

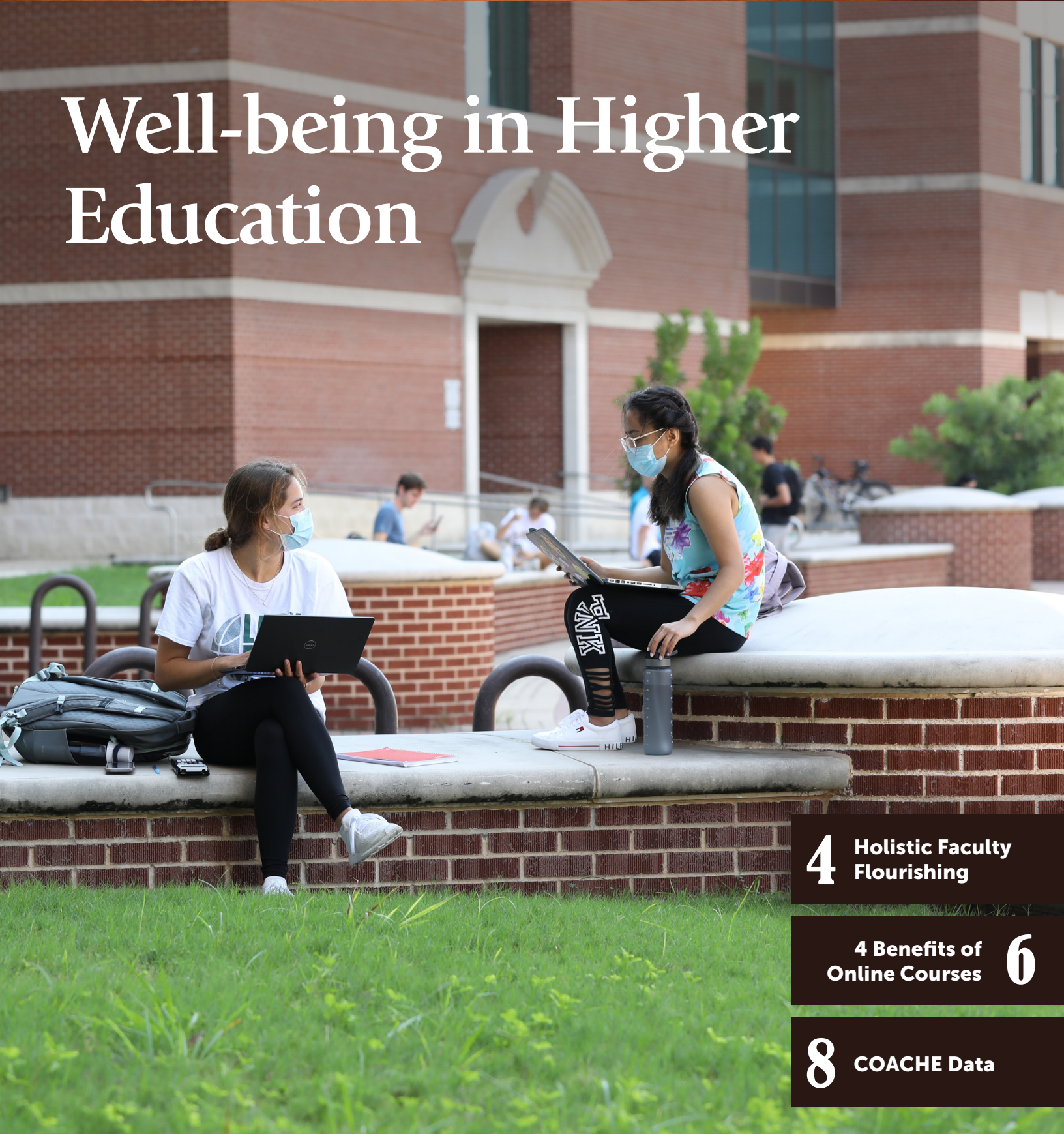


Baylor University
ACADEMY FOR TEACHING & LEARNING

THE REVIEW

SPRING 2021

Well-being in Higher Education



4 Holistic Faculty Flourishing

4 Benefits of Online Courses **6**

8 COACHE Data

Mission

To support and inspire a flourishing community of learning.

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Resources

for Faculty Flourishing



Go to baylor.edu/atl/facultyflourishing for resource links

Are you looking for guidance to support your effectiveness, productivity, and well-being? Here are some top resources curated by Baylor for Baylor

1. Working Remotely



IT Resources for Working Remotely

Learn about Teams, Virtual Private Networking (VPN), Box, and Equipment Check-Out



Manager Tools for Remote Work

Templates and forms for establishing expectations, tracking work hours, and one-on-one meetings



Professional & Leadership Development when Working Remote

Live and on-demand professional development through Rightnow Media and LinkedIn Learning



2. Online Research

Slack

Project teamwork management software



Zotero

Reference management software



Mendeley

Manage and share research papers, generate bibliographies for scholarly articles

3. Online Teaching

Zoom

Beakout rooms, polling, screensharing, and more

ATL Mediaspace Page

Videos from recent ATL seminars and workshops

Canvas Video Guides

Short tutorial videos on all Canvas' main features



Microsoft Teams video training

Short tutorial videos on Teams' main features

Tips & Tricks

Modules, discussion boards, looking good on video lectures, and more

Strategies

Communication with students, running labs, assessing learning, and more



PRESTO - Preparing Researchers, Educators, and Scholars for Teaching Online

Self-paced guidance on designing and implementing online courses

Supporting the Online Student

Top 10 list for course design and teaching online

Kaltura 101 Video

Tutorial from Baylor's Andy Clark



Holistic Faculty Flourishing

Interview with Chris Hansen, Professor and Chair, Film and Digital Media



This conversation has been edited for clarity and length.

ATL: How do you describe your position here at Baylor?

Hansen: I think the chair role at Baylor should be trying to get the resources that the faculty need to do their work. So evaluating faculty and staff, managing your budget, and making sure that they're getting the things they need so that they can get the things done that they have to get done.

ATL: Has it been difficult to guide your department through the pandemic situation?

Hansen: A large part of what we do is hands-on filmmaking. One of the biggest challenges in the spring when we went to emergency online was that classes that were designed to be very hands-on, suddenly couldn't be hands-on. So our department shifted really well and did the best they could. And students did projects on their mobile phones, but it's not the same experience. You're spending more time on things that were just assumed before. So that was taxing on everybody.

ATL: What are the main challenges faculty face in terms of other professional obligations, like research?

Hansen: We have several types of research that we do in our department. One of our professors is on the tenure track, and he'll be making some documentaries. In his discipline, he has to travel. So his work has been mostly on hold. And then there's more traditional humanities film research, like writing and theory, which I don't think was affected other than having to spend a lot more time putting classes online. And film festivals, it's kind of like academic conferences. I was just starting out with a film on the film circuit. In March, I was at our first screening in California, and they shut down. Film festivals pivoted by very quickly going online. But meeting other filmmakers and film professionals and film professors at a festival is part of what you're trying to do. So it hasn't affected the dissemination of the work, but it does affect the overall approach to the discipline. And also, we can't plan right now. Normally, we are thinking about shooting next summer. I don't feel like we know enough about what's going to happen next summer to know that we could have a full film shoot with a full crew.

There are certain kinds of technology research. For example, we have a video game lab where one of our professors has human subjects play games and studies emotional impact. We felt like we couldn't bring students into a lab setting, have them holding controllers and putting VR

headsets on, and feel like it was safe or that people would feel it was safe.

Another kind of technology research is the Six Primary Color project, which is revolutionary. It involves technological changes to the use of color in cameras and projectors. There's already like 10 or 11 patents involved. They had been traveling a lot to go meet with consultants or bring people to Baylor to get involved. And once COVID happened, it actually accelerated the pace because everybody was like, "well, we have to Zoom for everything anyway. So let's just do it that way." But that has also posed some challenges, because when looking at color fidelity on these things, you have to have specific monitors and settings. So it's been both challenging and frustrating and also illuminating.

ATL: Have you observed traits that are particularly successful or detrimental for faculty in terms of their adaptation to the pandemic?

Hansen: I think I can indict myself on this as much as anybody, so that's why I feel comfortable saying this. I think you have to manage the anxiety well. You have to allow yourself to not be quite as productive on the research side. Because we're all managing a lot emotionally. And if you are too hard on yourself, then you're not going to do good work. But I think there's a middle ground, and that is to not shut down but to be planning and preparing for the work that can be done once the restrictions are lifted and we feel

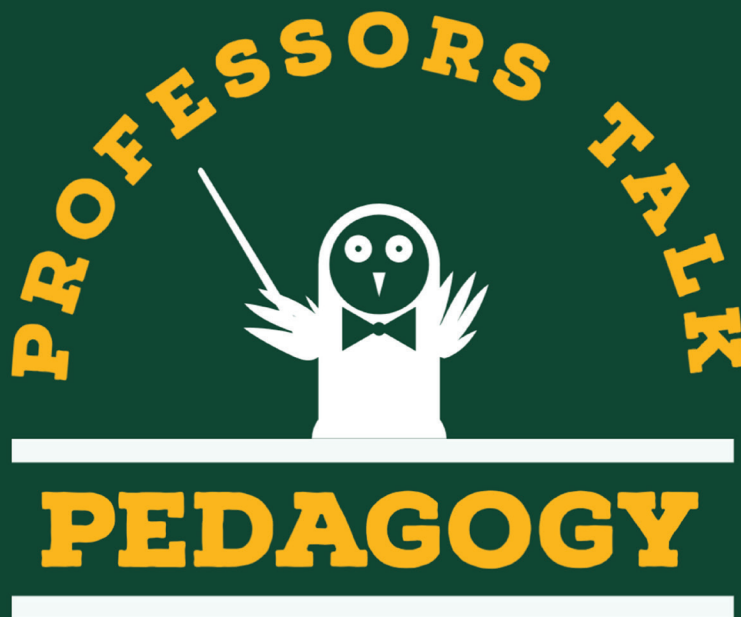
safe to do it. I've struggled myself. I'm trying to write something to do in the future. And struggling with creativity in the midst of this, because my brain's been in five different directions. The people who've done well are the people who have really found a balance between understanding it's okay to have some anxiety but dealing with it well enough to say, I guess

I'll get some work done. I don't have to be as productive as I was beforehand, but I can still keep moving forward.

ATL: Is there anything else from the perspective of a chair you'd like to say?

Hansen: We're a tight-knit group in our department. We pray for each

other; we worry for each other. We celebrate happy tidings like our colleague being released from COVID quarantine. And we worry for each other with sickness and stuff. I think that part of the role of the chair at a place like Baylor is to remind people we're in this together.



The ATL presents a new podcast, featuring discussions with great professors about pedagogy, curriculum, and learning in order to propel the 'virtuous cycle' of teaching.

Listen to our episodes on the ATL Website or on Apple Podcasts



4 Benefits of Online Courses During the Pandemic

Thomas S. Kidd, Distinguished Professor of History

I am online for my courses this semester. A year ago, I would have assumed that online teaching was by definition an inferior mode of delivery. But now I am not so sure. Done well, I believe it can equal or even surpass some aspects of in-person teaching.

1. Student participation: The biggest surprise to me has been how easy it is to foster student participation. On Zoom, the handy names feature means that, as long as students don't log in as a Marvel character ("Black Widow"), I can easily call on them at any time from day one of the semester. I have tried to establish the expectation that I will be calling on students as much as looking for volunteers, and that has gone better than in most of my in-person classes. When I go back to in-person, I need to do a better job of getting name tags/plates for all the students in order to replicate what happens automatically for instructors on Zoom.

2. Student conversations: A related surprise is how easy it is to foster individual conversations with students after class. Usually I end class by saying, "If you have an individual question, just stay on the call." Sure enough, at least one or two students do. I normally stay after class for 10-15 minutes just to talk with students. This typically wouldn't happen as

much in person because I or the students are usually dashing off somewhere else, or the students might find it a little more daunting to approach me after class in person.

primary challenge I have found is that students have a host of potential problems (or claimed problems) with technology that are entirely out of my control. It's on them to have a good internet connection, so some students

go in and out during class, and surely do not get as much out of the meeting. Others have webcams malfunction so I can't see if they're really there. And I believe that it is easier for the students to go AWOL on attendance or assignments when everything's online, in spite of my (usual) efforts to contact them when they show signs of struggle or absence.

4. Personal learning: One of my chief takeaways from online teaching is that I am just glad to know how to do it. I feel like I have learned more as a teacher this year than maybe since my first year of teaching. I always want to be the sort of person who is willing to try new things, professionally and technologically. This year forced many of us to do that in some really stretching ways, and I for one will be a better teacher for it.

A form of this article originally appeared in Kidd's newsletter (and online on The Ethics & Religious Liberty Commission website on September 28, 2020 at <https://erlc.com/resource-library/articles/4-benefits-of-online-courses-during-the-pandemic/>)

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A year ago, I would have assumed that online teaching was by definition an inferior mode of delivery. But now I am not so sure.
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3. Student engagement and retention: In my introductory American history class, I have recorded lectures which students watch on their own, and they take quizzes over the lectures and readings for each day. For in-person classes, I obviously did my lectures live, which is better, not least because it allows for questions and more give-and-take. But I really like them taking short quizzes over the material for each day. I suspect I am already getting more consistent engagement and retention of the course material.

The full-blown bad and ugly may still be on the horizon. But the

Navigating the Stress in Remote Work

Sara Perry, Associate Professor, Management



As the Baylor family has moved to more remote work than ever before, many are still seeking some semblance of stability in this new reality. One of the biggest issues in the new arrangement is how to balance work and family while maintaining health and well-being. Here are three key themes from my research and the academic literature on remote work and employee well-being to help our Baylor family thrive in this new way of working.

1. Offer and request autonomy and support in equal measures.

When household members are sharing space, we each may need more flexibility to complete work whenever we can, while also taking care of home responsibilities and sharing technology and bandwidth. Leaders and colleagues should not try to micromanage from afar; but do offer tangible support and be clear about the difference. Everyone's reality will be different in terms of how they can best juggle their other responsibilities.

Discretion about how and when to do one's work is the most critical factor for success in remote work. But some people want more flexibility than others. Namely, individuals who are higher in the personality trait of emotional stability need and want as much autonomy as a leader can give them, whereas others who feel emotions (and stress) more strongly may need more support.

2. Set appropriate boundaries in time, space, and expectations.

Explicitly setting boundaries will help with managing conflicting demands and interruptions from family while working and vice versa. Designating specific work hours and a workspace is a good start. Ideally, your workspace is a private space with a comfortable chair and technology setup. Clearly communicating expectations with family about what each member needs from the others in terms of privacy and interruptions is essential. Use breaks wisely to interact with family but also to replenish energy (i.e., self-care). Good use of break time can help thwart any detrimental effects of remote work stress.

Another consideration is the transition out of work time to home/family time. When we go to the office, we have a natural transition time during our commute home, which may help "shut off" work mode, replenish, and move into family mode. But when working from home,

we often go from work to home with no transition, and thus, no replenishment or break. Routines that facilitate transition between modes (e.g., exercising, listening to a podcast, or calling a friend) may help protect your well-being.

3. Proactively communicate and seek out professional interactions.

Another common challenge is isolation, particularly from professional colleagues, which may translate to perceptions of laziness or missing out on advancement opportunities. That is why it is critical to stay in touch with coworkers and leaders. Virtual coffee chats can help with informal interactions but be sure to check in proactively with team members on task-related items as well. These efforts can enhance visibility, innovation, and interconnectedness among team members for individual benefit and the benefit of Baylor.

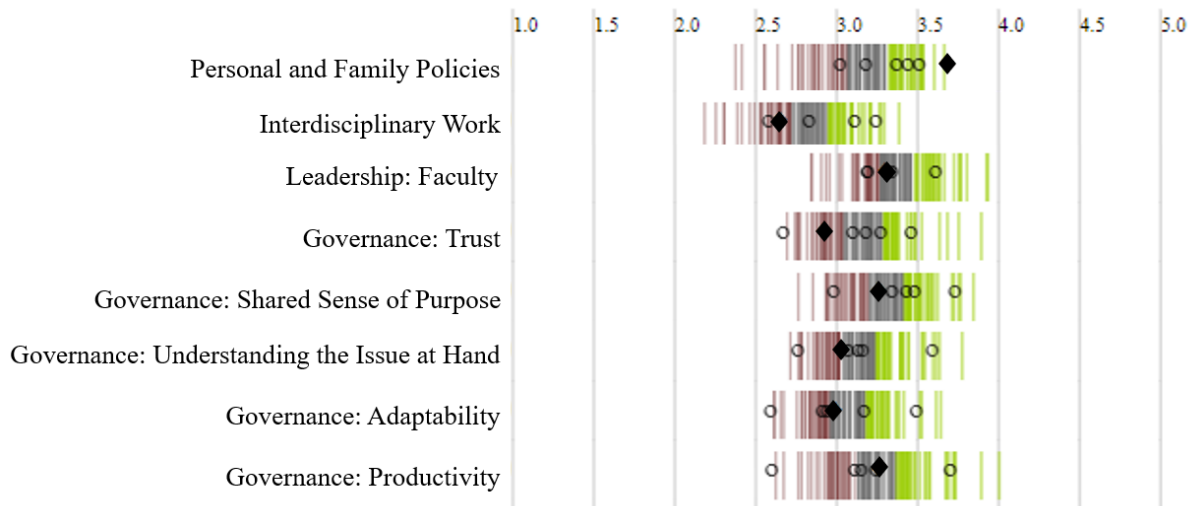
Looking Forward

We are all facing unprecedented uncertainty. If you are a leader, any support you can give employees will make an enormous difference for future engagement. Colleagues can also contribute to one another's well-being through encouragement and support from afar. Well-being is largely about our ability to adapt and use our resources wisely. What can you do today to put your available resources to use for your benefit and the benefit of those around you?

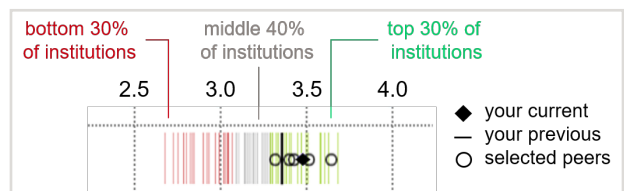
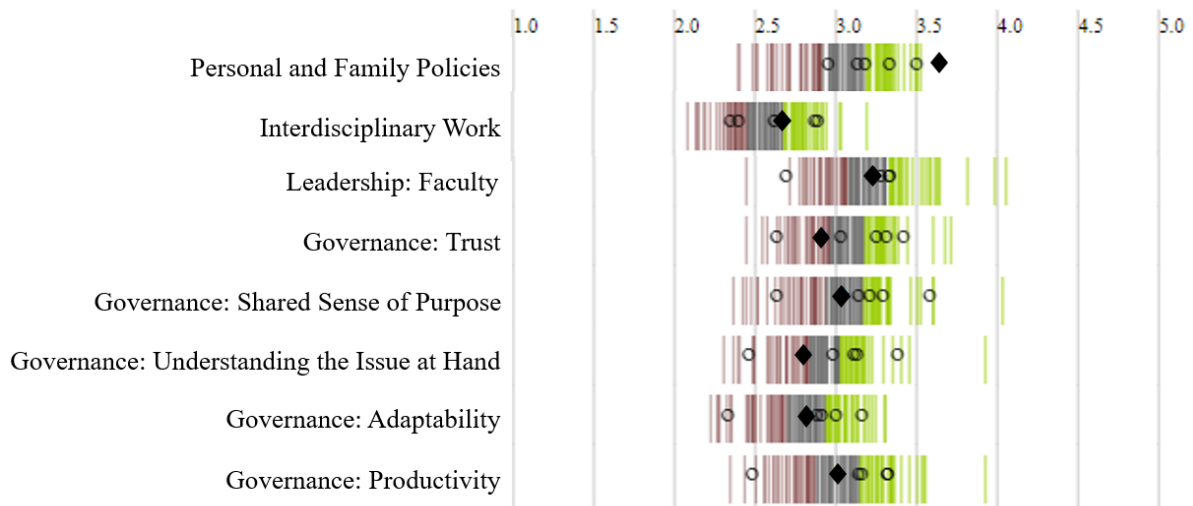
COACHE Data

In the Spring of 2020, Baylor faculty had the opportunity to complete the Faculty Job Satisfaction Survey, an instrument designed by Collaborative on Academic Careers in Higher Education (COACHE) in the Harvard Graduate School of Education. This survey provided actionable data about the conditions, the environment, policies and practices that support faculty doing their best work. This partnership with COACHE allows Baylor to compare our results across campus, relative to 5 peer institutions, and across 110 institutions nationwide.

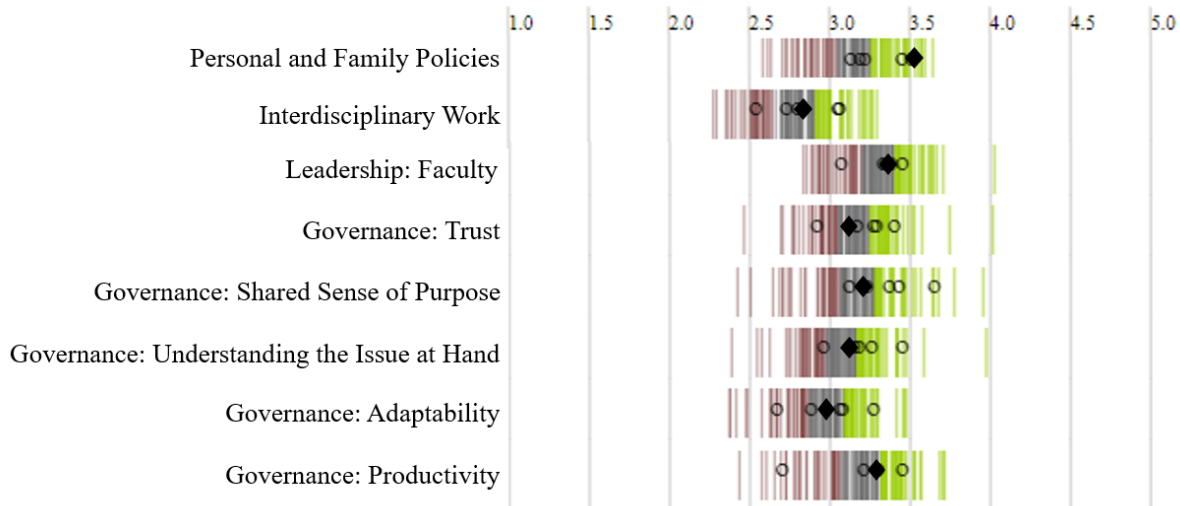
Pre-Tenure Faculty



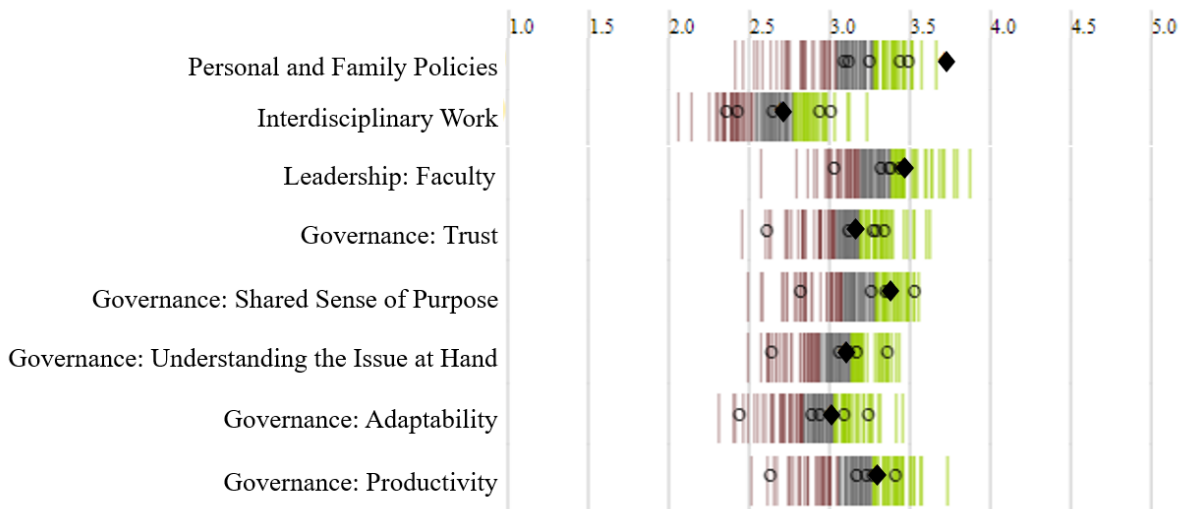
Associate Faculty



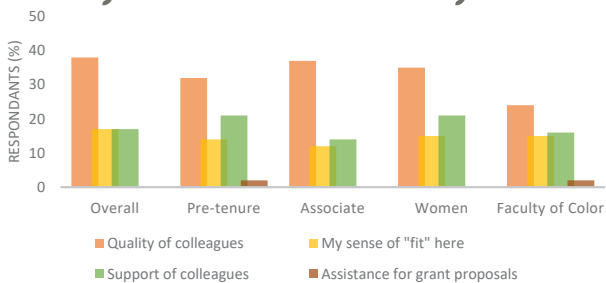
Faculty of Color



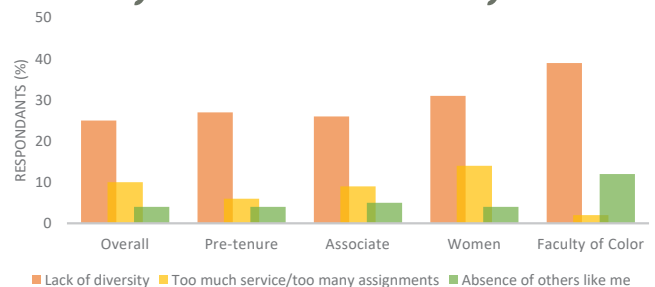
Female Faculty



Best Aspects of Working at Baylor University



Worst Aspects of Working at Baylor University



Student Counseling and Support

Interview with Randal Boldt, Senior Associate Director of the Baylor University Counseling Center



ATL: How has the Counseling Center adapted to the pandemic?

Boldt: We have moved all our counseling sessions to a secure video-based platform, and we provide them with Telebehavioral Health. We have increased our social media presence as we provide outreach to students through Instagram, Facebook, and other virtual presentations. We have also established a system to check out a confidential office space to meet with us by video, for students whose living arrangements do not allow them privacy.

ATL: Have you noticed changes in students' needs during the pandemic? How have you been able to assist them?

Boldt: National data for similar sized universities across the country has documented a change in mental health needs. Over 17% of students are presenting with a concern directly related to COVID, over 37% are reporting an increase in depression, over 62% are reporting an increase in anxiety, over 85% are reporting an increase in loneliness, and over

14% are reporting an increase in grief/bereavement. At Baylor, we are seeing similar trends.

Another consistent area of concern is supporting students with their academic pressures. Students describe significant challenges, both logistical and emotional, with this new way of being at college. They are reporting difficulty finding secure and consistent Wi-Fi and a quiet place to learn. They miss the routines and relationships of university life and are significantly struggling with motivation. Students find that they are juggling several courses that each have their own structure and methods of communication – this can lead to cognitive overload. Most of all, students are looking for validation of their experience and are expressing that faculty do not understand how challenging and overwhelming being a student is right now.

The Counseling Center has worked to provide direct support for students impacted by COVID-19. This fall we have offered a weekly support group that has been well advertised to attract students who have been adversely impacted by the pandemic. Additionally, we have added resources for students, including a mental health toolkit, on our website. We also offer a self-help virtual platform called Therapist Assisted Online (TAO) and are providing consultation to faculty, staff, and campus organizational partners about how to support students.

ATL: Do you have any advice for faculty?

Boldt: I would recommend the following:

- See connections as critical to learning and ensure students experience this in whatever form the classroom is in.
- Offer consistency and predictability.
- Ditch group projects, but encourage group work within the classroom.
- Avoid synchronous lecturing. Record a short lecture to be watched ahead of time and engage students in discussion during the class.
- Invite feedback from students.
- Demonstrate your understanding of what the world is like for your students.
- Be flexible with deadlines.
- Respect student privacy.
- Support students in isolation.
- Explain your policies.
- Encourage students to access the counseling center.

I would recommend two articles in the Teaching Newsletter from *The Chronicle of Higher Education*: "What Students Want Their Professors to Know" (September 24, 2020), and "How Professors Can Help Their Students Get Through the Semester" (October 8, 2020).

Student Writing Support

Interview with Christina Lambert, Graduate Assistant Director, University Writing Center

This conversation has been edited for clarity and length.

ATL: Can you give us a brief introduction to the Writing Center?

Lambert: The main function of the UWC is to come alongside Baylor students and faculty and assist with their writing projects. We normally do this through in-person and online appointments. We offer three types of appointments: 1) in-person 50-minute appointments, 2) video conference appointments (like in-person appointments but through our online platform) and, 3) written feedback appointments.

ATL: How has COVID impacted your work?

Lambert: Since March of 2020, we have been operating completely online. Not being able to conduct in-person appointments has impacted the relationships that consultants normally build with students, and the community that is built between student workers in the writing center itself.

ATL: How have you been able to adapt to successfully accommodate students?

Lambert: Our current Director, Kara Alexander, expanded the Writing Center to accommodate for online appointments in 2017. This allowed us to transition to a completely online setting more easily.

However, much of the work of writing consultants is relational (meeting students where they are at, helping them overcome fears about writing) and conversational (asking students to expand and elaborate on sections of their writing). Both these elements are more challenging online, but our consultants have risen to the occasion.

ATL: Have you noticed any changes in the students' needs during the pandemic? How have you been able to assist them?

Lambert: A major problem for both our clients and consultants has been motivation. Since there isn't the same kind of accountability in their classes, students feel less motivated to work on assignments. The in-person follow-up was a large part of that motivation. The same goes for our consultants. Not having the camaraderie of the work has made the work more exhausting. Two of our consultants decided to take the semester off, because the balance of all the online work had become too much.

The diversity of modalities that courses have been offered in this past fall has brought more stress to students. Not only do students have to figure out the expectations of a professor but they also have to remember the rhythms for each course. I've seen students really struggle to keep up with all the different moving parts. This has affected students' written work and their understanding of assignment requirements. To mediate this, our consultants have been spending more time working through professors' prompts with students. These appointments are often the first time students have reviewed the assignment requirements or worked slowly through their own writing.

ATL: Do you have any advice for faculty?

Lambert:

- Encourage students to visit us—especially in-person (available in spring) or in a videoconference.
- Be even clearer than usual about assignment details and expectations.

- Attempt to streamline online courses, making them as easy and intuitive for students as possible.
- For online classes, make courses as interactive as possible.

Faculty can email UWC@baylor.edu.



View on Student Mental Health

A Conversation with Thomas Fergus, Associate Professor of Psychology

This interview has been edited for clarity and length.

ATL: What are the important student mental health issues faculty might not be aware of?

Fergus: During COVID, reduced social connection and loneliness are probably main ones. There are also high levels of uncertainty. We know when uncertainty is high, anxiety is likely going to increase as well. It could be anxiety about coursework, but it could be more diffuse. The world around us seems much more chaotic, less predictable. And we know that depression is often tied to a sense of loss.

ATL: What are the differences between clinical anxiety and how this word is used popularly?

Fergus: People often use “anxiety” as a description that there’s a lot of stressors in their environment. On some level it’s adaptive to experience. If I’m somewhat anxious, it’s probably going to lead me to prepare more, try to anticipate ways that I may be able to problem-solve or intervene. If I’m not anxious at all, I may not prepare as much. If I’m too anxious, it may lead to difficulties concentrating in class and cause me to procrastinate. Clinically severe anxiety relates to preoccupation with whatever the perceived threat is and your perceived ability to be able to control your anxious thoughts. And so those thoughts tend to

impact their mood. They tend to report greater somatic symptoms, like upset stomach.

ATL: What are the signs that a student may be in trouble?

Fergus: You don’t want to over-pathologize a student’s experience. To say, “I think you’re really anxious” could be invalidating to the student and shame-producing. You want to tread lightly and follow the lead of the student. Be appropriately

a stressful time for everyone. And to try to see if that helps break the ice for students to disclose.

ATL: What else should be on our radar?

Fergus: Engagement with class is hard because we don’t want to pathologize introversion. Saying, “I’m concerned about your performance or your attendance and your engagement in class” is a great opening question, because there could be several reasons for it. You’re giving them the space to potentially tell you if there are mental health concerns.

ATL: What makes the college years distinct?

Fergus: Independence, along with identity formation and development. They’re trying to form new friends, trying to pick a field of study. In four years you need to know what you want to do with the rest of your life. And then there’s the possibility of long-term romantic relationships, marriage potentially, families. And

the need to achieve in classes to go on to graduate studies or get that job. There’s also a lot of instability. Their schedules are always changing. We know that schedules and stability tend to lead to better emotional stability.

Listen to Thomas Fergus’s interview on Professors Talk Pedagogy.



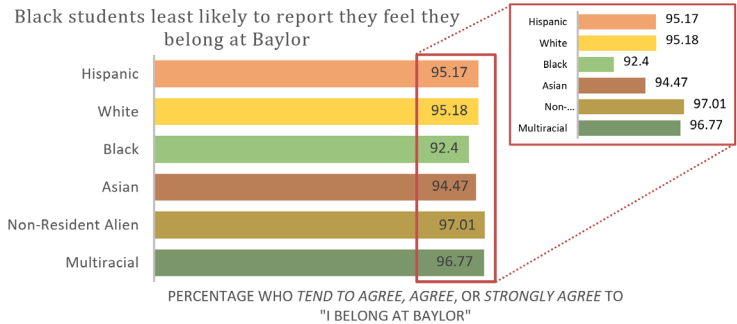
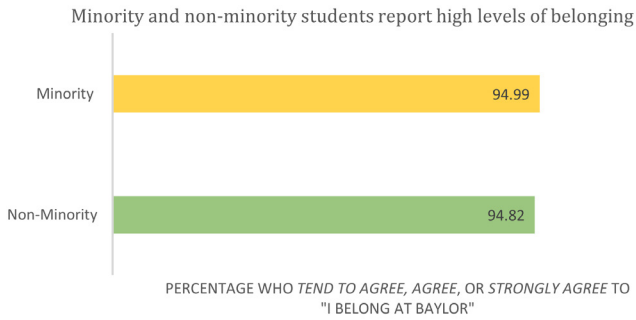
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You’re there to try to move them along the pathway towards seeking out help rather than being the person to intervene.
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validating and not dismissive of concerns. I try to go on class performance. If students are struggling, I try to set up meetings with them and get a sense as to what’s going on that’s getting in the way of course performance. You’re there to try to move them along the pathway towards seeking out help rather than being the person to intervene. Another approach some take with COVID times is acknowledging that this is

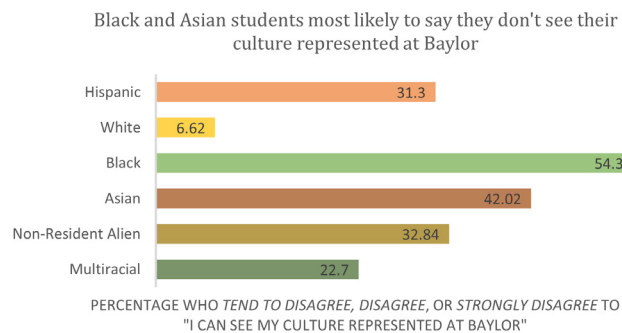
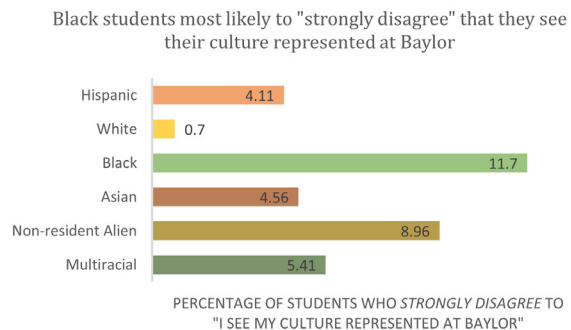
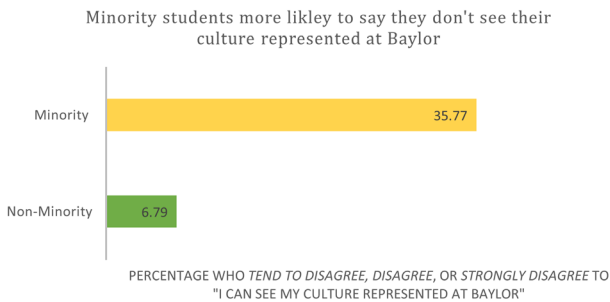
Student Perspectives

New2BU Fall 2020 Survey of 3,479 Baylor students reveals important racial and ethnic differences.

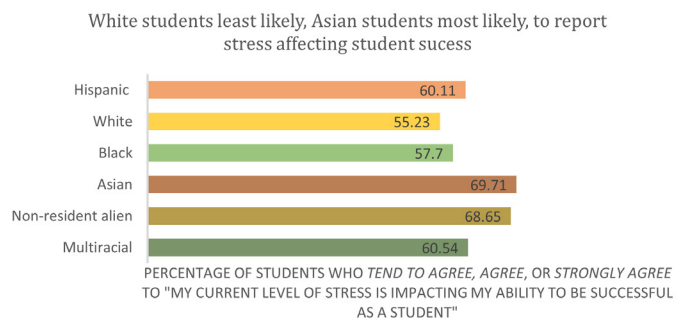
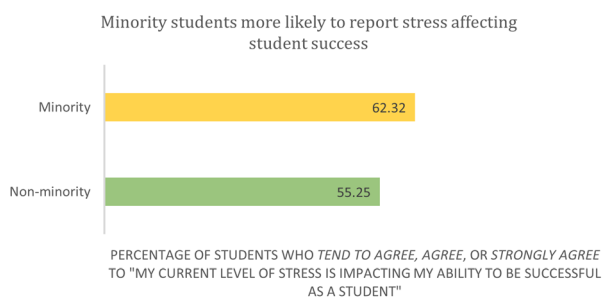
Belonging



Cultural Representation



Student Success



Students Growing in Faith Together

Ellen White, Bible Study Fellowship

During the college experience, building and maintaining of Christian community is essential to spiritual growth but also brings fulfillment and a greater experience. The anchor and place to explore God's Word with other women amid the pressures and busy-ness of college life cannot be found anywhere else. The Bible Study Fellowship (BSF) organization allows groups like this to form and flourish all over the world.

I have had the privilege of being the leader for the Baylor BSF group since the fall of 2016, and it has been such a joy to watch

young women explore and grow in their faith as we meet weekly. I believe strongly that having a group that is just women has helped to build community, safety, and transparency—all of which are key elements in growing in faith.

Our group is extremely diverse, with individuals from various cultural backgrounds, ages and stages in their faith. The vast diversity in our demographics has not hindered the discussions or bond of the group, but rather has deepened it as we come to the table with various perspectives. God is in the midst of the

discussions week after week as he reminds us that to Him, it doesn't matter where you come from or when you come. It just matters that you come with a surrendered heart and desire to learn and grow in Him.

The women in our group support and pray for one another through exams, papers, relationships, family life, and any other requests that might be present. The friendships built carry on outside just meeting weekly. I am so thankful to be given the opportunity to watch God work in the lives of students and sisters in Christ.

Baylor Chapel during COVIDtide Creating Culture and Community

Alex Fogleman, ATL Graduate Fellow

This year, Baylor Chapel, like so many aspects of Baylor life, looked different. Most students participated in chapel not by gathering together in Waco Hall, as in years past, but online or in small groups. And yet, new circumstances engendered new reflections: What is the purpose of chapel? Why do we pray and worship together?

Rev. Matthew Aughtry, an Anglican priest and Assistant Director of

Worship, Technology, and Communications at Baylor, bore a large responsibility for video production. His goal was not to mimic a normal chapel experience but to focus students'

attention on the narrative arc of Scripture (chapel readings now follow the biblical story over the academic year, from Genesis to Revelation) and its extraordinary beauty. "I don't think you can say we're doing 'participatory worship,'" Matthew said, "but we can, as a community, contemplate something together. There's something here that creates culture—that creates community."

Another component of chapel this year is student prayer. Carlos Colón, Assistant Director for Worship,



and his team of student leaders were struck by the number of students who not only desired to pray together in person but who also initiated creative leadership. "The current pandemic," said student leader Elijah Paraiso, "calls for us to step up and walk alongside each other in community, and the servant

hearts of my chapel students really exemplified that sentiment." Another student leader, Victoria Thompson, introduced students to prayer journaling. Joao Moraes met outside with a group and "simply read the Gospel as if we were telling stories around a campfire."

Colón hoped many of these patterns would carry over into the future. "There is an element of trust," he said, "relying heavily on students leading other students. They ministered to me. I ministered to them. It was a necessity for the year but something that I hope can continue."

Missions: Now What?

Rebecca Kennedy, Associate Chaplain and Assistant Dean for Spiritual Life and Missions

Since March 2020, leaders who are responsible for mobilizing volunteers for short-term missions have been scrambling to salvage plans, pivot from traditional practices, and discern the future of missions amid a global pandemic.

Baylor's discipline-specific approach to missions is unique and works well within the context of Christian higher education. In a nutshell, faculty, staff, and students use their discipline to meet a specific need that has been identified by a global partner. This approach leverages expertise from various academic units and fosters the understanding of vocational calling.

While travel bans remain locked in place until vaccines are administered widely and the COVID curve flattens, churches and Christian universities are faced with the question, "Now what?"

The *Missio Dei*, the mission of God, can be traced back to Genesis 2 when God created His likeness to be in fellowship with Him. It is a relational journey that God invites us to enter: All creation is invited on this journey.

The mission of God is a journey of discovery and growth that brings us closer to Christ-likeness, and sometimes that includes giving someone a cup of cold water.

In this global pandemic, as our department attempts to invent the next chapter of mission projects, we are paying close attention to factors that transcend merely doing and underscore the relational quality of the *Missio Dei*. While we cannot travel, we are using technology to stay connected to our global partners.

This semester, two faculty partners worked with multiple local and global community partners to identify needs and implement a plan of action. Students worked directly with their community partner to conduct an assessment, identify a high-priority need and develop and implement a strategy to meet the need. In one project, a student team developed a high caliber training video for non-profit volunteers. In another class, a team of business students developed a business plan for micro-enterprises.

I love traveling. I miss traveling. Traveling is educational and

relational. When I travel to your home and eat at your table, I learn to appreciate your culture and value your way of life. A relationship is formed and I see that we have more similarities than differences. That is transformative. I have seen hundreds of Baylor students have transformative experiences and come out better humans and neighbors, more Christ-centered and people-focused than they were before they left. Sometimes the only way you can truly experience something is to be physically present. But with concerns like climate change, an expanding carbon footprint, increased natural disasters, and multiple global health crises, I'm wondering if the risk is worth it. Just as remote working has convinced senior leaders that we can be more efficient, productive, and connected sitting at a dining table, can virtual missions become the next phase?

The *Missio Dei* will continue and God's people will find ways to walk this journey. It's not the method that's sacred; it's the message "God is love" and the invitation "to love" that remains sacred.

Race and Belonging at Baylor

A Conversation with Malcolm Foley, Special Advisor to the President for Equity and Campus Engagement



This interview has been edited for clarity and length.

ATL: Why did Baylor create this special advisor to the President position?

Foley: The intent is to have somebody dedicated to thinking through issues of diversity and equity across campus. The President brought me in as a member of President's Council but also as a thought partner and to exhibit to the campus community that this is an institutional priority. I'm advising and liaising, not just President's Council, but also meeting with faculty, staff, and students to be able to build a just and equitable culture at Baylor. That's the kind of work that only happens intentionally—it's not the kind of thing that you just fall into.

ATL: Tell us about your work with students.

Foley: Whether it's the student body president, the Graduate Student Association President, or the numerous multicultural groups on campus—all of those are important relationships.

What's important is to get a glimpse of those policies, processes, procedures that often function invisibly. One of my goals is to seek out, where are people being overlooked, where are people even possibly being hurt?

ATL: What do you hear from students of color?

Foley: There is no paradigmatic Black student experience, or Latino or Latina experience at Baylor. Being aware of the range of experiences is important. If we're looking at, for example, what it means to be a Christian University, it may be that a particular cultural instantiation of Christianity is put forth as the norm. And then you have people raised in the Black church, or raised in immigrant churches, who may come into this space and feel, "wait a minute, this is different." In thinking of our Christian mission, the goal is to show that our faith is a global one. The experience of students of color and the experience of majority culture students can be fundamentally different. What we're seeking to do is to close that gap, especially when there are people who are suffering as a result of that experience.

ATL: Do you see Baylor's Christian mission as being a tool for helping close those gaps?

Foley: Christian mission gives us the impetus to close those gaps. The "diversity, inclusion,

and equity" wave can easily be treated as a fad. But it's not. This is fundamentally an issue of making sure that everyone has the resources to do the job set before them. But also, as a Christian University, our responsibility to one another is at the core of our faith. It's at the core of what it means to obey Christ and to believe the Gospel, to set the interests of others above myself, to use my opportunities and privileges for the good of those around me. And so, the question is, how do we wisely do that? What actions are going to make the most significant and lasting impact on people's actual experiences?

ATL: Baylor's new diversity training video seems like a new approach. Can you say a bit about making that kind of video instead of a more typical one?

Foley: That was entirely our intention. It was clear that there's nothing out there that was going to do this the way we wanted it to be done—showing at the very beginning that we do this as an outflow of our Christian mission. But the video is an introduction. This work of culture building is not something that happens as a result of any forty-minute video. That's one of the steps to get people in the door to start building the atmosphere where people can bring their various expertise into this space and think through how to support the building of a just and equitable culture.

ATL: How do you see these issues of race affecting the emotional and social well-being of students?

Foley: The issue of police brutality has been at the forefront of people's minds. One thing that's common particularly among black communities is, this kind of violence incites fear. And it's not just there; you could look at disparities in health care and elsewhere. Race as a category was created to subjugate people. And so, the ways that it's been mobilized have been detrimental to the mental and emotional

health of all those involved. I use the language of racial justice because it's a matter of giving people their due when they've been denied it. That's work that, when rightly done, increases the mental and emotional health of everyone involved. Racist structures, policies, thoughts, actions—those exist to the detriment of all of us. And the only way we will effectively do away with them is recognizing that we're all harmed.

ATL: Any final thoughts about your work at Baylor?

Foley: I'm thankful to be in this spot, but I'm also thankful for an administration that is deeply committed to this work. People in roles like mine can burn out if they don't have the institutional support and buy-in. The other risk is that it's easy to tokenize someone in a position like mine. And it's been very clear to me that that's not what this is. I've had opportunities to speak into processes in ways that are going to shape the experiences of faculty, staff, and students on campus for the better.

Asian American Students' Experiences

Interview with Lauren Vo, Coalition of Asian Students

ATL: How are Asian student organizations helping students to overcome this year's challenges?

Vo: Asian American students have faced many unique challenges to their health and well-being during Covid-19. When it became common to describe the virus, a biological phenomenon, as the "kung flu" or "China virus," attention and blame were suddenly cast on all Asian American students, the majority of whom are not Chinese. Though only a handful of Asian American students were harassed (some cursed at, others spit on), a palpable tension coursed through the entire Asian American student population, who feared the same would happen to them. Asian American students who already felt like perpetual foreigners on campus saw the pandemic exacerbate such feelings, and students reported feeling unsafe

walking on campus or sitting in class, for fear that they would be ridiculed or even harmed for a situation that was beyond their control.

I've also been able to see the incredible ways that Asian American student organizations have been able to support students as they overcome these challenges. These organizations provide a supportive community where students feel comfortable sharing their fears, experiences, and anxieties. Typically, the organizations are structured into "families" where each student is guaranteed an immediate support system. They also help students celebrate their culture, absolving feelings of shame or otherness, through shared food, music, and pop culture.

The Asian American student organizations also helped get a class on race to be added to the curriculum, a course that could

address the realities that racialized people face around the country, and on Baylor's campus. The class, "Race, Racism, and Religion" taught by Dr. Jonathan Tran, was hugely successful and allowed students to brainstorm real ways to impact change on campus. Through crafting solutions together, students were able to improve their mental well-being through the cathartic release.

ATL: What should professors know about encouraging wellness inside and outside of the classroom?

Vo: Asian American students are burdened by unseen anxieties. Professors can help students of color by acknowledging the difficulties that they face outside of the classroom. Students of color carry the burden of social injustices into the classroom; they don't leave it at the door. The mere acknowledgement can do a lot to make students feel seen.

Baylor Teaching Awards



2019-2020 Awards for Outstanding Teaching

Sara Alexander, Ph.D., professor of anthropology and TIEEES fellow, College of Arts and Sciences

Yang Li, Ph.D., associate professor of electrical and computer engineering, School of Engineering and Computer Science

Horace Maxile Jr., Ph.D., associate professor of music theory, School of Music

Clay Polson, Ph.D., associate professor, Diana R. Garland School of Social Work

Anne Spence, Ph.D., assistant chair and clinical associate professor of mechanical engineering, School of Engineering and Computer Science

Scott Spinks, Ph.D., senior lecturer in Spanish, College of Arts and Sciences

Edward Taylor, Ph.D., senior lecturer in music theory, School of Music



2020 Collins Teaching Award

Dr. David Moseman
Senior Lecturer of Religion

2020 Cornelia Marschall Smith Professor of the Year Award

Dr. Andrea L. Dixon
Associate Professor of Marketing and Executive Director of the Center for Professional Selling

2020 Centennial Professors

Dr. Lisa Shaver
Professor of English and Director of Women's and Gender Studies

Dr. Joe Yelderman
Professor of Geosciences

2020 Outstanding Graduate Instructors

Taylor Thompson
Department of Mathematics
Matt Turnbull
Department of English
Julia Robinson
Department of Public Health
Amanda Hernandez
Department of Sociology
Mads Reynolds
Department of Mathematics
Christopher Ruiz
Department of Political Science

Course Makeover Workshop
May 19-21, 2021
**Meeting online with
Canvas & Zoom**

Is it time to revisit the design and
structure of one of your courses?
Does your teaching team need some
dedicated time for course revision?

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From the Director:

Aristotle lived and worked during a time of great cultural upheaval. His historical situation makes his definition of virtue as a mean (midpoint) between two extremes compelling advice for our time.

Baylor instructors have navigated—as one set of extremes—a devastating disease, social and political discord, and crippling power failures while educating students for leadership and service. They have also experienced—as another set of extremes—protective healthcare provisions, meaningful dialogue and reconciliation, and community sharing of life-sustaining resources. Teaching between the poles of *change and continuity* has generated valuable perspective on the virtues necessary for higher education today: **connection and care.**

Faculty have learned new ways to cultivate connection and care in and out of the classroom. Christina Lambert observes that students are struggling with classroom writing assignments. She encourages instructors to articulate assignment details and expectations more clearly and frequently than usual, a simple act of care that can alleviate student anxiety. Prof. Chris Hansen nurtures care among his departmental colleagues by celebrating happy tidings, such as faculty releases from COVID quarantine, and acknowledging physical and emotional struggles. Dr. Sara Perry advises faculty to adopt self-care practices by, for instance, setting boundaries around their professional lives. This edition of the *Review* features these and other strategies for fostering connection and care and offers additional insights on well-being at Baylor.

Cultivating connection, an integral component of human flourishing, would meet with Aristotle's approval. Exercising care for self and others can help instructors and students navigate the negative and positive valences of transformation in higher education today. Let's meet students *and ourselves* where we are and confront change and continuity in mutually supportive and productive ways. Let's teach one another how to live well and be well.

J. Know Wright

SET

Seminars for Excellence in Teaching

January

- 14 Teaching Large Courses Online**
Lyndsay DiPietro (Academy for Teaching and Learning), Yvette Garcia (Religion)
2:00-3:00 PM
- 29 Helping Online Students Feel Like They Belong**
Dana Dean (Biology), Leslie Hahner (Communication), Renee Michalski (Psychology & Neuroscience), Lance Littlejohn (Mathematics)
11:00 AM-12:00 PM

February

- 9 Teaching Freshman During the Pandemic**
Danielle Williams (English), Eric Holleyman (Religion), Melanie Nogalski (Baylor Interdisciplinary Core)
2:00-3:00 PM
- 24 Snapshots of Learning and Community in the Time of COVID-19**
Christina Iluzada (Information Systems), Tony Talbert (Curriculum and Instruction)
1:30-2:30 PM

March

- 9 Teaching with Special Collections**
Baylor Libraries Special Collections Teaching Fellows
3:00-4:15 PM
- 25 A Noteworthy Next Class: Making Learning Objectives Work for You**
Amy James (University Libraries)
2:30-3:30 PM

March cont.

- 30 The Balancing Act: Teaching While Juggling Issues of Diversity at a Predominantly White Institution**
Laila Sanguras (Learning and Organizational Change), Kevin Magill (Curriculum and Instruction), Lakia Scott (Curriculum and Instruction), Brooke Blevins (Curriculum and Instruction)
10:30-11:30 AM

April

- 6 How Can Writing Support Learning?**
T.J. Geiger (English)
3:30-4:30 PM
- 15 How Students are Living and Learning during the Pandemic: A View from Faculty in Residence**
Beth Barr (History), Mona Choucair (English), Rishi Sriram (Educational Leadership), Jason Whitt (Honors College)
3:00-4:00 PM

For more information about each SET, to register for upcoming SETs, or to watch recordings of past SETs, visit www.baylor.edu/ATL/SET



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OUR MISSION:

To support and inspire a flourishing community of learning.

