



REQUIRED Cover Page

## APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

**\*\*All applicants please complete this cover page.**

**Choose one:**

- ☐ Creative activity  
☐ Research activity  
☒ Professional  
Enhancement activity

**Date of Last PDG Award** (Semester and Year awarded): None

**Date of ATU Faculty Appointment** (Semester and Year): Fall, 2003

**1. Project Title:** AACSB Teaching Effectiveness Seminar

**2. Name of Principal Investigator/Project Director:** Loretta F. Cochran, Ph.D.

**3. School (abbrev):** School of Business **4. Department:** Business and Economics

**5. Campus Mail Address:** 225 Corley **6. PI/PD Campus Phone:** 964-3250

**7. Amount Requested:** \$ 1,704.30

**8. Total Cost of Project:** \$1,704.30

**9. Does this project involve:**

**10. Duration of Project:** 4 Days total (2 travel, 2 conference)

**Yes No**

- ☐ ☒ human subjects?  
☐ ☒ animals/animal care facility?  
☐ ☒ radioactive materials?  
☐ ☒ hazardous materials?  
☐ ☒ biological agents or toxins restricted by the USA Patriot Act?  
☐ ☒ copyright or patent potential?  
☐ ☒ utilization of space **not** currently available to the PI/PD?  
☐ ☒ the purchase of equipment/instrumentation/software currently **available** to the PI/PD?

**NOTE:** If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

**SIGNATURES**

*Kevin Masc*  
Department Head      Date  
*Tom Sykes*      5/1/07  
Dean      Date

**This Section to be completed by the Office of Academic Affairs**

PDC Committee Award Recommendation: Yes \_\_\_\_\_ No \_\_\_\_\_  
PDC Committee Proposal Rank: \_\_\_\_\_ of \_\_\_\_\_ Total Proposals.  
Recommendation of VPAA: Yes \_\_\_\_\_ No \_\_\_\_\_  
Recommendation of President: Yes \_\_\_\_\_ No \_\_\_\_\_  
Award Date: \_\_\_\_\_

## **AACSB Teaching Effectiveness Seminar**

### **ABSTRACT**

Within the School of Business, the primary responsibility for teaching Operations Management (MGMT 3103) falls to me. After four years of different strategies and methods, my ability to improve the effectiveness of learning process for this core course appears to have reached a plateau. While my ability to be effective in the classroom as improved, one of my goals has been to take student achievement in the operations course to a new level. The AACSB Teaching Effectiveness Seminar is an opportunity for me to refresh my approach to this course, receive constructive feedback on a lesson I present, and obtain new ideas on engaging students in the classroom.

### **PURPOSE / OBJECTIVES**

The purpose of my participation in the seminar is to obtain peer feedback and stimulate my teaching methods for my primary course. The pre-seminar assignment spells out my objectives. Each participant will bring to the meeting a copy of course syllabus, student packet, and student evaluations. This is in addition to a classroom style presentation by each participant that is representative of the course taught. This will result in direct feedback for me about my teaching methods and course materials.

### **SIGNIFICANCE / NEED**

This event will provide me with the opportunity to revise and improve my course strategy. In addition, I hope to gain new skills to bring back to the classroom to maximize the effectiveness of class time and increase knowledge transfer. Assurance of learning methods will also be addressed. This is a fundamental concern as the School of Business prepares for accreditation review in 24 months.

### **PROCESS FOR ATTAINMENT OF OBJECTIVES / GOALS**

The AACSB Teaching Effectiveness Seminar will take place at the Grand Valley State University Seidman College of Business, located in Grand Rapids, Michigan. The agenda includes two full days (June 21 – 22) with travel time on June 20<sup>th</sup> and 23<sup>rd</sup>.

The facilitator of the conference is Dr. Earl Simendinger. He is a tenured professor of Management in the College of Business at the University of Tampa. Dr. Simendinger was a hospital administrator for twenty years. He earned his PhD in Organizational Behavior from Case Western Reserve University. He earned two master's degrees – one in Health Care Administration from Washington University in St. Louis and a second in Industrial Engineering from Cleveland State University. He has co-authored or co-edited nine books and published over 60 articles in many health care and management journals.

### **DISSEMINATION OF RESULTS**

Changes to the Operations Management course would be implemented beginning with the Fall, 2007 course.

### **REPEATED REQUESTS**

This is my first request for professional development funds.

**BUDGET**

Seminar Registration	\$595.00
Hotel (June 20, 21, 22) <i>\$136.85 a night X 3</i>	\$410.55
Airfare (to/from Little Rock – Grand Rapids)	\$525.00
Evening meal (June 20, 21, 22)	\$39.75
Breakfast (June 23)	\$6.00
Parking (Little Rock)	\$40.00
Transportation (Grand Rapids)	\$25.00
Mileage (to/from Airport – 150 miles X \$0.42)	\$63.00
Total	\$1,704.30

**BIBLIOGRAPHY:**

AACSB Teaching Seminar <http://www.aacsb.edu/conferences/events/seminars/tes-desc.asp>

AACSB Accreditation Standards <http://www.aacsb.edu/accreditation/standards.asp>

**APPLICATION VITA****Teaching:**

As an assistant professor in the School of Business, I currently teach three to four courses per semester, with a minimum of two sections of the Operations Management core course. 2005 and 2006 spring course load included one section of World Economics Systems (travel course to China).

**Publications/Presentations:**

There are five publications or presentations from my scholarly activities that relate directly to classroom activities and focused on continuous improvement. My goal is to publish the analysis of my course changes in a venue geared towards business education.

Troboy, L. K., Roach, D. W. and Cochran, L. F. (2006) Are Online Classes for Everybody?

- Appears in the Fall 2006, Vol. 5, No.2 issue of the Journal of Business Administration Online ([www.jbao.atu.edu](http://www.jbao.atu.edu))

Washington, C., Cochran, L. F., and Troboy, L. K. (2005) Business Plans: A multidisciplinary approach.

- Presented at the International Academy of Business and Public Administration Disciplines (IABPAD) Conference, May 25, 2005, Dallas, Texas

Cochran, L. F., Troboy, L. K., and Harmon, W. (2004) Multicourse Projects: Not Just for Lock-Step Programs Anymore!

- Presented at the Arkansas College Teachers of Economics and Business (ACTEB) Conference in Conway, Arkansas, on October 1, 2004.

Cochran, L. F. (2004) Integrating Team Skills into Program Content

- Appears in the Spring 2004, Vol. 3, No 1 issue of the Journal of Business Administration Online ([www.jbao.atu.edu](http://www.jbao.atu.edu))

Ferguson, L. S., Craighead, C., and Patterson, J. W. (1996). TQM in the POM Survey Course: No Way?

- Presented at the Spring, 1996 Annual Meeting of POMS (Production and Operations Management Society) in Indianapolis, IN.

### **Grants/Awards:**

In preparation for the Donald W. Reynolds 2005 Governor's Cup Business Plan Competition, I was the faculty sponsor for a SURF grant (\$3,490) and an ATU Undergraduate Research Grant (\$2,600). The results of this were the River Valley Biodiesel Business Plan.

#### Co-Faculty Advisor for Arkansas Tech University Team

##### *River Valley Biodiesel*

- Undergraduate team placed 3<sup>rd</sup> in the statewide contest
- \$6,000 total prize for team, \$1,000 prize for faculty
- Participated in two television interviews about the projects (KATV and KTHV)
- Two student research papers resulted from the project. C. Washington presented at IABAD and SOBIE (2005). M. Judy presented at the 6<sup>th</sup> Annual Seniors Honors and Undergraduate Research Symposium (Arkansas Tech, April 21, 2005).

**PROPOSED BUDGET  
FACULTY RESEARCH GRANT**  
(include budget categories as appropriate)

1.	Graduate assistant stipend	\$	
	Fringe benefits @ .4% (4/10 percent) of graduate assistant stipend		
2.	Non-work study stipend		
	Fringe benefits @ .4% (4/10 percent) of non-work study stipend		
3.	*Supplies (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):		
	Item No. 1 (e.g., software)	Estimated Price	
	Item No. 2 (e.g., copying costs)	Estimated Price	
	Item No. 3	Estimated Price	
	(additional lines as needed)		
	Total estimated supplies		
4.	Travel (please list travel expenditures by date and estimated costs):		
	Travel No. 1	Estimated Price	<u>\$1,704.30</u>
	Travel No. 2	Estimated Price	
	Travel No. 3	Estimated Price	
	(additional lines as needed)		
	Total estimated travel		<u>\$1,704.30</u>
5.	*Capital Outlay (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):		
	Item No. 1	Estimated Price	
	Item No. 2	Estimated Price	
	Item No. 3	Estimated Price	
	(additional lines as needed)		
	Total estimated capital outlay		
	<b>TOTAL PROPOSED BUDGET</b>		<u><b>\$1,704.30</b></u>

\*Items purchased under \$2,500 (including taxes and shipping) are considered supply items. Capital Outlay items are those which cost \$2,500 or more (including taxes and shipping). Please contact the Purchasing Office for questionable items.

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## Teaching Effectiveness Seminar

### Agenda

#### DAY 1

7:30 a.m. - 8:00 a.m. **Continental Breakfast**

8:00 a.m. - 9:00 a.m. **Welcome and Introductions - Dr. Simendinger**

- **Welcome**
- **Introductions**
- **Learning Objectives**
- **Road map**
  - How parts were designed
  - What we will learn
  - How it will help

9:00 a.m. - Noon **Attributes of Effective Teachers - Dr. Simendinger**

9:45 a.m. - 10:00  
a.m.  
Refreshment Break

1. What are the most important attributes that create effective business teachers?
  - What are the similarities and differences between faculty and student opinions?
2. Ranking of Effective Teaching Attributes by students and faculty
3. Comparative Top 10 ranking of attributes
4. Methods, techniques, and delivery ideas on how to deliver the most valued attributes

Noon - 1:00 p.m. **Lunch**

1:00 p.m. - 2:00 p.m. **Course Strategy: Design and Structure, Part I - Dr. Honeycutt**  
Organization and construction techniques that guide the delivery of the most valued attributes on the topics of:

1. Producing student-focused course designs
2. Innovative structural options
  - Course and class management
  - How to incorporate text, increase its value and usefulness
  - Defining learning objectives
  - Setting class/course expectations
  - Class structural options, upsides and downsides
  - Large vs. small class design options
3. Design options: - How to integrate different disciplines
4. Grading
  - How to design a process to evaluate class participation
  - Bell shape curve requirement
  - Managing grade inflation through course design
5. Time management
  - Class time vs. out-of-class time
  - How to compress class time without loss of rigor
  - How to increase class time and group efficiency and effectiveness
  - What is the role of class time?
  - New and effective class time models
  - Motivating students to learn outside of the classroom

2:00 p.m. - 3:00 p.m. **Course Strategy: Delivery, Part II - Dr. Raj**  
Methods, techniques, and delivery ideas on how to deliver the most valued attributes of the topics of:

1. Improving course preparation to improve delivery effectiveness
2. Customizing delivery to audience and teaching at different levels
3. Teaching Doctoral vs. MA vs. BA vs. continuing education
4. Student project teams:
  - Design, Plan, and Manage
  - Advantages and disadvantages
  - How to evaluate
  - Setting expectations

3:00 p.m. - 3:15 p.m. **Refreshment Break**

3:15 p.m. - 4:00 p.m. **Student Issues Part I - Dr. Honeycutt**

- Getting students to take responsibility
- Dealing with make-up exams
- Difference in student and faculty learning styles
- Interpersonal factors (students and professors) affecting teaching effectiveness
- Managing introverts
- Managing the problem student to a positive outcome
  - When a problem student infects the rest of the class
  - The unsatisfactory or marginal performer
  - Other problem personalities in the classroom
- Closing the loop
  - Using student ratings to constructively and productively to

- improve teaching methodology and curriculum design
- Pandering to teaching evaluations
- Closing: the top five most important attributes to boost your effectiveness and why

**4:00 p.m. - 5:00 p.m. Student Issues Part II - Dr. Raj**

- Entitlement issues
- Getting students to prepare before class
- Managing helicopter parents
- Academic integrity issues, managing cheating
- Motivating students outside the classroom
- Managing students' expectations
- Dealing with poor writing skills
- Engaging foreign students
- Closing: the top five most important attributes to boost your effectiveness and why

**5:00 p.m. - 5:30 p.m. Wrap-up, Issues, and Plan for Day 2**

**DAY 2**

**7:30 a.m. - 8:00 a.m. Continental Breakfast**

**8:00 a.m. - Noon Personal Development Sessions - Dr.s Honeycutt, Raj, and Simendinger**

**Objective**

Break when needed

1. To provide specific, individualized feedback to participants based on direct observation of their teaching approach and style.
2. To improve participants' teaching effectiveness and elevate their student and faculty evaluation scores.
3. To provide participants a safe forum to discuss instructional and evaluation issues with master teachers and colleagues, including those issues that they may be uncomfortable discussing with colleagues at their institution.
4. To form sub-groups of participants and master teachers who can serve as advisors to one another after the seminar is over.

**Process**

Participants will be divided into cohort sub-groups. The groupings will be determined before the program starts and participants will be informed in which cohort groups they will participate.

Each group will have participants with a master teacher or teaching coach to facilitate the process. Each participant will have approximately 15 minutes to use the time they feel will be most valuable for their individual needs. The time devoted to the presentation will be strictly adhered to. Roughly one half of the time should be allocated to feedback, discussion, and completing the evaluation form. This will occur immediately following their presentation; participants will receive oral feedback from their peers and the master teacher will have the opportunity to ask



questions of the group regarding that feedback.\*

Participants may use their allotted time to:

1. Give a lecture, replicating one of their class lectures they find most challenging to present allowing the master teacher and participants in their group to provide full and functional feedback to elevate the presenters teaching skills and effectiveness.
2. Participant may choose to present a set of their course documents on which they want feedback. Course documents may include syllabus, PowerPoint slides, tests, simulations, or others. The objective being to get practical and productive feedback on their course documents and their lecture skills.
3. Finally, participant may present a set of course evaluation documents on which they feedback to get specific constructive ideas, suggestions, and tools from the group to address issues raised by the evaluation interment and their lecture skills.
4. If any participant does not want to present in front of the group, i.e. a participant who is an administrator, they will have the opportunity to present to the group a topic on which they would like discussed by the group. The participant simply will need to approach the group's master teachers beforehand to make this request.

\* Each room will have the following instructional equipment: LCD projector, laptop, and flip chart or white board. If any other equipment is needed by the participant they will need to bring it to the seminar. The participant will need to bring copies of all course materials or any other items necessary to the delivery.

Noon - 1:00 p.m.

**Lunch**

1:00p.m. - 2:00 p.m.

**How to Integrate Research from and into the Classroom Using Case Studies - Dr. Simendinger**

1. Producing scholarship from the classroom
  - Three case design ideas and examples:
    - The Maalox Moment Design
    - Practitioner Driven Design
    - Case - Simulation Design
2. How to select a case: criteria, dos and don'ts
  - How to keep students engaged
3. Assessing case designs to fit objectives
4. How to produce and integrate your research into the classroom
5. How to elevate your teaching effectiveness through cases

2:00 p.m. - 3:00 p.m.

**Professor Issues, Part I - Dr. Honeycutt**

1. Interpersonal Factors Affecting Teaching and Learning
  - Managing your personality and style - how does it affect the classroom atmosphere, student learning, outcomes, and teaching scores?

- Assessing how your personality/style affects teaching effectiveness
- 2. Being honest with yourself
  - Passion for what you do and how you do it
  - Asking for feedback and criticism
- 3. Accessibility, approachability, and openness
- 4. How to improve classroom learning - teaching is only an input
- 5. Assessment system design and execution
  - Effective ways to assess student learning
  - The art of testing
    - Test design, delivery, and return process
    - How to manage the data
  - Critical thinking assessment
  - Grading - strategies, dos, don'ts, and anxieties

3:00 p.m. - 3:15 p.m. **Refreshment Break**

3:15 p.m. - 4:00 p.m. **Professor Issues - Dr. Raj**

1. Managing your relationship with students and students' relationship with one another
  - From teacher to mentor
  - Building a positive relationship between you and your students
    - (individually and as a group)
  - How to engage and involve students in the learning process
  - How to give (positive and constructive) informal student feedback
  - How to encourage student cooperation and collaboration
  - Teaching self-motivation in students
  - Who is the millennium student and what does this mean for my relationships and teaching style?
2. Class culture and atmosphere
  - The value of assessing your classroom culture
  - Having fun in the classroom
  - Making the most of multi-cultural/multi-experiential/multi-level classes
  - Language and communication issues for foreign students
    - how to deal with it effectively

4:00 p.m. - 5:00 p.m. **Open Panel Discussion - Dr.s Honeycutt, Raj, and Simendinger**

**Potential Topics:**

1. Faculty will address topics not reached on the agenda due to time constraints
2. Topics not addressed in the curriculum important to participants
3. Creative and effective delivery methods, best practices; experiential learning, team teaching, simulations, learning via visits
4. Using diverse delivery methods to generate original student thinking and cognitive skills to improve the way learning occurs in and out of the classroom
5. How to actively engage students in the teaching process to ensure overall student achievement

11:23 AM