

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):	<u> Fall 2016 </u> Tenure and Promotion		<u> </u> 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 have had a proposal to teach an Honors Colloquia accepted for the 3rd consecutive year.

(2) Using the new course evaluation system, my course evaluations were decent, given that the students also rated all of my courses as having subject matter in the highest quintile for difficulty level. I am proud of this because the more (a) rigorous the subject matter and (b) tougher the grading, the lower the course evaluations (see a review and meta-analysis by Clayson, 2009, for more information). It is no surprise to me that the elective class, Data Mining, has substantially higher evaluations than the required courses that I teach.

(3) I have helped out as both a course designer (subject matter expert) and lead course instructor for the ACU Online MBA program, both at the request of then-MBA Director Brad Crisp.

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

As always, I do wish that my course evaluations were higher. As you can probably tell by my annual reflections, I have a complicated relationship with them. I like the theory of course evaluations (use them to improve your teaching, see where you miscommunicated, evaluate the quality of teachers, etc.) but the application has a lot to be desired. Sometimes I feel like I am fighting windmills if I focus on increasing course evaluations. Or worse, giving into the dark side, given my previous musing on how the game theoretic Nash equilibrium for students and professors in respect to course evaluations yields a long-term sub-optimal outcome for students.

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

My primary goal from last year was to “explicitly convey the reasons for my high expectations and also my reasoning for many of the things I do.” However, over this past summer, (a) a variety of integrity issues in COBA during study abroad, (b) coupled with our COBA faculty pre-session, and (c) a discussion with a long-time friend and former ACU trustee (Joe Ritchie, grand uncle of Levi Ritchie) prompted me to make a mid-stream goal change. The new goal was to become more intentional in my efforts to imbue the importance of my Christian walk to me, and hopefully, to my students.

So, for the initial goal I see some evidence that my attempts to explicitly convey the reasons for my high expectations paid off. (Note that in last year’s goal I stated that “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.") I did receive these comments from my course evaluations:

- "He was always positive and up-lifting while also pushing us to be better."
- "He was always willing to be of service to students. He treated students as his equal. He held the students to a higher standard."
- "Caring, understanding but firm"
- "We love Dr. Jessup! The subject is not my favorite, but the class has really shown me how beneficial and crucial research is for each business student... Thankful for COBA professors who push us to be better and love us through it!"

So, the efforts to incorporate the reasoning behind most of what we do in class may have been successful. Moreover, I have also tried to do a better job of reminding students where they began at the beginning of the semester and all that we have covered throughout this semester.

My revised goal of making clearer the importance of my relationship with Christ was, I think, somewhat successful. For example, after the conversation with Joe Ritchie during Summit, I realized that in my desire to help students become academically and intellectually successful, I had neglected their spiritual development. So, in my next 8am class I began by opening with a prayer and promised to try to do it every time under the idea that not every student may have had the time to pray before class. This "effort" was overwhelmingly reflected in my course evaluations (as in, it overwhelmed practically every other spiritual emphasis that I had incorporated during other times). For example, one student said "I appreciated when he started praying at the beginning of class and I wish he had started that sooner in the semester." This semester I have started every 8am class with a prayer, and, midway through the semester began starting my 9am class with a verse of the week.

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 continue the two I had last year: (1) more clearly explain the reasoning behind what I do and my high expectations and (2) demonstrate the veracity and importance of my relationship with Christ. Success would be demonstrated by receiving similar comments to those listed above.

Also, I have a more prosaic goal this year compared to those from the previous years. Several students made comments along the lines of "make the files less confusing" and "It would have been really nice to have Canvas available for this class in stead [sic] of just course files." On one hand, a weakness I see in students is the inability to handle ambiguity so I don't want to reduce the ambiguity to an artificially low level as that would poorly prepare them for the real world. For example, working with data is inherently ambiguous and I want students in data mining to experience it firsthand. Nonetheless, I intend to make steps towards reducing some of the unintentional ambiguity, particularly in marketing research. This might entail a transition from using myacu files to Canvas or perhaps a more purposeful walk through of the available materials on myacu, both at the beginning of the semester as well as just in time (as in, just as they begin to need them).

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) I submitted my research with Lily Assaad to another journal. We have received an invitation to resubmit

(2) I submitted my research with Levi Ritchie to a journal. We have received an invitation to resubmit, as well.

(3) Don Pope and I presented our NCAA Football ranking system at the Christian Scholar's Conference this past summer. Also, I am proud that we made 10 COBA blog posts on the subject during the college football season. I think MC Jennings is glad we did it, too.

(4) I re-worked and presented the fMRI portion of my dissertation at a regional psychology conference this spring.

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

I wish that at least one of the two papers that I submitted was actually accepted. I could lower my threshold on journal quality and they would both get accepted but then I would be disappointed for a different reason.

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

I met nearly all of my goals from last year: two papers were submitted, the fMRI data was re-analyzed and presented at a conference. The only goal not met was for one paper to be accepted.

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 resubmit both papers (the one with Lily and the one with Levi). Also, I would like to submit a 3rd paper – either the one with Don Pope on using PageRank to predict college football or the one with Allison Phillips. Hopefully at least one of these gets accepted so I can move on! Lastly, I would like to begin a new line of research with a faculty member with whom I have never before worked.

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) As chair of the COBA Research Team, I have continued our now 3 year old tradition of organizing our spring COBA Research Series, a series I began.

(2) I have also improved the process of evaluating ABE grants. In addition to producing more clear and measurable criteria for evaluating them each year, I have also begun to track the ratings of ABE grant proposals from year to year in order to determine if their quality is changing – for the good or ill.

(3) I am pleased with the success of the incentive program that we established two years ago as it appears to be accomplishing what we desired: increased quality of publications, as measured by Google Scholar.

(4) I led the COBA Research Team to amending the faculty qualifications criteria, as requested by the AACSB accreditation committee.

(5) I served on the COBA AACSB Re-Accreditation Working Group.

(6) I served on the faculty senate.

(7) I served as the faculty observer for the ACIMCO Board.

(8) I served on the ACU Undergraduate Research Committee. This involves evaluating spring and fall travel grants, spring research grants, and making annual budget decisions.

(9) I served on the ACU Undergraduate Research Festival (UGRF) Planning Committee.

(10) I served as a judge for the ACU UGRF.

(11) I served as a mentor for Todd Womble, a new faculty member in English.

(12) I served as a peer reviewer for multiple high quality peer review journals (*OBHDP*, *JEPLMC*, *PLOS One*, *BMC Neuroscience*, *CAB Neuroscience*, and *Decision*) and a national funding agency (Israeli Science Foundation). This is the sort of thank-less job that likely no one at our university who knows about cares about; nonetheless, it is the very thing that gradually raises the perception of our university among other academics. (For example, consider if everyone in COBA and all of ACU was doing the same thing – it would certainly be noticed by those in higher quality institutions that we were among their peers, not their inferiors.)

(13) I served as a deacon at Hillcrest Church of Christ.

(14) I served as a member of the Hillcrest Church of Christ Missions Committee.

(15) I served as a tenor in the Hillcrest Singers.

(16) I taught multiple class series in two different Sunday morning bible classes at Hillcrest.

(17) I coached my son's soccer team.

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

I believe I accomplished everything that I consider reasonable.

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

I did not meet the goal of leading the COBA Research Team to consider improvements to our incentive program. This is, in part, because the issue which we expected to arise never fully came to fruition so there was no use solving a problem that did not yet exist. On the other hand, the other goal involved increased clarity regarding the COBA ABE grant criteria and tracking success, two goals that I think have been met.

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 intend to continue serving on the (1) faculty senate, (2) Undergraduate Research Committee, (3) UGRF planning committee, (4) COBA Research Team, and (5) COBA AACSB Re-Accreditation working group. Also, I expect to continue serving within the various Hillcrest ministries in which I am currently involved.

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. Similar to last year, I regularly had lunch on Taco Tuesday with COBA faculty and in the faculty lounge with SITC faculty occasionally throughout the week. I also attended several Adams Center presentations and helped with a question and answer session on undergraduate research.

Also, I had occasional lunch or breakfasts with Steve Wages, Robert McKelvain, and Suzy Macaluso, and others across campus. And, I continued helping out with Dan McGregor's graphic novel, for which I and my wife serve as models.

I continue to participate in ACU FIFA, the soccer group that Matt Garver and I started our first year at ACU and has served as 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. In fact, we even added a second team this year, Ten Plagues, to support our growing number of faculty/staff/grad students that want to play.

Lastly, I have been helping James Prather with some of his research/classwork for his PhD program. James and I have also been discussing the possibility of starting a certificate in Cognitive Science. It is a similar discussion to the decision tree that I created (with the input of Laura Phillips and Don Pope) on how to aid students who are contemplating a career in data analytics.

b. What areas of improvement are needed?

This is always difficult. I think I spent my precious time well but it is so difficult. I love to interact with psychology colleagues but, strangely, it almost seems more likely to happen when we are at a conference together in another town. Hopefully we can do something together here on campus – I am not even sure how to make it happen.

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 goes up for tenure this fall and should be well-positioned. His research record is excellent; in addition he is a catalyst for research with others in our department by publishing with them and supporting research in general.

I appreciate Ryan's proactive approach to his teaching and his concrete efforts to improve and address shortcomings. In particular I am impressed with his shift in focus from conveying knowledge to instilling Christ-likeness. This has given me material for thought in my own teaching.

I believe there is a future for ACU in Data Science and I hope he will continue to agitate for that.

SFE: some Mondays, dept., Littany of Humility?

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

SIGNATURES

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

Faculty Member

Department Chairperson/Director

Date

Date