

Amy M. Yates, PhD
2019-2020 F. Jay Taylor Undergraduate Teaching Award Nominee

Education is the most powerful weapon you can use to change the world.
 -Nelson Mandela

1. Undergraduate courses taught, enrollment, student retention rate and student evaluations at Louisiana Tech University

Academic Year	Course Number	Course Title	9 th day Enrollment	*Ending Enrollment	"Rating of Instructor"
2008-2020 (12 years)	Number of Classes 62	Overall Retention Rate 96.34%	Total Beginning Enrollment 2189* *2287 with current quarter	Total Ending Enrollment 2109	Overall "Rating of Instructor" 3.907
Last 3 years					
2017-2018	FCS 210 FCS 475 FCS 375 FCS 435 FCS 255 FCS 355	Family Interpersonal Relationships Family Resource Management Grieving and Loss in the Family Family Stress International Families Advanced Interpersonal Skills	74 30 43 37 79 42	73 26 43 33 78 41	3.6 3.7 3.9 3.9 3.9 3.9
2018-2019	FCS 210 FCS 475 FCS 375 FCS 435 FCS 255 FCS 355	Family Interpersonal Relationships Family Resource Management Grieving and Loss in the Family Family Stress International Families Advanced Interpersonal Skills	52 25 48 39 50 40	51 25 47 38 50 40	4.0 4.0 4.0 4.0 4.0 4.0
2018-2019	HEC 357 FCS 210 FCS 475 FCS 375 FCS 435 FCS 255 FCS 355	Professional Issues in Human Ecology Family Interpersonal Relationships Family Resource Management Grieving and Loss in the Family Family Stress International Families Advanced Interpersonal Skills	29 59 29 46 41 59 39	29 58 29 46 41 N/A (In progress)	3.9 3.9 3.7 4.0 4.0 N/A (In progress) N/A (In progress)
2017-2020 (3 years)	Number of Classes 19	Overall Retention Rate 2017-2020 98.03%	Total Beginning Enrollment 763	Total Ending Enrollment 748	Overall "Rating of Instructor" 3.906

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.

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:

These anonymous comments are from this winter quarter's classes:

"I love Dr. Yates she is such a joy as a professor. She always makes lecture fun and gives many examples to make students understand what she is presenting."

"This class was one of the most interesting classes I've ever taken. Dr. Yates gives really helpful insight and personal stories and presents material in a way that sparks curiosity."

"This is one of my favorite classes I have ever taken and you are by far my favorite professor I've ever had the privilege of learning under. I appreciate your honesty and vulnerability that you exude every single day."

"Best professor for a dense subject such as this!"

"I LOVED THIS CLASS! I have been able to apply this to my own personal life every single day. One of my favorite classes I've ever taken. Thank you for being a Rockstar."

"This is the most beneficial class I have taken. I learned a lot and loved it all the way through."

"Your positive attitude makes a world of difference for courses like this one. I really can't think of any cons for this class. There wasn't an overload of work, the assignments got you thinking, and the exams had just the right amount of information."

"Every time I take Dr. Yates, that class becomes my new favorite. She always presents the information so well."

These anonymous comments were randomly pulled from previous quarters

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

"This was one of the most interesting classes I have taken. I loved that she utilizes guest speakers...It is hard to learn about different cultures when you live in the same one as the person teaching; however, with the guest speakers, I was able to appreciate the information more and it made it feel like it was more accurate because it was coming from someone with real experience in those cultures."

"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 have had many classes with Dr. Yates and she has always been very respectful towards her students."

"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."

"It's apparent Dr. Yates cares deeply for her students and wants us to thoroughly know the material to succeed."

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 For me, quality undergraduate teaching means equipping 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 faculty, 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, and the student comments provided seem to support this fact.

Reference

¹"Louisiana Tech University." *Mission Statement - Louisiana Tech University*. Web. Apr. 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 traditional lecture-based teaching. Perhaps I share this same level of tolerance, 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 achieve a more interactive class environment, I may flip the class by requiring the submission of summaries of assigned readings prior to class to ensure a more robust classroom discussion. ***Thus, class time can be spent exploring concepts, challenging interpretations, and providing feedback.*** To ground theory and encourage transportation into practice, I create one or more ***application-based assignments.*** I design assignments to address different learning styles. The traditional class assignment seems to favor the visual learner. To engage auditory and kinetic learners, I have assignments that require active listening, manipulation and construction, and transcription. In one course, I placed students in multidisciplinary teams to problem-solve existing community or national challenges, ***providing the students the opportunity to apply theory and envision their roles as agents of change.***

The following are examples of selective innovative teaching practices from this past year's teaching:

FCS 355 – Advanced Interpersonal Communication

Flipped class with focus on skills acquisition and ZOOM small group practices. This class is 100% flipped, meaning that students are required to have read and reflected upon chapter content prior to the scheduled class meeting. With the move from face-to-face to online instruction, this class was a challenge. Therefore, I created application-based assignment for each course concept, as well as scheduled and executed small group practice sessions (5-7 students per group) for skill development. **During the 6 zoom group practice weeks, I was conducting zoom groups for 10 clock hours per week.** I was determined that these students would still be equipped to enter the workforce prepared to execute skills necessary for successful interactions with families.

FCS 375 – Grieving and Loss in the Family

Suicide prevention training. Students in this course were offered training in QPR, a suicide prevention course. As a result, **students received certification that they could recognize suicidal ideation, assess for lethality and engage in suicide prevention.**

FCS 475 – Family Resource Management

Campus-wide Financial Fair. As our program is certified to prepare students to be Certified Family Life Educators, this course incorporates a community financial education service-learning component. Student plan and 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. (This fall, I added a virtual component – before COVID 19- to provide experience in online financial education content delivery). With pride, I can attest that the **students in the course progress from financial neophytes to financial educators.**

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

Andrews, F., Byrd, S., Self-Mullens, & Yates, A. (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., Wanga, Pl, 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 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**

***Pillow Talks** – The newest form of instruction in which I have been engaged during this academic year is “Pillow Talks.” This monthly, voluntary, informal gathering of students (usually in Adams Parlor) addresses student questions and concerns around sexual health and sexual behaviors. Two fellow colleagues, Dr. Katie Barrow (Human Ecology) and Dr. Patti McFadden (Nursing), and myself answer any and all questions students have about their physical and emotional sexual health, as well as intimate partner relationship health. Student involvement is completely voluntary, and yet we have had approximately 50 or more students in attendance for each gathering. We met 2-3 times each quarter this year until March. (A grant from Lincoln Health Foundation provides promotional materials, door prizes, and refreshments.)*