

Center for Teaching Excellence Annual Report, 2021-22

Texas A&M University



TEXAS A&M UNIVERSITY
Center for
Teaching Excellence

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Letter from the Executive Director

Report year 2021-2022 has been among the most exciting and rewarding years since I joined the Center. Our team has provided thousands of hours of development opportunities designed to meet current and future instructors where they are. From workshops and one-offs to short-term and long-term communities of learning and scholarship, this has indeed been an incredibly productive year for the Center.

276 unique faculty participated in workshops throughout the year. These opportunities represent the first point of contact that many instructors have with the Center, and we continue to hear from faculty that there is a considerable desire for these one-offs. As such, we are planning to offer even more workshops in the new report year.

The Instructional Excellence Project - now in its second year - continues to build momentum. This year, 95 unique participants joined the 76 who last year earned the only teaching credentials for post-secondary instructors recognized by the American Council on Education. To date, 176 credentials have been earned with several faculty earning more than one credential through the initiative. In the forthcoming year, there will be more opportunities to participate than ever before, and the number of applicants for courses offered this summer and fall has exceeded our expectations.

As the University seeks to realize the goals outlined by the Path Forward, the Center has noticed a significant uptick in the number of Program (Re)Design requests. There are currently 9 (Re)Designs at various stages of completion with an additional 7 in the works. We are now strategizing as a Center how best to support these new requests, which we expect to increase as new possibilities for interdisciplinary academics are inspired by the organizational vision articulated in the Path Forward.

The Center also continues to support the scholarship of teaching and learning through the IDEATE community - a collective of faculty and Center staff aimed at scholarly collaboration - and the IDEALS lab - a group of Center staff dedicated to support educational research. To date, IDEATE and IDEALS have produced 44 published works with 22 courses under study and 9,150 students impacted. Among the many projects currently in development is an intensive study of the Center's faculty communities of learning and scholars.

Inclusive teaching is a Center priority - a Center mindset. We strive to infuse in all our work, regardless of the area, inclusive instructional approaches aimed at benefiting *all* students. While it might not be possible for every student to see themselves in every instructor, it is possible for every student to feel seen and validated - for every student to feel a sense of belonging and importance in every course. The Center proudly partners with faculty and University support services and other centers to offer targeted inclusive teaching programming. To that end, we are particularly proud of the 31 faculty who participated in this year's Inclusive Teaching Faculty Fellows Program. Those who did so are poised as changemakers in their schools and colleges to champion teaching that supports the success of *all* students.

Report year 2021-2022 has also been a time of considerable growth for the University's mentoring initiative. The Faculty Mentoring Academy launched in early 2020 and has since grown into a culture of mentoring excellence in the form of the Texas A&M University Mentoring Academy. The Center's partnership with Faculty Affairs and the Graduate and Professional School is bringing a nationally recognized mentoring curriculum to department heads, faculty, staff, and graduate students alike with new partnerships bringing the opportunity to even more Aggies in the coming year.

The Center also celebrated current and future instructors in several ceremonies this report year. In the fall we honored 9 newly minted Montague Scholars, continuing a 30-year tradition of recognizing early-career tenure track faculty who excel in the classroom. And in the spring, we celebrated 10 academic professional track faculty who received the Provost's APT Award. 95 faculty were awarded their credentials at our Instructional Excellence Project recognition ceremony in May. And 76 graduate students were recognized at the Center for the Integration of Research, Teaching, and Learning Awards Banquet for earning the Academy for Future Faculty Fellow certificate.

One of the best predictors of what an instructor will do in the future is what they are doing right now (Shields, 2022). As such, we are particularly proud of our efforts to prepare future faculty (both current and prospective teaching assistants) in our robust slate of graduate student programming. Over 1,500 graduate students engaged with the Center in report year 2021-2022, and the impact on undergraduate learning is considerable given that teaching assistants are frequently the most accessible point of instructional contact that students have in gateway courses.

As we look toward the coming year, we do so with enthusiasm for the new partnerships and possibilities that are in store. Texas A&M University is indeed an institution that cares deeply about teaching and learning. And the Center for Teaching Excellence will stand in the vanguard alongside our dedicated instructors of all titles and ranks.



Debra Fowler

Mission, Vision, and Values

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.

Our Team

Leadership



Dr. Debra Fowler
Executive Director



Dr. Ra'sheedah Richardson
Associate Director



Dr. Brandon Cooper
Assistant Director

Administrative Staff



Kristy Brubaker

Instructional Consultants



Dr. Sam Shields



Ginessa Payne



Jeana Guillory



Jean Layne

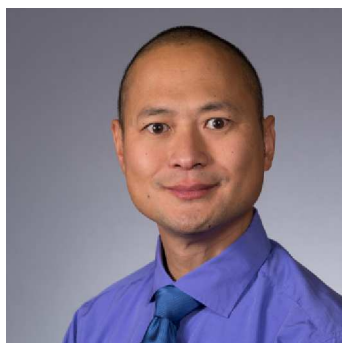
Postdoctoral Research Associates



Dr. Mahjabin Chowdhury



Dr. Bahman Shahri



Dr. Nate Poling



Dr. Clint Patterson



Dr. Jonan Donaldson

Year at a Glance

299

Workshops
Offered

590

Private
Consultations

4379

Workshop
Seats Filled

7

Learning & Scholarly
Communities

9

Program
(Re)Designs

1974

Unique Contacts



5

Grants Supported

11

Published Works

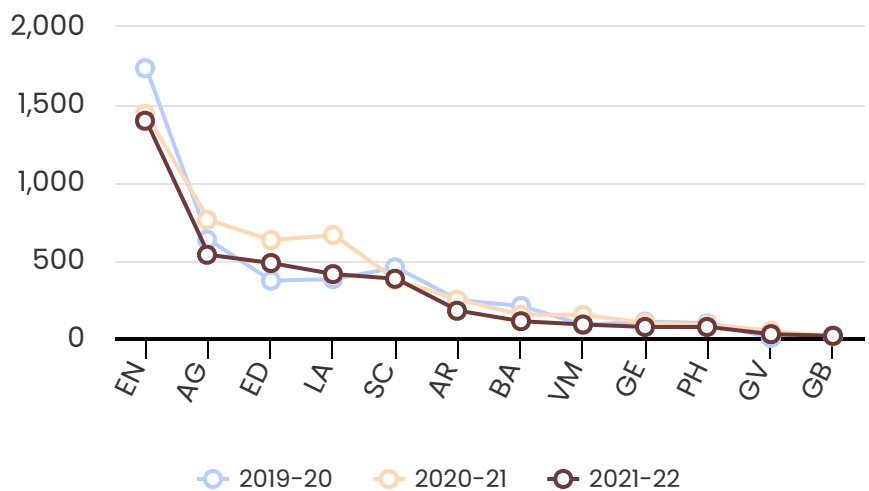
303

credentialed in
teaching & mentoring

28

Conference
Presentations

Total Touchpoints by College



Faculty Workshops & One-Offs

14

Workshops Offered

382

Seats Filled

276

Unique Contacts

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)

Maximizing Student Engagement and Learning Using Relationships, Resilience, and Reflection



Improving the Critical Thinking Skills of Today's Students



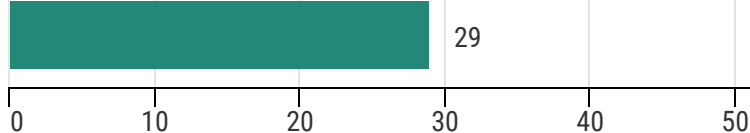
Building and Sustaining High-Performing Project Groups in the Classroom



Rethinking Attendance and Participation in Courses



Teaching Challenging and Controversial Topics



Instructional Excellence Project

With local support from Faculty Affairs and the Galloway Foundation, the CTE successfully concluded the second year of the Instructional Excellence Project with more faculty participating and more opportunities for them to participate than ever before. With curriculum designed by the Association of College and University Educators and facilitated by Center consultants, faculty earn the only credential for post-secondary instruction recognized by the American Council on Education. Looking toward the upcoming year, momentum continues to build.

76,500

Total enrollment taught by
Participating Faculty since
Fall 2020

2,510

Course sections taught by
Participating Faculty since
Fall 2020

Micro- and full-credential opportunities

RY 21-22

- Effective Teaching Practices
- Inclusive Teaching for Equitable Learning
- Designing Student-Centered & Equitable courses
- Inspiring Inquiry & Preparing Lifelong Learners
- Promoting Active Learning
- Creating an Inclusive & Supportive Learning Environment



95

Unique Participants
RY 2021-22

181

since Fall 2020

94%

of Faculty found the
course helpful in
refining their
teaching practices

94%

of Faculty found the
course content relevant
to their work



Program (Re)Design

The Center for Teaching Excellence's Program (Re)Design (PRD) model is an iterative, faculty-led, data-driven, 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.



Scholarship of Teaching and Learning

IDEALS Lab

The Interdisciplinary Design for Empowerment and Agency through the Learning Sciences (IDEALS) lab was started in August, 2020 to collaborate with the IDEATE community to conduct SoTL research studies, as well as a few independent projects such as a study of impact statements from tenure & promotion packets, research on the formation and development of the IDEATE community, and development of grant proposals. In the 2021-2022 report year, the lab has employed 6 Ph.D. students, 3 masters students, and 2 undergraduate students.



22

Conference papers submitted

62 Total since 2020

7

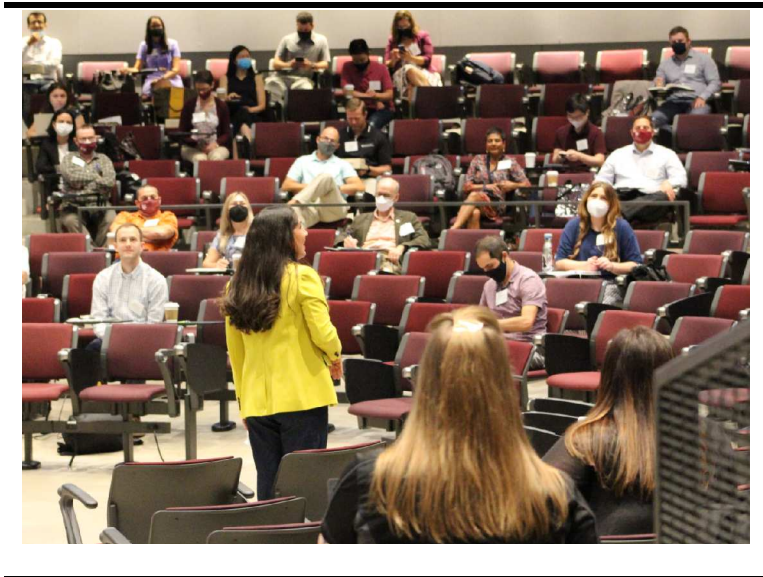
Journal articles and book chapters submitted

15 Total since 2020

26

Presentations and publications

44 Total since 2020



IDEATE

The Innovation and Design for Exploration and Analysis in Teaching Excellence (IDEATE) community is dedicated to collaboratively conducting and disseminating Scholarship of Teaching and Learning (SoTL) research. The initial formation of the community of scholars launched in February, 2020. The 27 members of the IDEATE community include both tenure track and academic professional track faculty of all ranks across 9 colleges. Studies are currently underway in 22 courses examining learning experiences such as design thinking, peer review, cooperative vs. collaborative learning, real-world impact projects, innovative competency-based grading, and fostering inclusion and diversity awareness.

22

Courses Under Study

9,150

Students Impacted

Inclusive Teaching

Inclusive Teaching Faculty Fellows Program

The program took place over the 2021 calendar year and was a three-semester commitment--spring, summer, and fall--with required biweekly, 90-minute, Community of Scholars (CoS) meetings. Participants who successfully completed all Program requirements received a \$3,000 bursary payment and the potential for paid conference participation. In Spring of 2021, participants had the opportunity to earn a verified certificate in Inclusive Teaching: Supporting All Students in the College Classroom. In Summer 2021, the program's focus included course redesign work as the cohorts began putting into practice what participants learned in the spring. During the Fall 2021 portion, the program focused on implementation and assessment of the inclusive teaching interventions each instructor chose to use.

90%
Completed the
Fellowship (n = 31)

Participating Schools / Colleges:

- School of Law
- College of Veterinary Medicine & Biomedical Sciences
- Irma Lerma Rangel College of Pharmacy
- College of Nursing
- College of Dentistry
- School of Public Health
- College of Liberal Arts
- College of Education & Human Development
- College of Agriculture and Life Sciences
- College of Science
- College of Architecture
- College of Engineering

"As testament to how effective these meetings were in my experience, I missed only one the entire year; in fact, **I built my schedule around them.** I realize that these programs are labor-intensive, but I strongly encourage the CTE to continue to offer programs that include a cohort element with regularly meetings." -Program participant



Inclusive Teaching Practices in Higher Education A Series of Workshops with Dr. Bryan Dewsbury

Dr. Bryan Dewsbury shared his insights and perspectives on inclusive teaching, including how best to support the success of every student. We learned how analyzing student data can inform our classroom teaching and also how specific inclusive classroom strategies can transform student learning.

Workshop one took place on September 30th, and was on self-reflection and the role of the practitioner as an agent of change. Participants used an interactive, reflective activity to centralize the role of personal identity on the ways in which we approach our practice.

Workshop two took place on October 1st, and was on doing a deep dive with student data. Participants examined the narrative of the TAMU student experience based on what we have, and reflected on the activities and strategies we should employ to create inclusive experiences for them.

The last workshop took place on October 1st, and was on inclusive strategies for your classroom. Participants explored a range of inclusive classroom strategies, with assessment techniques, and determined those that are appropriate for their individual instructional context.

"All [sessions] were useful in making my teaching more inclusive."
-Faculty participant, Bryan Dewsbury sessions

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.

First Time Participants
RY 21-22:

148

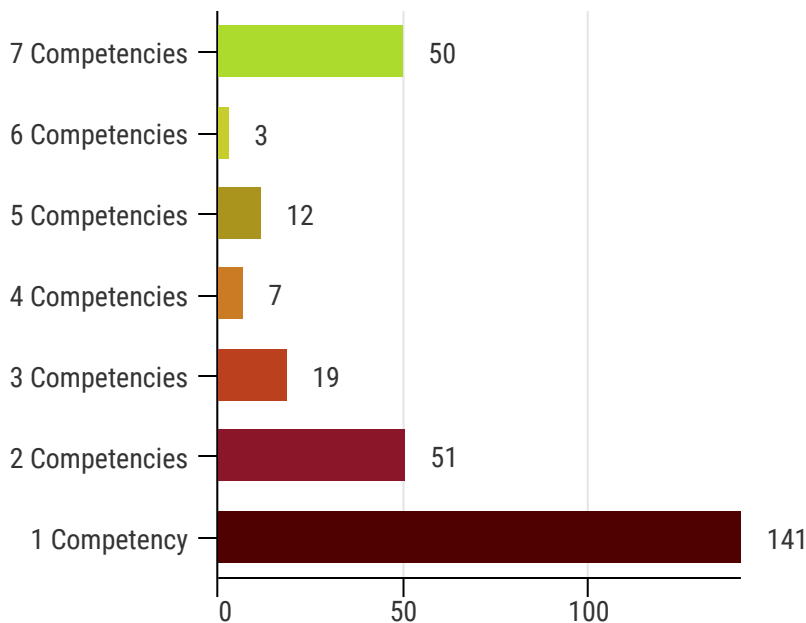
Faculty with Competencies
in Progress:

233

Completed:

50

Total Faculty by Number of Competencies Completed



Mentoring Competencies

- Maintaining Effective Communication
- Aligning Expectations
- Assessing Understanding
- Addressing Equity and Inclusion
- Fostering Independence
- Promoting Professional Development
- Articulating Your Mentoring Philosophy and Plan

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.



260
Faculty
Recognized
to date

Montague-CTE Award Recipients 2021-2022

- **Anjel Helms**, College of Agriculture and Life Sciences, Department of Entomology
- **James Michael Tate**, College of Architecture, Department of Architecture
- **Idean Ettekal**, College of Education & Human Development, Department of Educational Psychology
- **Theodora Chaspari**, College of Engineering, Department of Computer Science and Engineering
- **Christina Belanger**, College of Geosciences, Department of Geology and Geophysics
- **Sarah McNamera**, College of Liberal Arts, Department of History
- **Bradford Hepfer**, Mays Business School, Department of Accounting
- **Quentin Michaudel**, College of Science, Department of Chemistry
- **Ashley Ross**, Galveston Campus, Department of Marine and Coastal Environmental Science

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. 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.



30 Faculty Recognized to date

Provost's Award Recipients 2021-2022

- **Salah Ayari**, Department of International Studies, College of Liberal Arts
- **Adrienne Brundage**, Department of Entomology, College of Agriculture and Life Sciences
- **Karen Farmer**, James Benjamin Department of Accounting, Mays Business School
- **Joyce Juntune**, Department of Educational Psychology, College of Education and Human Development
- **Judith Linneman**, Department of Sociology, College of Liberal Arts
- **Terri Pantuso**, Department of English, College of Liberal Arts
- **James Pennington**, Department of Chemistry, College of Science
- **Oksana Shatalov**, Department of Mathematics, College of Science
- **Aakash Tyagi**, Department of Computer Science and Engineering, College of Engineering
- **Christina Wiederwohl**, Department of Oceanography, College of Geosciences

Graduate Student Professional Development in Teaching

GSPDT is a collection of graduate student professional development opportunities in TEACHING from the Center for Teaching Excellence (CTE) in collaboration with the Graduate and Professional School.

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.

1088

TAIs Completed Training

92.7% of TAs who responded to a follow-up survey at end-of-term indicated that they reviewed TAI content *during* their role as a TA.

"I liked that [TAI] started with the type of students I will possibly have in my class, gave me teaching methods and strategies I could use for my classes and many more that came in handy at different times in the semester."

Graduate Student Professional Development in Teaching Workshop Series

Top sessions by # of attendees

- Supporting Student Mental Health to Improve Academic Success = 38
- Depression, Apathy, Motivation & Getting Unstuck = 32
- Identifying & Connecting Students in Distress = 28
- Cultural Diversity, Identity-based Concerns and Mental Health = 21

8 unique sessions

162 total workshop touchpoints

"I never once felt like I was spending time in a seminar being told things I already knew. The strategies discussed were personal, and those experiences were then extended to try and represent larger trends."

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.

623

Participant
Touchpoints

76

Earned AFF
Fellow Certificate

20

Unique Competency
Sessions



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.

85

Instructional Hours
facilitated by GTCs

1727

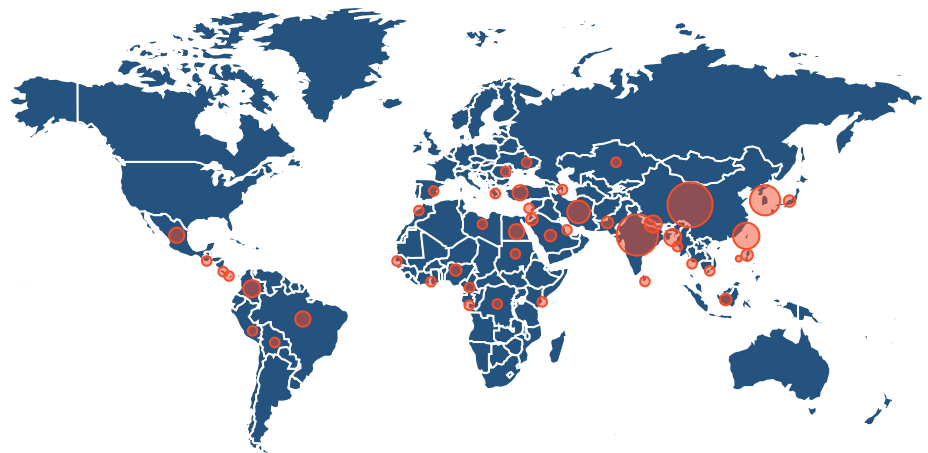
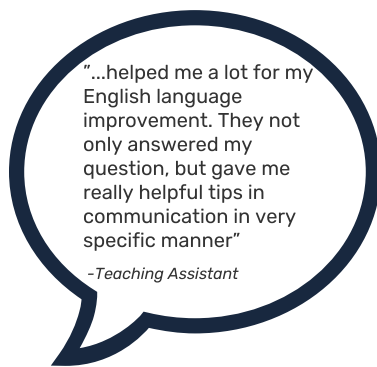
Graduate students
impacted by GTCs

English Language Proficiency (ELP) Program

The Center for Teaching Excellence supports instructional excellence by promoting effective communication in instructional settings. The CTE supports English language proficiency for instructors whose primary language is not North American English. In RY 21-22, 572 unique participants from 47 different countries engaged in opportunities designed by the CTE's English Language Proficiency program.

During Fall '21, the ELP program served a record number of conditionally-appointed TAs and TAs with emergency deferral of certification, triple the number served in Fall '19 (43 vs. 14 intake assessments prior to the mid-semester audit). During Spring '22, the ELP program focused on scaling services through technological innovation and digital learning tools. In Spring 2022, the time to arrange one high-impact learning experience was reduced from ~30 hours to less than 1 second allowing University-wide scaling. Additionally, staff built a language laboratory within the University's learning management system, making it available to any enrolled student without additional cost and regardless of their physical location.

Participants by Country of Origin



Private Consultations



322 consultations
71 unique clients

Conversation Partnerships



1501 hours of high-impact language development

3784

CTE-ELP Program-wide Total Touchpoints

Practice Group Series



22 clients earned document of completion

Virtual Language Lab



119 registered users
13 modules developed

Appendix I: Presentations & Publications

Conference Presentations

Chang, C.N., **Patterson, C.A.**, Vanderford, N.L., & Evans, T.M. (2022). Modeling individual development plans, mentoring support, and career preparedness relationships among Ph.D. trainees in the life sciences. American Educational Research Association.

Cooper, B. & Payne, G. (2022). Promoting oral communication in the university through a support service, Teachers of English to Speakers of Other Languages international convention.

Donaldson, J. P. (2022). Conceptualizations of learning in 5 domains. Hawaii International Conference of Education.

Donaldson, J.P., Chowdhury, M., Dunlap, K., & Joseph, M. (2022). Student conceptualizations of learning in a Covid-19 survey study. Hawaii International Conference of Education.

Donaldson, J. P., Odom, S., Stoddard, K., Parker, D., & Zhao, Y. (2022). Design Thinking as a Structure for Collaborative Project-Based Learning. American Educational Research Association Annual Conference.

Donaldson, J. P. & Pace, D. (2022). Analysis of design features in a competency-based grading schema. Hawaii International Conference of Education.

Fogarty, M.Sallese, M. R.; **Shields, S.** (2021). Steering Your Educator Preparation Program Into the Future: A Data-Driven and Collaborative Curriculum Redesign Process. Conference presentation at the annual Teacher Education Division of the Council for Exceptional Children Conference. Fort Worth, TX.

Ganvir, A. & **Donaldson, J. P.** (2022). Using semantic network analysis to inform design moves in design-based research. American Educational Research Association Annual Conference.

Green, M., Juranek, I., Mehrubeoglu, R., & **Richardson, R.** (2021). "Más Fuertes Juntos": Four Diverse Institutions Forging One Unique Alliance to be "Stronger Together." AGEP Research Conference.

Harlin, J., **Patterson, C.A.**, Schweller, M., Seipp, A., & Butler-Purry, K. (2021). Institutionalizing high quality graduate mentoring: Process and implementation. University of New Mexico's Mentoring Institute.

Lim, S.M., McLaughlin, V., **Patterson, C.A., Richardson, R.**, Goodey-Pellois, J., Hilty, C., & Harthcock, M. (2022). Effective graduate training in soft skills in a full-day professional development workshop. 27th Biennial Conference on Chemical Education.

Montague, M. L. **Shields, S.**, Gilson, C., Shikarpuriya, S., & Burton, L. (2021). Using former student data to "steer" curricular redesign decisions. Conversation session at the annual Teacher Education Division of the Council for Exceptional Children Conference.

Murphrey, T., Morris, L., **Richardson, R.**, Walton, S., Ganesan, A., Butler-Purry, K., Moreira, R., & Kelly, K. (2021). Using the Case Study Method to Demonstrate URM STEM Graduate Student Success and How to Promote Participation. 44th Southwest Educational Research Association.

Murray, I., **Patterson, C.A. & Poling, N.** (2022). Responding to microaggressions and biases in your teaching and healthcare. Association of American Medical Colleges (AAMC) Group on Diversity and Inclusion (GDI).

Patterson, C.A., Carrillo, R. & Arroyave, R. (2022). Teaching for integration: Sharing experiences in graduate interdisciplinary design studio course. International Science of Team Science.

Patterson, C.A., Carrillo, R. & Couri, D. (2022). *Interdisciplinarity within and across the institution: An exploratory case study at a high-research university.* International Science of Team Science.

Patterson, C.A., Couri, D., Presley, S., & **Fowler, D.** (2021). A case for mentorship in doctoral education: Interviews with potential employers. University of New Mexico's Mentoring Institute.

Patterson, C.A., Couri, D., Presley, S., & Harlin, J. (2021). Valuing faculty mentoring: A review of mentorship awards at an R1 university. University of New Mexico's Mentoring Institute.

Patterson, C.A., Harlin, J., Couri, D., **Fowler, D.**, & Duffield, N. (2021). Mentoring in artificial intelligence and materials science: Applying a new doctoral model. University of New Mexico's Mentoring Institute.

Patterson, C.A., Harlin, J., Couri, D., & Pulukum, S. (2022). *Student-centered mentoring with dignity at TAMU.* Texas A&M University Race, Identity, & Social Equity conference.

Patterson, C.A., Presley, S., Couri, D., **Fowler, D.**, & Harlin, J. (2021). *The culture of mentoring model: Implementing an institution-wide mentorship initiative.* University of New Mexico's Mentoring Institute.

Appendix I: Presentations & Publications, continued

Conference Presentations, continued

Perry, J., **Donaldson, J. P.**, & Erukhimova, T. (2021). Comparing the impact of informal physics program on undergraduate versus graduate student facilitators. Physics Education Research Conference.

Randolph, J., Hay, E., **Donaldson, J. P.**, Rethman, C., Erukhimova, T., & Perry, J. (2021). Comparing the impact of informal physics program on undergraduate versus graduate student facilitators. Physics Education Research Conference.

Reaves, M., **Chowdhury, M.**, & Bowhay, C. (2022). Semantic Network Analysis and Cluster Analysis in Design Based Research. American Educational Research Association Annual Conference.

Shields, S., LeChasseur, K. (2022). Institutional transformation using project-based learning: A systematic review of the literature Poster presentation at the annual NSF IUSE Summit. Washington, D.C.

Von Buettner, T. K., **Donaldson, J. P.** (2022). Transformative learning theory and its use in the classroom. Hawaii International Conference of Education.

Wobbe, K.; LeChasseur, K. Reese, M.; **Shields, S.** (2022). There Is No Template: A PBL Model for Supporting Professional Development. American Association of Colleges and Universities Conference. Washington, D.C.

Zowam, S., Wallace, W., **Chowdhury, M.**, **Donaldson, J. P.**, & Larson, B. (2022). Research, Teaching and Service Conceptualizations Relationship to Practices. American Educational Research Association Annual Conference.

Articles

Bowhay, C., Wickersham, T, **Richardson, R.**, & Dunlap, K. (2022). Texas panhandle beef production tour, a high-impact compressed course in animal science, *Translational Animal Science*, 6(2).

Chang, C.N., **Patterson, C.A.**, Vanderford, N.L., & Evans, T.M. (2021). Modeling individual development plans, mentoring support, and career preparedness relationships among Ph.D. trainees in the life sciences. *F1000Research*. doi: 10.12688/f1000research.53705.1.

Harlin, J., **Patterson, C.A.**, Schweller, M., Seipp, A., & Butler-Purry, K. (2021). Institutionalizing high quality graduate mentoring: Process and implementation, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.

Meyer, A.R., **Patterson, C.A.** & Zimmer, W.N. (2021). Connecting college live mascots at the Sugar Bowl with oral history: An interdisciplinary study. *Sound Historian*, ISSN 1077-2979.

Patterson, C.A., Couri, D., Presley, S., & **Fowler, D.** (2021). A case for mentorship in doctoral education: Interviews with potential employers, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.

Patterson, C.A., Couri, D., Presley, S., & Harlin, J. (2021). Valuing faculty mentoring: A review of mentorship awards at an R1 university, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.

Patterson, C.A., Harlin, J., Couri, D., **Fowler, D.**, & Duffield, N. (2021). Mentoring in artificial intelligence and materials science: Applying a new doctoral model, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.

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Payne, G. L. (2021). Language education as professional development: Assessing international instructors' growth. *The Language Educator*, 16(2).

Rethman, C., Perry, J., **Donaldson, J.P.**, Choi, D., & Erukhimova, T. (2021). Impact of informal physics programs on university student development: Creating a physicist. *Physical Review Physics Education Research*, 17(2).

Shields, S. M. (2022). *Shifting pedagogical paradigms: The active learning in engineering program*. [Unpublished doctoral dissertation]. Texas A&M University.

Appendix II: Funding

Grants

Blake, J. *Eliminating Bias in School Discipline Through Teacher Training*, 2020-2024, Texas A&M University. Supported by **Poling, N.**

Butler-Purry, K., Moreira, R., & **Fowler, D.**, Pellois, J., Carter-Sowell, A., & **Richardson, R.**, (2021) *The Texas A&M System AGEP Alliance: A Model to Advance Historically Underrepresented Minorities in the STEM Professoriate Managing Division*. 2017-23, National Science Foundation Alliances for Graduate Education and the Professoriate, 1723255.

Shippen, D., Bondos, S. & Paez, X., (2022) *Enhancing mentorship through a contemporary diversity equity and inclusion lens*. 2021-22, National Institute of Health (supplemental award for T32 in Genetics PI Threadgill), 102931. Supported by **Patterson, C.A.**

Wilcox, B., Wu, X., Fuhlendorf, S., Walker, J., Goodman, L., & Twidwell, D. *Enhancing Livestock Production in the Great Plains*. 2019-24, USDA-NIFA program in Sustainable Agricultural Systems, 12726253. Supported by **Poling, N.**

Wobbe, K., LeChasseur, K., **Fowler, D.**, Elmes, K., Mack, K., Miller, J., Reese, M., Shaver, I., **Shields, S.** *Preparing Graduate Students for Convergence Research Careers: A Project-Based Learning Approach*. 2020-22, National Science Foundation: IUSE-EHR.

Philanthropic

Cooper, B., *ACUE Bursary Funding* (\$18,000), 2021-22, Galloway Foundation.

Donaldson, J. & Chowdhury, M., Graduate Assistant Non-Teaching for *IDEALS Lab* (\$37,500), 2021-22, Galloway Foundation.

Payne, G.L. & Cooper, B., Graduate Assistant Non-Teaching to develop *Pronunciation Highlighter* (\$37,500), 2021-22, Galloway Foundation.

Payne, G.L. & Cooper, B., Graduate Assistant Non-Teaching to develop *Virtual Language Lab* (\$37,500), 2021-22, Galloway Foundation.

Contracts

Fowler, D.A., Shields, S.M., Erukhimova, T.L., Herzogenrath, J.R., & Pantuso, T.B. *Digital Design for Student Success*, 2022, The Texas Higher Education Coordinating Board.

Appendix III: Collaborations, Leadership, & Service

Collaborations

Agricultural Graduate Inclusive Excellence Leadership Community (AgGIE LC)
Department of Biology
Department of Chemical Engineering
Department of Entomology
Department of History
Department of Nutrition
Division of Research
Division of Special Education
Faculty Affairs
Genetics Interdisciplinary Graduate Program
Graduate and Professional School
Office for Student Success
Public Partnership and Outreach
Routh First Generation Center
School of Architecture
School of Nursing

Internal Leadership & Service

Cooper, Brandon

- member, Respect & Inclusion Curriculum Committee, First-Year Experience Program

Fowler, Debra

- member, Transformational Teaching & Learning Conference Steering Committee
- member, Masters of Urban Planning - Program (Re)Design Committee
- member, Masters of Visualization - Program (Re)Design Committee
- member, Department of Biology - Academic Vision Committee
- member, Texas Conference on Student Success Committee
- member, Student Success Operations Committee

Guillory, Jeanna

- member, Transformational Teaching & Learning Conference Steering Committee

Patterson, Clint

- distinguished speaker, Institute of Engineering Education and Innovation
- ex officio member, Graduate Mentoring Advisory Committee

Payne, Ginessa

- instructor, First-Year Experience

Poling, Nate

- instructor, First-Year Experience
- member, Forensic & Investigative Sciences - Program (Re)Design Committee
- member, Department of Nutrition - Program (Re)Design Committee

Shields, Samantha

- contact, Innovative Learning Classroom Building
- ex-officio member, University Curriculum Committee
- liaison, TAMU-Qatar Center for Teaching and Learning
- member, Department of Chemical Engineering - Program (Re)Design Committee
- member, Department of History - EDGE Grant Committee
- member, Division of Special Education - Program (Re)Design Committee
- member, School of Nursing - (Re)Vision Committee

External Leadership & Service

Cooper, Brandon

- co-editor, *As We Speak* - newsletter of TESOL's Listening, Speaking, and Pronunciation Interest Group

Fowler, Debra

- member, Association of College and University Educators (ACUE) Board of Advisors

Patterson, Clint

- invited speaker, International Science of Team Science Education and Training Special Interest Group
- peer reviewer, International Science of Team Science conference proposals
- member, International Science of Team Science conference project team
- member, Texas Oral History Association (TOHA) advisory board

Monday - Friday | 8:00 a.m. - 5:00 p.m.

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