

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 for the 2nd time I have had a unique (unique, that is, to me) proposal to teach an Honors Colloquia accepted for next Fall.

(2) I am proud that my course evaluations have rebounded a bit this past Fall after falling off the previous year.

(3) I am proud that several students from last year have said very positive things about my classes now that they are out of the university setting (more on this below).

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

Although my evaluations rebounded this past Fall, they did not rebound quite as much as I had wished.

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

Remarkably well. Last year I reflected on how game theory predicts a suboptimal long-term solution for both students and professors, "given that students want higher grades with minimal effort" and "professors want to be liked by their students." [I can supply you with the entirety of the reasoning if that would help clarify this perspective.] My conclusion was that "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." So, I set the goal of foregoing "higher course evaluations in an effort to better prepare students for the future." I ended by stating that student acknowledgement of this effort would be wonderful but "this is something that can really only be expressed by students that have moved beyond ACU to a career or grad school." Anyway, my course evaluations did indeed take the expected hit due to my long-term outlook on their behalf. Thankfully, I also received acknowledgement of my perspective from several students who had moved on beyond ACU. This past November I received the following message below (excerpted for brevity):

"Next time I am in town [I'll] reach out to you in person, but I needed to tell you thank you. I know I was a hard student, but Professor it's unreal how much I have used your classes in my career already... All three [classes] have supplied me with income and employment. The thanks are owed to you, so thank you Dr. Jessup for all you taught me. I have been called from several students asking me what I would recommend them taking for their business electives and sent them all your way."

Similarly, after the Dean's Advisory Council (DAC) met in the metroplex in mid-March 2015, several who attended the meeting, including Associate Dean Andy Little, informed me that they invited two former students now working at PFSWeb to speak in front of the DAC about, among other things, which classes they found most helpful. Both former students said my classes were among the most helpful. I'm paraphrasing from memory, but it was something along the lines of "he never held our hands along the way and made us work extremely hard, but now we understand why and are grateful that he did." All three of these students – the two from PFSWeb and the one who emailed – were in my classes last academic year (seven classes between the three of them) and none of these students were the ones that I would

consider my research protégées (Lily, Levi, or Allison), i.e., students that I have invested much additional time and effort into beyond the typical teaching relationship. In other words, these perspectives would have reasonably represented the impression of a typical student experience in my classes. I feel like this is about as much as I could have hoped for, especially less than one year out.

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 think that last year's goal was worthwhile. However, I noticed partway through the year that students often confused challenging expectations with downright meanness. Furthermore, when our church recently underwent a preacher-search I realized that some of the preachers were 'holier than thous' who brow beat us whereas others were encouragers who uplifted us. It has occurred to me that my students might have seen me as the former whereas I personally prefer to learn from the latter. With this in mind, my goal is to continue to have high expectations yet nonetheless be seen more of as an encourager rather than a holier than thou. One method to accomplish this is to more explicitly convey the reasons for my high expectations and also my reasoning for many of the things that I do. Essentially, I am very purposeful in actions and expectations with students but if that purposefulness is not clearly conveyed it may be easily misinterpreted as cruelty. Success in this goal would be primarily demonstrated by overall higher course evaluations relative to last year, and, hopefully, one or two students saying something about either me encouraging them to do their best or me making clear that my intentions are to help them achieve more.

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 was submitted to a good peer review journal. Even if it is not accepted (I found out this week that it was rejected... bummer) it will hopefully be resubmitted elsewhere and be eventually accepted at a decently high quality journal in our field.

(2) My research with Levi Ritchie was presented at our national meeting on decision making. Ours was the only paper presentation from a non-research university. 93% of the paper presenters were from Research One universities and 6.5% from Research Two universities; there were none from doctoral level universities, the Carnegie university classification between ours and Research Two.

(3) My research with Allison Phillips has yielded some very publishable results in a high quality peer review journal.

(4) Don Pope and I took my little toy problem of using Google's PageRank algorithm to predict sporting events and actually applied it to college football, a very stimulating, fun, and challenging endeavor. We will present this at the Christian Scholar's Conference in June.

(5) I received my 2nd Cullen grant.

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

I do wish that the paper with Levi was nearer to being submitted.

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

I have met most of my goals from last year: our European Journal of Neuroscience submission was accepted and published at that journal, the paper with Lily was submitted. Also, my student researcher Allison Phillips collected data from two experiments. The only things I haven't really done are fit decision field theory to the data from my project Levi nor prepare a decent draft of our paper (I had said that I wanted to do at least one of these two things).

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?

Similar to my goals from last year, I would like to submit at least one paper for publication to a journal. I would like for our current submission to get accepted somewhere. I would like to re-analyze the fMRI analysis from my dissertation, as funded by the Cullen grant and present it at a conference. Ideally, I would like to get it in shape to be submitted for a peer review journal in the next year or two. Furthermore, I would like to have a decent draft of an additional 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) Levi Ritchie was admitted to two high quality Industrial/Organizational or Cognitive Psychology PhD programs with full tuition reimbursement and a living stipend; he accepted the Cog Psych offer from Texas A&M.

(2) Allison Phillips was accepted into the top data analysis program in the nation at North Carolina State. I cannot take as much credit for her success as I can for Lily or Levi but since I have advised her on classes to take since she was a sophomore and have either consulted on or led much of her research I think I can share some of the credit. (Obviously, her mother, Laura Phillips, who also has advised her and led the other major portion of her research deserves much credit from the faculty vantage point, not to mention the greater role of being her mother.)

(3) As chair of the COBA Research Team, I continued to organize a spring research presentation series called the COBA Research Series in which once a month, two COBA presenters present on some of their recent research findings.

(4) As a 3 year member of the University Undergraduate Research Committee, Matt Garver, Trevor Thompson and I re-wrote the criteria for awarding undergraduate travel grants to improve and simplify the decision 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 met some of my goals. Levi was not accepted into any of what I would consider top PhD programs. He really only applied to one of them (and everyone there said they weren't taking any students, unfortunately) yet the higher quality ones which I think I did the best job of greasing the wheels for (Cornell, Ohio State, and Maryland) he did not apply to. But, he was accepted into some good programs and I have known personally for approximately a decade the faculty members that accepted him at those schools. So hopefully I served a useful role in advising, research direction, and networking.

Next, based on their lack of responsiveness to my emails, I've concluded that I must have overworked the COBA Research Team last year. Hence, we did not make much progress in improving the research incentive program. We're not done yet as we do plan to meet about the topic sometime in April. I have also tried to better communicate the ABE grant criteria to our faculty. I suspect it must be working to some degree as I've had someone send me their application asking for feedback before they officially submit it. That's not quite what I wanted but it at least shows that they're attending to, if not quite comprehending the criteria.

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 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 several Adams Center presentations. The collegiality developed into full-blown research projects or honors colloquia topics (both 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 continues to be a force in intramural soccer with strong showings in both the fall and spring soccer seasons, despite the fact that we consist largely of faculty and staff.

b. What areas of improvement are needed?

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. Also, I would like to reach out a bit more to my colleagues in the psychology department.

OTHER ISSUES

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

RESPONSE

Summary comments by Department Chair/Director:

Ryan Jessup

Discussed plans for tenure and promotion.

Discussed the ins and outs of course evals and rigor vs. ratings. Ryan has given this a lot of thought and we talked about ways to better "market" his approach to his students.

Ryan is a very productive researcher and his work with students on research is commendable.

Discussed the COBA research series and ways to enhance it.

Ryan's collegiality has led to several research projects, an added bonus.

Discussed Ryan's long-term goals and his fit with research and teaching and where he hopes to go with both areas.

Ryan is our departmental research and analysis guru and plays an important role in that arena. He is a candidate for Faculty Senate and that position would help round out his service load. His approach to his teaching and student feedback is analytical and systematic and I appreciate that as he is making progress toward balancing that aspect of his work with the research work, which is a passion for him. He will continue to play a major role in our Marketing program and I look forward to his increased involvement in that as time allows.

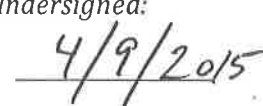
Faculty member may make additional comments below (if desired):

SIGNATURES

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



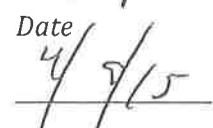
Faculty Member



Date



Department Chairperson/Director



Date