TEACHING PORTFOLIO FOR *Samantha Swindell*
DATE: *May 2014*
SIGNATURE: _____

A. GOALS

My ultimate goal as a teacher is to create a learning environment that maximizes my students' ability to master the skills and knowledge expressed in my course learning outcomes. I achieve this goal by applying what I know about learning as a behavioral and experimental psychologist. From a behavioral perspective, my teaching is guided by three central principles: 1) good teaching involves the application of learning principles known to produce behavioral change; 2) some environments are more conducive to learning than others; and 3) my success as a teacher is reflected in my students' success (i.e., their ability to say and do things they could not say or do before taking my course). As an experimental psychologist, I approach my teaching as a researcher. I strive to systematically develop, test and evaluate elements of the instructional environment for their ability to generate learning. Instructional elements that prove effective are retained and built upon; those that are ineffective are revised or replaced with new approaches (see Teaching Philosophy Statement for expanded description of my views on teaching).

B. RESPONSIBILITIES

My clinical-track appointment is defined as 40% teaching in which I teach 2 courses per semester, though many semesters I carry a course overload.

1) COURSES RECENTLY & CURRENTLY TAUGHT *(Includes only courses taught since last promotion)*

Term	Course	Enrollment
Psych 310: *Pseudoscience & Human Behavior* (3 credits)	Spring 2009	45
Psych 312 [M]: *Experimental Methods in Psychology* (4 credit lecture/lab "writing-in-the-major" course)	Fall 2010 Spring & Fall 2011 Summer 2011 Spring & Fall 2012 Spring & Fall 2013 Spring 2014	63 82 & 71, respectively *Created online course* 71 & 113, respectively 113 & 99, respectively 119
Psych 316 [M]: *Applied Research Methods in Psychology* (3 credit "writing-in-the-major" course)	Spring 2009	21
Psych/Women St 324: *Psychology of Women* (3 credits)	Spring 2009 *(online)*	32
Psych 328 [M]: *Self-Control* (3 credit "writing-in-the-major" course)	Spring 2010	49
Psych 470: *Motivation* (3 credits)	Spring, Summer *(online)* & Fall 2009 Spring & Fall 2010 Spring 2011 Fall 2012 Spring 2013	116, 46 & 64, respectively 107 & 131, respectively 135 145 130
Psych 390: *Operant Conditioning* (3 credits) Psych 491/591: *Principles of Learning* *(NOTE: Previously Psych 390 redesigned as a 3 credit conjoint undergraduate/graduate course)*	Summer & Fall 2009 Summer 2010 Spring 2011 Spring 2012 Fall 2013 *(undergrad only)*	25 & 118, respectively 47 189 *(undergrad)* & 6 *(grad)* 81 65

	Spring 2014 *(grad only)*	*(Created online course)* 5
Psych 499: *Why We Believe Weird Things: Pseudoscience and Human Behavior* (1 credit)	Spring 2010	33
Psych 499: *Principles of Learning and Their Application to Pet Management* (1 credit)	Spring 2010 (2 sections)	20 *(sec1)* & 15 *(sect 2)*
Psych 505: *Teaching Introductory Psychology* (variable 1-3 credits) *instruction & supervision of graduate instructors teaching online	Spring & Fall 2010 Spring & Fall 2011 Spring 2012	5 & 9, respectively 3 each semester but 8 instructors supervised 1
Psych 505: *Teaching Introductory Psychology* (variable 1-3 credits) *instruction & mentoring of novice Psych 105 graduate instructors	Spring 2014	10
UH 450 (1 credit)	Spring 2010-Spring 2011 Spring 2013-Spring 2014	1 1

2) WORK WITH INDIVIDUAL UNDERGRADUATE STUDENTS

I have mentored two Honors thesis projects since my last promotion (Ashley Brown, Fall 2009-Fall 2010; Katherine Martucci, Spring 2012-Spring 2014). Ms. Martucci's research project was successfully funded by several sources, including an Honors College Scholarship, an Auvil Scholar Fellowship, a CAS Scholarship, and a Department of Psychology Undergraduate Research Grant. I also mentor approximately 25 undergraduate teaching assistants (TAs) each semester in our Psych 105 TA program, a program I created in 2012 to: 1) address increasing workload demands associated with Psych 105's new UCORE requirements; 2) contribute to aspects of program assessment; and 3) offer unique teaching opportunities to academically strong psychology students (i.e., work as tutors and graders). I train all Psych 105 TAs (i.e., conduct FERPA training, grade "norming" and assessment exercises) and oversee the assessment activities they complete throughout the semester. To date, Psych 105 TAs have successfully assessed more than 250 assignments for the purpose of program assessment. Data show that they are as proficient as faculty in their evaluation of assignments.

3) WORK WITH INDIVIDUAL GRADAUTE STUDENTS

My primary work with graduate students is training and mentoring our graduate instructors. From 2010-2012, I trained, mentored and supervised all graduate instructors teaching online psychology courses (6-9 instructors per semester). This position included: 1) developing a graduate training program focused on aspects of online instruction (i.e., a special section of Psych 505) and created in collaboration with Global Campus; 2) guiding graduate instructors through the course verification process each semester; 3) facilitating communication as a liaison between graduate instructors and Global Campus; and 4) assisting the Department Chair with online course scheduling, teaching assignments, and student issues. In 2014, I assumed the training and mentoring of all graduate students selected to teach Psych 105 as their first independent teaching assignment. In this role, I provide individualized instruction to 10-11 new graduate instructors each year as well as ongoing mentoring (routine classroom observations & feedback) to our experienced graduate instructors.

4) SERVICE ON GRADUATE COMMITTEES

Name	Degree	Program	Role	Date
Ryan Sain	Ph.D.	Experimental Psych	member	5/2005
Ray Sacchi	M.S.	Experimental Psych	member	12/2005
	Ph.D.	Experimental Psych	member	left program

Kristin Onorati	M.S.	Experimental Psych	member	12/2009
	Ph.D.	Experimental Psych	member	5/2012
Taylor Sisk	Ph.D.	Interdisciplinary	member	in progress

5) UNDERGRADUATE ADVISING

Each semester, I advise approximately 30 psychology undergraduates on academic planning and career preparation. As a member of the WSU Academic Advising Association (ACADA) and its Certification Committee (2008-2011), I have completed Level I (2008) and Level II (2011) training in academic advising and was nominated for (but did not receive) an *Outstanding Achievements in Faculty Academic Advising Award* in 2009. As the faculty advisor for the local chapter of Psi Chi (2004-present), the honors society in Psychology. I work closely with many of our top students and have contributed to a workshop series on graduate school and career preparation. Finally, I write letters of recommendation for approximately 15-25 students each year applying for professional/graduate program admission, scholarships, and employment opportunities.

6) USE OF DISCIPLINARY RESEARCH, SCHOLARSHIP OR CREATIVE WORK IN TEACHING

Throughout my teaching career, I have been committed to pursuing innovative teaching strategies and opportunities for ongoing professional development through pedagogical workshops and conference presentations (please see vitae). For example, prior to the adoption of learning management systems, I used class listservs to facilitate out-of-class discussions among my students. I evaluated the effects of those discussions on in-class behavior (e.g., number of students participating in discussions, length of comments, number of instructor prompts) as well as exam and quiz performance. For more than a decade, I have used interactive response systems (i.e., "clickers") in all of my large courses. As with listservs, I have assessed this technology across a range of manipulations (e.g., type, number and timing of embedded clicker questions in lecture; the nature of the questions' content; contingencies for assigning points to questions, etc). Currently, I am exploring the use of "flipped classroom" arrangements and team-based learning in my courses. I piloted these arrangements in my *Psych 491/591: Principles of Learning* course in Fall 2013. In 2014, my colleague, Donelle Posey, and I received a WSU E-Learning grant to incorporate both strategies into Psychology's core statistics/research methods sequence. In all cases, assessment of student performance and feedback has guided the ongoing revision of all my courses and materials, reflecting my goal to continuously evaluate aspects of my teaching for their effectiveness.

7) SERVICE ON INSTRUCTION-RELATED COMMITTEES

As the Undergraduate Program Director, I chair the committees related to undergraduate instruction, curriculum development, and assessment. As chair of the Undergraduate Studies Council, I oversee all new course development (e.g., UCORE) and psychology curriculum changes (e.g., revisions to the B.S. degree). As chair of the Program Assessment Committee, I have developed our overall program assessment model. I plan and coordinate all annual assessment activities and write the Department's annual assessment report for the Office of Assessment of Teaching and Learning. As chair of the Recruitment and Retention Committee, I supervise the Department's Undergraduate Research Initiative, a program designed to encourage and financially support undergraduates conducting research as well as our annual research symposium. In addition, I serve on both the CAS Undergraduate Advisory Committee and Undergraduate Assessment Committee. In 2014, I was invited by Provost Bernardo to

join his Task Force on Assessment of Online Degrees and the development committee for the new digital classroom building.

C. **EVALUATIONS**
1) **STUDENT EVALUATIONS**

Face-To-Face Psychology Undergraduate Courses Taught 2009-2014	Psych 310 *(1 sem)*	Psych 312 *(mean of 8 sem)*	Psych 316 *(1 sem)*	Psych 328 *(1 sem)*	Psych 390/491 *(mean of 6 sem)*	Psych 470 *(mean of 8 sem)*	Overall Swindell Mean	Psych Dept Mean *(all psych courses 2009-2014)*
Instructor Communication	4.89	4.87	4.87	4.84	4.90	4.82	*4.87*	*4.46*
Instructor as a Resource	4.94	4.87	4.89	4.83	4.86	4.80	*4.87*	*4.46*
Instructor Responsiveness	4.74	4.77	4.52	4.66	4.75	4.71	*4.69*	*4.14*
Student Responsibilities & Exams	4.91	4.74	4.64	4.77	4.82	4.76	*4.77*	*4.50*
Negative Instruction (should be low)	1.26	1.39	1.70	1.16	1.22	1.23	*1.33*	*1.58*

NOTE: Scores are based on a 1.0-5.0 scale. Evaluations are not available for UH 450 and Psych 505 courses (for which course evaluations are not collected). My average scores are above the department mean in the first four categories (where higher scores are desirable) and lower than the department mean in the fifth category (where lower scores are desirable).

Online Psychology Undergraduate Courses Taught 2009-2014	Psych 324 *(1 section)*	Psych 470 *(1 section)*	Psych 499 *(2 sections of Pets)*	Psych 499 *(2 sections of Pseudo)*
Instructional Practice *(evaluation of instructor)*	Strongly Agree = 38% Agree = 55% Neutral = 4% Disagree = 1% Strongly Disagree = 2%	Strongly Agree = 56% Agree = 33% Neutral = 10% Disagree = 1% Strongly Disagree = 1%	Very Good= 91% Good = 5% Fair = 0% Poor = 0% Very Poor = 0%	Very Good = 83% Good = 15% Fair = .5% Poor = 0% Very Poor = 0%
Personal Improvement *(course's contribution to personal growth, relative to other courses)*	Much More = 43% More = 33% About Average = 24% Less = 1% Much Less = 0%	Much More = 38% More = 34% About Average = 23% Less = 2% Much Less = 2%	Very Good = 64% Good = 32% Fair = 0% Poor = 0% Very Poor = 0%	Very Good = 51% Good = 43% Fair = 5% Poor = 0% Very Poor = 0%
Course Experience & Instructional Material *(evaluating course design)*	Strongly Agree = 37% Agree = 50% Neutral = 9% Disagree = 4% Strongly Disagree = 0%	Strongly Agree = 47% Agree = 28% Neutral = 22% Disagree = 1% Strongly Disagree = 2%	Very Good = 59% Good = 36% Fair = 0% Poor = 0% Very Poor = 0%	Very Good = 60% Good = 32% Fair = 4% Poor = 3% Very Poor = 0%
Overall Course Impression	Very Good = 50% Good= 47% Fair = 3% Poor= 0% Very Poor = 0%	Very Good = 58% Good= 34% Fair = 4% Poor= 4% Very Poor = 0%	Very Good = 73% Good= 23% Fair = 0% Poor= 0% Very Poor = 0%	Very Good = 72% Good= 23% Fair = 4% Poor= 0% Very Poor = 0%

NOTE: Higher agreement scores reflect more favorable ratings. Evaluation questions have varied slightly across semesters. Percentages may not sum to 100 due to non-responses for select questions.

Psychology Graduate Courses Taught 2009-2014	Psych 591 Sp '11 (AMS)	Psych 591 Sp '14 (AMS)	Psych 505 Sp '14 (face-to-face)
Instructor	4.63	4.73	4.87
Course	3.79	4.76	4.72
Student	4.06	4.64	4.58

NOTE: Scores are based on a 1.0-5.0 scale with higher scores desirable in all three categories. Lower scores in Psych 591 in Spring 2011 may have been, in part, due to not requiring graduate students to complete the undergraduate component of the course, resulting in significant differences in foundational knowledge across students enrolled in the course. This was not allowed in Spring 2014.

2) SELF-EVALUATIONS

In a department with historically high teaching evaluations, my scores have remained consistently strong across courses varying in topic, enrollment (i.e., 32-180 students; majors and non-majors), format (e.g., "writing-in-the-major", lecture/lab courses) and delivery modality (i.e., face-to-face, AMS and online). Since my last promotion, I have prepared and taught 6 new face-to-face courses, created and taught 2 online seminar courses, developed and taught (via AMS) a new graduate component for the re-configured conjoint *Psych 491/591: Principles of Learning* course, and developed (but not taught) 2 courses for the online psychology degree (i.e., *Psych 312: Experimental Methods* and *Psych 491/591: Principles of Learning*). In addition, enrollments in my Psych 312 course have doubled, and 3 lab sections have been added, over the 4 years I have taught this course. Despite this increasing instructional workload, I have continued to perform at the top of my department as an instructor and course designer. Over the course of my career, I have earned teaching honors at each stage of my professional development: as a graduate instructor (1998), clinical assistant professor (2005), and clinical associate professor (2010 & 2014). I have also been recognized for excellence in student mentoring on 4 occasions (2005, 2006, 2008 & 2014). Finally, my commitment to students has been acknowledged by students beyond my formal classes (i.e., *Honors Students Advisory Council's Invited Speaker*, 2001 & 2010, and *ASWSU Exceptional Professor Award,* 2014; see vitae for brief descriptions of these honors).

D. <u>RESULTS: INSTRUCTIONAL MATERIALS</u>

I have contributed to the scholarship of teaching in various ways. First, I have presented the results of my pedagogical research on listservs and clickers at annual meetings for the Association for Behavior Analysis (see vitae). In Fall 2013, I was identified as a "WSU teaching innovator" by the Global Campus and invited to be a discussion panel member in its faculty-led workshop on "flipped classroom" arrangements. I will participate in another such workshop in September 2014 titled "*Tips and Strategies from WSU Award Winning Instructors*." In Spring 2013, Ms. Martucci's honors thesis project received a Gray Award in the SURCA competition even though she was only half way through her data collection when she presented her project. In Spring 2014, her completed project was unanimously nominated for, and received, a "*Pass with Distinction*" designation and I received an *Honors College Outstanding Thesis Advisor Award*. Finally, I recently authored a chapter on our graduate instructor training program for the Society for the Teaching of Psychology's second volume of *"Preparing the New Professoriate: Helping Graduate Students Become Competent Teachers"* (submitted & accepted; expected publication, Fall 2014).

E. <u>APPENDIX</u>

1) Summary table of quantitative course evaluation scores for all courses taught.
2) Complete student comments for *Psych 312* and *Psych 491/591.*
3) Course syllabi for *Psych 312* and *Psych 491/591.*
4) E-Learning grant proposal co-authored with Donelle Posey.
5) STP chapter on graduate instructor training.
6) Mentor Award Summaries