a href="mailto:gambill@slu.edu">gambill@slu.edu</a> ; 314.977.7202
Chris Grabau, M.A.	Instructional Designer	<a href="mailto:grabaucr@slu.edu">grabaucr@slu.edu</a> ; 314.977.4167
Jerod Quinn, M.Ed.	Instructional Designer	<a href="mailto:jquinn14@slu.edu">jquinn14@slu.edu</a> ; 314.977.4168
Kim Scharringhausen*	Instructional Liaison	<a href="mailto:scharringhkr@slu.edu">scharringhkr@slu.edu</a> ; 314.977.3522
Erin Solomon	Graduate Assistant	<a href="mailto:cttl@slu.edu">cttl@slu.edu</a> ; 314.977.2231
Dipti Subramaniam, MPH	Graduate Assistant	<a href="mailto:cttl@slu.edu">cttl@slu.edu</a> ; 314.977.2231




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

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

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

, Ph.D. (Chemistry), chaired our Mentoring Committee, working with new SLU faculty members to find mentors outside of their home department, and he also worked on initiatives focused on teaching large classes and on the "flipped" e

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



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

## Events: At-A-Glance

The Reinert Center hosted a record number of events during 2012-2013. The vast majority of Reinert Center events are open to educators (full- and part-time faculty, graduate students, and teaching staff) from across the University and typically focus on a broad range of topics, including: general educational theories and classroom practices; teaching with technology; assessment of teaching and learning; student learning, development, and engagement; and the scholarship of teaching and learning (SoTL). The largest number of teaching workshops we offer each year are the Effective Teaching Seminars (ETS) associated with our Certificate



The demographic breakdown for these attendees was as follows:

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

While Center staff members facilitate many workshops and other events, we also are fortunate to have a wide range of external guests, SLU faculty, and other campus collaborators who share their expertise and time at Center events each year. In 2011-2012, 249.29 Tm[(.)249.29 Tm41.85[(.)3()4()4BT1 0 0 1 288.41 366.71 T57[(.)3().

Stephen Belt,  
Russell Blythe,  
Elena Bray Speth,  
Mary (Rina) Chittooran,  
Jim Fisher,  
Miriam Joseph,  
Anastasios Kaburakis,  
Kim Levenhagen,  
Mike Lewis,  
Laurie Mazzuca,  
Anne McCabe,  
Stephanie Mooshegian,  
Karen Myers,  
Ken Parker,  
Darina Sargeant,  
Sara Scholtes,  
Karla Scott,  
Stuart Slavin,  
Jonathan Smith,  
Bryan Sokol,  
Sue Tebb,  
Paaige Turner,

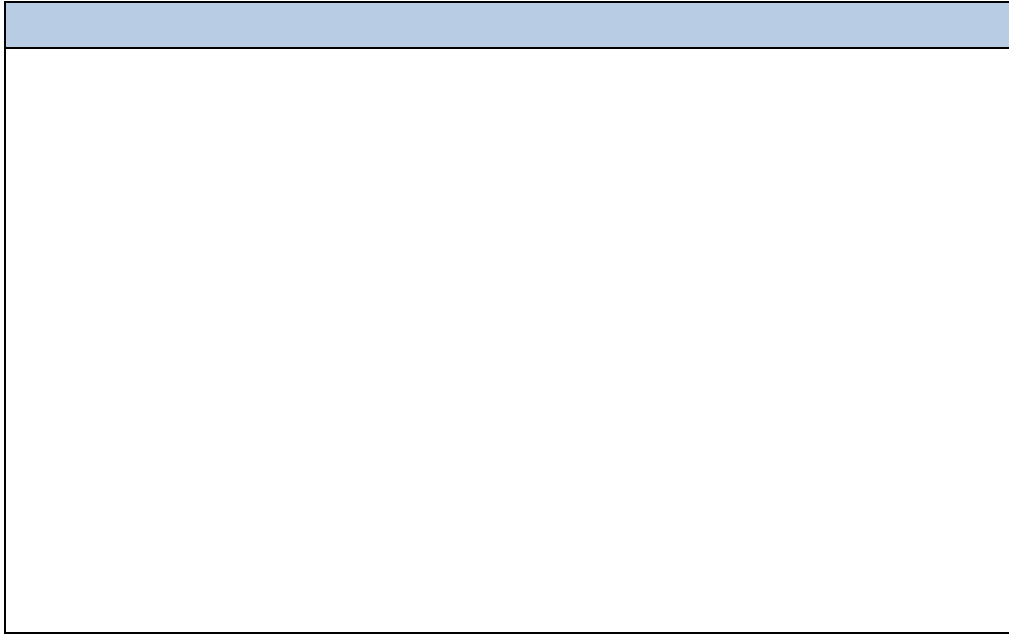
## Signature Services: At-A-Glance

Center staff members provided a wide range of services to SLU faculty, graduate students, and teaching staff. Signature services include: teaching consultations, formative classroom observations, mid-semester focus groups with students, and ongoing instructional design assistance. All services provided to individuals are confidential and provided at the request of the instructor. (I.e., deans, chairs, and other academic administrators may not request that Reinert Center staff members provide these services for others.) For

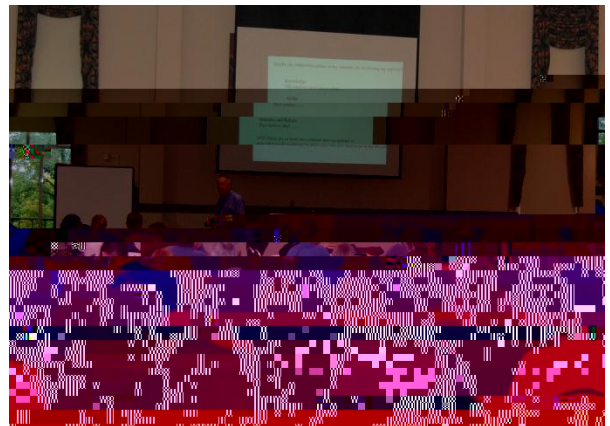




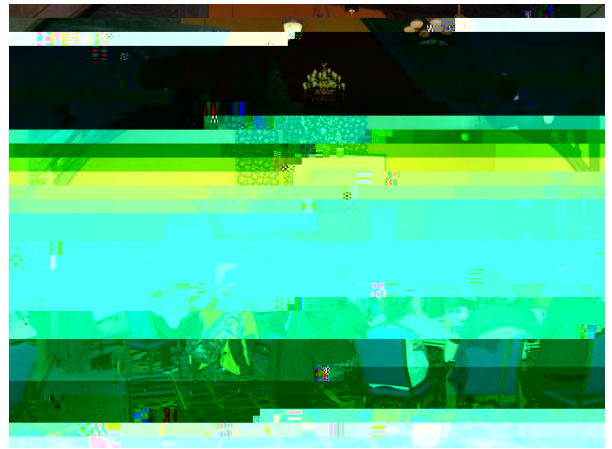




Other highlights from 2012-2013 include: 1) the presence of 45 attendees across three CUTS Orientation



The [Winter Institute](#), a day-long series of linked workshops, focused on \_\_\_\_\_, with a morning keynote,



The Fellowship program provides for a one-semester, one-course reduction in teaching load during the

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

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

### *Caring for the Whole Student*

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

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

In the spring semester, the Reinert Center held a series of conversations focused on globalized distance learning initiatives, [\\_\\_\\_\\_\\_](#). This series was funded by the [Association of American Colleges and Universities](#), through its [Bringing Theory to Practice Project](#), which we were awarded in August 2012.

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



## Changing Our Name

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

## Launching Our New Website

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

### *The Notebook*

One major effect of launching a new website was that it allowed us to shift \_\_\_\_\_ from a quarterly newsletter to a weekly blog. Before it was a blog feature, \_\_\_\_\_ was our quarterly newsletter (first in print, then in electronic form). Archives of \_\_\_\_\_ can be found on our website [here](#). The new format allows us a more dynamic, timely, and interactive way to share experience and research on \_\_\_\_\_



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

## Revising the Certificate Program

During 2012-2013, the Center undertook a significant review of its Certificate Program. The certificates offered by the Center have remained largely unchanged in the almost-twenty years of their existence (aside from some occasional fine-tuning), yet the context of teaching and learning in higher education has changed dramatically in that time.





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

Finally, the Learning Studio serves as a sandbox, or experimental learning space, for testing various software and hardware, and Innovative Teaching Fellows and Center staff members share lessons learned about what works well and what doesn't with various stakeholders.

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





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

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

In addition to facilitating two teaching workshops at Graduate Assistant Orientation, Center GAs and staff members were available during the information fair at both Graduate Student Orientation and Graduate

## Assessing & Documenting Our Work

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

As part of our strategic planning efforts, we have set a goal of enhancing our efforts to and methods for assessing the impact of our work. (It is worth noting that measuring the impact of instructional development work is not a straightforward prospect; it is virtually impossible to demonstrate direct effect on things like student learning, although we can strive to have an effect on instructor behaviors. As we seek to enhance our assessment efforts we also remain committed to






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

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

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



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

## Scholarly Activity

Reinert Center staff members are active contributors to the broader professional community of educational developers as well as to our own disciplines. Such contributions are important for credibility in the work we do with SLU faculty and graduate students, and they are important for achieving recognition for the Center and the University in broader academic circles. Our scholarly activities for 2012-2013 include: peer-reviewed conference presentations, workshops, and publications; service to professional organizations; and invited workshops and presentations.

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

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





and . "A Model for Diffusion of Sustainable Pedagogies." , Ed. Russell Carpenter, Dickie Selfe, Shawn Apostel, and Kristi Apostel . Computers and Composition Digital Press. (forthcoming)

, Peter Khost, and Charles Sweetman. "Rethinking and Unthinking the Graduate Seminar," Duke University Press. (forthcoming)

. "Paulo Freire and the Jesuit Tradition: The Relationship between Jesuit Rhetoric and Freirean Pedagogy." Co-Written with Thomas Pace, . Fordham University Press. (forthcoming).

. Webtext interview of Dr. William Endres, Assistant Professor of English and Computer Science, University of Kentucky, for

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Reinert Center staff members served on many

- Reviewer,



The following appendices can be found below:

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

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

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

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

[Appendix E: Certificate Program Revisions](#)

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

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

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

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

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





Chris Sebelski

Physical Therapy

Darina Sargeant

Jennifer Smith

Psychology

Donna LaVoie



## Appendix C: Participation Certificate Recipients 2012-2013

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

## Appendix D: Innovative Teaching Fellows 2012-2013

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

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Spring of 17SLawQq87.624 593.74 2182003Tn

Additionally, 2011-2012 Innovative Teaching Fellows \_\_\_\_\_, Ph.D. and \_\_\_\_\_, Ph.D. also taught their courses from the previous year in the Learning Studio.

Appendix E



## Appendix F: Inside the Learning Studio

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

Flexible seating, including bar seating and movable furniture

A multi-point, multi-source video wall consisting of 18-46" video screens

Personal computers for student use during class time, including 26 iPads, 13 tablet PCs, and 7 MacBook Pros for more robust, user-friendly content-creation

Five portable media kits, which include Zoom Q3HD video cameras, that may be checked out by students at the Instructional Media Center for out-of-class or in-the-field multimodal learning projects

Wireless projection capabilities for both iPads, MacBook Pros, and tablet PCs and a wireless mouse and keyboard for the teacher workstation computer for more mobile teaching

Portable Pico projectors

Ample whiteboard space, including 5 portable whiteboards for team-based, collaborative learning

A Pan-Tilt-Zoom (PTZ) HD and stationary HD cameras for multi-source video conferencing (Fuze Meeting) and lecture capture (Tegrity)

Tegrity Lecture Capture capabilities, including several ceiling microphones and HD and PTZ HD cameras for enhanced audio and visual quality of in-class recordings

Crestron room controls for easier instructor regulation of source projection, room environment, and multimedia viewing

An updated teacher workstation with the option to teach in a PC or Apple operating system (Mac Mini since Spring 2013), depending on the instructional need

Improved teacher workstation visibility in coordination with the video wall with an extended desktop view via two desktop monitors

	Higher Education and Educational Research 670: College Teaching for the Higher Education program (graduate)
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allows faculty and students to wirelessly and seamlessly share what they're working on through the Video Wall with Learning Studio iPads or the operating system, OS X Mountain Lion

gives faculty an option between which operating system they prefer teaching with (PC or Apple) via the teacher workstation and assists faculty who wish to model multimodal projects and the content-creation and editing processes particular to Apple programs such as iMovie (video), GarageBand (audio), et cetera.

give students an option between which operating system they prefer learning in (PC or Apple) and helps students learn by doing through user-friendly content-creation and editing programs such as iMovie (video), GarageBand (audio), et cetera.

mounted at a wall height that promotes a more realistic, face-to-face view for video conferencing and less of a "security-camera feel" for collaborative learning experiences, such as the institutional partnership Innovative Teaching Fellow, Dr. Beccy Aldrich fostered with the Karolinska Institutet in Stockholm, Sweden.

For every piece of successful software or hardware tried in the Learning Studio resides an instructive "failure." In this past academic year, for example, we've learned through demonstration that Mondopads, giant touch tablets often used for video conferencing that st008mc2 4(c)3(e)] TJETBT1 0 0 1 154.Q mB-4(m(F)4(or ev)-4(e)9

Appendix G: Summer Mini-Grants Awarded in 2013





## Appendix H: Reinert Center Strategic Plan Executive Summary

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

In recent years, the CTTL has enjoyed a period of tremendous growth: demand for services and programs is on the rise (at both the individual and unit-level), and the regional and national reputation of the Center and its staff are growing. In 2011, the University invested new resources in the Center, doubling the size of the staff and creating the Learning Studio and the Innovative Teaching Fellowship that support teaching there. In 2012, the Center officially changed its name to better represent the importance of transformational teaching and its renewed commitment to innovative, reflective pedagogical practice. The new name also better represents a larger vision for the Center and its role at the University, and the degree to which it has become ingrained in the larger University community. As we look ahead to the next three years of the Center's development, we anticipate a number of shifts in the instructional needs of SLU educators and in the University's larger educational initiatives – all of them consistent with broader shifts in higher education generally and in the profession of faculty/instructional development. All of these shifts are likely to mean



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



Organizational Note: The structure of the strategic plan that follows is adapted from the framework established by the UnivheE /

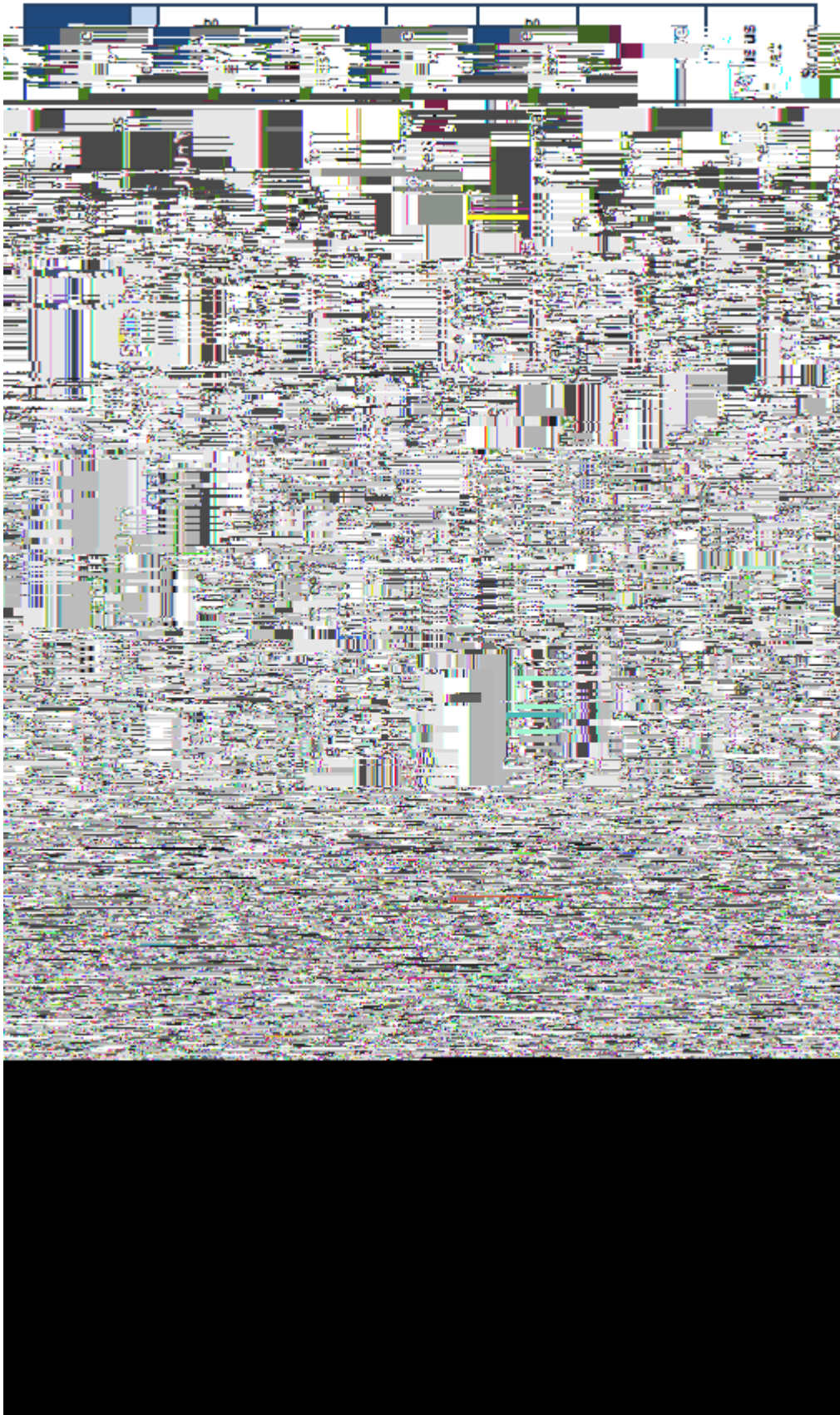
# Appendix I: Reinert Center Strategic Plan: Year 1 Progress



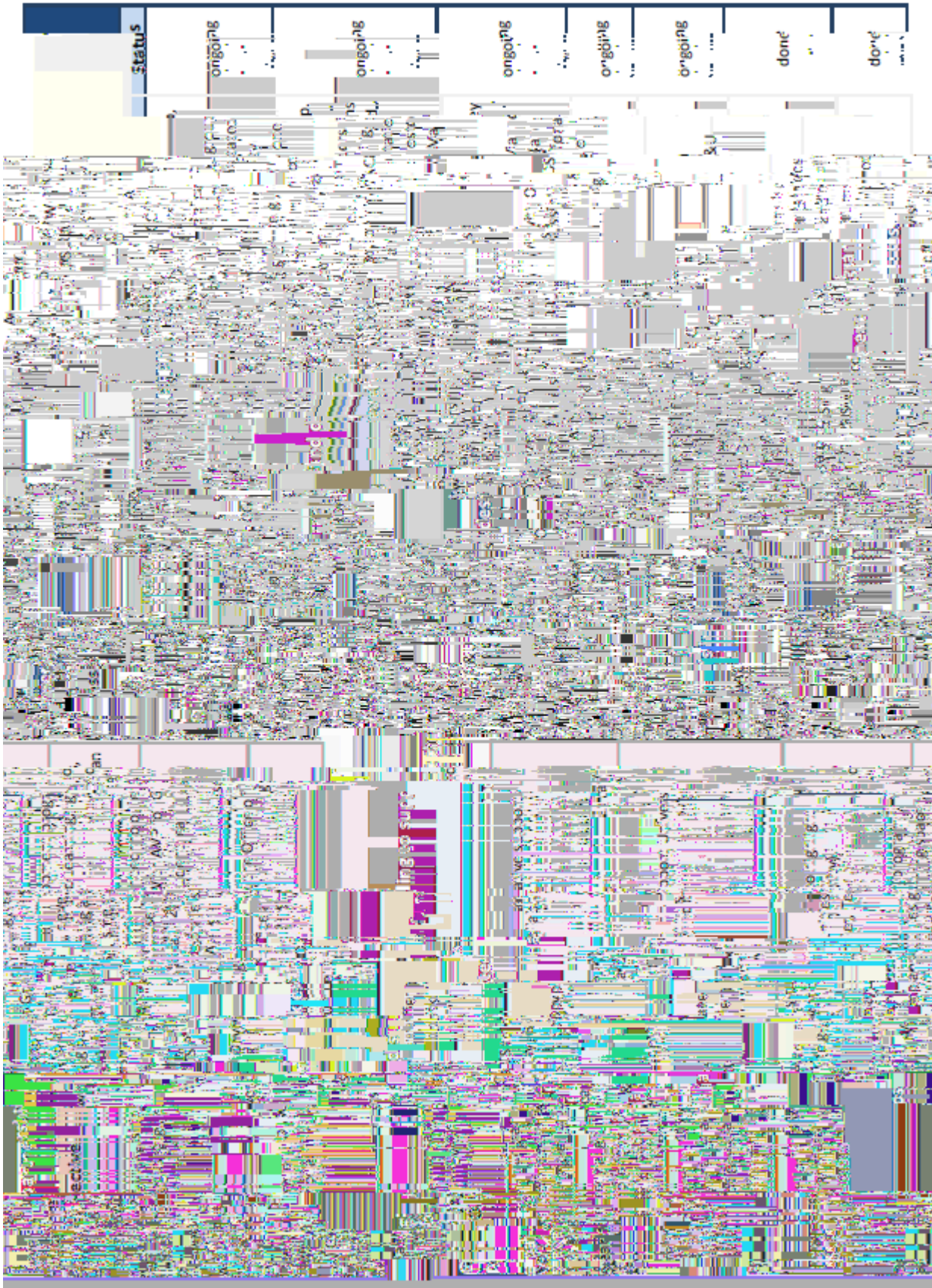




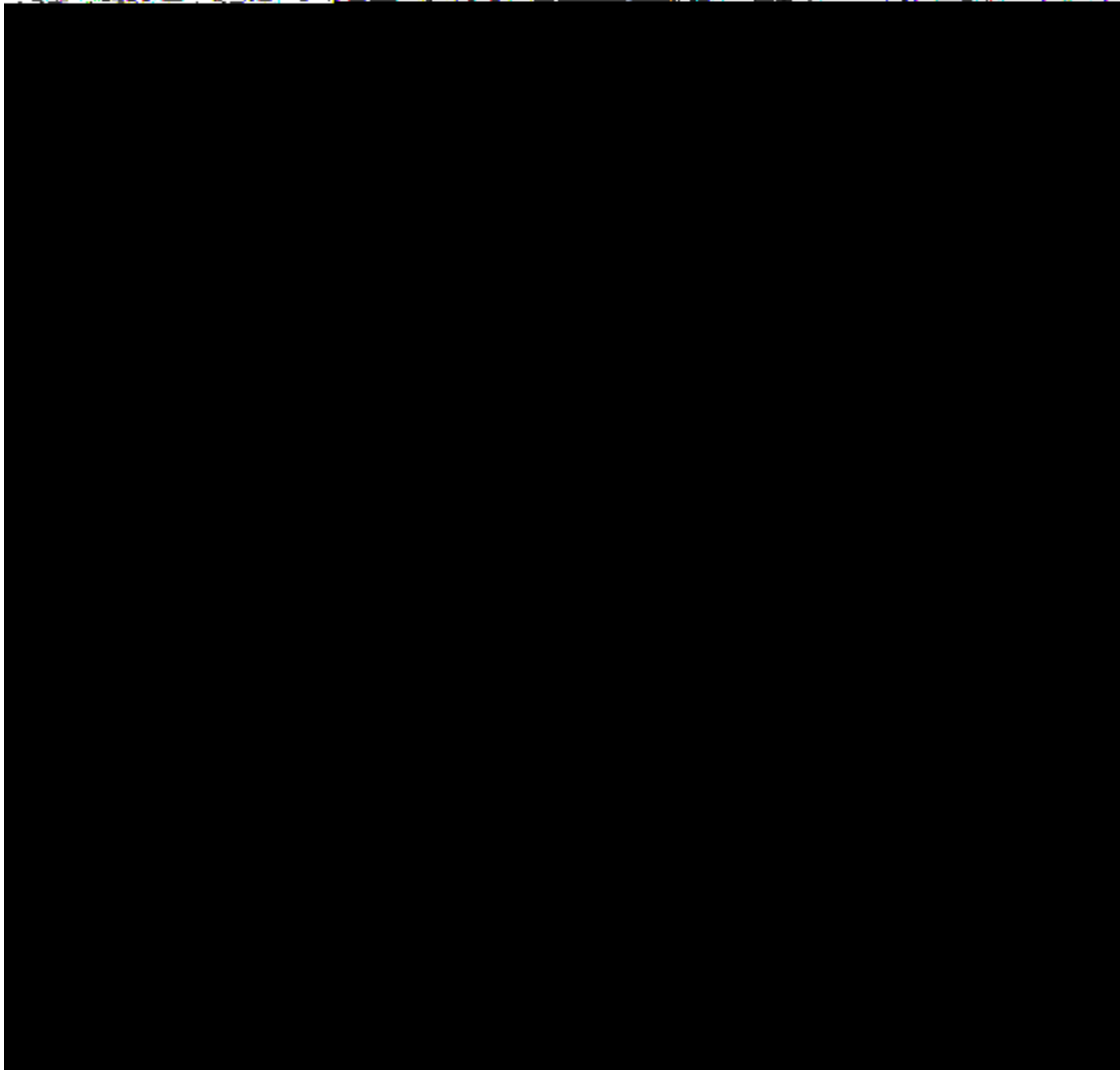
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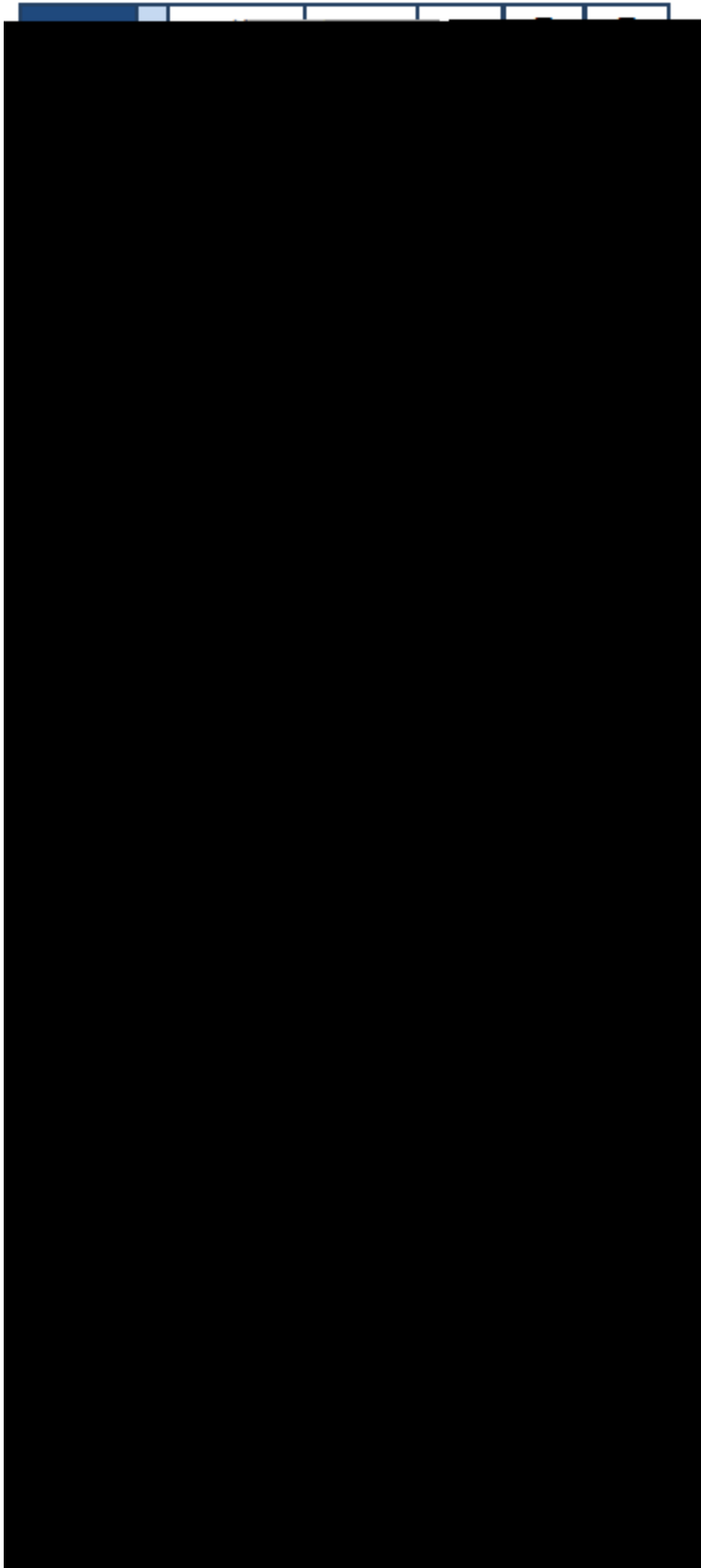


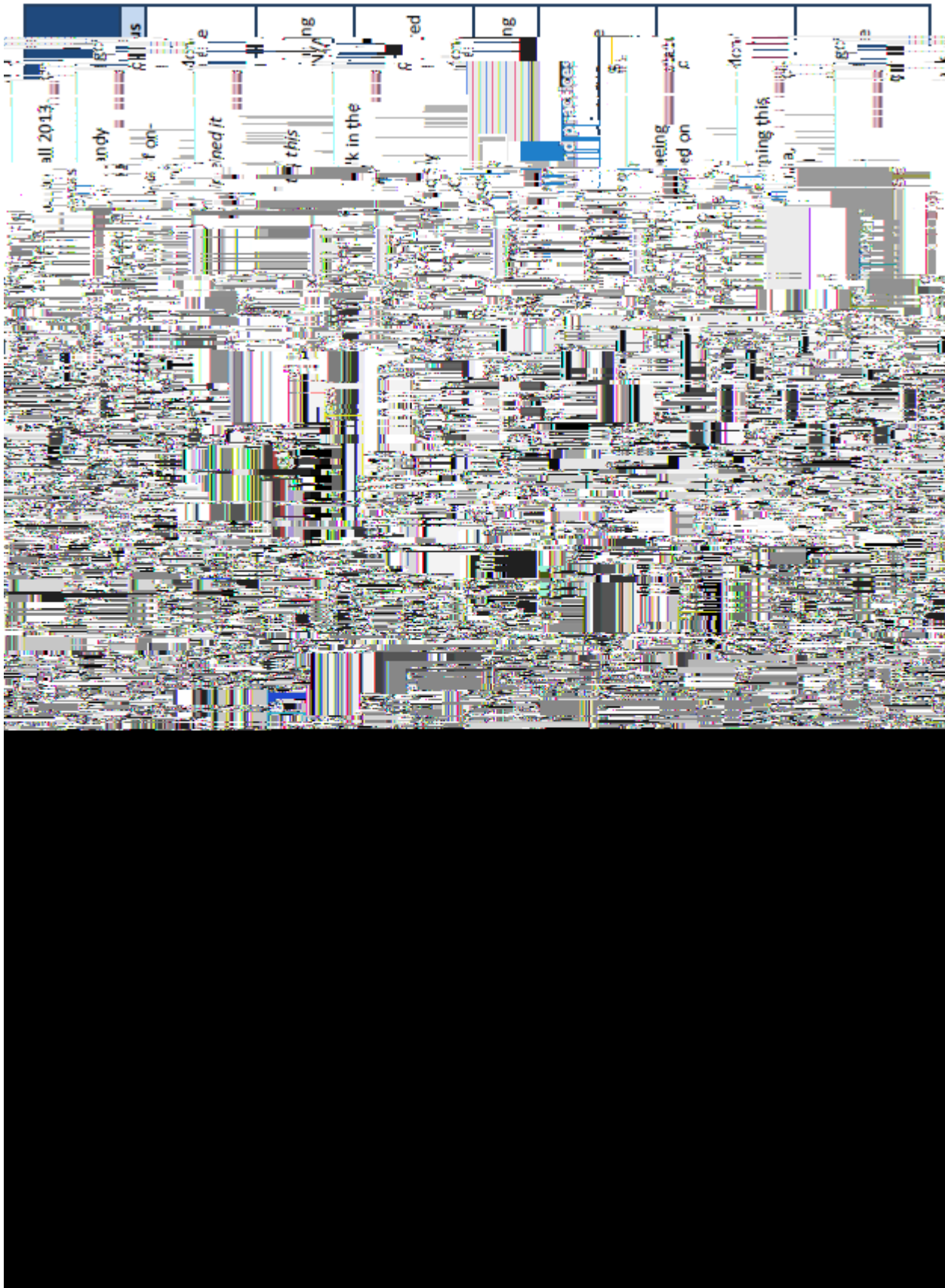




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## Appendix J: Reinert Center Strategic Plan: Year 2 Goals

- a. Develop 1 new workshop: (focused on synchronous learning experiences).
- b. Develop 1-2 new webpages of resources on teaching in the global classroom.
- c. Inquire about possibility of the Cross Cultural Center doing a workshop specifically focused on IGD for teachers.
- d. Continue integrating cultural diversity awareness into existing programs.
- e.

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

- a. Review existing CUTS/graduate coexistence University standards [TJETBT1001S6g]

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

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

- a. Analyze Learning Studio research data.
- b. Continue offering programs from Year 1.  
Develop new online resources for: 1) Critical Reflection and 2) Creating Ignatian Syllabi.



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

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

- a. All relevant CTTL staff secure IRB/CITI certification.
- b. Continue developing the website (e.g., resources, readership, etc.).
- c.



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