

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:	☒ Scholarly Academic	☐ Scholarly Practitioner	☐ None of Above
	☐ Practice Academic	☐ Instructional Practitioner	☐ N/A (SITC)
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?

- (1) I am proud that my proposal to teach an Honors Colloquia was accepted for next Fall.**

- (2) I am proud that I've been able to re-introduce data mining to COBA students.**

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

I think I've hit the "can't win for losing" threshold in course evaluations. As in, for each change I make to improve the quality of the course based on the recommendations of students, another student will complain and prefer it the other way. Also, my marketing research students seemed less satisfied with their experience than previous semesters. This may be a function of less than half the class actually filled out the evaluations (I emailed them to students after the final class) so perhaps only the ones with a strong opinion responded.

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

I think I performed satisfactorily. At least one student said "it's because of your courage and eagerness to watch us learn this stuff that this school's business program is increasing in quality. We need less 'fluffy' courses for MKTG/MGMT majors." This is exactly the sort of comment that I hoped to see. Interestingly, although I really am making efforts to incorporate more variety in the course, my numbers on that item actually went down. As stated above, this maybe a function of only the students with stronger opinions choosing to respond. Another explanation may be that the students are different - each cohort seems to have its own personality. Or, perhaps their expectations are rising or I really didn't incorporate as much added variety as I expected.

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?

This semester I am making a rather strange goal. After some reflection it has occurred to me that we in education have a problem and the optimal short-term solution according to game theory yields a suboptimal long-term solution. For example, professors want to be liked by their students. Students want higher grades with minimal effort. The optimal short term solution from a professor's vantage point is grade inflation coupled with lots of flexibility and allowances for students. But this same short-term solution yields bad long-term outcomes as it teaches students to take little responsibility for their behavior and that good grades are given rather than earned. So, it requires a professor to take a long-term perspective to forego higher course evaluations in order to act on behalf of students' long term success. With this in mind, I have decided to just that - forego higher course evaluations in an effort to better prepare students for the future. I would like to see some students acknowledge this in course evaluations (though truthfully, this is something that can really only be expressed by students have moved beyond ACU to a career or grad school).

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?

(1) My research with Lily Assaad is nearly ready to submit to a peer review journal.

(2) That I have a manuscript in the 2nd round of reviews at *European Journal of Neuroscience*.

(3) That my research with Levi Ritchie has yielded some very publishable results in a high quality peer review journal.

(4) I was an author on 3 presentations at the Southwestern Psychological Association conference in April, as well as provided advice and recommendations to a 4th project (with Laura and Allison Phillips and Megan Wixon).

(5) I received another Pursuit grant.

(6) I provided advice to and allowed Laura Phillips to use my Pursuit grant application as a model, and that her application was successful. Likewise, that Jennifer Shewmaker and Houston Heflin both implemented my methodological advice when designing their research grant applications; this was actually something I said I intended to do while interviewing for the position here at ACU.

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

I do wish that the paper with Lily was already submitted to a journal.

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

I have met all of my goals from last year that could be met. I have one paper submitted to a journal, one experiment conducted and presented at a conference and analyzed Jennifer Shewmaker's data for her project. The only goal I didn't achieve was to help Matthew Garver analyze his data... but he has not sent me any data to analyze.

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 for our EJNI submission to get accepted somewhere, ideally, at EJNI. I would like to conduct one experiment this summer and have progressed in analyzing the data and present it at a conference. Furthermore, I would like to either fit decision field theory to the data from my project with Levi or have a decent draft of the paper.

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?

(1) Lily Assaad was admitted to multiple top Industrial/Organizational Psychology programs, to work with leading professors in the field.

(2) Levi Ritchie won an ACU Undergraduate Research Festival presenter award for the Social Sciences and Humanities division as well as the Council on Undergraduate Research presentation award at the Southwestern Psychological Association conference.

(3) As chair of the COBA Research Team, I helped navigate the dangerous waters of AACSB accreditation. For my part, we determined who met what criteria; for most individuals this was easy but there were a few that it was rather time consuming to evaluate. Continuing, our team also interpreted the new AACSB standards for the new accreditation cycle – a far more onerous process because change is often scary and the new standards are increasingly complicated – and then re-evaluated all COBA faculty according to the new standards

(4) Also, as chair of the COBA Research Team, I helped guide our committee through the process of developing a new mechanism to incentivize peer reviewed publications in higher quality journals while simultaneously rewarding those who are already publishing at the higher level. Although we have just begun it, ideally, the quality of publications in ACU COBA will noticeably rise over the next few years.

(5) As chair of the COBA Research Team, I organized a research presentation series called the COBA Research Series in which once a month, two COBA presenters present on some of their recent research findings. Furthermore, for the ABE grants that we judge in the spring for summer financial support, I designed a new judging criteria so that we can track the quality of proposals in a variety of areas through time.

(6) As a member of the University Undergraduate Research Committee, I devised criteria to help evaluate travel grants as well as research grant proposals and these criteria were used to speed up our decision making process.

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 believe I met all of my goals. Lily was accepted into at least three – not just one – top grad schools. I taught a 5-6 week apologetics series for our Wednesday night bible class. Our soccer group, acufifa, continues to thrive even though in December 2013 we transitioned Kyle Tippens into the role of primary administrator.

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 Levi Ritchie accepted into at least one top PhD program. Furthermore, I would like to lead the COBA Research Team to consider improvements to our incentive program (e.g., determine criteria for journal inclusion into our incentive program) and to come up with a more purposeful usage for the COBA ABE grants and incentive mechanism and to better communicate this to the COBA faculty; likewise, I would like to better communicate the ABE grant criteria to the COBA faculty.

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 1-2 Adams Center presentations and the quantitative research group, including a presentation to it. The collegiality developed into a full-blown research projects (e.g., with John Homer), 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.

Our faculty/staff soccer team, the Sunflowers of Death made it to the final of both the outdoor (Spring 2013) and indoor (Fall 2013) intramural tournaments. Amazingly, it is the best performance for any intramural soccer team over the course of 2013. I was also the leading scorer for our team in both seasons.

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 continue to be 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. I do regret that I am spending less time with the faculty cohort with whom I entered ACU. I would like to do a bit more of that in the near future. In fact, I have contacted Suzie Macaluso in an effort to get her and others our age from our cohort together to have lunch at least once before this semester ends.

OTHER ISSUES

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

Since the course evaluations also include a teacher evaluation component, I think one think that would interest me would be to see the questions improved as well as an analysis of: (1) course content, (2) time of day, (3) age of faculty member, among other items, in order to predict teaching quality. As one who teaches some technical courses (Data Mining) and 8am classes, my guess is that evaluations are lower for these classes. However, my young age is probably to my advantage. Regarding the content of the questions, my guess is that the statement "the instructor uses enough variety in class" is not very predictive of teaching quality, but it nonetheless is included in our overall course evaluation mean scores. On the other hand, I feel like there are several other questions that are probably better questions, e.g., "I have learned a lot in this class" or "I have learned more in this class than the average ACU class." Likewise, when we query recent graduates, it would be nice if they were to list the classes that they found most useful, as well as, perhaps, the classes they found to be least useful. It would not surprise me one bit if classes deemed interesting at the end of a semester were, in the light of real-world expectations, were also deemed not useful.

RESPONSE

Summary comments by Department Chair/Director:

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

SIGNATURES

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

Faculty Member

Date

Department Chairperson/Director

Date