

Then and Now: 15 Years of the ATL



3 Milestones in the History of the ATL

A Conversation with the Baylor Fellows

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Mission

To support and inspire a flourishing community of learning.

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Assistant Director for Teaching and Learning – Christopher Richmann

Assistant Director in STEM Education – Michelle Herridge

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MILESTONES IN THE HISTORY OF THE ACADEMY FOR TEACHING AND LEARNING

1978

The Summer Teaching Institute (later the Summer Faculty Institute) is formed as a month-long professional development program to promote excellence in teaching. This program served as a basis for the formation of the ATL and is still offered today.

2006–2007

Dr. Laine Scales and Dr. Douglas Rogers lead an interdisciplinary faculty group and propose The Academy for Teaching and Learning as part of Baylor's Quality Enhancement Plan (QEP).

2008

The QEP proposal is selected for implementation and The Academy for Teaching and Learning is founded. The first Director, W. Gardner Campbell is selected, and many of the ATL's foundational programs, including Seminars for Excellence in Teaching are developed.

2011

Dr. Lenore Wright becomes Director of the ATL. During her tenure, ATL programming expands significantly to include the Baylor Fellows Program, administration of TeaCHE, the Foundations for Teaching Workshop, and a host of other projects and collaborations.

2016

Dr. Craig Clarkson becomes the Manager of Operations, bringing his unique combination of project management experience and commitment to excellent teaching to the ATL.

2017

Dr. Christopher Richmann becomes Assistant Director of the ATL. Richmann has been responsible for expansion of online resources, increased collaboration across the university, and is the host of Professors Talk Pedagogy, the ATL's podcast started in 2021.

2018

The ATL celebrates its Tenth Year Anniversary with the symposium "Called To Teach." An edited collection of the essays presented at the symposium titled *Called to Teach: Excellence, Commitment, and Community in Christian Higher Education* was published in 2020.

2019

ATL launches University Teaching Exploration Grants program, providing faculty with up to \$10,000 to support scholarly investigation of teaching.

2023

Dr. Michelle Herridge becomes the Assistant Director of STEM Education. Herridge has developed several STEM-specific programs including the STEM Journal Club and the Foundations Teaching Lab Workshop.

A Tradition of Teaching Excellence: Beginnings of Baylor's Academy for Teaching and Learning, 2006-2011

T. Laine Scales and Maggi Jones

In its fifteen years of existence, the Academy for Teaching and Learning (ATL) has served Baylor faculty, staff, and students through programs and resources aimed at supporting teaching excellence and inspiring a community of learning. Yet, the ATL was the culmination of years of effort to offer a centralized home for faculty development at Baylor.

When Baylor began the process to achieve its 2008 reaccreditation with the Southern Association of Colleges and Schools (SACS), one requirement for completion was the creation of a Quality Enhancement Plan (QEP) that focused on implementing specific and measurable outcomes related to student learning and student success. At the time, Baylor was the only university within the Big XII Conference that did not have a center for teaching and learning on campus, and it was clear that a center was essential for Baylor to maintain its long-held tradition of excellence in undergraduate education.

Although Baylor has been dedicated to teaching excellence since its inception in 1845, intentional efforts to serve faculty began in the late 1970s with the creation of the Summer Teaching Institute (STI) led by faculty dedicated to excellence

in teaching. Bill Cooper, Betsy Vardaman, and Bob Baird created STI in 1978 through a Lily Grant that initiated a pilot faculty development program.¹ As the program came to fruition, Baird



served as the STI's initial leader, guiding a small cohort of participants in a month-long professional development program with intensive daily lessons that included reading about and discussing best practices in

teaching and learning. Many participants commented on the comradery built in this month-long experience with colleagues from other departments. Eventually, a micro-teaching experience required participants to prepare a lecture, deliver it to the group, and receive feedback on everything from the conceptual structure to their gesturing and movement.

In 1982, Tom Hanks took over Baird's post as director and the program was renamed the Summer Faculty Institute (SFI).² The scope of the program broadened to include research and publication as Baylor increasingly focused on these for the tenure track. In the early 2000s, as more women faculty joined Baylor, female co-facilitators like Anne-Marie Schulz, Laine Scales, and Lenore Wright, were brought in to work with Hanks, who served as director until his retirement in 2017. Throughout these changes, the SFI maintained the steady practices of micro-teaching with feedback and building interdisciplinary community among participants.

SFI continued to thrive through the mid-2000s; however, because it could only reach a mere 2.5% of Baylor faculty each year, there was a hope to expand Baylor's

opportunities for broader faculty development.³ Moreover, as Centers for Teaching and Learning proliferated nationally in the 1990s, Baylor still held no structural unit to house SFI and other faculty development programs. On October 12, 2006, Laine Scales, then Professor of Higher Education, presented a proposal for a center to the School of Education (SOE). SOE faculty were then asked to give feedback on the proposal and to assemble a committee to put forward a QEP. SOE Interim Dean, Douglas Rogers, was a strong advocate for a center and co-chaired the QEP proposal team with Scales. An interdisciplinary group of faculty wrote a 600-word proposal for an Academy for Teaching and Learning. The QEP was one of four selected to develop into a Major Strategic Proposal, which was prepared by thirteen representative faculty and graduate students from various fields and submitted in Spring 2007 under the leadership of Scales and Rogers. As the committee argued in the proposal:

“An Academy for Teaching and Learning is no longer optional for Baylor. The continued growth of student enrollment, the ongoing challenge of student retention, the increasing numbers of new faculty, and the increasing pressure from various constituencies for greater accountability all require that we be more intentional and proactive in supporting faculty as they meet the challenges of teaching for significant learning. If we are truly to succeed in equipping our students for worldwide service, it is not too much to say that the time has come for a teaching and learning academy of national significance at Baylor University.”⁴

The proposal received broad support across the university, demonstrated by statements offered from faculty and staff to graduate and undergraduate students. Ultimately, the ATL was one of two projects Baylor selected to implement in 2008, alongside the Undergraduate Research and Scholarly Achievement (URSA) program.

A core group of the proposal committee got to work executing the plan for the ATL. Patty Orr, Dean of Libraries, offered Jones Library to house the ATL, which would now accommodate other ad-hoc faculty development programs, including the Teaching Commons, the Teaching Capstone in Higher Education (TeaCHE), Seminars for Excellence in Teaching (SETs), and the Adjunct Teaching Workshop (ATW), among others.

The next step was the hiring of a director, and a search was launched in 2007 with Scales and Rogers co-chairing the search committee. W. Gardner Campbell, the Assistant Vice President for Teaching and Learning Technologies at the University of Mary Washington, was the chosen candidate for the director of the ATL in 2008. Campbell was particularly enamored of the name “Academy” with its implication of being a “school-within-a-school.” Shortly after accepting the position, he wrote in his blog,

“When I saw the job ad, from the word ‘Academy’ (a refreshing departure from the more usual ‘center’) to the way the position had been framed...to the breadth and integration of the Academy’s portfolio (scholarship of teaching and learning, integration of

information technologies into teaching and learning, serving as a University focal point for conversations about teaching and learning and faculty development generally), I was very taken by the possibilities of a position touching so many areas at the heart of [Baylor’s] mission.”⁵

Campbell served as director of the ATL from 2008 to 2011, before moving to Virginia Tech as the Senior Director for Networked Innovation. As Campbell’s term of service ended, the ATL had been launched, funded, and was looking to its next leader to increase faculty participation in its programs. Lenore Wright, then Associate Professor of Interdisciplinary Studies and Philosophy, was soon brought on as the ATL’s next director and has continued to serve the ATL since 2011, growing it into the flourishing hub for teaching development that it is today.

¹J. Lenore Wright and Christopher Richmann, “Introduction,” *Called to Teach: Excellence, Commitment, and Community in Christian Higher Education* (Eugene, OR: Pickwick Publications, 2020), xiii-xiv.

²Wright and Richmann, “Introduction,” xv.

³Baylor University School of Education, Academy for Teaching and Learning Major Strategic Proposal (Spring 2007), 17.

⁴Baylor University School of Education, Academy for Teaching and Learning Major Strategic Proposal, 24.

⁵W. Gardner Campbell, “What I Hope to Learn at Baylor,” Gardner Writes, September 28, 2008, <https://www.gardnercampbell.net/blog1/what-i-hope-to-learn-at-baylor/>.

Anniversary Insights: Lessons in Teaching, Learning, and Leading

Lenore Wright, Director, ATL

The 2023-24 academic year marks the fifteenth anniversary of Baylor's Academy for Teaching and Learning (ATL). For wedding anniversaries, crystal is the recognized symbol and traditional gift for fifteenth anniversaries. Crystal symbolizes a couple's dazzling love and durability. Crystal strikes me as an apt symbol of the ATL's anniversary too. The Baylor community's love for teaching and learning, along with its abiding commitment to transformative educational classroom experiences, has made the ATL strong, durable, and dare I believe, everlasting. There is little that dazzles the mind more than the beauty of learning and the power of teaching.

This academic year also marks my thirteenth and final year as ATL Director. To extend the comparison to wedding anniversaries, the thirteenth wedding anniversary is symbolized by lace. Lace's delicate, complex patterns signify the intricate mingling of a married couple's lives and the special care required to keep their relationship intact. As I reflect on my ATL tenure, I see more clearly the complexities that surround and shape ATL work. Now, I appreciate the attention required to nurture teaching and learning institutionally. Teachers instantiate unique patterns of knowledge and passion that compel students to want to learn:

to seek goodness, truth, and beauty, among other benefits. Teaching and learning are, to spin the metaphor, lacy propositions.

I have immense gratitude for the faculty and administrators who have entrusted the ATL to my leadership. I include in this group Dr. Gardner Campbell, inaugural ATL Director. Gardner's vision, intelligence, and compassion for students and colleagues positioned the ATL for positive



growth. I have been blessed to work with top-rate staff and students each and every year (approximately sixty individuals in total) and receive guidance from supportive administrators (nine provosts and one vice provost), all of whom have nurtured my growth. It feels like a good time to throw some confetti.

ATL Development

In this edition of the Review, Dr. Laine Scales, ATL Advisory Council Member and co-author of a 2006 strategic plan that led to the ATL's creation, lays out the history of the ATL. Rather than retread that ground, allow me to mention only a few examples of the tremendous change within the ATL since 2008 and, perhaps, a bit of the change I have undergone over these years too.

The ATL staff composition in 2008 consisted of a director, a part-time administrative assistant, and six graduate student Fellows who were marshalled into de facto staff roles. Today, the ATL is composed of a director, two assistant directors, a manager of operations, ten Faculty Fellows annually (nine new Fellows and one Sr. Fellow each year since 2012), and five to seven graduate student Fellows annually. All of these individuals provide campus leadership on behalf of the ATL by managing and leading seminars, organizing workshops and conferences,

advancing the scholarship of teaching and learning, and experimenting with student engagement.

The nature of ATL work has changed dramatically too. In its infancy, recurring programs and events—established seminars and workshops, for example—constituted the bulk of ATL work.

Today, campus collaborations, unit partnerships, shared events, and joint presentations (on timely topics like emergency remote teaching during COVID and the impact of artificial intelligence on higher education) represents the spirit of ATL programming. I am indebted to Baylor colleagues who have stepped up for the ATL and contributed to meaningful work as partners and active participants. Thanks to faculty and student investment of time and energy, the ATL is truly the community's academy.

Leadership Lessons

I knew almost nothing about higher education leadership when I assumed the director position. I knew even less about developing an embedded institute. My passion for student and faculty flourishing, however, motivated me to take a leap. Thus far in my career, no experience has been more professionally gratifying. Generating support for progressively strong teaching fostered my growth as a leader.

I will leave my position as a recently promoted Full Professor who has learned many lessons about leadership and shared purpose. At the risk of sounding like a leadership manual, let me share some lessons that I will carry with me:

First, successful leadership is collaborative. As *The Chronicle of Higher Education* has reported

regularly in recent years, successful leaders are other-directed. Leaders want to be respected thinkers and competent professionals, but they also want to serve as supportive colleagues who enjoy cooperative work and embrace collaboration.

“

Under the leadership of Dr. Wright, the ATL has had a marked impact upon campus.

Vice Provost Stephen Reid

”

Second, successful leaders are delegators. Sharing responsibilities builds joint ownership and empowers others while enabling leaders to focus on those things that are most central in their work. Moreover, honesty with direct reports about what leaders need and expect from them is critical to their success and the collective success of units.

Third, leadership requires trade-offs. Leaders must establish clear, specific priorities and abandon the fantasy that they can “have it all.” Everyone has limits. Administration is not equivalent to management; leaders must encourage and inspire their direct reports. But leaders will spend significant time managing others. Good leaders help others achieve their goals.

Fourth, no leader succeeds alone. The saying, “as we climb the ladder, we also need to lend a helping hand to pull others along and help them rise,” resonates with me. It is imperative to leadership—and it is an important part of being a healthy human—to remember that no one leads alone, that everything leaders accomplish is a team effort, that leaders benefit from the caring acts of others.

Conclusion

I will be forever grateful for the opportunity to lead the ATL. I am staunchly committed to its mission and proud of the dedicated staff whose excellence is unsurpassed. They love what they do, and I have loved doing ATL with them. I am indebted to campus

leaders, some now retired, who have served as ATL Advisory Council Members. The ATL is thriving because of their wise counsel and expert guidance.

I hope I have made a positive difference in the lives of Baylor educators and students. I look forward to witnessing the ATL's future growth as new challenges emerge and future anniversaries are celebrated.

Sincerely,



Experiments in Teaching: The Baylor Fellows Program

The Baylor Fellows Program recognizes professors across the disciplinary spectrum who exemplify excellence in teaching, engaging these faculty in a year-long cohort devoted to pedagogical experimentation. We recently sat down with four Senior Fellows of the program, Nadine Welch (Communication Sciences and Disorders), Holly Collins (Modern Languages and Cultures), Chris Meyer (Management), and Lyn Prater (Nursing) to discuss their experiences. This conversation has been edited for length and clarity.

Christopher Richmann: How is the “Senior Fellow” experience different from being a regular “Baylor Fellow”?

Nadine Welch: Aside from

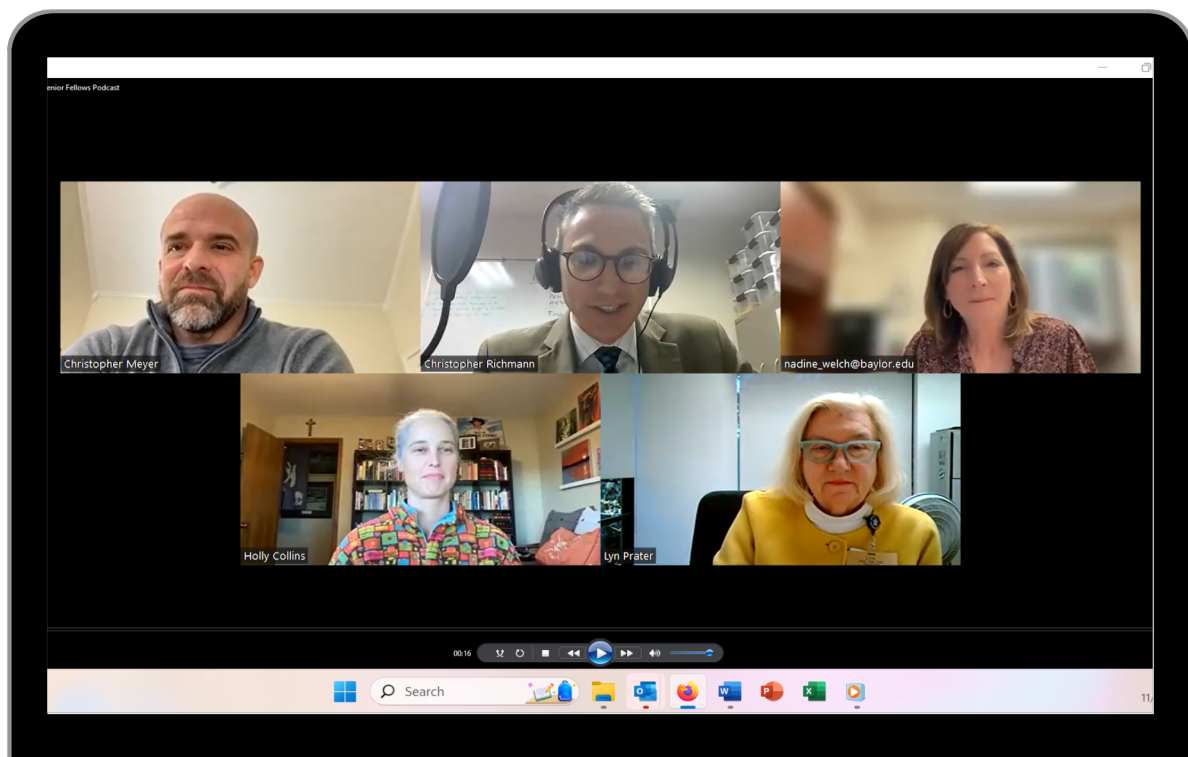
administrative pieces, it’s really being more focused on the other fellows rather than self-focus. It’s been fun to see the other fellows in the group and the ideas that they’ve come up with. Just a little bit more brain space, probably, to focus and listen to what my colleagues were doing rather than worrying about what I’m doing.

CR: How did having a community or a cohort affect the way that you approached your teaching project?

Holly Collins: One of the things that was key is having the feedback from your colleagues, but in particular having feedback from colleagues from so many different disciplines, because they’ll think about things from a different perspective. The project

I worked on that year was having students create “choose your own fate” stories. Once I started getting input from colleagues, someone from the business school suggested that I take these and create a repertoire online that people could subscribe to. Instead of just having this class with these students learning this one thing, you could provide that for future classes. Or you could provide that even for people on the web to help them working their language. Just having input from different disciplines, helping us to think outside of the box that we usually think in was hugely helpful.

Chris Meyer: In the cohort, we’re all thinking experimentation; there were some wild ideas. And you could go sit in that room with ten



other people who also had wild ideas. And not hear, "How are you going to pull that off?" "That seems outlandish," or "That's too much." Instead, you'd hear, "Wow, that's really interesting." "Have you thought about this?" And I think that the cohort really helps you to embrace newness in your class and come up with ideas that you think may be too far, maybe pushing it, but could push the students in a way that they haven't thought of either.

NW: There's this lack of competition. There's this lack of, Am I doing enough? It's an atmosphere of true collaboration and learning from each other. And we start with this level of respect for what everyone else is doing and sincere interest in how they're doing it. Accepting their ideas of "you could make this better if you did such and such." It's been a great experiment.

CR: How did the students experience your experiments?

CM: My experiment was based on an article in the journal *Science* that said one of the best ways to increase critical thinking is to read literary fiction. I teach negotiation, not literary fiction, I thought, all right, let's see if we can find some good literary fiction books that include instances of human interaction. Some students were very excited that they weren't going to read a textbook. And some students were upset that they had to read three books. But I also got incredible feedback at the end that because you're creating a shared experience, we can all discuss it in depth. We really got to some great critical thinking through this,

which is exactly what I had hoped for.

HC: I was also very transparent with my students that I was doing an experiment. I think that transparency with the students gave them a little bit more latitude to be creative, to not be so concerned with, "okay, I've got to have this perfect project and get this grade." Because of that transparency and that openness, they were able to be more creative and less afraid of turning in the perfect project and more interested in the experience.

“
We're all thinking experimentation; there were some wild ideas... the cohort really helps you to embrace newness in your class...
”

CR: What were the particularly interesting or ambitious projects from colleagues?

NW: Our theme this year is fostering student well-being. Stephanie Boddie and I were the first to present our experiment ideas. Mine was very focused on what we could do for the students. And Stephanie's was very focused on how we could teach the students to do for themselves. It was so deep and so fascinating, and it will improve my experiment for sure, learning from her.

Lyn Prater: Joel Weaver did a virtual study abroad to Pompeii, using virtual reality glasses. Because I teach study abroad, it was so interesting to me that he could teach a whole a study broad class with these virtual glasses to Pompeii.

CR: How has this experience shaped your long-term approach to teaching?

CM: What the fellows program helped me to understand is my teaching is never going to be perfect. It's always going to need to change. It's always going to need to evolve, and so embrace it. Every semester is different because of the fellows.

NW: One thing that the fellows program has really taught me is, don't let it be overwhelming. Don't think you have to revamp everything you're doing. It's like when you start with a New Year's resolution and they say, "Don't try to take all of your bad habits out at once, just choose one." So the theme really helped me focus. Let me work on this and research it well and know what works and what doesn't work. Read articles about it and improve in that area.

For the full conversation, check out the episode of this season's *Professors Talk Pedagogy* podcast.



ATL Career Impacts

In November 2023, the ATL sent a survey to faculty members who have been integral partners since the ATL's establishment in 2008. With one question, "How has ATL helped shape your career?" the survey aimed to uncover the ways in which ATL has influenced faculty development at Baylor. The following are a few highlights:

Philosophies and Approaches

"I have found [the ATL's] myriad workshops, seminars, and developmental experiences to be key cornerstones in shaping my philosophy, approach, and improvements in the classroom. It is through ATL and faculty development grants that I have found helpful support in continuously improving and innovating in my classes multiple times over the past decade."

"The ATL has helped me grow professionally and personally...I would not be the teacher I am today without their guidance and support. The ATL has been, and still currently is, the most important ally to me in my career at Baylor."

"Having learned about evidence-based teaching practices through helping with ATL workshops and SETs, I feel more ready to discuss the process of learning with my students and to challenge them through more active and engaged learning."

Meaningful Connections and Collaborations

"The ATL...gave me an opportunity to be part of a community of practice at a time when I was transitioning into a role as an educator."

"[The ATL] has enabled me to be a more collaborative and service-oriented colleague, not only to the university but also to the community."

"The ATL provided a community of passionate, evidence-based educators that I could join while also providing concrete tools

teacher and to keep pushing to be my best...ATL truly is a light on this campus, and I'm so thankful for all that its members do to help us be better professionals, colleagues, and teachers."

"My experience with ATL has enhanced my ability to establish stronger connections with my students and provide more effective support throughout their academic journey. I have been particularly intrigued by the evident Christian responsibility of fostering a sense of community as an integral part of my teaching path, and I owe special gratitude to Dr. Richmann for this insight."

Leadership Development

"ATL trainings, group sessions, and sponsored panels assisted me in developing my leadership skills."

"When I was in a position of being the only woman on the leadership team, Dr. Lenore Wright diligently worked with me to assist in making connections with other female leaders across campus. I benefited greatly from the exchange with these other women."

"Working with the ATL gave me the confidence to be more direct with my students about my pedagogical choices."



and feedback on my teaching journey."

Holistic Professional Support

"The ATL has helped me grow in all realms of my professional life. [In particular, Summer Faculty Institute] boosted my productivity as a scholar and taught me to think of my work in research, teaching, and service in an integrated manner."

"The seminars, programs, fellowship opportunities, and grants serve as a constant source of motivation to keep exploring what it means to be an effective

ATL Collaborations

“Programs and resources for all instructors, including grad instructors and adjunct teaching faculty, have proliferated under Dr. Wright’s leadership.” - Vice Provost Stephen Reid

In addition to regular programming, the ATL has also partnered with departments and offices across Baylor and outside of the university to enhance teaching in a variety of ways. Here’s a small sampling!



Advancing Educational Research

Michelle Herridge, Assistant Director in STEM Education, ATL

Tracey Jones, then lecturer in Spanish, wanted to explore ways to increase her students' confidence in speaking Spanish outside the classroom. Her plan: get them speaking Spanish outside the classroom, specifically as tutors with native Spanish speaking primary school students.

The ATL often highlights the broad mission "to support and inspire a community of learning." As a resource center, the ATL provides opportunities for all those in teaching roles to learn more about how people learn, explore effective teaching practices, and connect with colleagues. This broad mission is the core of staple programs like Seminars for Excellence in Teaching (SETs), Summer Faculty Institute (SFI), and Faculty Interest Groups (FIGs).

More locally, the ATL aims "to promote the integration of teaching, scholarship, collegiality, and service." As a research center, the ATL facilitates the generation and dissemination of pedagogical knowledge. This work is prominent in Baylor Fellows, Active Learning Lab Fellowship, STEM Education Research Writing Group, and University Teaching Exploration Grants (UTEGs)—the program that supported Dr. Jones' discovery that serving as tutors could enhance students' confidence in language and the value they placed on bilingualism. Such efforts have increased in recent years, resulting in expanded engagement with and publication of both Scholarship of Teaching and Learning (SoTL)

and Discipline-Based Education Research (DBER) projects.

What Are SoTL and DBER?

Although overlapping, SoTL and DBER have difference emphases. SoTL often takes an active approach to changing something in the classroom and determining the effects on student learning, affect, or success. Although also interested in the classroom, DBER explores discipline-specific overarching structures, instructional choices, and philosophies. While both SoTL and DBER investigate the student experience and add to evidence-based practices, DBER tends to require expert heuristics or position in a discipline to support the growth of students' perspectives and identities related to the course. SoTL, on the other hand, is broader and generalizable, meaning the practices tested through studies may translate across disciplines.

How can the ATL support you?

The ATL can help you to discover what evidence-based practices have been published (FIGs, Workshops, University Teaching Development Grants), hear about what other faculty are doing at Baylor (Provost's Faculty Forum, Educational Technology Showcase, SETs), give you the support and tools to try those things yourself (Active Learning Lab, UTDGs, STEM Education Research Writing Group), and share the results of SoTL and DBER projects with the Baylor Community (Baylor Fellows, SETs, ETS).

Highlights of Baylor Community Work in SoTL & DBER

The ATL is proud of work with faculty that leads to dissemination and acknowledgement on campus and beyond. Below is a list—not exhaustive—of ATL-supported projects that have led to further grants, publications, or presentations.

Jared Alcántara, UTEG, Pursuing Best Practices in Interculturally Skilled Instruction

Susan Blair, UTEG, Impacting Multigenerational Awareness of Students in Hybrid Learning Environments

Tonya Davis, UTEG, Developing Best Practices for Supervising Pre-Service Behavior Analyst Field Experiences

Kirsten Davin, UTEG, Telepresence Robot Use with Clinical Simulation in Occupational Therapy

Jonathan Eckert, UTEG, Technology-Enhanced Engagement and Feedback.

Jessica Feda, UTEG, Investigating the Relationship between the Learning and Study Strategies Inventory (LASSI) for Learning Online (LLO) and Academic Performance in Doctor of Physical Therapy (DPT) Students

Heather Hudson, UTEG, Exploring Interprofessional Education

Tracey Jones, UTEG, BRILLA: Bilingual Readiness through Interaction Language, Literacy and Alliances Implications for Embedded Service Learning in a Spanish as a Modern Language Course

Karon LeCompte, UTEG, Elementary Social Studies Methods: Investigation of Best Practices by Notable Teachers in the Field

Marcie Moehnke, Baylor Fellow, Teaching for First Gen Success

Mikeal Parsons, UTEG, Theological Convictions, Pedagogical Practices, and Institutional Identity in Faith-Related Universities

Michele Stover, Baylor Fellow, Fostering Student Well-being

ATL On-Demand Resources

In recent years, the ATL has expanded and increased access to a range of pedagogical on-demand resources. You can get quick, reliable advice from our Teaching Guides, view presentations you missed on our Mediaspace Channel, analyze your syllabus with the Self and Syllabus Tool, and more!



Did you recognize all the classic game silhouettes? Answer key:

Self and Syllabus = Mario; Podcast = Space Invaders; Teaching Guides = Pacman ghost; Lending Library = Frogger; Mediaspace Event Videos = Triforce from Legends of Zelda; ATL Event Calendar = Donkey Kong barrel; Social Media = Galaga "wasp"; Friends Newsletter = Sonic the Hedgehog; Online Review Archive = Toad from Mario Bros.

Supporting Graduate Student Teachers

Kaitlyn Waynen, ATL Graduate Fellow

The Academy for Teaching and Learning aims to support teaching in whatever form it occurs at Baylor University. This includes providing guidance and programming to prepare graduate students, many of whom are stepping into instructional roles for the first time, to teach in higher education. Many ongoing graduate student-focused programs have existed since the earliest days of the ATL, while new offerings, designed to meet the present needs of graduate student instructors, continue to develop.

Seminars for Excellence in Teaching (SETs) and the Teaching Capstone in Higher Education

(TeaCHE) are early programs that were formed in collaboration with the Graduate School. SETs, still one of the ATL's most popular regular programs, began as small, informal meetings, where graduate students and faculty members discussed pedagogy. Today, SETs continue to facilitate the sharing of ideas and insights about teaching and learning across the Baylor community. Although SETs no longer cater specifically to graduate students, graduate student participation remains high. The TeaCHE program, designed to enhance readiness to teach in a higher education environment through

a series of practical and reflective tasks, continues to grow. A record twenty-three graduate students completed the program in 2023.

Another ATL flagship program geared toward supporting graduate student teaching is the **Foundations for Teaching**



Workshop (FTW). Developed in 2016, FTW provides graduate students with a toolkit for effective teaching, assessment, and course design. Each FTW session tackles the nuts and bolts of teaching and provides graduate students with practical guidance before they enter the classroom. FTW is revamped by staff and graduate fellows each year to meet the distinct needs of current graduate student teachers.

In more recent years, the ATL has partnered with other campus offices to provide additional programming for graduate students. This includes

helping them teach in online environments and create a cohesive pedagogical identity as they prepare to enter the academic job market. **Designing for Online Teaching Success (DOTs)**, formed in partnership with the Baylor Learning Design Team, prepares doctoral students interested

in learning theory and design to teach high-quality online courses. The ATL has also partnered with the Graduate Writing Center to provide **Teaching Philosophy and Diversity Statement workshops**, both intended to help graduate students prepare these documents, often needed when applying

for academic jobs.

Looking ahead, the ATL will continue to respond to the professional and pedagogical concerns of graduate students. This spring, the ATL will pilot a new "Practical Pedagogy" series in conjunction with the Graduate School. This series will provide evidence-informed and easily implemented strategies that grad students can apply in their classrooms right away. Supporting graduate student teachers has been and always will be a cornerstone of the ATL's mission. Let us know how we can continue to support this important segment of the Baylor community!

Baylor Teaching Awards



2022-2023 Awards for Outstanding Teaching

David Bridge, Ph.D., Associate Professor of Political Science, College of Arts & Sciences

Patricia Norman, Ph.D., Associate Professor of Entrepreneurship and Corporate Innovation and Associate Dean of Graduate Programs, Hankamer School of Business

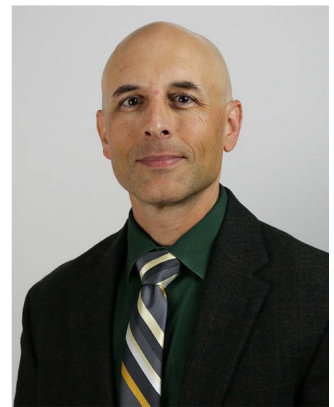
Rebecca Poe Hays, Ph.D., Assistant Professor of Christian Scriptures, George W. Truett Theological Seminary

Luci Ramos Hoppe, M.S.W., Senior Lecturer of Social Work and BSW Program Director, Diana R. Garland School of Social Work

David A. Smith, Ph.D., Senior Lecturer of History, College of Arts & Sciences

Joshua K. Strakos, Ph.D., Clinical Associate Professor of Management and Director of Undergraduate Studies, Hankamer School of Business

Jamie Van Eyck, D.M.A., Associate Professor of Voice and Director of the Division of Vocal Studies, Baylor School of Music



2023 Centennial Professors

Julie deGraffenried, Ph.D., Department Chair and Associate Professor of History

Karon LeCompte, Ph.D., Associate Professor of Curriculum and Instruction

2022 Robert Foster Cherry Award for Great Teaching

Hollylynn S. Lee, Ph.D., Distinguished Professor of Mathematics and Statistics Education at North Carolina State University

2023 Collins Outstanding Professor

Thomas D. McGrath, Ph.D., Senior Lecturer and Undergraduate Program Director of Chemistry and Biochemistry

2022-3 Outstanding Graduate Instructors

Maggi Jones, Religion

Michael Ryan, Sociology

Ben Phillips, Mechanical Engineering

Owen Salmon, Exercise and Nutrition Science

Matthew Reising, Political Science

Kaitlyn Waynen, History

2023 Cornelia Marschall Smith Professor of the Year Award

Richard Rankin Russell, Ph.D., Professor and Graduate Program Director of English

SET

Seminars for Excellence in Teaching

February

- 6 In Real Time: Successful Synchronous Online Teaching**
Teresa Bachman (Physical Therapy)
Jacob Brewer (Health, Human Performance, and Recreation)
Jerilyn Callen (Occupational Therapy)
11:30-12:30
- 16 From Learning Objectives to the Common Good: Creating an Engaged Learning Course**
Rebecca Flavin (Political Science)
Emily Hunt-Hinojosa (Office of Engaged Learning)
Tammy Adair (Biology)
Mona Choucair (English)
Jennifer Good (Modern Languages and Cultures)
1:30-2:30
- 27 Artificial Intelligence: What Do Students Think?**
Michelle Herridge (ATL)
Christopher Richmann (ATL)
Chloë Sells (ATL)
2:00-3:00

March

- 12 Developing Multigenerational Awareness: Learning for Increased Student Engagement in Academic and Clinical Experiences**
Susan Blair (Occupational Therapy)
2:00-3:00

- 19 Teaching with Special Collections**
Library Special Collections Teaching Fellows
3:30-4:30
- 27 Intuition in the Classroom: Debunking Learning Myths**
Lara Hwa (Psychology and Neuroscience)
Ben Schwartz (Psychology and Neuroscience)
11:00-12:00

April

- 11 Public Speaking for Professors: How to Present as an Engaging Expert**
Sarah Varga (Communication)
2:00-3:00
- 17 Going Beyond Content: Cultivating Compassion, Civility, and Creativity in University Students through Contemplative Pedagogy**
Jocelyn McGee (Social Work)
2:30-3:30



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 atl.web.baylor.edu/SET.

**OUR
MISSION:**

To support and inspire a flourishing
community of learning.

