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USU Teaching Documentation: Dossiers from the Mentoring Program

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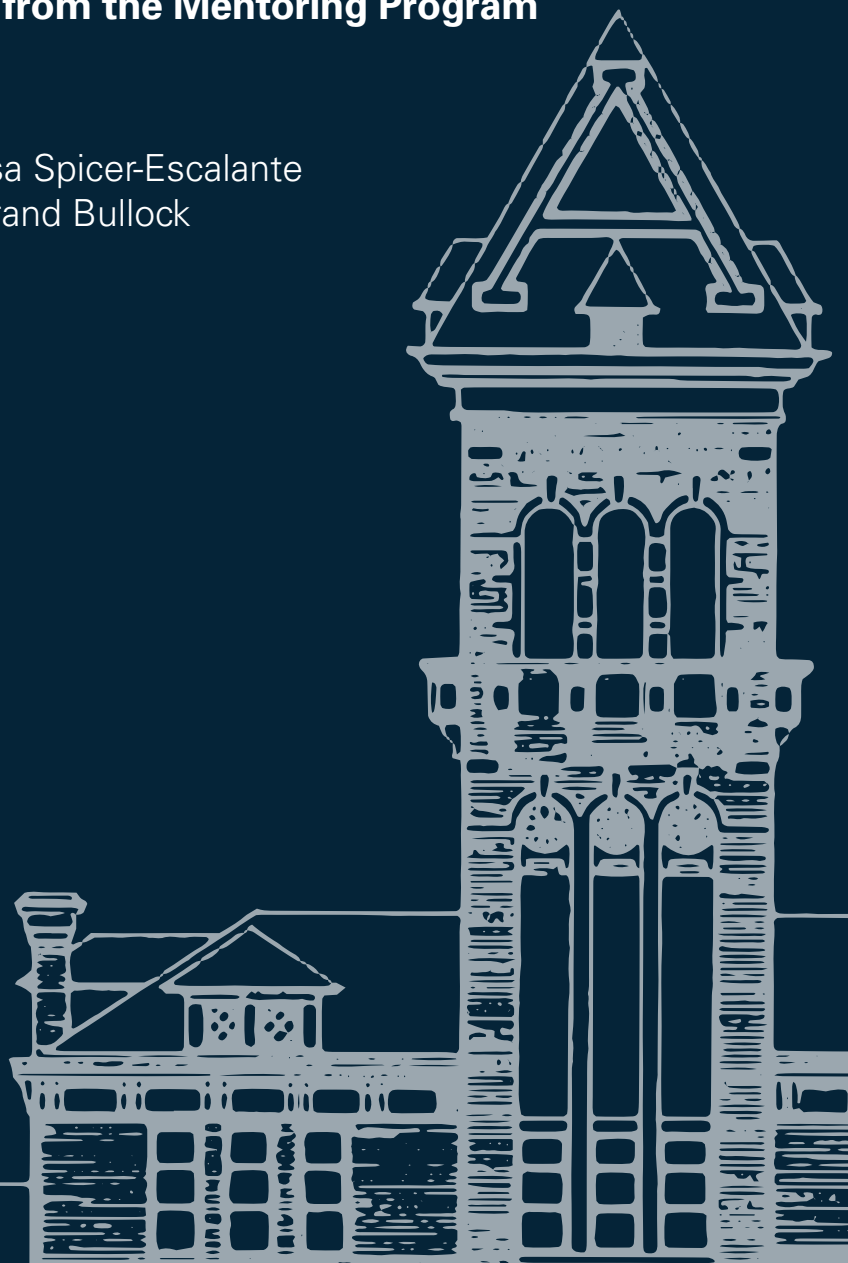Kelsey Hall, Wayne Hatch, Scott L. Hunsaker, and Kimberly H. Lott

USU Teaching Documentation

Dossiers from the Mentoring Program

Editors:
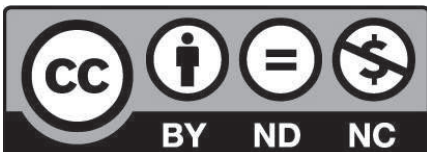Maria Luisa Spicer-Escalante
Cathy Ferrand Bullock

USU Teaching Documentation: Dossiers from the Mentoring Program

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Edited by

MARÍA LUISA SPICER-ESCALANTE
CATHY FERRAND BULLOCK

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Foreword

      The nation's land grant institutions were founded on the principle of access for the general public to the knowledge gained through research and creative activity fostered in higher education. Central to our access mission is our dedication to teaching and learning that is informed by research and discovery, both of which must result, at least in part, from our engagement with our external constituents. That teaching and learning informs our research and vice versa; our research informs and aids in our teaching mission.

      This work, compiled by Professors Maria Luisa Spicer-Escalante and Cathy Ferrand Bullock, is focused on how the best, highly informed teaching is accomplished when done in an intentional manner. That intentional process helps the best university educators thoughtfully build their teaching story in an organized manner. Educators think about how they can successfully reach and engage their appropriate student audiences (or mentees), what they hope to accomplish, and how they intend to accomplish their goals. Further, as learning outcomes are identified and established, first-rate methods for course design, content inclusion, and continuous improvement can be outlined.

      Those of us who follow these intentional principles may then detail our growth and success along the way as teachers in the development of documents that tell our stories. Undoubtedly, the ability to clearly document and articulate that story will help academic personnel add to their tenure and promotion preparation in a very meaningful way. But as or even more important is the opportunity to describe these journeys with all the efforts, large and small, of improving their product in terms of learning outcomes and student growth and success.

      The nuggets of wisdom compiled by Professors Spicer-Escalante and Bullock, in *USU Teaching Documentation: Dossiers from the Mentoring Program*, will help teachers across the board—from the new lecturer or assistant professor to the experienced professor—dive into their teaching programs and find ways to continuously experiment and refine their approaches to our critically important student audiences.

Good luck, teach on, and successfully document some of the most important work you all do!

Frank Galey
Executive Vice President and Provost
Utah State University 2019

Documenting Your Teaching: An Introduction[1]

By Sylvia Read

In academia, we are routinely asked about our research—what we research, why we do that research, how the research is making an impact, how we measure that impact, where the research is leading, how our research has changed and improved over time, what are our short and long-terms goals, and plans for accomplishing those goals. Most of us are good storytellers of our research. We need to think about these same kinds of questions with regard to our teaching and be able to tell that story as well.

When explaining our teaching to an audience outside our own field, we need to describe what our teaching is about, not just the numbers and titles of our courses, but who takes those courses, what are the learning outcomes, and what are the challenges, including factors such as class size. Course goals differ by level of learner and program type. So, it's important to explain if the students are undergraduates taking the course to fulfill general education requirements, undergraduates taking the course as part of their major program, graduates taking the course to fulfill a research requirement or as an elective or depth course in their specialization. The audience(s) for a course are a major factor when determining learning outcomes as well as teaching methods. In addition, our documentation should include appendices with representative syllabi; examples of quizzes, tests, and assignments; and a description of the work you do as a mentor or advisor for students doing undergraduate research, master's programs, and/or doctoral programs.

We must describe our teaching philosophy in terms of style, guiding principles, knowledge of our students, and the nature of our discipline. Our philosophy of teaching is deeply intertwined with the methods we use to not only teach but also to assess student learning. If we can think about what (or who) has influenced our teaching approaches and perspectives, this reflective process will inform our instructional design, course activities, intended learning outcomes, and assessment of those outcomes. When we understand and are able to document who our students are, their backgrounds and motivations, this will also inform our teaching and could be a part of our teaching documentation.

Not only must we be able to discuss the methods we use to teach our courses and how those methods align with our teaching philosophy, we should also be able to explain how our methods align with the evidence base for how adults learn, in general, and in specific disciplines. Our evidence for our choice of methods should also include proof of an impact on student learning. How effectively students learn can and should be documented, and that information can serve to bolster our instructional decisions. The methods we use to teach will no doubt change over time in response to students' feedback and in response to evidence about student learning that we discover through our professional development activities.

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[1] My thanks to Dr. Larry Smith for generously sharing his presentation slides, which form the basis for the content of this introduction.

Documenting change over time is another part of the story of our teaching. If we teach the same class on a regular basis, what changes do we make and why? If we develop new classes or teach classes that are new to us, how does our teaching change in response to the different challenges? What innovations have we tried? Have we conducted formal or informal experiments with two sections of the same course? What did we learn from that? To help remember and tell that story, we can annotate our syllabi, record our thoughts about teaching in a reflective journal, or in some way keep track of the changes we make. Some changes are small, or may feel small to us, but that does not mean they are insignificant.

The changes we make are, most likely, improvements, though not always. What we learn from our struggles to implement change can be more powerful than what we learn when changes have positive results. Improvement may manifest itself in different ways—through student responses in class, course evaluations, test scores, graduation rates, job placement, students' acceptance into graduate programs, continuing professional connections with our graduates, and more. Data on the results of improvements can take many forms, but its inclusion helps to provide the specificity that makes the story of our teaching compelling.

Whether we are veteran teachers or new to this role, we all have short-term and long-term goals for our teaching. Perhaps our hope is to develop a new course or program, engage in the scholarship of teaching through pursuing a peer-reviewed publication, flip a course, develop an online version of an existing course, write new exams, conduct an item response study of an existing exam, or seek professional development. The possible goals are myriad, but the important thing is to document and evaluate our progress on those goals. Goals will, of necessity, change over time as our teaching roles shift, students' needs become clearer, or we achieve current goals and set new ones. Our goals may also change in response to our own research.

If research is part of your role, no doubt you have noticed ways in which your research informs your teaching and your teaching informs your research. The obvious ways are when we involve our students in our research projects or integrate research in our discipline into a course. The less obvious ways are when we encounter a conundrum in our teaching that could be illuminated by research in our discipline, or when we use our research to personalize our teaching. In addition, our students' comments and questions may help us generate new research questions or approaches to a problem.

All of these questions and pursuits are parts of a cycle that has no beginning or end. What and how we teach leads us to reflect upon and assess our own teaching. This leads us to set goals, both short-term and long-term. Then we take action and outcomes result. Those outcomes lead us back to the question of what and how we teach. Our teaching innovations are evidence of our engagement in teaching, our creativity and originality, and they build our knowledge base for teaching, and, perhaps, if we publish our scholarship of teaching, we can contribute to the general knowledge base for teaching and learning.

As we build our teaching documentation, we bear in mind that the teaching section of our role statement provides guidance on what we could and should include. The following are examples of language found in many role statements.

- *We expect you to articulate a philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor, and mentor.*

- *We expect positive student evaluations of your classroom performance that demonstrate your ability to create an environment that invites student learning. We also expect to see steady improvement in your student evaluations as you gain experience.*

- *We expect systematic and repeated peer evaluations of your classroom performance throughout your probationary period.*

- *We expect you to participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.*

- *We expect you to document your engagement with students outside normal classroom instruction. Such engagement may take many different forms such as involving students in your scholarly activities, supervising independent study, advising student organizations, or consulting with students regarding their evolving careers.*

- *We expect you to provide a variety of types and sources of data about your teaching performance (e.g., student outcomes, portfolios of student work, and course projects).*

Expanding on the last bullet point, we can assess our teaching performance in many ways as well as use those that are provided through IDEA course evaluations. Our tenure or promotion committee members (and others) should observe our teaching and provide letters to include in our documentation. A rule of thumb to keep in mind is that the number of observations is less important than that they are "systematic and repeated." This means that having someone observe a particular class every semester is more valuable than many people observing different classes randomly throughout the probationary period. In addition to peer evaluations/observations of our teaching, we can also invite others from our discipline (at other institutions) to review syllabi or teaching materials, including online courses. In both cases, live observation and asynchronous evaluation of syllabi or course materials, we need to document our response to the feedback we receive. How did we act on the feedback and why?

We can also use mid-course surveys and evaluations to gather student feedback that will enable us to make course corrections or otherwise respond to student concerns. Again, we should document what we do with that feedback. We may not necessarily make changes based on every comment or concern, but when we analyze the data and see a pattern, that warrants reflection, planning, and action.

A less common, but valuable, practice is to video record ourselves and analyze our teaching. Video recordings allow us to check for teaching behaviors that are difficult to be aware of during the act of teaching. Are we showing bias in our pattern of student participation? Do we have annoying habits in our speech or body language that we need to moderate? Recordings can also provide a way for our peers to observe if they cannot observe in person.

Pre-course and post-course assessments of student learning are an excellent way to document the impact of our teaching. Depending on the course we're teaching, students may begin the class with a rich store of background information or with very little. If we can document that beginning point, then, at the end of the semester, we can document the end point and analyze the results. Some course content lends itself to a traditional pre-test post-test format, but some course content does not. We might survey students about their self-efficacy with regard to skills they are meant to acquire during the course, or we might find novel ways to document their growth over time. For example, in one course, I documented growth by having students create concept maps (in response to an open-ended prompt, "What do you know about how to teach writing effectively?") on the first day of class and compared it to a concept map that students completed as a final exam.

Engaging with teaching improvement outside the classroom setting is also valued. We may have read pedagogical literature and applied it or requested funding for pedagogical research. We may be engaged in revising or restructuring existing courses based on new approaches or innovative teaching practices. In addition, Utah State University provides professional learning opportunities throughout the year that can be documented in various ways, including ETE (Empowering Teaching Excellence) badges, which, when accumulated, lead to the Teaching Scholar Certificate and the Master Teacher Certificate (https://empowerteaching.usu.edu/certificates).

To summarize, it's important to our success at Utah State University to care about teaching, to have a thriving teaching practice, and to reflect upon that practice. We should get in the habit of updating and organizing our documentation of teaching, collecting evidence of our teaching activities, and, perhaps, keeping a log of our thoughts and activities.

What follows in this volume are examples of successful teaching documentation efforts by USU faculty. While formatting, emphasis, and content may differ, the examples share in common the principles discussed in this introduction. They are provided not as models to copy but as models to analyze and think about in terms of what faculty members may want to collect, explain, and showcase in their indiviual teaching documentation. We hope that they will be useful and informative to all who read this volume.

Acknowledgments

Teaching Documentation

Alan Blackstock

Alan Blackstock is Professor of English at Utah State University. He recently completed a Fulbright teaching and research grant at the Universidad de Cuenca, Ecuador, and has published several books and articles on British and American literature as well as on the pedagogy of writing. His current book project, *Transatlantic Transcendence in the Novels of Willa Cather and E. M. Forster,* is forthcoming from Fairleigh Dickinson University Press as part of the Studies in Willa Cather series.

PREFACE

I recently received an e-mail message from a student who has just graduated:

> *As this term is coming to a close, I wanted to thank you for being such a great teacher. You made my college experience enjoyable and worthwhile, and I learned so much from you. Thank you for your kindness and understanding when dealing with your students. I appreciate your passion and insight for the material you taught—you made me excited about the topics—and I learned so much from you because of all the hard work and preparation you put into your courses—you are the epitome of a great teacher, and I mean "great" in the most serious sense of the word. Thank you again for everything, for the being the person that you are—I want you to know that you have influenced me for good and I have come away a better person from having known you.*

Carrie* graduated with a 4.0 GPA, and though I have met her in person only once, through her writing and her presence on the screen, I feel like I know her as well as any of my face-to-face students. Carrie's words confirm what I have always hoped to achieve as a teacher--not only the imparting of knowledge but the shaping of character. It is always reassuring to receive such personal validation, but Carrie's message has also prompted reflection on why I teach the way I teach, as well as about how I perceive myself and how I wish to be perceived as a teacher. Furthermore, since some of the courses Carrie took grew directly from my scholarship, her comments serve to illustrate how research has informed my teaching. I see research and teaching not as disparate pursuits but reciprocally beneficial activities.

The purpose of the present portfolio is dual: to provide documentation of my teaching, research, and service activities in the event of post-tenure review, and to support a bid for promotion to the rank of professor. In addition, the portfolio is designed to demonstrate how my work contributes to USU's stated mission of "cultivating diversity of thought and culture and serving the public through learning, discovery and engagement."

*Names of students quoted in this portfolio have been altered.

TEACHING BACKGROUND METHODOLOGY AND INNOVATIONS

I followed a somewhat unorthodox route to the academic rank I hold today. I have worked as an English instructor and teacher educator in Thailand, China, Indonesia, and the Philippines, I have worked with the Peace Corps and in refugee camps, on Native American reservations, and in urban and rural communities. I have taught literature and rhetoric as well as remedial writing in a variety of settings and modalities. The challenge and opportunity afforded by these heterogeneous teaching situations, then, is to facilitate exchange of these ideas and experiences in a way that promotes respect and understanding and that translates readily into productive writing assignments. And my years of exposure to a wide range of learning and teaching situations have given me a sensitivity to diverse student needs that manifests itself in reading and writing assignments tailored to those needs.

For example, in my English 1010 class students read and respond to an essay titled "I Am Not a Savage," which calls attention to racism in the community of Salmon, Idaho, and proposes means of addressing the problem. My own Native American students can then use this and similar essays as models for addressing problems they face in their own communities. As Brynne, who has a Ute father and a white mother, wrote in her reading response:

> I got treated different because I was half white and half Indian, the full Indians didn't like me because I was half white and their parents taught them to hate white. The white people didn't like me because they just thought I was another Indian that got free money and I wasn't going to graduate. Well once i had enough getting treated so bad by natives I singled myself away from them. I told myself I would not drop out of school; I will not do the things they do. So i started hanging out with all the kids that played sports and they see me for who I really am, and they treated me like I belonged because I just wasn't another Indian I wanted to go further. Ever since then some people look at me different not just the Indian that isn't going anywhere.

Brynne was later able to use this response to the reading as the kernel for a powerful narrative essay on her father's role in helping her become "not just the Indian that isn't going anywhere." (See the essay itself in Appendix E.) And I am convinced that my experience with many others who have felt themselves caught between cultures enables me to recognize such conflicts in students like Brynne and to assist them in coming to terms with these tensions through reading and writing.

Teaching Philosophy and Objectives

Pedagogical statements calling for "student centered" and "dialogic" learning suggest that the Socratic method of teaching is still in many ways the standard of measurement. The very etymology of the word "education" attests that the ancients knew as well as we that our job is not so much to cram information into the heads of our students as it is to draw out of them the resources that they bring with them to class but lack the confidence to employ. The principal duty of the teacher, then, is to create a learning atmosphere

that builds this confidence and demonstrates that neither reading nor writing is a passive activity, but that both require the full attention, engagement, and interaction of student and teacher alike. And just as Socrates insisted (in the Gorgias) that the true orator "will always fix his mind upon this aim: the engendering of justice in the souls of his fellow citizens and the eradication of injustice, the planting of self-control and the uprooting of uncontrol, the entrance of virtue and the exit of vice," so I believe that education should be similarly transformative.

The principal sources of my own theory and practice of teaching are experience and example. The experience is that which I have gained through teaching English to learners with widely diverse backgrounds and needs, from refugees in need of basic survival English, to typical freshmen just out of high school, to non-traditional students returning to the classroom after years in the work force, to senior undergraduates for whom technical and professional writing is an essential part of their chosen careers, to graduate students studying literature and writing from sheer love of the subject. The examples are those of professors from whom I learned the value of asking the right questions, questions that challenge students to participate in a dialogue with the text and with one another, resulting in the creation of meaning.

Teaching Methodology

My own education as an undergraduate proved to be transformative, and one of the most memorable figures I would encounter in that process was Dr. Adams, a burly ex-Episcopal priest with the demeanor of a drill sergeant, who provided one of my most valuable learning experiences, although his teaching style was diametrically opposed to that of the professors I would one day strive to emulate. Dr. Adams's methodology in teaching the analysis of poetry was to assign each student a poem to be explicated orally for the next class session. When a student offered an interpretation that made it obvious that he had misunderstood even the denotative meaning of the text, Dr. Adams would pound his fist on the table and scream, "No! What's the matter with you—can't you read?!" After witnessing the first such example, I made sure when preparing my explication to read each line of the poem as many times as it took to make it mean something, looking up every word in the dictionary and considering all the possibilities of meaning. I found to my surprise that by dint of such labor, a poem that meant nothing to me on the first reading gradually revealed itself. And despite the terror tactics employed by the professor, the experience was liberating for me: I learned that I did not have to look to some authority to explicate the poem for me, but that through an intense engagement with the text I could make it mine. And so, while the tactics of intimidation have no place in my classroom, I do challenge students by assigning them (individually or in groups) poems that initially appear opaque but from which after several close readings patterns of meaning begin to emerge. What Dr. Adams and I share is a desire that our students strive to expand and deepen their understanding of literature, and indeed their ability to think critically about any text.

One such exercise that has proved successful in my classes is to have each student choose a pair of poems from William Blake's *Songs of Innocence and Experience* or Wordsworth's *Lyrical Ballads* and give a presentation answering the question, "How do the paired poems show (as the subtitle of Blake's book announces) 'contrary states of the human soul'?" Kellie, a new English major who struggled with analytical writing at the beginning of my 19th-century British Literature course, gave an initial presentation that demonstrated a limited understanding of the question, and then refined that understanding and her expression of it in a short essay and subsequent revision. Here is the conclusion Kellie reached in her original draft:

> *The Huntsman was not accustomed to anything being done for free just as the old man in We Are Seven was shocked by the young girls' complete faith. Both poems address adults with years of experience being shocked by the pureness of the young.*

Here is the comment I made on Kellie's conclusion:

> *Ok, so what does that suggest about the relationship between innocence and experience?*

And here is Kellie's revised conclusion:

> *Experience often times makes it hard to see things in the simple pure ways in which they are intended. Both poems address adults with years of experience being shocked by the pureness of the young. Thus, in most cases it would be safe to say that adults tend to lose their innocence with age. Instead of insisting that children see things the adult way, let them be children. Adults should allow children to think how they want and to have different points of view if they choose.*

This is perhaps not an especially profound insight, but it represents a genuine evolution in Kellie's understanding of how to read a poem--see Appendix E for before-and-after versions of Kellie's analysis. For a rather more sophisticated example of a critical literary analysis, see the prompt and Carrie's response in Appendix E. Carrie's work originated in an assignment in which I asked students to free-write on the relationship between a key passage from Willa Cather's *The Song of the Lark*, the painting that gave the novel its title, and Antonin Dvorak's New World Symphony (which students listened to while glancing between the text and a projected image of the painting). Carrie added her own keenly perceptive inquiry into the text and painstaking research to produce the masterful analysis included here (Appendix E). These and similar exercises are designed to stimulate higher-order critical thinking skills such as analysis, synthesis, and evaluation, and the student work produced amply demonstrates mastery of these skills.

Furthermore, here in the Uintah Basin, as in many Utah communities where extractive industries are a principal source of income, environmentalism is often viewed as a dirty word. The challenge, then, is to create an atmosphere in which students are willing to listen to voices distinct from those they have been

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hearing all their lives, and the most effective means I have found to achieve this end is a combination of role playing asking students in small groups to debate an issue such as OHV restrictions from the perspective of various constituencies within the local community—and exposure to writing which examines environmental issues by giving voice to a variety of points of view and acknowledging their complexity. These role-playing exercises have resulted in essays that responsibly examine multiple sides of arguments involving use and protection of natural resources, as in this preface and opening paragraph of an essay written by a student employed in the oil industry:

> *Preface*
> *This essay was intended to persuade and show another side of issues in regard to drilling in protected areas. In this paper I will be using Rogerian style argument hoping to establish the fact that no one wants to hurt the environment. I hope to make a strong connection by acknowledging some of the common reasons oil corporations are hated and throughout the paper steer the topic in way that convinces my reader that no finger pointed is needed but rather more involvement from many to continue to enjoy the benefits that this oil can produce.*
> *Oil Done Responsibly*
> *The world's natural resources have typically been exploited until there is nothing left but devastation. In man's haste to make a profit, he has ignored warning signs that this was a dangerous path to tread. In today's world technology and knowledge has been able to forecast these situations and given us the opportunity to better avoid this destruction, while still being able to tap into vast natural resources. Oil, in particular has become a major point of controversy.... Although, it can come at a high monetary price to conserve places of natural beauty while tapping into oil reserves, a harmony can be achieved in order to protect the beauty of the environment. This can only be achieved by holding large oil cooperation's to a higher expectation through regulation and adequate supervision of these expectations.*

In addition, the peer response groups that are an integral part of the writing process in my classes assist students in recognizing and responding to a variety of viewpoints on any issue or question. (See the full essay and a representative peer response in Appendix E). Both the oil drilling essay and Carrie's essay on Willa Cather represent an integration of my research interests in the relationship between the natural world and human needs with my desire as a teacher to explore those relationships with my students in the classroom through reading, dialogue, and writing.

Teaching Innovations

As part of the self-assessment process involved in post-tenure review and consideration for promotion, I took it upon myself to re-examine Ken Bain's influential book *What the Best College Professors Do* and found that while I have long incorporated a number of Bain's recommended practices as standard features of my pedagogy, my classes might benefit from more conscious or systematic application of others. Bain's study found that the best teachers centered their course planning on "what they could do in the first meeting with students to win devotion to the goals of the class—that is, what intellectual promises they might make" (50). I have been experimenting in my English 1010 classes for the past several

semesters with a grading contract approach, inspired by composition guru Peter Elbow, and the use of this approach has had dramatic effects in reducing the fear that often besets novice writers, especially the type of non-traditional students who comprise the majority of learners at USU's regional campuses. (One student in my English 1010 class this semester confessed that she had never written an essay in her life, having dropped out of school in ninth grade and beginning college courses now as a grandmother). Two anonymous comments from student course evaluations illustrate the effectiveness of the grading contract approach:

- *I really liked the grading contract. It was nice to know that even though writing doesn't come naturally to me that I could still get a decent grade if I got my assignments in on time and followed the guidelines for those assignments.*

- *I liked the grading contract system. It made me feel less self-conscious about my writing while at the same time held me accountable for putting forth my best effort.*

After I pioneered this approach at the Uintah Basin campus, a colleague began applying it to an English 1010 class she teaches on the Ute Reservation, with similar success. As a result, we were invited to give a presentation on the use of the grading contract with non-traditional and Native American students at the 2012 National Council of Teachers of English and a follow-up session at the 2013 NCTE convention. The grading contract I have been using is included here as Appendix E.

For the past three years, with the assistance of a grant from the College of Humanities and Social Sciences and the expertise of the Office of Global Engagement, I have been developing USU's first British Literature study abroad course. The purpose of the course, as stated in the course proposal, is "to enhance student understanding of and appreciation for the geographical, social, historical, and cultural contexts of English literature," and course activities and assignments are designed to explore "the ways in which the native region is revealed in the works of our authors, and how topography might assist in literary understanding." Last summer I took the first group of students to England for two weeks in London, Bath, the Lake District, and Yorkshire, and the trip was an unqualified success, as evidenced by the student comments reproduced in Appendix E. As a result, I have already begun enrolling students in next summer's trip.

I also continue to innovate within the classroom. For example, a recent addition to the Canvas online classroom that accompanies all of my broadcast classes is a program called EtherPad, which I have begun to use to facilitate group discussion in classes that include solo students (students who are alone at their receiving sites). EtherPad allows students to carry on a real-time written discussion, which avoids some of the awkwardness that can arise in attempting to carry on an oral discussion involving multiple sites. Students have responded enthusiastically to our initial experiments with this new technology (see comments in Appendix E), and I am exploring ways of using it in additional classes.

Integration of Teaching and Scholarship

When I first arrived at the Uintah Basin campus, the campus director asked the faculty to submit proposals for summer classes that would combine education and recreation. In response I created, prepared, and have taught repeatedly two intensive summer courses: "Shakespeare on Stage," in which students read the plays and then watch and write about live and filmed performances, and "Writing on Rivers," which includes a raft trip on one of the wildest sections of the Green River. In addition, at the request of the USU-Uintah Basin administration, I have developed and taught GRE and MAT prep courses for potential graduate students, and in response to requests from the US Forest Service, the Bureau of Land Management, and the Utah Department of Fish and Wildlife have taught courses in professional and technical writing for agency employees.

Both "Writing on Rivers" and other innovative courses I have developed, such as "Only Connect: The Novels of Willa Cather and E.M. Forster" and "Hell's Hymnbooks: Blake, Dickinson, and the Protestant Hymn Tradition" (see the course syllabi in Appendix A) relate directly to my scholarship. "Writing on Rivers" involves an interdisciplinary study of historical and literary accounts of rivers in American history and includes a raft trip on the Green River, before, during, and after which students produce a portfolio of essays and other creative writing inspired by their reading and experiences during the course. Out of my research to identify readings for the course came my first published book, *A Green River Reader* (U. of Utah P 2005). "Only Connect" grew out of my scholarship on the novels of Willa Cather and ELM. Forster and the atmosphere of "transatlantic liberalism" in which they were produced. The class was well enrolled and well received by students—one commented, "I love the [student] presentations! This class reminds me of a book club, and I also enjoy learning about the authors!" An article detailing the course has been accepted for publication in the journal Teaching Cather, and I have received permission from the Carrie mentioned in the Preface to this portfolio to use her class presentation in the article as an example of the caliber of work produced by students in the class. (See a draft of the article, including Carrie's presentation, along with the editor's acceptance letter, in Research, Scholarship, and Creative Documentation.)

The article "Hell's Hymnbooks" originated in a presentation for the Emily Dickinson International Society conference in Oxford, England, which developed into an article published in The Emily Dickinson Journal, which then developed into a course that fulfills the objectives of USU's English 4350 ("Studies in Poetry").

Like the articles in *The Emily Dickinson Journal* and *Teaching Cather*, my most recent book, *The Rhetoric of Redemption: Chesterton, Ethical Criticism, and the Common Man,* (Peter Lang Press, 2012) bears a direct relationship to my teaching, A principal focus of the book is the tension between ethical and aesthetic criticism that Chesterton addressed in his day and still resonates in today's literary-critical establishment. Therefore, when I was given the opportunity to teach a graduate class in literary criticism

while doing research on the book, I organized the class as an investigation of that critical divide from Plato to contemporary theory. The class proved to be informative for my students and for me, providing an actual audience that allowed me see immediately which of the ideas I was working on were immediately comprehensible and which required further elaboration or sharper elucidation. As a result, both the students and the book gained from their interaction. The following student comments appeared in anonymous course evaluations, in response to the question, "What aspects of the teaching or content of the course do you feel were especially good?":

- *I think that criticism, especially the stuff that is remote to us timewise, is difficult to approach and understand. Dr. Blackstock did a good job of getting "into " the material and explaining the key points of the difficult critics and theorists.*

- *You had extensive knowledge of the subject and it was really nice that you always had answers to our questions. Great class! I really liked it when you gave us a topic and let us discuss it amongst ourselves and with the rest of the class....*

The Chesterton book also examines the Aristotelian question of "What promotes human flourishing?" and the changing conception of virtues from Homeric through Athenian through medieval to Enlightenment culture. These questions have long informed my English 3385 course (Literature of the Ancient World), but the research I did while writing the book has allowed me to incorporate them more systematically into the course.

GRANTS AND AWARDS

Grants

2012: I applied for and received a competitive $1000 grant from the Textbook and Academic Authors Association to help defray costs incurred in the publication of my book *The Rhetoric of Redemption: Chesterton, Ethical Criticism, and the Common Man.*

2011: I applied for and received a competitive Seed Grant of $4000 from the USU College of Humanities and Social Sciences to develop a summer English study program in England. I used the funds to investigate study sites, accommodations, and logistical details, as well as to make connections with local resources. The course was offered for the first time in summer of 2013, and my hope is that it will become a regular USU summer offering.

2010: I applied for and received a competitive $1000 travel grant from the USU College of Humanities, Arts, and Sciences to travel to England to present a paper at Oxford University. The presentation was later developed into an article and published in a peer-reviewed journal.

Teaching Awards

The awards I received as 2012 Regional Campus and Distance Education Instructor of the Year, 2005 Continuing Education Researcher of the Year, and 2004 Continuing Education Instructor of the Year attest to the success with which I have combined the interdependent academic endeavors of teaching and scholarship. Also, my online English 2010 class has been recognized as an Exemplary Online Course, and at our 2012 graduation ceremony I was honored as the USU-Uintah Basin Outstanding Faculty Member. These awards were determined by peer nomination and review and based on the creation and refinement of innovative programs like the summer workshops and British literature study abroad course. (Award documentation is provided in Appendix F.)

Appendices

Appendix A - Select Course Syllabi
Appendix B - Teacher/Course Evaluations
Appendix C - Peer Evaluations
Appendix D - Student Advising and Mentoring
Appendix E - Teaching Methodology and Innovations
Appendix F - Grant and Award Documentation

Teaching Documentation

Sergio Bernal

Sergio Bernal is the Director of Orchestral Studies and a Professor of Music at Utah State University, where he directs the USU Symphony Orchestra and teaches Music Theory and Composition. His guest conducting engagements include appearances with the most prominent Latin American orchestras, as well as professional and student orchestras in Europe and the United States. He holds conducting degrees from Yale University and the University of Michigan, and a PhD in composition from the University of Utah.

INTRODUCTION

For more than three decades I have directed symphony orchestras at every level, from children's and youth groups to college ensembles and advanced professional orchestras. Regardless of the age group and degree of accomplishment of the players, I have always aimed at making music with them at the highest artistry, and have enhanced the experience with my strong background in music theory and composition. This approach has permeated my activity as director of orchestras and professor of music first in *El Sistema* - the world-renowned system of orchestras from Venezuela - and then at Utah State University, where I have been honored to serve during the last 14 years. Noted artists in the field have recognized my endeavors at USU and elsewhere. (Please see Curriculum Vitae - recommendation letters)

TEACHING RESPONSIBILITIES

My main teaching responsibility at Utah State University is to direct the USU Symphony Orchestra, a leading performance ensemble of the music department. The orchestra has approximately 60 members, all of them undergraduate students and about 80% of them music majors. As the orchestra director, I conduct at least six concerts and approximately 90, eighty-minute rehearsals per year. My duties include choosing the orchestra's repertoire, learning/preparing the music that will be performed, selecting the musicians and assigning the parts, allocating scholarships to the players, bringing guest artists to perform with the orchestra, and coordinating the production of the concerts. My work typically goes far beyond these duties to ensure that the orchestra's concerts are meaningful artistic and educational experiences for the students and the community.

My other teaching responsibilities are as an instructor of assigned core-curriculum courses and other classes in the music department, Music Theory/Composition being the one discipline I have taught every semester and one that is close to my heart. (See Teaching Documentation -

Courses Taught in 2008/2 - 2015/1)

TEACHING PHILOSOPHY

To me, music is a metaphor for life. We know it exists; we participate in it; we are in awe of it; and we continuously seek to understand it and to explain it. A music program at a university should be an ideal setting for such exploration, where faculty and students may jointly strive for artistic fulfillment, while developing the technical skills needed to achieve it. We learn by doing and optimize learning by reflecting on what we have done. We combine art and science, creativity and thought, sensitivity and sensibility. The better we combine the intuitive and the cognitive, the more balanced and successful our endeavor.

My activity as orchestra director and professor of music exemplifies this view. Through insightful and thought-provoking concerts with the USU Symphony Orchestra, I seek to enrich the life of students and audiences in Northern Utah.

> *Last night's concert was one to always remember - and savor. It was absolutely wonderful... Once again your vision for the orchestra has reached new heights. [Email message from Janice McAllister, music pedagogue, public schools, Logan, 3/3/10]*

As a teacher, I aspire to guide and inspire my students by offering clear, precise information and a vast sense of excitement about the music we perform and discuss. Whether in the classroom or on stage, my students ought to learn by doing and should develop an enhanced awareness that cross-relates performance experience and academic learning. When I direct the orchestra, I aim to fuse the emotional aspects of music performance with clear, analytical thinking; conversely, I bring into my music courses an insight drawn from my performance background. (See Teaching Documentation - Student Comments in Course Evaluations)

TEACHING OBJECTIVES AND STRATEGIES

Teaching approach

As a teacher, I want students to vividly learn about, apply, and be intrigued to further explore the multiple and fascinating possibilities prompted by music. The symphony orchestra is a perfect platform to pursue this goal. My concerts with the orchestra are frequently built around and connected to extra-musical themes and disciplines. This prompts performers and audience members to establish - sometimes intuitively, sometimes consciously - connections they may not have contemplated before. One of my favorite experiences in this regard was the USU Caine College of the Arts 2010 fully staged production that combined Shakespeare's play "A Midsummer Night's Dream" with the music that Mendelssohn wrote for it.

> *One of the best Shakespeare productions I've been to...and I was fresh back from England when I saw it. This show held its own against any of the professional productions I experienced. Wonderful, wonderful, brilliant. I would have gone every night if I could. :) [Comment from audience member, posted on the comment section* 17 *from the YouTube video about the production]*

The actors found that the music gave new meaning to their parts, while the musicians played with an enhanced sense of drama. It was for the performers, audience, and crew an unforgettable, unique, and truly formative experience (see Appendix A - video about the production).

A salient characteristic of my teaching is its high emphasis on practical learning that aligns with my philosophy of learning by doing. In my classes, explanations are short and easily understandable and are quickly followed by closely monitored exercises. In the orchestra, my rehearsals are quickly paced. I give the players succinct indications of what I am looking for in their playing and follow their performance of a given musical passage with specific feedback for improvement. In both situations I combine reason with intuition so that learning becomes both an intellectual and an emotional process. (For more details, see Teaching Documentation - Teaching Approach)

Practice materials and syllabi

The practice materials I use in the orchestra and in classes facilitate the process of learning by doing. In the orchestra - where practicing is a must - I make available to students a copy (printed or electronic) of the music they are playing, often with markings indicating parameters such as tempo (speed), articulation (length of sounds and separation between them), and bowings (direction of bow movement in string instruments). Furthermore, I specify the passages to center on when practicing. Students review this material during the summer in preparation for the entrance/seating auditions (start of the academic year), and during the semester in preparation for the repertoire auditions used to ascertain individual progress in learning the music (see Teaching Documentation - Practice Materials).

In my classes, I often give students practice tests to determine how well they are understanding and applying the concepts learned through the class discussions and assigned exercises.

Practice tests really helped me to not only learn the information better, but helped me prepare for the tests. [Student comment, MUSC 2110 course evaluation, 2010/2]

My course syllabi too are designed to reinforce practical learning (See Teaching Documentation - Syllabi). They provide a quick road map of what students need to do in order to fulfill the requirements for the course. Among them, class participation - an important element for practical learning - receives considerable emphasis. In Music Theory, the grading percentage distribution for in-class activity is relatively high: 20% for participation and 20% for assignments (that are normally completed in class). With good attendance and participation, students can obtain a high grade weighing 40%. In Symphony Orchestra, the attendance/participation requirement is quite rigorous, as is adequately practicing the music - an additional component of practical learning. In order to receive an A, students must maintain an active, cooperative participation (deficient

participation or missed activities for unjustified causes will lower the final grade) and they must demonstrate at repertoire auditions that they are playing the music to the best of their ability.

TEACHING EFFECTIVENESS

Orchestra accomplishments

Many colleagues, students, and audience members at USU often recognize the growth that the USU Symphony Orchestra has experienced under my direction. After a recent performance with the orchestra, guest conductors Germán Gutiérrez (Texas Christian University) and Carlos Riazuelo (Louisiana State University) were both impressed by the orchestra's level of playing, particularly for an ensemble wholly made up of undergraduate students. A notable accomplishment of the orchestra was to be selected semi-finalist in the college/university level of the 2015 *The American Prize*, a national non-profit competition in the performing arts providing recognition for the best recorded performances by ensembles and individuals across the country. (Appendix C - letters of recognition; and Appendix D - performance video)

Student scores

In my academic courses, enhanced, focused learning through class participation is evident in the student final grades. In my Music Theory classes, students with high-quality participation in the sessions normally score higher than those with lower levels of involvement (See Teaching Documentation - Teaching Effectiveness - Student Scores).

Peer evaluations

Appendix E contains my peer evaluations and other peer letters of support. They address my teaching approach that combines thought and creativity, my teaching effectiveness, and my artistic vision in collaborative projects with the symphony orchestra.

Course evaluations

On average, my course evaluation scores closely match those of the discipline and the department. While the numerical data gives me a general sense about my teaching, it is in student comments where I find specific pointers for improvement. This is especially true in Symphony Orchestra, where the high expectations placed on student performance should balance with equally high student motivation. Even though students normally commend my teaching, on occasion orchestra musicians have found me to be overly harsh. Giving serious thought to their comments has helped me shift away from a goal-driven kind of teaching style to an approach that is more sensitive towards each learner as a person. While my expectations from students have not diminished, they are marked by a heightened sense of empathy, brightness, and spontaneity that helps me communicate better and brings me closer to offering students an enhanced equilibrium between rational and intuitive learning. Other comments from students are about habitual aspects

of the orchestra, such as selection of works to perform and the perceived effectiveness of repertoire auditions. (See Teaching Documentation - Course evaluations)

TEACHING INNOVATIONS

Concert programming

I believe my innovations in concert programming have helped optimize student practical learning and have contributed to the orchestra's improvement. Innovations since my promotion to Associate Professor include:

- Combining the USU Symphony Orchestra with the University of Utah Philharmonia to play two complex works for large orchestra: Mahler's Fifth Symphony and Stravinsky's Rite of Spring. By doing that, I was able to provide an opportunity rarely available to undergraduate students. To my knowledge, neither of the two works had been performed before in Cache Valley.
- Collaborating with other performance organizations in special projects such as the combined production of "A Midsummer Night's Dream" (USU Theatre), the opera "The Magic Flute" (USU Opera), Beethoven's Ninth Symphony (American Festival Chorus), and "Appalachian Spring" with the internationally acclaimed Martha Graham Dance Company. These projects helped improve student playing by infusing into it a sense of drama, singing, and dancing.
- Bringing new guest and faculty artists to perform with the orchestra and teach our students. Among the orchestra's featured guests was Francisco "Pacho" Flores, winner of the 2006 Maurice Andre Trumpet Competition, the most prestigious of its kind.
- Expanding the Concerto Competition program - which I had already successfully developed - to involve alumni performers. This has helped set new standards of solo playing in the music department by providing new role models to music department students.
- Hosting the first USU Symphony Orchestra Reunion Concert with the participation of 60 alumni players (one of whom who had graduated as early as 1964); honor guest appearances by former directors; and homage to deceased former directors. By bringing into contact former and current participants of the USU orchestral program, this event provided broadened life and professional insight to members of our university and our community. More detailed information about my orchestra concert programming innovations is available in Teaching Documentation - Concert Programming.

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Technology

I have been making use of available technology to enhance and expedite the learning process in my classes. For example, in orchestra, I used to monitor the individual progress of the players by holding live auditions. Nowadays auditions are electronic: students submit links to video recordings of their performance on required excerpts. Students are able to perform at their best since they can record themselves as many times as they want until they are happy with the end result. This evaluative tool provides a form of self-diagnostic that helps the students reach the desired performance goal in an efficient, low-stress manner. This semester I applied the same system for entrance/seating auditions. After their video auditions, students were extremely well prepared and enthused before the first rehearsal!

Professional development: music composition

My belief in interrelating the creative and analytical elements of music making is so strong that, while working full-time at USU, I embarked on additional musical training without it being required or even expected of me by the university. In May 2013 I graduated from the University of Utah with a PhD in Music Composition. The findings from my study and their application into my own composition have largely enriched the quality of my teaching and conducting. One such instance was the orchestra's 2011 performance with Francisco "Pacho" Flores of my Trumpet Concerto, where students received a new perspective from me as a composer and from Mr. Flores as the performer for whom I wrote the music. In addition to my Music Theory classes - an ideal arena to discuss compositional techniques - I recently taught Music Composition (MUSC 4910) and was successful in guiding student composers while encouraging them to develop their own creative voice. (See Teaching Documentation and Appendix F)

STUDENT ENGAGEMENT OUTSIDE THE CLASSROOM

My engagement with students outside normal classroom instruction includes activity as Honors Advisor for the music department, mentor of Undergraduate Teaching Fellows (more than 30 during the last 14 years), supervisor of the orchestra's stage manager and librarian, and consultation with students regarding their evolving careers. Several students have written about the positive effects these interactions had in their development (see Appendix G, student letters).

STUDENT OUTCOMES

Since I started working at Utah State University, there has been an increasing trend among music department students to follow their education at USU with graduate training in music. Although I cannot take full credit for it (much of it has to do with the high-quality instruction they receive from their studio teachers), I believe student motivation to obtain masters and doctoral

degrees partially stems from having participated in the orchestra and my classes. For example, students Stephen Mitton and Melissa Condie, both players in the USU Symphony Orchestra and Undergraduate Teaching fellows in my classes, were inspired by my teaching to pursue Master's degrees. Stephen currently studies at Arizona State University, while Melissa obtained an MM conducting degree from Brigham Young University and currently directs the orchestra at Spring Branch Middle School in Houston. Other former music department students have indicated how my teaching has helped guide their subsequent educational and professional steps in music and other careers. (Appendix G)

CONTRIBUTIONS TO TEACHING

In addition to my national and international post-tenure activity as a guest conductor and composer (referenced below under "Creative Activity"), I have had opportunities to share my knowledge and experience with students and colleagues by giving workshops and presentations in the United States and abroad. My guest-teaching appearances include master classes, workshops, and presentations at the F. A. Bonporti Music Conservatory in Trento, Italy; the Sergio Arboleda University in Bogotá, Colombia; the National Institute of Music of Panamá; the XVII Latin American Music Festival in Caracas, Venezuela; and Texas Christian University in Fort Worth. In addition, I gave two presentations at regional conferences of the College Orchestra Directors Association (CODA). The topics were "El Sistema: its relevance in the community in general and the college music programs in particular" and "A performance edition of Shakespeare/Mendelssohn: A Midsummer Night's Dream".

My publications include a self-published performance edition of A Midsummer Night's Dream that is being used for productions in the United States. My article about the edition (refereed and published in the CODA journal) and a YouTube video about the USU Caine College of the Arts production have awakened an interest from educators and performance organizations to use it in classroom discussions and stage productions. Another self-published educational work is my edition of the Bach Air from the Third Suite that was used in concert by the Trento Conservatory orchestra in 2014. (See Teaching Documentation; and Appendix H)

COMMUNITY ENGAGEMENT

An ongoing activity of the USU Symphony Orchestra is our collaboration in projects with the public schools and studio teachers from the community. Periodically, we play side-by-side concerts with middle and high school orchestras, and we invite advanced youth players to join the orchestra in performances of representative symphonic works. This collaboration challenges and motivates younger players, while giving the university students a chance to mentor them. My

community involvement received recognition from the Utah American String Teachers Association, who honored me with the 2008 Outstanding Higher Education Teacher Award for my dedication to students at the university and the public schools. (Appendix I - Community engagement)

GUEST PRESENTATIONS AT USU

One of the aspects that I enjoy most about working at the university is the opportunity for exchange with faculty and students from disciplines other than mine. For instance, I gave a presentation about El Sistema and its impact on people's lives at a Human Rights in Latin American Literature course in the Department of Languages, Philosophy and Communication Studies. I also met with students from the Honors Breadth Creative Arts for non-majors (MUSC 1010) class to talk about the skills involved in orchestral conducting and the role of the orchestral conductor as an educator and leader in the community. (Appendix J - guest presentations USU)

CLOSING REMARKS

In my view, my activity as a musician in the cultural world and my role in society are one and the same. I see myself as someone who constantly seeks to become a better artist and person. I feel I am part of a large team, not only with my contemporaries, but also those who have lived before and those who will live after me. In this continuum of life, I am excited to have the chance to learn, develop, and to participate in others' growth. I am fully enraptured by a Bach partita, a Mozart opera, or by watching a child learning to play the violin. Music, or the wondrous experience of vibrations in the air, is for me a window into the soul, an instrument of communion.

Being a part of Utah State University for the last 14 years has been a wonderful opportunity to explore such mysteries with others. With your support, I look forward to continue reaching students and audiences on campus and beyond in ways that nurture their mind, touch their heart, and inspire their imagination.

Teaching Documentation

Cathy Ferrand Bullock

Dr. Cathy Ferrand Bullock joined the Utah State faculty in 2001 and became Interim Head for the Department of Journalism and Communication in 2019. She teaches Introduction to Mass Communication and Mass Media Ethics; advises the student-run *Aggie BluePrint* magazine; and conducts research on media coverage of sexual assault and intimate partner violence. The following narrative is an abbreviated version of the teaching dossier she used to earn promotion to professor with teaching as her area of excellence.

PREFACE

This portfolio documents my teaching activities since 2008, when I was promoted to Associate Professor in USU's Department of Journalism and Communication (JCOM). Highlights include the following:

▪ I am a generalist who teaches two of the JCOM Department's core courses required for all majors and two upper-division courses. In addition, I carry multiple advising responsibilities within the Department, mentor teaching assistants, and serve as associate department head.

▪ My teaching and advising philosophy emphasizes the power of pointed questions, the idea that we can learn from each other, the importance of holding students to high standards while providing the support they need to succeed, and the value of modeling excitement for learning.

▪ A number of measures document *student learning* in my classes.

▪ As a teaching portfolio mentor and teaching coach, I serve other teachers at USU and beyond.

TEACHING AND ADVISING RESPONSIBILITIES

Teaching

I generally teach three 3-credit courses fall semester and three spring semester, as is typical for JCOM faculty members with teaching as the area of excellence within their role statement. I also serve as associate department head. Other than a stipend for summer advising during 2013 and a course load reduction for 2015-2016, the administrative work has been done without compensation or load reduction.

As a generalist with both a doctorate and professional experience as a magazine writer, I have taught a wide range of courses. The table at the end of this narrative provides a summary of my courses for fall 2009 to spring 2015 (I was on sabbatical spring 2009); for information on all 10 courses I have taught at USU, see Table 1 and Table 2 in Appendix A

I have taught Introduction to Mass Communication (JCOM 1500), the Department's survey course, since I arrived at USU in 2001. At many schools, this is assigned to a junior faculty member or adjunct, but I am pleased to claim it. It is an important recruitment course for the major and lays a foundation on which students' other courses can build. An upper-division feature-writing course, the name and number of which changed over the years, has been part of my schedule since fall 2007. Students gain an understanding of magazine freelancing by preparing and submitting articles for publication.

The remainder of my load has evolved in response to student, departmental and University needs. I added new courses—Communication Research Methods (JCOM 2020, spring 2011) and Media and Democracy (HONR 1300, spring 2015)—and, with help from a colleague, revived the Department's Mass Communication Ethics course (JCOM 4010, spring 2011). Communication Research Methods now fills a need for a JCOM-relevant Quantitative Intensive option and offers students important numerical literacy training. Media and Democracy gives Honors students a Breadth American Institutions option and exposes students who might not take JCOM courses to the interconnections among the U.S. political system, economic system, and mass media. Mass Communication Ethics encourages students inside and outside the Department to develop their moral reasoning capabilities.

Advising and Mentoring

Advising and mentoring can smooth the academic path for students and help them feel connected to the University. Ordinary as these responsibilities may sound, they make a difference to students, as the emails in Appendix B confirm. My advising and mentoring responsibilities currently take a number of forms.

Advising related to JCOM courses, internships, and cognates: Collaborate with the College advising office and serve as the in-house point person for general JCOM advising for our 230 pre-majors, majors, and minors and for other students interested in the program. (See Adison letter in Appendix B.) Help approximately 20 students per year fill out and file internship paperwork. Advise JCOM students who consider completing a cognate rather than a minor. Stay current on courses as a member of the Department's and College's curriculum committees. Initiated departmental brown bag sessions through which JCOM faculty discussed their courses, raising awareness of JCOM curriculum among our faculty.

Honors advising: Serve as Honors adviser for JCOM Department. Currently advising on one Honors project.

Student publication advising: As faculty adviser, help the staff of the twice-yearly, student-run *Aggie BluePrint* magazine apply what they have learned in their courses and gain publishing experience.

Research assistant mentorship: Build bridges between the classroom and research by involving students in research projects. Six Communication Research Methods (JCOM 2020) students and one

Introduction to Mass Communication (JCOM 1500) student have applied their research skills by working on a quantitative content analysis with me over the past two years.

Teaching assistant mentorship: Give Undergraduate Teaching Fellows (UTFs) and teaching assistants (TAs) experience mentoring other students. Since earning tenure, have worked with six such assistants and one Supplemental Instruction leader for Introduction to Mass Communication and one teaching assistant for Communication Research Methods (listed in CV).

TEACHING AND ADVISING PHILOSOPHY

In the JCOM Department, we're proud of our success in training students to excel in mass media and public relations careers (see "Where Are They Now?" in Appendix C). I teach professionally oriented courses, but I'm also interested in the foundation students receive in media history, theory, ethics, and numerical literacy. This is bedrock on which <u>any</u> set of skills can be built as the field changes, and I strive to help students connect the foundation and the skills. Willingness to think critically and openness to lifelong learning form another foundation that remains relevant as the field evolves. With these points in mind, my teaching and advising philosophy is grounded in four ideas that transcend distinctions such as undergraduate/graduate, upper/lower division, and large/small.

Pointed Questions

One of my mentors from graduate school, Dr. Richard F. Carter, talks about the difference between questions asked for clarification (What do you mean by "negative freedom"?) and pointed questions (Why? How?). I strive to encourage critical thinking by asking pointed questions and prodding students to form such questions. This allows students their own journey of discovery and helps them develop a broadly applicable critical thinking skill.

> *"I think the fact Professor Bullock is always asking, 'So what?'*
> *in our discussions helped me a lot. It pushed me to think*
> *further and more critically about the concepts in her class."*
>
> <u>Introduction to Mass Comm</u> course evaluation, Fall 2013

Learning from Each Other

Every person with whom I come in contact—whether it's on the street, in my office, or in the classroom—has something worthwhile to share. My goal is to create an environment in which students interact with each other and with me, share ideas, and (intentionally or unintentionally) encourage each other to think more deeply. I see openness to interaction and acceptance of everyone as teacher <u>and</u> learner as keys to improving critical thinking. In addition, it can be just plain fun for all of us.

"I liked how the teacher got us involved with the assignments and how we all put our ideas together to come up with a better and stronger view."

<u>Introduction to Mass Comm</u> course evaluation, Fall 2013

Maintaining Standards, Providing Support

They may complain about tough grading, but most students want to believe their degree means something. My goal is to make courses rigorous while providing students the support needed to succeed.

"She is organized, smart and truly wants the student to succeed. She is a tuff teacher but she does what it takes to push the student and help them learn the material and succeed in the class."

<u>Comm Research Methods</u> course evaluation, Spring 2014

Modeling Excitement for Learning

If I don't act as though I care about my material, I can't expect students to care. On the other hand, enthusiasm is contagious. I believe one of the most important things we can do is to help our students ignite their own passion for learning.

"Cathy has the perfect amount of enthusiasm for the subject which she teaches. Amazing teacher. Motivated me to think outside the box, inside the box and all around the box."

<u>Comm Research Methods</u> course evaluation, Spring 2014

TEACHING METHODS AND STRATEGIES

To put my teaching philosophy into practice (and to address the fact that all students do not learn in the same way), I incorporate a variety of methods even in my large classes. Across courses, I believe many of our professionally oriented JCOM students learn best by <u>applying</u> ideas and skills. Examples follow. Syllabi, relevant assignment handouts, and additional examples can be found in Appendix D.

Beyond the Inverted Pyramid (JCOM 3110): A Writer's Group

In this feature-writing class, students are encouraged to look at themselves as freelance writers and at me as the senior writer. Through class discussion, they help each other focus article ideas. Working in small groups, they use questions to practice mentoring while helping their colleagues improve their writing. The course is built on the ideas that understanding how magazines work can enhance freelance success, that we can learn from each other, that we can improve our writing and coach other writers through pointed (but compassionate) questions, that holding ourselves to high standards pays off, and that there is value in celebrating others' successes.

Media and Democracy (HONR 1300): Thinking About Thinking

A goal of this freshman-level Honors seminar is to encourage students to think about their own thinking while learning about the U.S. political system, economic system, and mass media. The course is

built primarily around discussion. To prevent it from becoming routine, we use a "ticket" exercise. At the beginning of class, everyone receives slips of paper (tickets) with words or phrases such as "Answer," "Elaborate," "Justify," and "So what?" During the day's discussion, students are encouraged to throw the appropriate ticket into the middle of the table when they want to answer a question, elaborate on something that's been said, ask for justification, or request discussion of the "So what?" question. Instead of just thinking about the substance of the day's material, students think about how we're discussing it and apply different approaches. As a result, they develop pointed questions and learn from each other.

> *"I also loved the discussion format of class. We were able to toy with ideas and theories, which helped us understand each other, and our concepts, to a higher level."*
>
> Media and Democracy course evaluation, Spring 2015

Introduction to Mass Communication (JCOM 1500): A Christmas Tree

With as many as 214 students in the introductory class, I can't pretend it's a cozy discussion group. Instead, I think of it as a Christmas tree. Through lectures, guest lectures, guided discussion, and media clips, I provide a basic informational framework—the trunk and branches of the tree. Students then use independent research and small-group discussions to explore topics in more depth. In this way, they contribute ornamentation to the tree. This approach provides students with a solid base of background information on which to build, encourages interaction that can enrich the educational experience, and sparks pointed questions that can contribute to critical thinking. It also fits the "big picture" mission of the course, which is to provide students from across campus with an understanding of American mass media.

COURSE IMPROVEMENTS

Consistent with my belief that we all learn from each other, I pick up ideas for courses from my colleagues across campus, my students, professionals in the field, and my own evaluation of our program and my courses. Specifically, I look for ways to more accurately reflect the evolving field of mass media, keep courses fresh, and engage students. Two examples of course improvements follow.

Mass Communication Ethics: Engaging Students and Connecting with the Real World

It was clear during the spring 2011 section of Mass Communication Ethics, which I team taught with ethics scholar Jay Black, that students weren't doing the readings, and I suspected it was because they knew we'd open class with a review. For fall 2011, I replaced the lecture-oriented review with a student-centered media clipping exercise. Each student was tasked with reporting on something from the mass media that related to the week's reading. As a result, students read more of the material before class, applied abstract ideas to the real world, and came to class ready to discuss. In addition, it encouraged students to ask and

answer pointed questions and learn from each other. I used the exercise again during fall 2013 with similar results.

Introduction to Mass Communication: Connecting with Professionals to Keep Courses Fresh

Based on discussions with our public relations faculty, I identified a content gap in Introduction to Mass Communication: Advertising. To update my knowledge, I applied for a 2014 Visiting Professor Fellowship through the Advertising Educational Foundation (AEF). As one of 15 selected from a pool of 68, I spent two weeks in New York City visiting agencies, shadowing the staff of The Advertising Council, and working on a white paper for Saatchi & Saatchi. I incorporated information from this experience into the introductory course and the Media and Democracy class.

EVALUATING TEACHING

Quantitative Course Evaluations

Quantitative course evaluation tables and other supporting materials are included in Appendix E. To summarize, under the IDEA system used by USU since fall 2011, students consistently rate my courses similar to, higher than, or much higher than other courses in the IDEA database for progress on relevant objectives, course excellence, and instructor excellence. Under the old evaluation system (6-point scale with 6 = excellent), student evaluations for overall quality of the course and instructor effectiveness from the time I was promoted to associate professor through spring 2011 placed my courses between excellent and very good. Even in my large Introduction to Mass Communication classes (enrollment for fall 2008 to spring 2011, excluding summer: 91 to 208 per section), scores were at or above (sometimes well above) the means for the Department, College, and University for six of the seven sections.

Qualitative Course Evaluations

Students' responses to the open-ended questions on the course evaluations have helped me identify things that are working well and adjust things that needed improvement. While I do not formally content analyze the responses, I read them carefully, look for patterns and useful outlier comments, and make changes that I believe will contribute to learning. Two examples follow. (A summary of JCOM 1500 comments and actions plus the comments from my other courses are available on request.)

Extra credit in Introduction to Mass Communication: In the introductory course, students are typically required to do three of the five assignments and are awarded extra credit if they do a fourth. During fall 2013 when I was experimenting with an online component for some assignments, I reduced the total number of assignments to four but still required students to do three. In response to complaints that I was inflexible on assignment deadlines and requirements, I returned to the higher number of assignments. Complaints subsided.

Guest speakers in Beyond the Inverted Pyramid: Students from the fall 2013 Beyond the Inverted Pyramid class requested more guest speakers with freelancing experience. The next fall, I brought in an extra guest speaker with writing and photography freelancing experience. Response was overwhelmingly positive.

Informal Student Evaluations

Students voluntarily solicit my participation in various activities, which I take as evidence that I am forging meaningful connections. For example, on the recommendation of students working in the Admissions office, I delivered a mock lecture for high school seniors considering Utah State (2010). The USU chapter of Alpha Chi Omega fraternity invited me to deliver a "Last Lecture" to close the school year in 2012. An Introduction to Mass Communication student sought my input when helping a high school team prepare for the "We the People" state competition (2011). (See CV for additional examples.)

Peer Observations

Five faculty colleagues observed my teaching over the past 3½ years. One conducted four observations over the course of a year, three conducted standard reviews based on one class observation, and one attended a Media and Democracy class and used the Self-Assessment of Teaching Statement (SATS) protocol developed by Dr. Maria Luisa Spicer-Escalante. My colleagues note the high level of student engagement and critical thinking and my enthusiasm, skillful handling of pacing, and incorporation of multiple methods. (See letters and SATS description and reflection in Appendix F.)

> *"Professor Bullock is high-energy, well organized in moving her students through what is—let's face it—sometimes kind of dense and geeky material; the students are engaged and participating, unafraid to speak out and speak up."*
>
> Introduction to Mass Communication, Fall 2012
> Dr. Edward Pease, Journalism and Communication

TEACHING AWARDS AND RECOGNITION

Since being promoted to Associate Professor, I have received seven teaching awards and honors. For example, I was a finalist for the College of Humanities and Social Sciences Teacher of the Year Award for 2014-2015, and I was selected to teach in Utah State's revised Honors program and named a Distinguished Associate Professor of Honors Education in 2014. Several of these honors included input from students; these hold special meaning for me. (See CV for a complete list.)

EVIDENCE OF STUDENT LEARNING

Since participating in the Seldin Teaching Portfolio Workshop in May 2011, I have sought better ways to document *student learning*. I offer the following evidence of learning in my classes.

Learning Portfolios

Mass Communication Ethics emphasizes empowering students to develop their moral reasoning capabilities. Based on discussions with teaching expert J. Elizabeth (Beth) Miller, a Seldin workshop clinician, I incorporated learning portfolios to help evaluate student learning during fall 2013.

Early in the semester, the 10 students developed their own learning objectives. To encourage them to collect evidence showing progress toward meeting their objectives, I assigned them to keep a journal. I collected and read these journals twice during the semester. The finished portfolios consisted of a narrative describing students' progress on their objectives plus appendices documenting that progress.

The class discussed a total of 30 goals. Students felt they had made satisfactory or noteworthy progress on 29 (96.7 percent), and adequate evidence was provided for 27 of the 29 (93.1 percent). Seven of the 10 students mentioned specific, tangible outcomes related to meeting their objectives, such as changes in their work with the Aggie TV broadcast. Students showed high levels of critical thinking, satisfaction with their progress, adequate documentation for their claims, and realistic plans for continued progress. The learning portfolio approach encouraged students to think critically about their own learning and the portfolios provided documentation of student learning. I plan to continue using them in this course.

First/Second Drafts and Publication

In *Beyond the Inverted Pyramid*, I evaluate student learning by looking for improvement in the revised drafts of students' feature articles. Technically and conceptually, students' second drafts tend to be significantly better than their first. Pages from original drafts, including my editing notes, and from the revised drafts are available on request.

The point of the class is to write <u>and</u> market articles, so I also gauge student learning by editors' responses to students' articles. Students have placed their articles with a variety of print and online magazines, including *Snowboard*, *High Country News*, *Sunstone*, and the *Ensign*—and sometimes collected a paycheck. (See Appendix G for additional examples.)

Alumni Feedback

Former students frequently send a thank-you note or email. Their comments help highlight what is working in my teaching: line-by-line editing of papers, emphasis on the practical side of journalism, organized lectures, enthusiasm, accessibility. In addition, I have solicited feedback from alumni, who comment on the time and energy I invest in their success and the ways in which my courses have helped them obtain and succeed in media-related jobs. (See Appendix G for letters.)

Future Plans

Tracking student learning in Introduction to Mass Communication has been a challenge. Before tenure and promotion, I used a research method developed by Dr. Richard F. Carter at the University of Washington to evaluate whether students were thinking differently about key concepts at the end of class than at the beginning. Since then, I have relied on students' responses during in-class question-and-answer sessions, the questions students ask during exam review sessions, the quality of papers generated through small-group discussion assignments, students' evaluation of their own learning through the Progress on Relevant Objectives item on IDEA course evaluations, and alumni feedback to get a sense of students' learning. I initiated a pre/post survey during fall 2015 to provide a more rigorous evaluation.

MENTORING FACULTY COLLEAGUES

Many people—fellow faculty members, students, staff—have helped me on my academic journey. In the last few years, I have been afforded unique opportunities to return the favor and mentor other teachers on USU's campuses and Fulbright Visiting Scholars from Iraq. Most notably, I served as a mentor for USU's last four Teaching Portfolio Workshops. I have worked individually with at least 10 faculty as they developed their teaching portfolios, have reached dozens more through presentations at the College and University levels (see Kirby letter in Appendix F), and have used what I've learned in my work on Promotion Advisory Committees and Tenure and Promotion Committees.

Helping colleagues as they craft their portfolios, visiting with other portfolio mentors, and serving as a teaching coach have all prompted me to reflect on my teaching. As a result, I have expanded my thinking about documenting student learning (for example through the use of learning portfolios), tried different methods for encouraging student engagement and interaction in class (such as an academic poster session for the presentation of research findings), and continued thinking about ways to integrate my philosophy and methods/strategies (which led to new activities in Media and Democracy).

CONCLUSION

My teaching focuses on helping students think critically about mass media while preparing for jobs in the field, building skills on a foundation of media history, theory, ethics, and numerical literacy. I document student learning across a range of courses, use a variety of forms of advising and mentoring to enrich students' educational experiences, and fulfill an administrative role for the Department. In addition, I assist faculty on the USU campuses and beyond as a teaching portfolio mentor. I offer this reflection and the supporting materials as evidence of teaching excellence in my work at USU.

Summary of Current Course Offerings

Course	Role in Curriculum	Typical Enrollment (total number of students/year)	Sections/Students Taught (fall 2009-spring 2015)
Intro to Mass Communication (JCOM 1500)	Required for JCOM major, minor; Breadth Social Sciences option	Fall (1-2 sections): 164-235 total Spring (1 section): 110-126 Summer: 26	16 sections 2009-2015 1,964 students
Comm Research Methods (JCOM 2020)	Required for JCOM major; Quantitative Intensive option	1-2 sections/year: 14-82 total Summer: 8	8 sections 2011-2015 304 students
Beyond the Inverted Pyramid (JCOM 3110)	Required for JCOM print area of emphasis; Communications Intensive option	1-2 sections/year: 4-12 total	6 sections 2011-2015 52 students
Mass Comm Ethics (JCOM 4010)	Elective for JCOM major; also open to others	1 section every other year: 9-11 total	3 sections 2011-2015 30 students
Media and Democracy (HONR 1300)	Breadth American Institutions option for Honors students	1 section/year: 14	1 section 2015 14 students

Teaching Documentation

Katherine M. Chudoba

Katherine M. Chudoba is Associate Professor and Associate Department Head of the MIS Department in the Huntsman School of Business. Her research focuses on work in distributed environments, and how communication technologies are integrated into work practices. Chudoba was a Fulbright Scholar to Brazil (2015), and earned a University of Arizona PhD, and BA and MBA from the College of William and Mary. Before joining academe, she was an analyst and manager with IBM.

PREFACE

Teaching has been my passion for as long as I can remember, but my path to university professor has been circuitous. My baccalaureate degree is in education and I began my career as an elementary education teacher. Following advice from a mentor, I segued to an MBA degree and career with IBM that included jobs as a systems developer and project leader, financial analyst, and ultimately, financial planning manager for hardware and software development. I planned to return to teaching when I retired and join a university as an executive-in-residence, but serendipity offered an opportunity to retire 20 years early, earn a PhD, and become a university professor. I can't imagine a better way to do what I love. I joined the USU faculty as an associate professor in 2007, and my role statement is 50% research, 40% teaching, 5% service, and 5% professional engagement. The purpose of the teaching portfolio is to document my performance for evaluators, including my department chair, dean, and the University's Promotion and Tenure Committee.

TEACHING RESPONSIBILITES

My teaching responsibilities in the MIS Department include teaching several classes and serving as Director of the Master of MIS (M-MIS) Program since July 2012. I teach MIS 5900/5910, Systems Design & Implementation, a 4-credit capstone class for MIS majors every semester. I also teach MIS 6510, Strategic Information Systems, a 2-credit course for MBA students. I have also taught MIS 2100, Principles of MIS, part of the core set of classes for students in the Huntsman School of Business and MIS 6860, Applied Business Research, for MBA students. My responsibilities are summarized in Table 1.

TABLE 1. TEACHING RESPONSIBILITIES

Semester	Course	Title	Credit Hours	No of Students	Comments
Fall 2009	MIS 5100/5110	Systems Design & Implementation	4	16	
	MIS 2100	Principles of MIS	3	39	
Spring 2010	MIS 5900/5910	Systems Design & Implementation	4	10	New course number; RCDE - 3 locations
	BUS 6860	Applied Business Research	3	53	
Fall 2010	MIS 5900/5910	Systems Design & Implementation	4	14	
	BUS 6860	Applied Business Research	3	48	Major revision of class
Spring 2011	MIS 5900/5910	Systems Design & Implementation	4	27	RCDE – 3 locations
	MIS 2100	Principles of MIS	3	40	
Summer 2011	MIS 6510	Strategic Information Systems	3	28	New prep; part-time MBA
Fall 2011	MIS 2100	Principles of MIS	3	41	New textbook
	BUS 6860	Applied Business Research	3	54	Total revision of class
Spring 2012	MIS 5900/5910	Systems Design & Implementation	4	21	RCDE – 5 locations
	MIS 2100	Principles of MIS	3	42	
Fall 2012	MIS 5900/5910	Systems Design & Implementation	4	27	
	MIS 6510	Strategic Information Systems	2	45	Total revision of class
	MIS 6510	Strategic Information Systems	3	35	Total revision of class
Spring 2013	MIS 5900/5910	Systems Design & Implementation	4	39	RCDE – 7 locations
		MBA Global Learning Experience - India		14	Assistant Trip Leader

TEACHING PHILOSPHY & STRATEGIES

Relevance of materials and **concern for students** are the foundation of my teaching philosophy. In every class, I try to make the topic relevant to students' careers as information technology professionals or managers and to prepare them for completing semester-long projects. Sometimes I begin class by discussing a recent news item, either with a video clip or by distributing a short article for everyone to read. We then examine how the news item relates to the day's topic. The discussion leads seamlessly to the readings and case studies assigned for the day, and allows us to integrate contemporary events with the topic. Alternatively, I may begin class by introducing a new concept, followed by an in-class exercise that students complete in pairs, talking through questions with their partners. The entire class then discusses solutions to the exercise.

> *I really enjoyed the case studies we did … the discussions were interactive and we got to see how the material actually applied to real business concepts and situations.*
>
> *~ MIS 6510 student, Fall 2012*

I use techniques such as these because some of my students consider understanding the theory behind an idea or technique uninteresting and unnecessary. Students do not always make an immediate connection between a concept or skill and its usefulness for them as business professionals, and so at the end of the semester, I provide an opportunity for them to reflect on "lessons learned." It is gratifying to see many of them make connections about the importance of topics that they may have originally dismissed as irrelevant.

> *We spent more than half the class planning our projects. At first I kept thinking, this is crazy, how are we going to have time to complete our projects if we just keep planning for it. Now that I am at the end of the course and looking back, I realize how crucial planning is. All of the steps that we went through, developing our goal, interviewing our client to learn what the need was, creating diagrams and use cases to understand how to build the application and to recognize the steps needed to complete it, were necessary and beneficial in completing our project.*
>
> *~ MIS 5900 student, Spring 2013*

Demonstrating concern for my students inside and outside the classroom is a critical part of my teaching philosophy. Inside the classroom, I create a positive environment that encourages dialogue. This includes ensuring that all students are respected, reflected in interactions with me as well as not allowing derogatory or demeaning comments from other students. I also personally reach out to individual students, before or after class, especially those who are international students, those who may be quiet or shy, and those who are not in Logan when I teach my RCDE.

> *You were very nice and considerate to people and you also were a lot of fun to talk with. You made me want to try harder even when I didn't understand where to start or what to do.*
>
> *~ MIS 2100 student, Spring 2012*

> *This has been my most challenging class and yet it has been the class I have enjoyed the most. By far the best instructor I have had at USU.*
>
> *~ MIS 5900 student, Fall 2012*

In addition to the foundational elements of relevance and concern for students, I have three objectives that I model in classes and expect students to master: **work ethic**, **life-long learning**, **and distributed communication**. Students often talk about the heavy workload in my classes, but recognize that what they have learned and accomplished will help them succeed as business professionals. They have many demands on their time, but the effort they put into a class is relevant practice for what they will experience when they begin their careers. My objective is to habituate students to a high level of rigor in class so they can transfer the **work ethic** to their future employers.

The field of information technology is constantly changing, and IT professionals must adapt and learn new technologies if they are to be successful. The structure of MIS 5900 as the capstone class reflects this reality. Students may have learned one programming language, but their clients may need an application built on a different platform. To be successful, they must be **life-long learners** who teach themselves new skills using a variety of techniques such as paired programming (e.g., partnering with a fellow student who is already skilled), watching YouTube videos, becoming proficient users of search engines, and reviewing posts on technical user forums.

> *I am amazed at what I accomplished using the good old Internet and spending many hours searching and watching how-to videos. I am so happy I overcame many obstacles. I think that this lesson will transfer to my job as well as many other aspects in my life.*
>
> *~ MIS 5900 student, Spring 2013*

I also expect my students to become adept communicators with people who are not collocated. Distributed work is prevalent in all areas of business and so the topic is relevant to both undergraduate and graduate students.

> *You said it, and you were so right. The meeting minutes were a life saver. I have a pretty good memory, but with this amount of work you are bound to forget things. Referring back to what was decided in meetings, and who was assigned what saved us. I am also so thankful for newer collaborative technologies. If we needed something from another group member we would just text that person, they would put something on Dropbox and BAM! Done.*
>
> *~ MIS 5900 student, Spring 2013*

I use insights gleaned from my work with IBM and my academic research to convey challenges and best practices of **distributed communication** to students. They often experience the challenges first-hand when working with remote clients or team members on class projects, and students' "lessons learned" are typically very instructive. Students process what they have gained from the class and how it will benefit them in their careers, and I receive useful information that helps me evaluate the success of the class and areas that need to be improved.

In sum, **relevance** and **concern for students** form the core of my teaching philosophy, which are integrated with the objectives of **work ethic**, **life-long learning**, and **distributed communication** that I expect students to achieve. Research shows the use of active and collaborative learning experiences and interacting with students significantly enhances their level of engagement and learning (Umbach & Wawrzynski, 2005). Other examples of strategies to demonstrate relevance and concern for students are in Appendix A.

COURSE EVALUATIONS, AND STUDENT AND PEER FEEDBACK

Course evaluations completed by students are shown in Tables 2 and 3. Notes and emails from individual students that provide insight into my teaching are in Appendix B. Feedback from peer observations of my teaching is in Appendix C.

TABLE 2. PAPER COURSE EVALUATIONS, SCALE 1-6

Semester	Course	Title	Instructor	
			OQ	IE
Fall 2009	MIS 5100/5110	Systems Design & Implementation	5.00	5.12
	MIS 2100	Principles of MIS	4.53	4.46
Spring 2010	MIS 5900/5910	Systems Design & Implementation	5.50	5.80
	BUS 6860	Applied Business Research		
Fall 2010	MIS 5900/5910	Systems Design & Implementation	5.00	5.20
	BUS 6860	Applied Business Research	3.40	3.50
Spring 2011	MIS 5900/5910	Systems Design & Implementation	5.10	5.10
	MIS 2100	Principles of MIS	4.50	4.10
Fall 2011	BUS 6860	Applied Business Research	4.40	4.50

My evaluations are consistent across three different classes – business core (MIS 2100), capstone (MIS 5900), and MBA (MIS 6510) – with the exception of evaluations from the part-time MBA class. Their scores differ from those received from the full-time MBA students who took essentially the same class, taught during the same semester. The full-time group was a 2-credit hour class and the part-time group was taking a 3-credit hour class. I added three Excel assignments from the MIS 2100 Excel textbook because of the additional credit hour for the part-time students. In reviewing the written comments, many part-time students made comments such as "too much reading," "reduce the homework," and "too much seemed to be covered." The part-time class is held for 5 weekends, 4 hours on Friday night and 4 hours on Saturday morning, and students all have full-time jobs. I will re-evaluate the class the next time I teach part-time students to see if it is appropriate to offer different content, or cover the material in a different way, from what is done in the class for full-time MBA students.

TABLE 3. IDEA COURSE EVALUATIONS, RAW SCORES, SCALE 1-5

Semester	Course	N - Response Rate	Teacher Excellence	Course Excellence	Compared to IDEA DB Progress on Relevant Objectives	Compared to IDEA DB Teacher Excellence	Compared to IDEA DB Course Excellence
Fall 2011	MIS 2100	34/41-83%	4.2	3.9	Similar	Similar	Similar
Spring 2012	MIS 5900/5910	15/21-71%	4.4	3.9	Similar	Similar	Similar
	MIS 2100	21/42-50%	3.9	3.8	Similar	Similar	Similar
Fall 2012	MIS 5900/5910	18/27-67%	4.3	4.1	Similar	Similar	Similar
	MIS 6510	26/43-60%	4.4	4.0	Similar	Similar	Similar
	MIS 6510-PT	15/41-48%	3.4	3.1	Much Lower	Lower	Much Lower
Spring 2013	MIS 5900/5910						

SYLLABI & ASSIGNMENTS

My syllabi provide a context for the class, articulating how it fits into a student's academic program of study and its relevance to them as IT and business professionals. I use Canvas, USU's learning management system, to show reading and assignment due dates, along with objectives and supplemental materials for each class period. Specifically, the topic for each class meeting is shown on the calendar, with a link to information about that day's topic. The information includes objectives for the day, the reading assignment, links to news articles or videos, and files that will be used (i.e., templates, PowerPoint slides). All of my MIS classes are taught in labs and the online materials are an essential part of learning in class each day. Sample syllabi are in Appendix D.

All classes have an integrative project that often requires students to work with real-world clients. Projects provide hands-on application of concepts discussed in class, but also give students an experience that includes ambiguity (e.g., clients may have difficulty articulating requirements) and ownership of the final deliverable because they are invested in meeting and even surpassing their clients' expectations. Here is a brief description of representative projects. Additional examples and information are in Appendix E.

- MIS 5900, Systems Design & Implementation – For this semester-long project in their capstone class, students find a client and identify how an information system can address a business need. The solution must involve techniques and software development tools learned in their MIS classes, and at the end of the semester, students give the client a fully functional information system. Past projects include a client tracking system for the Tooele County Food Bank, a revised website and reservation system for the Cache Valley Fun Park, and a web-based system to search a very large database of toxic plants.

- MIS 6510, Strategic Information Systems – MBA students analyse the effects of specific information technologies in fostering innovations in business models, products, or services. They select an innovative technology such as the use of cloud computing for consumer services or geo-tagging or geo-enabled applications, and analyse its viability for a specific organization.

ADMINISTRATION & PROGRAM OVERSIGHT

As Director of the M-MIS program, I coordinate everything that affects an M-MIS student including recruiting, admissions, financial aid, curriculum, and mentoring. Recent initiatives include the following.

- Curriculum revision that emphasizes analytics and business intelligence, building on our program's strength in database management.

- Designation as a STEM program in the area of data management and analytics.
    o Reflects the advanced coursework students complete
    o Gives students a competitive advantage in the workplace
    o Allows department to compete for STEM funding provided by state and federal agencies
    o Helps international students because a STEM designation on the degree allows 29 months of residency following graduation

- Degree name change from Master of Science in MIS to Master of MIS to reflect the practice orientation of the degree.

While the administrative responsibilities of my position are important, I especially enjoy the opportunity to work individually with all students in the program and mentor them as they consider career choices. I typically spend 6-8 hours a week talking with prospective or current students.

RESEARCH & TEACHING

I integrate research and teaching in four ways. Details are provided in Appendix F.

1. Academic research with students – Five of my publications are with former Masters and PhD students. Collaborating with them is an important way for me to mentor them.
2. Pedagogical research about my teaching – I have published one paper that describes pedagogical innovations.
3. Pedagogical book reviews – I have published three book reviews, one that grew from my teaching focus on systems analysis and design, one about distributed work teams and their use of technology, and one about global work and technology.
4. Academic research applied to the classroom – My primary research stream examines distributed work and effective communication practices. Findings inform the way I structure my classes, and provide stories that help me illustrate concepts to students.

LESSONS LEARNED

Reflecting on my own experience as a teacher is just as instructive for me as it is for my students when I ask them to prepare a "Lessons Learned" document at the end of the semester. Among my most important lessons learned are the following.

- Good teaching can be learned – I attend one or two teaching seminars every year, whether offered by the Provost's Office or at one of the academic conferences that I attend annually, in order to improve my teaching. A list of seminars I have attended are in Appendix G.

- Talk about teaching can affect the practice of teaching – As a member of the Huntsman School Curriculum Committee and its representative to the Gen Ed subcommittee of the Educational Policy Committee, I have opportunities to engage in discussions about teaching with colleagues every month. They are useful data points vis a vis standards and expectations about teaching. For example, Gen Ed discussions about grade inflation led me to evaluate trends in grades for my upper division and graduate classes to ensure my evaluation rubrics were appropriately calibrated.

- Closing the loop on evaluation metrics is critical – It is not sufficient to gather metrics on teaching performance and effectiveness. One must continually evaluate what the metrics mean or imply about what is happening in the classroom, and use these insights to revise class content and teaching practices. The importance of this lesson was evident when I worked with the Huntsman School's team in 2007 and 2012 for accreditation visits from the Association to Advance College Schools of Business (AACSB). The team worked with faculty to develop Assurance of Learning measures for classes in the business core and capstone classes, and then ensured what we "learned" from the measures was reflected in subsequent semesters.

- Mentoring female students is especially important at USU – While the need to encourage more girls and women to study information technology and mentor them throughout their studies and careers is recognized as a national challenge, it is even more important at Utah State. It was not uncommon for 25% of my students to be female when I taught at other institutions, however, I typically have 10% or fewer women in my undergraduate MIS capstone class at USU. I am an active faculty supporter of the Women in Business Association, which was started in Spring 2013, as well as an inaugural Women in Technology event held in Spring 2013. In addition to mentoring women in our major and in the graduate program, I make a special point of monitoring student teams that only have one female member to ensure that she is able to develop her leadership and technical skills.

FUTURE GOALS

- Request written feedback from peer observers
- Request review of my syllabi and project descriptions from faculty at other institutions who teach similar courses
- Observe other instructors and provide written feedback
- Re-evaluate Assurance of Learning measures for the classes I teach
- Revise my Teaching Portfolio annually
- Assist junior faculty in creating a Teaching Portfolio

References

Umbach, P., & Wawrzynski, M. 2005. Faculty do matter: The role of college faculty in student learning

and engagement. *Research in Higher Education*, *46*(2), 153-184.

Teaching Documentation

Michael A. Christiansen

Mike was born and raised in northern Utah, graduating from Sky View High School in 1997. He later earned his Chemistry B.S. at USU (2004), his Organic Chemistry PhD at BYU (2010), and worked afterward as a CSU postdoctoral fellow. In 2011, Mike began his current faculty position at USU's Vernal Campus, where he now lives with his wife and four children. Mike often says: "Teaching isn't just what I do. It's who I am.

TEACHING PHILOSPHY

My teaching philosophy is guided by eight key beliefs and principles I have embraced and developed over the past ten years. Most are rooted in teaching theory, while some have evolved through personal experience. My methods for converting these beliefs into practice are detailed below. These beliefs are:

- **Science can be hard. I don't need to make it harder.**
- **Any student who is willing to put in effective time and effort can succeed.**
- **Students learn a subject better when they care about it, are invested in it, and can personally connect to it . . . and to their instructor.**
- **Students' conceptual understanding increases when they teach each other.**
- **Students learn better if they are given multiple low-stakes chances to practice and receive feedback.**
- **Students learn better when their instructor isn't boring.**
- **To become a better teacher, I have to receive and implement regular and objective feedback.**
- **As a science educator, I have a duty to help teach the world.**

TEACHING METHODS, STRATEGIES, AND EVIDENCES OF STUDENT LEARNING

My teaching style is best described as both demanding and altruistic ─demanding because I always ask my students for their best, but altruistic because I always give them mine. This has led me to put a tremendous amount of effort into my teaching. For example, during spring of 2013, I put in at least 18 hours per day, six days a week (and sometimes more) developing all the original course materials I delivered, which have been many. Since starting at USU in fall of 2011, I have created literally thousands of original PowerPoint slides, hundreds of pages of handwritten study guides and notes,

> *"Mike is the best teacher I have ever had. He cares about his students tremendously."*
>
> *─ CHEM 2310 Student (See Appendix B)*

thousands of pages of quizzes, problem sets, exams, and answer keys, and over 118 hours of online lecture videos.

I do this because I care deeply about my students. I love seeing them learn and succeed, and I feel a personal drive to help them progress toward their goals. I connect with them. I learn their names, their hobbies, and frequently the names of their spouses and children. I know their faces, and I remember them long after they have left my classroom. They are our society's future, so I accordingly and tirelessly give them the best education I possibly can. To do this, I employ the following methods, which connect to my aforementioned beliefs and principles:

Science Can Be Hard. I Don't Need to Make it Harder

In my lectures, slides, and doc cam notes, I strive to avoid baffling my students with technically-complex jargon they haven't yet fully assimilated, and instead simplify my language as much as possible. I often use metaphors and frequently omit superfluous material. In other words, when it comes to lecture, I employ the K.I.S. (Keep It Simple) principle. Once students master a concept, I then scaffold up.

Oversimplifying can, of course, be disadvantageous and counterproductive. Knowing that my students can't become good scientists if I dumb things down *too* much, I always use advanced language *on homework and exams*, often from standardized question banks. Thus, my semantically-simplified lectures scaffold into technically-proficient problems, allowing my students to gradually transition from the simple to the complex. To compare my students' performance with national norms, I administer end-of-year, standardized and normalized exams for all my comprehensive finals.

Any Student Who Is Willing to Put in Effective Time and Effort Can Succeed

I believe a strong work ethic and good study techniques can overcome nearly ANY obstacle. If a student is willing to pay the price, she will reap the reward. To encourage a strong work ethic in my students, I continually express my confidence in them, starting on Day 1 of the class, before and after every exam, and throughout the semester (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). I also deliver a special lecture about twice per semester in which I specifically teach students about *successful study techniques*, and I give them focused study guides for each exam. Furthermore, I perpetually maintain a positive view of my students, seeing them for their individual strengths, rather than focusing on their weaknesses. Anonymous student comments on this subject include the following:

> *"[Dr. Christiansen] was very enthusiastic and made learning organic chemistry fun and interesting. He was very challenging and had exceptionally high expectations, but he would also put in extra time with us to help us meet his expectations. Overall, this course was great, and I would seek out opportunities to take more classes from this professor." – CHEM 2310 Student, fall 2011 (See Appendix B)*

> *"[Mike's] understanding of the material was excellent. He made it fun to learn and gave us a lot of encouragement where needed. Overall, Mike is what I would rate especially good." – CHEM 1210 student, fall 2012 (See Appendix B)*

"The professor's confidence in us helped us learn more easily." – CHEM 1210 student, fall 2012 (See Appendix B)

Students Learn a Subject Better When They Care About it, Are Invested in it, and Can Personally Connect to it . . . and to Their Instructor

Whenever a student asks ANY serious question —even when slightly off-topic—I answer it. If we don't have time to cover it in class, or if I don't know the answer, I always promise to answer it later. I then either post the answer as a slide on my PowerPoint lecture set the next day, or I post the answer as a Canvas announcement with appropriate links to literature sources. Some of these questions are seemingly random, but I

> *"I really like how the professor was personable. By the end of the class he could tell who was talking to [him] and I felt like that helped me feel like I could contact him when I had questions."*
>
> *– CHEM 1210 Student, fall 2012 (See Appendix B)*

don't care. If it's important to a student, it's important to me. See Appendix D for full coverage.

I try to get to know my students. Okay, this is something I do in *all* my classes, whether flipped or not, and it can be impractical for large groups. But for the class sizes I typically deal with (between 10 and 40 students), I regularly interrupt my own lectures or my students' group work to ask specific students — both distance *and* face-to-face—where they're from, what they like to do, and what interests them. I try to avoid excessively long conversations of this nature, but find this to be particularly useful for capturing attention and personal investment in the class from my students —especially those at distance sites. If you do this with just one or two students per class period (my periods are usually two hours and twenty minutes each), you can get to know every one of your students pretty well by the time the semester ends.

As mentioned above, I also involve students in research projects in lab, which have yielded one student-coauthored publication thus far (Christiansen, Crawford, & Mangum, 2014). I remember and respond to my students by name, try to relate the theories we learn to real life, and regularly share personal anecdotes and experiences about chemistry from my own life. Furthermore, because nearly all of my students are pre-professionals (pre-medical, pre-dental, pre-pharmacy, pre-veterinary, etc.) and presumably care about succeeding on their admissions exams, I restructured both of my second-semester lecture courses to include systematic reviews of all the material from the entire year, focusing on examples taken from standardized exams.

> *"Mike is seriously probably the best college professor I have ever had. He was so loving towards the students and only cared that we understood chemistry. He was funny and excited about what he was teaching. His methods weren't to trick us or make the class difficult, but to make sure we understood everything we needed about chemistry. I think he is awesome, no joke about it!"*
>
> *– CHEM 1210 Student, fall 2012 (See Appendix B)*

Students' Conceptual Understanding Increases When They Teach Each Other

I restructured two of my courses (CHEM 2310/2320) to be flip-taught, and am working to do the same with two additional courses (CHEM 1210/1220). For this new format, I have students watch lecture at home online. They then spend in-class time working on problem sets together in groups. As needed, I answer questions with short, targeted, just-in-time lectures. For the most part, students spend in-class time teaching each other in their groups. I have seen very positive gains from this new structure, not the least of which is the fact that it requires students to work together in groups:

> *"I really enjoyed the flipped teaching model this semester. It gave students the opportunity to teach each other. I am a strong believer that teaching a subject helps solidify it in your mind and helps you to truly understand it. This method of teaching does just that. It allows students the opportunity to teach each other and solidify the concepts in their minds." – CHEM 2320 Student, spring 2012 (See Appendix B)*

> *"When one of us understands something, the others don't we can explain to each other. This helps the others learn, as well as solidifying the knowledge in the person who is explaining. We are also able to come up with answers together, which again helps me to better remember."*
> *– CHEM 2310 Student, fall 2013 (See Appendix B)*

> *"Being in groups has made a HUGE impact on my learning. If I can explain it to them, then I'm on my way to internalizing the material." – CHEM 2320 Student, spring 2013 (See Appendix B)*

Students Learn Better if They Are Given Multiple Low-stakes Chances to Practice and Receive Feedback

With a few exceptions, most chemistry lecture courses I have observed use the following structure, or variations of it: (1) students listen to lecture in class; (2) students take three midterm exams and one final; and (3) students' grades are determined

> *"The instructor is very good. He has very high expectations but will help whenever needed to help us meet and exceed those expectations."*
>
> *– CHEM 2315 Student, fall 2011*

completely by their exam performance. My lecture courses ―both flipped and standard—are structured somewhat differently: (1) students do 13 problem sets per semester, worth 20% of their grade; (2) students take four midterm exams and one final, worth 80% of their grade; and (3) the lowest midterm exam (not the final) is not counted.

My 13 problem sets are very low-stakes. Each one is valued at ~1.50% of the semester's points, so each question on it is worth just a small fraction of the student's total grade. However, I make my problem sets very long, challenging, but targeted pointedly toward preparing students for their exams. Unlike my lectures, I do not use simplified language in problem sets. Nevertheless, I do enough problems from the sets with my students in class, or have my students do them together with clear feedback from me, to allow them to easily complete and submit them all on time. Admittedly, this course structure is much more time-intensive for me, in terms of grading and instructor involvement, than the more common

one found in chemistry classes. However, I believe it plays a central role in my students' generally high grades and highly positive feedback.

Students Learn Better When Their Instructor Isn't Boring

I always teach enthusiastically and never use a monotone voice. Conforming with literature sources that connect humor with positive learning,[3] my teaching style consistently includes humorous personal anecdotes, metaphors, and jokes to help clarify and connect theories while creating an enjoyable learning atmosphere (Eberhart, 1995; Oppliger, 2003; Wanzer, Frymier, & Irwin, 2010). My teaching humor also includes a "Chemistry cat" meme in each lecture. This simple use of humor has received numerous positive student comments (highlighted in full in Appendices B and E), including the following:

> *"The problem sets were great help and the class lectures were very fun and kept my interest." – CHEM 1210 Student, fall 2012 (See Appendix B)*

> *"He made chemistry bearable; he made it funny and interesting at the same time." – CHEM 1210 Student, fall 2012 (See Appendix B)*

> *"I love how Christiansen teaches this course, very enthusiastic and humorous. He was really trying to engage students to participate in the lectures." – CHEM 1210 Student, fall 2012 (See Appendix B)*

To Become a Better Teacher, I Have to Receive and Implement Regular and Objective Feedback

In addition to USU's IDEA (Individual Development and Educational Assessment) evaluations, I also conduct anonymous, self-administered course surveys at Week 5 of each semester. I afterward discuss the results in class and propose ways of modifying the course to match reasonable feedback. I then following through with those changes and give a follow-up survey at Week 14 to ask students to tell me how I did. In this way, each class I teach is slightly different from the last, custom-tailored to fit each group's individual likes and dislikes. See Appendix E for full evaluation results.

As a Science Educator, I Have a Duty to Help Teach the World

I put this belief into action by creating and posting videos of my lectures online for everyone in the world to access for free (Mike Christiansen, n.d.). Since spring of 2012, I have made and posted 140 instructional chemistry videos online, available through YouTube and USU's Digital Commons. In just 22 months these videos have attracted 2,150 subscribers and have been watched over

> *"Thank you again for being so accommodating with your work! You've been a big help. Using your methods, I was able to lead a small study group yesterday. Everyone commented on how much better they understood the reading of the spectra. Before coming to Panama, I taught high school algebra and geometry for 11 years. I recognize a great teacher when I see one and you're up there!!!"*
>
> *– Carrie, a YouTube Viewer from Panama (See Appendix G)*

191,500 times, in 181 countries and all 50 states. Table 1 shows below my videos' viewership per month.

Table 1. Viewership report for my YouTube channel: June 2012 – April 2014.
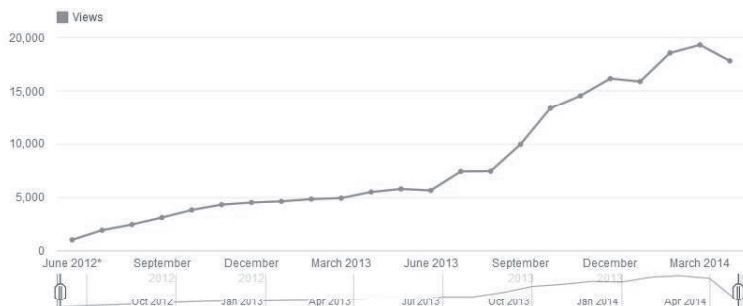
*Selected date range includes an incomplete calendar month.

By comparison, the YouTube videos of Chuck Wight, a former chemistry professor from the University of Utah who now serves as the president of Weber State University, get about 10,000 views per month (Chuck Wight, n.d.). Beyond this, I've also received hundreds of positive comments and personal emails from students and educators from all over the country and world complimenting my teaching and asking for more info. Personal emails have come from individuals in 16 U.S. states, as well as from the countries of Jordan, the Philippines, Australia, Saudi Arabia, Panama, Canada, Spain, and Israel. I also got an email from professor at Santa Rosa Junior College in Northern California. A full email list is included in Appendix G.

In addition to these videos seen by students near and far, I also conduct research into my own teaching methods and publish my findings, to help other chemistry teachers learn from my successes and mistakes. For example, one of my manuscripts —the first peer-reviewed publication on flip-teaching chemistry at a university level—was recently accepted (Christiansen, 2014).

"I am from Santa Rosa, CA which is about an hour north of San Francisco. I have long been an instructional assistant there, and to boost my skills I used (and still use) your videos. What surprised me perhaps the most was when, in the lab in which I work, I found another student that was using your videos to study. This had happened independently of my input, for I had not yet mentioned your videos to others. I suspect that while you will be able to learn the locations of some who have used your videos to great effect, their true reach is much greater."

– David Haley, a YouTube Viewer and instructor at Santa Rosa Junior College (See Appendix G)

"Wow. I have seen dozens of o-chem videos online and you absolutely destroy all the others. That includes Khan Academy and especially the bad hair guy on the green chalkboard."

– kali12374, a YouTube Viewer (See Appendix G)

TEACHING AWARDS

Awards presented to me
- 2014-2015 USU RCDE Excellence in Teaching and Learning Grant (Award amount: $9,035.07)
- USU RCDE Undergraduate Research Mentor of the year

Awards presented to my students
- USU RCDE Undergraduate Researcher of the Year Award, presented to Cathy Crawford
- USU Uintah Basin Undergraduate Researcher of the Year Award, presented to Cathy Crawford

EVIDENCES OF TEACHING EFFECTIVENESS

"Dr. Christiansen is one of the best instructors I have ever had. Not only does he care about teaching us the information that he feels is most important, but he will answer questions and teach us about anything we are interested in as well. Especially at distance campus, I think it is really great that Dr. Christiansen will give us his time to help us learn the necessary information for the DAT, MCAT, and PCAT. In this course, I think I have learned more new information than in any other class I have taken, and I really appreciate and enjoy organic chemistry (before I took this class, I was extremely scared to take organic chemistry because of other students' comments that have taken organic chemistry previous years at other schools). I may even apply into an organic chemistry graduate program after taking these classes (CHEM 2310, 2320) with Dr. Christiansen"
– CHEM 2320 Student, spring 2012 (See Appendix B)

Student Evaluation Scores

"Summary Evaluation" scores from my IDEA (Individual Development and Educational Assessment) student evaluations are shown in Table 2 below. Please note that scores of 63 or higher (colored green) are in the 90th percentile or above, while scores of 56-62 (colored blue) are in the 70th percentile or above. Seven of my nine scores (78%) lie in the highest percentile. This which means that *when compared to all professors at all IDEA institutions, 78% of my scores rank in the top 10% or higher.* Omissions ("NA") in Table 2 are from classes for which IDEA scores are not assessed.

Table 2. Courses Taught.

Date	Course	Credits	# of students	# of sites	Student Evaluation Scores‡ Highest 10% = 63 or above Next 20% = 56-62
†**Fall 2011**	**CHEM 2310 –** Organic Chemistry I	4	7	1	63
	CHEM 2315 – Organic Chemistry Lab I	1	6	1	64
†**Spring 2012**	**CHEM 2320 –** Organic Chemistry II	4	6	1	66
	CHEM 2325 – Organic Chemistry Lab II	1	5	1	61
Fall 2012	**CHEM 1210 –** Principles of Chemistry I	4	35	5	63
	CHEM 1215 – Chemical Principles Lab I	1	15	1	NA
Spring 2013	**CHEM 1220 –** Principles of Chemistry II	4	22	4	60
	CHEM 1225 – Chemical Principles Lab II	1	10	1	NA
	CHEM 3700 – Introductory Biochemistry	3	5	2	68
	CHEM 3710 – Introductory Biochemistry Lab	1	3	1	NA
Fall 2013	**CHEM 2310 –** Organic Chemistry I	4	16	4	66
	CHEM 2315 – Organic Chemistry Lab I	1	6	1	NA
	CHEM 1210 – Principles of Chemistry I	4	21	3	61
	CHEM 1215 – Chemical Principles Lab I	1	10	1	NA

	BIOL 5800 – Undergraduate research	1-3	3	1	NA
Spring 2014	**CHEM 1220 –** Principles of Chemistry II	4	10	3	NA
	CHEM 1225 – Chemical Principles Lab II	1	6	1	NA
	CHEM 2320 – Organic Chemistry II	4	18	4	NA
	CHEM 2325 – Organic Chemistry Lab II	1	10	2	NA

[†] I did not teach CHEM 1210/1215 in Fall 2011 or 1220/1225 in Spring 2012 to give me more time to set up my research program. [‡] Course evaluations were done using the IDEA (Individual Development and Educational Assessment) evaluation system. Starting in fall of 2012, lab courses no longer receive IDEA evaluations.

Normalized Exams

To compare my students' performance to national norms, I administer normalized comprehensive final exams from the American Chemical Society (ACS) at the end of each year, for each lecture course I deliver. The national percentiles in which my CHEM 2310-2320 students scored are shown in Chart 1. As seen, their lowest score was in the 61st national percentile (11% above the national average), and their highest was in the 99th percentile. On average, _this group, taught through flip-teaching, scored in the 87th national percentile as a class_.[6] My most recently CHEM 2320 students performed similarly.
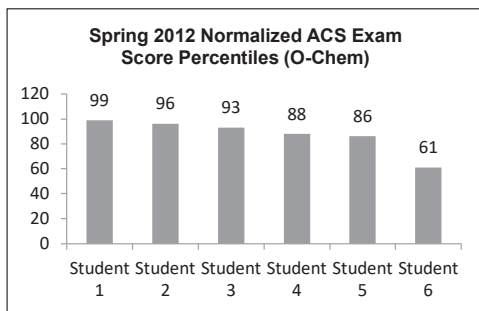
Chart 1. My organic chemistry student percentiles on a normalized ACS comprehensive exam (spring 2012).

In spring of 2013, my twenty CHEM 1210-1220 students also took a normalized comprehensive ACS final. These students' national percentile rankings are shown in Chart 2. Their lowest score was in the 26th national percentile (24% below the national average), and their highest was in the 95th percentile. _On average, this group, taught through a traditional lecture format, scored in the 63rd national percentile_.
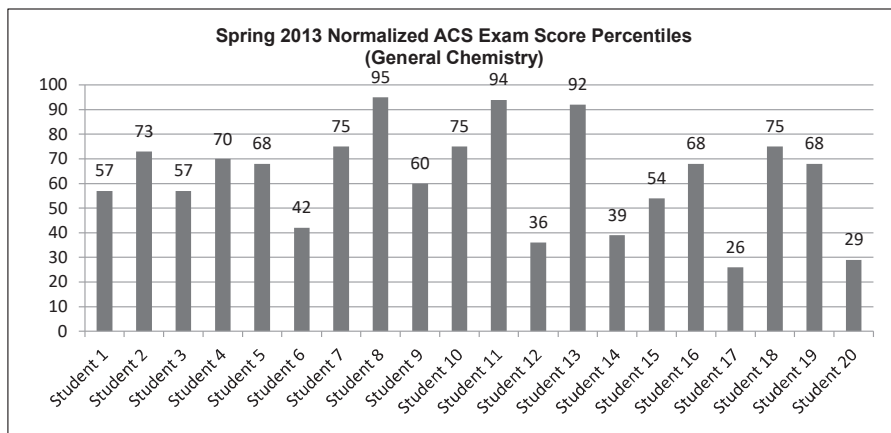
Chart 2. My general chemistry student percentiles on a normalized ACS comprehensive exam (spring 2013).

Consulting Work in Teaching

One of the more surprising responses to my videos occurred in June of 2013, when I posted a video of a lecture I gave about SciFinder, a widely-used chemistry database. Only two days after the video was posted online, I received a call from Chemical Abstracts Service (CAS), the publisher of SciFinder. Headquartered in Columbus, Ohio, CAS is the one of the world's leading sources of chemical information and employs hundreds of chemists at all academic levels. The CAS rep told me that he and his marketing staff "loved" my video and wanted to hire me to develop a small library of video tutorials for SciFinder users. I finished that work in April of 2014. The videos are currently available online for free. I have also recently been hired by DAT Bootcamp Prep LLC to create 300 short chemistry videos to help pre-dental students prepare for the DAT. The company's owner, a dental graduate from Columbia University, became aware of my teaching from watching my YouTube videos online.

Student Publications and Presentations

As mentioned in Section II above, I redesigned my CHEM 2325 course to include a synthesis project that was chosen, created, and carried out by students. This project evolved into extracurricular work that my CHEM 2325 enrollees voluntarily helped with after the semester had ended. We recently published our work, which two of my students coauthored.[2] One of these students worked in my lab for 18 months, during which time she coauthored two successful undergraduate research grant proposals and gave five separate oral or poster presentations at research conferences. I was also recently invited to speak about this teaching innovation at the ACS's upcoming Biennial Conference on Chemistry Education. I have since repeated this synthesis project for CHEM 2325 with a subsequent group of students.

Publications and Presentations in Teaching

   I regularly conduct IRB-approved research into my own teaching methods and then publish my findings, to help other chemistry educators learn from my successes and mistakes. One of my manuscripts—the first peer-reviewed publication on flip-teaching chemistry at a university level—was recently accepted.[6] I have also given six oral or poster presentations on chemistry teaching at various research conferences.

EFFORTS TO IMPROVE TEACHING

Self-Administered Student Evaluations

   In addition to USU's IDEA (Individual Development and Educational Assessment) evaluations, I also conduct anonymous, self-administered course surveys at Weeks 5 and 14 of each semester (see Appendix E for full details). Furthermore, I also write up a post-evaluation reflection letter after each semester. To avoid forgetting the lessons learned, I regularly refer back to these as I reteach classes. Upon examining the way I have taught in the past, I can clearly see the improvements and growth I have made, many of which are due in large part to these self-administered evaluations.

Peer Reviews

   I have also received at least one peer evaluation per semester. Though my Logan colleagues have gracefully given me feedback, doing so is challenging because I'm at a distant campus. As a result, I've sought additional peer evaluations from colleagues at my site. To date, I have gratefully considered and incorporated every suggestion offered by my peers thus far, for which full details are found in Appendix F.

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Teaching Documentation

Travis Dorsch

Dr. Dorsch is an Associate Professor of Human Development and Family Studies at USU. His research targets the impact of parent involvement in their children's sport participation, the role of sport participation on family relationships and parent-child interaction, and the outcomes of parent support and pressure in youth sport contexts. His research findings have been highlighted in *the New York Times,* the *Wall Street Journal,* and *TIME* and are used by youth sport leagues, administrators, and parents.

INTRODUCTION

Teaching comprises 45% of my role at Utah State University, and seven primary criteria are set forth in my role statement to judge *effectiveness* in this domain of responsibility. The subsequent sections detail each criterion and how my teaching activity demonstrates effectiveness in these areas.

TEACHING PHILOSOPHY

Criterion 1: *We expect you to articulate a philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor, and mentor.*

Over the course of my academic career, I have drawn on the many lessons I learned as a college and professional athlete and coach. These lessons include teamwork, discipline, respect for authority, and hard work. Translated to the academic setting, these lessons shape my teaching philosophy, and are captured in a quote from psychologist Zig Zigler:

"You don't build a team, you build people and then the people build the team."

This quote supports my experiences in sport, wherein the most successful coaches seek to build individuals in an effort to build the collective. Indeed, the students whom I teach and mentor are my most important assets. As such, I take actions to ensure that my students are engaged, intrinsically motivated, and feel a vested interest in the quality of work they do. In this sense, I am a human-capital-oriented educator. Through this lens, I attempt to instill in my students the belief that "being educated" is an active rather than a passive process, and that learning occurs in small, executable steps that are themselves driven by individual and collective creativity. This thesis aligns nicely with my research philosophy, and rests on the presupposition that teamwork, discipline, respect for authority, and hard work are noble qualities in education *and* in life.

Prior to and during my tenure at Utah State University, I have been fortunate to have challenging and rewarding teaching experiences, as well as opportunities to mentor graduate and undergraduate students

in an academic setting. Combined, these experiences have allowed me to learn a tremendous amount about effective pedagogy, and more importantly, how to maximize the output of individuals and research teams. Over the initial five years of my faculty appointment, three overarching goals have emerged for me as a teacher and mentor.

First, I aim to help students become proficient in the content area being studied or researched. Doing so enhances students' confidence in their knowledge and abilities, providing the foundation for their own career trajectories. In pursuing this objective, I frequently employ interactive learning experiences in the classroom, drawing on media as well as group activities. As an example, I use an outdoor lab experience in PEP 5200: *Human Motivation in Physical Activity Contexts* that affords students an opportunity to apply the "sandlot principle". The sandlot principle suggests that youth

learn critical life lessons best through free play, rather than adult-directed, sport participation. In building from this platform, this lab experience forces students to design and implement games – while negotiating rules and building rubrics of interaction. Utilizing free play showcases for students the role of intrinsic motivation in sport, physical activity, and recreation settings. In end-of-semester feedback, students shared that this and other lab experiences greatly enhanced the learning experience.

"The best part of class was lab days ... they gave a us a chance to actually put into practice what we were learning in class."

Ultimately, career success is not solely about knowledge, but the application of that knowledge in varied, real-life contexts. Therefore, my second goal is to support students as they link the knowledge they gain to practical skills they can use in the future. I believe critical thinking is an important skill that transcends any single academic subject. Therefore, the ability to think analytically about theoretical and practical issues will serve my students beyond the walls of the classroom. To foster this in my students, I challenge them to move beyond rote memorization to a place where the internalization of knowledge prepares them to apply it in a practical manner. In asking my students to thoughtfully pursue ways to challenge the status quo, I continually push them to examine existing theories while simultaneously developing their own hypotheses and world views. This reinforces for students the idea that they are scholars and thinkers and forwards a message that no single way of thinking about the world is *the* right way. Although often unpredictable, I have found that this strategy offers students very important opportunities to link knowledge and application through the creation of their own world view. As an example of how I support this process, I purposefully design end-of-semester topic papers in FCHD 1500: *Lifespan Development* to help students integrate learned subject matter with their own outside experiences. Specifically, I ask students to discuss why their chosen topic (e.g., autism spectrum disorder, sexuality, cognitive development) is important to researchers, practitioners, individuals, and families. I challenge them to highlight what scientists already know about the topic and what they have yet to learn. I urge them

to describe how the topic links to other facets of human development. Finally, I prompt them to elucidate the repercussions of "normal" and "abnormal" development within the topic area. See **Appendix A** for an example student topic paper.

I believe integrated learning opportunities foster a more personal connection to learned material. This personal connection is motivating to both my students and me and engenders a classroom built on respect for knowledge acquisition and critical discourse. Providing students with the necessary tools to ask the important questions and find the correct answers better prepares them to take on *any* problem. In light of this belief, my final goal is to instill in my students a lifelong commitment to learning. This ownership of their learning process allows students to (a) feel a *connection* to the material, (b) experience *autonomy* over their learning process, and (c) perceive a sense of *confidence* in their ability to apply the knowledge they gain to their future career endeavors. These are the critical elements of intrinsic motivation, elements essential to the formation of a lifelong commitment to learning. One way in which I make course content both informative and practical and which allows students to make a personal connection with the material is by providing opportunities for "outside-the-box" assignments. An example of this strategy is a sequence of three lab assignments I give to my students in EDUC 6770: *Qualitative Research Methods*. Specifically, I ask them to use one or more of the observational techniques we discussed in class to collect field data on a participant (e.g., minority, teacher, stay-at-home-parent), setting (e.g., school, sport, workplace), or phenomenon (e.g., love, disability, racism) of interest. In doing so, I ask students to create an observational tool to employ in the field, to conduct observations, and to write up what they've learned. This exercise gives them the autonomy to design, execute, and disseminate a mini-project that means something to them, while solidifying many of the concepts learned in class. See **Appendix B** for the sequence of three lab assignments.

STUDENT EVALUATIONS

Criterion 2: *We expect positive student evaluations of your classroom performance that demonstrate your ability to create an environment that invites student learning. We also expect to see steady improvement in your student evaluations as you gain experience. Finally, university colleagues will look for patterns of consistency in your student evaluations. A successful profile will reflect either ongoing improvement in teaching or high consistently high levels of performance. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.*

Over the first five years of my appointment at Utah State University, I have been the instructor of record for 20 courses, including seven new preparations (listed in the table below). Collectively I have taught four courses in the Human Development and Family Studies Department (FCHD prefixes), two in

the Kinesiology and Health Science Department (PEP prefixes), and two for the College of Education and Human Services (EDUC prefixes). Among the seven course preparations are two courses I developed (denoted below by asterisks) to fill needs in the Human Development and Family Studies and Kinesiology and Health Science departments. Please see **Appendix C** for representative course syllabi for these seven course preparations.

COURSE	Title	Sections Taught	Students
FCHD 1500	*Human Development Across the Lifespan*	9	132-180
FCHD 6020	*Survey of Human Development Research*	2	10-14
FCHD 6/7910	*Parenting*	1	10
FCHD 6/7200	*Topical Seminar in Family Relations (Families in Sport)*	1	2
PEP 5200	*Human Motivation in Physical Activity Contexts*	4	8-27
PEP 6810	*Research Methods in Health Sciences*	1	14
EDUC 6770	*Qualitative Research Methods*	2	9-12

At the conclusion of each course, I gather as much data as possible in an effort to understand student experiences, to assess the quality of the course and of my instruction, and ultimately to enhance the course in future semesters. Specifically, I seek feedback in the form of informal "hallway conversations" with students, debriefing opportunities with my teaching assistants and undergraduate teaching fellows, and via solicited email feedback from students at the top and bottom ends of the grade spectrum. The most empirically viable subset of data are IDEA student ratings, from which I am provided quantitative and qualitative feedback on each course (see **Appendix D** for all IDEA course ratings). For a summary of ratings across courses, by semester, see **Appendix E**.

In addition to these summative ratings, I seek formative student feedback at the midpoint of each semester. This allows me to improve "on the fly" by tailoring subsequent lectures, quizzes, readings, and labs/assignments to students' needs and goals. In evidence of this process, at the midpoint of my Fall 2013 section of FCHD 1500: *Human Development across the Lifespan*, 175 students were asked to respond to two simple questions: (a) What do you like about class? and (b) What can I improve on to make class better? Of the 147 who responded to the first question, 34 wrote that the content was interesting and 34 others wrote that the lectures were interesting and had good energy. Of the 114 who responded to the second question, 59 wrote that I should slow down and go into more depth. To use this critique as a formative opportunity, I reevaluated the amount of information I was including in each lecture. Rather than attempting

to cover *every* topic in the book, I aimed to highlight the most important information and to build connections among them. I also spoke candidly to the students about the mission of the course to introduce a breadth of topics. To facilitate this discussion, I shared the range of classes available across our department's curriculum (something I now do every semester!), highlighting the fact that there is an undergraduate majors class for nearly every topic we cover in FCHD 1500: *Human Development across the Lifespan*. In subsequent semesters, this disclaimer has helped students better understand the role of the course in the department's curriculum.

GRADUATE MENTORING

Criterion 3: *Where appropriate, we expect you to demonstrate your ability to attract graduate students and to mentor them to the successful completion of their degrees.*

Over the past three years, I have served as the major professor for four doctoral students, highlighting a trajectory of growth in my research laboratory. The first of my students, Mr. Keith Osai (5th year), has successfully passed and defended his comprehensive examination and dissertation proposal, and is on schedule to defend his two-study dissertation in August 2018. I have worked closely with Keith in his mastery of content area knowledge and we have co-authored three published peer-reviewed manuscripts and have one more in review. The second of my students, Ms. Logan Lyons (4th year), has successfully passed and defended her comprehensive examination and dissertation proposal, and is on schedule to defend her two-study dissertation in September 2018. Logan served for two years as the project manager for our NCAA-funded research, and coordinated participant recruitment, data collection, and data analysis across three universities. We have co-authored three published peer-reviewed manuscripts and have two more in review. The third of my students, Mr. Marshall Grimm (3rd year), has successfully passed and defended his comprehensive examination and is on schedule to propose his three-study dissertation in October 2018. We have co-authored one published peer-reviewed manuscript and are completing a project targeting parent vocalizations on the sidelines of children's sporting events. This multifaceted project will likely result in three or four publications over the coming 24-36 months. My most junior student, Mr. Michael King (1st year), is scheduled to take his comprehensive examination in January 2019. We have co-authored two published peer-reviewed manuscripts and are completing a project targeting parent temperament and its influence on parenting practices in organized youth sport settings. This interdisciplinary project will likely result in two additional publications over the coming 12 months. These students are obviously at various stages of their professional path, and I am working closely with each to build their professional capacity to design meaningful and executable studies that will contribute to their own careers as well as our field's

knowledge of families in sport. For examples of collaborative publications with my four graduate students, see **Appendix F**.

In addition to the students under my direct supervision, I currently serve as a committee member for six graduate students. Additionally, I have served as a committee member for 13 graduate students who have earned PhD or MS degrees from Utah State University and one who earned a PhD from the University of Montana. My role on these committees has varied, but I am typically utilized as a content area expert and/or qualitative methodologist. I do not take these mentoring relationships lightly and attempt to offer these students the same level of mentorship and critique as I do students under my direct supervision. In evidence of this, see **Appendix G** for an edited dissertation, as well as an acknowledgement (at right) that was included by the same student in her final dissertation document.

> I am grateful for Dr. Travis Dorsch, who helped guide me to what I wanted to study and how I wanted to study it. As intimidating as I was (and still am) by him, I am forever thankful for being such a valued member of my committee. His ability to mentor is extremely unique and I appreciated his encouragement to forge my own path as a researcher. His attention to detail is phenomenal and I will forever be indebted for all of his time that went into edits on this dissertation. Not to mention, allowing me to use his modified instruments for this study. I hope that we can continue to have a relationship and I cannot thank him enough for the work he has done for the NCAA on this subject matter.

On top of these responsibilities, I have supervised 13 graduate teaching assistants in my sections of FCHD 1500: *Human Development across the Lifespan*. In supervising these students, I take a keen interest in working closely with them on their professional development. One example of this is allowing them to substitute lectures for me once or more over the course of the semester. Subsequent to each guest lecture, I meet with the student to discuss their strengths and weaknesses, and I provide them with a hand-written evaluation of their experience to further their development. This mentoring load exceeds the expectations set forth by my department head and has challenged other, more senior, faculty to engage with graduate and undergraduate students.

PEER EVALUATIONS

Criterion 4: *We expect systematic and repeated peer evaluation of your classroom performance throughout your probationary period. We also expect evidence of your response to these peer evaluations, and documentation of changes to your instruction that you have made as a result of such feedback.*

More senior faculty as well members of my tenure advisory committee have observed my teaching and mentoring in three distinct settings: Drs. Troy Beckert, Jeffrey Dew, Yoon Lee, and Amy Odum have observed multiple lectures in my undergraduate sections of FCHD 1500: *Human Development across the Lifespan*; Drs. Richard Gordin and John Kras have observed me in numerous small group settings with

M.S. and M.Ed. students in PEP courses; Drs. Troy Beckert, Beth Foley, and Richard Gordin have all visited and/or participated in the *Families in Sport Seminar* to observe my teaching and mentoring style.

In each of these settings, reviewers' feedback has been overwhelmingly positive and has provided me with points of emphasis to improve and integrate my teaching and mentoring practices moving forward. A comprehensive documentation of peer review (i.e., observational feedback), in the form of letters of evaluation, can be accessed in **Appendix H**. Below I offer a selection of quotes that capture the generally positive peer observations of my classroom climate.

"Dr. Dorsch displayed a number of skills of a master teacher." "I was impressed with his professional presentation, his control of the class, and his clear enjoyment for teaching." "His presence in the classroom … created a very warm and inviting atmosphere for intellectual exchange."	"Dr. Dorsch provided many real-life and practical examples through comparisons, pictures, and so forth, that appeared to enhance student learning." "Travis [built] a classroom in which every student had their own personal stake." "One of your strengths as a teacher is to help students feel like their class is a place where they will be valued and where their input is welcome."	"I found [Dr. Dorsch] to be an accomplished and effective teacher." "Dr. Dorsch … has a unique ability to interact with students in a warm, yet professional, way." "It was obvious [Travis] was helping these students build skills that they would be able to use in their future careers."

COMMITMENT TO HIGH QUALITY EDUCATION

Criterion 5: *We expect you to participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.*

In the first year of my appointment, I participated in the Utah State University Teaching Academy, a twice-monthly meeting of all new faculty on the USU campus. This program provided a broad foundation of knowledge, ranging from IDEA student ratings to Canvas and iClicker workshops. As part of the Teaching Academy, I read the text *How learning works: 7 research-based principles for smart teaching.* This book outlines seven evidence-based principles to help facilitate learning in the classroom. In **Appendix I**, I outline these principles, discuss how they have shaped my teaching practices, and outline how I use feedback from students to continually tweak my teaching style.

In my second year, I sought additional on- and off-campus opportunities to learn from senior faculty and experts in university pedagogy. Over the winter break, I read *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. I have subsequently implemented many helpful strategies for dealing with the everyday challenges of being a university professor. One of the specific ways I have attempted to enhance my large course sections is by building community. Specifically, I have used pre-tests to assess collective knowledge at the start of class, posted media examples and discussion threads on Canvas that support the knowledge being gained in lecture, and prioritized the goals of the class. Prior

to my third year, I took part in the *Empowering Teaching Excellence: Foundations of USU Teaching workshop*. In this one-day workshop, I received personalized assistance to enhance my teaching, learned how to improve upon and implement powerful educational tools, and gained insights to student engagement, and course organization.

In addition to these targeted activities, I have taught outside of my own assigned course sections. On campus, I have sought out professors teaching courses in my area of expertise (e.g., Dr. Richard Gordin; PEP 4000: *Mental Aspects of Sports Performance*). In other cases, faculty peers have sought my expertise to enhance their courses in overlapping areas of interest (e.g., Dr. Lisa Guntzviller; CMST 4140: *Communication in Family Contexts*). I have on more than 20 occasions taught in community and organizational settings where I had opportunities to sharpen the strategies I employ in my courses.

In the first five years of my appointment at Utah State University, I have developed two new courses. I developed the first course, FCHD 6/7200: *Families in Sport,* in Spring 2014. I designed this topical seminar to introduce masters and doctoral students to foundational research at the intersection of family theory, developmental sport psychology, communication, and sociology. Topics included theoretical and methodological considerations, the culture of youth sport in America, the intersection of family and sport, motivation to participate in sport, sport parenting styles and practices, sibling relationships in sport, and elite athletes and their families.

I developed the second course, PEP 5200: *Human Motivation in Physical Activity Contexts*, in Spring 2015 to fill a gap in the KHS curriculum. Across the multiple disciplines of kinesiology, one thing that often eludes practitioners is the ability to motivate individuals to engage in proscribed behavior in various settings (e.g., sport, rehabilitation). I therefore developed this course to introduce graduate and advanced undergraduate students to the theory and science of human motivation, as well as the role of motivation in sport, physical activity, and recreational settings. I focused on the intrinsic and extrinsic factors that shape behavior and behavior change, the impact of the motivational climates created by significant others, and the positive and negative outcomes of various forms of motivation (e.g., extrinsic, intrinsic). Importantly, I also incorporated "real world" examples and gave students an opportunity to apply principles in laboratory (See **Appendix J** for an example lab assignment in this course).

ENGAGEMENT WITH STUDENTS

Criterion 6: *We expect you to document your engagement with students outside normal classroom instruction. Such engagement may take different forms, such as involving students in your scholarly activities, supervising independent study, advising student organizations, or consulting with students regarding their evolving careers.*

In addition to my formal teaching experiences, I have undertaken supervision of 59 undergraduate students as they complete semester-long (or multiple semester) research assistantships in the Families in Sport Lab. In this role, I have assisted with study conceptualization, data analysis, and interpretation for 11 student-led research projects, including three undergraduate theses. I take great pride in socializing graduate and undergraduate researchers to become future leaders in the field. This is accomplished by mentoring them through the process of peer-reviewed publication, as well as conference submission and presentation. Collectively, graduate students in my research laboratory have authored 18 conference or symposium presentations, and six published, two submitted, and six in progress peer-reviewed

From: "Justin. Sheets" <JustinGSheets@hotmail.com> Date: Friday, April 27, 2018 at 12:40 PM To: Travis Dorsch <travis.dorsch@usu.edu> Subject: Thanks

Hey Travis,

Just wanted to message you to thank you for giving me the opportunity to work with you and Logan this semester. It was a great experience for me to be able to work first hand on a research study. Like I said before, working in research never really caught my attention. It always just seemed like a long hard process that wouldn't be enjoyable. But this opportunity has really changed my perspective. It has helped me to see how fun and interesting it can be to work in research. I think that part I like the most was feeling part of a team when Logan, the other undergraduate assistants and I all came together to discuss our findings from the interviews. It was a really fun process and got me thinking back to the things I was able to learn this passed semester in my Sports Psychology course. It was a really great chance to gain that experience and apply those things. I really look forward to possible working more with you and your graduate students in the future!

Thanks,
Justin Sheets

manuscripts. Undergraduates in my research laboratory have authored 37 conference or symposium presentations, four successful URCO grant proposals, and nine published, four submitted, and six in progress peer-reviewed manuscripts. I take great pride in the fact that each undergraduate who works in my lab gets a hands-on research experience. I treat them not as an extra set of hands to do the dirty work, but as budding colleagues. This philosophy of interaction is supported by the email at right from one of my recent undergraduate research assistants.

In addition to pursuing these research products, my group of graduate and undergraduate students meets twice monthly in the *Families in Sport Seminar* to discuss relevant literature in psychology, communication, and sociology journals. The goal of this seminar is to socialize students as effective consumers of research. I typically assign one reading (of a published manuscript in our collective area of interest) per week. When the group comes together (typically 2-3 faculty, 3-4 graduate students, and 4-5 undergraduate students), one of us will typically provide a brief synopsis of the reading and then guide the discussion of its strengths, weaknesses, and contributions. These seminars build students' knowledge of the literature and prepare them to become future reviewers for journals, chapters, and their own students. Importantly, I view these opportunities as a bridge between my teaching and research agendas, and a chance to enrich the experiences of students who commit to working in my laboratory. See **Appendix K** for an example *Families in Sport Seminar* reading list from a recent semester.

FALL UNDERGRADUATE RESEARCH SYMPOSIUM:
Family and Human Development in Context

TUESDAY, DECEMBER 3, 2013
Family Life Building 206
Utah State University
3:00-3:30pm: Free Food and Poster Session
3:30-5:00pm: Student Presentations

SPONSORED BY:

An event that has fostered student opportunities to gain critical presentation experience is the *Fall Undergraduate Research Symposium* (see flier at right). Upon my arrival at USU in Fall 2013, I founded this event as an opportunity for undergraduate researchers to showcase their research in a small, non-competitive environment. The event has grown in its three-year existence and will become part of USU's official program for student research in 2016. As the founder of this event, I take great pride in offering it as a platform for students to disseminate findings from their undergraduate-led research projects.

My work with undergraduate scholars extends beyond the research laboratory, as I have actively contributed to Utah State University's *Undergraduate Teaching Fellow* and *Honors Book Lab* programs. I have supervised six undergraduate teaching fellows in conjunction with my FCHD 1500: *Human Development across the Lifespan* course. In this role, I mentor students on how to create class lectures, quizzes, exams, and assignments. I also allow them autonomy to create and deliver one lecture on a topic of their choosing. Of the four students who have subsequently graduated, each is currently pursuing graduate work in psychology, human development, family, or sport-related fields. I have also mentored nine undergraduate students across two honors book labs on campus. In May 2017, my group of five students read and discussed Daniel Kahneman's *Thinking Fast and Slow*. In May 2018, my group of four students read and discussed Charles Duhigg's *The Power of Habit* (see **Appendix L** for one-page course syllabi for the May 2017 section). In my role as a discussion leader, I am privileged to learn alongside students from a range of departments and with diverse interests and skill sets. Ultimately, I have found this not just to be a mentorship opportunity, but an enriching learning opportunity as well. In fact, it has allowed (forced!) me to read in areas that have spawned new directions in my own teaching and scholarship.

EVIDENCE OF TEACHING EFFECTIVENESS

Criterion 7: *We expect you to provide a variety of types and sources of data about your teaching performance (e.g., student outcomes, portfolios of student work, and course projects). Ultimately, the evidence that you provide regarding your teaching and advising effectiveness will be enhanced, strengthened, and be more persuasive if it addresses different aspects of your instruction (e.g., in-class presentations, written course materials, tests and examinations, contributions to the USU honors program, and/or out-of-class interactions with students).*

One of my primary aims as an educator is to provide students a skillset that allows them to write accurately and persuasively, in a parsimonious way. In the classroom, this is accomplished via end-of-semester topic papers. Topic paper assignments vary across my graduate and undergraduate courses; however, I ALWAYS ask students to hone their writing skills in the context of my course. In FCHD 1500: *Human Development across the Lifespan*, these papers are four pages in length and require students to

access peer-reviewed and popular sources via the library website. Students then use in-text citations and an APA-style reference section to cite these sources. Because most of the students in this course are freshmen and sophomores, I also dedicate two class days to preparation for this assignment. On the first, I invite a campus librarian to class to introduce students to the library's online search tools. On the second day, we cover the basics of APA stylistic guidelines and offer a template of how to write an effective introduction section.

In other content area and methods-focused graduate courses, students are expected to compose research proposals in a topic area of their choosing. Proposals are generally 10 to 15 pages in length and require students to conduct a comprehensive literature review via the library website. Students will then draft the introduction and method sections of a manuscript, offering insight into potential results and discussion areas. Although graduate students are generally stronger writers, student strengths and weaknesses vary across discipline, stage of their program, and technical writing experience. Because of this, I dedicate one day to walking students through the composition of a strong introduction section. This PowerPoint lecture can be found in **Appendix M**.

I also work closely with the students to enhance their command of content area knowledge and theory and challenge them to choose and rigorously describe the method(s) that will guide their work. Finally, I encourage them to situate their proposed work within the broader scientific knowledge base. To accomplish these three aims, I offer formative feedback to students on early iterations of their proposals. In doing so, I approach the work as if I were a reviewer for an academic journal. I believe this not only affords them an opportunity to enhance their current proposal, but also offers insight into the process of peer review. **Appendix N** showcases a graduate student proposal for which I provided substantive feedback.

Although teaching is not about awards, such recognition does serve to reinforce the teaching pedagogy and mentoring processes in which I engage. I was awarded the 2014-2015 Undergraduate Research Mentor of the year and the 2017-2018 Undergraduate Faculty Mentor of the year for the Human Development and Family Studies and the Emma Eccles Jones College of Education and Human Services. Additionally, undergraduate members of my *Families in Sport Lab* were honored as the college *Undergraduate researcher of the year* (Michael King, 2014-2015) and *Scholar of the year* (Analise Barker, 2014-2015) in the Emma Eccles Jones College of Education and Human Services, and as the *Scholar of the Year* for the College of Humanities and Social Sciences (Erica Hawvermale, 2016-2017).

Teaching Documentation

Lianna Etchburger

Dr. Lianna Etchberger was promoted to full tenured professor in 2015 after starting at the Utah State University Uintah Basin campus as an adjunct lecturer in 1995. Her expertise is rooted in innovative approaches to teaching and mentoring. She has served as a National Academies Education Mentor in the Life Sciences and contributed to the inclusive teaching module for the Summer Institutes on Scientific Teaching. Lianna currently serves as Associate Vice President for the Moab Regional Campus.

TEACHING RESPONSIBILITIES

Utah State University expects me to be excellent in my major role, which is teaching (85%). The purpose of this document is to provide evidence of my teaching excellence for promotion to Professor of Biology at Utah State University (USU).

I am responsible for teaching nine credit hours per semester, and advising biology majors and pre-allied health students at the Uintah Basin Regional Campus (UBRC). I have taught ten different courses (Table 1) since joining the Biology Department faculty at UBRC as a tenure-track member in Fall 2003. With a change in UBRC faculty personnel in 2011, my offerings are now focused to four regularly taught courses on which I can concentrate: Biology I, Principles of Genetics, General Microbiology for majors, and Elementary Microbiology for pre-allied health students (see Appendix A for current syllabi). I receive one additional credit toward my teaching load for courses with a lab component (e.g. 5 credits for BIOL 1610). In addition to my assigned teaching responsibilities, I have mentored seven undergraduate researchers and a teaching intern, taught science lessons to local school children, and facilitated teacher development at USU and at national science teaching workshops.

TABLE 1: Courses Taught Since Fall 2003

Course (cr.)	Title	Lab	Times Taught	Year First Taught	Average # Students	Delivery Methods
Courses Taught Currently						
BIOL 1610 (4)	Biology I	Yes	4	2009	18	Face-to-face
BIOL 3060 (4)	Principles of Genetics	No	5	2004	8	Face-to-face / IVC^

| BIOL 3300 (4) | General Microbiology | Yes | 5* | 2009 | 4 | Face-to-face |
| BIOL 2060 (4) | Elementary Microbiology | Yes | 14 | 2003 | 16 | Face-to-face |

Courses No Longer Taught Regularly						
BIOL 1620 (4)	Biology II	Yes	1	2011	14	
BIOL 5210 (3)	Cell Biology	No	1	2006	3	Face-to-face
BIOL 5330 (3)	Virology	No	1	2005	6	Face-to-face
BIOL 1010 (3)	Biology and the Citizen#	No	2	2003	44	Face-to-face / IVC^
EDUC5560 (1)	Spec Top (Teaching Evol.)	No	1	2004	23	Face-to-face
PE 1620 (1)	Hiking	No	4	2005	12	Face-to-face

* Taught only lab portion twice as part of an instructor team / ^ Synchronous delivery via Interactive Video Conference (IVC)

Taught as Concurrent Enrollment via IVC to high school students

TEACHING PHILOSOPHY

Learning Biology: Those Who Do the Work Do the Learning

My job as a teacher is to empower students to learn in a way that transforms how they think about biology and the world around them. Most of my students are non-traditional students struggling to make a better life for their families, adults wanting to change careers, or first generation college students unfamiliar with the culture of higher education. As future scientists, teachers, and citizens, they need the skills and knowledge to critically evaluate novel information, and solve challenges not yet conceived. Biologists have a framework of *core concepts* like evolution, structure and function, and information flow that helps us integrate new information. We use this framework, the scientific method, and analytical *skills* to evaluate data and make sense of it. For students to learn biology they must think about it deeply, identify relevant information, question and evaluate it, connect it to what they already know, and incorporate it into their view of the world. My duty is to help my students navigate the university culture, and to give them a foundation for *thinking like biologists*.

Learning is the act of acquiring skills and knowledge that result in lasting changes in behavior. Neuroscience tells us that learning is the alteration of neuronal connections in the brain; therefore *those who do the work do the learning*. I have a constructivist view of learning. Deep and lasting learning occurs when students are motivated, engaged, and provided with opportunities to reinforce what they have learned. Adults are *motivated* to learn when they regard the material as relevant to their lives, and believe that expectations of their performance are fair and attainable. They build new knowledge on their foundation of prior knowledge. By *actively engaging* in the learning process, they discover through trial and error where the gaps are in their understanding and fill them in. They must *reinforce* new neuronal connections through application and practice to make the learning last. Sometimes, students experience cognitive dissonance when they are confronted with information that conflicts with their view. They are forced to reorganize their conceptual framework to make the new information fit. If reconciled correctly, the result is a lasting change in behavior.

Learning to Teach Biology: Shifting Focus From Content to My Students

Very early in my teaching career, I believed that everyone learns biology the same way that I had. I told my students what was in the textbook and presented it in an organized fashion that made sense to me. One day, a student raised his hand in class and announced, "I want to let you know that I don't believe anything you are saying, but I will figure out what I need to know [about evolution] to pass this class." I was stunned. I realized his view of the world was clearly very different from mine, and he was not going to learn biology the same way that I did. His comment prompted me to think deeply about what it means to learn from the student's perspective.

Pre-tenure: I was trained to think like a biologist, but it has taken me many years to learn how to think like an educator. I initially viewed learning very narrowly as a student's ability to understand content. *I focused on what I was doing as the **teacher** and on what **content** I chose to present.* My efforts to mimic my teachers by *telling* my students about biology, however, were not satisfying. I realized that if I am the one doing the work of organizing the lecture content, then I am the one doing the learning, not the students.

Immediately prior to earning tenure, I attended the National Academies/Howard Hughes Medical Institute's Summer Institute on Undergraduate Education (NASI) in 2007. At this weeklong intensive workshop, I learned to apply scientific teaching, a pedagogical approach to teaching undergraduate science in which teaching and learning are met with the same rigor as science itself. It involves empirically based *active learning* strategies to engage students in the process of science, and methods to *assess* student learning. It emphasizes *alignment* of activities and assessments with *learning objectives*, and utilizes teaching methods that have been systematically tested and shown to reach *diverse* students (Handelsman, 2004). Participation in the NASI had a profound influence on my vision of teaching and learning. By the

time I achieved tenure, *I was focused on what my* **students** *were doing and on what* **skills** *they were developing as they learned new material and integrated it into their conceptual framework of biology*.

Post-tenure: After earning tenure, I honed my scientific teaching skills (Handelsman, 2007) and continued to concentrate on student learning, but in a broader context. I reviewed literature on metacognition (awareness and understanding of one's own thought process), self-efficacy (confidence in one's own abilities), and team-based learning methods during my sabbatical in 2012. I also fortified my conceptual framework of scientific teaching with neurocognitive and social science components (Doyle, 2011; NRC, 2000). As a result, I have a deeper understanding of *why* certain teaching methods work making it easier for me to identify learning issues and devise strategies to address them. My awareness of how students' attitudes and beliefs affect their learning is more acute as an outcome of my recent role as the leader of the Inclusive Teaching Working Group of the National Academy Scientific Teaching Alliance (NASTA). I integrate conceptual teaching with strategies to provide a safe environment for all students to participate, ask questions, contribute ideas and voice opinions (for example, see Tanner, 2013). I aim to motivate students by including engagement and science processing activities that make course material relevant to their careers and their lives. *I now view my students as* **learners of biology***, and strive to create an* **equitable and inclusive** *learning environment to support learning by all of my students*.

TEACHING OBJECTIVES, STRATEGIES, AND METHODS

I have three main goals for using evidence-based methods in my teaching:

1. Design instruction that emphasizes essential concepts and skills for student success beyond my classroom
2. Create a classroom environment that promotes learning by all
3. Continually improve learning for my student and the students of others.

For each goal, specific objectives, and strategies and methods used to achieve them, are discussed in this section. A table aligning these goals with objectives, strategies and methods is found in Appendix B.

Designing Instruction for Student Success

To be competitive and successful in their careers, students need generative knowledge and skills for life-long learning. To this end, I aim to teach concepts and competencies, not a string of facts. I plan instruction using Backward Design (Wiggins & McTighe, 1999) by first considering what students should know and be able to do at the end of a course. This helps me to generate general course goals and specific learning objectives that focus on essential concepts, and keeps me from being distracted by tangentially related material. Sharing learning outcomes with students makes my expectations of their performance clear, thereby taking the guesswork out of what to study. Performance-based learning objectives also help me design activities that direct learning toward the objectives, and write exams that objectively assess

students' achievement. Goals for current courses are found in the syllabi in Appendix A. Representative learning outcomes are found in the Study Guide examples in Appendix B.

Creating a Classroom Learning Environment

Engaged and Active: While lecturing has its place, active learning strategies are clearly more effective for learning (Freeman et al., 2014). I spend as much class time as possible guiding students as they actively struggle with difficult concepts (solving problems in small groups, for example) and providing feedback while learning is taking place. Working in small groups helps students learn different ways of approaching a problem. Active learning alerts students to weaknesses they need to address before the next exam. By paying careful attention while students express their thought processes (formative assessment), I can uncover points of confusion and misconceptions, and devise remediation strategies before the exam. *I believe my use of formative assessment to tailor my teaching to different student groups is one of my strengths as a teacher.*

Included: The strength of a learning community is enhanced by equity and inclusion. I have come to appreciate that all aspects of students' diverse education and life experiences influence their engagement. Therefore, I ensure that all students participate and feel valued by using inclusive teaching strategies in the classroom (examples include using students' names, structuring classroom behavior, and facilitating small groups to ensure participation by all; see also Tanner, 2013). Students can also be invited to put forth high levels of effort if exams are a fair measure of their expected performance. Students are likely to withdraw their effort if they think exams are too hard or too easy. Most students regard my exams as fair because exams are aligned with expectations: questions reflect learning objectives and the activities assigned to support them. *I believe that my ability to nurture student learning while maintaining high standards is another of my strengths*. A detailed example from Principles of Genetics illustrating how I align learning objectives with summative assessments (exam questions), along with the in-class activities used to support these particular objectives, is found in Appendix B.

Improving My Teaching and Student Learning

I regularly assess student learning and attitudes both summatively (projects and exams) and formatively (during class and student surveys), and reflect on what works in the class and what doesn't. When students are frustrated or learning is hindered, I consult the literature and my peers for solutions. For example, I have had students who are clearly very bright and concept oriented but don't do well on written exams. I reflected on how I assigned grades and realized that exams and quizzes alone fall short of measuring many of the skills I intend to teach. In response, I have changed my courses to incorporate a wider variety of assessments allowing students to demonstrate mastery in multiple ways (writing assignments and projects, etc.). An example of this change is found in Appendix A by comparing grading

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schemes in the Elementary Microbiology syllabus from spring 2000 to that of spring 2013. Additional examples of modification made in response to reflection are described in the next section.

TEACHING CHALLENGES AND INNOVATIONS

Preparation

Especially in introductory courses, many of my students are ill prepared for university study simply because they are not yet aware of what helps their learning (metacognition), or they do not know how to think about biology. I found that merely directing students to study resources is not enough, so now I explicitly promote students' metacognition throughout the semester. On the first day of class in Biology I, for example, we discuss how learning works, the importance of metacognition, and effective study skills. I provide a "Study Tips" page in Canvas (USU's Learning Management System) for each of my courses. After exams, I ask students to reflect in writing on how they studied, how they performed, and what they plan to do differently for the next exam. I also introduce students in Biology I to a framework for connecting new information. At the beginning of the semester, I assign an activity to help them get started applying the Vision & Change core concepts (Brewer & Smith, 2011), and continue to make explicit connections to the concepts throughout the semester. Samples of materials I have developed and adapted to promote metacognition in biology are found in Appendix C.

Motivation

Some introductory students do not see the relevance of the course to their career plans, and they struggle with learning. I have come to discover that students' motivation to learn increases when they perceive material as relevant and useful. To increase motivation, I now ask students about their career plans and personal interests, and find ways to explicitly connect their interests to course content. I have also developed successful engagement activities, designed to motivate, that involve popular podcasts and online discussions with great success. Examples of successful engagement assignments that I developed to motivate students in Principles of Genetics and in Elementary Microbiology are found in Appendix C.

ENGAGEMENT WITH STUDENTS OUTSIDE OF THE CLASSROOM

Interacting with students outside of the classroom has a high impact on student engagement and retention (NLCLAP, 2011). In this section, I describe my formative interactions with UBRC undergraduates outside of normal class instruction.

Mentoring Undergraduate Researchers

I encourage all UBRC biology majors to pursue undergraduate research because the experience engages students in the classroom and helps them to be knowledgeable and competitive in pursuing

graduate or professional education. For students working in my lab, my mentoring philosophy is based on three main principles:

- Making expectations clear (hours of work, deliverables, and literature research for proposal of future work, etc.)
- Tailoring activities and projects conducive to the student's career and learning goals (and helping them to identify those goals if necessary)
- Guiding students in their own learning by asking carefully crafted questions

I require undergraduate researchers to develop a research poster as evidence of their learning experience. Together we scaffold the research process by first focusing on the poster format, and then progressing toward completing each section as the project develops.

I have mentored seven undergraduate researchers (two of them post-tenure). Three of them presented their research at venues including the Uintah Basin Research Conference at the UBRC (local) and the Utah Conference on Undergraduate Education (regional). A list of student researchers and their projects is provided in Appendix D.

Carrie Young: 2010 Robins Award, USU Undergraduate Researcher of the Year at USU: I am very proud that my undergraduate research student received this significant honor for her research accomplishments. She was chosen for this award from among the Undergraduate Researchers of the Year at each college based on the merit of her interview. Ms. Young's accomplishments are listed in Appendix D.

> *"[Receiving the Robins Award] was one of the most poignant experiences of my life. Her guidance as a mentor, walking me through actual application of the scientific method, deepened my love of biology."*
>
> *Carrie Young*

Mentoring Science Fair Judges

When I brought the Uintah Basin Middle School Science Fair to the UBRC in 2011, I realized the wonderful opportunity it provided to involve undergraduates in the excitement of science from a new perspective. I developed a judging rubric in collaboration with the science teachers, and trained UBRC science students working in teams to objectively choose the best projects. Our conversations about what good science looks like have been incredibly deep and rewarding for us all. In total, I have mentored 27 undergraduate judges. The judging rubric and responses to the 2014 student judges' survey are found in Appendix D.
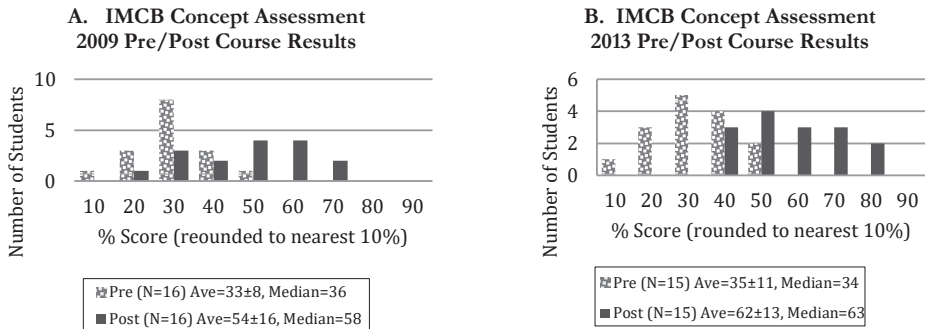
Advising

I am the biology advising contact at the UBRC. I assist biology majors and pre-allied health students in planning coursework that fits their busy schedules, financial needs, graduation requirements.

EVIDENCE OF STUDENT LEARNING

Student Learning Gains

The ultimate measure of excellent teaching is evidence of student learning. I measure student learning gains in my courses for which valid and reliable assessments are available in the literature. Concept inventories are multiple choice instruments designed to assess achievement of concepts identified as essential by content experts. Gains in learning are determined by comparing student scores pre- and post-instruction. Such an instrument is available for two of my courses: the Genetics Concept Assessment (GCA; Smith et al., 2008) for Principles of Genetics, and the Introductory Molecular and Cellular Biology Assessment (IMCA; Shi et al., 2010) for Biology I. Results comparing learning gains for the 2009 and 2013 fall semesters of Biology I are provided in Figure 1. Results demonstrate that, as an outcome of taking my course, students learned key concepts (significantly higher average score and shift to higher score distribution post-instruction). In addition, these data suggest that my teaching has improved over time; average scores and distributions post-instruction are higher in courses taught more recently (Figure 1B) compared to the course taught four years earlier (Figures 1A).

A. IMCB Concept Assessment 2009 Pre/Post Course Results

Pre (N=16) Ave=33±8, Median=36
Post (N=16) Ave=54±16, Median=58

B. IMCB Concept Assessment 2013 Pre/Post Course Results

Pre (N=15) Ave=35±11, Median=34
Post (N=15) Ave=62±13, Median=63

Figure 1. Learning Gains in Biology I (BIOL 1610) Courses.

A. Course taught in 2009. B. Course taught in 2013.

Student Products

As evidence of my use of varied forms of assessment for grade determination, examples of graded student products are provided in Appendix E. Included is an exemplary Pathogen report by an Elementary Microbiology student with the corresponding grading rubric (designed to illustrate relevance of course material by applying it to a pathogen of their choosing, assignment guidelines are included), and a graded in-class application activity completed by a student team in Principles of Genetics.

EVALUATION OF MY TEACHING BY OTHERS

Student Course Evaluations

Summary evaluation of my courses using the IDEA Student Evaluations compared to the IDEA data base demonstrate that: BIOL 1610 and BIOL 3060 students rate the course similar or higher; BIOL 2060 students rate the course lower; and BIOL 3300 students rated the course much lower in fall 2011, and much higher in fall 2013.

Elementary Microbiology (BIOL 2060) is required for admission to allied health programs, so students have much at stake in this course for which they are often unprepared. Student evaluations for this course vary dramatically relative to courses for biology majors, even for the same instructor. Even though I try different approaches to motivate students while maintaining high standards, it is clear that I still have work to do for this course.

Student Comments on Course Evaluations

Most student comments in formal evaluations of my courses are favorable and constructive, and I have learned much from reading and reflecting on them. My analysis of student comments from IDEA course evaluation this past year can be found in Appendix F. Student comments addressing elements of my philosophy and teaching style are listed below as evidence that students perceive these elements as helpful to their learning.

> *"Lianna was very good at making a list of course objectives and I noticed if I studies those learning objectives, I did well on the test. Just like she promised us we would."*
> *Elementary Microbiology student, Spring 2014*

> *"As a visual learner, all the demos we did in class were extremely helpful to me. I enjoyed having the supplemental web sites available to me on Canvas so that I could help clear up some of the confusion I found myself in during some of the subject matter. The [reading quizzes] and exam study guides helped focus my time as well. Thanks!"*
> *Principles of Genetics student, Spring 2014*

> *"I like your teaching style. I like that we not only cover a topic in class, but you will find different angles to relate back to previous topics so we understand it more clearly. It helps me to more thoroughly understand how different topics relate to each other rather than learning about everything separately and not being able to draw connections among concepts."*
> *General Microbiology student, Fall 2013*

Solicited Letters from Students

For the purpose of inclusion in this portfolio, I solicited letters from students asking them to discuss my teaching. Most of these students are graduates, and their letters are found in Appendix G. These letters are particularly gratifying because students' remarks are aligned with my philosophy, and provide examples of how they have been impacted by my courses. These students believe that they have acquired skills that

will sustain lifelong patterns of learning. Selected quotes exemplifying my impacts on students' metacognition, engagement, and inclusion are listed below.

"…I found myself studying more actively. Over time I started asking myself specific questions before I started reading that I would attempt to answer as I went through the assigned chapters. Lianna spent time teaching us about study techniques … that made studying complex processes more manageable. I used the study habits I gained while in her class to study for subsequent classes, to study for the Dental Admissions Test, and, most recently, to study for my National Dental Board exam this summer [2014]."
Kolby Lance, Dental Student, Missouri School of Dentistry and Oral Health

"In order to test frequently [BIOL 3060, spring 2014], she required you to read the lesson before class and had a simple yet effective quiz on the reading at the start of the class period about once a week. Then as we moved through the material she would ask everyone, by name, questions on what was being taught to make sure everyone was learning. Then, we would work in groups explaining information to each other in order to grasp the material firmly. Only after all of these pretests would we be given an exam to test our understanding … I hold her as one of the best academic teachers I have had the privilege of being a student under …"
Tanner Allen, student currently applying to medical schools

"…She said she would be willing to accommodate me and made a huge effort … making it possible to pass her course [BIOL 1610, fall 2011]… [and] able to graduate with my Associates which became instrumental in me being promoted from a motorman on a drilling rig to a HSE supervisor over the division … she was captivating and I haven't seen another teacher that held the focus of her class like she did. With a very mixed crowd, she was able to appeal to all of us and kept us interested and engaged …"
Michael Potts, HSE Supervisor, Pioneer Energy Services

Peer Evaluations

Written evaluations of my classroom performance by peers pre-tenure were very complimentary, especially with regard to my rapport with students and my use of formative assessment. After my probationary period ended, I requested directed feedback from two of my UBRC colleagues, Drs. Virginia Exton and David Law from the USU Emma Eccles Jones College of Education and Human Services. Each reviewed my teaching and provided overall positive evaluations as well as helpful suggestions, all of which I have addressed. Positive evaluations of my spring 2014 BIOL 3060 course were also provided by three members of my promotion and advisory committee: Dr. Carol von Dohlen, Dr. Frank Messina, and Dr. Jon Takemoto. These evaluations and my responses to the recommendations are found in Appendix H.

AWARDS AND RECOGNITION

Others have recognized my teaching and related leadership achievements with the presentation of awards as well as invitations to teach and mentor faculty. At USU, my teaching was acknowledged with three awards chosen by USU Regional Campus administrators. Certification of these awards is found in Appendix I.

Pre-Tenure: Teacher of the Year, USU UBRC (2005).

Undergraduate Research Mentor of the Year, USU Extension (Currently Regional Campuses; 2006).

Post-Tenure: Faculty of the Year, UBRC (2010).

At the university level, I am described as a "master teacher" in three letters from the Provost's Office inviting me to coach faculty in their first year of teaching at USU. On three occasions, the Provost's Office selected me to mentor other USU faculty in the development of their teaching portfolios.

At the national level, the National Academies of Science honored me as an Education Fellow in the Life Sciences for my participation in the NASI (approximately 50 awards in 2007), and as an Education Mentor in the Life Sciences for training and service as a group facilitator at the NASI (approximately 6 awards in 2008). Certification of these national awards is found in Appendix I.

Post-tenure, I accepted invitations to serve and present at several venues. I joined 28 colleagues at the invitation-only National Academies Summer Institute Leadership Summit at the University of Wisconsin in Madison (2012) where I became a member of a working group focused on improving the Inclusive Teaching session of the NASI (see letters from Dr. Mark Graham in Appendix B of the Research and Scholarship section, and Dr. William Wood in the appendix of the Service section of this dossier). I continue to serve in this group, now as the leader, and as a result have accepted three invitations to present the Inclusive Teaching session at three national workshops. I also accepted the invitation to teach two webinars and serve on the steering committee for the 2014 ASM Science Teaching Fellows Program. Representative invitation letters are found in Appendix I.

PROFESSIONAL DEVELOPMENT

This section documents my professional development activities related to teaching. Representative activities are provided as evidence of my continued commitment to high-quality instruction in my own classroom. A description of my accomplishments as a result of interacting with peers is described for each event. Evidence of participation in these workshops is found in Appendix J.

Pre-Tenure

National Academies Summer Institute on Undergraduate Biology Education (NASI; June 24-29, 2007). University of Wisconsin, Madison, WI

Biology Department colleague Greg Podgorski and I attended as a team representing USU. We learned to apply scientific teaching methods during this intensive weeklong workshop.

Post-Tenure

American Society for Microbiology, Biology Scholars Program, Scholarship of Teaching and Learning Institute (July 15-18, 2009). Washington, DC

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At this weeklong workshop, I learned about methods to assessing student learning, analysis of qualitative data, and considerations for implementing human subject research.

Small World Initiative, Partner Instructor Training (June 22-27, 2014). Yale University, New Haven, CT
At this weeklong workshop, I experienced the laboratory research curriculum, and adapted it to the objectives of my Biology I course in preparation for implementing it this fall semester, 2014.

PEER MENTORING

In this section I describe representative professional development workshops in which I facilitated the learning of teaching-related concepts by my peers. I have mentored or trained almost 200 faculty at USU and at institutions across the United States and in other countries. Beginning with the acceptance of my first invitation in 2008, the majority of my peer mentoring occurred post-tenure. While the numbers of students in my UBRC classroom are small, I have indirectly impacted the learning experiences of hundreds of other students by supporting the development of their teachers. Evidence of my involvement in these activities is found in Appendix J. Presentation of my related activities in the scholarship of teaching and learning are described separately in the Research and Scholarship documentation section.

Solicited Letters from Peers

I strive to support teachers at UBRC, especially those in biology and those adjunct instructors who teach on a course-by-course basis. I solicited a letter from Dr. Lea Ann Jolley, an adjunct instructor at UBRC, asking her to describe our interactions regarding teaching. In her letter, she describes the support I have provided to her and other adjunct instructors at the UBRC. Dr. Jolley's letter is found in Appendix G.

"It is immediately apparent to anyone who interacts with Dr. Etchberger that she is passionate about teaching; her commitment to achieving excellence in her own teaching, and her eagerness to help others improve as educators, is truly inspiring ... I feel that the implementation of [backward design] has definitely improved my effectiveness as an instructor, and I have Dr. Etchberger to thank for this improvement."

Dr. Lea Ann Jolley

Workshops at USU

Teaching Coach, USU Teaching Academy for New Assistant Professors (2008 to present)
The USU Provost's Teaching Academy program identifies master teachers to coach new assistant professors during their first year. I was pleased to be invited to coach a total of **three faculty**: two from the Emma Eccles Jones College of Education and Human Services (2008-2009 and 2013-2014 academic years), and another from the College of Science (2011-2012 academic year).

Teaching Portfolio Mentor, USU Teaching Portfolio Workshop (2011 to present)
The USU Provost's Office offers faculty training in the development of a teaching portfolio for documenting teaching excellence. I was mentored to write my own portfolio in 2010, and subsequently

invited to return for mentor training in 2011 and 2013. I served as one of eight members of the USU mentoring team in 2014. I have mentored **four faculty** in the development of their teaching portfolios: one in the Emma Eccles Jones College of Education and Human Services, one in the Jon M. Huntsman School of Business, and two in the College of Humanities and Social Sciences.

National Workshops

Education Mentor, National Academies Summer Institute on Undergraduate Biology Education (NASI; 2008 to present)

At NASI workshops, I mentored the collaborative work of a group of eight faculty from research institutions across the country. Each group applied scientific teaching methods to create a "Teachable Tidbit" that they presented to the larger group at the end of the week, and implemented at their home institutions. I facilitated a total of **24 faculty** at three different NASI events in 2008, 2009, and 2011.

Inclusive Teaching Presentation: an instructional session at three workshops.

As a result of my service as the leader of the Inclusive Teaching Working Group in the National Academies Scientific Teaching Alliance to improve the Inclusive Teaching session, I accepted invitations to present the session at three national workshops: two with co-presenters at the Mountain West regional NASI at the University of Colorado in Boulder (2013, 2014), and another independently at the Small World Partner Instructor Training at Yale University in New Haven, Connecticut (2014).

> *"She has not only provided needed leadership and authenticity to the working group, she has very productively and strategically solicited advice from experts in the field… It is her astuteness in identifying key collaborators that has led to a groundbreaking set of changes to the Summer Institute's Inclusive Teaching session."*
> *Dr. Mark Graham, Program Evaluator, Center for Scientific Teaching at Yale*

Active Learning Webinars: two of the instructional installments for the 2013-2014 ASM Science Teaching Fellows Program

I developed, implemented and assessed two webinars on active learning methods to an international group of over **50 new and future science faculty**.

SHORT-TERM AND LONG-TERM TEACHING GOALS

Short-Term Goals

Within one year I plan to:

1. Implement the Small World Initiative authentic research experience in my Biology I course and assess its effectiveness on student learning and retention
2. Develop a "Learning Map" of concepts and skills for the core biology courses taught at UBRC to establish a more cohesive program

3. Implement more engagement activities to illustrate relevance, especially in Elementary Microbiology, in an effort to better motivate student learning and to improve student course evaluations

Long-Term Goals

Within the next five years I plan to:

1. Develop strategies to improve retention and graduation in the Uintah Basin biology program
2. Design courses around a central theme or problem in an effort to improve student motivation and retention
3. Implement more Liberal Education and America's Promise (LEAP) High-Impact practices (for example: address social issues in biology or incorporate service learning) to better prepare students for their futures

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Teaching Documentation

Paul R. Grossl

Paul Grossl is a Professor of Biogeochemistry in the Department of Plants, Soils, and Climate at Utah State University. He teaches Introductory Soil Science, Soil Conservation and Management, and Urban Soil Management in both face-to-face and online formats. His research involves issues related to soil health, particularly sustainability of arid land systems, and natural attenuation of trace metal contaminated soils.

PURPOSE AND GOAL

As an associate professor of biogeochemistry in the Department of Plants, Soils, and Climate at Utah State University (USU), my academic year appointment is as follows: 50% research, 45% teaching, and 5% service. Even though research constitutes a greater share of my appointment, I very much enjoy my contact with students and feel that it keeps me connected to what I believe is the main mission of a land grant institution of higher learning – that mission being to educate the public to become better stewards of the land. The purpose of this teaching portfolio is to provide evidence of my teaching effectiveness and demonstrate that my teaching goals fall in line with the mission of Utah State University – a land grant university.

TEACHING RESPONSIBILITIES AND PHILOSOPHY

Responsibilities

Since arriving at USU seventeen years ago, I have taught well over 2000 students, and a variety of courses ranging from the introductory class in Soil Science (PSC 3000) to more advanced courses in Environmental Soil Chemistry (Soil 5050/6050) and Soil Nutrient Bioavailability (Soil 5550/6550), and our upper level capstone course (Soil 5750). Most recently, I created Soil Reclamation (PSC 4500) that was launched spring of 2009 and has been well received by the students. I have taught PSC 3000 (Fundamentals of Soil Science) every year since I arrived at USU and it is the course for which I receive the greatest recognition on campus and across the state.

My current teaching responsibilities are:

Course (Credit)	Title	Enrollment	Semester
PSC 3000 (4)	Fundamentals of Soil Sci.	80-100	Spr.'09,'10,'11
PSC 3000 (4) Broadcast	Fundamentals of Soil Sci.	26-53	Spr. '10; Fall '10,'11
PSC 4500 (3)	Soil Reclamation	13-26	Spr. '09,'10,'11
PSC 4500 (3) Off-campus	Soil Reclamation	26	Spr. '11

See Appendix A. Teaching for Course Syllabi

Graduate Student Mentoring

I also consider mentoring graduate students an important part of my teaching role. While at USU, I have been the major advisor and co- advisor for nine graduate students that have completed their degrees (2 Ph.Ds, 7 M.S.), 4 who are working on their theses, and two post- docs. I also have served on over 40 graduate committees (see Appendix B. Teaching – Graduate Student Committee Member). I require all of my students to teach a laboratory section for PSC 3000. In addition to mentoring my students on their research projects, I feel that it is important that students learn to be effective educators. It is of great benefit to them if they can learn and practice how to teach in a classroom setting.

Teaching Philosophy

Over the years I have found that students learn more when I work with them to understand basic concepts and fundamentals rather than lecturing facts to them. I also believe that the best learning environment is a relaxed, non-intimidating one where there is mutual respect between the students and myself. In some ways, I feel as if I am a coach guiding the students through my classes with the successful end game being that I provided them with a new and holistic awareness of the importance of soil, and prepared them to move to the next level of their schooling with a much greater appreciation of soil. The students trust that as their coach, I will use my experience to passionately guide them through the course and provide them with what they need to know to succeed. As a coach, I derive satisfaction when I meet my objective.

Teaching Objective

My objective is that my students succeed. They succeed when they learn and understand the course material, develop a greater appreciation of the importance of soil in the environment, and are prepared to use what they have learned for their future endeavors.

TEACHING METHODS

Overall Strategies and Methods

There are **strategies** and **methods** that I utilize in all of my courses that are steered by my teaching philosophy. These are as follows:

- **I learn the names of all the students in my classes within the first week** – no matter the size of the class. I find that this changes the students' attitude toward me, and the class. They now feel that we are working together to learn the material, that I have their interests in mind, and in some way, I feel that they work harder so as not to let me down.

- **I strive for an energetic flow** during each lecture and constantly **pose questions and provide the class with thinking points and real-life examples to clarify important ideas**. If I sense a lull in classroom energy, I will pause, present relevant stories or case studies –often injecting humor – until the energy level picks up.

- By noting the classroom energy, sometimes by jotting down brief notes to myself during lecture and by **taking fifteen to twenty minutes after each class to reflect on it, I can**

determine what aspects of my teaching may need refining.

- I still **conduct the bulk of my lectures by writing on the board** and only use PowerPoint as a supplement to help clarify points. The majority of my students have indicated that they follow and understand the lecture information better this way rather than flashing through a PowerPoint presentation.

- At the beginning of each lecture I present the students with questions to ponder and that we will answer that address the theme of that day's lecture. By **organizing the lectures into themes, and posing questions, I sense that the students have a better understanding of the relevance of the material and its importance within the broader realm of environmental science**. A consequence of this theme approach is that I do not lecture to fill the allotted time, but lecture until I feel that the information has been clearly presented and the majority of students clearly understand the material within each conceptually centered theme.

- I will never call on one individual student to answer a question because I believe that creates anxiety and tension within the classroom and stifles learning. Instead the **questions are posed to class as a whole.**

- **It is important to be approachable** – I have an open door policy – and it is my priority to give students my time if they have questions or need clarification on class topics.

- **It is critical that students clearly understand what I expect of them and what the consequences are if they do not meet my expectations.**

- **Finally, students need to know that I am fair but also flexible** and will always **listen** and consider their concerns.

Course specific methods:

PSC 3000 (Fundamentals of Soil Science): This is an introductory course with nearly 100 students enrolled per semester, which is relatively high for classes in PSC. It includes students from numerous academic disciplines in the College of Agriculture, Natural Resources, Sciences and Engineering. Thus, it takes more organization and preparation to successfully teach this class than a lecture-only course with fewer students.

I developed a lecture note supplement to replace the costly text, which provides a framework for the material in the course and it is updated yearly to reflect issues of current student interest. Blank spaces are left within the supplement at points where I present examples to illuminate lecture topics. This is to encourage students to come to lecture and enter in the information on their own – they may be tested on it. The exams are in-class and multiple choice, with the exception of the last comprehensive take-home, short answer exam that is designed to make them think about everything they have learned. Exams are designed to be graded quickly, yet, assess the students' general knowledge of the material. The final is optional and provides an incentive for the students to actively participate throughout the semester. The labs are designed to give the students "hands-on" experience, and labs are coordinated with lecture topics. For the last lab of the semester, the students analyze their own soil samples and develop their own land use recommendations.

Since the samples are their own, the students have a greater incentive to understand and perform the analyses and interpretations correctly.

Due to the demand for an introductory soil science course by our regional campuses, I took the initiative to develop PSC 3000 as a broadcast/online course that was taught in the Spring and Fall of 2010. It has been challenging developing this class to match it to an on-campus experience. I've had to be creative in how I integrate lab demonstrations into the broadcast, and ultimately plan to develop videos of the labs that the students can download.

PSC 4500 Soil Reclamation: This course was designed primarily to address the needs of students in my department's Residential Landscape Design major but it has also attracted students studying environmental sciences from the College of Natural Resources and the College of Science. Since there are no textbooks available, students are provided with a copy of my notes, research and extension bulletins and manuals (Appendix C. Teaching: Course Readings). Exams are take-home and I encourage students to collaborate, which I feel better reflects "real world" conditions. They are also assigned a class project where they become consultants and project managers and are in charge of developing a safe and cost-effective land reclamation plan for a community garden. Rather than telling them that I want the assignment to be 4-5 pages in length, I tell them that I will be grading them as if I were a client paying them for a consulting service, thus, the student's guide should be what they would expect if they were the client, and their job depended on the correctness, completeness, and quality of their project reports.

Curricular Revisions and Steps Taken to Improve My Teaching

It's interesting that as educators at an institute of higher learning, few of us received formal training on how to teach effectively prior to our arrival. Most of our teaching experience was as a lab TA or grader, and upon occasion we were asked to provide a substitute lecture for our major advisors. Few of us actually got the opportunity to teach a semester course, yet most of us were expected to effectively teach students from the onset.

My courses and how I teach them have changed significantly since starting my employment at USU. My introduction to teaching at USU was that upon my arrival my department head informed me I had two weeks to prepare to teach Intro. Soil Science class with an enrollment of 120. I was terrified, but was able to stay one lecture ahead of the class and I made sure that I was able to cram each lecture full of facts. I required the students to buy an expensive textbook and I was going to make sure that we went through all of it. To accomplish that, I needed to utilize every minute of class time. I actually received decent student evaluations for this first try but many of the students commented that the course was rushed, too busy, and that they were not prepared for the exams.

One of my greatest challenges was to place my ego and the false notions I had about teaching effectiveness aside, and recall what it was like when I was a student learning new information for the first time. What teaching techniques did my memorable and effective instructors use to clarify subject matter?

What were the teaching nuances that made some instructors so much better than others? My teaching has evolved over the years to the story telling and prompting style it has become by incorporating the techniques that I consider to be most effective into my own teaching and paying attention to student feedback. I believe in continuous and quality improvement and always ponder how to improve my teaching. Consequently, I am constantly looking for better ways of providing information to my students and helping them to become critical thinkers. It's a dynamic process. I'll try something new or make a change, seek feedback, and keep what works and drop what doesn't.

EVALUATION OF TEACHING

Awards

I have received numerous awards in recognition of my teaching excellence.

- The Ag Council voted me "**Faculty of the Semester**" (Spring 1999) for the College of Agriculture. The Ag. Council was comprised of students from the college and each semester they would vote for one faculty member from the college in recognition of his/her overall teaching and mentoring.

- In 2007, I received the "**Teacher of the Year**" Award for the College of Agriculture. Each year every department in the college nominates one person for this award and the college awards committee choses the awardee from each of the department nominees. The award is in recognition of teaching excellence and selection criteria is based on student evaluations, peer evaluations, and input from college alumni (see *Appendix D*. Teaching: Letters of Support & *Appendix E*. Teaching 2007 USU Commencement Program, page 18).

- I was a *finalist* for the prestigious university wide Robins "**Professor of the Year**" Award in 2008. The finalists were selected from college "Teacher of the Year" awardees.

- In 2007, I was selected as a **teaching mentor for the USU Teaching Academy for New Facult**y (see *Appendix F*. Teaching: Letter of Invitation). This is a program established by the Provost's office where deans select excellent teachers from their colleges to mentor new faculty members.

- In May 2011, I was among a select group of USU faculty invited to participate in a teaching portfolio workshop sponsored by the Provost's Office (see *Appendix G*. Teaching: Letter of Invitation).

Teacher Evaluations**:

Based on my evaluations, I believe my teaching style is effective. They have been above the department, college, and USU averages for every course. Below is a list of my student evaluation scores for instructor teaching effectiveness (IE) and course quality (CQ) since Spring 2002:

Semester Year	Course	Title	Instructor's Effectiveness (IE)/ Course Quality (CQ)	Dept. AVG IE/CQ	College AVG IE/CQ	USU AVG IE/CQ	Number of Responses
S 2002	Soil 3000	Intro. Soil	5.3/5.1	4.8/4.6	4.9/4.8	5.0/4.9	62
S 2002	Soil 5050/6050	Soil Chem.	5.4/5.3	4.8/4.6	4.9/4.8	5.0/4.9	8
S 2004	Soil 3000	Intro. Soil	5.4/5.3	4.8/4.7	4.8/4.8	5.0/5.0	53
F 2004	Soil 3000	Intro. Soil	5.5/5.4	5.1/5.1	5.0/5.0	5.0/5.0	38
S 2005	Soil 5550/6550	Soil Nutr. Bioavail.	5.7/5.4	4.8/4.8	4.9/4.9	5.1/5.0	25
F 2005	Soil 3000	Intro. Soil	5.5/5.5	5.2/5.2	5.1/5.1	5.1/5.0	22
S 2006	Soil 5550/6550	Soil Nutr. Bioavail.	5.7/5.5	4.8/4.7	5.0/5.0	5.1/5.0	22
F 2006	Soil 3000	Intro. Soil	5.5/5.4	5.3/5.2	5.1/5.1	5.0/5.0	38
S 2007	Soil 5050/6050	Soil Chem.	5.6/5.6	4.9/4.9	5.1/5.1	5.1/5.0	7
S 2007	Soil 5550/6550	Soil Nutr. Bioavail.	5.6/5.5	4.9/4.9	5.1/5.1	5.1/5.0	21
F 2007	Soil 3000	Intro. Soil	5.6/5.3	5.2/5.1	5.3/5.2	5.1/5.0	37
S 2008	Soil 5550/6550	Soil Nutr. Bioavail.	5.8/5.7	4.6/4.6	5.2/5.2	5.1/5.0	20
F 2008	Soil 3000	Intro. Soil	5.4/5.2	5.1/5.0	5.3/5.3	5.1/5.0	51
S 2009	Soil 5550/6550	Soil Nutr. Bioavail.	5.2/5.1	4.6/4.6	5.2/5.1	5.1/5.0	20
S 2009	Soil 4500	Soil Reclaim.	5.6/5.5	4.6/4.6	5.2/5.1	5.1/5.0	15
S 2010	PSC 4500	Soil Reclaim.	5.6/5.4	4.8/4.7	5.0/4.9	5.1/5.0	12
S 2010	PSC 3000XL	Intro. Soil Broadcast	5.7/5.5	5.0/4.9	5.1/5.1	5.1/5.0	21
F 2010	PSC 3000XL	Intro. Soil Broadcast	5.3/5.3	4.9/4.8	5.0/4.9	5.1/5.1	35
S 2011	PSC 4500	Soil Reclaim.	5.5/5.4	4.9/4.8	5.0/5.0	5.1/5.1	24
S 2011	PSC 4500 SLC	Soil Reclaim.	5.7/5.6	5.1/5.1	5.0/5.0	5.1/5.1	21

Assessment scores: 6=excellent, 5=very good, 4=good, 3=fair, 2=poor, 1=very poor
**see *Appendix H.* Teaching for detailed evaluation summary sheets.

Student Comments

  Below are student comments addressing my teaching effectiveness, specifically they address my approachability, focus on relevancy, effectiveness of my story telling style, and board writing (individual student evaluation sheets with comments are on file in the PSC main office).

- "He is very willing to <u>help students</u>. If you are willing to learn then Paul <u>will teach you</u>."

- "Coming into this class I wasn't too interested in the topic. <u>Dr. Grossl made it very interesting and helped us apply the matter to our daily lives</u>"

- "The use of class was really good and your <u>off-track stories were done at the perfect time to help me focus</u>."

- "Very good class with lots of <u>real life experiences related to the subject</u>. Really like your method of teaching – <u>very easy to learn and understand material.</u>"

- "I love the teaching style, all the extra help resources, etc. Plus, the <u>enthusiasm</u> for the subject was what made coming to class easy."

- "I really like the teaching method of <u>no PowerPoints</u>. It's easier to understand and he does not rush through the material."

Comments from an outside evaluator

  In Spring 2006, our Department was under consideration for the University wide "Teaching Excellence Award" competition. For the competition, impartial outside reviewers were randomly chosen to evaluate our teaching. My Soil 5550/6550 Soil Nutrient Bioavailability class was reviewed. I did not know the reviewer nor was I aware that I was being evaluated. The following is the comment written by the reviewer (*Appendix I*. Teaching: Outside evaluator).

- "The students were attentive even before class began, they were very comfortable asking questions and were engaged the entire hour. The instructor excelled at teaching real world application within the framework of the chemistry and microbiology (+geology) that the student will need. I was impressed with the quality of the teaching."

To me, this unbiased review is the best indicator that my teaching, as guided by my teaching philosophy, is effective.

Teaching Documentation

Kelsey Hall

Dr. Hall is an Associate Professor and program coordinator in agricultural communication at Utah State University. She teaches undergraduate agricultural communication courses and graduate courses. One of her research areas involves the development and assessment of various learning interventions and delivery technologies that increase problem solving, transfer learning, and improve higher order thinking through academic advising, writing, visual communication, oral communication, or agribusiness marketing.

TEACHING RESPONSIBILITIES

As the only USU faculty member with a role dedicated to agricultural communication, I oversee the agricultural communication undergraduate program, including teaching, supervising internships, supervising research projects, and advising the Agricultural Communicators of Tomorrow chapter. I am the link between the Journalism and Communication (JCOM) Department and the College of Agriculture and Applied Sciences. Our students in agricultural communication take courses in the JCOM Department; agriculture science courses in the College of Agriculture and Applied Sciences; and agricultural communication in the School of Applied Sciences, Technology and Education (ASTE School). I have taught 29 undergraduate courses in the agricultural communication program and the public relations emphasis in JCOM and 2 graduate classes in the ASTE School. Table 1 displays a complete list of courses.

Table 1. Summary of Kelsey Hall's Course Load by Semester

Semester	Course	Credit Hours	Students Enrolled
Spring 2012	ASTE 3050 Technical & Professional Communication Principles	3	20
	JCOM 3320 Strategic Research Methods in Public Relations	3	26
Fall 2012	ASTE 1710 Introduction to Agricultural Communication	3	14
	JCOM 3320 Strategic Research Methods in Public Relations	3	27
Spring 2013	ASTE 3050 Technical & Professional Communication Principles	3	24
	JCOM 3320 Strategic Research Methods in Public Relations	3	14
	ASTE 4900 Senior Project Research and Creative Opportunities	3	1
Summer 2013	ASTE 3050 Technical & Professional Communication Principles	3	10
Fall 2013	ASTE 1710 Introduction to Agricultural Communication	3	11
	ASTE/JCOM 3050 Technical & Professional Communication Principles	3	25
	ASTE 3050 Technical & Professional Communication Principles (Online)	3	9
	JCOM 3320 Strategic Research Methods in Public Relations	3	16
Spring 2014	ASTE/JCOM 3050 Technical & Professional Communication Principles	3	29
	ASTE/JCOM 3090 Graphic Communications in Agriculture	3	18
	ASTE 4900 Senior Project Research and Creative Opportunities	3	1
Summer 2014	ASTE/JCOM 3050 Technical & Professional Communication Principles	3	13

Fall 2014	ASTE 1710 Introduction to Agricultural Communication	3	7
	ASTE 3050 Technical & Professional Communication Principles (Online)	3	27
Spring 2015	ASTE/JCOM 3050 Technical & Professional Communication Principles	3	27
	ASTE/JCOM 3090 Graphic Communications in Agriculture	3	11
	ASTE 4900 Senior Project Research and Creative Opportunities	3	3
Summer 2015	ASTE 3050 Technical & Professional Communication Principles (Online)	3	27
Fall 2015	ASTE 1710 Introduction to Agricultural Communication	3	8
	ASTE 2830 Agribusiness Sales and Marketing	3	40
Spring 2016	ASTE/JCOM 3090 Graphic Communications in Agriculture	3	14
	ASTE 4900 Senior Project Research and Creative Opportunities	3	6
Fall 2016	ASTE 1710 Introduction to Agricultural Communication	3	12
	ASTE 2830 Agribusiness Sales and Marketing	3	46
Spring 2017	ASTE/JCOM 3090 Graphic Communications in Agriculture	3	12
	ASTE 6120 Data Analysis	3	4
Summer 2017	ASTE 6100 Research Design & Academic Writing	3	4
Grand Total	**31 Courses (29 undergraduate level, 2 graduate level)**	**93 credit/hrs**	**504 Ss**

PHILOSPHY OF TEACHING AND LEARNING

In my teaching, I have incorporated diverse elements to foster a learning environment that delivers content to the students and allows them to practice the concepts before they enter internships and jobs. As a teacher, I consider myself to be a facilitator who provides my students the knowledge and resources needed to accomplish diverse in-class activities, individual assignments, and internships. I prepare my students to be practitioners who take the course content and apply it to their interests and work products that contribute to their portfolios and prepares them for careers. As a teacher, two tenants guide my teaching practices: (1) students learn what they practice and (2) students respond to a range of challenges. Obviously, the subject matter in my classes must possess meaning, organization, and structure as the vehicle to help my students become practitioners.

Students Learn What They Practice

In my teaching, I have used the Chinese proverb, "What I hear, I forget. What I see, I remember. What I do, I understand", as a starting point for discussing my philosophy about applying course content to relevant workplace situations. For example, the technical and professional communication course (ASTE/JCOM 3050) focuses on the teaching and learning of the most frequently used documents, such as e-mails, letters, memos, instructions, definitions, and technical descriptions, in a global, professional workplace. Students enrolled in the Graphic Communications in Agriculture course (ASTE/JCOM 3090) learn how to edit photos in Photoshop, create photo composites, and create marketing materials in Adobe InDesign. Students often have to complete homework to continue practicing their skills outside of the classroom. In spring 2017, as individual assignments, students designed a print advertisement, brochure, and poster for a client. I purposively let students select their own clients so that they could work on

something they were passionate about, which usually generates enthusiasm and better products. I also wanted the students to reflect on how their product illustrates the planning process needed for design projects. See Appendix A for examples of student work. Student involvement in professional agricultural communication organizations is essential to their development in the prospective major. I encourage agricultural communication students to join the National Association of Farm Broadcasting, Livestock Publication Council and AAEA-The Agricultural Communicators Network, so they freelance, participate in their student programs, and apply for scholarships and internships. One of my goals for the agricultural communication program was to have the Agricultural Communication Club become a chapter of the National Agricultural Communicators of Tomorrow (ACT). Since 2014, club members have attended the National ACT professional development conference, National Association of Farm Broadcasting Convention, and Ag Media Summit each year.

Students Respond to a Range of Challenges

I help my students feel successful by creating a supportive environment where they can actively engage in learning by applying what they learned in class to real-world applications. When teaching the Strategic Research Methods in Public Relations (JCOM 3320) course, I challenged my students by having them work in teams to conduct a research study that addresses a public relations or marketing problem for a client. I believe students respond to the challenge of working through the research process and delivering a research report and presentation to the client. Since the research report is an ongoing process with diverse ways of expressing ideas, students submit a first and revised draft of the assignments. I understand that learning is a process that takes time, so rather than solving their problems, I provide feedback on the drafts to make improvements, looking for more information and clarifying ideas. Students have connected what they learned in my course with other JCOM courses, such as Dr. Cathy Bullock's Communication Research Methods.

Subject Matter Must Possess Meaning, Organization, and Structure

These two tenants described earlier cannot be understood without talking about how my subject matter is relevant and my courses are organized and structured to aid my students in their learning and retention of information. To foster learning, I share a clear vision of course outcomes, assignments, topics, and expectations for classes with my students on the first day of class (see Appendix B for a representative syllabus). By introducing these principles in writing, a sense of uniformity and legitimacy are introduced at the first-class session. I also discuss the importance of respect in the classroom and establish the guidelines for how feedback from myself and peers is facilitated in a way that fosters respect, confidence, and support.

In conclusion, my teaching goal is to motivate my students to apply their coursework in real-world situations. I want to foster a learning environment that not only delivers content to the students but also

allows students to practice the concepts before they enter internships and jobs. My goal is to prepare agricultural communication students for real-world situations where they use their experience in writing, broadcast, graphic design, web design, social media, sales, and public relations to communicate about agriculture, energy, consumer, and environmental sciences to various audiences.

TEACHING METHODOLOGIES

I have taught classes within the agricultural communication program and the public relations emphasis in the JCOM Department. Here I highlight three methods which I use frequently in my classes: lectures with hands-on activities, client-focused projects, and student showcases. See Appendix C where I have described other teaching strategies.

Lectures with Hands-on Activities

I design my lectures to be 30 minutes or less and use presentation software and video. Typically, I provide an in-class activity for students to apply what they have learned in the lecture to a real-world situation. For example, I taught communication, nutrition, and dietetic students how to respond to the media's inquiries about food-related issues. Students had to develop a response to the media's questions about celiac disease or high-fructose corn syrup. Then, they stood in front of a video camera and completed a mock interview with a peer who played the role of a journalist. They critiqued their interview, thinking of ways to better communicate about food-related issues to the media and consumers (see Appendix D for lesson plan and in-class activity).

Client-Focused Projects

In my teaching philosophy, I referred to the phrase "students learn what they practice." In the agribusiness sales and marketing course (ASTE 2830), students have a hands-on experience creating a sales call plan for a business's product or service and presenting that sales call to a prospective customer. Students complete smaller assignments that are revised to create the sales call plan. Students learn how sales is part of a business's larger marketing plan, techniques to prepare to sell, the sales process, and other issues in professional selling (see Appendix E for a student's sales call plan).

Student Showcases

One suggestion the students provided on the IDEA course evaluation in ASTE 4900 and ASTE/JCOM 3090 was to share their work with others. Therefore, I created assignments where students could present their work to others in lieu of a final exam. In ASTE/JCOM 3090, the students bring a printed copy of their brochure and poster to class for a showcase. They vote anonymously for the "People's Choice" Award for Best Poster and Best Brochure. During the showcase, each student presents about the intended audience and the purpose of their poster and brochure. It gives classmates a chance to critique work and see the projects created by their peers.

EVALUATION & REFLECTION TO IMPROVE TEACHING

The effectiveness of teaching can be assessed with student evaluations and feedback from peers. I solicit mid-semester feedback from my students each semester. I explain to the students that this feedback lets them affect their learning experiences rather than end-of-the-semester feedback, which benefits future students. I compile the answers to the questions and share what I am going to change in the course with my students. See Appendix F for representative mid-semester evaluations.

My students' teaching evaluations have provided valuable feedback, and I have used the comments from the IDEA course evaluations to revise my courses. My teaching evaluation data, showing my average summary combining all areas in the IDEA evaluation forms (progress on objectives, excellence of course, and excellence of teacher), are presented in Appendix G. I now highlight how I have revised one course based on student feedback from these IDEA course evaluations. Students enrolled in the Introduction to Agricultural Communication (ASTE 1710) course in fall 2012 requested more hands-on learning activities that help them apply course information to real world situations. Therefore, I have updated the ASTE 1710 course each year to provide more hands-on experiences for students to learn about skills needed and career opportunities in agricultural communication and journalism. First, agricultural communication professionals guest lecture in the course, sharing their knowledge and career experiences in different areas of the industry. Students identify the most important points they have learned and how the guest lecturers relate to the course content through a project or reflection paper. Second, students apply what they learned about social media and blog writing by authoring their own blogs. Lastly, students learn about farm broadcasting by recording a podcast that was published on their blogs. I also have written a case study that students use to discuss how to handle a crisis communication situation in the agricultural industry. Employers have suggested business etiquette topics that prepare agricultural communication students for employment; therefore, students discuss and report about workplace manners, meeting etiquette, use of business cards, answering phones, social media use in workplace environments, email etiquette, and introducing themselves. Highlights from the students' comments on the IDEA course evaluation include:

- *Information in very applicable to the real world and for this reason I think every student should be required to take this course or something similar. It prepares you for the job hunt feared by most. This class was a confidence booster for this reason.*
- *I loved how the projects integrated into the coursework. We would learn something, and then do it. It was a great way to truly grasp the concept.*
- *I really appreciate Dr. Hall for being such a concise professor, and always giving feedback on assignments. Dr. Hall is now my favorite teacher due to her organization, professionalism and passion for the ag industry. I wish more professors were like Dr. Hall.*

Peer Evaluations

      My teaching was evaluated by peers from outside of my discipline. I use their comments to adjust my delivery and how I establish rapport with my students. Copies of several evaluation letters are in Appendix H. My observers praised my classroom organization and hands-on activities:

- *The PowerPoint looked very professional and included a variety of media clips. The opportunity for students to write a Facebook posting about a current event was quite effective.*
  - Julie Wheeler, Lecturer, Family and Consumer Science Education
- *She answers student's questions accurately and provides feedback that furthers learning. The hands-on learning activity provided an opportunity for true application of the concepts taught in the lesson. The discussion that followed the activity was very effective and students were engaged, constructing their own understanding of usability and the importance of written instructions.*
  - Dr. Rebecca Lawver, Assistant Professor, Agricultural Education

EVIDENCE OF STUDENT LEARNING

      I determine student learning in several ways: pre-test and posttest scores, graded rubrics, and evaluations from internship supervisors and student interns. Each agricultural communication course has course learning objectives and chapter learning objectives that address the skills and content students learn by the end of the semester. Internship supervisors evaluate students at the end of their agricultural communication internship to provide feedback to the faculty adviser. The table in Appendix I summarizes the employer evaluations of 10 students since the start of the internship program in spring 2013. Employers provide an overall rating of student performance on a 5-point scale ranging from Excellent (5) to Poor (1). Employers have ranked 6 interns at excellent and 4 interns at very good.

      A pre-test and post-test are administered to students enrolled in ASTE 2830, ASTE/JCOM 3050, and ASTE/JCOM 3090 to measure students' change in knowledge of the skills and principles used in agricultural communication professions. Table 2 shows that a significant change in knowledge exists between the pre-test and post-test score for each course.

Table 2. Change in Knowledge Score by Agricultural Communication Course

Course	N	Pretest M	SD	Posttest M	SD	t	df	P	Cohen's d
ASTE 2830									
Fall 2016	41	16.71	3.25	20.5	3.38	-6.15	40	.000	1.16
ASTE/JCOM 3050									
Summer 2015	28	8.1	1.61	9.7	1.41	-5.38	27	.000	1.06
ASTE/JCOM 3090									
Spring 2015	7	7.3	1.25	12.4	1.61	-7.68	6	.000	3.54
Spring 2016	11	9.6	1.86	16.1	2.51	-6.35	10	.000	2.94
Spring 2017	10	15.9	3.48	20.3	3.83	-3.27	9	.010	1.20

Note. M = Mean, SD = Standard Deviation, df = degrees of freedom

Five of my agricultural communication courses have writing, visual and/or oral communication assignments that let students apply course information to real-world situations. A rubric is used to grade each assignment. The minimum, maximum, and mean scores are used to track how students perform. The grades are assigned using this scale: A (excellent), B (good), C (satisfactory), D (passing), and F (failing). This section provides a brief description of each course's relevant assignments. The assignment statistics are presented in Appendix J.

Introduction to Agricultural Communication (ASTE 1710)

Blog: Students create a blog and write a total of 8 entries about current issues that have an impact on or connection to agriculture and or the natural resources in Utah.

Photo Critique: Students apply information about agricultural photography by taking photos of plants, animals, or landscapes. They critique their photos and photo captions during class.

Podcast: Students develop a podcast on a topic that relates to their blog. They interview sources, write a script, and record the podcast to be uploaded to their blog.

Agribusiness Sales & Marketing (ASTE 2830)

Ready, Set, Sell Project: Students sell a product or service to a potential customer. The project has multiple assignments to assist the students in learning the sales process. The sales plan includes these items: sales goal and sales call goal, opening, probing questions, features-advantages-benefits statements, 5 objections with how to handle those objections, close, and next step.

Technical & Professional Communication Principles (ASTE/JCOM 3050)

Email & Memo Project: Students write an email and memo about any topic or situation for a business, organization, government agency, etc.

Employment Project: Students select a job or internship they would apply for by writing a cover letter and resume.

Mock Interview: Students use their cover letter and resume to complete a mock job interview, answering behavioral based questions using tips published by AgCareers.com.

Technical Description & Technical Instructions: Students choose a specific technical object, mechanism, or process and write a technical description. Then they write instructions that use the object, mechanism, or process to do something.

Graphic Communications in Agriculture (ASTE/JCOM 3090)

Photo Composite: A composite of at least three photographs designed using Photoshop CC.

Identity System: A logo designed in Adobe Photoshop CC that is used on a business card and letterhead designed in Adobe InDesign CC.

Brochure: A brochure designed in Adobe InDesign CC to promote an event, product, or service for a for-profit business or non-profit organization.

Print Advertisement: An ad designed in Adobe InDesign CC to promote a product or service for a for-profit business or non-profit organization.

Poster: A poster designed in Adobe InDesign CC to promote an event, product, or service for a for-profit business or non-profit organization.

Senior Project Research & Creative Opportunity (ASTE 4900)

Website: Students use Adobe Photoshop and Dreamweaver CC programs to design a responsive website for a client or their online portfolio.

Senior Project Presentation: Students deliver an 8-to 10-minute presentation before their peers to describe their senior project, discussing the technologies used, features, lessons learned, challenges, and application to their future work plans.

MENTORING UNDERGRADUATE STUDENTS

During the past six years, my mentoring activities with undergraduate students have involved teaching fellowships, research projects, independent curriculum projects, and honors research. I have supervised 15 undergraduate researchers who have contributed to 9 research poster presentations, 3 peer-reviewed journal articles, 7 peer-reviewed university Extension fact sheets, and 1 training manual for growers and Extension educators about community supported agriculture. Documentation related to my mentorship is included in Appendix K.

As an essential aspect of my teaching, I have encouraged students to gain experience outside of the classroom. Thus, I have developed an agricultural communication internship program that allows students who have accepted a legitimate communications internship to enroll in ASTE 2250-002 or ASTE 4250-002 to earn up to 3 credit hours for 150 hours of work completed. As strong evidence of my efforts, I have prepared my students to intern for highly reputable organizations such as USU Extension, Utah Farm Bureau, Utah Department of Agriculture and Food, Progressive Publishing, National Beef Cattleman's Association, and the Ornamental and Turf Communicators Association, as seen in Appendix L.

SCHOLARSHIP OF TEACHING & LEARNING RESEARCH

One of my research areas is to determine strategies to improve teaching and advising in agricultural communications and journalism. I regularly have published journal articles, presented research, and led workshops related to the scholarship of teaching and learning (see Appendix M). I have also delivered workshops and poster sessions on usability and usability testing throughout the nation. During the 2015 Association for Communication Excellence Conference, I provided tips for how agricultural communicators at agriculture colleges can use usability testing software to evaluate websites, online databases, and social media tools (see Table 3 for session evaluation scores).

Table 3. ACE Conference Usability Testing Session Evaluation Scores

Criterion	Score
Interesting	4.22
Informative	4.26
Useful	4.04
Well Presented	4.17

Note. The Likert scale ranged was 5 = strongly agree, 4 = agree, 3 neutral, 2 = disagree, and 1 = strongly disagree

TEACHING AND ADVISING AWARDS

I feel fortunate to have been nominated for teaching and advising awards at the college and national levels and to have been chosen a recipient of one.

- Undergraduate Research Mentor of the Year, College of Agriculture and Applied Sciences, Utah State University, April 2017–May 2018
- Nominated, Association for Communication Excellence Award of Excellence for Academic Programming, Teaching, and Student Mentoring, March 2017

DOCUMENTATION OF TEACHING IMPROVEMENT ACTIVITIES

It is my goal to make regular and significant efforts toward improving my teaching. I pursue this goal through events sponsored by the university and professional associations. For example, I participated in the Utah State University's Center for Innovative Design and Instruction's Institute for E-Learning Excellence in June 2013 (see Appendix N for certificate). In addition, I participated in the Utah State University Teaching Portfolio Workshop in May 2014 (see Appendix O for certificate). I have a strong desire to share new knowledge about the industry with students, so I take students to the Ag Media Summit and the National Association of Farm Broadcasting (NAFB) Convention each year. In 2014, I participated in a nationwide foot and mouth crisis communication training for farm broadcasters at the NAFB Convention so that I am recognized as an Emergency Response Communicator (see Appendix P for certificate).

FUTURE TEACHING GOALS

I believe that teaching is a process that allows me to try new strategies that reflect the most current knowledge and hands-on activities for student learning. My future teaching goals include the following:

Short-Term Goals (One to Two Years)

1. Enhance my teaching skills to offer more creative ways to learn in the classroom. I am strongest in the area of lecturing, facilitating hands-on activities, and teaching computer applications in computer

laboratories. I would like to facilitate group discussions better and use the Socrative method and role playing to discuss and practice how we communicate about agricultural issues with different audiences.

2. Revise my online graduate courses to engage students and include the experiences of my college students as they earn a master's degree in the field of extension education.

Long-Term Goals (Three to Five Years)

1. Work with the university's honors program as a department or college representative.

2. Serve as the advisor to the National Agricultural Communicators of Tomorrow association.

Ongoing Goals

1. Seek written feedback from peer observers about my classroom instruction, syllabi and class assignments.

2. Revise my teaching portfolio annually.

3. Contact former students and gain feedback about the most and least helpful aspects of their education and use this information in a systematic way in curriculum decisions.

Appendices

Appendix A – Examples of Student Work
Appendix B – Representative Syllabus
Appendix C – Teaching Methodologies
Appendix D – Lesson Plan & In-Class Activity
Appendix E – Student's Sales Call Plan
Appendix F – Mid-semester Course Evaluations
Appendix G – IDEA Course Evaluations
Appendix H – Peer Evaluations
Appendix I – Summative Scores from Internship Employer Evaluation
Appendix J – Summative Statistics of Assignments by Course and Semester
Appendix K – Undergraduate Student Mentorship
Appendix L – List of Student Internships
Appendix M – Scholarship of Teaching & Learning Research
Appendix N – Institute for E-Learning Excellence Certificate
Appendix O – Teaching Portfolio Workshop Certificate
Appendix P – Emergency Response Communicator Certificate

Teaching Documentation

Wayne O. Hatch

Dr. Hatch is currently an Associate Professor of Biology at USU Eastern. He teaches general education and introductory courses for biology majors. He teaches a seminar for and mentors pre-health students. He involves undergraduates in research with the Small World Initiative and involves non-majors in sustainability activities.

TEACHING RESPONSIBILITIES

My teaching takes place on the campus of Utah State University Eastern in Price, UT. USU Eastern claims a small student population, high faculty-to-student ratios, and diversity in student scholastic backgrounds. This includes many non-traditional students, first generation students, high school valedictorians, and some who never attended high school. As USU Eastern is a branch of USU, students also participate in many courses through broadcast from USU campuses across the state. Ninety percent of my efforts focus on teaching which includes specific activities such as:

• Creating a positive learning environment for students
• Providing clear learning outcomes for students
• Providing effective learning experiences
• Evaluating student performance
• Advising students in career and academic goals
• Advising student organizations
• Participating in activities to enhance my skills as an instructor

My teaching responsibilities outside the classroom include: serving as a mentor in a cooperative internship course in which students improve their skills at a current place of employment and receive college credit for doing so, serving as an advisor for biology and pre-health students, serving as a co-advisor for a pre-health group consisting of 10-20 students, and acting as a faculty mentor for 10-15 incoming freshman who have been specifically identified as needing extra support in managing life as a university student.

TEACHING PHILOSOPHY

Great teaching is about more than just providing exciting lectures using the most innovative technology. Great teaching is about helping the individual student. It is about helping the student who loves to learn and has not settled on a major yet because everything is too fascinating. It is about providing new and interesting information that challenges students and encourages them to explore on their own. It is about providing each student with a way to reach their educational goals and helping each one to do so. It is to

teach the well prepared in class, and encourage the under prepared. It is about spending time outside class to give struggling students the extra confidence they need to succeed. It is about showing concern for students so that they know the teacher really does want a question asked even when the same question has already been answered multiple times that day. Teaching for me means going out of the way to say hello to a student and ask about events in his or her life. A great teacher knows each student and is concerned about the success of each one.

In a study of the best college teachers across the country, it was found that the best college teachers consistently showed a sincere concern for their students as individuals (Bain, 2004). Knowing a teacher has sincere concern for him or her helps a student become more engaged. This supports the creation of a learning environment where students can comfortably ask questions and confidently contribute ideas to the class. This is important because the classroom environment has been shown to have a large impact on learning. I genuinely try to help each student feel welcome in each class by talking to them individually before and after class and during activities in class. Another method I use to create a comfortable environment is personal stories and humor. It has been found that humor can help increase student performance (Garner, 2006) and can help create a learning atmosphere where students enjoy class, experience less anxiety, and perform their best (Berk, 1996).

In helping individual students, it is essential to understand that each student comes to class with different ideas about the world around him or her (Turner, 2000). When students encounter new information, it is assimilated by constructing scaffolds where they can organize information (Ausubel, 2000). There is no tabula rasa. A teacher needs to work with a student's prior knowledge (Zull, 2002). This concept is taught well in the Leo Lionni children's book *Fish is Fish* in which a frog describes the appearance of land animals to a fish. When hearing about a bird, the fish envisions a fish with wings and when hearing about people, the fish imagines a fish with arms and legs (Committee on Developments, 2000). This example describes how new information is tied to existing knowledge in the learner. Therefore, it is important to find out and correctly build on a student's prior knowledge (Leamnson, 1999). In class, I do this by conducting pre-semester surveys about course content and by beginning class with questions designed to find out what students know. Finding out what they know before I teach allows me to tailor each lesson to each group of students.

As a teacher, I work to exemplify the examples above, and I strive to be a teacher who is organized, clear in expectations, and responsible in providing timely feedback to the student. Students do well when they have a clear outline of what they need to know or do so that they can focus their energy on learning the material. In each course I provide learning objectives for each class period.

Learners need to clearly know what the teacher expects of them, and they need opportunities to try and fail before mastery occurs as it has been shown that successful learners are those who are actively

engaged and receive regular feedback (Handelsman, Miller, & Pfund. 2007; Marazano, 1998). Students learn through practice, and therefore opportunities for constant assessment can greatly increase their learning (Black & William, 1998). To help master concepts I provide multiple opportunities to try through practice questions in class and out of class. For written assignments I provide feedback to students who will turn in their work early, which allows them to rewrite and submit their work before the due date.

In addition, it is essential to teach students to keep moving forward and to become effective learners so that they will succeed in their schooling and careers. To do this, I take time at the beginning of each semester to discuss what a student needs to do to be successful. Meeting with students individually and discussing learning strategies is helpful because each student has various learning needs. In class I show that persistence and reliability are keys to success as I commit to a course schedule, prepare well for each class period, and adhere to deadlines. As students make their own plans to succeed and remain persistent in their schooling, they will also be successful in their careers.

Showing sincere concern for each student to help create a comfortable learning environment, being clear about expectations of students, connecting new information to prior knowledge, allowing students to learn through failure, and encouraging them to continue to push forward are practices that help my students succeed. This creates a culture of learning that extends beyond the classroom where students gain a long-term desire to learn.

GENERAL TEACHING METHODS

The following presents ways that I implement my teaching philosophy in the classroom.

- Create a learning environment by:
  - Scheduling student meeting times to begin each semester.
  - Personally inviting struggling students to meet with me.
  - Using Think/Pair/Share (Angelo & Cross, 1993) and group discussions.
- Provide clear student expectations by:
  - Listing specific requirements in course syllabi (appendices A,H,O).
  - Using backward design by providing learning objectives for each class period before class and using class to help students reach those objectives as this has been found to enhance teaching (Handelsman, Miller, & Pfund, 2005) (appendices C,J,Q).
  - Posting course materials and assignments clearly on CANVAS, a course management system (appendices A,H,O).
  - Providing formative assessments with regular feedback to help learning (National Institute for Science Education, 1999)
- Assess Prior Knowledge by:

- o Administering pre-semester surveys on course content during the first week of each semester. (appendices B,I,P)
- o Using Poll Everywhere, an online polling service, during class to assess understanding of material. This provides a way to receive anonymous feedback from all students during class. In Fall 2016 and Spring 2017 I conducted 441 polls with 26,734 total responses.
- Promote connecting new information to existing information and mastering of material by:
  - o Using simple surveys, quizzes, or probing discussion questions at the beginning of class to find out what existing ideas students already have about the world (appendix E).
  - o Using stories and humor (appendix E).
  - o Giving quizzes and exams (appendices F,L,S).
  - o Polling students during class on practice questions using Poll Everywhere.
  - o Providing hands on lab exercises and application assignments (appendices K,R).
  - o Identifying misconceptions and specifically addressing them (appendix V).
  - o Using in-class activities (appendix E) to promote better conceptual learning (Knight & Wood, 2005). These include studies that increase engagement, strengthen problem-solving skills and decision-making skills, promote critical thinking, and foster independent-learning (Handelsman, Miller, & Pfund, 2005). Students also remember more and are more likely to do independent research because of participating in case studies (Leonard, Mitchell, Meyers, & Love, 2002).
  - o Encouraging students to paraphrase by limiting the amount of text I write in class or provide to students because paraphrasing helps gain deep understanding of material (Leamnson, 1999).
  - o Giving practice exams (appendix R). Students score better when given a practice test before the real exam (Balch, 1998).
- Encourage individual and out-of-class learning by:
  - o Assigning students to research a topic and report to the class.
  - o Providing credit for attending biology seminars that are broadcast or presented locally by researchers in biology.
  - o Using current media to watch and discuss related biology news or television programs for credit outside class.
  - o Helping students obtain summer internships (appendix W).
  - o Involving students in a real-world research project called the Small World Initiative (appendix X).
  - o Attending research conferences with students (appendix W).

SPECIFIC TEACHING APPROACHES

While I use many of these strategies in all of my classes that I teach, each class is unique. Some methods I use only in specific classes because the purpose of each course varies. In the following sections, I first discuss major projects/programs I have implemented to enhance student learning and success. Following that, I present specific courses and teaching methods used in each course. I conclude with evaluations and goals for each course.

Rural Health Scholars

Background: While promoting and facilitating student learning is important in each course I teach, students need direction in which courses to take to help them reach their career goals. In 2012, when I was hired at USU Eastern there was nothing organized other than a faculty advisor to prepare pre-health professions students for applying to health professional schools. These students need to know during their first year of college what they need to do to successfully apply to health professional schools. Much time and money can be wasted if students do not get started on the right track. At USU Eastern, this need can be overlooked because students often plan to transfer after two years and then figure out what they need to do to apply to medical school when they are a junior or senior. This does not give them time to get the volunteer, shadowing, patient exposure, and leadership experiences needed to be a competitive applicant.

Application: In 2013, Dr. John Weber and I started a Pre-Health Club with about 10 active students. We met once or twice a month and had discussions about health professional programs and how to apply to them. We invited local health professionals (an orthopedic surgeon, a dentist, etc.) to come speak to us. Students also had the opportunity to receive necessary training to be allowed to shadow doctors at the local hospital.

In 2015, with collaboration from Rita Osborn at Southern Utah University, we officially became the USU Eastern chapter of Rural Health Scholars. Rural Health Scholars (RHS) is supported by Utah Area Health Education Centers (AHEC). One of the goals of AHEC is to recruit youth from minority and disadvantaged populations in Utah to enter the health professions. The Rural Health Scholars is a program aimed to support students at rural colleges to gain entrance to health-professional schools.

A requirement of the RHS program is that students participate in a pre-health seminar class. In Fall 2015 and 2016, Biol 1060 Pre-Health Professions was offered at USU Eastern with approximately 15 students enrolled.

Outcomes:
- Five students have participated in cultural immersion trips, 4 to the Dominican Republic and to Las Vegas. These students were interviewed by Chancellor Peterson and awarded up to half of their trip fees by the Chancellor.
- 1 student attended the Yale Summer Medical & Dental Education Program

- 1 student was accepted to participate in a 10-week summer research program at USU Logan
- 1 student was accepted to PA school in Michigan; 1 to Pharmacy school at Idaho State University, and others have transferred to SUU or USU in Logan to finish undergraduate work.
- Student Comments:

  "RHS really helped me to know exactly what I need to do, in order to go to medical school."

  "We finally have something for the health professions. I am glad we get to meet people who were in the same boat as us, and get some guidance instead of feeling like you're going in alone."

- To recognize our efforts, Chancellor Peterson wrote about the RHS program in his USU Eastern Trustees Report in February 2016. The following are a few points that he highlighted:

  "A chapter of Rural Health Scholars (RHS) has recently been started on the USU Eastern Price campus. Program activities include classes, seminars, community service, research, leadership and enhanced advising. Area professionals have discussed what their day-to-day jobs are like and how they navigated applying to and succeeding in these programs. Students have also attended an open house at the U of U medical school, are active in many service projects benefiting our community, are volunteering at local facilities, shadowing health professionals and will be hosting a Health Career Day on campus for secondary education students from Carbon and Emery counties who are interested in health related fields."

Small World Initiative

Background: A goal of mine as a teacher has been to include students in real scientific research. In 2013, the President's Council of Advisors on Science and Technology "Engage to Excel" report stated that "fewer than 40% of students who enter college intending to major in a STEM field complete a STEM degree" and called for the "replacement of standard laboratory courses with discovery-based research courses." Dr. Jo Handelsman, Yale University, started the Small World Initiative (SWI) to solve this problem as well as to address the issue of the need for effective antibiotics. SWI is simply a crowd-sourcing approach to finding new antibiotics. More details on this project can be found in appendix X.

Application: Students in Biol 1620, Introductory Biology II, and Biol 2060, Elementary Microbiology, learned basic techniques in the aseptic handling of microbes before acquiring and culturing microbes from soil samples of their choice. Students then cultured their soil microbes, screened them for antibiotic production, and characterized the microbes using biochemical assays and 16S rRNA sequencing.

Outcomes: Students worked on this project throughout the Spring 2016 semester, and it culminated in a poster session on USU Eastern campus in the student center. Several posters can be seen in appendix X. Four students also prepared posters that were presented at the Intermountain Branch of the American society for Microbiology (ASM) at the University of Utah in Salt Lake City. These few students and I were also interviewed by the CEO of the national ASM, and our mini-interviews were published on the national

SM website (American Society for Microbiology, 2016). In 2017, I accompanied one of my students as he presented his work at the annual SWI symposium in New Orleans, LA.

Sustainability

Background: In 2007, USU President Stan Albrecht signed the American College and University Presidents Climate Commitment and set a goal for USU to become a carbon neutral campus by 2050. Following this, a Sustainability Council was established at USU. Many sustainability-related projects have arisen at USU by students. These can be seen at the Blue Goes Green website.

In the BIOL 1010 course, Biology and the Citizen, I had wanted to provide students with an opportunity to make further connections between the course material and their daily life. As I was considering how to do so, I learned about the Blue Goes Green initiative, and in the summer of 2016, Alexi Lamm, USU Sustainability Coordinator, invited faculty across USU to participate in the first sustainability conference to discuss and plan how faculty can bring ideas of sustainability to students across the undergraduate curriculum. Faculty across all disciplines, including music, art, history, English, biology, and engineering participated in the conference titled "Destinations, Planetary Thinking across the Curriculum." We learned from students who participated in sustainability-based courses at USU and from faculty who had taught such courses. We discussed challenges to implementing sustainability into our various courses and proposed a unique plan for our respective courses to bring the discussion of sustainability to our students.

Classroom Incorporation: In the 2016-17 school year, I involved Biol 1010 students in classroom and online discussions introducing them to sustainability. Topics and discussion questions can be seen in appendix E. In addition, they participated in or developed a sustainability project at our campus. The requirements for the project can be seen in appendix E following other in-class activities.

OTHER TEACHING EXPERIENCES

Teaching Seminars

I presented a short seminar titled "Assessing Student Prior Knowledge" to faculty at USU Eastern. This instigated a discussion among fellow faculty about how they can find out what students know and use that information to help students learn. The following are a few comments from faculty who attended.

"Thank you for the professional presentation on helpful strategies in working with college students. Your passion for teaching was evident in your presentation and preparation." Dr. Anne Mackiewicz, Associate Professor of Teacher Education and Leadership

"Wayne, thank you for your wonderful presentation today. I learned new and was reminded of best practices in teaching."

Small World Initiative Training Committee

Currently I serve on the training committee for SWI. Through video conferencing, we have helped to plan the annual training workshop for new SWI faculty held at University of Connecticut. This has required preparation of training materials, selection of new SWI faculty, coordinating mentoring of new SWI faculty and answering questions from new SWI faculty.

Out of Class Student Interactions

One of my favorite parts of teaching is interacting with students outside of class. I never have the opportunity to talk to all students at length outside of class, but I have had the chance to help many students individually through small discussions in the hall or in my office. This has led to students succeeding in classes or opportunities for me to write recommendation letters. Many of these most important teaching experiences are listed in appendix W.

Co-op Internship

Interested students also have the opportunity to take an Internship course in biology. Students who want to improve their skills at a current job can take this course to earn college credit for doing so. I served as the mentor for one student, JaeCee Gardner, who worked at a veterinary clinic. She set goals for herself as an employee to learn skills and gain knowledge outside of her job description, yet applicable to her place of employment. As a result, she was able to take on more responsibilities and provide a positive benefit to her place of employment.

Advising

With few science faculty and only two biology faculty at USU Eastern, I enjoy advising students in their science educational goals. I serve as the pre-med advisor specifically, but also advise students planning to enter other health professions. I also advise 10-15 students a year in the biology major as well as fields related to biology.

Personal Improvement Activities and Development of Teaching Materials

The National Research Council's Bio2010 report—which stated that all biology majors should be conversant with databases such as the National Center for Biotechnology Information and projected a goal to integrate biology with mathematics, statistics, computer science, physics, and chemistry (Bednarski, Elgin, & Pakrasi, 2005)—and other researchers suggest that bioinformatics seems a clear way to combine these fields (Chapman, Christmann, & Thatcher, 2006). Therefore, in 2013, I published a case study introducing students to bioinformatics within the context of the evolution of antibiotic resistance (appendix K). This case study has been used in the BIOL 1610/20 class for biology majors.

Constant review

To continue to improve myself as a teacher, I review student comments from each semester and address specific shortcomings in the next semester. I have attended other faculty members' classes at USU

Eastern and have had colleagues attend my classes to provide me with feedback on my teaching. I have also attend the national American Society for Microbiology (ASM) conferences and the Intermountain Branch conferences in an effort to learn as many applicable things as possible to teach my students, and I plan to attend future conferences in biology education.

In addition, I frequently watch and take note of media programs such as those broadcast by PBS—including NOVA, Nature, and Frontline—and others published online to find current topics of interest that I may show or discuss with my class. I stay current in biology, microbiology, and pedagogy by reading articles in Science, Nature, mBio, and sciencedaily.com and sciencenews.org. I have also completed textbook chapter reviews for the 2nd edition of How Life Works, Morris. Finally, I currently belong to the American Society for Microbiology and participate in a listserv with other microbiology faculty across the world and I am active with the SWI group and currently serve on a committee to support the training of new faculty participants in SWI.

Due to factors that arose while editing this document for brevety, the references that have been used as a theortical framework and cited throughout this document are included in appendix Y.

Teaching Documentation

Scott L. Hunsaker

Scott L. Hunsaker in an Associate Professor in the School of Teacher Education and Leadership at Utah State University. His expertise is in gifted education. He recently completed his second Jacob K. Javits Grant from the U.S. Department of Education, which focused on the teaching of advanced readers in Title I schools. He has published the edited volume, *Identification: The Theory and Practice of Identifying Students for Gifted and Talented Education Services*.

TEACHING VISION, AIM, AND INFLUENCES

My vision of myself as a teacher is couched in three roles I play as a faculty member in the School of Teacher Education and Leadership (TEAL): teaching scholar, teacher educator, and teacher leader. As a **teaching scholar**, I am expected to bring my expertise to bear as I establish the goals and objectives for my courses based on reasonable and recent evidence drawn from theoretical, empirical, and practical perspectives. For example, one practicing teacher wrote about my TEAL 6460 course, "Dr. Hunsaker's teaching style is engaging and interesting! He has been extremely helpful, supportive and knowledgeable about the subject matter." As a **teacher educator**, I must help prospective or practicing teachers increase their effectiveness by focusing their attention on the great triumvirate of the teaching task: curriculum, instruction, and assessment. Another practicing teacher commented, "I learned how to set up a lesson …, how to be objectives oriented … and make use of differentiation. … My whole teaching philosophy has changed. … It certainly raised my expectations as to what my students can do." As a **teacher leader**, I am to direct classroom resources, especially human and technological resources, toward the accomplishment of worthy course goals and objectives. This requires a respect for the resources my students bring to the learning environment on three levels: as humans, as teachers, and as learners. For example, an ELED 1010 student remarked, "I have never had a teacher care about me in particular since, like, elementary. … I feel I had to let you know that you made a great impact on my life.

Each role that forms my personal vision as a teacher is more fully explored through graphic representations and explanations provided in Appendix A. As I fulfill my responsibilities within the roles of teaching scholar, teacher educator, and teacher leader, I create possibilities that my students will optimize their knowledge about, skills within, and dispositions toward the teaching profession in general and gifted education in particular. My *aim* is that **prospective and practicing teachers will see themselves as teaching scholars, teacher educators, and teacher leaders who can make a positive difference in learners' lives in the classrooms, the schools, and the communities.**

I've never been a believer in the myth of the "self-made man." The vision and aim that I have stated here have been developed over a lifetime of shared and personal experiences, study, reflection, and guidance from others. Key events (i.e. stories), ideas (i.e., statements), and individuals (i.e., stalwarts) whose *influence* has been critical in my evolution as a teacher are acknowledged in Appendix B.

TEACHING RESPONSIBILITIES

My university role description designates my teaching effort as 70%, with 15% research and 15% services. Within teaching, my duties included program coordination, course delivery, and student advisement. **Program coordination** responsibilities require me to facilitate TEAL's efforts in two areas, as shown in Table 1. For **course delivery**, my usual teaching load is three courses per semester. I routinely teach the following courses in GT education on a two-year cycle, as shown in Table 2. Each course is taught at both a professional development level for licensed teachers desiring a Utah State Office of Education (USOE) GT Endorsement and a graduate-degree level for students seeking a master's degree. In addition, when requested, I offer courses on specific methods appropriate for GT learners, as well as a two-year cycle of advanced graduate courses to prepare students for district or state leadership in GT education.

Table 1. Program Coordination Responsibilities		
Assignment	Term of Service	Responsibilities
Level I Teacher Preparation	2005-2010, 2012-	• Faculty orientation • Common experience articulation • Fieldwork organization • Concurrent enrollment evaluation • Budget management
Gifted and Talented (GT) Education	1995-	• Course structure development • Scope and sequence articulation • Interinstitutional collaboration • Faculty development • Endorsement advisement and evaluation • Graduate student advisement • Budget management

Table 2. Course Delivery		
Course Numbers	Credit	Course Title
TEPD 5420+30/TEAL 6420+30	2+1	Education of Gifted and Talented Learners + Practicum
TEPD 5450+55/TEAL 6450+55	2+1	Social/Emotional Needs of GT Learners + Practicum
TEPD 5460+70/TEAL 6460+70	2+1	Assessment in Gifted Education + Practicum
TEPD 5480+90/TEAL 6480+90	2+1	Methods/Materials in Gifted Education + Practicum

These additional courses are shown in Appendix C. My third teaching responsibility is **student advisement**. Current doctoral students with whom I am working are listed in Table 3. A summary history of my graduate student advisement since arriving at USU in 1995 is provided in Appendix D.

Table 3. Current Doctoral Students		
Name	Status	Role
Janet Adams	Degree awarded	Chair
Stephen Hren	Dissertation writing	Chair
Carolyn Hamblin	Data gathering	Chair
Tony Rogiers	Comprehensives passed	Member
John Krutsch	Comprehensives passed	Member
Tom Allen	Admitted	Temporary Chair

TEACHING METHODS AND MATERIALS

Four broad methods generally characterize my teaching: (1) **course readings** as an impetus for learning *activities*, (2) **questioning strategies** that *activate* various thinking levels and modes, (3) **flexible groupings** that promote *active* learning, and (4) **authentic assessments** that provide *action* information. Obviously, I want my students to be active rather than passive learners. Each method is illustrated in **sample syllabi provided for TEPD 5420/TEAL 6420 and TEPD 5450/TEAL 6450 in Appendix E**. Students benefit most from learning sessions when they come having read and processed **course readings** for that session. I foster accountability for reading and preparation through assignments, as illustrated **in Appendix E on pages 27 and 36**, as well as a self-assessment, as shown in a form from TEPD 5450/TEAL 6450 **in Appendix F on page 42**. A student in ELED 1010 stated, "I like that we had to do response sheets … for the readings because then I had to do them, and they were all interesting and helpful." With quality preparation, students reach greater depth as they are challenged to think. This is also aided by strong **questioning strategies**. I usually employ five question types, shown in Table 4. These categories are used to develop study guides. Samples of study guides for TEPD 5420/TEAL 6420 are shown **in Appendix G beginning on page 43**. A TEAL 6420 student said, "The weekly study guides kept me engaged in the material consistently and helped me to really think about and respond to the prompts." In addition, the use of **flexible grouping** is illustrated in the sample syllabi **in Appendix E on pages 27 and 36-37** and also has implications for the teaching materials provided **in Appendices F** and **G**. Group work is both assigned and voluntary in my courses, but is critical to establishing a sense of community. A TEAL 6420 student noted, "I felt like an important part of the class and not just a number. I felt like my input and opinions were acknowledged." Finally, the primary assessment mode in my courses is **authentic assessment**. This is illustrated well in the assignments found in the sample syllabi **in Appendix E beginning on page 28 and page 37**. The criteria for these authentic assessment experiences are communicated through rubrics made

available at the beginning of the semester, thus cueing students to expectations, providing a means for discussing progress on assignments, and resulting in high quality products on which students generally exceed expectations.

Table 4. Questioning Strategies		
Type	Description	Example Question based on "Snow White"
Knowledge	Responses are factual information that can be found directly in the reading.	How many dwarves live in the house Snow White finds in the woods?
Opinion	Responses require analysis, evaluation, and synthesis of evidence to argue a point-of-view.	Snow White continually ignores the warnings given her by the dwarves. Given this pattern of behavior, should they continue to give her shelter? Why or why not?
Affect	Responses require exploration of affect, combining emotional and intellectual aspects of an issue.	How does Snow White feel, do you suppose, knowing that her step-mother is seeking to take her life?
Experience	Responses require a connection to one's past, present, or future related to an issue.	Have you or someone you know ever disobeyed a rule at school? If so, without using names, tell about the story and describe the consequences that followed. If not, tell how you and your acquaintances have developed the habit of obedience.
Pre-/Mis-conception	Responses requires a recognition that one or one's colleagues may have prejudices or misunderstandings about key concepts.	Grimm's fairy tales, collected in the Bavarian region of what is now Germany, often cast older women (especially step-mothers) as antagonists. What is the view of older women in our society today? What is your evidence that this is the current view?

EVALUATIONS OF TEACHING

Desiring excellence in each role of my teaching vision, I draw on a variety of formal and informal sources. These include my students, university peers, and outside colleagues.

Student Evaluations

Student evaluations occur during (i.e., formative) and near the end (i.e., summative) of a course. **Formative evaluation** occurred, for instance, when an e-mail message (see Appendix H) from a TEAL 6450 student alerted me that overlap in sectional rubrics for the practicum portfolio was causing confusing. I responded by revising the rubrics, which can be seen in Appendix E beginning on page 38. **Summative** course **evaluation** data are also available. Table 5 displays average results across courses from the past three academic years. A 6-point scale (6 = Excellent) was used from Fall 2009 through Spring 2011.

Table 5. Summative Course Evaluations					
Year	Semester	Student Level	N	Course Quality	Instructor Effectiveness
2009	Fall	Undergraduate	19	5.6	5.6
		Graduate	9	5.6	5.6
2010	Spring	Graduate	16	5.6	5.8
	Fall	Graduate	31	5.4	5.4
2011	Spring	Graduate	26	5.1	4.7

Beginning Fall 2011, the IDEA course evaluation system was implemented with results reported in T-scores (M = 50; SD = 10). Averages by semester are reported in the Table 6. Specific course data are available in Appendix I. Quantitative data are important, but I tend to pay more attention to **student comments**. Appendix J gives a sampling of comments from the past three years that are complimentary or critical but thoughtful.

Table 5. IDEA Summative Course Evaluations						
Year	Semester	Student Level	N	Objectives Progress	Instructor Excellence	Course Excellence
2011	Fall	Graduate	17	46	49	50
2012	Spring	Graduate	NA	NA	NA	NA

Peer Recognition and Awards

I also appreciate the *peer recognition* I have received for my teaching. This includes two **awards** from the Emma Eccles Jones College of Education and Human Services (EEJ-CEHS): Outstanding Teacher in 2002 and Outstanding Undergraduate Research Mentor in 2005. I have also made **invited presentations** on questioning strategies as part of the Provost's Teacher Quality series and on undergraduate research mentoring to the Department of Family, Child, and Human Development. Further, I have served as a **teaching mentor** to two new faculty members in EEJ-CEHS, one of whom has now received tenure. Sample letters to each based on observations are included in Appendix K. In addition, I have given **service** as a member of the College Curriculum Committee since 1998, with a second term as chair beginning in 2008. I also served as chair of the University Curriculum Subcommittee from 2002-2004, during which time I was responsible for producing the first draft of the university's Curriculum Handbook. I have continued service on that committee since 2008.

External Recognition and Awards

External recognition is a third information source on the quality of my teaching. In 2006 I received the Jewel Bindrup Award, the highest **award** given by the Utah Association for Gifted Children. It honors those who, over a career, have contributed significantly to the improvement of the school and life experiences of GT children. I was recognized in particular for my work in teacher preparation, professional development, and institutional leadership.

My teaching has not escaped **external evaluation** due to TEAL's participation in the High Ability Student Initiative Program (HASIP) funded by the Utah Legislature. Data charts and participant comments from evaluation report are provided in Appendix L. I also served as a member of the **expert panels** that did preliminary and formative work eventually leading to the publication by the National Association for Gifted Child of two important volumes that impact the teaching of GT learners: *Best Practices in Gifted Education*

(2007) and *National Gifted Education Standards in University Teacher Preparation Programs* (2008). I have since published an **edited textbook** on identification of GT students. The promotional flyer and table of contents for this book are provided in Appendix M.

TEACHING INNOVATION AND IMPROVEMENT

Naturally, reflection on my teaching roles has led to innovations and improvements at all levels of my teaching responsibility. Important innovations at the **program level** in which I have been a key player are shown in the Table 6. I've also been responsible for **course level** innovations and improvements as illustrated in Table 7. One important innovation I bring to my responsibilities at the **student level** is my effort to truly fulfill the obligations implied by the word *mentor*. A reflection from a student about a mentoring visit (see Appendix N) illustrates the point that I see mentoring as a *human* relationship, not merely a formal *academic* relationship.

Table 6. Program Level Innovations and Improvements		
Elementary Arts Education (EAE)		
Time Frame	Funding Types	Impetus
• 2006-2011	• Gift • Endowment • Grants	• Beverley Sorenson's vision • Request for proposals • Personal contacts
Roles	Amount	Impact
• EAE Coordinator • University Team Liaison • Gift Agreement Negotiator	• $3,280,000	• Hybrid EAE courses • Endowed chair in EAE • Increased enrollment in EAE • Interdepartmental work
TEAL 1010 Concurrent Enrollment (CE)		
Time Frame	Funding Types	Impetus
• 2007 -	• CE Fees • Registrations	• Enrollment diversity issues in Teacher Education • NUCC request
Roles	Amount	Impact
• Level I Coordinator • Committee Chair • USOE Liaison	• N/A	• Concurrent enrollment courses in 3 Utah counties • Increase in Hispanic student enrollment
GT Endorsement Delivery Structure		
Time Frame	Funding Types	Impetus
• 2007-	• USOE Contract • RCDE Returns	• District concerns • Enrollment figures • Infrastructure availability • Student feedback • HASI evaluation
Roles	Amount	Impact
• GT Area Coordinator • Interinstitutional Negotiator	• $50,000+	• Hybrid GT courses • Endorsed teachers statewide • GT leadership sustainability

		• Model for other endorsements
Table 7. Course Level Innovations and Improvements		
TEAL 1010: Orientation to Elementary Education		
Time Frame	Innovations	Impetus
• 2004-2010, 2012-	• IQ Forms • Educational Autobiography • Fieldwork Guidebook • Personal Development • Praxis Study Groups	• Faculty discussions • Student feedback • Course purposes
Roles		Impact
• Level I Coordinator • ELED 1010 Instructor • Student Teaching Advisory Board		• Informed decision-making by students • Improved teacher/student relationships • Timeliness in passing Praxis examinations
ELED 4150: Assessment and Differentiation in the Curriculum		
Time Frame	Innovations	Impetus
• 2009-	• Hybrid Delivery • Coteaching • Case Method	• Student exit evaluations • Higher Education Opportunity Act requirements • Faculty discussions
Roles		Impact
• Proposal Writer • Course Developer		• New required course for all ELED majors

STUDENT OUTCOMES AND ACCOMPLISHMENTS

The real story of my teaching comes, I believe, in the outcomes for and accomplishments by my students. ELED 1010 is intended as a course to aid students in making a **decision** about entering the teaching profession. When I was teaching ELED 1010, approximately 85% were choosing to apply for the major. More gratifying, however, is that many of my students come back to me years later, after they've completed the entire sequence of levels in the major, and request that I write a **letter of recommendation** for them as they seek their first teaching job. An example letter of recommendation is posted in Appendix O. The student for whom this letter was written did, incidentally, receive an offer.

Over my years at USU, various students have been recognized for the work they've done under my tutelage. Table 8 shows the variety of **honors** they have received. While these students are excellent in many ways in their own right, I believe I can take some credit due to the mentoring they've received, particularly in the opportunities I've provided undergraduate and graduate students to **coauthor** and **copresent** with me. A complete listing of such articles and presentations with USU students is provided in Appendix P.

I am also proud of the **leadership** my former students have taken in gifted education. For instance, former master's students have risen to district leadership positions in four states; Georgia, Utah, Nevada, and Arizona. Of the 12 educators selected as teaching coaches for the HASIP program, 10 had received

either their master's degree, GT endorsement, or both from USU. Finally, since 2000, six former USU graduate students have served on the board of the Utah Association for Gifted Children—two as president.

Table 8. Student Honors		
Year	Honor	Student
1998	NAGC Curriculum Award	Shauna Maughan
1999	NAGC Non-Doctoral Student Award	Suzanne Lowry Jeremy Smith
2000	NAGC Non-Doctoral Student Award	Lissa Dixon Amy Wilde-Taylor
	NAGC Doctoral Student Award	Michael Killeen
2006	NBEA Doctoral Dissertation Award	Bryan Sisson
2007	EEJ-CEHS Outstanding Undergraduate Researcher	Brianne Bartlett
2008	EEJ-CEHS Outstanding Undergraduate Researcher	Aubree Nielsen
2009	USU Research Week Social Science Poster Best-of-Class	Aubree Nielsen

TEACHING GOALS

Given that I plan to continue in my current position for more than a decade to come, it is imperative that I build on what I have done well and raze what I have not. My goals as a **teaching scholar** are as follows:

- Deepen my understanding of theoretical and empirical thought by and based upon the works of Dabrowski (Positive Disintegration), Bronfenbrenner (Ecological Systems), and Haidt (Moral Intuition).

- Write my books *Love as an Authentic Emotion for the Classroom* and *Four Aspects of Creativity and Teaching*.

- Seek opportunities to coauthor manuscripts with graduate students who are practicing teachers (e.g., learning licenses with Jensen, preassessment in science with Brown)

My goals as a **teacher educator** are as follows:

- Complete development of ELED 4150: Assessment and Differentiation.

- Continue development of advanced graduate courses in gifted education.

- Invite peers to observe and evaluate my teaching.

- Seek opportunities for external review of undergraduate, endorsement, and advanced graduate course syllabi by experts in gifted education.

My goals as a **teacher leader** are as follows:

- Develop more systematic approaches to follow-up with students who have incomplete grades.

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- Improve timeliness of communications through improved time management.

- Develop and implement a systemic approach for gifted education leadership sustainability in Utah.

SUMMARY STATEMENT

As stated in the first section of this portfolio, my aim is that **prospective and practicing teachers will see themselves as teaching scholars, teacher educators, and teaching leaders who can make a positive difference in learners' lives in the classrooms, the schools, and the communities**. That I am accomplishing this with at least some students is reflected in this note I received from a 2008 graduate in Elementary Education:

> "I just wanted to take a moment to express my most sincere gratitude for you. Since I started at USU in 2004, I have learned far more in your classes than in any others. For this, I owe a debt of gratitude, but more so for your patience, kind heart, and willingness to help your students succeed. I just want you to know, above all else, that you have left a footprint in my mind and in my heart. Thank you for your support and for all you do, have done, and will do for Utah State and its future educators. I feel, after having been in your presence and taking a little light and knowledge, I am better prepared to shape and mold minds to make a lasting difference."

My stated purpose is implied in the name of the academic unit in which I work—School of Teacher **Education** and **Leadership**. If our school is to fulfill the promise of its name, my fellow faculty and I must commit to the implied roles and responsibilities. I believe I have outlined, in this narrative, the ways in which I have done that up to this point. There is still much to be done.

Appendices

Appendix A: Teaching Vision Graphic Representations and Further Explanations
Appendix B: Influences on My Teaching
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Teaching Portfolio

Kimberly Lott

Kimberly Lott is an associate professor of science education in the School of Teacher Education and Leadership (TEAL) department within the Emma Eccles Jones College of Education and Human Services. She has been at USU since 2007 and this portfolio was used when she was promoted to associate in 2014. She currently teaches elementary science methods courses within TEAL and her research focuses on effective science instruction within the early childhood years (Grades K-2).

INTRODUCTION

From my earliest memories, I have always wanted to be a teacher. I was a secondary science teacher for six years before getting my doctorate and then taught for two more years upon completion of my degree. I left my career as secondary science teacher because I felt I could make a larger impact on science education from a university classroom. At Utah State University, I have had the opportunity to teach science teaching methods courses for elementary, secondary and masters students.

TEACHING RESPONSIBILITIES

The domain of teaching represents 70% of my role statement. As an assistant professor from 2007-2013, I taught 15-18 credits a year.

Course	Credits	Level	Semester	Challenges
SCED 3400 Teaching Science I	3	Jr./Sr. Majors & Minors (Required)	Fall and Spring	Varied science backgrounds. Small classes. Students are unfamiliar with teaching science through inquiry.
SCED 4400 Teaching Science II	3	Jr./Sr. Majors (Required)	Fall and Spring	Varied science background. Getting students to really embrace the idea that the most effective way to teach science is probably NOT the way they were taught.
ELED 4000 Teaching Science	3	Jr./Sr. Majors (Required)	Fall and Spring	Varied science backgrounds. Many students do not like science. Many do not perceive teaching science as important as teaching reading or math.
TEAL 6700 Improving Science Instruction	3	Graduate (Masters)	Spring	This is an online course. Keeping the validity of course sound while still keeping it accessible to all graduate students.

> *I believe in a constructivist inquiry approach and my lessons follow the 5E (engage, explore, explain, elaborate, and evaluate) learning cycle. I believe in giving my students hands-on experiences and opportunities for interpretive discussions with their peers and teacher. For this reason, I prefer my students working in small groups centered around either a topic of discussion or materials that further scientific understanding. I encourage my students to engage in interpretive discussions with their peers first, with me facilitating whole-group meaning-making discussions afterwards.*

My first objective as a science education instructor is to provide **a theoretical basis for effective science teaching practice**. I attempt to accomplish this goal by first providing the students with background resources on teaching pedagogy aligned with current science reform documents. I then have them cooperatively reflect on how these practices can lead to greater conceptual understanding of science.

Next, I provide opportunities for my students to **become "learners" of science**. By modeling for my students the "teaching of science" using the best practice principles (active, inquiry-based, hands-on learning), students can begin to form their own explanations for scientific phenomena. Students can then reflect on the greater depth of knowledge that was gained by using these methodologies instead of just being "told the answer" by the teacher.

> *"I had a lot of confusion about the cycles of the moon before [ELED 4000] but I feel like I [now] have a better understanding." [ELED 4000 student comment on evaluation.]*

Lastly, in order to encourage effective science teaching, students must be given the opportunity to **practice and have success using these new methodologies**. In the secondary methods classes, students teach "mini-lessons" to their peers. In the elementary methods classes, students teach a "mini-lesson" to elementary students at the Edith Bowen Laboratory School. When students are not teaching their mini-lessons, they are observing their peers who are teaching and offering feedback in both the secondary and elementary methods classes.

> *"I loved actually doing many of the projects [in ELED 4000], and having the chance to teach a mini-lesson at Edith Bowen." [ELED 4000 student comment on evaluation.]*

Undergraduate Teacher Education

I have found that the most effective way of teaching undergraduate pre-service teachers is to model for them what it will be like to be a teacher so that when the students leave my methods classes they feel like they know how to be effective science teachers. From my experiences with both elementary and secondary pre-service teachers, I have learned that each group has its own unique challenges when it comes to preparing them to teach science, so I have had to develop slightly different philosophies for teaching each group.

Secondary students come to their first methods class as "content experts." They obviously have a love of science and an adequate background in their fields. The biggest challenge is not to get them excited about teaching science, but to convince them that they MUST teach science differently then the way they were taught. The secondary pre-service science teachers' background with science teaching is as a student usually sitting in a lecture hall taking notes and taking multiple-choice tests. They then come to my class and we are discussing topics like "constructivism," "inquiry-based science" and "authentic assessment," which are all new to them in the learning and teaching of science. For this reason, I feel strongly that future secondary teachers must actually LEARN science through these methodologies in order for them to really see the value of using these methodologies with their future students.

> *"This [SCED 4400] was one of my most useful (if not, the most useful) classes in preparing me to be a teacher." [SCED 4400 student comment on evaluation.]*

On the other hand, elementary pre-service teachers come to their methods classes NOT as content experts and many of them do not like science. Moreover, many of them have the perception that science is not as important as other subjects in elementary like math and reading. My goals for my elementary science pre-service teachers are for them to have a positive experience with teaching (and learning) scienc and, most importantly, to get excited about teaching science. I spend part of each class period with these students teaching them like they were elementary students. I model for them what it is like to teach science using the same research-based pedagogy I use with secondary pre-service teachers, but with elementary science topics. I also designate time during each class period to discuss how science can be integrated into the other subjects and how the integration of science often enriches the learning in the other subject. For example, if you are studying graphing in math, you can have your students do an experiment, collect data, and make a graph instead of just graphing random numbers on a worksheet. The students are learning science, but they are also learning math in a real context.

> *"I loved all the hands-on activities. Not only have I learned a lot more about science, I feel a lot more confident in my ability to teach science." [ELED 4000 student comment on evaluation.]*

Graduate Teacher Education

Graduate students in the *TEAL 6700: Improving Science Instruction* course are students who are currently teaching science in the classroom. They have elected to return to graduate school and take this course, so they are very different than the undergraduate students who are taking their methods classes as a requirement for graduation. My goal with these students is inspire them to reflect on their own teaching and to help them to apply research-based principles of good teaching to make their teaching more effective. Because these students are in the "real world" of the classroom, they are aware of the challenges and usually eager to implement new strategies. I try to be proactive and use these challenges as topics for discussion in the class (e.g., student diversity, adapting curriculum, etc.). Since these are real issues that the students are

facing day-to-day in their classrooms, I try to create opportunities for reflection, discussion and professional growth in those areas.

> *"I thought this course [TEAL 6700] was so helpful to me. It has been my favorite course of the 5 classes I am taking this semester simply because the content required was applicable to my teaching. I could take everything I learned in this course and use it immediately in my classroom."* [TEAL 6700 student comment on evaluation.]

REPRESENTATIVE COURSE SYLLABI

A course syllabus for ELED 4000: Teaching Science (see Appendix A) outlines the course objectives, major class assignments, and schedule of events for my students. Detailed rubrics, along with examples, are also provided for my students through the Canvas course interface. In order to continually seek feedback, I have sent out this syllabus for review by other elementary science methods instructors (see Appendix B). Ongoing peer feedback along with student comments has led to the continuous revision and improvement of this document.

ADVISING

Completing a doctorate can be daunting to many students, so I try to stay in constant communication with my doctoral students and help them set short-term goals for each semester to keep them focused. I encourage my students to think about their research interests early so that their coursework will be more applicable to their later work. In turn, their written comprehensive exams lead directly to their proposals, so after their proposals they can immediately collect their data and complete their dissertations (see Appendix C for a list of all doctoral committees on which I have served).

OTHER TEACHING RELATED RESPONSIBILITIES

I have mentored several other instructors in the teaching of the ELED 4000 course. During the Fall of 2009, I worked with Bryce Passey as he prepared to teach the RCDE section of ELED 4000. I shared with him my struggles with the course and together we shared ideas to make this course more effective for the RCDE students. I also mentored Eric Packenham (Spring 2010) and Max Longhurst (Spring 2013) as they prepared to teach the ELED 4000 course. I assisted them with instructional and assessment materials, as well as arranged teaching experiences for their students at EBLS.

I have also mentored several EBLS classroom teachers. Some of these mentoring experiences came from teachers recognizing that they had a need to teach science "better" (Marianne Christian, Fall 2010, and Julie Moeller, Spring 2011). With these teachers, we planned science units together. At the beginning of the unit, I modeled teaching the science lessons and then later I co-taught the lessons with them.

Lynn Wallin, during the Spring 2011, collaborated with me to try out a new idea (modeling) for teaching science. Together, Lynn and I planned a unit on "States of Matter" that implemented the use of modeling. The modeling of molecules is not traditionally taught during first grade, and many feel that first graders are not capable of this type of abstract thinking; however, the children did beautifully with "acting" like a molecule. Together we published this unit in *Science Activities*.

I have also conducted workshops for other USU faculty, as well as classroom teachers both from local and international schools. I have given workshops through the university *Provost Lecture Series*. I directed an activity-based workshop to present strategies to promote conceptual understanding of several physical science concepts for local middle school science teachers. I worked with the K-2 teachers at EBLS during the entire 2012-2013 academic year on the teaching of literacy and math through scientific inquiry. During the Fall of 2012, I gave a series of workshops for a group of international high school science teachers on effective science teaching practices (see Appendix D for all Professional Workshops Given along with feedback).

EVALUATION OF TEACHING

The following table shows the mean ratings for overall course quality and overall instructor effectiveness (both are measured on a 6-point scale) for all evaluated courses taught while at USU. I have consistently scored above the department, college and university averages on both these scales (see Appendix E for summary graphs/course and evaluation cover sheets).

[*Please note: the following table was abbreviated due to space restriction, but all courses were listed in original portfolio*.]

Date	Course	Class Size	Overall Course Quality	Overall Instructor Effective-ness	Dept. Comparison Overall Course Quality/Overall Instructor Effectiveness	College Comparison Overall Course Quality/Overall Instructor Effectiveness	USU Comparison Overall Course Quality/Overall Instructor Effectiveness
Spring 2012	ELED 4000$^{SEC 3}$	25	5.4	5.6	5.3/5.4	5.3/5.3	5.0/5.0
Fall 2012	ELED 4000$^{SEC 1}$	22	5.4	5.7	5.7/5.8	5.3/5.5	5.2/5.3
Fall 2012	ELED 4000$^{SEC 2}$	24	5.6	5.5	5.7/5.8	5.3/5.5	5.2/5.3
Fall 2012	ELED 4000$^{SEC 3}$	22	5.9	6.0	5.7/5.8	5.3/5.5	5.2/5.3
Spring	ELED 4000$^{SEC 1}$	23	5.9	5.9	5.9/5.9	5.3/5.5	5.2/5.3

Date	Course	Class Size	Overall Course Quality	Overall Instructor Effective-ness	Dept. Comparison Overall Course Quality/Overall Instructor Effectiveness	College Comparison Overall Course Quality/Overall Instructor Effectiveness	USU Comparison Overall Course Quality/Overall Instructor Effectiveness
2013							
Spring 2013	TEAL 6700	4	4.7	5.0	n/a	n/a	n/a
Aggregate Mean Across All Courses			**5.65**	**5.72**			

The students' written comments on the course evaluations have also been overwhelmingly positive. The following table shows an item analysis from two semesters that I taught ELED 4000. [*Please note: the following table was abbreviated due to space restriction, so numbers and %'s will not be accurate*.]

Spring 2010		Spring 2013	
Positive (77% of total)	**Negative (23% of total)**	**Positive (89% of total)**	**Negative (11% of total)**
Course Components • Exams (relevant) (3) • Activities (5) • Inquiry-Approach (2) • Resources provided (2) Instructor Qualities • Excited (1) • Organized (1) • Caring (1) General • Excellent (1) • Not boring (2) • Teaches us to be a teacher (1)	Course Components • Readings (irrelevant, not helpful) (2) • Inquiry projects (boring, gross) (1) • Reading Quizzes (too picky) (1) Instructor Qualities • Poor time management (2)	Course Components • Exams (relevant, format) (4) • Activities (10) • Inquiry-Approach (6) • Resources provided (4) Instructor Qualities • Excellent (2) • Excited (4) • Good time management (6) General • Loved course (7) • Excellent (1) • Not boring (1)	Course Components • Readings (not helpful) (1) • Inquiry projects (gross) (1) • Reading Quizzes (confusing) (1) • Have higher expectations (1) • Exams (stressful) (1) • TA was confusing (1) General • More breaks (2)

SCIENCE TEACHING SURVEY

In order to determine the effectiveness of my course, I use a "Beliefs about Science and Science Teaching" survey that I modified from the work of Jesky-Smith (2002) (see Appendix F). This survey consists of 10 Likert-scale items designed to measure the students' enjoyment of science (item 2), the perceived importance of science in elementary school (items 1, 4 & 6), and the self-efficacy of teaching science (items 3, 5, 7, 8, 9, & 10). The survey also consists of open-ended questions for which students explain the definition of science, characteristics of a scientist, inquiry-based science, the goals of a science program, and their memories of doing science in elementary school.

I created summary graphs of the pre-and post-course mean scores for the total instrument as well as the scores for Enjoyment of Science, Importance of Science, and Self-Efficacy of Teaching Science and

conducted a paired-sample t-test on each of the Likert items to determine if the differences in the pre-and post-surveys were statistically significant. I qualitatively coded the open-ended questions and noted trend differences (see Appendix F for complete survey results).

TEACHING IMPROVEMENT ACTIVITIES

In order to continually improve my teaching, I have consistently sought professional development (see Appendix G) and systematically arranged for feedback from my peers. Each year, I had a committee member observe my teaching. Prior to each observation, we met to discuss areas that I felt needed improvement to focus the observation and provide appropriate feedback. When possible, I had the same committee member make two observations (in subsequent semesters) to look for improvements. I went through this two-observation cycle with three different committee members (see Appendix H for Peer Letters and my responses to each).

I also used students' written comments on course evaluations to continually revise and improve my course. The following table illustrates the use of student feedback in the development of the ELED 4000 course.

Negative Student Comments	How did I address these?	Later Student Comments
• "Morning discussions were boring."	• Added more group interactions within the discussions. • Also added inquiry activities that illustrated discussion topics.	• "I loved doing the demos they were helpful." • "I liked the daily inquiry activities. It keeps us awake in the mornings and gave us a better idea of what to do with students than just talking about it."
• "Provide more resources for lesson plans."	• I was more explicit in the explanation that all the activities that were done in class could be directly implemented into the classroom as lesson plans. • I also added a resources section in Canvas that provided links to lesson plans that were directly related to the UT core curriculum.	• "I loved all the hands-on and inquiry approaches to learning." • "I also appreciated all the examples of activities to do in class." • "I love how interactive it is and how we are given teachable examples for our own class." • "Provided a lot of information and resources that I can use in practicum and as a teacher."
• "Some assignments were not clearly explained."	• All assignments details with due dates were posted in Blackboard/Canvas. • I also added examples of all assignments as references.	• "I appreciated the clear expectations for each assignment or activity."

TEACHING INVOVATIONS AND THE SCHOLARSHIP OF TEACHING

Within each of my courses, I am continually seeking new and innovative methods of teaching. Occasionally, I feel these innovations are worth sharing with other professionals, so I have written and been published in those areas. The following are several innovations that I have done within my ELED 4000 course that have resulted in publications.

Writing in Science Notebooks

During the Spring 2010 semester, I added a science notebook to my list of requirements for ELED 4000.   We have a comprehensive introduction to science notebooks and how they can be used in the elementary classroom. I tell my ELED 4000 students that their notebooks are their own "body of science knowledge" for the course.   The students record their daily inquiry activities as well as their long-term inquiry projects in their notebooks. After collaborating with Dr. Sylvia Read (a language arts colleague), I started emphasizing the writing and especially the scaffolding of the writing in a science notebook. I also developed strategies for my students to use science notebooks for all levels of students. Together with Dr. Read, we published these scaffolding strategies in *Science and Children* (January 2012), which is the leading practitioner journal for elementary science teachers published by in the National Science Teachers Association (NSTA).

Levels of Inquiry

I have always discussed the levels of inquiry with my ELED 4000 students. I discuss strategies for easing into inquiry, which makes the implementation more comfortable for both the students and the teacher. I also share with my students that they can take the traditional 'hands-on' science activities and modify them to make them more 'minds-on' inquiry. I used these strategies that I present to my students to write another article that was published in *Science and Children* (March 2011). This article was also selected for a chapter in the NSTA book, *A Year of Inquiry: A Collection for Elementary Educators*.

Modeling

Modeling is a scientific process skill that I introduce to my ELED students. A systematic approach to scientific modeling has been shown to be effective for students' science content development. Scientific modeling has been used extensively with high school students, but only occasionally with upper elementary or middle school students because it is considered too abstract for young learners. I decided to test this assumption in a first grade classroom with a teacher at EBLS. Using concrete models and hand signals for scaffolding, I found that first graders could indeed use scientific modeling to describe and explain observed phenomena. These experiences were published in *Science Activities: Classroom Projects and Curriculum Ideas* (December 2012), another leading K-12 science practitioner journal.

Addressing Misconceptions

In order for students to develop scientifically accurate conceptions, their misconceptions often need to be addressed. I find that many times my ELED 4000 have similar misconceptions to those held by elementary students. One day during a discussion of chemical and physical changes, I had a student in my ELED 4000 class ask, "Is popping corn a physical or chemical change?" This question prompted me to start to think about how to better address the misconceptions that elementary students have surrounding the changes of matter. Working with a 5th grade teacher at ELBS, we developed strategies and activities that

were published in *Science and Children* (October 2012). This article also resulted in an invited presentation at the 2013 annual meeting of NSTA during the "Elementary Extravaganza."

Engineering Activities in Elementary Classrooms

With the Next Generation Science Standards (NGSS) due to be implemented in the near future, I have tried to be proactive in the preparation of my ELED 4000 students for this coming shift in science teaching expectations, specifically with the integration of engineering practices within the elementary classroom. I wrote an article in press (due TBA) in *Science and Children* that details a collaborative effort with teachers (and a student teacher) at EBLS demonstrating that even kindergartners can participate and be successful in engineering design activities.

HONORS RELATING TO TEACHING

In 2010, I was a recepient of the Teacher of the Year Award for the department of Teacher Education and Leadership (TEAL). This award is given in recognition of teaching excellence in undergraduate and graduate level teaching. I was nominated for this award by Dr. Martha Dever, my department head (see Appendix I for her nomination letter).

SIGNIFICANT TEACHING ACCOMPLISHMENTS

- I model effective science teaching for my students and my students feel more confident teaching science as a result. My ELED 4000 students consistently enter my course with low science teaching self-efficacy; however, at the end of the semester they have significantly higher science teaching self-efficacy.
- I am constantly improving and revising my courses based on the current state of science education in K-12 schools. I have never lost sight of the "real classroom" and often use real elementary students to pilot test innovative methods before presenting them in my university courses.
- I have been very successful in collaborations with teachers that have later resulted in scholarly publications in leading practitioner journals. The work we are doing at Utah State in elementary science education is accessible to thousands of elementary teachers across the US.

FUTURE GOALS

- Seek additional professional development in innovative strategies for improving the teaching of my online courses.
- Continue to teach science in "real classrooms" and keep writing articles with teachers for publication.

Teaching Documentation

Sylvia Read

Sylvia Read has taught at Utah State University since 2003, earning tenure and promotion to associate professor in 2009, and promotion (with a role statement emphasizing teaching) to professor in 2018. Sylvia currently serves as the Associate Dean for Educator Preparation for the College of Education and Human Services where she focuses on the evaluation and improvement of USU's teacher preparation programs.

INTRODUCTION

I came to higher education from K-8 public education, where I taught for 13 years in 1st, 2nd, 6th, and 7th grades. I earned a Ph.D. in education in 2000 and joined the USU faculty in 2003, teaching methods for teaching writing, spelling, and children's literature to undergraduate and graduate students. I was appointed Associate Professor in 2009.

From 2010-2012, I was **Associate Department Head for Undergraduate Education**, and taught approximately 6 credits each academic year. In July of 2012, I was appointed **Associate Department Head and Director of Graduate Programs**. In addition to my role as Director of Graduate Programs, I continued to work in the undergraduate program as a program coordinator.

Beginning in August 2014, I became department liaison to regional campuses. In this role, I teach literacy courses, supervise the capstone project (Teacher Work Sample) for our elementary education students, and supervise elementary education students in all levels of our program. In addition, I provide instructional observations for seven regional campus faculty, work closely with the TEAL Department Head to coordinate their teaching schedules, and develop new programs on the regional campuses as needed. In July 2016, I was appointed **Accreditation Coordinator** for the College of Education and Human Services. In July 2017, I was appointed **Associate Dean** for Teacher Education.

TEACHING RESPONSIBILITIES

Course	Level	Major teaching strategies
Teaching Language Arts—ELED 4030 Class size 25-30	Jr./Sr. Majors, required course	Learning by doing. Students experience the methods through in-class simulations. Students write lesson plans that are congruent with the methods taught in class and then teach them in an elementary classroom during practicum.
Effective Writing Instruction—TEAL 6380 Class size 15-20	Master's degree students; reading endorsements at graduate level	Learning by doing. Students write in the major genres that they are required to teach and experience good writing instruction first hand. The final projects include writing for a child audience and writing a curriculum unit that exemplifies the strategies taught in the course.

| Teaching with Children's Literature—TEAL 6390

Class size 10-20	Master's degree students; reading endorsements at graduate level	Online course. I provide readings and video that are organized into page modules that cover specific major topics. The content of the course is learned through written responses, asynchronous threaded discussions, and a final project that is both practical and serves to synthesize the major learning outcomes for the course.
Literature Reviews in Education— EDUC 7670

Class size 12 | Doctoral course, distance doctoral cohort | Students study the elements of a synthesis-style literature review by reading and critiquing literature reviews. Students write a version of the literature review for their dissertation proposal. I provide extensive one-on-one feedback. |

PHILOSOPHY AND METHODS OF TEACHING

Learning is an active, constructive process that occurs in social contexts. Therefore, I ask students to read, reflect on the reading through writing (which can be characterized as an interaction with the author), reflect further through small-group discussion, and experience the ideas through in-class or practicum activities. In order for this experiential learning to have a

> *Because Sylvia used research based teaching methods to instruct, I was not only exposed daily to models of best practice, but also was able to feel how much more effective those teaching methods are at promoting learning, even as they increased my own desire to learn. (ELED 4030, Fall 2013)*

substantive effect, students must reflect on the experience. This cycle of reading, reflecting through writing, reflecting through discussion, and experience followed by reflection allows students to integrate new ideas into their schema of effective teaching (Parr & McNaughton, 2014).

Learners benefit from positive modeling

Because all of my students are either future or practicing teachers, I model good teaching in the manner I would have my students enact it in their own classrooms (Breck & Krim, 2012). I model the practices identified in the literature as evidence-based, such as gradual release of responsibility, use of models, and giving learners writing choices (Graham, et al., 2012). In teacher education, it is especially important to model good teaching because, during their own K-12 schooling, my students have often been the recipients of poor writing instruction—writing instruction that overemphasizes mechanics, grammar, and spelling at the expense of students' attempts to write meaningful texts—sometimes called the "apprenticeship of observation" (Lortie, 1975). In order to remap or "unlearn" their conceptual understanding of writing instruction, students must see best practices of writing instruction modeled in order to know how to enact it in their own teaching.

Learners benefit from formative feedback

In keeping with modeling effective practice, I provide formative feedback to students on their written work (Graham, Hebert, & Harris, 2015). When a student submits an assignment that does not meet the expectations, I return it to the student with feedback and require a revision before I grade their work. This reflects a mastery approach to learning and grading. I have only one chance to facilitate

students' learning of the course material; by holding students accountable to high expectations and providing clear criteria and feedback, I foster an attitude in my students that it is learning that counts, not grades.

Learners benefit from being part of a learning community

I usually have 15-25 students per section of each course I teach. Within each course I work to build a community of learners (Rogoff, 1994). For example, I set up learning activities so that the students are engaged in shared endeavors. I also build positive relationships with my students, and they respond by caring more about course content. When students are struggling, I arrange to meet with them outside of class to discuss factors that may be causing their struggles and to offer appropriate levels and kinds of support.

Undergraduate Teacher Education

My approach to teaching undergraduates and graduate students differs because each audience starts with a different level of background knowledge. Students need to "live the experience" in order to truly learn. In my undergraduate language arts methods class (ELED 4030), we focus on effective writing instruction and spelling instruction based on an assessment of students' needs. In order to "live" effective writing instruction, I model it in class, allowing the university students to experience writing instruction from elementary students' point of view. After we debrief and reflect on the experience, they are better able to develop lessons to implement in their practicum. Many students have had less than optimal experiences with spelling instruction. In their practicum placement in an elementary classroom, they "live" good spelling instruction by conducting a spelling assessment of a student and developing an instructional plan for that student based on those needs. Students consistently comment on how valuable they find this experience.

Graduate Education

Because graduate students have classroom experience, they have a more developed schema for integrating new knowledge and enacting their new learning from my graduate courses. When I teach these courses, my objective is that students will use their new understandings to transform their classroom practices. These students are looking for ways to improve their writing instruction (TEAL 6380) or their use of children's literature across the curriculum (TEAL 6390). I present research-based theories and practices, and they critically evaluate their own classroom instructional practices and impose teaching goals upon themselves. I have developed an online version of Teaching with Children's Literature, TEAL

> *I thought that this course was awesome and I'm glad that I chose it! I learned a lot about literature in general, and I felt like the course was very organized, which I appreciate for an online course. I never felt like I was in the dark with anything, and that is so valuable for an online course. I would say that most people steer away from online courses because they are nervous about a lack of communication from the professor, but I truly never felt that way. Thank you for setting up a great course. I thought that the discussions, videos, and the end project were very beneficial. (TEAL 6390, Spring 2015)*

6390. In this online course, I use a blend of extensive reading, videos, asynchronous threaded discussions, short written assignments, and a final project tied to the student learning outcomes.

In addition, I have taught EDUC 7670, Literature Reviews in Education, for our distance doctoral students. For this course, I implemented the notion that students cannot write an excellent literature review without reading and analyzing well-written literature reviews. After reading and analyzing literature review exemplars, the students wrote a literature review,

> The instructor was very knowledgeable on the subject of writing instruction. She was able to engage all of the students in spite of the range in grade levels taught by the students. The assignments were practical and will help me in the classroom. The feedback received after submitting assignments was helpful to my understanding of the concepts being taught. I learned more practical knowledge from this class than any other I have taken. (Summer 2013, TEAL 6380)

> □Dr. Read is very responsive to students and good at guidance. I felt I got a lot of help and guidance from the instructor.
> □Awesome feedback on my writing as well as one on one consultation. (EDUC 7670, Summer 2013)

and I gave them extensive feedback on multiple drafts until it reached a level of clarity and cohesiveness that demonstrated doctoral level writing. Students appreciated the quality and quantity of feedback on their writing.

Course Syllabi

See **Appendix A** for representative course syllabi. In my syllabi, I provide students a detailed explanation of the course expectations, along with descriptions of assignments and grading checklists and rubrics. Because students have access to the grading checklists and rubrics, I achieve transparency in my assessment. I also make extensive use of Canvas to provide more detail on expectations for students' coursework and to collect those assignments, which allows me to attach rubrics to each task. This also provides students with a clear sense of the objectives for the assignment, thus helping to ensure learning and success with the assignment.

EVALUATION OF TEACHING

In the IDEA evaluation system, my converted average scores *much higher* for raw averages when compared to all classes in the IDEA database. Summary sheets of course evaluations (including student comments from IDEA course evaluations) are available in **Appendix F**.

Each semester, I carefully review the ratings and comments and attend to the issues that students raise. For example, I include a great deal of collaborative work, especially in ELED 4030, Teaching Language Arts. Students collaborate to write a unit plan for a specific genre of writing. The students work in grade level teams, similar to how they will experience collaborative work once they are professionals in their field. However, because of student comments about the difficulty of collaborating outside of class time, I dedicated time in class for students to work in groups. I also encouraged and allowed students to use web 2.0 technology to facilitate collaboration. In addition, I allowed students to collaborate on the general

outlines of their unit plans, but they were not required to execute identical lessons in their various elementary classroom placements. District and teacher expectations differ, and students need to be given the freedom to adapt to their unique classroom practicum.

Table 1: IDEA Course evaluation summary, Spring 2012-Fall 2016

IDEA Evaluations	A. Progress on relevant objectives	B. Excellent teacher	C. Excellent course	D. Average of B&C	Summary Average of A&D	Class size Response rate
SP 12 ELED 4030 **Teaching Language Arts**	Much higher	Much higher	Much higher	Much higher	Much higher	N=25 Response rate= 64% (16)
FA 12 **Student Teaching Supervision**	No IDEA evaluation. Rating of overall experience with supervisor by 4 student teachers: 3.75 (on 4-point scale)					
SP 13 **Student Teaching Supervision**	No IDEA evaluation. Rating of overall experience with supervisor by 4 student teachers: 4.00 (on 4-point scale)					
SU 13 TEAL 6380 **Effective Writing Instruction**	Much higher	Higher	Much higher	Much higher	Much higher	N=17 Response rate: 71% (12)
SU 13 EDUC 7670 **Literature Reviews in Education**	Higher	Much higher	Much higher	Much higher	Higher	N=17 Response rate: 71% (12)
FA 13 ELED 4030-1 **Teaching Language Arts**	Higher	Higher	Much higher	Much higher	Much higher	N=22 Response rate: 64% (14)
FA 13 ELED 4030-3 **Teaching Language Arts**	Much higher	Much higher	Much higher	Much higher	Much higher	N=26 Response rate: 73% (19)
SP 14 ELED 4030 (blended for RC) **Teaching Language Arts**	Much higher	Higher	Much higher	Much higher	Much higher	N=10 Response rate: 59%
FA 14 ELED 4030 (blended for RC) **Teaching Language Arts**	Higher	Higher	Much higher	Higher	Higher	N=27 Response rate: 96%
SP 15 TEAL 6390- (fully online) **Tching w Tradebooks**	Similar	Higher	Much higher	Higher	Higher	N=10 Response rate: 70%
Fa 15 ELED 4030 (blended for RC) **Teaching Language Arts**	Much higher	Much higher	Much higher	Much higher	Much higher	N=13 Response rate: 87%
Sp 16 ELED 4040 (blended for RC) **Assessment and Instruction for Struggling Readers**	Much higher	Higher	Much higher	Much higher	Much higher	N=16 Response rate: 89%
Su 16 TEAL 6390 (fully online) **Tching w Children's Literature**	Similar	Higher	Higher	Higher	Higher	N=23 Response rate: 85%
Fa 16 TEAL 6390 (f2f Ogden cohort) **Tching w Children's Literature**	Much higher	Higher	Higher	Higher	Higher	N=10 Response rate: 71%

Average IDEA Scores Spring 2012-Fall 2016

Comparison Group: IDEA Database
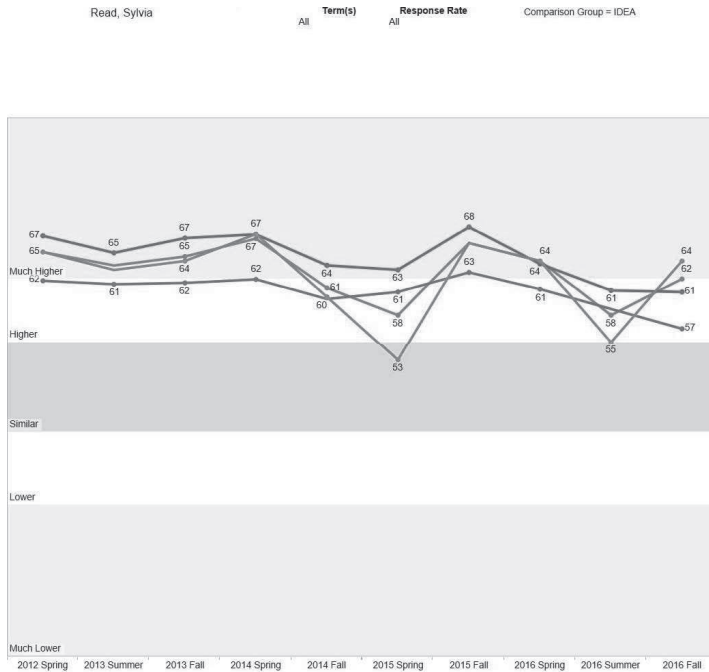
This chart shows the averaged IDEA scores for all courses in a given term. It focuses on 4 key metrics: Progress on Objective, Excellent Teacher, Excellent Course and the Summary Evaluation score.

Scores in the Higher and Much Higher ranges indicate survey results better than 30% of the comparison population. Similar scores match the middle 40% of the population, with Lower and Much Lower the bottom 30%.

Progress on Relevant Objectives   Excellent Teacher   Excellent Course   Summary Evaluation

PROGRAM DEVELOPMENT

From 2010-2012, as Associate Department Head for the undergraduate teacher preparation programs in elementary and secondary education, I worked to ensure program quality, including the administration and analysis of exit surveys every semester, coordination of the capstone project, and collection and analysis of student and program assessment data. In addition, I was instrumental in the development of our program's accreditation report, which successfully earned our program full accreditation in 2012 (see **Appendix B** for the inquiry brief).

Beginning in July 2012, when I became Director of Graduate Programs, I began improving the tracking of students in our master's and doctoral program so that we could determine the rate at which

students move through the program, with a goal of ensuring timely graduation or termination of studies. Under my leadership, 252 master's students graduated in 2013 and 257 graduated in 2014. In addition, 11 doctoral students graduate in 2013 and 14 students in 2014 (data according to aaa.usu.edu).

Also, during my time as Director of Graduate Programs, I initiated a yearly writing workshop for dissertation writers called Camp Completion. Dissertation writing workshops are a unique way to provide the supportive community in which students can write, receive feedback, and learn strategies for overcoming barriers to text production. Camp Completion provides proximal support for writers pursuing the same goal in community and leverages a high touch/low tech approach. I have offered Camp Completion to doctoral students in our department for five years: 2013 (5 students), 2014 (6 students), 2015 (9 students), 2016 (10 students), and 2017 (16 students). Students indicate that Camp Completion provided them with support at a crucial time in their progress toward degree completion (Read & Eodice, 2014).

To support our regional campus teacher preparation program, I applied for and received a teaching innovation grant, Excellence in Teaching and Learning Grant, from Academic and Instructional Services, for $6,600 (see **Appendix C**). With this grant, I purchased licenses for a web-based service that allows for asynchronous virtual supervision using video-recorded lessons, review, and reflection with time-stamped commenting.

In terms of program improvement, I meet monthly with teacher education program faculty at the other institutions of higher education in the state for UTEAAC (Utah Teacher Education Accreditation and Assessment Council), and I am part of a sub-group that developed a student teaching evaluation instrument that has been adopted for the elementary, secondary, and special education teacher education programs at USU. The statewide group that developed the instrument made the deliberate choice to align it with the standards for inservice teacher evaluation as determined by the Utah State Board of Education. We have been accepted to present this work at the American Association for Colleges of Teacher Education in February 2018.

MENTORING COLLEAGUES

Because of a reputation for teaching excellence, from 2009-2013 I served as a teaching coach to tenure-track assistant professors. I was chosen for this role by the Provost's office. I am also frequently asked to observe my colleagues and provide critical feedback for their annual promotion and tenure reviews (see **Appendix D** for a representative sample of letters/reports I have written for colleagues after observing their teaching).

I have also presented at Empowering Teaching Excellence Conference multiple times and for Provost's Lecture Series on teaching. Here is a link to a presentation on Reflecting on Teaching Through Peer Review: Peer Review Presentation

ADVISING AND MENTORING OF STUDENTS

When advising and mentoring both undergraduate and graduate students, I encourage them to find their own questions to pursue, and I actively support them. I have advised undergraduate students in research projects for honors theses and mentored an undergraduate research fellow.

Extensive feedback

When I chair or serve on doctoral committees, I am committed to providing extensive feedback electronically, through phone conferences, and in person. I provide feedback in such a way that the student maintains ownership of the document but grows as a scholarly writer. I have chaired nine students to completion. (See **Appendix E** for a full list of students.)

Collaboration

I value collaborative work with doctoral students. For example, Melanie Landon-Hays and I have published a co-authored article about writing instruction and the role of the English teacher in high school. In addition, with Melanie Landon-Hays and Alicia Martin, another doctoral student for whom I serve as chair, we published an article (see Research Documentation) on how to use the Common Core to guide elementary teachers as they provide effective instruction for persuasive writing. I currently have two projects ongoing with doctoral students. In addition, with another doctoral student, Alayne Jorgensen, I have co-authored two scholarly works.

TEACHING IMPROVEMENT ACTIVITES

Improving my teaching is a lifelong pursuit. Each semester, I look for ways to improve, sometimes by focusing on my classroom performance, sometimes by reviewing and refining course assignments and assessment. Feedback from colleagues is especially valuable.

Since receiving tenure in 2009, I have sent out a syllabus for external review, and I have been observed by two members of my promotion advisory committee and also by Dr. Scott Hunsaker; the letters are in **Appendix G**. Dr. Mimi Recker, who observed during the fall semester of 2013, informally, and on January 9, 2014, formally, wrote: "Dr. Read is clearly a gifted, confident, and experienced teacher, creatively engaging the students in the course topic." She made two specific suggestions, one to add video cases to the course, and the other to consider strategies to ensure that all students are participating in class discussions. I have a video case that I have been using for many semesters, but I have located others that have added to the course. In addition, I implemented a strategy to ensure that all students participate, which is to use a randomizer to draw names to respond so that everyone is required to respond at least once per class session.

Dr. Jim Dorward observed my teaching on multiple occasions. Most recently, he observed by ELED 4030 class in spring 2014. He summarized his observation: "Overall, I was most impressed with the

quality of Dr. Read's instruction, her expertise and skill with the content, her respect toward the students, and her ongoing efforts to reflect on, and improve, her instruction. It is obvious that she puts considerable time and effort into design and implementation of her instruction. She is very personable, approachable, and has great rapport with the students. I would encourage Dr. Read to continue reflection on her instruction and supporting materials, and make minor adjustments when necessary. Dr. Read is an excellent teacher and I am honored to have her as a colleague." Dr. Dorward's one suggestion was to improve my syllabus by making explicit links between assignments and course objectives. I used this advice when planning my online course, which led to a tightly aligned set of assignments and objectives.

Additionally, in 2012, Dr. Hunsaker observed a class session of ELED 4030, Teaching Language Arts. We agreed in our pre-observation conference that he would look for active learner participation. He validated my efforts to get and keep students engaged, and he challenged me to look for ways to get students to engage at a deeper cognitive level. I continue to work on this every semester, mainly through students' written reflections and assignments.

An external syllabus review for ELED 4030, Teaching Language Arts, from Dr. Karen Bromley, professor at SUNY-Binghamton, found the syllabus to be an excellent example of up-to-date content and best practices in writing instruction. Dr. Bromley made suggestions about including publication dates that I included in future versions of my syllabi.

TEACHING HONORS

I received **Teacher of the Year for the School of Teacher Education and Leadership,** 2009. This departmental honor is given in recognition of teaching excellence with undergraduate, masters, and doctoral students. I was also nominated for **Carnegie Professor of the Year by Utah State University in** Spring 2010 by the department head and dean because I am *"a reflective teacher who consistently makes adjustments in [my] teaching to meet students' needs"* including mentoring students after they have graduated and are working in local schools. A university-level committee then selected me, along with two other professors, to move forward as nominees from USU (See **Appendix H**).
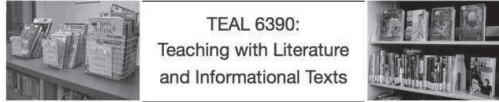
TEACHING INNOVATIONS

Each year, research on literacy instruction provides new evidence for certain instructional strategies and the landscape of public education shifts. I seek to respond to these influences by adjusting course content, assignments, and delivery.

- *Teaching Language Arts—ELED 4030.* Over the fifteen years that I have taught this class, I have made continuous improvements. Within the major areas of focus, writing and spelling instruction, students gain a deep understanding of how to design effective instruction; I have collected evidence

through concept mapping that shows that their learning has complexity (Read, 2008). I also implement a gradual release of responsibility model for teaching lesson planning, which I presented at the National Field Experience Conference (Read, 2015).

- *Teaching with Literature and Informational Texts—TEAL 6390.* I developed a **fully online version** of this course that makes use of a textbook, children's and young adult literature, journal articles, video, and threaded discussions.

- *Teacher Work Sample and other program level common assessments.* When I began to examine the evidence we have for making claims about learning outcomes of our teacher education programs, I realized that the portfolios we were using were not providing us with quality evidence. For the elementary program, I developed what is known nationally as a Teacher Work Sample and an accompanying scoring rubric. (See **Appendix I** for the Teacher Work Sample rubric.) I then began to work with special education and secondary education programs to integrate the Teacher Work Sample into their programs so that we have evidence for program improvement as well as for accreditation.

SIGNIFICANT TEACHING ACCOMPLISHMENTS

- My course evaluations are consistently high, above department, college, and university averages. There is no difference between my course evaluations based on delivery (broadcast vs. face-to-face). I model effective instruction, based on sound theory and research that students can use in their own classrooms.

- My teaching practices continually evolve as I reflect upon and seek to improve my teaching based on research on adult learning.

- Nine doctoral students have completed their dissertations under my leadership and now work in public education and institutions of higher education.

- I have presented on reflective teaching at USU's Empowering Effective Teaching Conference and at the Provost Lecture Series on teaching.

- *I was nominated by USU as a **Carnegie Professor of the Year in** Spring 2010.*

Appendices

A. Course Syllabi
B. TEAC Inquiry Brief, selected sections
C. Excellence in Teaching and Learning Grant
D. Teaching Observation Letters for Colleagues
E. Doctoral Committee Work
F. Course Evaluations
G. Letters from Colleagues
H. Teaching Awards
I. Teacher Work Sample Rubric

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Teaching Documentation

María Luisa Spicer-Escalante

María Luisa Spicer-Escalante is a Professor of Linguistics and Spanish at USU. She has received several Fulbright grants, the most recent in México as a *U.S. Scholars-Global Teachers of English as a Foreign Language.* She has prepared language teachers in numerous countries such as México, China, Brazil, and the U.S. Her research interests are related to the pedagogical aspects of second, bilingual, and dual language education, areas in which she has published various articles.

CONTENT

TEACHING RESPONSIBILITIES

As an Associate Professor of Linguistics and Spanish at Utah State University and Co-Director of the Master of Second Language Teaching Program (MSLT), I have been the person in charge, for more than seven years, of the teaching of diverse methodology courses that future language teachers need for their undergraduate and graduate degree programs. I have primarily taught courses that are required for all foreign language teaching minors and majors, with the exception of Foundations of Dual Language Immersion and Independent Studies. Table 1 shows all courses I have taught since 2008 and their corresponding enrollments. The main objective of these courses is to help future foreign/second language teachers become familiar with the most relevant issues in teaching and learning in the field of language acquisition.

As Co-Director of the MSLT program, I devote much time to advising our graduate students and to nurturing the development of their academic work. This graduate program consists of approximately 20 students, at varying stages in their degree program, whose needs are many and varied. My advising tasks in the MSLT range from training new language teachers to serving as Major Professor or Committee Member of their MSLT Portfolio, the capstone project of our graduate program. Appendix 1.A provides a list of MSLT Committees on which I have served.

TABLE 1. ENROLLMENTS IN COURSES TAUGHT

Course	Title	F 2008	Sp 2009	F 2010	Sp 2011	F 2011	Sp 2012	F 2012	Sp 2013	F 2013	Sp 2014	F 2014	Sp 2015	F 2015	Sp 2016
LING 3300/4300	Clinical Experience	17	5	12		24	1	13		8		9		19	1
LING 4400	Teaching Modern Languages	17	5	12		24		13		10		10		20	1
LING 5500	Student Teaching Seminar			3	1	3	1	2	2	2		1	1		3
LING 5630	Student Teaching Supervision			3	3	3	3	3	1	2		1	1		3
LING 6350	Pro-Seminar on Second Language Teaching					8		8		9			8		
LING 6400	Second Language Teaching: Theory and Practice			17		8		7		11		13	8		
LING 6800	Topics on Second Language Teaching			12	8										
SPAN 4200/6200	Introduction to Hispanic Linguistics			32			34		23				29		
LING 6940	Independent Study								3	2	2		1	2	
LING 6900	Continuing Graduate Advisement								2						1
LING 4700/6700	Foundations of Dual Language Immersion											10	(13)	20	

TEACHING PHILOSOPHY

A few years ago, I received an email from Ben Watkins, a former student from whom I had not heard in a couple of years. The subject of the message was "*letter to editor.*" I read the following message with curiosity and surprise:

Letter to the Editor *Profesora Spicer-Escalante, some time ago I submitted this letter to the Statesman. I'm about to graduate, and just wanted to let you know that you are one of the true teachers I had in mind when I wrote this. Thanks for making a difference. Viva el idioma español, y viva México!*

> *I once had a teacher at this university. Let me describe her. She knew me by name. She encouraged me to do my best. She complimented my efforts. She taught me with questions, with stories, with books. She facilitated discussion. She helped me learn things for myself. She brought who she really was to class, with real emotion, with real truth [....] During five years at this institution, I have had many professors. But few teachers. Do you as a professor teach? Or do you profess to teach? In the end, will the trophy of most value to you be a book or journal with your name on it, a promotion or pay increase? Or will your greatest prize be the heart of a student, a heart on which your name will always be written?*
> *To those few who have taught people, not classes-- thank you.*
> *You'll always be written on my heart. Ben Watkins (Feb. 2007)*

In his letter, Ben Watkins wrote what I have attempted to be: a true teacher who encourages students to do their best and whose role in the classroom is that of a *facilitator*. This is why I provide students with carefully designed tasks in which they can become active participants at the same time that they are responsible for their own learning. How do I do this? I present students not only the necessary tools to fulfill course requirements but also, and more importantly, I carefully guide them by designing activities that allow them to achieve, step by step, the tasks assigned. Within this philosophy, my role as a teacher is that of a supplier of activities for students to engage and apply what they learn.

TEACHING METHODS AND STRATEGIES

As a *facilitator* in the classroom, I always model the activities or present specific examples of what is expected before students perform the tasks on their own. The following quote from one of my students illustrates my teaching approach.

"*Unlike other professors that just lecture to students, she used methods to involve students in the learning process. She not only taught us how and what we needed to teach in the classroom she demonstrated it to us*". (Hallie Hunzler, 2012)

As a *facilitator*, I create a student-centered environment in which students take control of their own learning by being actively involved in thinking, analyzing, and constructing. My goal is to teach students how to learn, which begins with teaching them to critically analyze the knowledge they already have and, more importantly, teaching them to expand their own knowledge base. To achieve these objectives, especially as a teacher who prepares future language teachers, both at the undergraduate and graduate level, I sometimes need to challenge my students' beliefs about teaching.

Traditionally, languages have been taught by direct translation, by memorization of rules and conjugations, and by the production of error-free activities, in which learners only need to fill in the blanks with the correct word on a handout. However, in my courses I challenge the way they have been taught. Students in my classes learn that languages are now taught in a communicative way and that mistakes are a necessary component of the learning process. My students learn that the main objective of a second

language classroom is to teach learners to use the language in a meaningful way so that they can perform real-life tasks.

For example, instead of asking students to learn by heart all the conjugations of past tense, we ask them to narrate something that happened in the past. In this approach, teachers become facilitators and their responsibility is to design the activities that students will perform, while students' responsibility is to carry out the task and use the target language. Thus, my objective is to break up the traditional pedagogical methodologies to which students are accustomed, so that they can develop their own teaching methods.

To integrate both my teaching philosophy and my teaching methods, I have designed a series of course projects, class assignments, and activities that require future language teachers to perform the kind of tasks they are likely to face as teachers. For example, all exams in my courses contain essay questions for which students have to imagine different teaching/learning scenarios, where they have to explain, convince, or persuade their peers, students or administrators about certain teaching methodologies, approaches, or strategies. Students receive, in advance, a series of questions, they prepare answers in their heads, and the day of the test I select only some of the questions. By doing this, students have the opportunity not only to display their knowledge but also to prepare for similar situations in their teaching careers (appendix 1.B illustrates such activity in the Teaching Modern Languages course). Other activities that I have designed to expose students to real-life experiences are mock interviews, teaching demonstrations with videotape and self-evaluation of teaching (see appendix 1.C for an example carried out by a Student Teacher in a recent semester), letters of evaluation to the cooperating teachers, and second/foreign language class observations (appendix 1.D provides an example of this last activity from a former student).

COURSE MATERIAL AND STUDENT ASSESSMENT TOOLS

The main characteristic of my course syllabi is the correspondence between my teaching philosophy and my goals as a teacher. All of my syllabi highlight my role as a guide for or facilitator of the various course projects, tasks, and activities that students will carry out. In accordance with my role as facilitator, I provide students with specific examples of every activity they have to accomplish. Similar to what happens in a language classroom context, in which teachers expose students first to comprehensible input before asking students to perform a given task, I promote student success by providing specific models of what is expected during the course. My syllabi exhibit clear, attainable goals and furnish students with precise information on all course components, such as grading scales, students' responsibilities, assignment calendar, and attendance policies (see appendix 1.E for syllabi examples).

ASSESSMENT AND EVALUATION OF LEARNING

In my career as a teacher, I have learned great lessons from students, mentors, colleagues, and successes. However, the best lessons have come from my own mistakes. The times I have gone wrong have provided me with opportunities to review the whole process, reflecting upon what happened and why. As an analogy, we could think of a cake that we have prepared several times but that does not turn out well this time. Mistakes provide us with the opportunity to try again, changing, adding, or removing ingredients, until we are pleased with the final product. This analogy can be applied to my profession. Every error I have made as a teacher has influenced my subsequent practices, enriching my teaching strategies and encouraging me to continue learning. For example, as mentioned by some of my colleagues, I had the tendency to answer my own questions if students did not quickly answer them. Now I am trying to learn to wait and allow my students time to think and respond. This lets my students know I expect them to think and to concentrate on the question or task at hand. I have also tried to be more sensitive to the fact that, as per a student's suggestions, I need to find a balance between my enthusiasm and energy on the one hand, and clarity and purpose on the other (see appendix 1.F). Strategies I have used to help me with clarity include having clear objectives for each class, repeating and rephrasing the expected outcomes on the activities to be carried out by students, and designing a series of guidelines with specific outcomes. Examples of this last approach are the Guidelines for PPT class presentations (appendix 1.G), the Dialogical Feedback Expectations (appendix 1.H), and the Teaching Philosophy Guidelines (appendix 1.I).

I have been able to reflect upon these aspects not only by reading my students' evaluations but also, and more importantly, by observing and analyzing my teaching practices. As stated in my self-assessment letter, for the last three years I have systematically videotaped, analyzed, and reflected on my teaching using a model I created and implemented, which blends self- and peer-assessment tools. I have titled this approach "*Self-Assessment of Teaching Statement* (SATS)". In fact, section 2 of my Teaching Documentation, shows the outcome of these methodical reflections on my teaching efforts for the last three years. These SATS provide a comprehensive and thorough outlook of my teaching abilities in diverse settings —from graduate courses to first grade— as well as the areas for improvement. Colleagues from different disciplines across campus, school teachers, and graduate and undergraduate students have observed my teaching and have offered very valuable and constructive feedback towards my goal of becoming a better practitioner.

STUDENT EVALUATIONS

As mentioned in my self-assessment letter, by spring 2016, since I came to USU I have taught sixteen different courses. However, in spite of the challenges inherent in these diverse assignments, I have managed to maintain scores on my student evaluations that are above the average scores at the university level. According to the system USU used before fall 2011, my student evaluation scores ranged from 5.0

to 5.8 on a scale of 1 (the lowest) to 6 (the highest), with an average of 5.3 when combining both "instructor effectiveness" and "overall quality of the course" (see graph #1 below). Based on the new (IDEA) evaluation forms, in effect since fall 2011, my overall average summary combining all areas (progress on objectives, excellence of course, and excellence of instructor) displays that student evaluations range between 47-61 (graphic 2), which corresponds to "similar to much higher" in the comparison group=IDEA, according to the chart in graphic 3. That is, when compared to the groups=IDEA, my summary evaluations show that students evaluated my courses as 40% similar, 50% higher, and 10% more higher than other courses. Appendix 1.J shows a summary of the IDEA Students Ratings of Instruction from fall 2008 to spring 2016, while appendix 1.K contains the individual data for all these classes. In addition, appendix 1.L, illustrates a selection of the complete comments students have written for different courses. This sample includes students' comments, at least one set per year, from all the different courses I have taught at USU. (I was on sabbatical during Fall 2009 to Spring 2010).
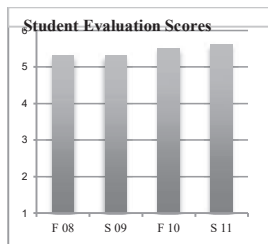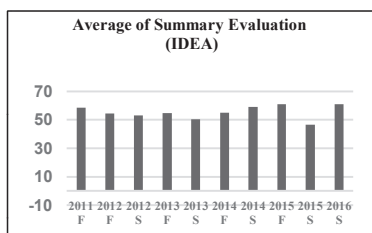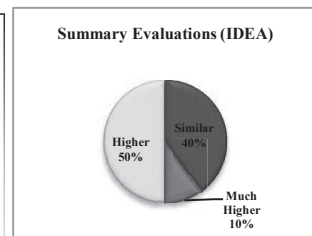
Graphic 1   Graphic 2   Graphic 3

Throughout my teaching journey I have been very fortunate to receive unsolicited and solicited positive feedback from my students. Examples of this are the following excerpts, solicited and unsolicited, that I have collected from former students over the years. Additional letters of support are found in appendix 1.M, for unsolicited, and in appendix 1.N for the letters that I have solicited from former students.

> I have decided to major in Spanish because of a very special professor I have had [….] Professor Maria Spicer-Escalante changed my mind about the profession I would choose. She would always explain how much work her job included, but how rewarding it all was. In class she treated everyone equally and forced in-class participation from each and every student [….] She was so full of life and interesting, I actually looked forward to class [….] I wanted to make someone feel that passionate about a subject I loved, and motivate, teach, and open their eyes to this subject, just like she did so very well [….] I am very grateful to this professor. (Nicolina Calabrese, Teacher's Journal, p. 34 ─**Unsolicited**─ 2004)

I loved your class! You have been my favorite professor in all of time at Utah State. It seems you put all of the elements into being a good teacher into one, there are very few who do this. Some things I really like from your classes: 1. You care for your students [….]; 2 Your classes are fun [….]; 3 Most importantly, I learned (Reed Blackburn, **–Unsolicited–** 2006)

Maria is an extremely effective language instructor; the knowledge and expertise she brings to the classroom with regards to language training is, in my opinion, unmatched by any other faculty member in the department. She provides quality classroom instruction with an ability to adjust continually to meet the learning needs of each student. Her ability to identify student needs [….] is impressive. (Justin Howell **–Solicited–** 2012)

~~PEER EVALUATIONS~~

Yes, the title of this mini-section is correct--I partially crossed it out intentionally. Why? As mentioned before, a few years ago I moved toward a new approach that still takes into consideration peer-evaluations but in a less traditional manner. In this approach, the peer-evaluations I receive are completed following specific guiding questions rather that I provide my colleagues. I then incorporate these peer-evaluations into a self-reflection. As highlighted in the Introduction to my Teaching Documentation, section 2 (*Self-Assessment of Teaching Statement*) offers abundant examples of the feedback I have received from my colleagues on how to improve my teaching on specific observed classes.

Thus, in the current sub-section of my teaching portfolio, I would like to focus on some of the comments I have received from my peers – two from USU and one from the Utah State Office of Education. I contacted these colleagues and asked them to candidly evaluate my teaching (see Appendix 1.O for complete letters). The excerpts reproduced below were made in response to the question, "*How do you see me as a teacher?* Additional letters from other colleagues commenting on my teaching are available in appendix 1.P. However, most of the recommendations on how to improve my teaching are found in my SATS document, as mentioned before.

María Luisa and I team-taught a four-day intensive seminar for our graduate students in August of 2011. Co-teaching with María Luisa, I was not only impressed but inspired. María Luisa demonstrated exemplary preparation, both in syllabus design and in lesson planning [….] Fully aware that optimal learning does not happen when students are being lectured to, María Luisa did not lecture. Instead, she planned interactive lessons in which the students did the work of building their understanding. In order to achieve this, she structured the curriculum so as to lead the students step by step from what they knew to what they needed to learn. (Dr. Karin deJonge-Kannan, Co-Director Master of Second Language Teaching program)

Maria's success with our Utah Immersion Teachers can be easily attributed to her keen ability to transmit her knowledge and expertise in a manner that is accessible to the teachers and transferable to the classroom. Her warm personal instructional approach has earned her the respect, accolades and teachers' request to be able to continue to work on the refinement of the writing process in the immersion program under Dr. Escalante's guidance. (Ofelia G. Wade, Utah Spanish Dual Immersion Director, Utah State Office of Education)

One of the most impressive aspects of this course [LING 6800] is a learner-oriented atmosphere, which Professor Spicer-Escalante successfully helped to cultivate and support. I came to the classroom as a Chinese language teacher, and quickly found myself in a very collegial environment consisting of students who themselves are skillful language teachers and are highly theoretically informed in diverse approaches in language teaching. Professor Spicer-Escalante, while guiding students to overview the course and assignments, made sure to contextualize the theoretical questions by asking thought-provoking questions and evoking students' individual resonant experiences in teaching. (Dr. Li Guo, Assistant Professor of Chinese)

TEACHING RECOGNITIONS & AWARDS

My expertise in the preparation of teachers of foreign/second languages has been recognized at the state, national, and international levels. For example, in 2013, Karin deJonge-Kannan and I were recipients of a Fulbright award in TEFL/Applied Linguistics. This grant allowed us to bring a cohort of 8 scholars from Iraq/Kurdistan to be trained on the most relevant aspects of the teaching of English as a Foreign Language (EFL). More recently, I have been awarded a Fulbright-García Robles grant for the *Programa de U.S. Scholars - Global TEFL 2016-2017*, for which I will train EFL English teachers in Mexico (see appendix 1.Q for the news featured on USU's page). Further proof of my experience in this field is shown by the invitation that my colleague deJonge-Kannan and I received in 2013 from the Northwest University for Nationalities in Lanzhou in China to train EFL teachers on the use of the Communicative approach. A similar opportunity to continue training EFL teachers arose in the Program of Graduate Studies in Education at the *Faculdade Unilasalle* in Porto Alegre, Brazil, where I trained future and current teachers of English. During my stay at the *Unilasalle*, I also attended a Doctoral Proposal Defense for a Dissertation Committee on which I serve. (Appendix 1.R lists all the Doctoral Dissertations Committees on which I have served.)

At the state level, I have been working with the Utah State Office of Education (USOE) since 2007, focusing mainly on training Spanish Dual Immersion teachers. However, as my CV shows, I have also trained DLI instructors of other languages, such as French, Portuguese, and German. In this role, I have trained almost 400 teachers in the state of Utah alone. At the institutional level, additional achievements further demonstrate my excellence in teaching. The students of the LDS Institute of Religion at USU chose me as the best professor on campus, honoring me with the "Excellence in Education Award" (2006). Additionally, for the last three years I have acted as a Mentor in the Teaching Portfolio workshop for junior faculty members. Likewise, I have received several nominations for the "Teacher of the Year" award (2004, 2006, 2008, and 2011) in the Department of Languages, Philosophy, and Communication Studies.

EVIDENCE OF STUDENT LEARNING

In my view, student evaluation scores, teaching awards, and other teachers' commendations are not enough to tell the story of a teacher's skills. I believe that students' successes and accomplishments should also be considered when measuring a teacher's effectiveness. The vast majority of my students who

graduate with the Foreign Language-Teaching licensure currently hold a teaching position or are pursuing graduate work. Graduate students in the MSLT program are in an analogous situation. That is, some of them have found teaching careers in educational settings varying from preschool to college level, while others have gone on to pursue doctorates. Furthermore, to date more than 20 of my students have been placed in the DLI programs across the state, as teachers in different languages such as Spanish, French, Chinese, and Portuguese.

Another measure of student learning is the work they produce in my courses. In this regard, both undergraduate and graduate students in my courses have prepared exemplary work. Undergraduate students in my Teaching Methods course, for example, compile a teaching portfolio as the culminating product of their course work. These portfolios consist of several sections, such as a teaching philosophy, lesson plans, class observations, and picture files. A portfolio sample –typical of the quality of work I receive in this course— with a description of its components is available in appendix 1.S. Furthermore, graduate students have presented the research papers they prepare for my classes at various conferences and symposia at the university, state, national, international level.
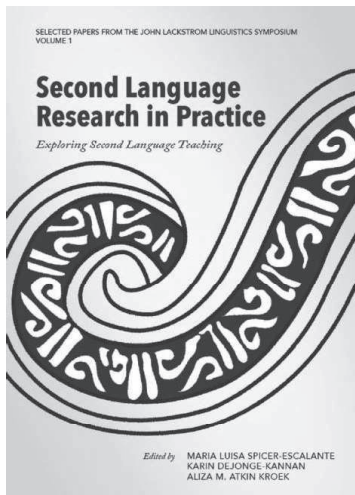
As a result of my mentoring efforts with graduate students in the area of research, I created and organized the *Lackstrom Linguistics Symposium* to honor one the founders of the MSLT program. This symposium, now in its sixth year, has been the perfect venue for our graduate students to present the work they carried out in our graduate classes. A selection of the voices of the MSLT students who have presented in the first four years at this forum appeared in Second Language Research Practices: Exploring Foreign Language Teaching. Selected Papers from the John Lackstrom Linguistics Symposium, Volume 1, co-edited with Karin deJonge-Kannan and Aliza Kroek, an MSLT graduate. This volume was published through USU's Digital Commons and is open to a global readership. As of October 10, 2016, it had been downloaded 143 times by readers in 37 countries and from 21 different institutions worldwide. The second volume, Perspectives on Effective Teaching in Dual-Language Immersion and Foreign Language Classrooms, has also been published. It also involved the cooperation of two MSLT student editors.

FUTURE TEACHING GOALS

I believe being a teacher is a process of evolving. As a teacher of teachers, I am always in search of new approaches and strategies that I can integrate in my courses toward improving my teaching. I can

state without question that in terms of teaching I am not afraid to "bury" practices that seem to be no longer effective. Likewise, I am always eager to implement new techniques or new approaches that can help me reach my primary goal of becoming a better teacher. An example of this is the implementation and research of the new evaluation system that merges both peer- and self-observations of teaching. My future teaching goals are the following:

- Continue working on my Teaching Portfolio and as a Teaching Portfolio Mentor.
- Continue attending conferences in my field, especially the ones that focus exclusively on teaching (i.e., American Council on the Teaching of Foreign Languages (ACTFL), the International Conference on Language Immersion Education, the Internacional Cátedra UNESCO, the National Association for Bilingual Education (NABE), and the International Society for Teacher Education (ISfTE).
- Establish regular curricular review of the content and courses that we offer for future foreign language teachers, both at the undergraduate and graduate level, to better prepare them to face the opportunities and the challenges in the profession.
- Continue with my teaching mission so I can write my name on my students' hearts, as Ben Watkins expressed in his letter to the editor.