



2023

CENTER FOR TEACHING EXCELLENCE

ANNUAL REPORT



TEXAS A&M UNIVERSITY
Center for
Teaching Excellence



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Mission

The Center for Teaching Excellence supports Texas A&M University's educational mission by forging partnerships to inspire and sustain faculty, student, and organizational transformation through innovative, dynamic, and inclusive learning design guided by theory-grounded, evidence-based practices.



Vision

An institution-wide culture of excellence in teaching and learning grounded in evidence-based pedagogy through critical reflection on personal and educational assumptions, intentions, and reasons.



The Center's Values

- **Interdisciplinary Collaboration:** Working together across disciplines to reach new understandings of complex issues and potential solutions.
- **Compassionate Service:** Embodying the Aggie Core Value of selfless service -the giving of one's self for the greater good, without regard to personal gain or recognition- as instructors, mentors, students, and fellow citizens.
- **Transformational Curricular Innovation:** Enhancing curriculum at both the program and the course level so that it is current, relevant, learner-centered, and high-impact.
- **Distinctive Quality:** Maintaining a high standard of excellence consistently in all activities.
- **Celebratory recognition:** Honoring the accomplishments and contributions of faculty of all academic ranks engaged in instruction.
- **Visionary Leadership:** Designing structures that challenge assumptions and support transformation.

Letter from the Executive Director

I am delighted to present the annual report for the Center for Teaching Excellence for the 2022-2023 academic year. This report highlights our accomplishments, initiatives, and ongoing commitment to promoting excellence in teaching and learning at Texas A&M.

In the past year, we have focused on several key areas that have yielded remarkable outcomes: professional development, including individual consultations, workshops, institutes, and faculty learning communities; program redesign; scholarship of teaching and learning; mentoring; and recognition in teaching.

We are proud of the progress we have made and are excited about the future opportunities that lie ahead. Our commitment to advancing teaching excellence remains unwavering, and we look forward to continuing our collaborative efforts in the coming year.

Sincerely,

Dr. Debra Fowler, *Executive Director of the Center for Teaching Excellence*



Year at a Glance

2022 - 2023

158 - Private Consultations

4922 - Workshop Seats Filled

2306 - Unique Contacts

11 - Program (Re)Designs

2

National Grants
Supported

10

Published Works

35

Conference
Presentations

Our Team



Dr. Debra Fowler
Executive Director

Areas of Expertise

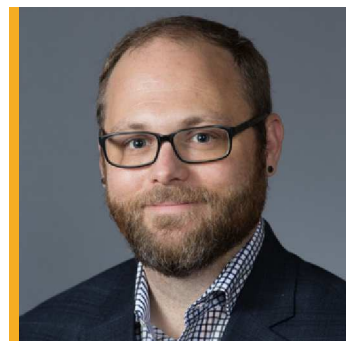
Program Design and (Re)Design
Transformative Doctoral Education Model
Organizational Leadership and Mentorship
Organizational Influence and Change
Interdisciplinary Teaching and Learning
Critical Thinking and Reflection



Dr. Ra'sheedah Richardson
Associate Director

Areas of Expertise

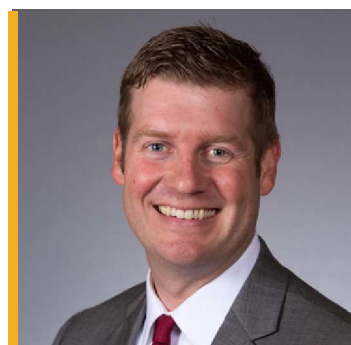
Active Learning and Student Engagement
Learning Communities
Informal Learning Environments
Classroom Observation and Feedback
Individual Development Plan
Integration of Research, Teaching, and Learning



Dr. Brandon Cooper
Assistant Director

Areas of Expertise

Faculty Development for Student Success
Data Pipelining
Quantitative Methods in Communication Studies
Adult Second Language Acquisition



Dr. Clint Patterson
Assistant Director of Mentoring

Areas of Expertise

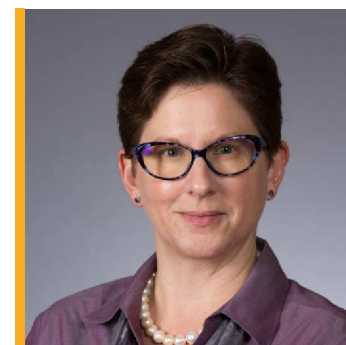
Student Development and Engagement
Academic Grant Writing
Mentorship Development
Transformative Doctoral Education Model



Dr. Sam Shields
Assistant Director of Curriculum
Development

Areas of Expertise

Program Design and (Re)Design
Innovative Pedagogies
Teaching and Learning (STEM Emphasis)
Course Design (Large Intro Courses)
Texas A&M University-Qatar Liaison



Jean Layne
Lead Instructional Consultant

Areas of Expertise

Active Learning and Student Engagement
Assessment for Learning
Connecting Faculty and Student Success
Learning Outcomes and Course Design
Course Development Guide and Syllabus
Describing Teaching Impact



Kristy Brubaker
Senior Admin Coordinator

Areas of Expertise

Human Resource
Budget and Accounting
Office Administration
Business Operations
Client Relations
Purchasing



Dr. GiNESSA Payne
Senior Instructional Consultant

Areas of Expertise

English Language Proficiency
Applied Linguistics
Adult Second Language Acquisition
American English Pronunciation
Language Assessment
Discourse Analysis



Dr. Nate Poling
Senior Instructional Consultant

Areas of Expertise

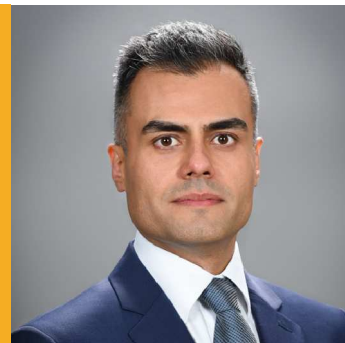
Interactive Teaching Methods
Universal Design for Learning (UDL)
Facilitating Effective Small Group Work
Program Design (Re)Design



Jeana Guillory
Instructional Consultant

Areas of Expertise

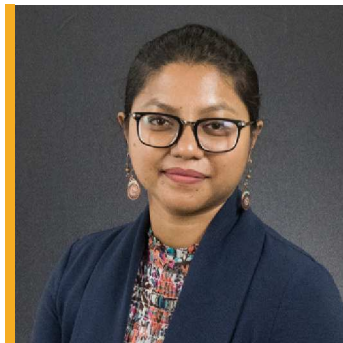
Connecting Faculty and Student Success
Small Group Facilitation
Faculty Career Development
Critical and Reflective Thinking
Strategic Communication
Leadership & Team Development



Dr. Bahman Shahri
Instructional Consultant

Areas of Expertise

Innovative Pedagogy
Curriculum and Evaluation Design
Cross-Cultural Competencies
Language and Identity
Global Education
Faculty Professional Development
Teaching Assistant Training



Dr. Mahjabin Chowdhury
Postdoctoral Research Associate

Areas of Expertise

Game-Based Learning
Constructionist Learning
Literacy
Network Analysis
Learning Experience Design



Dr. Jonan Donaldson
Postdoctoral Research Associate

Areas of Expertise

Learning Sciences
Constructionist Learning
Critical Pedagogy
Learning Experience Design
Design Thinking
Creativity



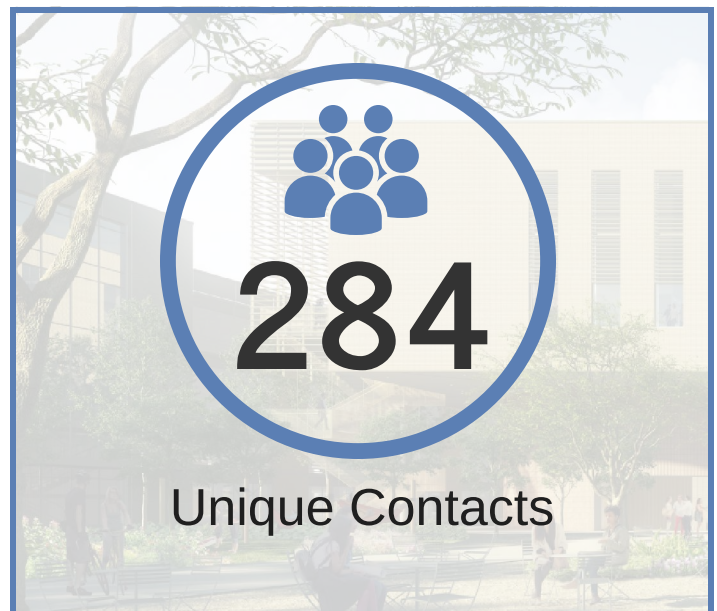
Carlos Elarba
Project Manager I

Areas of Expertise

Marketing and Communication
Website Administration
Customer Service
Programming and Event Planning
External Relations
Office Administration

Faculty Workshops

Workshops and one-offs are an open door for faculty of all ranks to engage in beginner- to intermediate-level professional development in teaching. Many participants begin their journey with the Center in a workshop before finding their way into one of our more intensive, sustained learning or scholarly communities.



Top 5 Workshops (By Attendance)

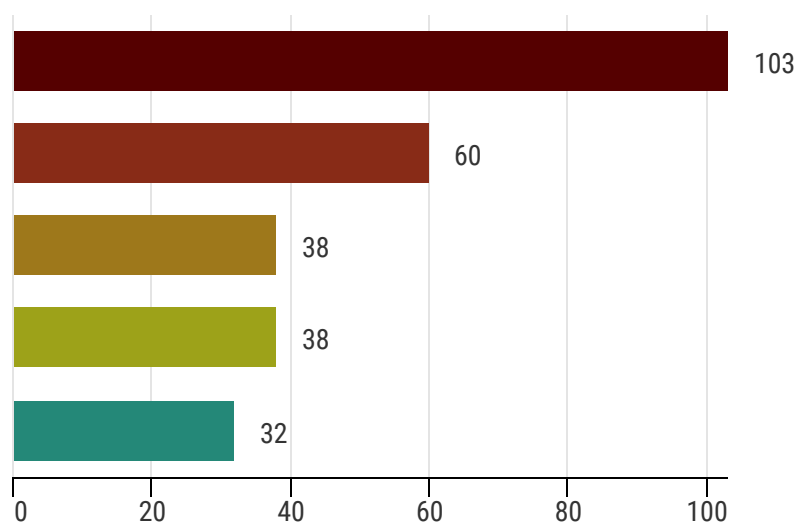
Augmenting Instruction or Instructional Menace?
Generative AI and What it Means for Education

Supporting First Generation Students in the Classroom
and Beyond

Unlocking the Power of Play: Using Game-Based
Learning to Develop Students

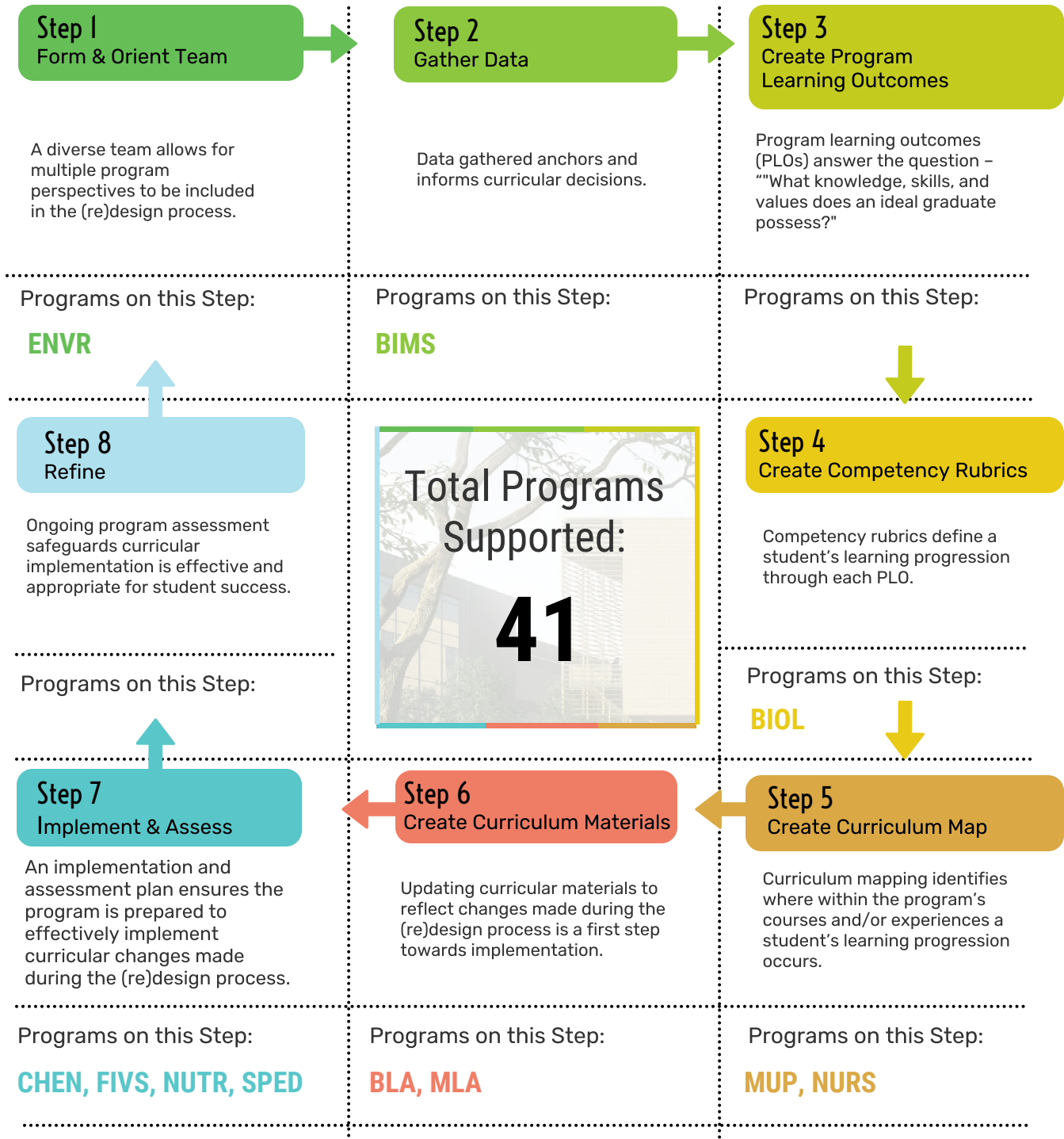
Aggie Disability Awareness

Unlocking the Power of Play: Using Game-Based Learning
to Develop Students



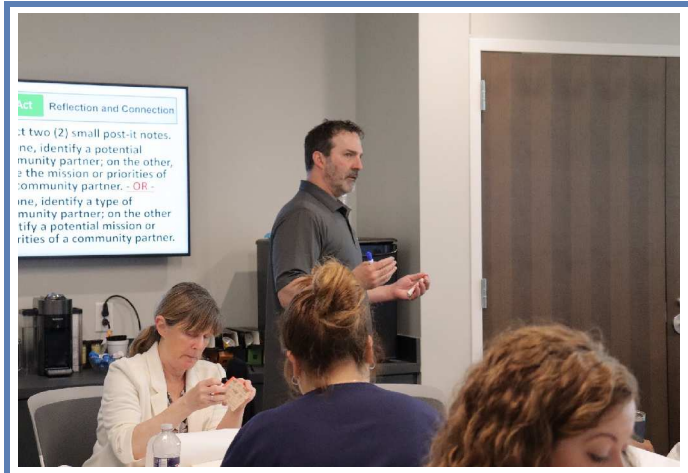
Program (Re)Design

The Center for Teaching Excellence’s Program (Re)Design (PRD) model is an iterative, faculty-led, data-informed, eight-phase process to (re)design a learner-centered program. The model encourages faculty dialogue necessary to (re)create a program that encourages a progressive mastery of knowledge, skills, and values; includes meaningful and relevant learning experiences for students; provides opportunities for students to transfer and integrate knowledge; and intentionally incorporates student reflection and higher-order thinking.



Guest Workshop

Advancing Democracy Through Community-Engaged Teaching and Learning with Dr. Michael Kopish



As faculty, we have commitments to prepare our students for their professions and their responsibilities as engaged citizens in our democracy. Across the country, colleges and universities are encouraged to foster a civic ethos, promote literacy, integrate civic inquiry, and develop opportunities for civic engagement. Advancing a civic mission involves building a community engagement ecosystem that relies on individuals on campus and our communities committed to mutually beneficial partnerships supporting student success and positively addressing community-identified priorities.

This 90-minute workshop provided a focus and practical introduction to the pedagogies and practices of community-engaged teaching and learning. Our work together was interactive, grounded in praxis, and driven by participant experiences as we explore:

- Theoretical frameworks for community-engaged teaching and learning
- Design of community-engaged courses: Purpose, process, and relationships
- Ongoing critical reciprocal reflection
- Ethics of community-engagement and overcoming challenges



Dr. Michael Kopish is an Associate Professor of Teacher Education at Ohio University, where he teaches graduate and undergraduate courses in social studies education, global education, and teacher education. He designs courses to prepare teacher candidates and graduate students through frequent, high-quality, and equitable civic and community engagement opportunities to advance the democratic purposes of schooling. In addition, he serves as Faculty Fellow for the Center for Campus and Community Engagement. He offers professional development and support to faculty who endeavor to infuse service learning and community engagement opportunities in their courses. Dr. Kopish is an author or co-author of several book chapters and peer-reviewed articles based on his research interests, including service learning, global citizenship education, civic engagement, and social studies teacher preparation.

Hear From Peers

The TAMU Center for Teaching Excellence's new "Hear from Peers" programming series features faculty and instructors sharing their own instructional strategies, experiences implementing them, as well as perspectives and advice on how to best support student success. These co-facilitated sessions center on student-centered practices that are currently being implemented in learning environments across campus. These "Hear from Peers" sessions are perfect for anyone looking to learn new things from peers or to affirm approaches they are already utilizing.

This year's workshops included:

Supporting Student Learning Using Small Groups

W/ Dr. Angela Clendenin, Department of Epidemiology and Biostatistics; Dr. Catherine Serrano-Lugo, Department of Chemistry

Creating Supportive Learning Communities with Curiosity, Awareness and Humility

W/ Dr. Kati Stoddard, Department of Plant Pathology and Microbiology

Understanding Active Learning and Ways to Implement It

W/ Dr. Negin Mirhosseini, Department of Biology; Dr. Jessica Ray Herzogenrath, Department of History

Will That Be on the Test? Effectively Assessing Students to Facilitate Learning

W/ Dr. Simi Gunaseelan, Department of Pharmacy - Academic Support; Dr. Delaney Ivy, Department of Pharmacy - Instruction

Lessons Learned - How to Structure Lesson Plans with Teaching Strategies in Mind

W/ Dr. Elizabeth Wells-Beede, Department of College of Nursing

Facilitating Effective Classroom Discussion to Support Learning

W/ Dr. Natalia Pakhotina, Department of Economics

Engaging Students with Active Learning Strategies in the Classroom

W/ Dr. Victor Ugaz, Department of Chemical Engineering, Dr. Sherry Lin, Department of Health Policy & Management

Supporting Students Navigating Uncomfortable and Challenging Concepts in the Classroom

W/ Dr. Michelle Kwok, Department of Teaching, Learning, & Culture, Dr. Terri Pantuso, Department of English

Drawing Conclusions: Note Taking in a Visual World

W/ Dr. Mahmoud Shaltout, Department of Epidemiology & Biostatistics

Utilizing Pivotal Engagement Techniques in the Classroom to Increase Student Engagement and Learning

W/ Katie Slatton, Department of Liberal Studies (Galveston)

Scholarship of Teaching and Learning

IDEALS Lab

Established in August 2020, the Interdisciplinary Design for Empowerment and Agency through the Learning Sciences (IDEALS) lab serves as a catalyst for Scholarship of Teaching and Learning (SoTL) research and grant proposal development, in collaboration with the IDEATE community. During the 2022-2023 academic year, our lab has been a vibrant hub of academic activity, employing a diverse team of 5 Ph.D. students (with varying part-time and GANT engagements), 4 master's students, and 3 undergraduate students. Additionally, we welcomed 7 students who joined us for research internships to gain graduate course credit. Our dedication to research excellence is reflected in our prolific output. This academic year alone, we have submitted 37 conference papers and 18 journal articles and book chapters, of which 24 have already been published. Since our inception, the IDEALS lab has produced an impressive 129 publications, comprising 97 conference papers and 31 journal articles and book chapters. This growing body of work signifies our commitment to advancing knowledge in the learning sciences.

37
Conference Papers
Submitted
97 Total Since 2020

24
Presentations and
Publications
129 Total Since 2020

18
Journal Articles and Book
Chapters Submitted
31 Total Since 2020

25
Courses Under Study

15,000
Student Impacted

IDEATE

Founded in February 2020, the Innovation and Design for Exploration and Analysis in Teaching Excellence (IDEATE) community is a dynamic collective of 30 scholars committed to conducting and sharing Scholarship of Teaching and Learning (SoTL) research. Our team, inclusive of both tenure-track and academic professional-track faculty at all levels, spans 10 diverse schools and colleges. IDEATE is currently advancing studies across 25 distinct courses, delving into a variety of learning experiences. These include design thinking, peer review, the differences between cooperative and collaborative learning, the execution of real-world impact projects, innovative competency-based grading, game-based learning, teamwork skill development, and the promotion of inclusion and diversity awareness. As of May 2023, IDEATE's transformative work has directly influenced over 15,000 students. This figure is a testament to our community's ongoing commitment to elevate educational experiences, demonstrating the far-reaching impact of our innovative and collaborative approach to teaching excellence.

Graduate Student Professional Development in Teaching

Teaching Assistant Institute

The Teaching Assistant Institute (TAI), hosted by the Office of Graduate and Professional Studies and the Center for Teaching Excellence, is a one day face-to-face course with additional online modules designed to prepare graduate students for college classroom teaching. TAI is offered every year at the beginning of the fall and spring semesters and is required for new TAs who serve as recitation leaders, laboratory instructors, and/or full responsibility lecturers.

1129

TAs Completed Training

Graduate Teaching Consultant (GTC) Program

The Graduate Teaching Consultant (GTC) Program supports the professional development in teaching of graduate students and includes opportunities that support enhanced teaching experiences, as outlined in the Model of Graduate Student Professional Development in Teaching. GTCs are graduate students exhibiting pedagogical skills and knowledge within their disciplines. GTCs, under the supervision of the Center for Teaching Excellence, serve as instructional coaches and peer mentors to TAs across campus. GTCs are available to conduct classroom observations upon request.

1700

Graduate Students Impacted by GTCs

Graduate Student Professional Development in Teaching Workshop Series

Top sessions by # of attendees

- Spring Forward with Canvas = 89
- Syllabus Design = 29
- Teaching philosophy = 25

17

Unique Sessions

350

Participant Touchpoints

Academy for Future Faculty (AFF) Teaching Certificate Program

The Academy for Future Faculty Teaching Certificate Program (AFF) provides professional development for graduate students and post-docs in preparation for a career in higher education. AFF offers a two-semester program anchored by faculty mentorship and featuring weekly seminars and workshops. AFF events are free and open to everyone in the Texas A&M University academic community. Participants may choose to attend a few events or enough to complete requirements for the Academy for Future Faculty Fellow certificate. New fellows are recognized at our annual banquet in April.

815

Participant Touchpoints

68

Awarded AFF Fellow Certificates

A Culture of Mentoring

What began as the Faculty Mentoring Academy in January 2020 has in the last year grown into a University-wide culture of mentoring excellence that we call the Texas A&M University Mentoring Academy. Thanks to collaboration with Faculty Affairs and the Graduate and Professional School, there are more opportunities than ever before for faculty to build their mentorship skills through the Center for the Improvement of Mentored Experiences in Research (CIMER) - a nationally recognized mentoring initiative.

Requests for professional development around mentoring are increasing, and new University partners will join the movement in the forthcoming year. To continue to scale this successful initiative, the Center has been diligently preparing new facilitators using a train-the-trainer framework. We expect that momentum will only continue to grow around our culture of mentoring.

Faculty Mentoring Academy Qatar

In March 2023, the Faculty Mentoring Academy was customized and implemented at the Qatar campus. Thirteen faculty, including five program chairs, completed the Faculty Mentoring Academy. Other faculty made progress toward their completion. Mentorship development and conversations specific to this branch campus continue as a result of the visit.

Publications

Texas A&M University's 'culture of mentoring' ongoing case study research and progress were disseminated at the University of New Mexico's Mentoring Institute and *The Chronicle of Mentoring and Coaching*. This research marks the first empirical analysis for the TAMU Mentoring Academy. Over 97% of participants believed the session(s) was a valuable use of their time. Across all competency sessions, the lowest participant intent to implement action(s) within mentoring relationships was 74.4%, supporting the Mentoring Academy's evidence-based competencies and learning outcomes.

Mentoring Competencies

- Maintaining Effective Communication
- Aligning Expectations
- Assessing Understanding
- Fostering Independence
- Promoting Professional Development
- Articulating Your Mentoring Philosophy and Plan
- Supporting Well-Being *
- Cultivating Ethical Behavior *
- Enhancing Work-Life Integration *

* Three additional CIMER competencies were piloted once during each of the Spring and Summer 2023 Faculty Mentoring Academy program. These emergent competencies are now fully incorporated into the Faculty Mentoring Academy.



English Language Proficiency (ELP) Program

The Center for Teaching Excellence supports instructional excellence by promoting effective communication in classrooms, labs, office hours, and more. In particular, the CTE-ELP program promotes spoken English proficiency among instructors whose primary language is not North American English. In RY 22-23, 743 unique participants from 44 different countries engaged in opportunities designed by the CTE's English Language Proficiency program.

The ELP program administered an increased number of intake assessments in RY 22-23 (87, compared to 67 in RY 21-22), which are diagnostic interviews for teaching assistants and faculty. Data from these intake assessments informed TAs and faculty about the features of their speech that may be hard for North American listeners to comprehend, and this became the foundation of their Individual Improvement Plans for professional development in speaking and teaching. The CTE-ELP maintained a menu of services and resources ranging from workshops to conversation partnerships to a Virtual Language Lab. Meanwhile, it also developed a digital tool to promote accurate pronunciation of American English, called the Pronunciation Highlighter, which is now freely available for English learners and educators around the world at pronounce.tamu.edu and seeitsayit.tamu.edu. To ensure that all TAs are qualified in terms of English language proficiency, the CTE-ELP contributed data and recommendations to the university-wide task force on ELP policy and enforcement, under the lead of the Graduate and Professional School.

Private Consultations



333 Consultations
101 Unique Clients

Conversation Partnerships



1501 Hours of High-impact Language Development

Practice Group Series



26 Awarded Documents of Completion

Virtual Language Lab



254 Registered Users
17 Modules Developed

Montague-Center for Teaching Excellence Scholars Award

The Montague-Center for Teaching Excellence Scholars Program was initiated in 1991 as an important part of the Center's mission for providing services that contribute to the improvement of teaching quality at Texas A&M University. Named after the award's generous benefactors, Kenneth and Judy Montague, this award is designed to recognize excellence in tenure-track faculty. In its 30 years, the Montague-CTE Scholars program has recognized over 260 scholar-educators, facilitating cutting-edge research efforts and teaching creativity, both of which directly benefit student learning.

Academic colleges annually select one early-career, tenure-track faculty member for the Montague Center for Teaching Excellence Scholar designation for demonstrating teaching excellence. Each Scholar receives a \$6,500 grant to further their research in and development of effective teaching approaches.



Montague-CTE Award Recipients 2022-2023

- **Dr. Robert Hardin**, College of Agriculture and Life Sciences, Department of Biological and Agricultural Engineering
- **Dr. Dongying Li**, School of Architecture, Department of Landscape Architecture and Urban Planning
- **Dr. Sarah Stuber**, Mays Business School, Department of Accounting
- **Dr. Andrew Kwok**, School of Education & Human Development, Department of Teaching, Learning and Culture
- **Dr. Shreya Raghavan**, College of Engineering, Department of Biomedical Engineering
- **Dr. John Casellas Connors**, College of Arts and Sciences, Department of Geography
- **Dr. Sara DiCaglio**, College of Arts and Sciences, Department of English
- **Dr. Xin Yan**, College of Arts and Sciences, Department of Chemistry
- **Dr. Jessica Galloway-Peña**, School of Veterinary Medicine and Biomedical Sciences, Department of Veterinary Pathobiology
- **Dr. David Hala**, Galveston Campus, Department of Marine Biology

Provost's Academic Professional Track Teaching Excellence Award

The Center for Teaching Excellence introduced a new annual teaching excellence award for Academic Professional Track (APT) faculty in 2019-2020. Ten APT faculty were recognized for exceptional teaching and awarded \$5000, generously gifted by the Marie M. and James H. Galloway Foundation for the first three years, Faculty Affairs now carries on the tradition. Academic Professional Track faculty bring a vast array of disciplinary knowledge along with unique experiences and skills to their teaching. This award encourages, recognizes, and rewards faculty who provide students with meaningful learning experiences, embrace effective teaching approaches, and value student-centered learning.

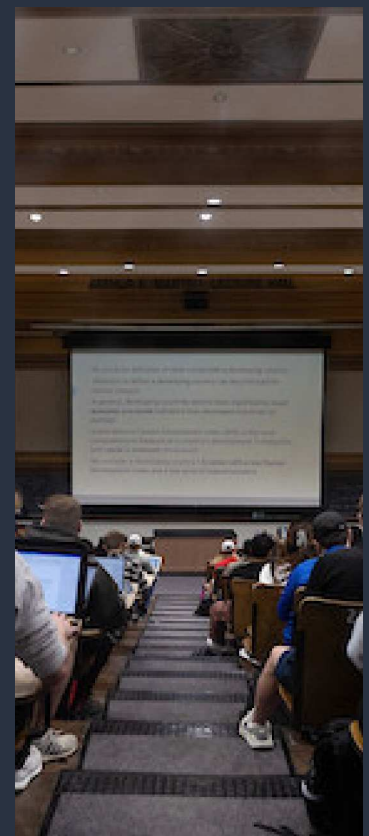


Provost's Award Recipients 2022 - 2023

- **Dr. Kati Stoddard**, College of Agriculture and Life Sciences, Department of Plant Pathology and Microbiology
- **Dr. Joanna Goodey-Pellois**, College of Arts and Sciences, Department of Chemistry
- **Dr. Delaney Ivy**, Irma Lerma Rangel School of Pharmacy, Department of Pharmacy Practice
- **Dr. Johanna Heseltine**, School of Veterinary Medicine and Biomedical Sciences, Department of Small Animal Medicine and Surgery
- **Dr. Jiling Liu**, School of Education & Human Development, Department of Kinesiology and Sport Management
- **Dr. Sandra Scamardo Lampo**, Mays Business School, Department of Marketing
- **Mr. Gerard T. Coleman**, Galveston Campus, Department of Marine Engineering Technology
- **Dr. Melissa Fogarty**, School of Education & Human Development, Department of Educational Psychology
- **Dr. Robin Rackley**, School of Education & Human Development, Department of Teaching, Learning and Culture
- **Dr. Claire Carly-Miles**, College of Arts and Sciences, Department of English.

The Path Forward

To ensure ongoing progress and excellence in teaching, the Texas A&M University Center for Teaching Excellence envisions a clear and enterprising path forward that fosters innovation, collaboration, and professional growth among faculty, postdoctoral research associates, and graduate teaching assistants. In AY 2023-2024 the Center's strategic efforts will be framed by five pillars (initiatives): professional development; research and scholarship; curriculum and program redesign; digital learning and data analytics; and community building. The Center for Teaching Excellence will provide a comprehensive range of workshops, seminars and learning communities that address the emerging educational landscape. The value of educational research and scholarship in advancing teaching practices will continue to be bolstered by the active support of faculty pursuing scholarly activities related to teaching and learning in traditional and non-traditional classroom settings. The Center will serve as a catalyst for transformative curriculum and departmental program redesign that recognizes the evolving needs of both undergraduate and graduate students at Texas A&M. Serving as a campus leader, the Center will leverage digital learning and emerging technologies such as large-scale learning data, analytics, and artificial intelligence to drive decision making about curriculum design, increase access and efficiencies, optimize learning experiences, improve retention rates, and enhance student success. Through varied collaborations and partnerships with academic departments and support units, the Center for Teaching Excellence will seek out and identify opportunities to enhance students' engagement, promote critical thinking, and explore novel learning opportunities to ensure today's students are prepared for tomorrow's real-world challenges and the demands of their chosen professions.



Appendix I: Presentations & Publications

- Adam, K., Chowdhury, M., & Lightfoot, R. (2023, April 13-16). *Working Paper: A Statistical Approach to Likert Survey Data for a Competency-Based Grading Schema*. American Research Association Annual Meeting. Chicago, Illinois, United States.
- Adam, K., Donaldson, J. P., Joseph, M., Lightfoot, R., & Walker, W. C. (2023, June 10-15). *Using a Design-Based Research Methodology to Improve Competency-Based Grading*. International Conference of the Learning Sciences. Montréal, Quebec, Canada.
- An, M., Muller, G., Cooper, B., & Payne, G. (2023, May 3-4). *Water to wine: Bootlegging a language lab out of the LMS*. Texas A&M University Transformational Teaching & Learning Conference. College Station, TX, United States.
- An, M., & Nava, A. (2023, May 2). *Power of Meaningful Engagement on Success of Graduate Communities*. Conference of Southern Graduate Schools.
- Anderson, K., Donaldson, J. P., Glover, J. M., & Odom, S. F. (2023, Feb 5-7). *A Comparative Case Study from a Design-Based Research Project to Examine Student Experiences in a Personal Leadership Course*. American Association for Agricultural Education 2023 Southern Region Conference, Oklahoma City, Oklahoma, United States.
- Anderson, K., Odom, S. F., & Donaldson, J. (2023, July 16-19). *Identity Theory Insights from Student Experiences in a Personal Leadership Course*. Association of Leadership Educators Annual Conference, Nashville, Tennessee, United States.
- Anderson, K., Odom, S.F., Glover, J., Burns, A., & Donaldson, J. (2023 July 16-19). *Examining Student Experiences in a Personal Leadership Course Through Design-Based Research: A Comparative Case Study of Two Leadership Courses*. Association of Leadership Educators Annual Conference, Nashville Tennessee, United States.
- Cameron, W., Chowdhury, M., Kao, S., & Gui, H. (2022 Oct.19-21). *Course Co-Construction Conceptual Framework*. Texas Conference on Student Success, College Station, TX
- Chowdhury, M., Arman, A., Dixon, L. Q., Donaldson, J. P., Eslami, Z. R., Kuo, L., Luo, W., & Viruru, R. (2023, April 13-16). *ELLs' Experiences as Game Designers for Vocabulary Learning*. American Research Association Annual Meeting. Chicago, Illinois, United States.
- Chowdhury, M., Barth, M., & Donaldson, J. P. (2023, June 10-15). *The Digital Game-Based Language Learning Experience for Vocabulary Learning*. International Conference of the Learning Sciences. Montréal, Quebec, Canada.
- Cooper, B., Sai Jakkula, A., Payne, G., & Quezada, E. (2023, April 3). *Resurrecting the Pronunciation Highlighter [Online Presentation]*. Teachers of English to Speakers of Other Languages (TESOL) International Convention, Online & Portland, OR, United States.
- Cooper, B., Sai Jakkula, A., Payne, G., & Quezada, E. (2023, March 23). *Resurrecting the Pronunciation Highlighter*. Teachers of English to Speakers of Other Languages (TESOL) International Convention, Online & Portland, OR, United States.
- Donaldson, J. P., Pei, S., & Woodward, J. (2023, May 18-21). *The complex landscape of creativity conceptualizations*. SOU Creativity Conference, Ashland, Oregon, United States
- Glover, J., Anderson, A., Odom, S.F., Burns, A., & Donaldson, J. (2023, May 18-21). *The complex landscape of creativity conceptualizations*. SOU Creativity Conference, Ashland, Oregon, United States
- Herzogenrath, J., Blanton, C., Kailani, S., Ross, K., & Shields, S. (2023, Jan. 6). *Flipped, flexible, and free (resources): Reinvigorating the big US history survey at Texas A&M University*. 2023 annual American Historical Association Conference, Philadelphia, PA, United States
- Joseph, M., & Von Buettner, T. (2022, Aug.). *Using Design-Based Research Methodology to Improve a Pharmacy Course's Competency-Based Grading Schema: A Design Case*. American Educational Research Association
- Kao, S., Donaldson, J. P., Pacheco, J. O., Paudyal, S., Thamsorn, J., Thomas, S., & Williams, H. (2023, April 13-16). *Collaborative Project-Based Learning through Design Thinking for Engaged Learning Framework in Multiple Disciplines*. American Research Association Annual Meeting. Chicago, Illinois, United States.
- Kircher, J., Lee, S., Jamal, T., & Donaldson, J. (2022, June 14-16) *Regenerating Tourism with an Ethic of Care and Empathy*. 52nd Travel and Tourism Research Association International Conference, Victoria, British Columbia, Canada.
- Lim, S. M., Goodey-Pellois, J., Harthcock, M., Hilty, C., McLaughlin, V., Patterson, C. A., & Richardson, R. (2022, Aug. 2). *Effective graduate training in soft skills in a full-day professional development workshop*. 27th Biennial Conference on Chemical Education. West Laffayette, Indiana, United States.
- Mehrubeoglu, M., Kelly, K., Walton, S., Richardson, R., Butler-Purry, K., & King, S. (2022, June 26-29). *Academic Job Preparation for Underrepresented STEM Dissertators, Postdoctoral Researchers, and Early Career Faculty: Contributions to an Institutional Partnership Model for Promoting Diversification of the Professoriate [Paper presentation]*. 129th Annual ASEE (American Society for Engineering Education) Conference and Exhibition, Minneapolis, MN, United States.
- Pace, D., Chaney, K., & Donaldson, J. P. (2023, April 13-16). *Putting theory into practice: The complex experiences of veterinary students in a constructivist writing assignment*. American Research Association Annual Meeting. Chicago, Illinois, United States.
- Patterson, C., & Harlin, J. (2022, Oct. 27). *Providing early evidence for evidence-based Mentoring Academy session*. University of New Mexico's Mentoring Institute.
- Patterson, C., & Harlin, J. (2022, Oct. 26). *Program report for a Mentoring Academy capstone experience: Outcomes and findings*. University of New Mexico's Mentoring Institute.

Appendix I: Presentations & Publications Cont.

- Patterson, C., Arroyave, R., & Carroli, R. (2022, Aug. 1). *Teaching for integration: Sharing experiences in a graduate interdisciplinary design studio course*. International Science of Team Science (INSciTS).
- Patterson, C., Carrillo, R., & Couri, D. (2022, Nov. 18). *Institutional interdisciplinarity: Exploration through interviews*. Association for the Study of Higher Education (ASHE).
- Patterson, C., Carrillo, R., & Couri, D. (2022, Aug. 1). *Interdisciplinarity within and across the institution: An exploratory case study at a high-research university*. International Science of Team Science (INSciTS).
- Patterson, C., Meyer, A. R., & Zimmer, W. (2022, June 10). *Fan engagement: A barometer of student success and platform for eternal JOY*. Christian Society for Kinesiology, Leisure, and Sport Studies (CSKLS). Rocklin, California, United States.
- Patterson, C. (2022, Oct. 25). *Leading a mentoring culture at a research-intensive university: The pilot program report*. University of New Mexico's Mentoring Institute.
- Paudyal, S. (2022, June 1). *Power of Self-Reflection: Reflective Learning in an Animal Science Internship Course*. North American Colleges and Teachers of Agriculture.
- Paudyal, S., & O'Reilly, K. (2022, June 1). *Letting Students Ask Questions: Inquiry Based Learning in an Asynchronous Online Course*. North American Colleges and Teachers of Agriculture.
- Pei, S., Donaldson, J. P., & Woodward, J. (2023, May 18-21). *Creativity conceptualizations and what it means*. SOU Creativity Conference, Ashland, Oregon, United States.
- Pei, Z., Barth, M., & Donaldson, J. P. (2023, June 10-15). *All Rhodes Lead to Creativity*. International Conference of the Learning Sciences. Montréal, Quebec, Canada.
- Poling, N., & Shahri, B. (2023, Jan. 5-8). *Building & sustaining high-performing resilient teams in the classroom [Workshop presentation]*. The 8th IAFOR International Conference on Education, Honolulu, HI.
- Rao, A., Chowdhury, M., & Kent, S. (2022, Oct.19-21). *Student Success Programs in the Department of Biology at Texas A&M University*. Texas Conference on Student Success, College Station, TX, United States.
- Robbins, J., Chowdhury, M., Donaldson, J. P., & Thomas, S. (2023, June 10-15). *Peer Feedback: Exploring What Hurts and What Helps*. International Conference of the Learning Sciences. Montréal, Quebec, Canada.
- Shahri, B., Richardson, R., & Harlin, J. (2022, Nov. 14-20). *TATEP: An illuminative evaluation*. 47th Annual POD Network Conference, Online & Seattle, WA, United States.
- Shahri, B., & Layne, J. (2022, Oct. 19-21). *Rethinking grading on the curve*. Texas Conference on Student Success, College Station, TX, United States.
- Shahri, B., Harlin, J., & Richardson, R. (2022, Nov.14-20). *TATEP: An illuminative evaluation [Online Presentation]*. 47th Annual POD Network Conference, Online & Seattle, WA, United States.
- Shahri, B., Lupiani, B., & Wilkinson, H. (2022, July 25-27). *PTIE: Reflections on university strategic planning and holistic faculty evaluation*. Innovation and Entrepreneurship (I&E) Conference, Stevenson, WA, United States.
- Shields, S., & LeChasseur, K. (2022, June 2). *Institutional transformation using project-based learning: A systematic review of the literature*. 2022 annual National Science Foundation's (NSF) IUSE Summit, Washington, D.C, United States.
- Shields, S., Patterson, C., & Poling, N. (2022, Nov. 19). *Shifting mindsets via a Re:Imagined Community of Scholars approach*. 2022 annual Professional and Organizational Development (POD) Network Conference, Seattle, WA, United States.
- Von Buettner, T., & Govea, C. (2022, October.19-21) *Cultural-Historical Activity Theory (CHAT) Classroom Implementation*. Texas Conference on Student Success.
- Walker, W., Carter, T. Xu, Chowdhury, M., Donaldson, J. P., Gui, H., Kao, S., Von Buettner, T., Y., & Zowam, S.(2023, April 13-16). *Designing Constructionist Learning in a Math Course for Pre-Service Teachers*. American Research Association Annual Meeting, Chicago, IL, United States.
- Williams, P., Shahri, B., & Woodward, J. (2023, May 22-24). *Examining the effectiveness of a graduate student teaching apprenticeship model*. 2023 ITLC Lilly Conference, Austin, TX.
- Wobbe, K., LeChasseur, K., Reese, M., & Shields, S. (2022, Nov. 4). *A national field scan of project-based learning in STEM higher education*. 2022 annual Association of American Colleges & Universities' (AAC&U) Transforming STEM Higher Education Conference, Arlington, VA, United States.
- Wobbe, K., LeChasseur, K., Reese, M., Shaver, I., & Shields, S. (2022, Nov.17). *There is no template: A PBL model for supporting professional development*. 2022 annual Professional and Organizational Development (POD) Network Conference, Seattle, WA, United States.

Article

- Bowhay, C., Dunlap, K., Wickersham, T., & Donaldson, J. (2022). *Visual Modeling as a Pedagogical Strategy in a Nutritional Physiology Animal Science Course*. The NACTA Journal
- Brandao, A. P., Cooke, R. F., Dunlap, K. A., Lamb, G. C., Pohler, G., Donaldson, J., (2022). *Impacts of learning experiences within an online extension initiative on application of research-based principles by beef stakeholders*. International Journal of Educational Research
- Donaldson, J., & Allen-Handy, A. (2022). *What is Learning? A Complex Conceptual Systems Analysis of Conceptualizations of Learning*. International Journal of Educational Research
- Fogarty, M., Devlin, M., Gilson, C., Montague, M., Sallese, M. R., Shields, S., Shikarpurya, S., & Whiteside, E. (2022). *Data-Informed Program Redesign Decisions of a Special Education Teacher Preparation Program*. Teacher Education and Special Education
- Li, W., Bain, J., Bologan, A., Chaspari, T., Fowler, D., Lee, C., Masterson, J., Shields, S., Stillsano, J., & Wright, K. (2023). *Interdisciplinary and project-based service-learning for smart and connected communities: Insights from ENDEAVR*. Journal of Interdisciplinary Studies in Education.
- Patterson, C., Autenrieth, R., Barry, A., Bryk, M., Johnson, M., Klinegardner, S., Lench, H., & Wilkinson, H. (2022). *Leading a mentoring culture at a research-intensive university: The pilot program report*. The Chronicle of Mentoring & Coaching (15).
- Patterson, C., Couri, D., Harlin, J., & Hudecheck, E. (2022). *Program report for a Mentoring Academy capstone experience: Outcomes and findings*. The Chronicle of Mentoring & Coaching (15).
- Patterson, C., Couri, D., Harlin, J., & Spencer, S. (2022). *Providing Early Evidence for Evidence-Based Mentoring Academy Session*. The Chronicle of Mentoring & Coaching
- Randolph, J., Perry, J., Donaldson, J., Rethman, C., & Erukhimova, T. (2022). *Female physics students gain from facilitating informal physics programs*. Physical Review Physics Education Research
- Stitt-Bergh, M., Donaldson, J. P., Fowler, D., Hunter, T., Patterson, C., & Richardson, R. (2023). *Designing for Impact: The Center for Teaching and Learning as a Cultivator of a Faculty Learner-Leader Praxis*. To Improve the Academy

Appendix II: Funding

Grants

- Laporte, C., & Shields, S. (2022). *Merging Three Colleges Grant: Critical Teaching Friends*. Texas A&M University - College of Arts and Sciences.
- Talcott, S., Antwi, J., Richardson, R., Talcott, S., & Strong, R. (2023). *Interactions of Gallotannins with the Intestinal Microbiome in Obesity – Translational Research and Sustainable Undergraduate and Teacher-Engagement in Underrepresented Communities*. United States Department of Agriculture

Philanthropic

- Patterson, C., & Shahri, B. (2023). *History of CTE*. Galloway Foundation

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