

Campus Internationalization Begins in the Classroom: Building Institutional Capacity through Sustained Faculty Development

2018 AAC&U Annual Meeting

Gina M. Merys, Ph.D. (gina.merys@slu.edu)

Debra Rudder Lohe, Ph.D. (debra.lohe@slu.edu)

What are common **development needs** (faculty and/or organizational) your institution faces with campus internationalization initiatives? Whose needs are they?

What units or groups on a campus might serve as **collaborators** on professional development opportunities related to campus internationalization initiatives?

What kinds of faculty development **projects, programs, or efforts** are already underway related to campus internationalization?

In what ways are faculty development projects, programs, and/or initiatives related to campus internationalization being **assessed**?

What are some key **challenges** for groups engaged in development related to campus internationalization?

Culturally Responsive Teaching Academy | Overview

The primary aim of the Reinert Center’s Culturally Responsive Teaching Academy is to build pedagogical capacity for teaching an increasingly diverse student body. While the program was designed specifically with the INTO-SLU joint venture in mind – with a focus on the particular needs of international and multilingual students – the framework is rooted in the 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. The chart below provides an overview of the program’s structure and areas of emphasis.

The Program At-a-Glance	
Summer (late-June)	<p>Culturally Responsive Teaching Summer Institute</p> <ul style="list-style-type: none"> ▪ <u>When</u>: 4 days (Monday-Thursday), 9 a.m.-3:30 p.m. daily; late-June ▪ <u>Topics</u>: Course design: learning-focused, evidence-based, proactive strategies to create the conditions for inclusive, culturally responsive teaching (e.g., establishing goals and objectives; choosing course content; designing assignments and exams). Cultural differences in higher education, the cultural situatedness of core learning activities (e.g., reading, writing, researching), and the importance of making assumptions and expectations explicit for all students. Language acquisition basics and implications for instruction. ▪ <u>Methods</u>: interactive sessions; informational presentations; individual work time ▪ <u>Materials</u>: Shapiro, S., Farrelly, R., and Tomas, Z. (2015), <i>Fostering International Student Success in Higher Education</i> (TESOL Press); Blackboard course site with supplemental handouts and worksheets; other materials as relevant. ▪ <u>Products</u>: revised course materials (syllabi, assignment prompts, rubrics, etc.)
Mid-August	<p>Pre-Semester Meeting</p> <ul style="list-style-type: none"> ▪ <u>When</u>: 2-3 hours; early-/mid-August (<i>in time to plan start-of-term</i>) ▪ <u>Topics</u>: Preparing for the start-of-term: icebreakers and building community; pre-course communication and information-gathering; using the syllabus effectively; defining and motivating student engagement; finalizing course materials ▪ <u>Methods</u>: facilitated dialogue; sharing of materials; panel presentation ▪ <u>Products</u>: plans for first-day/first-week interactions
Fall and Spring	<p>Cohort/Community of Practice Meetings</p> <ul style="list-style-type: none"> ▪ <u>Frequency/Duration</u>: Monthly meetings in fall; 75 minutes each; spring meetings as desired ▪ <u>Topics</u>: Shared challenges, rewards, practices (ongoing peer support and development); topics determined by the group (e.g., grading written work; classroom engagement; academic honesty, cheating, and plagiarism concerns) ▪ <u>Methods</u>: facilitated discussions, shared readings, guest speakers

Sample Summer Culturally Responsive Teaching Institute Schedule

	Monday	Tuesday	Wednesday	Thursday
8:45-9:00	<i>setting-up and settling in</i>	<i>setting-up and settling in</i>	<i>setting-up and settling in</i>	<i>setting-up and settling in</i>
9:00-10:45	Introductions, CRTA Overview Core Learning Activities Making the Implicit Explicit	INTO-SLU Second-Language Acquisition Implications for Instruction	Designing Assignments Designing Exams	Core Learning Activity: Thinking Core Learning Activity: Research
10:45-11:00	Break	Break	Break	Break
11:00-12:00	Cultural Differences in Education	Core Learning Activity: Reading	Framing Student Engagement	(Re)Designing Course Materials
12:00-12:45	Lunch	Lunch	Lunch	Lunch
12:45-3:15	Cultural Differences (con't) Framing Your Course	Choosing Course Content Assessing Learning and Performance	Planning Instruction and Scaffolding Learning	Peer Feedback Session
3:15-3:30	Wrap-Up	Wrap-Up	Wrap-Up	Action Planning Closing Reflection
Homework	Read: Chapters 2-3 (Shapiro et al.) Bring tomorrow: One of the essential readings for your course (textbook, article, book chapter, etc.)	Read: Chapter 4 (Shapiro et al.) Bring tomorrow: One assignment or exam for your course (<i>if the course you're planning is new, disregard</i>)	Read: <i>Cultural Variations</i> , pp. 8-15; 23-24 Carroll & Ryan, Chapter 7 Bring tomorrow: Electronic files for your course syllabus, other course materials you're working on this week	<i>Continue (re)designing course materials; seek support from Reinert Center if needed.</i> <i>If you do group work with students, consider reading relevant selections by Carroll & Ryan.</i> <i>If you assign writing, consider watching the full series of Writing across Borders videos (LINK).</i>

Note: Sessions will involve a combination of presentations, interactive workshops, and individual work time.

Campus Internationalization Begins in the Classroom: Building Institutional Capacity through Sustained Faculty Development

Culturally Responsive Teaching Academy at Saint Louis University

Needs

Faculty/Instructor Needs:

- Awareness and understanding of cultural differences in teaching/learning
- Awareness of the ways in which their own expectations for teaching/learning are culturally situated
- Understanding of foundational, evidence-based strategies for teaching diverse students
- Understanding of English Language Learning (and implications for teaching)
- Awareness of campus resources to support them and their international students
- Practice applying lessons for their own courses
- Dedicated time/support for revising course materials
- Communities of practice / support networks

Other needs not directly addressed in the CRTA: Although the CRTA does not itself serve the needs of chairs, deans, or academic units, we are developing short, targeted sessions that will help administrators better understand the kinds of issues that might arise in courses / programs with increasingly diverse student populations.

Collaborators

- Office of the Provost (*provides funding*)
- English as Second Language Faculty
- INTO-SLU (*international recruitment partner*)
- Office of International Services
- Department Chairs and Program Directors (*nominate/support participants*)

Future: international students and faculty; Office of Marketing and Communication; past CRTA participants

Current Practices

- **Four-day Summer Institute** with a focus on course design for culturally responsive teaching; cultural differences in higher education; English language acquisition and implications for course design
- **Pre-Semester Meeting** with a focus on start-of-term activities; defining and motivating student engagement; effective uses for the syllabus; finalizing course materials
- **Monthly Cohort Meetings** with a focus on sharing strategies for success; learning in additional areas as defined by the cohort

Assessment

- CRTA Pre-/Post-Assessments (confidence levels about core practices)
- Summer Institute Feedback Survey
- Interviews with individual participants
- Closing Program Survey and Discussion

Challenges

- Timing and time commitments (especially in summer)
- Need vs. demand
- Varied experience and ability levels of participants
- Scalability

Vision

The vision of the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning 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.

Mission

The mission of the Reinert Center 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.

Core Values

All of the work we do in the Center is rooted in a set of core values that inform our deep commitment to serving the teaching community at Saint Louis University, to advancing the adoption of contextually-appropriate teaching practices, and to embodying the principles of Ignatian pedagogy. Ultimately, our core values derive from our deep commitment to *cura personalis*. Meaning “care of the whole person,” this Latin phrase is a cornerstone of Jesuit education and of the Reinert Center’s mission.



Institution Type

Saint Louis University is a private, urban, Catholic/Jesuit institution classified by the Carnegie Foundation as a high research activity university. We have approximately 14,000 students (8,800 undergraduate, 5,200 graduate/professional) and about 3,000 faculty members. Roughly 90% of first-year students live on campus.

Institutional Role

The Reinert Center reports directly to the Associate Provost for Faculty Affairs and Development, in the Office of the Provost. Reinert Center representatives participate in various institution-level initiatives, such as University strategic planning efforts; accreditation visits and self-studies; the development of University-wide undergraduate learning outcomes; alignment of curricular and co-curricular educational programs; the adoption and implementation of campus-wide learning technologies; and other campus-wide initiatives. Additionally, Center staff often serve on University, college/school, and departmental committees.

Center Staffing

The Reinert Center has 6 full-time staff, 2 graduate assistants, and 2 undergraduate student workers. Full-time staff include a director, an office administrator/program manager, an associate director, and three instructional developers. Staff have varied disciplinary backgrounds and credentials; all have at least a Master’s degree. With the exception of the office administrator, all staff have university-level teaching experience and continue to teach periodically as adjunct faculty.

Advisory Board and Affiliated Faculty

Since its founding by a small group of faculty in 1997, the Center has enjoyed the support and contributions of a robust faculty advisory group. (The Board also includes a graduate student representative.) Currently, the Board has 28 members, who represent a range of disciplinary perspectives and colleges, schools, and programs across the University (including our campus in Madrid). Additionally, the Center invites 3 full-time faculty to serve as Faculty Fellows each year and 5-8 Innovative Teaching Fellows per year (full-time faculty who teach in our highly flexible, technology-rich Learning Studio).



The **Reinert Center** offers programs and services focused on enhancing teaching effectiveness, integrating learning technologies, and researching the effects of pedagogical choices on learning and student engagement. Services are available to full-time and part-time faculty, graduate students, and other teaching staff, as well as to departments, programs, and schools/colleges at SLU. Please note: For individual services, all requests must be initiated by the instructor (not by a department chair or other administrator), and all services are confidential. For more on the importance of confidentiality in the Reinert Center, see the Confidentiality Statement on our website.

Core Services

Consultations with Individuals

Center staff are available for confidential consultations with individual instructors on any aspect of teaching. Consultations may occur in a single session or in regular, ongoing meetings. All consultations are collaborative and guided by the individual's needs and goals. Common topics include: (re)designing courses; understanding student evaluation data; integrating Ignatian pedagogical principles; exploring alternative course delivery methods; creating inclusive classes; assessing student learning; documenting teaching effectiveness; and integrating learning technologies to support learning.

Consultations with Departments/Programs

Departments, programs, and other academic units also may request consultations with the Reinert Center. Typically, such consultations address topics of broader significance to the entire unit. Common topics include: mapping and aligning curricula; designing learner-centered curricula; assessing learning across courses; moving educational programs online; documenting teaching effectiveness; and designing innovative, effective learning spaces.

Observations of Classroom Teaching

Center staff are available to observe classroom teaching upon request. Such observations are formative in nature and can help instructors to identify patterns in their teaching and to better understand how the choices they make affect student engagement and learning. The Center does not conduct observations for teaching evaluation purposes.

Small Group Instructional Feedback Sessions

Upon request from individual instructors, Reinert Center staff conduct Small Group Instructional Feedback sessions (SGIFs) with students. Typically requested during mid-term, SGIFs are short focus groups that reveal how students are experiencing a course and provide formative feedback during the term, while there is time to make any needed adjustments.

Signature Programs

Certificate in University Teaching Skills Program

This program provides SLU graduate students and faculty with opportunities to learn about the research on teaching and learning, to enhance their teaching practice, to develop their philosophy of teaching, and to document teaching competencies.

Innovative Teaching Fellowship Program

Innovative Teaching Fellowships are awarded through a competitive application process to full-time faculty selected to teach in our Learning Studio. The Fellowship covers release time for one course during the semester before teaching in the Learning Studio (during which time faculty work with an instructional developer to (re)design a course specifically for that space) and ongoing instructional development support during the semester of teaching.

Culturally Responsive Teaching Academy (CRTA)

The CRTA is an intensive instructional development experience for SLU faculty and graduate students who teach courses with high concentrations of international students enrolled. The program begins with a multi-day summer institute and continues with regular cohort meetings from August to May. Faculty participants are named as Culturally Responsive Teaching Fellows; graduate student participants are named as Culturally Responsive Graduate Fellows.

Ignatian Pedagogy Academy and Institute

A community of practice spanning multiple years, this program brings together instructors who wish to deepen their knowledge of Ignatian pedagogy and Jesuit education. Participants meet once per semester to discuss common readings and attend the Center's Ignatian Pedagogy Institute, which is offered annually and focuses on contemplative practices, Ignatian imagination, and Ignatian discernment in a three-year rotation. Participants completing the three-year cycle are designated Fellows of the Ignatian Pedagogy Academy.