

COPY

FACULTY REFLECTION, APPRAISAL AND DEVELOPMENT

ABILENE CHRISTIAN UNIVERSITY • COLLEGE OF BUSINESS ADMINISTRATION

Please Read: This process employs self-appraisal and supervisory feedback to review performance, set goals, identify resources, and sustain growth. Please consult and reflect upon your **Annual Accomplishments and Teacher Evaluations** as you complete this review for your academic chair.

MISSION

Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Business

The mission of the College of Business Administration is to create a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

Information Technology and Computing

Our mission is to provide students with the highest quality education possible in the ever-changing high-tech arena, and to establish within them a foundation of faith from which they can lead and serve in world-changing ways.

STATUS

Department: ☐ Accounting/Finance☒ Management
Sciences☐ SITC**Qualification:** ☒ Academically Qualified☐ Professionally
Qualified☐ Neither**Rank:** ☐ Instructor☒ Assistant Professor☐ Associate Professor☐ Professor☐ In Residence**Tenure:** ☒ Tenure Track☐ Tenured☐ Non-tenure Track**Dates (desired):** _____ Pre-tenure, Tenure or Promotion

_____ Faculty Renewal

TEACHING

1. Reflection: After reviewing your student evaluations, teaching-related annual accomplishments, and any other teaching-related activities from last year:

a. Of what activities or accomplishments are you most proud?

It is hard to say – what I value in my teaching isn't really addressed in the course evaluation forms. I was glad to see that the course evaluations for the class that I have taught for three consecutive semesters have improved every semester. I also like it that some of my students' comment that I connect well with them and that I am enthusiastic and very helpful. I would like to believe that I am (1) teaching students how to truly think and evaluate on their own and (2) that I am giving them tools to be successful in their future careers. But, the course evaluation questions address neither of these points and point (1) above probably takes several semesters before students recognize the value of what I'm doing and (2) above won't be realized until they are actually in the workforce for a few years.

b. Where did you not perform as well as you wished?

I do wish I would see fewer comments stating that my teaching is at times unclear or that the course does not seem to add value to their degree. (Most of those comments come from the statistics course which I will go at least 3 consecutive semesters without teaching.)

c. How would you evaluate your performance on your teaching-related annual review goals from last year?

I am satisfied that I improved upon my clarity, as measured by the course evaluations.

2. Goal Setting: Considering your reflections above, what realistic and measurable teaching goals do you have for the upcoming year? What additional resources do you need to achieve your goals?

I would like to see more comments indicating that the students feel they learned something of value. Also, I am modestly attempting to incorporate a bit more variety in class; that might improve the scores for what is my lowest rated item on the course evaluations. (I would, however, love to see some peer review research indicating that increased variety in teaching increases learning and retention, all else being equal. I might spend more effort on variety if I believed it to add more than purely hedonic value to the student experience; if it's merely hedonic value, well, I could provide that by just letting them play video games or watch movies in class all day).

RESEARCH

1. Reflection: After reviewing your research-related annual accomplishments and any other research activities from last year:

a. Of what activities or accomplishments are you most proud?

I'm proud that I was an author on a paper published in a computational biology journal. I am furthermore proud that I received a Cullen grant last summer and a Pursuit grant for this upcoming year. I am also proud to have helped a wide variety of ACU faculty (and one Rutgers faculty member) with their research projects (including helping Jennifer Shewmaker with her methodological design and grant application, help that led to her receiving a Pursuit grant); this was actually something I said I intended to do while interviewing for the position here at ACU. I should also add that I am happy to have reviewed manuscripts for journals in a wide variety of disciplines, including neuroscience, cognitive science, psychology, economics, and philosophy, as well as a chapter for a business publication. It is encouraging to have my opinion on decision making and learning valued by such a wide variety of disciplines.

b. Where did you not perform as well as you wished?

I still would have liked to have submitted one more paper from my work at Caltech for publication. Unfortunately, I feel like my hands are a bit tied on that front because my old Caltech adviser has been delaying the process with what seems like meaninglessly trivial demands, requiring many hours of additional work for each demand.

c. How would you evaluate your performance on your research-related annual review goals from last year?

For the most part I have met my goals. The only one that was not met was that I have not written as much on the paper that I did research on this summer (the one funded by a Cullen grant).

2. Goal Setting: Considering your reflections above, what realistic and measurable research goals do you have for the upcoming year? What additional resources do you need to achieve your goals?

I would like to submit at least one paper for publication to a journal. I would like to conduct one experiment this summer and have progressed in analyzing the data and present it at a conference. Also, I would like to help Jennifer Shewmaker and Matthew Garver analyze their data for our projects on which I am the statistician.

SERVICE

1. Reflection: After reviewing your service-related annual accomplishments and any other service activities from last year:

a. Of what activities or accomplishments are you most proud?

There are several things of which I am proud. I am proud that I wrote software to save Kathy Garison 8 or so hours a semester of work on course evaluations. I am proud that I have advised several students on how to get into graduate school or improve their career; particularly, I have helped Lily Assaad with the graduate school process and to have two good research projects accepted for presentation. Lastly, I am proud of our ACUFIFA soccer group, officially "ACU Federation of Interdepartmental Football Aficionados – an afternoon soccer match involving ACU faculty, staff, and students", counterpart to the NBA, i.e., Noon Basketball Association, which I co-founded, exposing many students to the athletic prowess of their faculty.

b. Where did you not perform as well as you wished?

I feel like I accomplished as much as I consider reasonable.

c. How would you evaluate your performance on your service-related annual review goals from last year?

I think I did reasonably well. I taught a short series in life group at church as well as one other time in Sunday morning class. My wife helped to get us involved with bringing food to families at church with temporary needs.

2. Goal Setting: Considering your reflections above, what realistic and measurable service goals do you have for the upcoming year? What additional resources do you need to achieve your goals?

I would like to see Lily Assaad admitted to at least one good psychology graduate school program. I would like to teach another short series or two for my life group. I would also like to see the ACUFIFA group continue to exist and possibly grow even if I put less time into it because of coaching soccer on my son's first soccer season which will begin this next fall.

COLLEGIALITY

1. Reflection and Goal Setting: After reviewing your collegiality with others from last year:

a. How would you evaluate your collegiality?

I believe I was reasonably collegial. I regularly had lunch on Taco Tuesday with COBA faculty and in the faculty lounge with SITC faculty on Mondays and occasionally throughout the week. I also attended approximately 5 Adams Center presentations. For some, the collegiality developed into full-blown research projects, or, as in the case of ACU FIFA, a rather long-standing service for finding a place for faculty, staff, and students to interact weekly in a light spirited activity.

b. What areas of improvement are needed?

As with last year I still have a hard time seeing where collegiality ends and things like research or service begin. Does collegiality mean hanging out but not doing anything useful? This year I have been less varied in my participation in things across campus, which is regrettable but I feel like it has been replaced by other, perhaps more useful activities.

OTHER ISSUES

Are there any other issues, goals, or desires, which you wish to express or discuss?

RESPONSE

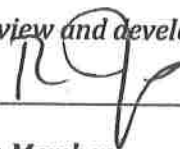
Summary comments by Department Chair/Director:

Since coming back to AUM to join the COBA faculty, Ryan has made a great impact in all areas of teaching, research, collegiality (within the college and beyond), and service. May God bless his service here.

Faculty member may make additional comments below (if desired):

SIGNATURES

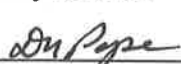
This review and development form has been discussed by the undersigned:



Faculty Member

5/6/2013

Date



Department Chairperson/Director

5-6-13

Date