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Documenting Teaching Effectiveness

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Documenting Teaching Performance for Promotion and Awards

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My Tips for Success

1. Select a Good Mentor
2. State, Restate, Repeat
3. Use Tables and Figures
4. Emphasize Innovation and Get Creative
5. Conduct Research in your Classroom

Select a Good Mentor

- Or two or three...
- Good advice is priceless
- Access to the materials of colleagues

State, Restate, Repeat

- Identify your key themes and state them early
- Restate and weave throughout your story
- My key themes:
 1. consistent, high quality instruction;
 2. increased access to undergraduate courses;
 3. online course development;
 4. development of 100% online minor in Agribusiness

Use Tables and Figures

SUMMARY OF TEACHING EVALUATIONS FOR COURSES INSTRUCTED 2014-2020:

Course Number	Course Title	No. Times Instructed	Enrollment	Core Questions*			Class GPA
				1	2	3	
AGEC 1103/1103H	Prin. of Agri Micro	16	1,390	4.39	4.61	4.92	2.92
AGEC 2303	Intro. to Agribusiness	12	895	4.51	4.70	4.94	3.19
AGEC 3403	Farm Bus. Mang.	3	225	4.28	4.46	4.91	3.29
AGEC 4303/5203	Agribus. Mark. Mang.	8	332	4.55	4.81	4.95	3.09
UNIV 1001	Univ. Perspectives	2	38	3.74	4.95	5.00	3.79
AGEC 402V	Academic Quiz Bowl	4	15	4.75	4.75	5.00	4.00
Totals & Weighted Averages		45	2,895	4.42	4.65	4.93	3.07

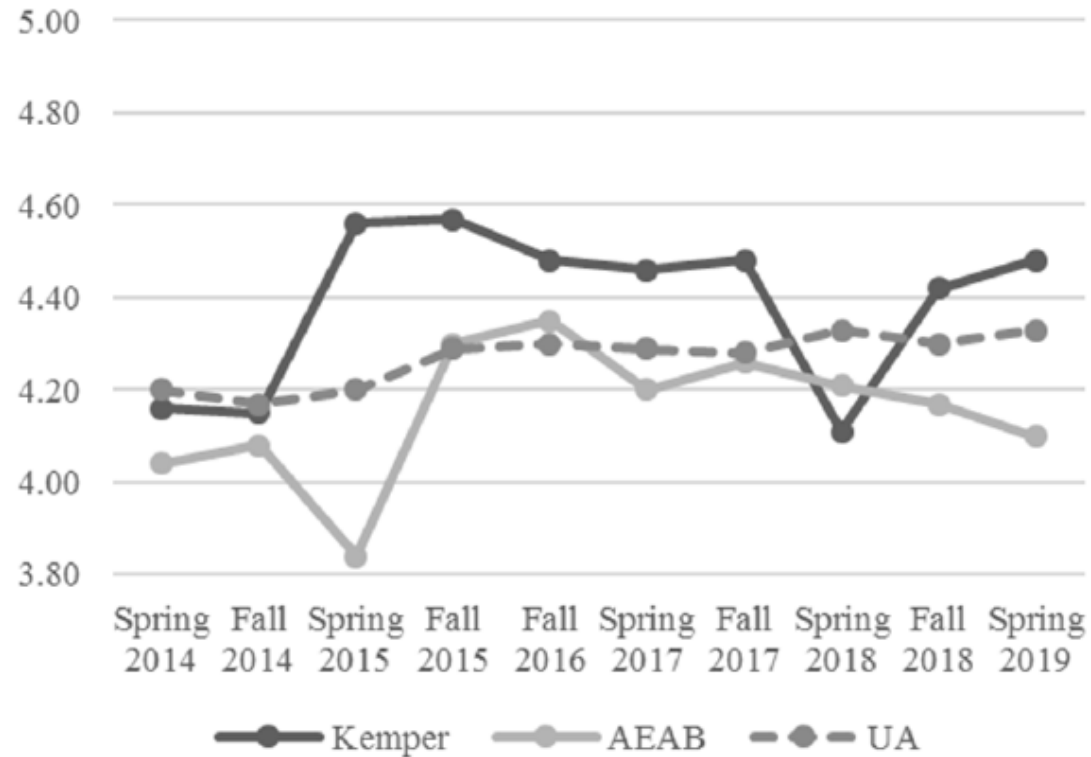
* University core items are:

1. Overall I would rate this course as:
2. Overall I would rate this instructor as:
3. Overall I would rate my instructor's spoken English as:

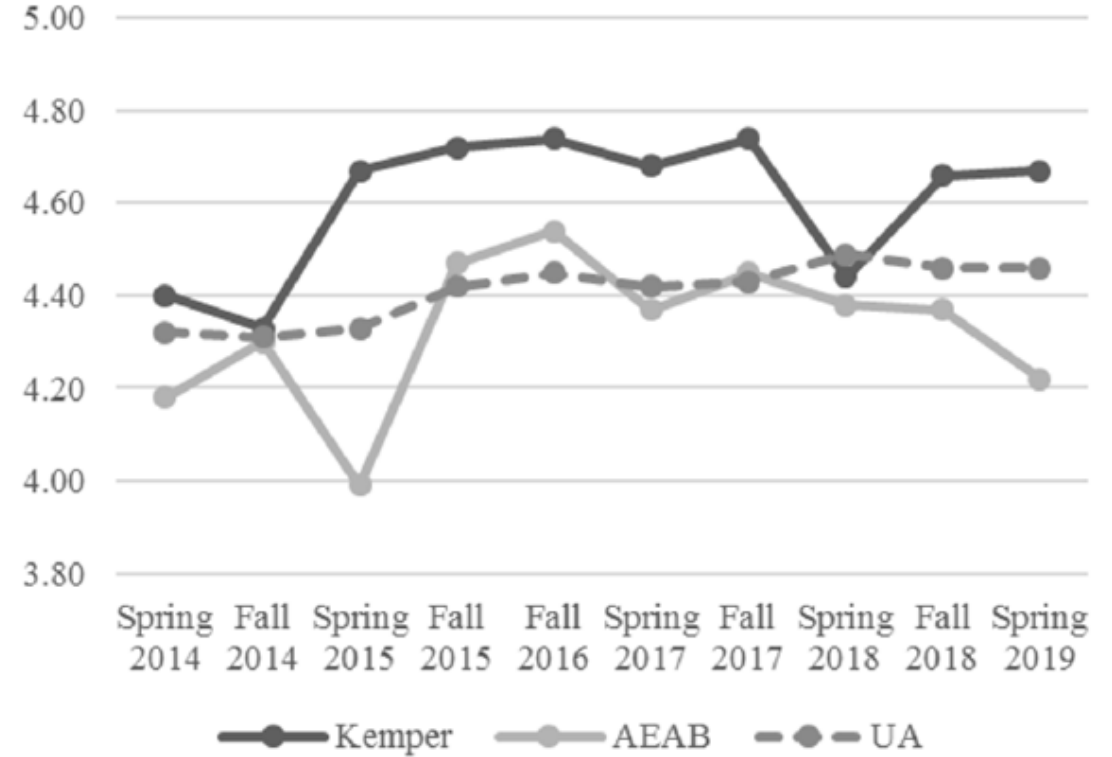
Note: AGECE 1103 and AGECE 1103H (Honors Section) numbers are combined; these courses have been taught combined and separately. AGECE 4303 and AGECE 5203 are dual-level offerings of a single course.

Use Tables and Figures

AGEC 1103 - Course Rating



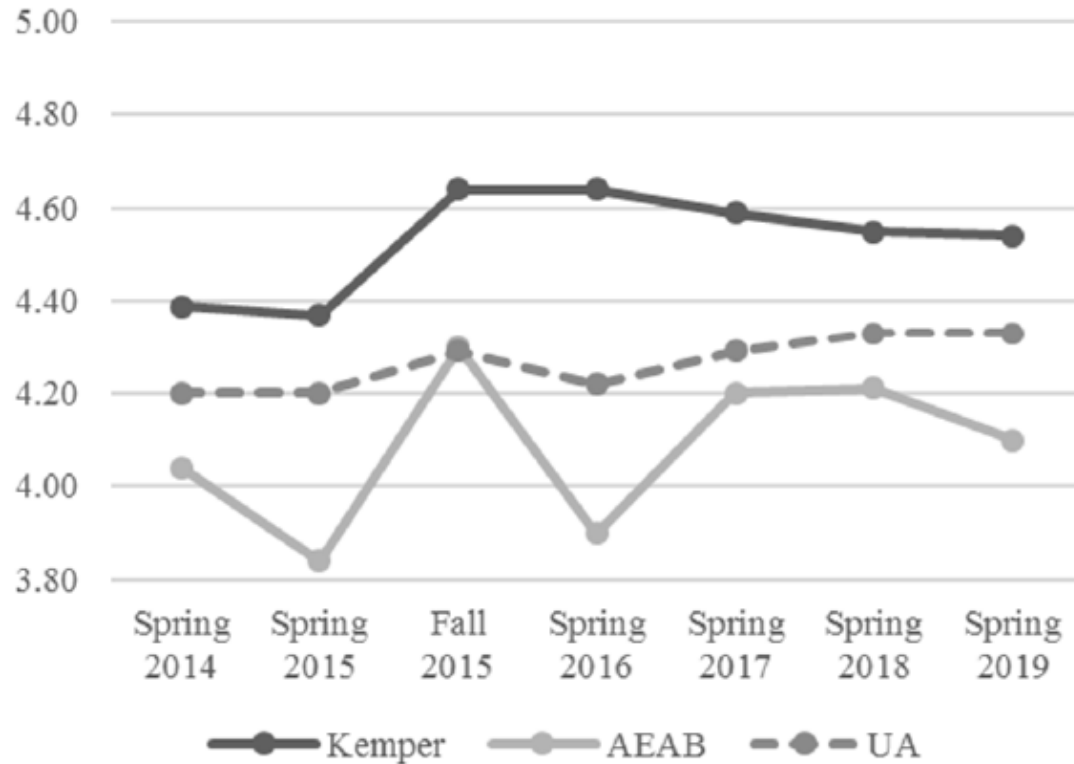
AGEC 1103 - Instructor Rating



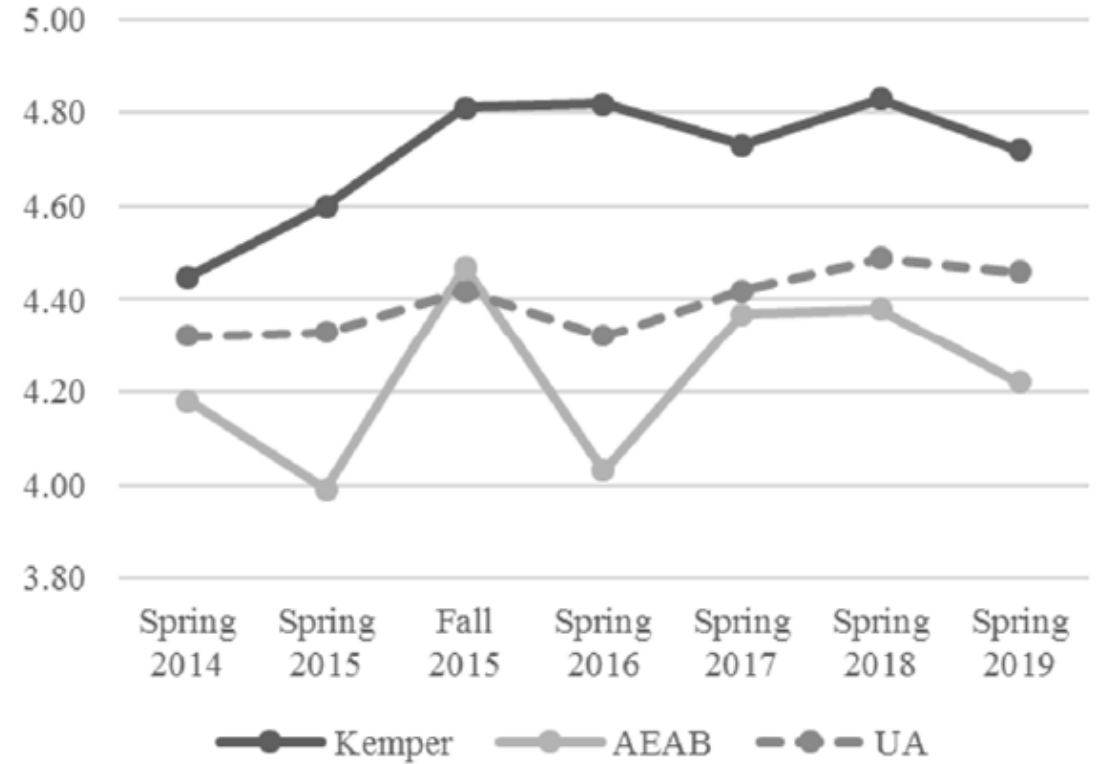
Use the space between figures to tell the story you want to emphasize

Use Tables and Figures

AGEC 2303 - Course Rating



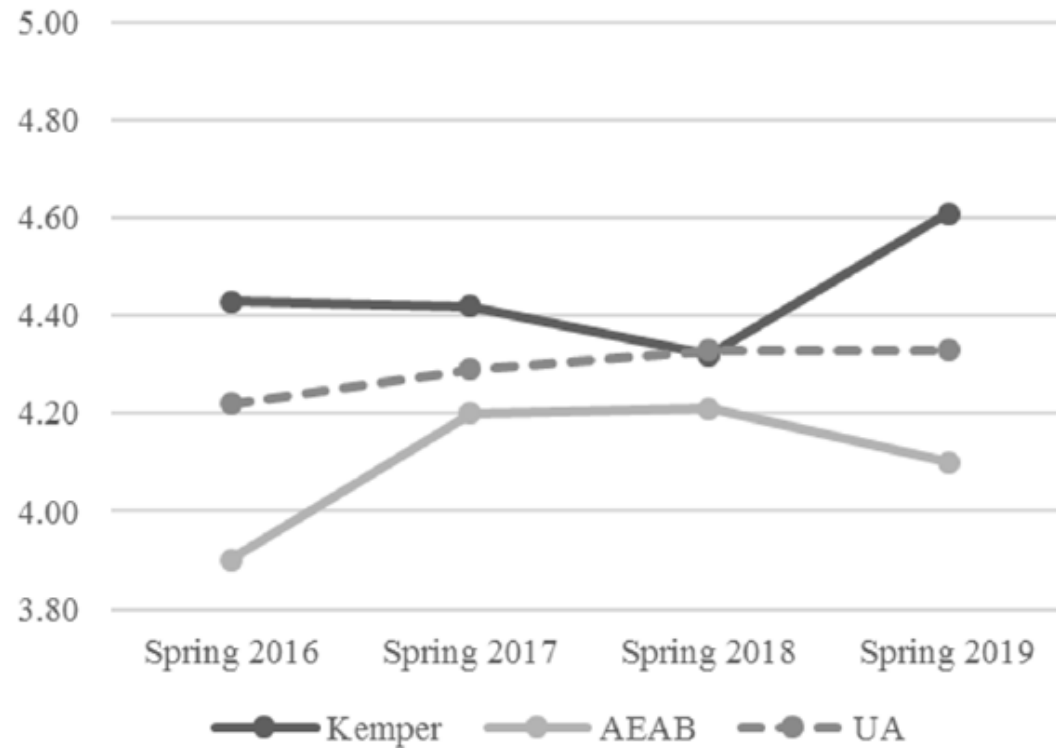
AGEC 2303 - Instructor Rating



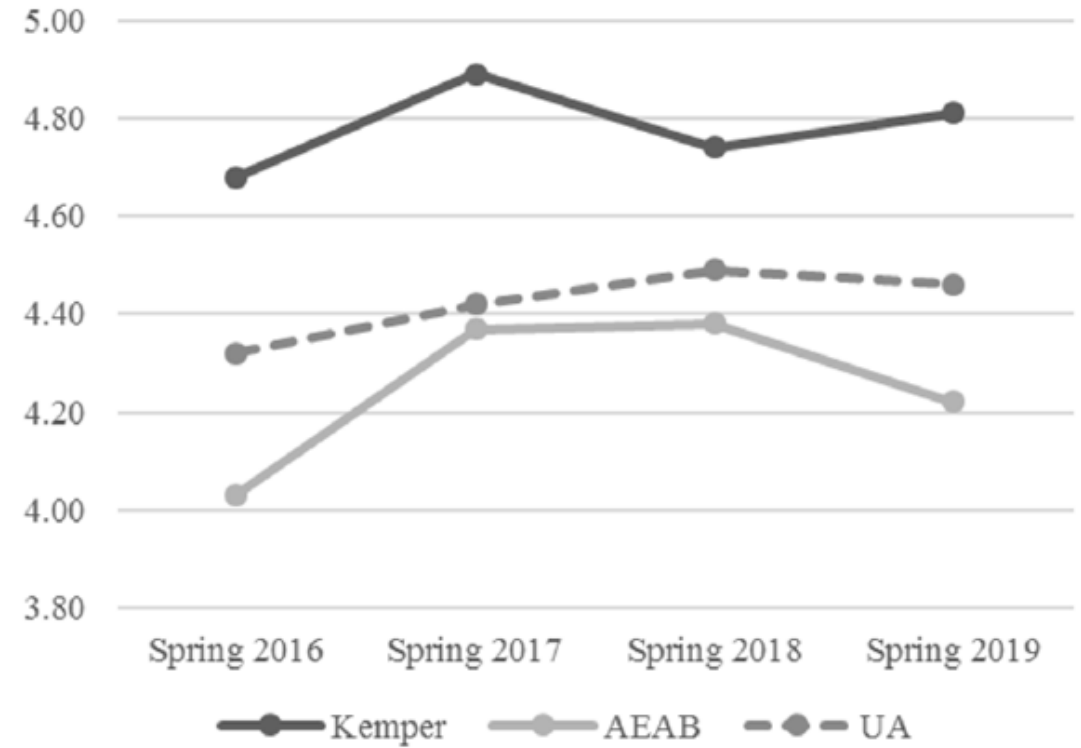
Themes: Consistent, High-Quality Instruction

Use Tables and Figures

AGEC 4303 - Course Rating



AGEC 4303 - Instructor Rating



Creation of New, High-Quality Online Content

Emphasize Innovation and Get Creative

- Two of my key themes were: 1) development of online courses and 2) development of 100% online minor in Agribusiness
- Straightforward metrics:
 - Developed four courses for online delivery
 1. AGEC 1103 – Prin. Agri. Microeconomics
 2. AGEC 2303 – Intro. to Agribusiness
 3. AGEC 3403 – Farm Business Management
 4. AGEC 4303/5203 – Agribus. Marketing Manag.

Emphasize Innovation and Get Creative

Working with our dean's office, I developed an estimate of the revenue generated by my online courses

	Enrollment	Gross Revenue	AEAB Funds Generated
<i>Summer 2017</i>			
AGEC 1103	28	18,730	1,686
<i>Summer 2018</i>			
AGEC 1103	21	15,506	1,396
AGEC 2303	27	19,936	1,794
<i>Summer 2019</i>			
AGEC 1103	21	15,506	1,396
AGEC 2303	28	20,674	1,861
AGEC 4303	14	10,337	930
AGEC 5203	2	2,521	227
<i>Summer 2020</i>			
AGEC 1103	12	8,856	797
AGEC 2303	25	18,450	1,661
AGEC 3403	28	20,664	1,860
AGEC 4303	19	14,022	1,262
AGEC 4303/5203	3	3,783	340
total	228	\$168,985	\$15,209

Conduct Research in your Classroom

- Used survey research with student participants from two sections of AGEC 1103 to determine the effect of a number of study methods on the exam scores
- Practice Testing, Distributed Practice, and Attendance were the primary focus

Conduct Research in your Classroom

Results - Multiple Regression with Robust S.E.

Variable	<i>Exam 1</i>			<i>Exam 2</i>		
	Parameter	Robust SE	p-value	Parameter	Robust SE	p-value
PTH	-3.188***	1.048	0.003	-2.396***	0.712	0.001
LNH	-0.746	0.620	0.231	-0.207	0.609	0.735
TBH	2.110***	0.761	0.006	1.466*	0.754	0.054
PSQZH	-2.428***	0.791	0.003	-1.352*	0.758	0.077
DAYS	1.416***	0.404	0.001	2.567***	0.472	0.000
ABS	-2.016***	0.508	0.000	-2.766***	0.441	0.000
intercept	81.124***	3.800	0.000	79.800***	3.464	0.000
R ²	0.494			0.425		
no. obs.	142			142		

*, **, *** significance at the 10%, 5%, and 1% levels

Conduct Research in your Classroom

Results – ANOVA: Mean Results for Students in Three Performance Groups on Exam 1

		Exam 1	PTH	DAYS	ABS
Group	Freq	Mean	Mean	Mean	Mean
1	48	90.2	1.4	5.0	1.4
2	47	74.0	2.3	3.6	1.6
3	47	52.9	3.3	2.3	5.0
Total	142	72.5	2.3	3.6	2.6
<i>F</i> -stat	--	279.80	23.56	18.89	28.13
<i>p</i> -value ^a	--	0.000	0.000	0.000	0.000

^a Statistics based on one-way ANOVA

Thank You!

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Promotion from Teaching **Assistant** Professor to Teaching **Associate** Professor

1. Teaching.

Evidence should include at least three of the following:

- Revision of degree programs
- Collaboration with clinical colleagues
- Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale]
- Participation in University or professionally sponsored teaching seminars/events

2. Scholarship.

Evidence should include both of the following:

- Professional involvement at conferences within the area of specialty
- Evidence of scholarship of teaching and learning (or specialty area)

3. Service.

Evidence should include at least three of the following:

- Work to improve the quality of field experiences
- Administrative duties, such as director of field placements or recruitment responsibilities
- Expansion or revision of clinical sites to accommodate student needs
- Leadership position within state/regional/national associations
- Workshops or seminars for the benefit of external colleague

In addition to sustained performance in the previous categories, promotion from Teaching **Associate** Professor to Teaching **Professor** requires evidence in the following category:

4. Leadership

Evidence should include at least three of the following:

- Coordinator of curriculum revisions
- Program coordinator
- Leadership position within national associations
- Leadership positions on UA committees at the department, college or university levels
- Development of workshops/seminars for the benefit of external colleagues
- Additional certifications within specialty area



Building a support structure

Demonstrating Teaching Effectiveness

Rebecca Miles, Ph.D. | Teaching Assistant Professor of Marketing | Walton College



Three Suggestions

- Create an Outlook folder
- Connect the dots for yourself and others
- Ask your students about their learning



Outlook for the Memory Impaired

- Create an Annual Review folder
- Create a subfolder for the current year
- Move any email related to your awesomeness into the subfolder
 - Invitations to present at TFSC events ☺
 - Students thanking you for support/flexibility
 - Former students thanking you for anything
 - Teaching-related committee memberships
- Review the folder when you need supporting documentation
 - Teaching portfolio
 - Annual performance review
 - Updated bio
 - Reminders of your worth

Dot-to-Dot is Not Just for Kids

- Think of teaching, scholarship, and service as inextricably connected
- Document how they are related, using teaching as the foundation or starting point
- Create a simple table for annual self-assessment
 - First column – Activity
 - Second column – Teaching
 - Third column – Scholarship
 - Fourth column – Service
- Describe major teaching activities or accomplishments, with illustrations and/or examples
- For each major activity, which boxes (columns) does it check?





Ask Students What They Learned

- Why?
 - To improve your teaching
 - To honor your students
 - To balance the known issues* with traditional feedback method
 - To obtain thoughtful, nuanced feedback
- How?
 - Incorporate written reflection into the course
 - Assign end-of-semester review and reflection

*Gendered, required, rigorous; bi-modal (See TFSC for more information.)

An Example: The Final Assignment

Step One. Organize chronologically, alphabetically, topically, or in any way you prefer the following assignments you submitted this semester.

- Business is Personal: (1) Success and Failure, (2) Personal Values , and (3) Self-Assessment
- Marketing Professionals: (1) Marketing Tools, (2) Ethics Reflection
- Marketing Project: Final Marketing Analysis + Recommendations
- Life and Work: (1) Presenting: YOU! (2) Living Well
- Marketing in the News (all that you submitted)

Step Two. Write no more than two pages that include:

- A summary of the most important things you learned from the course (about yourself, marketing, working with teams, specific topics, etc.) This can be what you learned in the class (doing the work) as well as what you learned from the unexpected changes in the class, the university, your life, and the world.
- A concluding paragraph about the course itself, specifically one thing you would add to the course, one thing you would remove from the course, and the one thing that should absolutely, positively remain as it is. The course you completed is unlike any other course before or after, given what happened right before Spring Break. Feel free to write about it...you are recording history here.

Step Three. Create a table of contents (TOC), ideally with page numbers.

Step Four. Combine all the above into one PDF (with the TOC at the beginning, followed by the review, then your semester work) and submit via the assignment link by the due date and time.

Student Responses

Most of my college career was spent sitting in business classes leaning about “what if” and “how to”. Everything had a theory attached to it, but no action. I began to think I was going to have a real problem on my hands if I got out into working world, armed with only my marketing theories and dislike for math, and suddenly realized I hated marketing. I had never really marketed anything, so how was I to know? This class answered all those questions (and so much more).

This course was drastically different from any other course I have taken during my time as an undergraduate. The course was structured in a manner that fostered learning over grades.

I came into this course expecting the norm, a teacher who stood in front of the class reading a power-point for 75 minutes, then testing us over the lectures. This class was set out to give us a more realistic workforce experience. We were not graded based on how well we could recollect the lectures, but more on our ability to understand directions, search for an answer, and to work on removing fluff from our writing. I was nervous at the beginning because I don't consider myself good at writing professionally, but I feel like the most important thing I took away from this class was to have more confidence in myself. The classroom was an open discussion where everyone's opinion was gladly welcomed.

Instead of memorizing the same, repeated information from my other classes, I actually LEARNED.

On the first day of Marketing Management, I walked into a classroom on the third floor of the Sam Walton College of Business, expecting the same courses type I've experienced in the last three years of my college career—lectures on theory and the “4 P's,” tests over those concepts, an occasional paper here and there, then a final grade.

My predictions were completely inaccurate, as this class required me to find information on my own, practice the teachings of the course, and test myself in working with others. I learned lessons that went beyond what a textbook can teach. In Marketing Management, I picked up skills that I will use in my career, relationships, and life.

There were aspects of the class I loved and thought were great lessons and others I was not a fan of, but it was easily one of the best marketing classes I have taken. Learning more about myself and marketing made this a fun yet challenging class and one I would recommend to anyone even if they are not a marketing major.

The most significant class I have taken at the University of Arkansas is Marketing Management. The course focuses on our future, through learning how to work in teams, business place ethics, how to live a great life, etc.

In Support of Teaching

- Use Outlook
- Connect Dots
- Ask Students
- Laugh Often

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