



Terry College of Business
Risk Management and Insurance Program
UNIVERSITY OF GEORGIA

Course-Based Teaching Portfolio

Monica Heidesch, MHA

Ph.D. Candidate

monica.heidesch@uga.edu

2021-2022

TABLE OF CONTENTS

Purpose.....	3
About Me.....	3
Teaching Philosophy Statement	4
Academic Diversity Statement	5
Course Information: RMIN 4000.....	7
Teaching Evaluations	8
Mid-Semester Feedback	8
End of Semester Teaching Evaluation	10
Quantitative Responses on Course and Instructor.....	10
Qualitative Comments on Course.....	11
Qualitative Comments on Instructor.....	12
Professional Development	13

PURPOSE

Welcome! I maintain this course-based teaching portfolio for two reasons. I utilize it as a tool for growth via self-reflection on my teaching progress, and it also serves as a conveyance of my teaching mindset and abilities to employers interested in my performance and outlook.

ABOUT ME

I identify as a female (she/her/hers) Caucasian American with European heritages. My mother, a naturalized American citizen, is a German immigrant with German and Slavic heritages. My father was born in North Carolina (raised in Florida) and descends from Celtic and German heritages. I was born and raised in Miami, Florida and moved to Atlanta, Georgia at the beginning of my junior year in college after losing my starter home to Hurricane Andrew in 1992. I reside in Athens, GA with my husband Troy who is the Director of Nursing at Brenau University, our daughter Claire who is in 7th grade, and our dogs Bella and Zoe.

I am currently a Ph.D. Candidate in the Risk Management and Insurance Department within the Terry College of Business at the University of Georgia. My industry experience prior to the academy includes 20+ years of various business roles in biotech/pharma and healthcare systems.

I initially chose to pursue my Ph.D. in Risk Management and Insurance (RMIN) to identify determinants of healthcare expenditures, with a focus on pharmacy benefit risk-sharing. My secondary area of academic focus has been in Marketing and Consumer Behavior to ascertain if it is possible to increase the predictability of consumer choice under uncertainty via strategic marketing messaging. As I have progressed in my academic research and training, I have also greatly appreciated the opportunities I have had to teach the fundamentals of risk management and insurance to a diverse group of inspiringly hard-working students. Details of that experience are outlined later in this portfolio.

I am a dedicated instructor and thoroughly enjoy helping students expand their knowledge base and skillsets as they move through their studies. I have taught in face-to-face, flex-hybrid, and online settings. I have also enjoyed becoming a Ph.D. student leader within my department by initiating new routine communication and collaboration processes amongst Ph.D. students, and helped to streamline teaching resources for future Ph.D. students in my department as they become Instructors of Record for RMIN 4000.

TEACHING PHILOSOPHY STATEMENT

Having traveled an unusual educational path myself, I have experienced many types of learning environments as a student. I bring those experiences into the foundations and structures of the classes I build for my own students. I also bring the lessons I have learned via trainings, and lessons in how to teach and coach, from settings outside of the academy. My first experience teaching others was when I began to assist in teaching youth beginner sailing courses at The Miami Yacht Club, in Miami, FL, when I was 13. Three years later I was trained and certified as a Level I Dinghy sailing instructor by U.S. Sailing in Gloucester, MA. That summer I was the autonomous sailing instructor for the adult beginner classes for the Nahant Dory Club in Nahant, MA, and the autonomous racing coach for their competitive junior sailor racing team. I am still proud of those kids (who long ago became adults). I traveled with them as their racing coach as they competed in regattas up and down the New England coast that summer. They finished the season undefeated....with a lot of fun memories.

Through those experiences I learned lessons as a young teacher that helped me as I later took on various training roles throughout my corporate career within biotechnology and pharmaceutical companies. During my industry tenure I was fortunate to have received quality internal training and instruction regarding adult education that further developed my teaching skills and philosophies. The types of trainings I benefitted from included Train the Trainer, Leadership/Listening development courses, and High-Performing Team Trainer Development. Using those skills, my own corporate trainer roles have included training teams on technology rollouts/implementations, disease state trainings, sales skills trainings and individual new hire development successes, inter-personal communication trainings, and High-Performing Team development workshops.

Having taught and coached such a wonderfully diverse group of individuals over the years, I have gained an appreciation for the unique learning styles we each have as individuals. I have learned, regardless of our own individual learning preferences, we all achieve higher learning outcomes, moving forward on our own knowledge trajectory, when we feel safe and respected, and the lessons are relevant to our interests, challenge us to grow, and are as enjoyable as possible.

ACADEMIC DIVERSITY STATEMENT

As a first-generation college student who has traversed an unorthodox path toward achieving a Ph.D., I have learned life, like food, is considerably more robust when there is a synergistic mix of complementary flavors. Being the proud daughter of an immigrant and having been raised in the diverse community of Miami, FL, I have always been drawn toward working with diverse teams and groups of people who are capable of synergistically creating unique and exceptional solutions. I bring this appreciation for diversity into the classroom when I teach. I continually work to mindfully respect my students' differences, and understand not everyone experiences life, or higher education, from the same starting point. For a myriad of reasons, our students have the potential to experience inequities as they move through life. In 2020 I began to understand the importance of refocusing beyond the concept of equality in the classroom (and life) to instead focus on equity. This refocusing acknowledges not everyone begins at the same starting point and ensures I consistently create classes with a foundation of equity, inclusion, and a culture of respect for all students. In my classrooms (virtual and physical) it is my intention that all students feel welcome, and I work to create a shared sense of acceptance, connection, and purpose amongst the students.

One of the ways I achieve this intention, is by letting the students know their physical safety and mental well-being are top priorities for me. Not only is this an innate humanitarian trait of mine, but research has also shown students achieve higher learning outcomes when they feel safe and heard within the learning process. When I opened the first day of lecturing for the Fall 2020 section of RMIN 4000, I acknowledged the challenging nature of 2020 and that particular Fall semester specifically. I announced the word for our class for the semester was '*grace*'. I let them know they had it from me, they should give it to each other, and most importantly they deserved to give it to themselves. I acknowledged the racial and political divisiveness of 2020 coupled with the stress of quarantine, health challenges, and loss experienced by so many. I let them know I would continue to be sensitive to their heightened needs throughout the semester while conveying my confidence in their ability to work hard and achieve the learning objectives for the course. One of my goals in doing this was to ease any potential fears regarding the quality of instruction or possible lowered expectations due to Covid. I emphasized the quality of the education available to them in the course that semester would not suffer due to the extenuating circumstances. My intention was to let them know they were in a safe and respectful setting and I was confident they had the tools to work hard and succeed in the

course. I wanted them to feel accepted, supported, heard, and confident that when they finished the course, they would be able to walk away with new skillsets that matched the amount of effort they had generated throughout the semester.

A secondary goal in my acknowledgement surrounding the sensitivities and subsequent expectations of the semester was to elevate the awareness for all the students in the class who may not have considered how other students might have been impacted in 2020. I set the bar on respect within classroom communication. I had many group activities planned for them throughout the semester, and my wording to them on that first day of class was intentional around the type of respectful and inclusive communication I expected to see within their groups as they would begin working together.

I was also mindful to let the students know I do encourage healthy debate and conflict in class, as those are critical business skills which help to move ideas, teams, and solutions forward. I also let them know those skills do take practice and our class was a safe place to develop those skills. Conversely, I clearly spelled out I never tolerate disrespect in any form in my classes, especially between students. I currently utilize specifications grading within my classes, and part of the rubric includes a professionalism category. Within the professionalism category, expectations for respect are very clearly spelled out for the students, and I cover it explicitly when we review the syllabus together. It is then I also teach them Warren Buffett's newspaper example as a great litmus test for when they question the appropriateness of their own communication. Additionally, I encourage them to feel safe to come speak to me if they ever have a question regarding something they are thinking of communicating in class (ie. on a discussion board) or have experienced communication they feel is inappropriate. For that particular semester the students were all very respectful of each other and had good productive discussions throughout the semester. They supported each other and respected ideas that differed from their own. They were an inspiring group of students and together they exemplified a safe, respect-filled, productive classroom.

Finally, in an effort to maintain equity and socioeconomic accessibility for all students, I adapted by not requiring students to keep screens on during Zooms, and I ensured the learning technologies I required were cost-free (ie. Kahoot Challenges and Padlet). Additionally, I implemented flexible attendance and assignment submission policies as appropriate. I intentionally work to ensure my classroom is a safe place for achieving and exceeding learning outcomes...one where students can work with each other as valued and collaborative teammates.

COURSE INFORMATION: RMIN 4000

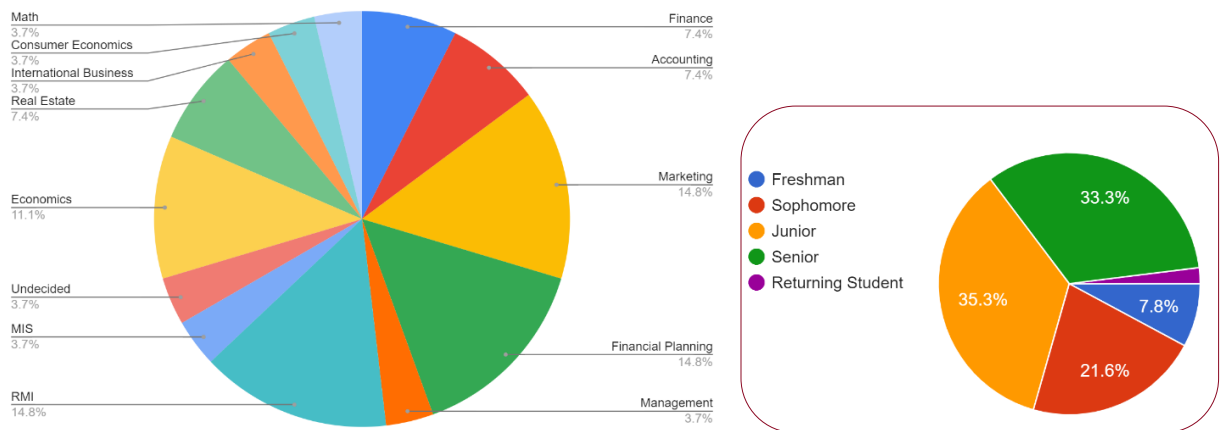
Course: (RMIN 4000) Risk Management and Insurance

Role/Term: Instructor of Record: Fall 2020

Enrollment and Student Profile

There were 48 students with varied class levels and majors. The top three majors for the students in the course were:

- Risk Management and Insurance
- Financial Planning
- Marketing



Course Description per the UGA Bulletin

“Risk identification, risk evaluation, and risk treatment methods. Consideration is given to both business and personal risks, with an emphasis on insurance as a risk management tool. Designed for non-majors as well as a basis for more advanced courses.”

Teaching Responsibilities

Responsibilities included all lecture and activity/assignment order and design as well as formative and summative assessment creation and grading. The department chooses the same book for all RMIN 4000 sections being taught (Rejda) and the syllabus I created did require approval by the department head before classes began. I had full autonomy and choice on how to teach the material and assess student learning throughout the course.

TEACHING EVALUATIONS

Throughout the course there were two structured opportunities for the students to give feedback regarding the course and my instruction. The first was a mid-semester survey I conducted and the second was the end of the semester evaluation conducted by the UGA. The summaries for both can be found below.

MID-SEMESTER FEEDBACK

At the midway point of the semester, I checked in with the students to see how the course was going for them. What was working and what was not working. I was also open to learning and incorporating best practices from other courses they were also enrolled in that same semester with a similar Flex-Hybrid structure. I used Google Forms to build an anonymous survey and asked them one quantitative question and three qualitative questions. I encouraged participation with the promise of 2 extra credit points for them all toward their overall grade if 75% of the class responded. As it was anonymous, I could not credit them for individual completion. The response rate was achieved, and they all got 2 extra points (.5%) toward their final grade. The quantitative result and selected qualitative results are below.

Q1 Mid-Semester Survey (Quantitative): “How is the class going for you overall?”

- The scale was 1 (extremely poor) to 5 (extremely good).
- The average result for this mid-semester check in question was 4.64.

Q2 Mid-Semester Survey (Qualitative): What is helping you learn in this course?

- *“Kahoots and problem sets.”*
- *“The Kahoot's and your response's not treating us like we are bothering you. AKA being nice and supportive.”*
- *“The Kahoot challenges are helpful in reinforcing the course material for me.”*
- *“The wonderful lecturing in spite of the circumstances, and the Kahoots.”*
- *“Online tools and teachers guidance.”*
- *“The lectures are very productive.”*

Q3: Mid-Semester Survey (Qualitative): What is making learning difficult in this course?

- *“You talk a little too fast sometimes and it makes it hard to take notes.”*
- *“I went to online school for the last three years of high school so everything happening right now is something I am very familiar with doing. The only thing that is an issue for this course my own self-motivation as it relates to this semester as a whole. I believe the instructor is doing everything she can to educate us this semester.”*
- *“Nothing! The class is well balanced and is super interesting.”*
- *“Honestly, I do not believe there is anything that is making this course more difficult than the content itself.”*

Q4: Mid-Semester Survey (Qualitative): If you could improve one thing about this course, it would be...

- *“No major improvements really come to mind, the course has been a positive experience overall. That being said, I do like the idea presented in class today about some sort of small incentive for attending class/lectures live.”*
- *“Honestly nothing. I very much appreciate the fact that lectures are being conducted live so that we can have immediate feedback. Thank you.”*
- *“Being able to take it in class with all my peers and face to face instruction.”*
- *“Not really anything, thanks for making this class manageable with the online nature of everything this semester!”*

Per the survey results I decided to continue the use of the Kahoot Challenges, as well as the problem sets, as the students were enjoying them as a way to reinforce the material. Due to the uncertainty surrounding the Fall 2020 semester, I did not require attendance for this specific semester. This survey feedback helped me realize I inadvertently put more self-efficacy responsibility on the students than I intended. I decided to implement a new “Lecture Check-In” activity where the students could email me a key concept I would cue from each individual lecture to aid their motivation in attending. It became a new grade item within the homework grade category (from which they could drop their lowest grade). I was pleasantly surprised at the number of students who chose to participate, and it increased lecture participation significantly. I also realized I needed to slow my lecturing pace a bit and be mindful of not speaking too quickly. That was a self-growth focus for myself the remainder of the semester.

END OF SEMESTER TEACHING EVALUATION

At the conclusion of every semester, the Franklin College of Education at the University of Georgia sends an end of semester course/teaching evaluations to all students for each course they were enrolled in. 67% of my students completed the survey, which included both quantitative and qualitative questions. Selected results from both the quantitative and qualitative sections pertaining to the section of RMIN 4000 I taught can be found below.

QUANTITATIVE RESPONSES ON COURSE AND INSTRUCTOR

Prompt Question: Fall 2020	Score
Course	Mean
The course was well organized.	4.81
The course objectives were clearly stated	4.81
Overall, the course was excellent.	4.68
Instructor	
The instructor was available outside of class to answer questions.	4.84
The instructor stimulated student interest in the course material.	4.68
The instructor was enthusiastic about teaching this course.	4.81
The instructor was well prepared for class.	4.87
The instructor used class time effectively.	4.87
The instructor encouraged appropriate student participation in class.	4.77
The instructor presented ideas and concepts clearly.	4.84
Overall, the instructor was effective at teaching the subject matter.	4.81

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

48 enrolled: 67% Survey Response Rate

QUALITATIVE COMMENTS ON COURSE

Q1: Course as a whole: What was done well? How could it be improved?

- *"This was the best class I had all semester. I think having a variety of assignments vs putting all the weight on exams is better for the online format."*
- *"Well thought out material. Detailed notes and presentations. Live lessons were well thought out and stimulating and I'm incredibly thankful that live classes were done."*
- *"Yes! The course was done well overall. The concepts were interesting and presented well. Couldn't be more happy!"*
- *"The course highlighted some important aspects of insurance. Although the course did not go into a deep thorough analysis of each subject, it did provide the basic concepts needed to understand the subjects."*
- *"Course was designed and executed well."*
- *"The course was clearly set up and well organized."*
- *"For it being mostly online, the course materials were very well organized and helped me learn."*
- *"Good class for Covid-19 as she gave everyone a chance and really put hours into teaching us."*
- *"I can not think of anything to improve this course. Overall, I enjoyed this course and felt that the information was applicable to situations everyone will face in the future."*
- *"I think the whole course has been arranged very well and there is no need to adjust."*
- *"Kahoots were nice, tests were well structured. Lectures were good."*
- *"The course is organized well. I do not have any feedback on improvements to be made."*
- *"The delivery of material was amazing. No improvements really."*

QUALITATIVE COMMENTS ON INSTRUCTOR

Q2: What was done well? How could the instructor improve?

- *“You can tell that she loves the material. She was genuinely interested in her students success. Always was available. Responded very quickly to emails. Took feedback very well. Went above and beyond by finding relevant individuals from the field to speak with us.”*
- *“I personally adored having Monica as my professor. She is extremely understanding and dedicated to her students. She also clearly knows the material well, and communicates that knowledge to her students effectively.”*
- *“Great instructor! I would take her again if I had the opportunity. She did a great job at explaining the material. I cannot think of any improvements.”*
- *“Great instructor, really couldn't improve.”*
- *“The instructor was always accommodating to the students and very reasonable. She also explained the concepts and information well.”*
- *“The professor was extremely enthusiastic and kind. She was easy to reach and communicate with outside of class. I actually enjoyed coming to class for once.”*
- *“Taught well and did everything she could for everyone to excel. If you did what was provided to you then you did well in the course.”*
- *“Instructor was very on top of things and well organized throughout the entire course.”*
- *“The flow of the course matched the concepts. Some of the chapters required more time and the professor understood and implemented efficient strategies.”*
- *“I know it was challenging lecturing via Zoom and she did a great job keeping us engaged with the material. Made insurance as interesting as it can be!”*
- *“The material was presented clearly and well reinforced by work outside of class.”*

PROFESSIONAL DEVELOPMENT

Professional Development

- “Getting – and Then Keeping – Students Engaged”, webinar sponsored by Harvard Business Publishing: Education, facilitated by Mike Roberto, Trustee Professor of Management, Bryant University, March, 2021
- “Applying a Trauma-Informed Lens to Teaching”, webinar sponsored by the Center for Teaching and Learning (CTL), facilitated by Dr. Ruth Poproski, February, 2021
- REMOTE Faculty Summit hosted by Arizona State University: July, 2020, Attended workshops over the 2 day virtual conference that focused on:
 - Successful learning technologies for higher education.
 - Implementing effective formative and summative assessments for online learning.
 - Maintaining equity for all students in an online/hybrid setting.
 - Innovative solutions for teaching during a pandemic.

Pedagogy Coursework

- GRSC 7770: Graduate Seminar on Teaching, Spring 2020