



Baylor University
ACADEMY FOR TEACHING & LEARNING

THE REVIEW

SPRING 2020

A Community of Excellence:

Cultivating Undergraduate Leaders and Scholars



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Forging Paths to Ph.D.s **6**

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Mission

To support and inspire a flourishing community of learning.

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Baylor's Commitment to Excellence in Teaching Integral to Tier 1

Provost Nancy Brickhouse

Baylor's selection earlier this fall by *U.S. News & World Report* as the 20th ranked university in the country for "Best Undergraduate Teaching" came as no surprise to those of us who have known Baylor for decades. Commitment to high-quality undergraduate education stretches back 175 years to Baylor's founding in Independence. Creative approaches to teaching, the deep integration of research and teaching, and life-changing mentorship are aspects of undergraduate education that Baylor students have experienced for generations. I experienced Baylor's powerful undergraduate teaching first-hand as an undergraduate chemistry major. The professors who invested in my life shaped me in profound ways and set me on a trajectory that eventually led me back to Baylor in May 2019.

Baylor's commitment to high-quality teaching continues in numerous ways today, but two stand out as prominent. The first is through *Illuminate*, Baylor's bold and inspiring strategic plan. At the same time that we aspire to achieve R1/Tier 1 recognition, Pillar #2 of *Illuminate* challenges us to extend and reinvigorate Baylor's historic commitment to undergraduate teaching.

Illuminate expects us to do so by providing a transformational education through which students "develop their leadership potential, explore their faith and beliefs, increase their desire for wisdom, and prepare for service in a diverse and interconnected global society." Pillar #2 further calls upon us to be a university that provides "transformative



undergraduate experiences that combine unwavering Christian commitment, informed engagement, and academic excellence in a way that is unparalleled within higher education." Those are indeed high aspirations for us to achieve, but, with 175 years of history behind us, a new generation of faculty will no doubt rise to the occasion. We will achieve these expectations found in pillar #2 of *Illuminate* just as we will achieve the goals found in the other three pillars that are guiding us.

A second way in which Baylor extends its commitment to high-quality undergraduate teaching is through the work of the Academy for Teaching and Learning (ATL). Founded in 2008, the ATL's two-fold purpose is to: 1) support and inspire a flourishing community of learning, and 2) promote the integration of teaching, scholarship, collegiality, and service in a Christian environment. Whether it be through the Summer Faculty Institute, the Baylor Fellows program, the Provost's Faculty Forum, or any of the other myriad opportunities offered by the ATL, the Academy offers a constant source of creativity, ingenuity, and excitement around the most-pressing pedagogical questions of our day. I encourage

all faculty to explore the ATL's website to learn more about how you might benefit from everything that the Academy has to offer.

I am grateful to our faculty, the leadership of the Academy for Teaching and Learning, and to everyone else—past and present—who invests so much time and energy to ensuring that transformational undergraduate education will always be the very heart of Baylor University.

STEM Mentoring

Trey Cade, Assistant Research Professor and Director of the Baylor Institute for Air Science;
Danny Amado, senior Aviation Science major

This conversation has been edited for clarity and brevity.



ATL: How did you get involved working together?

Danny: Dr. Cade teaches a space weather class, and as part of my course requirement I had to take it. But just taking the class I saw how fascinating [the material] was. One of his previous lab assistants, Courtney Turner, was also a role model to me. Seeing how much fun she was having and how excited she was about [the research] got me excited. When she was going to graduate a spot opened up [in Dr. Cade's lab] and I applied for it.

ATL: Danny, have you learned things here that have changed what you see yourself doing after Baylor?

Danny: With my major it is more practice orientated. I had always wanted to do more scientific things, and so this was a good opportunity for me to be able to get out and do that and have some more experience outside of what I thought I wanted to do. It has really opened my eyes to the different things that I am capable of doing and different interests I have.

ATL: What do you each feel you have gained from working together?

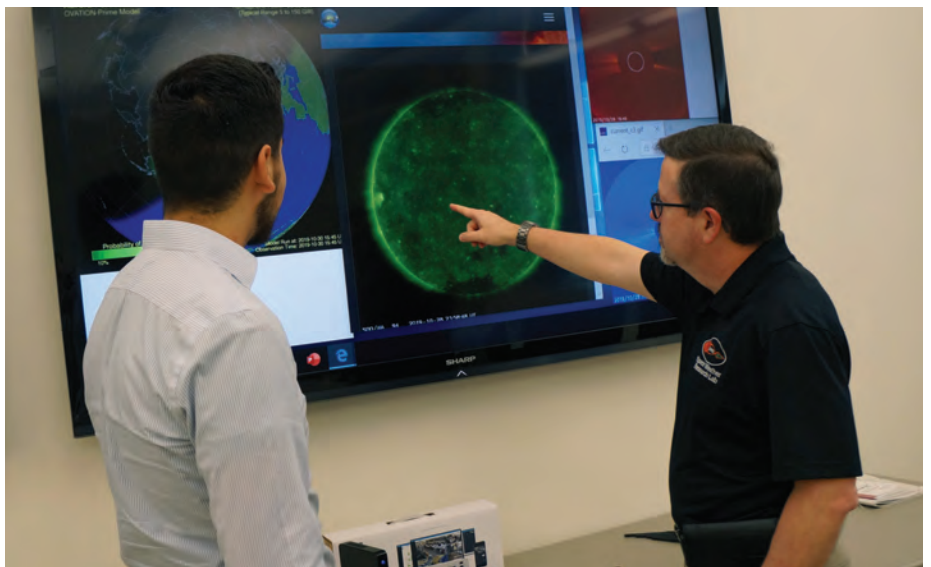
Danny: Mine would be the relationship established with Dr. Cade. He was the first person I met when I got to Baylor and I thought I wanted to be a pilot, and he was there when I was panicking because I couldn't be a pilot. He also wrote me a letter of recommendation that was pretty much the reason I got a scholarship and have continued to get that scholarship, so I am really thankful for that. Just to know that he cares about his students and he cares about me, just having that.

Dr. Cade: From a few perspectives: one is the practical perspective of the data collection that the students do are things that I personally find hard to find the time to do myself. If the students weren't doing this type of work, it probably wouldn't get done, and I probably wouldn't have research to present. On a more personal level, the opportunity to work with

students outside the classroom in more hands-on applications and the ability to develop relationships with students, and to hopefully be able to contribute in some way to the development of that student. Selfishly for me, I love working with students, I mean that's why I am here. Danny mentioned Courtney Turner. I want to mention her because she got to do something unique. We presented the research at an AGU (American Geophysical Union) conference, and she presented the poster herself. This is the largest Earth and Space Science conference in the world. Not a lot of undergraduates get to do something like that.

ATL: Danny, for other undergraduates, would you promote them getting involved in research regardless of what year they are in their program?

Danny: Yes, I think it would be beneficial especially because it helps you establish that relationship with the professor but



also builds confidence in yourself and your ability to do certain things you didn't think you could do.

ATL: How do you feel Baylor compares with other universities

in regards to undergraduate research?

Dr. Cade: This is the only [university] I have seen this focus placed on undergraduate research experiences. In most places it is

exclusively the world of graduate students. I think this is something that is important, unique, and exciting for Baylor to do, as I feel those experiences are extremely important.

Project-based Mentoring

Dr. Byron Newberry is the faculty advisor for Baylor Baja, an engineering team that designs, builds, markets, and races an all-terrain vehicle in an annual international competition sponsored by the Society of Automotive Engineers. This conversation has been edited for clarity and brevity.

ATL: What do you think students gain from team competitions like Baja?

Dr. Newberry: There are several answers to that question. One is simply motivation. They could have a class on how to design a car and learn a lot in that class, but nothing quite motivates learning more than having to go and compete. Another thing is that learning things hands-on is a tremendous way to reinforce the ideas you've learned. A third thing, which we try to emphasize throughout our curriculum in engineering, is the teamwork aspect. The project is bigger than any one person can take on, so you have to rely on other people to get things done and coordinate with them. It's really a powerful teamwork exercise, which is a great skill for them to carry forward.

ATL: Do you feel that working with Baja has affected your experience of Baylor?

Dr. Newberry: I've been advisor for extracurricular projects

with students throughout my whole career, so even though this is a new group for me, it's certainly consistent with the kinds of things I like to do. For one, I like projects. I also like getting to know the students better. It's allowed me to work with students and get to know students in ways that I hadn't previously. Back in May, I took a group of 8 or 9 students to the competition in southern California. We had to tow our trailer out there and back, so it wound up being a 10-day trip. You really get to develop some great relationships when you're together for such an extended period of time. I value developing relationships with students, and this is a great way to be able to do that.

ATL: How do you see your role as faculty advisor?

Dr. Newberry: I see my main goal as simply making sure that they're aware of deadlines and milestones. I make sure they know what's coming and have a plan for achieving it. What those plans are is up to them. If they have a misunderstanding about something, or if they come ask me what I think, I'll provide advice, but I don't want to be driving the car, so to speak, in terms of dictating what they're doing. As an addendum to that, one important aspect is making sure that there are always some

upper-level students who have been active in the organization for a while and know what needs to be done. For instance, we had several freshmen join up at the beginning of this fall semester. The upperclassmen have been taking the freshmen over to the workshop and teaching them how to weld. When there's something that really needs to get done, somebody's got to step up and do it or get it organized, so your leaders emerge from that naturally.

ATL: What would you say are the most important takeaways from your work with Baja?

Dr. Newberry: One is simply that doing projects, particularly competitive projects, is highly motivating. And the other takeaway is having high expectations for the students. Most teachers like to be in control, but when you relinquish that control, you're putting decision-making power onto the students. Having high expectations of students—relinquishing the control, putting the decision-making power on them, and then conveying to them either verbally or non-verbally that they can do this—is a powerful motivating factor for the students and actually helps them succeed.

Visualizing a Future:

Baylor's McNair Scholars Program Puts Students on the Path to Doctoral Degrees

Steven Fernandez, Director of the McNair Program

In 2019, Baylor celebrated its first graduating cohort of Ronald E. McNair Post-baccalaureate Achievement Program scholars. The McNair Scholars Program is a federally funded program that assists low-income, first-generation and/or underrepresented undergraduates prepare for their path to doctoral degree programs through a variety of scholarly activities, including immersion in intensive undergraduate research under the close mentorship of Baylor faculty. Students can apply to be a McNair Scholar as early as their sophomore year.

In the short time since the McNair program has been at Baylor, graduating McNair Scholars have enrolled in fully funded PhDs and attend universities such as Boston College, Mississippi State University, Syracuse University, University of Iowa, and University of Missouri. Current Senior McNair Scholar Treasure Ramirez describes her past experiences and how the program has changed her life:

"Acceptance into the [McNair Program] rocked me to my core and helped me to discover for the first time my own personal vision and path. [It] surrounded me with loving and supportive people

who consistently encouraged, advised, and invested their time into my success. This support system and mentorship instilled in me a newfound confidence, happiness, and drive that I would not have without this program... Not only was I given the tools I needed to visualize a future for



myself for the very first time but most importantly, I was gifted the opportunity to work with an unbelievably understanding, patient, and dedicated faculty member."

These McNair Scholars participate in a variety of programs which provide financial planning for graduate school success, assistance applying to graduate school, GRE prep, undergraduate summer research internships with stipends, and opportunities to attend academic conferences across the country. In the last school year alone, Baylor McNair Scholars have been invited to

present at some of the nation's most prestigious conferences in places such as Chicago, Baltimore, Miami, New Orleans, and Atlanta, just to name a few.

This past September, the Baylor McNair Program hosted their own National McNair Scholars

Undergraduate Research Conference here on campus. This first annual Baylor McNair conference had over 200 students and University staff from across the United States in attendance and featured a number of Baylor's own undergraduate students presenting their research to the crowd. This year's conference featured various topics

from several different fields of study. The two-day conference was filled with exciting events for visitors to experience Baylor and Waco and to showcase the hard work of these students.

Baylor University's McNair Scholars Program is excited for what the future holds as they recruit the next generation of McNair Scholars this fall! To learn more about the history and details of the program, feel free to stop by the McNair Program offices in the Sid Richardson Building or visit their website for more information: <https://www.baylor.edu/mcnairscholars/>.

Undergraduate Research Across Campus

Tammy Adair, Senior Lecturer in Biology, Director of Course-Based Undergraduate Research in Biology, and Co-Director of Undergraduate Research and Scholarly Achievement

The Undergraduate Research and Scholarly Achievement (URSA) program strives to help students maximize their potential through meaningful research experiences by providing support for faculty to mentor undergraduates in research in two major ways: 1) URSA Small Grants, and 2) Scholars Week. URSA is part of the Office of Engaged Learning, a central location for students to find information about scholarships, internships, civic engagement, study abroad, and research. URSA is led by Co-directors Dr. Nathan Elkins (Art and Art History) and Dr. Tamarah Adair (Biology). A 24-member steering committee works together to implement the program.

The URSA Small Grants Program provides up to \$5,000 per year to fund research performed by undergraduates. In 2019, there were 14 URSA grants awarded. Awards went to faculty and students in nine different departments including the sciences, Theatre Arts, Religion, and the Oral History Institute. URSA's goal is to support projects across campus that provide authentic research activities for undergraduates in their fields of interest. Since 2008, there have been over 200 URSA mentors and thousands of students supported through the URSA small grants program. A complete list of current projects can be found on the URSA web page: www.baylor.edu/URSA.

A Small Grant was recently awarded to Dr. Stephen Sloan of the Oral History Institute and his student Emily Messimore. This project, "The New Face of Nui Ba Den: Stories of Return Fifty Years After the Vietnam War," took Emily to Vietnam with Bravo Company members from the Vietnam War era. Emily saw firsthand the aspects of the stories she has collected and was able to re-interview the veterans with a specific focus on their experience of remembrance and return. Emily will present her findings at a national conference and work to produce a publication from her research.

URSA Small Grant recipients, and any other undergraduate researcher, can apply to present their research in either a platform or poster presentation during URSA Scholars Week. In 2019 there were 59 platform presentations and 122 posters, and these abstracts are published on URSA's web page. The week ends with the URSA keynote lecture on Thursday and an awards luncheon on Friday.

Mentoring undergraduates in research is one of the most rewarding aspects of an academic career. URSA seeks to recognize and support faculty that devote time to help students have a transformative experience through the Outstanding Undergraduate Research Mentor Awards. URSA also recognizes

those faculty who have been especially successful in engaging students over multiple semesters or in developing new programs and opportunities for students to engage in research through the Excellence in Leadership Awards. The 2019 Outstanding Mentor Award in Arts, Humanities, and Professional Disciplines went to Dr. Ivy Hamerly, Senior Lecturer of Political Science and International Studies Undergraduate Program Director, and to Dr. Elyssia Gallagher, Assistant Professor of Chemistry and Biochemistry for Science, Technology, Engineering, and Math. The 2019 Excellence in Leadership Awards went to Dr. Truell Hyde, Professor of Physics and Former Vice Provost for Research, for his long history of consistent support for undergraduate research and funding for URSA; to Dr. Marty Harvill, Senior Lecturer of Biology, for offering multiple course-based research experiences for first-year students and development of a program that engages undergraduates in educating and mentoring elementary students in the process of science; and a joint award to Dr. Joseph Taube, Assistant Professor of Biology and Dr. Leigh Greathouse, Assistant Professor of Family and Consumer Sciences, for their collaborative approach to undergraduate research in cancer biology.

Excellence Across Campus

Many programs across campus seek to elevate the undergraduate experience and equip the next generation for worldwide leadership and service. This map celebrates some of the many research, professional development, and leadership programs occurring across campus.

Baylor Collaborative on Hunger & Poverty

The Baylor Collaborative on Hunger and Poverty addresses hunger and poverty by integrating research and practice through projects including: Texas Hunger Initiative, Research Fellows, Global Hunger and Migration Project, and the Nonprofit Excellence Project. University-based, leading-edge research determines effective anti-hunger efforts, providing support to coordinate and execute work in communities.



McNair Scholars

The Baylor McNair Scholars Program aims to equip under-represented students to successfully navigate a path to a doctoral program. In fall 2019, Baylor hosted the national McNair Research Conference in the Barfield Drawing Room.

To read more about McNair Scholars, turn to page 6.



Spring Fashion Show

The Baylor Apparel Design and Apparel Merchandising programs seek to prepare students to succeed in the highly competitive apparel industry. The spring Baylor Fashion Show showcases the capstone collections of senior Apparel Design and Product Development and Apparel Merchandising students. The fashion show is open to the public.



Academy for Leadership Development

The Academy for Leadership Development was established in 2004 by the Division of Student Life to foster greater synergy among diverse "leadership thinkers" in the context of a Christian worldview to prepare them for sustained leadership in their chosen vocations.

To read more about the ALD, turn to page 11.

Philanthropy & Public Service Program

The Philanthropy and Public Service Program engages college students in philanthropy by giving them the tangible responsibility of directing real money to nonprofit organizations in the context of full-credit undergraduate courses. The program is built on the belief that it is important for higher education to help shape not only well-educated leaders, but also responsible citizens.

To read more about Philanthropy & Public Service, turn to page 10.



Baylor University

Center for Astrophysics, Space Physics, and Engineering

CASPER offers research, engineering, and design opportunities for students at all levels. CASPER teams currently conduct research in a number of theoretical and experimental areas, many of which are relatively new areas showing great potential for growth. CASPER also seeks to spark interest in STEM among K-12 students and the community through museum-quality scientific/technical artifact exhibits.

To read more about Dr. Cade's research in the Space Weather Research Lab at CASPER, turn to page 4.

The Phoenix Literary Magazine

The Phoenix, a student-run magazine, has been a forum for undergraduate students to publish their original, unpublished literary and artistic pieces including (but not necessarily limited to) poetry, fiction, creative nonfiction, drawings, paintings, photography and lithography. This year is the 60th anniversary for The Phoenix.

BFA Student Exhibition

The Martin Museum of Art proudly highlights the works of graduating BFA students that vary in mediums and styles, showcasing their natural talents as well as skills gained while studying at Baylor. Students exhibit approximately 10 pieces from their areas of concentration, such as sculpture, painting and graphic design; and participate in the planning, curation and installation process for the exhibition.



Baylor in Washington

Baylor in Washington is Baylor's intentional presence in Washington, DC. The program's exceptional leadership, faculty, students, and alumni are engaged in shaping solutions to some of the most critical challenges facing our nation and our world.

To read more about Baylor in Washington, turn to page 11.

URSA Scholars Week

The Undergraduate Research and Scholarly Achievement (URSA) initiative supports, promotes, and enhances high-quality undergraduate research and scholarship from all disciplines through grants and other resources. Every April, undergraduate research is celebrated in a week-long showcase through poster and oral presentations.

To read more about URSA, turn to page 7.

Model United Nations (MUN)

Baylor's MUN program provides students with the opportunity to develop solutions to today's global problems. Each semester the team represents a Member State in the United Nations, researching its policies and acting as its diplomats at MUN conferences. Participation fosters diplomacy and cooperation as well as hones professional skills that help participants succeed in their undergraduate and post-graduate careers.

To read more about MUN, turn to page 12.

Baylor Missions

Baylor Missions aims to shape Baylor's faithful engagement with Waco and the world by creating intentional opportunities to integrate faith, learning, and service within a broad Christian worldview. Baylor Missions offers integrated formational programming, transformative missional experiences, competent pastoral care, and worship that is responsive to the Christian Tradition and sensitive to culture.



Five Leadership Opportunities

A sampling of programs at Baylor fostering undergraduate leadership.

Model United Nations

Model United Nations educates students for world-wide leadership and service as it introduces students to globally held problems, gives them the skills needed to solve them, and increases their professionalism and leadership. Students work together as a team to find solutions to problems faced all over the globe and present their findings

at multiple conferences annually. Practicing diplomacy, students negotiate their solutions with delegates at the UN conferences. Students develop their public speaking and writing abilities, empowering them to serve their communities after leaving Baylor. (For more on Model U.N., turn to page 12.)

Philanthropy and Public Service

Students gain experience partnering with local government agencies and Waco's social sector organizations to learn about and assess the needs of the greater Waco community. Students focusing on philanthropy grant more than \$100,000 each year to local organizations while others focusing on civic learning volunteer with some of those same organizations and others



to address community concerns. The Philanthropy and Public Service Program expands students' vision beyond Baylor, instilling in them a concern for the public good of the larger communities in which they find themselves.

Public Service Internship

The Public Service Internship Program seeks to enhance students' professional growth and knowledge of their chosen career paths while instilling the values of civic engagement, volunteerism, and leadership. Students learn about their career areas, establish potential contacts and references for graduate school or employment, and develop leadership and networking skills. To help develop their leadership potential, students engage in a variety of skill-building activities (including understanding the structure and

purpose of their internship agency, its relationship to other organizations in its immediate orbit, and the community at large), shadowing organization/agency leaders, observation of administrative and policy-making process, participation in meaningful organizational activities such as research and report writing, attending meetings and conferences, and other duties and responsibilities designated by an agency supervisor.

Academy for Leadership Development

The Academy for Leadership Development seeks to provide curricular and co-curricular experiences that facilitate student discovery of their God-given talents and responsibility to lead others in a journey toward a more just and humane world. Programming through the Academy for Leadership Development embodies four pillars of responsibility, social identity, integrity, and active engagement, seeking to provide Baylor students with meaningful opportunities to develop their strengths. Students can get involved through various leadership programs such as the Peer Leader Program, Baylor Leadership Summit, Emerging Leaders Retreat, and the Academy Lecture Series. There are also several involvement opportunities for students seeking to engage in community service: Baylor Buddies, Campus Kitchen, Santa's Workshop, and Steppin' Out Day of Service. Students looking for additional ways to engage may choose to live in the Leadership



Living & Learning Community (LEAD LLC). This community is a residential experience that challenges and equips students to live a more meaningful life and to influence others to make a positive impact on their world. In addition to these offerings, the Academy for Leadership Development challenges students to engage in civic initiatives through promoting voting awareness, public deliberation initiatives, census awareness, and by providing opportunities for conference participation.

Baylor in Washington

Baylor in Washington brings Baylor's Christian mission to bear on cultural and policy issues. One student recalls, "I had the pleasure of interning in the Office of the Counselor to the Chief Justice at the Supreme Court of the United States. Having a full-time internship in D.C. gave me the opportunity to learn more about my career interests and taught me countless professional skills, as well as prepared me for life after graduation. I gained great time management skills by learning how to balance my internship with my coursework. Furthermore, my semester



in D.C. gave me the opportunity to learn how to network with working professionals, including many Baylor alumni." Baylor in Washington applies students' academic knowledge to the professional world, allowing students to develop marketable skills and build meaningful connections with leaders in our nation's capital.

Model United Nations: A Model of Student Engagement and Opportunity

Christopher Ruiz, Hannah Norman, and Alex Fogleman, Academy for Teaching and Learning Graduate Fellows

One evening per week, a group of roughly twenty-five students meets with Dr. Rebecca Flavin in the Political Science department. It's not only a class for which students can receive course credit. Nor is it just a club. It's Model United Nations (MUN) at Baylor.

Each MUN team represents a Member State in the United Nations, with individual students acting as diplomats for their assigned nation within a particular UN committee. Since the 1960s, Baylor has had an MUN program; and since 1989, Baylor has sent a team of students to national conferences every year. These conferences host some 3,000 students from around the world.

In preparation for conferences, MUN team members research their assigned state's policy positions—positions on international security, economic development, sustainability, and social-humanitarian efforts. In addition, they write position papers outlining their state's views and plan ways to work with other states. Teams must then put their carefully laid

plans into effect at the conference, collaborating with other teams who may have disparate positions. All of this hopefully results in compromise and the passage of Model United Nations resolutions.

Teams can receive two main awards. The first is earned by writing position papers prior to the conference that excellently reflect the assigned state's views, while the second is given to delegations that excel at crafting the best draft resolutions, working most diplomatically, and representing their state most faithfully.

Baylor's team, thanks to exceptional students and coaching, has

award, and 11 of 15 students won awards for an outstanding paper or delegation. Representing Kuwait at the conference in Washington, D.C., earlier this month, the team received the honor of Overall Outstanding Delegation once again, with students also receiving Outstanding Position Paper Awards and titles of Outstanding Delegate in three committees. Perhaps well-wishing is unnecessary when the team heads to New York City this spring to represent Sri Lanka.

Participating in the MUN program at Baylor is an extraordinary opportunity for students to gain leadership skills, to learn to work

cooperatively and charitably, and to grasp the great challenges and opportunities of living in a diverse, interconnected political world.

One of the students on the team is designated the head delegate. This year, Ben Hunt, a senior in the University Scholar program,

holds the position. He joined MUN because of its reputation as an impressive program that enables students to gain valuable



been one of the best in the nation. At the conference in New York last April, Baylor's team won the Overall Outstanding Delegation

experience and develop essential interpersonal and leadership skills. "The biggest thing that MUN has taught me is how to be a natural leader amongst my peers. MUN has given me the confidence to step into any situation and know that I can lead my peers in an inclusive and efficient manner towards a common goal."

This past year, Hunt was able to lead an eighty-person caucus at the New York conference because of the interpersonal and organization skills he learned in the program. "Those are skills that can only be learned through experience, and there isn't any experience quite like MUN that can teach you those lessons."

Alongside the head delegate are the assistant head delegates. This year, Sophia Fulton, a junior Business Fellows major, is one of the assistant head delegates. Fulton is majoring in Arabic and Middle East Studies, Economics, and Finance and minoring in Political Science. She has especially benefited from the way MUN has prepared her to solve problems and discuss topics fraught with difficulty: "Model UN teaches you how to productively discuss complicated topics and work towards consensus, even with delegates whose Member State's position is opposed to your own. Model UN teaches you how to move conversations forward towards positive

action, seeing the bigger picture." Fulton has especially appreciated the opportunity to meet with students from around the world and to put into practice what she has learned in the classroom in order to address problems of global importance.

Students who participate in MUN gain valuable leadership experi-

though," Fulton says, "students practice empathy, attempting to put themselves in the shoes of a delegate from another nation and culture."

In addition to the valuable experience of attending MUN, the students have the opportunity to be mentored by Dr. Flavin, a seasoned political science professor and mentor who won the Collins Outstanding Professor Award in 2018. They are able to work with Dr. Flavin throughout their time in MUN, and students recognize what a gift this is. "I have learned more from her," says head delegate Ben Hunt, "than perhaps any other person here at Baylor...If there is any perk to joining

Model UN, getting to know Dr. Flavin is without question one of the best parts of the experience. Mama Flavin is truly one of the best."

MUN students have big plans for life after graduation. Hunt plans to go to law school in hopes of being a U.S. Federal Judge. Fulton, who worked for the U.S. State Department last summer, plans to go to graduate school for International Relations/Security and Economics. They unambiguously say that their experience with MUN has prepared them well. Through the real-world experience they gain, the opportunity to travel to national conferences, and the ability to learn humility, empathy, and cooperation, these Baylor students are well on their way to success.

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Above all, though, students practice empathy, attempting to put themselves in the shoes of a delegate from another nation and culture.

”

ence by traveling to conferences and engaging with real-world problems. However, they also gain something more. They learn how to work alongside others with empathy and care. They learn how to be humble leaders. "To succeed in MUN," Dr. Flavin says, "students must excel at collaboration both with their Baylor team members and with students they meet from around the world at conferences." Similarly, Fulton credits the success of Baylor's MUN program not just in terms of winning awards but also "in developing a community and teaching students research and interpersonal skills." "Baylor's Model UN teaches students to lead kindly and humbly." They have to work together to build consensus around proposals, to learn to compromise and share responsibility. "Above all,

Baylor Teaching Awards



2018-2019 Awards for Outstanding Teaching

Andrew Arterbury, Ph.D., associate professor of Christian Scriptures, Truett Seminary

Enrique (Erik) Blair, Ph.D., assistant professor of electrical and computer engineering, School of Engineering and Computer Science

Matt Cordon, J.D., professor of law and director of the Legal Writing Center, Baylor Law School

Joseph Donndelinger, M.S., clinical professor of professional practice in mechanical engineering, School of Engineering and Computer Science

Bill Neilson, M.D., associate dean, senior lecturer and clinical professor, Honors College

Lauren Poor, Ph.D., lecturer in history and director of the Office of the Core, College of Arts & Sciences

James SoRelle, Ph.D., professor of history and undergraduate program director, College of Arts & Sciences



2019 Collins Teaching Award

Dr. Jane Haas Damron
Senior Lecturer of Communication

2019 Cornelia Marschall Smith Professor of the Year Award

Dr. Gaynor Yancey
Professor of Social Work

2019 Centennial Professors

Dr. Sarah Gilbreath Ford
Professor of English

Dr. Laine Scales
Professor of Social Work and Master Teacher

2019 Outstanding Graduate Instructors

Nicholas Colgrove
Philosophy

James Davidson
Sociology

Sara Dye
English

Samantha Hodges
Biomedical Studies

Tori Hudgins
Mathematics

Kenneth Vaughan
Sociology



From the Director:

The Greek philosopher Plato founded his famed Academy in the 4th century BCE. Plato understood the power of knowledge to transform ordinary life into extraordinary purpose. Transforming people is neither easy nor free of risk. The pursuit of truth—the metaphorical movement from a somber state of unknowing into an illumined state of knowing—can be painful. It also obligates knowers to teach what they know so that others too may know.

The Academy for Teaching and Learning (ATL) takes seriously the call to teach. This calling motivates our scholarship, informs our programs, and drives our mission. Our academy, like Plato's Academy, recognizes that teaching and learning are intensive activities. We appreciate the challenges of change. Yet we are encouraged in our work by the transformative power of academic endeavors to unite teachers and learners. Our resolve to support and inspire a flourishing community of learning aligns with Baylor's academic strategic plan, *Illuminate*.

This edition of the *Review* highlights Baylor's renewed commitment to undergraduate teaching alongside high-impact research. From the testimony of Dr. Trey Cade's student who knows "he cares about me" to the poignant reflection by a McNair Scholar who was "gifted the opportunity to work with an unbelievably understanding, patient, and dedicated faculty member," it is clear that Baylor faculty embody the call of *Illuminate* to "combine unwavering Christian commitment, informed engagement, and academic excellence in a way that is unparalleled within higher education." Additionally, the work of Dr. Stephen Sloan, Dr. Tammy Adair, and Dr. Rebecca Flavin, to name a few featured faculty, exemplifies the aim of *Illuminate* to expand "opportunities for student leadership and civic-mindedness."

Current faculty cherish Baylor's joint commitment to teaching development and scholarly activity. They continue the work of legendary faculty to shine light on truth—and light the ways of time. I am grateful for them and for Baylor's investment in the ATL, an investment that preserves the transformational education for which Baylor is rightfully known.

J. Know Wright

SET

Seminars for Excellence in Teaching

January

- 28 Culture Shock: Teaching International Students**
Jeff Hamilton (Center for Global Engagement), Xin Wang (Modern Languages and Cultures), Daniel Barish (History)
2:30-3:30 PM

February

- 4 Can We Teach Empathy? Pedagogical Grappling with a Slippery Concept**
Christopher Richmann (Religion, Academy for Teaching and Learning), Felicia Osburn (Biology, Academy for Teaching and Learning)
3:30-4:30 PM
- 10 How I Changed My Course for Diversity and Inclusion**
David Moseman (Religion), Elise Edwards (Religion), Tara Foley (English), Stephen Sloan (History), Kristi Humphreys (English)
4:00-5:00 PM
- 14 The Generation Z Triad: Teaching Post-Millennials**
Jeff Lee (Physics)
1:00-2:00 PM

February (continued)

- 20 Implicit Bias in the Classroom**
Stacy Sinclair (Princeton University; Phi Beta Kappa)
11:00 AM-12:20 PM
- 25 The Classroom Component of Digital Humanities: Low-Tech Methods for High-Impact DH Pedagogy**
Kalani Craig (Indiana University-Bloomington)
11:30 AM-1:00 PM

March

- 24 A Noteworthy Next Class: Making Learning Objectives Work for You**
Amy James (University Libraries)
2:30-3:30 PM

April

- 7 Teaching with Special Collections**
Baylor Libraries Teaching Fellows
3:30-5:00 PM
- 20 Lessons Learned from Teaching Online**
Kayla Rhidenour (Communication) and Dan Hanchey (Classics)
4:00-5:00 PM

For more information about each SET and to register, visit www.baylor.edu/ATL/SET

OUR
MISSION:

To support and inspire a flourishing
community of learning.



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