



Reinert Center for Transformative Teaching & Learning

Culturally Responsive Teaching Academy

Overview

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 CRTA begins with a four-day summer institute (June 27-30, 2016) in which participants engage in highly interactive sessions and sustained individual work time. The group reconvenes in mid-August for a half-day workshop focused on the final stages of course planning and any immediate, first-day needs. During the fall semester, participants commit to regular meetings focused on specific, participant-identified instructional development topics. Regular meetings continue during the spring semester on an as-needed schedule.

Goals

The Culturally Responsive Teaching Academy seeks to:

- Expand instructor awareness and understanding of cultural variations in teaching and learning contexts and of their own situated expectations about what teaching and learning may look like;
- Deepen instructor understanding of foundational pedagogical strategies and concepts that can support learning for a wide range of students (not just international students);
- Provide hands-on, supported time for instructors to revise course materials to better support culturally responsive learning experiences;
- Introduce instructors to campus resources and partners who may support their work with international students;
- Create communities of practice focused on culturally responsive teaching, which can in turn create a support and collaboration network for instructors (and thus diversify their perspectives about what teaching and learning can look like in increasingly diverse classrooms).

Participation

Participants must be nominated by their department chairs or program directors. Faculty (full-time and part-time/adjunct) and graduate students who teach INTO Pathway courses and/or courses with high concentrations of international students enrolled are eligible to participate. Space is limited; priority consideration will be given to those instructors who are scheduled to teach an INTO Pathway course during the 2016-2017 academic year.

Faculty participants will be designated **Culturally Responsive Teaching Fellows** and receive a small stipend for participation; graduate students participants will be designated **Culturally Responsive Graduate Fellows** and receive professional development funds.

Nominations and questions may be directed to Debie Lohe, Director of the Reinert Center, at dlohe@slu.edu.