

Amy M. Yates, PhD
2018-2019 F. Jay Taylor Undergraduate Teaching Award Nominee

1. Undergraduate courses taught, enrollment, student retention rate and student evaluations

Academic Year	Course Number	Course Title	9 th day Enrollment	*Ending Enrollment	"Rating of Instructor"
2008-2009	FCS 395	Research Methods in Family and Child Studies	42	41	3.9
	FCS 101	Skills for Marriage	41	40	n/a
	FCS 355	Advanced Interpersonal Communication	26	26	4.0
2009-2010	FCS 395	Research Methods in Family and Child Studies	40	38	4.0
	FCS 520	Interpersonal and Family Dynamics	16	14	n/a
	FCS 210	Family Interpersonal Relationships	62	61	4.0
	FCS 355	Advanced Interpersonal Communication	41	40	4.0
2010-2011	HEC 357	Professional Issues in Human Ecology	9	9	4.0
	FCS 101	Skills for Marriage	21	20	n/a
	FCS 210	Family and Interpersonal Relations	47	45	4.0
	FCS 355	Advanced Interpersonal Communication	37	35	4.0
	FCS 361	Observation and Assessment of Young Children	67	65	3.6
	HEC 357	Professional Issues in Human Ecology	38	37	4.0
	HEC 357	Professional Issues in Human Ecology	19	19	3.9
2011-2012	FCS 210	Family Interpersonal Relationships	76	73	4.0
	FCS 101	Skills for Marriage	20	20	n/a
	HEC 357	Professional Issues in Human Ecology	14	14	4.0
	FCS 355	Advanced Interpersonal Skills	16	16	4.0
	FCS 210	Family Interpersonal Relationships	60	58	3.9
2012-2013	FCS 101	Skills for Marriage	17	16	n/a
	HEC 357	Professional Issues in Human Ecology	26	26	4.0
	FCS 355	Advanced Interpersonal Skills	24	24	3.9
	HEC 357	Professional Issues in Human Ecology	20	20	3.9
2013-2014	FCS 110	Intro to Family and Child Studies	11	11	n/a
	HEC 357	Professional Issues in Human Ecology	32	32	4.0
	FCS 355	Advanced Interpersonal Communication	36	36	4.0
	HEC 357	Professional Issues in Human Ecology	40	40	4.0
2014-2015	FCS 355	Advanced Interpersonal Skills	36	36	4.0
	HEC 357	Professional Issues in Human Ecology	26	26	4.0
	UNIV 100	University Seminary	38	38	n/a
	HEC 357	Professional Issues in Human Ecology	42	42	4.0
2015-2016	HEC 357	Professional Issues in Human Ecology	26	26	4.0
	UNIV 100	University Seminar	38	38	n/a
	FCS 355	Advanced Interpersonal Skills	27	27	4.0
	HEC 357	Professional Issues in Human Ecology	20	20	4.0
	HEC 357	Professional Issues in Human Ecology	21	21	4.0
	FCS 101	Skills for Marriage	11	11	n/a
2016-2017	HEC 357	Professional Issues in Human Ecology	15	15	4.0
	FCS 255	International Families	56	55	3.9
	FCS 375	Grieving and Loss in the Family	41	41	3.3
	HEC 357	Professional Issues in Human Ecology	33	32	3.5
	FCS 255	International Families	65	65	3.7
	FCS 355	Advanced Interpersonal Skills	33	33	4.0
2017-2018	FCS 210	Family Interpersonal Relationships	74	73	3.6
	FCS 475	Family Resource Management	30	26	3.7
	FCS 375	Grieving and Loss in the Family	43	43	3.9
	FCS 435	Family Stress	37	33	3.9
	FCS 255	International Families	79	78	3.9
	FCS 355	Advanced Interpersonal Skills	42	41	3.9

2018-2019	FCS 210	Family Interpersonal Relationships	52	51	4.0
	FCS 475	Family Resource Management	25	25	4.0
	FCS 375	Grieving and Loss in the Family	48	47	4.0
	FCS 435	Family Stress	39	38	4.0
	FCS 255	International Families	50	N/A (In progress)	N/A (In progress)
	FCS 355	Advanced Interpersonal Skills	40		
2008-2019 (11 years)	Number of Classes 55	Overall Retention Rate 97.99%	Total Enrollment 1895	Total Ending Enrollment 1857	Overall "Rating of Instructor" 3.904

Since becoming a faculty member at Louisiana Tech, **I have taught 55 classes and achieved an average overall rating of instructor collectively for these classes of 3.904.** Currently, **I teach 6 different courses per year**, with family topics including family financial management, family stress, family communication, international families, and grief and loss. I teach both upper division and lower division courses. Thus, my overall 3.904 teaching performance is based on evaluations of several content areas as well as 1,857 students from all undergraduate classifications.

In addition to the quantitative data presented above, I would like to submit a sample of the qualitative data from the student comments section of my faculty evaluations:

“Dr. Yates takes difficult topics and prepares us to be young professionals that are capable of helping those in hard situations. Loved her and her teaching style so much!”

“Dr. Yates has a unique and skillful lecturing style regarding the Family Stress Model and the course content. She gave real life examples to us if we were confused about the information and elaborated on many vague concepts concerning family stress. It’s apparent Dr. Yates cares deeply for her students and wants us to thoroughly know the material to succeed.”

“Dr. Yates did an amazing job of making this course informative yet easy to understand. The application projects we did to apply the knowledge we learned was the best part about the class.”

“Although this class was a sad one, Dr. Yates made it very interesting! Amazing teacher! Learned a lot more about death than I thought I would!”

“This course was so helpful to me in my everyday relationships. I enjoyed this class so much more than I thought I would. I was excited to go to every class, even though it was at 8:00 am.”

“I feel the instructor did well at teaching the class material and also ensuring that students absorbed it. I have absorbed the information in a way that I can apply it in the future.”

“I enjoyed the little tidbits and side-notes given in class. That is what I believe a true “teacher” to be. A true teacher teaches about all facets of life.”

2. Statement of beliefs concerning the significance of undergraduate teaching within the overall mission of Louisiana Tech.

With approximately 70% of the Louisiana Tech study body enrolled in undergraduate courses, undergraduate education is the cornerstone of Louisiana Tech University. As such, Louisiana Tech's mission statement conveys that we are "committed to quality teaching" and that our "highest priority" is educating our students "in a challenging, yet safe and supportive, diverse community of learners."¹

Quality undergraduate teaching equips students to enter into their chosen professions prepared to meet the challenges of a rapidly changing workplace. Thus, I strive to create a classroom that mirrors the nature of the modern workplace. I strive for an environment that **expects innovation, requires collaboration, seeks to embrace diversity, and values competence**. As university instructors, we are uniquely positioned to provide to the workplace well-qualified candidates **whom we have equipped to think critically, to apply theory to practice, and to seek evidence-based resources to optimize performance**. Each of these outcomes is best achieved through, as the University mission states, "a challenging, yet safe and supportive, diverse community of learners." In each of the courses that I teach, I attempt to provide this type of learning environment. I **construct assignments that challenge the student to apply knowledge** as I simultaneously offer the safety and the support that the students need to be successful. I utilize in-class activities to **allow students to experience a diversity of learning styles, life experiences, and perspectives** offered by their fellow classmates. To underscore the importance of collaborative learning in a safe environment, I often collect signed contracts from students regarding expected classroom behaviors and practices. It is my intent that these practices will provide to students the "unparalleled educational experience" that not only our University President envisions but also that our University mission pledges.

Reference

¹"Louisiana Tech University." *Mission Statement - Louisiana Tech University*. Web. 4Apr. 2019.

3. Description of important innovation(s) made in undergraduate teaching

Often due to their social and generational cultures, college students appear to have decreased tolerance for the utility of traditional lecture-based teaching. Perhaps I share this same level of tolerance for lecture-based teaching, because **I seek innovative ways to deliver course content**. For me, innovation occurs not only during our class time but also through course assignments. During class time, I provide opportunities for students to interact with the course material **through small group discussions, creative reflections, or encouraged critical thinking**. To ground theory and encourage transportation into practice, I create one or more **theory-based application assignments per course**. As the majority of the students I teach will begin working as service providers for individuals, children, and families, it is imperative that I prepare them to do so on day-one post-graduation.

The following are examples of select innovative teaching practices in several courses:

FCS 101 – Skills for Marriage

Research-based communication role play. Using the research-based theories of John Gottman, which delineate the four most destructive relationship communication patterns of behavior, students

role play destructive communication patterns and practice the “antidote” behaviors that Gottman’s research indicates are most useful in mitigating the damage. Through hands-on activities, students learn to **recognize these destructive relationship patterns as well as strategies to change these patterns.**

FCS 255- International Families

Direct contact with individuals and families from diverse cultures. Students are provided opportunity to interview international students attending Tech. Not only do the students have the opportunity to reflect upon course content but also **to apply the cross-cultural competence skills** taught in the class. Additionally, guest speakers are invited to provide a personal context to the material presented in the text. Recent guest speakers included persons from Saudi Arabia, Pakistan, China, Africa, Philippines, Marshall Islands, Mexico, and Thailand, as well as a service provider who spent several years on a Native American reservation.

FCS 355 – Advanced Interpersonal Communication

Flipped class with focus on skills acquisition. This class is 100% flipped; thus, class time is spent on clarifying questions and perceptions of content as well as expanding on this content through application of skills. As a result, **students are prepared on day-one post-graduation to engage in empathetic, nonjudgmental, client-focused communication designed to support the helping relationship.**

FCS 375 – Grieving and Loss in the Family

Suicide prevention training. Students in this course were offered training in QPR, a suicide prevention course. They were taught to recognize the warning signs of suicidal ideation as well as to assess for lethality. As a result, **students received certification in suicide prevention.**

FCS 435 – Family Stress

Context-based theory application. Students are exposed to The Family Stress model at the beginning of the quarter. A variety of stressful family events/topics are covered throughout the quarter (e.g. poverty, homelessness, divorce, child maltreatment, community violence, etc.). Students are given professional service provider scenarios and practice cases and are required to **apply the theoretical model and construct a service plan for each stress context.**

FCS 475 – Family Resource Management

Campus-wide Financial Fair. Students learn various family financial topics throughout the quarter. As our program is certified to prepare students to be Certified Family Life Educators, this course incorporates a community education service-learning component. Student execute a campus-wide financial fair to educate the student campus community about important financial decisions from managing student loans, to assessing job offers and benefit packages, to evaluating renting vs. buying, to creating a retirement plan. In a 10-week quarter, the **students in the course progress from financial neophytes to financial educators.**

4. **Publications/papers/presentations related to teaching**

Andrews, F., Byrd, S., Self0Mullens, & Yates, A. (Accepted for presentation: June 2019). Assessment 202. Assessment and Student Learning Outcomes. Workshop accepted for presentation at the 2019 Annual Conference of the American Association for Family and Consumer Sciences, St. Louis, MO.

Andrews, F., Byrd, S., Johnson, D., Self-Mullens, L., & Yates, A. (June, 2018). Assessment 201. The Vital Connections: The Body of Knowledge and Assessment. Workshop presented at the 2018 Annual Conference of the American Association for Family and Consumer Sciences, Atlanta, GA.

Reiboldt, W., Standley, S., Coffey, K., Whaley, H., Yazedjian, A., Yates, A., Kihm, H., Wang, P., Martin, L., Olla, M., & Anderson, M. (2016). Integrating the Family and Consumer Sciences' Body of Knowledge into higher education: Eight AAFCS-accredited university explain their process. *Journal of Family and Consumer Sciences*, 108(3), 9-23. DOI: 10.14307/JFCS 108.3.9

Rutledge, J., Yates, A., Annual Meeting of the Southern Gerontological Society, Southern Gerontological Society, Williamsburg, VA, "How is engaging the aging a two-way street between college students and assisted living facility residents?" (April 2015).

Miglicco, H. N. Rutledge, J. M. & Yates, A. M. (2016, February). The change in opinions and expectations regarding aging after participation in a service-learning project in a gerontology course. Poster presented at the Louisiana Tech University Student Research Symposium, Ruston, LA.

Yates, A. (2011, February). *Exploring gender and cultural influences on family communications through student collages*. Poster presented at the annual meeting of the Louisiana Association of Family and Consumer Sciences. Hammond, LA.

Yates, A. (2011, February). *Understanding the Body of Knowledge through a simulated community response team*. Poster presented at the annual meeting of the Louisiana Association of Family and Consumer Sciences. Hammond, LA.

Yates, A., Haberman, H., Kim, Y., Murimi, M. (2010, February). *Visions of increasing student interest in research*. Poster presented at the annual meeting of the Louisiana Association of Family and Consumer Sciences. Ruston, LA.

5. Other pertinent information

Honors and Independent Study Contracts - At least once per year, I mentor an independent study course. This quarter, I am currently mentoring two students working on the following topics: (1) family separation and immigration bias, and (2) strengths and challenges in contemporary black female-headed homes.

The Unique Experience of Teaching Family and Child Studies (FCS) –As an educator of future service providers, I am in the unique position to influence their perspectives of what it means to be **competent and compassionate agents of change** for families and communities. It is **immensely rewarding** to know that the skills, theories, and evidence-based practices I have taught to hundreds of FCS students has ultimately impacted thousands of families.

Education is the most powerful weapon you can use to change the world:

-Nelson Mandela