

Katie M. Barrow

Associate Professor, Human Development & Family Science (HDFS)
F. Jay Taylor Undergraduate Teaching Award Nomination Packet

Section I: Undergraduate Courses Taught, Enrollment, Retention, and Student

Term	Course	Enrollment	Retention	Evaluation
Spring 2021	FCS 420: Family Life Education	23		In progress
	FCS 100: Marriage & Family Relationships	91		In progress
	HEC 406: Special Problems in Human Ecology	1		In progress
Winter 2020-2021	FCS 341: Middle Childhood & Adolescence	28	100%	3.9
	FCS 320: Family Theory	40	93%	3.8
Fall 2020	FCS 444: Sexuality & Family Life	26	96%	4.0
	FCS 100: Marriage & Family Relationships	52	100%	3.8
	FYE 100: First Year Experience	16	100%	3.9
	HEC 406: Special Problems in Human Ecology	2	100%	N/A
Summer 2020	FCS 400: Contemporary Families	8	100%	N/A
Spring 2020	FCS 447: Issues in Gerontology	38	100%	4.0
	FCS 420: Family Life Education	18	100%	4.0
	FCS 100: Marriage & Family Relationships	93	94%	3.8
Winter 2019-2020	FCS 341: Middle Childhood & Adolescence	50	100%	3.8
	FCS 320: Family Theory	49	100%	3.8
Fall 2019	FCS 444: Sexuality & Family Life	29	100%	3.9
	FCS 100: Marriage & Family Relationships	57	98%	3.8
	FYE 100: First Year Experience	23	100%	4.0
	HEC 406: Special Problems in Human Ecology	2	100%	N/A
Spring 2019	FCS 420: Family Life Education	21	100%	3.9
	FCS 100: Marriage & Family Relationships	98	99%	3.8
	HEC 406: Special Problems in Human Ecology	1	100%	N/A
Winter 2018-2019	FCS 341: Middle Childhood & Adolescence	54	100%	3.9
	FCS 320: Family Theory	52	100%	3.8
	HEC 406: Special Problems in Human Ecology	2	100%	N/A
Fall 2018	FCS 444: Sexuality & Family Life	34	100%	4.0
	FCS 100: Marriage & Family Relationships	73	100%	3.8
	FYE 100: First Year Experience	30	100%	3.9
	HEC 406: Special Problems in Human Ecology	3	100%	N/A
Spring 2018	FCS 420: Family Life Education	22	100%	3.9
	FCS 100: Marriage & Family Relationships	98	99%	3.7
	HEC 406: Special Problems in Human Ecology	5	100%	N/A
Winter 2017-2018	FCS 341: Middle Childhood & Adolescence	60	98%	3.9
	FCS 320: Family Theory	54	98%	4.0
	FCS 447: Issues in Gerontology	21	100%	4.0
	HEC 406: Special Problems in Human Ecology	2	100%	N/A
Fall 2017	FCS 444: Sexuality & Family Life	38	97%	3.9
	FCS 100: Marriage & Family Relationships	66	100%	3.8
	FYE 100: First Year Experience	20	100%	3.8
	HEC 406: Special Problems in Human Ecology	4	100%	N/A
Summer 2017	FCS 400: Contemporary Families	27	100%	N/A
Spring 2017	FCS 420: Family Life Education	23	100%	4.0
	FCS 100: Marriage & Family Relationships	90	94%	3.8
	HEC 406: Special Problems in Human Ecology	6	100%	N/A
Winter 2016-2017	FCS 341: Middle Childhood & Adolescence	58	97%	3.9
	FCS 320: Family Theory	54	98%	4.0

	HEC 406: Special Problems in Human Ecology	4	100%	N/A
Fall 2016	FCS 444: Sexuality & Family Life	33	97%	3.9
	FCS 100: Marriage & Family Relationships	80	93%	3.8
	FYE 100: First Year Experience	25	100%	4.0
	HEC 406: Special Problems in Human Ecology	4	100%	N/A
Summer 2016	FCS 490: Perspectives on Families: Death, Dying, & Bereavement	22	100%	N/A
Spring 2016	FCS 420: Family Life Education	17	100%	4.0
	FCS 100: Marriage & Family Relationships	70	96%	3.7
	HEC 406: Special Problems in Human Ecology	3	100%	N/A
Winter 2015-2016	FCS 341: Middle Childhood & Adolescence	45	96%	3.8
	FCS 320: Family Theory	51	100%	3.9
Fall 2015	FCS 475: Family Financial Management	26	100%	4.0
	FCS 444: Sexuality & Family Life	21	100%	4.0
	FCS 100: Marriage & Family Relationships	55	100%	3.6
Summer 2015	FCS 490: Perspectives on Families: Religion & Family Life	20	100%	N/A
	FCS 490: Perspectives on Families: Death, Dying, & Bereavement	15	100%	N/A
Spring 2015	FCS 420: Family Life Education	24	100%	4.0
	FCS 210: Family Interpersonal Relationships	59	100%	3.8
Winter 2014-2015	FCS 341: Middle Childhood & Adolescence	51	100%	3.9
Fall 2014	FCS 475: Family Financial Management	30	100%	4.0
	FCS 444: Sexuality & Family Life	18	100%	4.0
Average Retention Rate: 99.1%				
Average Student Evaluation Rating: 3.88/4.0				

Section II: A Statement on Significance of Undergraduate Teaching at Louisiana Tech

“Louisiana Tech maintains, as its highest priority, the education of its students. Endorsing a culture of equity, diversity, and inclusion, it recruits a faculty committed to teaching and advising, and a student-oriented faculty and staff dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment.”

I am extremely honored to be considered for the prestigious F. Jay Taylor Undergraduate Teaching Award. Since beginning my position as an assistant professor in 2014, my top priority has been the teaching and mentorship of undergraduate students. Whether through my research lab – the Sexual Health & Families Team (SHIFT), the teaching that takes place in my classrooms and out in the field, the advising that takes place in my office, or the lifelong mentorship I provide during and after a student graduates, I have always maintained that I am first and foremost *a teacher* in all areas and all facets of what I do here at Louisiana Tech!

Moreover, I am a teacher that – as any of my students or colleagues will tell you – is tirelessly devoted to attending to equity, diversity, and inclusion in my teaching, research, and service. In HDFS, we are preparing students to go out into the world to be therapists, social workers, teachers, and counselors. In such a rapidly changing world, our students must be prepared for the diversity of human experiences they will encounter. As such, I tackle incredibly sensitive and complex issues in my classes, and it is my responsibility to cultivate an environment in which my students feel comfortable talking about the effects of intersectional factors (e.g., gender, race, sex, age, ability, and immigration status) on family life. Understandably, tensions can arise when topics such as race or sexual orientation are discussed – as evident by the fact that all of sudden the room turns uncomfortably silent and no one seems to want

to make eye contact anymore! It is during these moments that I (gently) push the class to “go there” with me, and to explore these issues as they relate to families. I have had students challenge the idea that racial-ethnic identity impacts families differently, until a student spoke out about her experiences living as a Black woman in the South, followed by another student highlighting her experiences as part of a Mexican immigrant family. I have had students question transgender identity, only to have one of my trans students out himself and share his story. I have seen young women share stories of sexual harassment. I have seen young men share stories of spiritual doubt. As an instructor, I can only lecture on so many things. Yet, when students open up to each other, they see these issues presented right in front of their eyes and are challenged to reflect a bit more whole-heartedly about the topic or the concept being discussed in class. And, they can start to see and respect each other as important and necessary members of the Tech family.

As an instructor, I believe I play some small part in making the world a more loving place. I believe in cultivating an environment that is open-minded and empathetic. Learning about sensitive and diverse issues – and challenging our own preconceived ideas – helps students learn more about themselves and the people that inhabit this world. To further illustrate the points made in this teaching statement, I would like to close with the voices of my students, as so expressed on my teaching evaluations:

- I know I will be leaving this class with a lower grade than expected, but I can honestly say I learned so much. I can see your passion for what you do and I hope it stays with you! Thank you for challenging me and making me think about different opinions and ways of living. I feel like I have a more open mind thanks to you.
- I really love all of Dr. Barrow’s classes. She makes us think about society in a way we never thought of. She helps us form our own views rather than just going along with the things our parents taught us.
- You are the most influential professor of my college career. I will honestly miss your classes so much. Thank you for opening my eyes and teaching me in a way that has guided me to better understand myself and others.
- Dr. Barrow is a very engaging person to learn from. She makes it very enjoyable to learn by not just lecturing, but adding in videos and activities. We have good discussion, and she often “challenges” her students to think critically about what we are learning.

Section III: Teaching Innovations

I am dedicated to fostering critical thinking and meaningful learning with the goal of helping students recognize their own potential and reach a deeper understanding of themselves and the world in which they inhabit. Innovative pedagogical practices are important for conveying course material in a manner that captures students’ attention and facilitates learning for all types of learning styles. I strongly believe that the success of my teaching is bound to my ability to infuse imagination and creativity into my lectures. Because my teaching, research, and service activities largely surround sex, gender, and diversity in family systems, I have amassed a repertoire of innovative – and, admittedly, humorous – teaching strategies involving these components, some of which are detailed below.

- *Condom Scavenger Hunt* – Students must visit a public establishment that sells male (or, external) condoms and perform comparison shopping techniques as they answer a list of questions about the types of condoms being sold, the establishment selling the condoms, and the feelings, thoughts, and interactions they experience while performing this activity in public. Sidenote: Most places that sell

condoms in Ruston are WELL AWARE of this activity, as I have been requiring my students to perform this activity for the last six years!

- *Condom + Dental Dam Demonstration* – I pass out male condoms in class so students can become familiar with their size, strength and durability, and usefulness in protecting against pregnancy and STIs, if used properly. We place the entire condom over our fist up to our elbow to demonstrate the impressive capacity of condoms to accommodate larger sizes. We practice applying a condom to a wooden phallus. I demonstrate how to make a dental dam (by simply cutting the male condom with scissors) in order to protect against STI transmission during oral-genital contact.
- *Food for Thought* – In classes where I cover STIs, I incorporate the visual of food to test their knowledge of symptoms. For example, I will hand out Red Hots and ask students to tell me what STIs can cause a burning sensation. I pass out Fruit Gushers and ask for STIs causing discharge. I also show what STIs look like under a microscope, magnified. Many resemble the shape of a worm, and so I will pass out Sour Worms before quizzing them.

Section IV: Teaching & Mentoring Scholarship

Publications:

- Crossman, K., Fish, J., & **Barrow, K. M.** (2017). Formalizing an NCFR mentorship program. *National Council on Family Relations Magazine Report, 13*. Retrieved from <https://www.ncfr.org/sites/default/files/2017-09/Fall%202017%20Report.pdf>

Presentations:

- Weiser, D., Roach, A., Fish, J., Crossman, K., & **Barrow, K. M.** (2020, November). *Mentoring academy*. Invited presentation for the Annual Meeting of the National Council on Family Relations (virtual).
- **Barrow, K. M.**, Crossman, K., Fish, J., & Roach, A. (2018, November). *Mentoring town hall: Survey results and pilot program*. Invited presentation for the Annual Meeting of the National Council on Family Relations, San Diego, CA.
- Fish, J. N., **Barrow, K. M.**, Crossman, K. (2017, November). *Mentoring town hall: Mentor and mentee conversations*. Invited presentation for the Annual Meeting of the National Council on Family Relations, Orlando, FL.
- **Barrow, K. M.** (2015, November). *Teaching Human Sexuality courses in the HDFS curriculum*. Invited presentation for “Eradicating sexual violence on college campuses: Putting patriarchy in its place” preconference workshop organized by E. Sharp, S. Weaver, & A. Zvonkovic for the Annual Meeting of the National Council on Family Relations, Vancouver, BC.
- **Barrow, K. M.** (2015, November). *Examining microaggressions and the LGBTQ community*. In “Discourses on 'all the bad things': Challenges and opportunities in navigating sex, sexuality, and sexual violence on college campuses” symposium organized by K. M. Barrow. Paper presented at the Annual Meeting of the National Council on Family Relations, Vancouver, BC.
- **Barrow, K. M.**, Austin, J. P., & Few-Demo, A. (2013, February). *Using postmodern feminist pedagogies to address sensitive topics in the college classroom*. Poster presented at the Conference on Higher Education Pedagogy, Blacksburg, VA.
- Austin, J. P., **Barrow, K. M.**, & Few-Demo, A. (2013, February). *E-Transformation: Transformative learning techniques to use in online courses with sensitive topics*. Poster presented at the Conference on Higher Education Pedagogy, Blacksburg, VA.
- Willox, L., Glass, V. Q., **Barrow, K. M.**, & Jones, S. (2012, November). *Including diverse*

families in pre-k/kindergarten social studies curriculum. Paper presented at the National Council for the Social Studies Conference, Seattle, WA.

- **Barrow, K. M.** (2012, October). *Co-constructing knowledge: Using postmodern feminism to teach sex and gender.* In "Teaching Intersectionality in Undergraduate Classes: Lessons learned in the Field" symposium organized by A. L. Few-Demo. Paper presented at the Annual Meeting of the National Council on Family Relations, Phoenix, AZ.
- Burge, P., **Barrow, K. M.**, Biviano, A., Cook, J., Kimbrell, M., Lima, B., Manz, J., & Wagstaff, J. (2012, September). *Faculty experiences with service learning as a pedagogical approach to connect the classroom to the community.* Paper presented at the European Conference on Education Research, Cadiz, Spain.