

Taylor University

## Pillars at Taylor University

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BCTLE Faculty Newsletter

Bedi Center for Teaching & Learning Excellence

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9-2018

### Faculty Newsletter

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*Taylor University*

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#### Recommended Citation

Taylor, Linda K., "Faculty Newsletter" (2018). *BCTLE Faculty Newsletter*. 2.  
<https://pillars.taylor.edu/bctle-newsletter/2>

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# Bedi Center for Teaching & Learning Excellence

Fostering Community, Inspiring Excellence

Volume 1, Issue 1 *Fall 2018*

## Welcome to Faculty News!

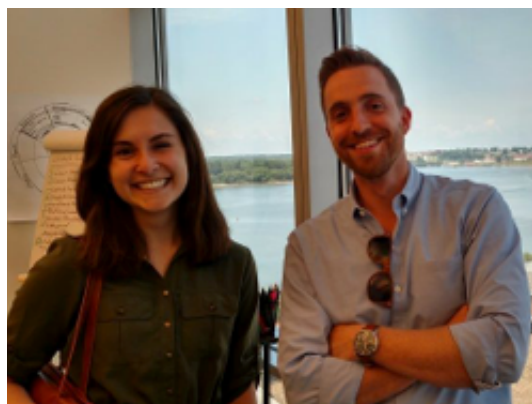
It's short. It's sweet. It's meant to celebrate all of you. We at the Bedi Center for Teaching and Learning Excellence (BCTLE) hope that you'll take a few minutes each month to scan our newsletter to find out what your colleagues are up to, get some encouragement in your pedagogy, and pick up some interesting tips and fun facts.

The Strategic Priorities in section 2D of Taylor's Strategic Plan 2018 state: "To distinguish and deepen the University's educational program, we will expand signature learning offerings." Our focus for the seven monthly issues for the 2018-19 academic year is Signature Learning—and we will focus on one aspect each month. This month we begin with "Internships."

## Signature Learning: Internships/Practicums

The Association of Colleges & Universities has defined 10 high-impact educational practices (<https://www.aacu.org/leap/hips>), one of which is *internships*, defined as providing students with "direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field." We asked some faculty to discuss best practices for student learning from a practicum or internship experience.

**Julie Little** (Business) explains that during the course of her communication with her students on practicum, she asks them to describe the classes that prepared them, how what they have been learning applies to what they are doing, and what skills and experiences can be added to their résumé. The final reflection paper includes the following categories: Job duties and responsibilities; work content (connected to course content); topic of interest (research area related to their work and major); learning objectives (reflection on the SMART learning objectives set at the beginning of the practicum). In addition, the Business department has set up a Survey Monkey program for receiving supervisor assessments.



*For her internship, Professional Writing major Jaci Gorrell worked with Ross Chapman and "For Evansville" in Evansville, IN.*

**Bill Bauson** (Physics & Engineering) described the importance of monitoring what students are doing during their practicum experience and checking in with supervisors if students aren't being given positive opportunities. It's important to find supervisors and locations that are truly willing to focus on helping students, and then to visit those locations and make connections for future internships.

**Donna Downs** (Communication) says that the various majors make use of a wide network of connections to suggest internship possibilities for their students—from Taylor alumni and friends to professional connections her team has made through networking. They also track where interns go annually so they have that database for future interns to peruse as desired.

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# Signature Learning (continued)

**Phil Collins** (Christian Educational Ministries) describes that besides the standard requirements for all practicums/internships, the two most important determining factors are the job description and the quality of the onsite supervisor. He stresses to the students that the practicum should be viewed with graduation in mind—finding a location that is near as

possible to what the student wants to do because this helps them determine if that is the case, builds their résumé, and creates a network. It is important to give lots of encouragement to the student, but also a constant pushing of the student to try new things.

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## Meet Your BCTLE Leaders



**Barb Bird, Ph.D.**  
*Dean of Faculty Development,  
Director of the BCTLE  
Professor of English*  
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Taylor University provides faculty with extensive resources for their continual improvement in their roles at Taylor. Through the office of Faculty Development/BCTLE, faculty have opportunities to attend a wide range of events including workshops, seminars, special guest events, reading groups, teaching squares, mid-semester reviews, and learning communities.

Additionally, the BCTLE partners with Academic Technology, TUOnline, and Assessment and Quality Improvement to co-sponsor events that equip faculty in these specific arenas: classroom technology and Blackboard usage, online and hybrid learning, and assessment at multiple levels from the classroom to the institution. Faculty also have access to numerous grants to facilitate both teaching and scholarly activities. Additionally, faculty are encouraged to meet individually with me as Dean of Faculty Development as well as their chairs and school deans for assistance with specific teaching or scholarship issues. *Taylor heavily invests in equipping all faculty for success!*

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## Taylor Tidbit

*This is the context for the oft-quoted  
“change a lot to stay the same”  
phrase attributed to Milo Rediger. It is  
from a chapel address he gave in 1978:*

“I do have something to share with you this morning that I think is significant for Taylor University, and you, and the future of both. For a long time I’ve had a motto for myself and have shared it with many other people. At the expense of repetition, or the risk of it, I’m going to say it again. You have to change a lot to stay the same. I used to say this to myself, and to our faculty people. I said, ‘If you’re as good a teacher now as you were ten years ago it’s because you changed a great deal in the meantime.’ In other words, if you’re going to be as competent, if you’re going to be as good, if you’re going to be as productive ten years from now as you

are now at whatever the comparison may be between the levels of performance—perhaps as a student now, perhaps as some productive member of vocation or profession or occupation in the future—you’ll have to change a lot in the meantime. Change in the sense of improvement, of adaptation, of revision—sometimes even revision of the things that you believe—and growth. In that sense **you have to change a lot to stay the same.**”

*—courtesy of the Ringenberg Archives & Special Collections*

## BCTLE Leaders (continued)



**Michael Jessup, Ph.D.**  
*Chair, Department of Sociology and Anthropology*  
*Fellow for Diversity Inclusiveness*  
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I teach sociology at TU, and just finished my twenty-second year. I teach classes on race and ethnicity, and focus much of my work on reconciliation. In my role as Fellow for Diversity Inclusiveness, I hope to aid in creating a space where faculty will embrace the joys, challenges, and benefits of a diverse classroom. My goal is that faculty will develop a passion for making American ethnic and international students feel welcomed and provide more opportunities to flourish socially, academically, and spiritually.



**Linda Taylor, M.A., M.F.A.**  
*Assistant Professor, Communication/ Professional Writing*  
*Fellow for Programming*  
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In my role as Fellow for Programming, I will be scheduling BCTLE workshops (that occur at least once or twice a week throughout each semester on a variety of topics, taught by faculty, to which faculty are invited) and writing and editing the *Faculty Newsletter* (our monthly newsletter). My goals in both of these responsibilities are to equip and celebrate faculty, to draw us together as co-learners, to involve a broad range of faculty leaders to facilitate sessions (since we all have different gifts and approaches to teaching and scholarship) and to share best practices through the newsletter so we all can learn from one another.



**D. Brandon Magers, Ph.D.**  
*Assistant Professor, Chemistry & Biochemistry*  
*Fellow for Instructional Technology*  
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In my role as Fellow for Instructional Technology, I work alongside faculty in implementing varying technologies to better meet student learning outcomes. This involves both introducing new technology to faculty and encouraging established best practices. Particularly, Blackboard is a major technology on campus as the official learning management system. Advocating best practices for Blackboard in course design and instructional delivery will lead to better student learning across campus.

In the article Dr. Michael Hammond sent us, “Only Connect,” William Cronon suggests that human connection is at the heart of liberal education. Interestingly, in the 1920s, the biologist, Barbara McClintock, made a groundbreaking chromosome discovery by her unconventional approach of connecting with her subjects. Parker Palmer references Dr. McClintock’s inquiry process and asserts that this “entering into” subjects is the highest form of knowing and requires a willingness to be changed by what we learn. Palmer frames this connected way of knowing as a form of love:

*“If we dare to move through our fear, to practice knowing as a form of love, we might abandon our illusion of control and enter a partnership with the otherness of the world. By finding our place in the ecosystem of reality, we might see more clearly which actions are life-giving and which are not—and in the process participate more fully in our own destinies, and in the destiny of the world, than we do in our drive for control. This relational way of knowing—in which love takes away fear and co-creation replaces control—is a way of knowing that can help us reclaim the capacity for connectedness on which good teaching depends” (Parker Palmer, *Courage to Teach*, 57-58).*

May we all have the strength and trust to, together, engage in “knowing as a form of love”!



# Say Hello to Our New Faculty

*And learn about their prior work, subfields, and a fun fact!*



*Back Row, Left to Right*

**Clifton Davis - Music Theatre, Dance** Adjunct at Ball State University & Taylor; Creativity; I have a civil engineering undergraduate degree.

**Mick Bates - Business** Started a business administration program at Life Pacific College; I love fishing for silver salmon in the rivers of Alaska.

**Jiancheng (Jackson) Shen - Business/Finance** Regent University; Behavioral finance, financial economics, and investments; A finance professor can also be an extravagant spender.

**Julie Borkin - Communication** Wayne State and Walsh College; Personal and collective belonging & identity; I come from car “country” (Detroit), I love cars (especially old classics and low riders), and I love to drive, but I get anxious when I have to parallel park!

**Timothy Berkey - Communication** Ball State University; Hope theory applied to relationships; My first car was a 1969 VW Beetle that I completely restored.

**Dae-Hyun Jin - Physics & Engineering** Lennox International; Air-conditioning and heat exchanger; mentoring; I collect small souvenirs such as key chains and magnets with city or state name.

**Brad Kendall - Kinesiology** PhD at Wayne State; Exercise and neuroscience; The quickest way to my heart is through some strong, bold, dark roast coffee.

**Vincent Sichula - Chemistry & Biochemistry** Winona State University; Organic chemistry, renewable

energy, cancer research; I have lived in three different countries; I have lived in three different continents.

*Front Row, Left to Right*

**Elizabeth George - History** Mid America Nazarene University; Early America history; games and learning; I enjoy running.

**Sylvanna Bielco - Environmental Science, Public Health, Sustainability** Graduate student at Indiana University; Public health: environmental and occupational health; When my husband and I were thinking of names for our dog, we found out that George Lucas named his dog Indiana and that’s where Indiana Jones was inspired from. So we named our dog Indiana, aka, Indy.

**Ben Wetzel - History** University of Notre Dame; American religious history; I enjoy playing the piano.

**Cheryl Thompson - Social Work** Village Counseling Center/Aurora University; Mental health; I am on level 1920 in Candy Crush.

**Melissa Jessup - Education** Marion Community Schools; Early literacy and interventions; I have lived in every state that begins with the letter “I.”

**Amy Vanderberg - Mathematics** Eastbrook High School; Math education; I’m a Green Bay Packers fan.

**Corrie Voss - Kinesiology** Worked with breast cancer survivors at Colorado State University; I enjoy teaching Pilates and indoor spinning classes.