

**April 30, 2010**  
**ACS Mellon Faculty Renewal Grant Final Report**  
**Else School of Management at Millsaps College**  
**Teaching Effectiveness Seminar**

The Else School of Management at Millsaps College is pleased to have received an ACS Mellon Faculty Renewal Grant to partially fund a Teaching Effectiveness Seminar hosted by AACSB International. Led by AACSB Master Teacher Dr. Earl Simendinger, the seminar for 15 business faculty was held on the Millsaps campus on January 18-19, 2010. The final budget for the seminar is presented in Table 1.

The first day of the seminar focused on general issues such as attributes of effective teaching, course design and redesign, course evaluations, and a variety of student issues and challenges. On the second morning, four of our faculty worked individually with Dr. Simendinger to receive feedback on specific classroom issues. Table 2 provides the agenda for the event.

As a means of evaluating the seminar, AACSB conducted an extensive evaluation at the end of the meeting. Faculty response to the usefulness of the content and to Dr. Simendinger as facilitator was overwhelmingly positive. The success of the seminar has led the Else School to plan an additional faculty development seminar during the next academic year, this emphasizing the facilitation of critical thinking and communication skills in the context of Harvard Business Cases.

We will share the benefits of the conference with the larger academic business community through a presentation at the International Conference on Learning and Administration in Higher Education (ICLAHE) in Nashville, Tennessee, on May 30, 2010. Associated with the Academic Business World (ABW) Conference, the ICLAHE

is one of only a small number of conferences which draws an interdisciplinary business audience.

**Table 2**  
**Teaching Effectiveness Seminar**  
**January 18-19, 2010**  
**Millsaps College -- Jackson, MS**

**Monday, January 18**

**9:00 am-9:30 am**

**Welcome and Introductions**

**9:30 am-12:00 am**

**Challenging student and professor issues and how to manage them**

**Student:** seeing students' responsibility; setting students' expectations; getting students motivated; managing common student issues; testing; empathy and relationships

**Professors:** self assessment; getting feedback and improving evaluations; who are my students? Understanding the classroom culture; promoting critical thinking; engaging students in the learning process; bonding; giving feedback; grading strategies

**12:00pm-1:00pm**

**Lunch**

**1:00pm-2:00pm**

**Experiential learning: Two exercises**  
Communicating, decision making

**2:00pm-3:00pm**

**Student course evaluations**

Process and instrument; outside factors effecting evaluations; where does the process disappoint you? How might it be improved?

**4:00pm-5:00pm**

**Course design, structure and process -- Planning for achievement**

A macro approach; developing course strategy; assembling the initial course design; set clear expectations; critical thinking; structural considerations; process driven by structure -- producing the desired output; being the best with who you are

**5:00pm-5:30pm**

**Wrap up**

**Tuesday, January 19**

**8:30 am-12:00pm**

**Personal Development Sessions**