



Baylor University  
ACADEMY FOR TEACHING & LEARNING

# THE REVIEW

SPRING 2023

## *Faculty Support for Student Learning*

**3** Supporting First Generation College Students

What Great Teachers Do, According to Students

**6**

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## Mission

*To support and inspire a flourishing community of learning.*

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# “Every Story Deserves to Be Heard”: Supporting First-Generation Students

About 16% of Baylor undergraduates are “first-generation” college students, neither parent having earned a 4-year degree. While enriching campus and classroom, this student population faces challenges, with lower retention and graduation rates than their peers, likely related to their lower sense of belonging, less engagement, and reliance on independent rather than social strategies for navigating college. Recently, institutions have begun addressing first-gen students’ needs and helping them understand their experience through programs like Baylor’s First in Line.

This year’s Baylor Fellows are focused on the first-gen experience. Kristi Humphreys (English) says she was aware of many of their challenges, particularly their sense “that they would never completely fit in, as if everyone knew things they didn’t know about college.” John Davis (Mathematics) agrees, noting that for many first-gen students, “almost every aspect of the college experience is a venture into the unknown.” In response, Davis has become more intentional in course design and interactions with students. Beyond committing to learning all students’ names by week two, Davis attests that “from course policies to content delivery to assessments, I am asking, ‘How

does this look through the eyes of a first-gen student?’” Students agree that this kind of intentionality can help. Junior Mackenzie Ketting-Olivier says that one thing professors can do to support is “add in structure” in the class and communicate openly, even disclosing if they themselves were first-gen students. Sophomore and transfer student Mohamed Farooki also suggests that instructors notify students about university

authors present an enlightening myriad of experiences, inspirations, and journeys” to help students connect to the authors and material. For Humphreys, open conversation is the best way to support students. “I begin each semester by saying, ‘Everyone has a story, and every story deserves to be heard.’”

Support can also take more programmatic shape. After analyzing

trends in calculus courses, Davis’s department learned that first-gen students were particularly at risk of not passing. The department created a single-credit optional companion course. Open to all but reserving spots for first-gen students, the course provides timely review on background algebra and trigonometry topics.

The department will soon be studying the results of this support.

Both Humphreys and Davis recognize that no approach is one-size-fits-all. The key, says Davis, is to be open to ideas from colleagues. “The conversations in the Baylor Fellows program have been invaluable. It is eye-opening to see what others have done, what is working (and not working!) for them, and benefit from their collective wisdom.”



opportunities and deadlines, from FAFSA to internal scholarships.

Humphreys, who previously taught at a majority first-gen institution, says that she tries to let students see themselves in the authors they read, “many of whom were also first-gen students.” In one section of her American literature course, students read only first-gen authors. “The most beautiful part of this approach,” she says, “is that, just like current first-gen students, not any two stories are exactly alike; these

# Formative Assessment: Experiences Across Departments

## Honors College

*Erika Abel, Biology*

In larger sections of Genetics and Molecular Cell Biology, I pause after introducing challenging topics to ask questions that assess the students' mastery of core concepts. I receive immediate feedback via the use of Turning Technologies clickers. When a high miss-rate is encountered, I invite the students to discuss the question with peers, Learning Assistants, and me. This approach has helped me to significantly increase engagement in the material. As pre-class homework in my Honors Genetics section, I assign journal articles wherein classroom concepts are illustrated in the experimental approaches and results. We discuss the findings during class, and I am able to assess student capacity to apply textbook concepts to real data.

*Matthew Whelan, Moral Theology*

When evaluating student work that touches on theological matters, I'm particularly interested that students understand theology's grammar and lexicon, and not reduce theology to something else. In other words, I want students to take it seriously as a mode of knowledge and reflec-

tion, and I want them to regard it with integrity. I also am very interested in conveying complexity both within theological traditions and between them. I'm usually not evaluating what I regard to be the correct theological position but how they engage the particular text, tradition, or figure under

the elementary classroom. I organize assignments specifically focused on planning and facilitating purposeful questioning, building procedural fluency from conceptual understanding, and using evidence of student thinking to assess mathematical understanding. Although I assess several

aspects of their instructional planning, one area of focus is to study their level of questioning from lessons they plan early in the semester to lessons they plan toward the end of their teaching experiences. As the instructor, I am looking for their identification of growth of posing a variety of question types and their reflections of how this impacted student learning in mathematics.

## Hankamer School of Business

*Matt Douglas,  
Operations and Supply*

*Chain Management*

When I conduct a group activity in my Operations Management class, I give each student a role in an operational system or supply chain and look for evidence that students can work as a team to understand and apply the course concepts. I want my students to work together and share knowledge because I want them to understand the importance of

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I routinely schedule flipped sessions in which students solve problems in class, with collaboration and discussion encouraged. I float about, listening in, answering questions, and giving advice. I get to see them working and hear them thinking.

- *Byron Newberry*

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consideration with the kind of patience and empathy without which any true understanding is impossible.

## School of Education

*Sandi Cooper, Mathematics  
Education*

In Teaching Mathematics in the Elementary Grades, my goal is to prepare my students to become effective mathematics teachers in

relationships, which are key to effectively managing and improving any operational system or supply chain. Additionally, I want students to understand that good performance might require sub-optimizing their own role's performance to achieve overall operational system or supply chain performance objectives.

## **Robbins College of Health and Human Sciences**

*Jay Yoo, Apparel Merchandising*

A term project is designed to help students become aware of opportunities by applying concepts from multiple perspectives. In order to accomplish this, students work on a project with peers representing a range of academic disciplines. The collaborative mix of ideas in a group setting allows for reflection and comprehension of problem-solving. I examine how students address problems, synthesize ideas, and develop critical thinking skills by proposing solutions to educate consumers and manufacturers in the apparel marketplace.

*Marian Gillard, Occupational Therapy*

Occupations are the activities that people do every day to give their life meaning and purpose and Occupational Therapy practitioners are experts at helping people perform the occupations they need and want to do every day. When I assign projects or formal papers in our Scholarly Practice courses, I look for evidence that the student understands the mechanism of how engagement in meaningful occupation influences a person's overall health and wellbeing. I look for the student to design assessment and intervention

strategies that are grounded in sound research evidence and that intentionally include activities that facilitate the development of the client's performance skills and performance patterns.

## **School of Engineering and Computer Science**

*Byron Newberry, Mechanical Engineering*

In my engineering analysis courses it's important that students gain an in-depth understanding of the analytical techniques they're learning and are not just mechanically plugging numbers into equations. So, I routinely schedule flipped sessions in which students solve problems in class, with collaboration and discussion encouraged. I float about, listening in, answering questions, and giving advice. I get to see them working and hear them thinking. This gives me insight into how well they understand what they're doing, as well as what misconceptions they might have, and it is an opportunity for me to troubleshoot their learning in real time.

## **College of Arts and Sciences**

*Anne-Marie Schultz, Philosophy*

I developed an assignment for History of Classical Philosophy that promotes many philosophically desirable student learning outcomes. The assignment has helped diversify the curriculum of ancient philosophy by expanding the course content to include these diverse topics. As students talk about these topics with each other, they grapple with a variety of viewpoints and refine their own position based on civil engagement with their colleagues. The assignment also increases their awareness of the relevance

of ancient philosophy for contemporary concerns, and the students take a deeper level of ownership as it develops over the course of the semester. Sharing the projects in small groups has bonded the class socially and created an inclusive, welcoming environment for all.

*Karenna Malavanti, Psychology and Neuroscience*

I assign semester projects that task students to deep dive into a cognitive bias of interest. Students self-select a cognitive bias, create a blog that is digestible and understandable to those outside the field, and then create a presentation reflecting on their work. I am most interested that students gain skills and knowledge to translate that to the real world in a way that is understandable to their friends and family. In doing so, we all become more aware of our cognitive biases, better consumers of scientific information, and better science communicators to people outside our discipline. Overall, I hope students are more thoughtful about their cognitive biases and able to communicate ways to combat them.

*To learn more, check out the ATL's teaching guide on formative assessment by following the QR code below.*





# Teaching for Learners: Undergraduate Essay Contest

*In Fall 2022, the ATL sought undergraduate essays about professors who exemplify student support. We are proud to print the winning essay as well as highlights from several submissions. We join these students in honoring these educators and commending their pedagogy.*

## Connie Mendoza, Essay Contest Winner

Professor Jeremy Hathway is the epitome of what it means to support students. In the two courses I have taken with him, Professor Hathway has consistently gone above and beyond for every person in his classroom. While there are countless factors that contribute to Professor Hathway's exemplary role as an educator, several efforts of his are especially noteworthy: receptivity to feedback, leading by example, and classroom culture.

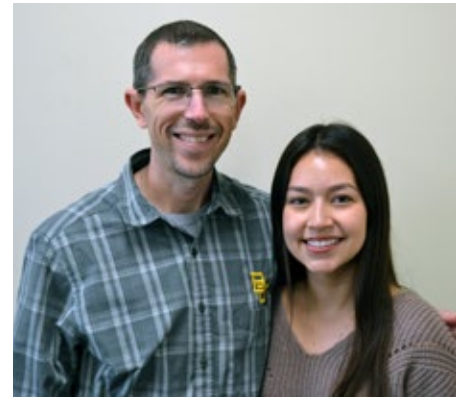
He takes time to review previous exams with us and adjusts them if needed. The reviews give opportunities to ask questions about topics that are still unclear. Therefore, we can learn and grow from our mistakes. He creates a safe space for providing feedback, and he uses our suggestions for the next exam. After a test, we get to share our honest opinions about how well we think the exam tested our knowledge and how efficiently his lectures prepared us for it. This speaks volumes to Professor Hathway's commitment to improving students' learning experiences.

Just as an experienced chef is willing to stray from an original recipe to prioritize flavor and quality, Professor Hathway does the same in the classroom. He does not make us conform to his original plan—that is not his

priority. His ultimate goal is to support our education and our growth as students, future speech-language pathologists, and overall children of Christ.

Professor Hathway leads by example. He does not just tell us to be curious, lifelong learners—he shows us. If someone asks a question to which he does not know the answer, Professor Hathway researches and asks colleagues until he finds the answer. He is passionate about feeding our curious minds, as well as his own.

When he invites guest speakers, Professor Hathway diligently listens and takes notes, modeling engagement and curiosity. It is this student-like enthusiasm and thirst for knowledge that makes him such an expert in his field.



Perhaps the thing I appreciate the most is that no one ever feels incompetent or incapable in his class. In his eyes, every mistake we make is one step closer to understanding. There is not an ounce of judgement or shame when he provides feedback to our incorrect answers. He has successfully created a culture of kindness and mutual respect in his classroom, and this learning environment has helped me thrive significantly.

Professor Hathway wholeheartedly embodies an educator who does what it takes to make every student feel capable, successful, and appreciated. As a first-generation college student who came into Baylor with many doubts, I am incredibly grateful for the comfort and sense of accomplishment I've experienced in his classroom.



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Dr. Gabrielle Miller has instilled the confidence in me to use my Spanish when I volunteer and this has helped me speak to Spanish-speakers in the Waco community.

- McKenzie Arata

In Dr. Benjamin Schwartz's class, he gives every one of his students the time and opportunity to talk, discuss and even rebut. He encourages one-on-one discussions with him.

- Poorvi Balaji

In Dr. Tracey Jones' 'Methods of Teaching English as a Second Language' class, we embarked on a walk around the building, attempting to ignore any writing on the walls to place ourselves in the shoes of a student who cannot understand English.

- Annalise Cornett

Every single day, Professor Wiff Rudd called and texted to check up on me and my family.

- Johniel Najera

Often, after the class ends and the students go their separate ways, Dr. Ken Jones' classroom discussion forums will remain active, and these communities will continue to bring joy to the lives of all who participate.

- Nate Padley

Dr. Sara Dye, I wish to someday learn how to walk into a room and carry myself the same way I see you do.

-Veronica Perales

'Every good idea you might have, may just not resonate with someone else. But it doesn't mean that your idea is not any less valuable,' Professor Matthew Brammer said, just this morning, in class.

- Hannah Pinto

Dr. Jesse Hoover went above and beyond to support me as a student, but most significantly, as a human person.

- Victoria Shellenberger

Right off the bat, professor Kevin Tankersley was interested in the stories, ideas, and questions of everyone in the class. He wanted everyone to have a voice.

- Olivia Turner

Vulnerability is welcome in Dr. Coretta Pittman's classroom. In fact, she equips her students with courage to write about topics where vulnerability is valued.

- Alyssa Villarreal

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# Reimagining Office Hours

Sarah Tharp, ATL Graduate Fellow

Student-faculty interaction is one of the most powerful predictors of student success, and office hours are the most consistent structure for those interactions. But many instructors report disappointment that students do not fully take advantage of office hours. When students don't attend office hours, instructors can feel like they are hosting a party with no guests, and students miss the benefits of personal and timely support.

Through the lens of hospitality, instructors can better understand why students forego office hours and what instructors can do about it.

**Guests decline invitations if the details are unclear.** Syllabi should include office hour times and locations but also information about the

purpose of office hours. Most students view the primary purpose of office hours to be help in an academic crisis, and usually after they have considered other resources. Including more information about the multiple reasons for coming to office hours, such as further discussion of a topic, field-specific career information, or mentoring and academic support, can clarify that the invitation is not for emergencies only. Repeating the invitation throughout

the semester, verbally and in announcement emails, can encourage students to attend.

**Guests decline invitations if they have a schedule conflict.**

Students cannot attend office hours if they have other commitments during the scheduled office hours. Instructors can offer a wider range of office hour times, at multiple days and times, or even consider polling



students on preferred times. Using a scheduling platform like Microsoft Bookings with Me can allow students to select the best times for them. Virtual options can also increase student access to office hours.

**Guests decline invitations if the host or the party atmosphere do not seem hospitable.**

Welcoming teaching personas and demonstrations of interest in students' questions and work can encourage students to attend. Less formal, more open locations

and structures that allow for shared working spaces and group attendance can also increase the sense of hospitality. Relabeling to "student hours" can increase students' participation, and requiring students to visit you early in the semester can convey your desire to help students and make them more likely to visit on their own.

Not every invited guest will attend a party, so do not worry if with these adjustments your office hour attendance does not drastically increase. Working to make office hours approachable, accessible, and hospitable, though, contributes to creating a welcoming learning environment and demonstrating care for students by inviting them into time beyond the scheduled course meetings.

*For more detailed information and scholarly references about office hour practices, see the ATL's learning guide on Office Hours.*





# Undergraduate Research in R1 Times

Faculty experience with undergraduate research is not uniform. Some direct honors theses and independent studies; some teach research methods courses; some lead research trips abroad; some enlist students as laboratory researchers. Many faculty present or publish with undergraduates or mentor them to bring their work to conferences and publications.

Across the board, faculty testify that undergraduate research enriches the student experience. As one respondent put it, “students learn in a way that I can’t easily reproduce in the classroom.” For others, undergraduate research deepens what many instructors do in the classroom, such as “help[ing] students explore the nature of evidence: how to collect, organize and analyze it.”

Most faculty involved in undergraduate research say the greatest incentive is simply the joy of working closely with students. As one respondent remarked, “undergraduate motivation is infectious.” Another said simply, “undergraduate students bring in energy and great ideas.” Faculty involved in undergraduate research have a sense of “paying it forward” to the next generation of scholars and enjoy seeing students mature through these experiences, but they also say it

deepens their own work, keeping their teaching “fresh” and fueling their “passion for research.” This is true especially of interdisciplinary projects.

The respondents recognize that Baylor enjoys a strong tradition of undergraduate research, that it “is understood as a given,

research opportunities, and help allocate funds for research staff and education-focused grants.

At the same time, respondents acknowledge that undergraduate research at Baylor has room to grow. Some recommended incentives like awards or consideration in workload,

evaluation, or promotion processes. One suggested that additional financial support for student research could help broaden access to underrepresented students; and another believes research opportunities could be better communicated, as the burden is often on students “to seek out these opportunities through peers and connecting with individual professors.” Conversely, some faculty reported that improved coordination could address the issue of students

sometimes overcommitting to multiple projects, which also can lead to some faculty receiving more inquiries than they can accommodate.

Above all, faculty agree that undergraduate research is life-changing, helping students develop understanding and skills and discern career paths. Commitment to undergraduate research at Baylor is robust and firm, even as it continues to be shaped by Baylor’s ongoing development as a premier Christian research university.

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Across the board, faculty testify that undergraduate research enriches the student experience.

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as a part of the institution’s ethos.” Still, others see that Baylor is experiencing important development in this area, with one simply noting “Exponential Growth and Enthusiasm!” for this work across campus. Faculty point to the Undergraduate Research and Scholarly Achievement (URSA) office and the McNair Scholars program. They sense that Baylor’s research strengths “could attract more students who are interested in the research components of their undergraduate education,” expand

# Green Zone Training: Faculty Supporting Student Veterans

**Kaitlyn Waynen, ATL Graduate Fellow**

Veteran Educational and Transition Services (VETS) is an office on campus that seeks to promote the personal and academic success of student veterans and active service members. While VETS provides several important services, their Green Zone Training specifically equips Baylor faculty and staff members to support student veterans in their classrooms. Begun in 2017, this program helps ensure that veterans feel supported not only by the VETS office but by the larger Baylor community.



At these trainings, faculty and staff learn about campus resources for these students, such as a career center specialist who understands the application of military experience on the job market, disability accommodations, VA Benefits assistance, and veteran community and support groups. Participants also explore implications of veterans' experiences for teaching and

learning, such as the unique academic considerations of VA Education Benefits and veterans' transition to civilian life. Through expert guidance in the role of cultural competency and such psycho-social considerations, faculty become better prepared to support veterans' learning.

The final portion of the training consists of a panel discussion with student veterans, providing firsthand insight into these students' experiences and concerns. Kevin Davis, the VETS program manager, believes this

is the most important part of Green Zone Training, as it demonstrates how valuable these students are to the Baylor community.

Many of these students, according to Davis, exhibit "service

mindedness, profound leadership skills, and profound global perspectives," characteristics at the heart of Baylor's mission. Participants who complete the training receive a badge for their office doors identifying them as ambassadors of support. These badges, according to Davis, help "cultivate an entire community of understanding and support" for student veterans.

Julie Sweet, professor of history and advocate for Green Zone Training, maintains that this training has helped her better support veterans in her classroom. Sweet teaches American Military History, and Green Zone Training has made her more aware of what types of materials might be triggering to veterans. She always contacts these students before assigning difficult material and makes accommodations based on their feelings and needs. The training has also alerted her to the contributions these students can make in her classes. "I never call out student veterans," says Sweet, "but I do try to create a safe environment where they can share their experiences...if they want to. They usually do, and they are often humorous and always add another dimension to discussion. Students love hearing from them and ask more questions."

*Green Zone Trainings take place throughout the year and can be requested by contacting the VETS office.*



# Beyond the Traditional Classroom: Faculty-in-Residence and Student Support

**Kaitlyn Waynen, ATL Graduate Fellow**

The most obvious setting of faculty support for students may be the classroom, but at Baylor, supporting student learning extends in many directions, including the residence halls. As faculty members who live in designated on-campus residential communities, Faculty-In-Residence are probably the most visible expression of this support. They work collaboratively with Campus Living and Learning leadership, residence hall staff, and student leaders to create diverse residential environments that support students in their academic, career, and faith journeys.

Fifteen faculty members currently serve as Faculty-In-Residence at the various student residential communities on Baylor's campus. Faculty-In-Residence facilitate various types of learning in these communities, but their primary goal is integrating the academic, social, and spiritual lives of students to foster a wholistic college learning experience. They—or other faculty members at their invitation—will often talk with students about a range of topics, including the science of learning and developing good study habits, the value of community service, and the

importance of developing good physical and mental health habits.

Faculty-In-Residence also often arrange or lead extramural learning opportunities, like wilderness excursions, trips to see musicals or art exhibitions, mission trips, and opportunities for students to network with established professionals in their fields of study. Dr. Lee Grumbles, the Faculty-In-Residence at Brooks Flats, (the home of Baylor's Business & Innovation Living-Learning Community), for example, recently set up meetings with the founders of young tech startups, including Crowdmouth and DonationScout. Students participating in the Business & Innovation Living-Learning Community had the chance to

role Faculty-In-Residence play in facilitating student learning in the communities under their charge, Dr. Rishi Sriram, Faculty-In-Residence at Brooks Residential College, stated that "Student-faculty interaction is one of the most important and impactful aspects of the college experience for student success." Faculty-In-Residence, according to Sriram "directly increase student-faculty interaction by showing students that faculty care about them as people in addition to learners." Sriram often helps facilitate worship sessions for students in Brooks Residential College. Dr. Beth Allison Barr, Faculty-In-Residence at Allen and Dawson Halls, is famous for hosting waffle nights in her on-campus home. These faculty-student connections

allow students to feel more comfortable interacting with and building relationships with faculty members outside of their residential communities, which in turn leads to more engaged learning in the traditional classroom.

Teaching and learning, according to Sriram "is a human experience that is about personal

connection." Living in community with students, Faculty-In-Residence enrich the learning of Baylor students by fostering these connections every day.



hear about the obstacles these entrepreneurs faced and discuss some of their own business ideas with innovators in the tech field. When asked about the important



# Teaching Students with Disabilities:

## What Students Want You to Know

**Kate Birmingham, ATL Graduate Fellow**

Each semester, most instructors anticipate receiving at least one email from the Office of Access and Learning Accommodations (OALA) with the subject line: Accommodation Letter - Signature Needed. This notice legally requires the instructor to provide the appropriate accommodations for the given student in view of his or her disability.

The notice does not, however, mean that only students with OALA accommodations have disabilities or are in need of learning accommodations. In fact, according to the National Center for Education Statistics, most college students with disabilities do not inform their school. Rather, receiving a notice for accommodations means that the student with sanctioned accommodations has satisfied OALA's requirements for substantiating a disability claim as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. In addition to verifying documentation, this process may entail consultation with internal and external medical practitioners and, in some cases, the Office of General Counsel. In short, OALA evaluates the legal standing of a claim of disability (not the presence or absence of a disability) and the need for accommodations based on that disability.

Given the limited scope of OALA, instructors would do

well to approach the issue of accommodations in teaching more holistically. Such an approach is grounded on two principles, both of which stem from conversations with students about their experiences.

The first principle is that *students deserve the benefit of the doubt when they ask for help*. Students seeking OALA-approved accommodations are required to provide intimate details of a disability and proof of a diagnosis. Aside from privacy concerns in disclosing a disability, the process of receiving a formal diagnosis of any disability can be cost and time prohibitive. This leaves many students who would otherwise qualify for accommodations without the official stamp of OALA. Such students face the choice of either doing without assistance or requesting accommodations on an individual basis with their instructors. Other students may seek assistance from instructors due to unexpected circumstances that interfere with academic work but may not be classified as disabilities.

How should an instructor respond to students' requests for accommodations if they lack OALA designation? Presume that the request is justified without requiring details or documentation and respond from care for students' learning and well-being. As a college instructor, you have lived long enough to have experienced

the need for compassion and personalized support during at least one particularly tough time. Although instructors may be tempted to think that upholding strict requirements helps students "prepare for the real world," in difficult "real world" circumstances, you have likely relied on the support or generosity of others. When feasible, extend the same courtesy to students.

The second principle is that *academic rigor does not inherently conflict with course accessibility*. A common stumbling block for instructors facing requests for individualized accommodations is the fear that students will abuse them or that they are unfair to the other students. Visit the frequently asked questions for the faculty/staff page on Baylor's OALA website and you will see that many of the questions concern the reasonableness of accommodations and the responsibilities of an instructor in providing accommodations.

Instructors can steer around the concerns of judging the validity of requests and the fairness of accommodations by baking accessibility into the course. In making the course more accessible to all students, you avoid the need for the most common individual accommodations altogether.

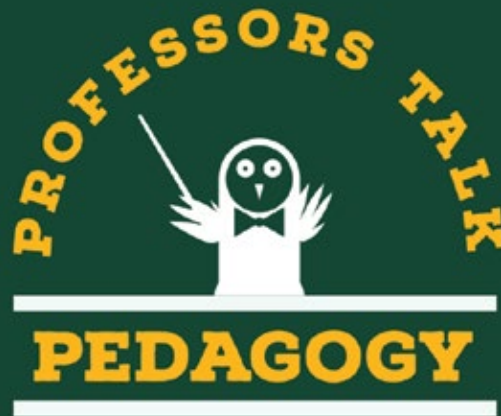
When planning the course syllabus, consider learning about the neurodiversity of the Baylor student body and attempt to

make the course more accessible at the outset (the principles of Universal Design for Learning can be helpful). And remember, Baylor policy grants discretion to instructors for giving students allowances on an individual basis regardless of the course syllabus guidelines.

At the end of the day, the instructor's job is to facilitate students' learning of course

material. Do not let suspicion of students' motives or a misguided commitment to rigor prevent you from crafting a broadly accessible course or extending a helping hand when needed.

*For more detailed information and scholarly references about Universal Design for Learning practices, see the ATL's learning guide on UDL.*



## Season 3 Streaming Now

Becca Cassady

"Successful Teaching Philosophy Statements"

(Season 3, Episode 3)

Mikeal Parsons

"Faith Traditions and Teaching"

(Season 3, Episode 2)

Nicole Kenley

"A Different Way to Assess Writing"

(Season 3, Episode 1)

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



# Baylor Teaching Awards



## 2021-2022 Awards for Outstanding Teaching

**Jeremy Counseller, J.D.**, professor of law, Baylor Law

**Jon Eckert, Ed.D.**, professor of educational leadership, The Lynda and Robert Copple Endowed Chair of Christian School Leadership, School of Education

**Jessica Akers, Ph.D.**, assistant professor of educational psychology, School of Education

**Kelly Jo Hollingsworth, Ph.D.**, assistant professor of music education, School of Music

**Rachel Woods, J.D.**, clinical assistant professor of management, Hankamer School of Business

**Joel Weaver, Ph.D.**, senior lecturer in Christian Scriptures, George W. Truett Theological Seminary

**Tommy Bryan, Ph.D.**, senior lecturer of mathematics, College of Arts and Sciences



<p><b>2022 Collins Teaching Award</b></p>	<p><b>2022 Centennial Professors</b></p>	<p><b>Cordell Hammon</b> Department of Mathematics</p>
<p><b>Mojgan Parizi-Robinson, Ph.D.</b> Senior Lecturer of Biology</p>	<p><b>Jay Yoo, Ph.D.</b> Associate Professor of Apparel Merchandising</p>	<p><b>Maryann Hebda</b> Department of Educational Psychology</p>
<p><b>2022 Cornelia Marschall Smith Professor of the Year Award</b></p>	<p><b>Byron Newberry, Ph.D.</b> Professor of Mechanical Engineering</p>	<p><b>Jose Seiba Moris</b> Department of Health, Human Performance, and Recreation</p>
<p><b>Kenneth W. van Treuren, Ph.D.</b> Professor of Mechanical Engineering</p>	<p><b>2022 Outstanding Graduate Instructors</b></p>	<p><b>Tyler Mowry</b> Department of Religion</p>
	<p><b>Katherine Goodwin</b> Department of History</p>	<p><b>Nori Ryland</b> Department of Educational Psychology</p>
		<p><b>David Skowronski</b> Department of Philosophy</p>





# From the Director:



Student demographics tell a powerful story. Today, Baylor students hail from all fifty states, the District of Columbia, and 107 foreign countries. Women students comprise 60% of the student body. Thirty-eight percent of students are from racial or ethnic minority groups. Twenty percent affiliate with the Baptist faith while 16% identify as Catholic. Fifty-nine percent of students are from Texas. Large numbers of California and Colorado students have found their way to Waco as well.

The Baylor world has changed dramatically since 1845. Yet, one commitment remains constant: to educate students for worldwide leadership and service. Leadership and service are conditioned on educational success. Educational success is a complex endeavor. Thousands of staff and faculty light the way for each

and every student to move from matriculation to graduation. Teaching Baylor students is equally involved. When faculty “teach,” they nurture, motivate, inspire, guide, and mentor students. Through these varied performative roles, faculty foster student growth and development. At best, they help transform students’ understanding of the world and their roles within it.

Supporting today’s students throughout their academic journeys invites novel approaches. For Dr. Kristi Humphreys (English), educating students begins with open classroom conversations: “I begin each semester by saying, ‘Everyone has a story, and every story deserves to be heard.’” Within the walls of Brooks College, an on-campus residential community led by Dr. Rishi Sriram (Education), relationships are critical to student achievement: “Student-faculty interaction is one of the most important and impactful aspects of the college experience for student success.” To best serve first-generation students, Dr. John Davis (Mathematics), puts himself in the students’ proverbial shoes. Davis explains, “From course policies to content delivery to assessments, I am asking, ‘How does this look through the eyes of a first-gen student?’” Dr. Erika Abel (Biology) gauges undergraduate student learning through frequent, informal assessment: “I pause after introducing challenging topics to assess student mastery via Turning Technologies clickers.” Whenever a high error rate occurs, Abel invites students to confer with peers, supplemental instructors, and herself about why a correct response is correct and what reasoning led them to select the answers they chose.

As the Spring 2023 Review attests, supporting student learning involves much more than conveying information. I celebrate this issue’s featured faculty for their generosity toward students and colleagues alike. I also praise you, dedicated educators, for equipping students for success at Baylor and beyond. Your support, from office advisement to classroom assessment, will guide students as they onward go toward lives of leadership and service around the globe.

# SET

# Seminars for Excellence in Teaching

## February

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**2 How to Leverage Our Brains to Maximize Learning**

Ben Schwartz (Psychology and Neuroscience)  
4:00-5:00 PM

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**16 Revisiting Innovation in Teaching**

J. Lenore Wright (Baylor Interdisciplinary Core and ATL)  
10:30-11:30 AM

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**28 Understanding and Supporting the Student Athlete: What Every Professor Needs to Know**

Lauren Kirby (Student Athlete Center for Excellence)  
12:30-1:30 PM

## March

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**16 Teaching Every Student**

Christopher Richmann (ATL)  
3:30-4:30 PM

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**21 Teaching with Special Collections**

Library Special Collections Teaching Fellows  
3:30-4:45 PM

## April

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**11 Interculturally Competent Teaching**

Jared Alcántara (Truett Seminary)  
1:00-2:00 PM

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**17 Using Memes in Teaching (Biochemistry)**

Devan Jonklass (Chemistry and Neuroscience)  
12:00-1:00 PM  
*\*Lunch Provided*

## May

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**3 On-Demand Resources for Teaching Guidance**

Graduate Students in EDL 6302: Teaching and Learning in Higher Education  
3:00-4:00 PM



For more information about each SET, to register for upcoming SETs, or to watch recordings of past SETs, scan the above QR code or visit [www.baylor.edu/ATL/SET](http://www.baylor.edu/ATL/SET)

**OUR  
MISSION:**

To support and inspire a flourishing  
community of learning.

