**Vitae**

**Kimberly J Japhet**

**Senior Instructor I**

**Department of Crop and Soil Science**

**College of Agricultural Sciences**

**Oregon State University**

**2019**

**Bio**

I came to Oregon State University in 1979 with a teaching degree specializing in Gifted Education from the University of Kentucky. Once here, I completed a Masters of Teaching degree with an emphasis in Reading. With training in both ends of the academic spectrum (gifted and remedial), I have worked to guide students from wherever they were to an improved skill set. Over years of teaching, I found students with promising talents and potential skills flounder with planning their futures. I felt a need and desire to assist secondary and college students in finding appropriate fields for careers so I directed my energy and efforts into programs in the OSU community that helped students find and enjoy their futures. At times, I taught the Passport course required for OSU students whom had ‘flunked out’ of school but petitioned to return to complete their work. As online courses began to flourish, I applied teaching strategies that benefited students to new course formats.

I grew up in Pennsylvania in a large ranching family. I am an identical twin born of a fraternal twin and gave birth to identical twins. We have five or so consecutive generations of twins and I serve, when possible, in twin research. My greatest accomplishment has probably been to see my twin daughters complete undergraduate and graduate degrees without accumulating any student debt. I worked to help them find their educational paths in fields they enjoy and excel in with scholarships, financial acumen and a strong work ethic.

**Position Description**

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**Signatures/Approvals**: My signature denotes that this position description is an accurate and correct statement of the position duties, responsibilities and requirements assigned to this position.

\_\_\_\_\_\_2/12/2018\_\_\_\_\_\_\_\_\_               \_\_\_\_Kimberly J Japhet\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Date                                                       Supervisor Signature

**Position Description Commentary**

**Creation and Evolution of the Position**

The position I, Kimberly Japhet, now hold developed from vision and need. This job came to be because a few people could see what was coming and decided to be prepared for it.

Oregon State's College of Agricultural Sciences has been ranked No. 1 in the U.S. for its work and is Oregon's principal source of knowledge for agricultural and food systems. QS World Top Universities for 2013 listed Oregon State University as the 8th best in the world for Agriculture and Forestry. Many OSU faculty and scientists have made notable and valuable contributions to world needs. Having a world-class faculty has led to worthy courses that utilize the experts residing at OSU. In recent years, the offerings of online agricultural courses from Oregon State University have been recognized for their quality and variety (specific topics across several themes). The acclaim is the result of several people making visionary decisions years ago.

More than a decade ago, grant funding was offered for the development of new courses to be offered online. I applied for funding for a course that used well-known (classic) literature to better understand man’s connection to nature and farming. This grant for new courses would lead to our current course Pens and Plows where students evaluate farming practices as presented in works of literature and how the human perspective changes when we are well versed with agriculture.

The progression of OSU online course offerings went from basic courses to innovative and creative adventures in agriculture-related courses. The course content came from experts so the audience for online course has grown. The Department of Crop and Soil Science now offers 48 courses each year and other departments in the College of Agriculture teach many more.

There is a real need for the new market of online courses. Students are not traditional anymore. There are students who are deployed, students going back school, students who were displaced or their work outsourced. Even athletes on the OSU campus find online courses helpful during traveling seasons. Many of the agricultural courses we now offer are requirements or electives for degrees from other universities and colleges. USDA and NRCS employees take our courses for extended training and career advancement. Our online courses are a value to the USDA, NRCS and other agencies. The online course help prepare students for careers and advances careers.

Online courses and their unique development of having all the materials and lectures prepared in advance also benefit our department. The research faculty can focus their time on research when much of their expertise has been recorded and developed into online courses to be offered many more times. Scientists can do science and instructors can facilitate courses. It is a great partnership.

Another benefit to my work in online courses to the department is in the advancement and value of good pedagogy. While some scientists are naturally good or well prepared to instruct students face-to-face a few times each year, many scientists are good at researching science and are not as familiar with techniques in pedagogy. Having courses developed from the blend of scientific expertise and educational best practices occurs more often in online courses.

The writing skills of agriculture students has been a focus for the Department of Crop and Soil Science as many students have a wealth of practical experience on family farms, with 4-H and Future Farmers of America (FFA) but may not have a abundance of opportunities to write. The online courses have worked to teach more writing skills, especially science writing, and provide students with specific feedback. All of the online courses I facilitate have writing assignments, options for revising assignments and feedback and modeling.

The Department of Crop and Soil Science has worked to introduce agricultural sciences to students of other majors and foci. We feel it is important for citizens to have an understanding of food production and good stewardship of resources. Many students from a variety of backgrounds choose our Bac-Core course on World Food Crops to gain a global perspective. Science across other disciplines is a practical way for students of all strengths and interests to gain an awareness of agricultural science. Teaching across disciplines has been a goal of OSU for years.

One of the most difficult parts of developing a quality online course is the development of labs that are worthwhile, doable in a variety of locations and seasons and inexpensive outside the confines of an established lab. Development of labs in online courses has been an interest of mine. With most students now being very skilled with technology, labs can require field visits, germination, species identification and growth studies all recorded in images or on film and downloaded/deposited in courses. I will continue to develop labs that bring the students to better understand the scientific method and develop lab-like skills.

Online courses can be wonderful avenues to collaborate and utilize the talents, skills, experiences and expertise of others. Because a course can be developed for later and repeated presentations, experts are more willing and able to include their special portion to a project. Faculty can provide content and materials. Labs can be filmed and used in whole or sections. Business leaders can be visited, filmed and included in presentations. Visitor scholars can contribute to video lectures. Alumni can be utilized as readers or visiting speakers to be video taped and utilized for many purposes. Our online courses have included faculty from related disciplines like Dr. Dan Edge from Fisheries and Wildlife, Dr. Dave Olszyk from the Environmental Protection Agency and Dr. Sabry Elias from the Seed Lab, Dr. Eric Mohr of Utah State University, Dr. Neil Browne of the Cascade Campus; numerous farmers, business owners, faculty from the OSU’s eastern campus, faculty from other universities, and experts in various locations around the world. Online courses now have the capacity to conveniently capture the expertise of many where they are and utilize the ‘knowledge’ in a variety of ways and even in a variety of courses.

Because of the concepts presented above, my position has been created and continues as the facilitator of online courses. I help create, format onto Canvas (the Ecampus chose for online delivery), monitor and assist the presentation/grading of 14 different courses for the Department of Crop and Soil Science in the College of Agriculture.

**Teaching Philosophy and Practice**

The central driving force of my interactions with others, particularly students, is skill development. Skills of all types are of valued – writing, thinking, critical reading, clear and meaningful communication, relationship development, science, organization, appropriate pacing... All skills are helpful to students because a long list of skills establishes the foundation for confidence, wise risk taking, broadened perspectives and rewarding interactions that lead to competency in the workplace and life. College work is one of the more intense settings for focusing on skill development. When I develop a course for students, the content material is the critical starting point. What does a student need to know to be competent in the topic? The content for the courses I facilitate is developed by content area experts but the presentation and delivery are designed to help students develop skills. Some of the skills we often address center around memory and retention – helping students to accumulate and retain the details of a subject. Comprehension is also a critical skill for every course. But there are other skills that we want to develop that are not obvious. We want students to develop a competency with a variety of technology tools, online etiquette, applying concepts to new situations, lab reporting, science writing, understanding multiple viewpoints, organization of thoughts in writing and speaking and so on. When the content of the course is gathered, steps in mastering that content can be organized and formatted for optimal acquisition and retention. This is ‘task analysis’. Then opportunities for developing desired skills can be connected to the content and course organization. When students realize they have a broad set of skills, they enjoy learning more, internalize the information more completely and are more comfortable using the knowledge and skills in a variety of situations. They are more prepared for any number of jobs.

**Japhet 2016 Annual Review**

Kimberly Japhet and Jay Noller met via phone on May 11, 2016 for Kimberly’s annual review. These are key points from our conversation:

1. Kimberly has termed out of OSU level committee assignments of which she was a part (OSU Commission on Status of Women, subcommittee that developed bullying policy, the FRAC awards committee and our Department Curriculum Committee) but continues to serve with other faculty in the development of more Ecampus courses and release faculty to do other duties.
2. Dr. Noller gave guidelines for changes to Ecampus courses. Kimberly will submit a proposal for WIC approval for SOIL 395 World Soil Resources assume the teaching of SOIL 395 World Soil Resources in Spring 2017 with WIC designation following in the Fall term 2017.
3. Kimberly will discontinue the development of CROP 499 courses initiated by the on-campus 199 course – Issues in Agriculture. Existing 499/599 courses will be weaned from the course offerings as students are notified.
4. Kimberly will update all others classes that she teaches/manages as necessary.
5. Kimberly increased the enrollment cap for CROP 330 World Food Crops to 80. Given normal attrition, the class will end in the 75-80 range each term which is a manageable number.
6. Kimberly worked with Hiro Nonogaki to harmonize the three 330 classes – Ecampus, OSU campus and EOU campus. We agreed that from an instructor perspective the classes do not need to be identical as long as learning outcomes are the same as required by the BACC-Core review. Kimberly serves this harmony by grading the written assignments for the on-campus and online versions of the course.
7. Kimberly expressed concern for philosophy differences between Ecampus personnel and the Department of Crop Soil curriculum goals.

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| **Japhet Courses** |  |  |  |  |  |  |  |
|  |  | @Enrollment | Summer | Fall | Winter | Spring | % responsibility |
| Crop 310 | Forage Production | 14-20/term | X | X | X |  | 100 |
| CROP 330 Bac Core | World Food Crops online | 80/term | X | X | X | X | 100 |
| CROP 330 Bac Core | World Food Crops campus | 60/term |  |  |  | X | 20 grading written assignments |
| CROP 340 Bac Core | Pens and Plows | 16-20/term |  | X | X |  | 25 |
| CROP 420/520 | Seeds Science and Tech | 15-18/term |  |  | X | X | 80 |
| SOIL 395 WIC Bac Core | World Soil Resources | 25-35/term |  | X | X | X | 100 |
| CROP 299H | Modern Hunters and Gatherers | 20/term |  | X |  | X | 100% |

**Curriculum Vitae**

**Kimberly Japhet 541-609-0939**

**Instructor kimberly@oregonstate.edu**

**Education**

**M.Ed Oregon State University Corvallis OR 1981**

**B.A University of Kentucky Lexington KY 1979**

**Employment**

**Instructor Oregon State University 2000 – present**

**Consultant Oregon State University 1995-2000**

**Educational Designer – various projects 1991-1995**

**Educational Specialist - Albany Public Schools 1980 -1989**

**Education Writer for Bookbag Magazine 1995-1997**

**Specific Courses Taught**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Credits** | **Terms** |
| **CROP 310** | **Forage Production – QM internal review 2019** | **4** | **F, W Su** |
| **CROP 330** | **World Food Crops –reviewed 2018** | **3** | **F, W, S, Su** |
| **CROP 330** | **World Food Crops (on campus)**  **Evaluation and writing skill development** | **3** | **S** |
| **SOIL 395** | **World Soil Resources – reviewed 2018** | **3** | **F, W, S** |
| **CROP 340** | **Pens and Plows** | **3** | **F, W** |
| **CROP 420** | **Seed Science and Technology – reviewed 2018** | **3** | **W, S** |
| **CROP 499** | **Organic and Ecological Farming** | **1** | **F, W, S, Su** |
| **CROP 499** | **Soil Quality: Current State of Knowledge** | **1** | **F, W, S, Su** |
| **CROP 499** | **Bio-products** | **1** | **F, W, S, Su** |
| **CROP 499** | **Bio-products: Foods in the News** | **1** | **F, W, S, Su** |
| **CROP 499** | **Value-Added Agriculture** | **1** | **F, W, S, Su** |
| **CROP 499** | **Agriculture and Animal Interfaces** | **1** | **F, W, S, Su** |
| **CROP 499** | **Fossil Fuels** | **1** | **F, W, S, Su** |
| **CROP 499** | **GMOs: Current State of Knowledge** | **1** | **F, W, S, Su** |
| **CROP 499** | **Certification: Stamp of Approval on Sustainability** | **1** | **F, W, S, Su** |

**Courses previously taught**

Water and Watersheds

Exploring World Agriculture

ALS Passport

**Student Evaluations for courses with SET Scores**

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| --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Term** | **SET evaluation** |
| CROP 340 | Pens and Plows | Fall 2017 | 5.2 |
| CROP 310 | Forage Production | Fall2017 | 4.0 |
| CROP 330 | World Food Crops | Fall 2017 | 4.6 |
| SOIL 395 | World Soil Resource | Fall 2017 | 4.4 |
| CROP 310 | Forage Production | Summer 2017 | 4.8 |
| CROP 330 | World Food Crops | Summer 2017 | 5.0 |
| SOIL 395 | World Soil Resource | Spring 2017 | 5.3 |
| CROP 420 | Seed Science & Tech | Spring 2017 | 3.9 |
| CROP 330 | World Food Crops | Spring 2017 | 4.4 |
| SOIL 395 | World Soil Resource | Winter 2017 | 4.8 |
| CROP 330 | World Food Crops | Winter 2017 | 5.1 |
| CROP 420 | Seed Science & Tech | Winter 2017 | 4.2 |
| CROP 310 | Forage Production | Winter 2017 | 5.4 |
| CROP 499 | Organic & Ecological Farming | Fall 2016 | 4.6 |
| CROP 310 | Forage Production | Fall 2016 | 4.4 |
| CROP 310 | World Food Crops | Summer 2016 | 4.6 |
| CROP 420 | Seed Science & Technology | Spring 2016 | 4.9 |
| CROP 330 | World Food Crops | Spring 2016 | 4.8 |
| CROP 499 | Animal & Ag Interface | Spring 2016 | 5.5 |
| CROP 310 | Forage Production | Winter 2016 | 4.6 |
| CROP 330 | World Food Crops | Winter 2016 | 4.5 |
| CROP 420 | Seed Science & Technology | Winter 2016 | 5.9 |
| CROP 499 | Animal & Ag Interface | Winter 2016 | 5.5 |
| CROP 499 | Organic & Ecological Farming | Winter 2016 | 5.0 |
| CROP 330 | World Food Crops | Fall 2015 | 4.7 |
| CROP 499 | Organic & Ecological Farming | Fall 2015 | 5.9 |
| CROP 499 | Animal & Ag Interface | Fall 2015 | 5.0 |
| CROP 310 | Forage Production | Fall 2015 | 4.6 |
| CROP 310 | Forage Production | Summer 2015 | 5.6 |
| CROP 330 | World Food Crops | Summer 2015 | 5.1 |
| CROP 330 | World Food Crops | Spring 2015 | 4.3 |
| CROP 499 | Organic & Ecological  Farming | Spring 2015 | 4.7 |
| CROP 499 | Value Added Farming | Spring 2015 | 4.7 |
| CROP 310 | Forage Production | Winter 2015 | 4.2 |
| CROP 499 | GMOs | Winter 2015 | 4.7 |
| CROP 310 | Forage Production | Fall 2014 | 4.6 |
| CROP 330 | World Food Crops | Fall 2014 | 4.6 |
| CROP 499 | Animal & Ag Interface | Fall 2014 | 5.3 |
| CROP 499 | Oregon & Ecological Farming | Fall 2014 | 4.2 |
| CROP 310 | Forage Production | Summer 2014 | 4.8 |
| CROP 330 | World Food Crops | Summer 2014 | 4.8 |

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| Crop 330 | World Food Crops | Spring 2014 | 4.9 |
| CROP 499 | Organic Farming | Spring 2014 | 4.3 |
| CROP 499 | GMOs | Spring 2014 | 4.1 |
| CROP 499 | Food in the News | Spring 2014 | 4.9 |
| Crop 330 | World Food Crops | Winter 2014 | 5 |
| CROP 310 | Forage Production | Winter 2014 | 3.9 |
| CROP 499 | Soil Quality | Winter 2014 | 5 |
| CROP 499 | GMOs | Winter 2014 | 4.9 |
| Crop 330 | World Food Crops | Fall 2013 | 4.2 |
| CROP 340 | Pens and Plows | Fall 2013 | 3.9 |
| CROP 310 | Forage Production | Fall 2013 | 4.3 |
| CROP 499 | Organic Farming | Fall 2013 | 4.8 |
| CROP 499 | Soil Quality | Fall 2013 | 4.8 |
| CROP 499 | Animal and Ag Interface | Fall 2013 | 5.5 |
| CROP 499 | GMOs | Fall 2013 | 5.4 |
| CROP 310 | Forage Production | Summer 2013 | 3.7 |
| CROP 330 | World Food Crops | Summer2013 | 4.2 |
| CROP 330 | World Food Crops | Spring 2013 | 4.1 |
| CROP 499 | Organic Farming | Spring 2013 | 6 |
| CROP 499 | Soil Quality | Spring 2013 | 5.1 |
| Crop 330 | World Food Crops | Winter 2013 | 4.3 |
| CROP 310 | Forage Production | Winter 2013 | 4.4 |
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| CROP 499 | Organic Farming | Winter 2013 | 3.8 |
| CROP 310 | Forage Production | Fall 2012 | 4.1 |
| CROP 330 | World Food Crops | Fall 2012 | 4.1 |
| CROP 330 | World Food Crops | Summer2012 | 4.9 |
| CROP 330 | World Food Crops | Spring 2012 | 4.6 |
| CROP 499 | Organic Farming | Spring 2012 | 5.7 |
| CROP 499 | Soil Quality | Spring 2012 | 4.5 |
| CROP 499 | Value Adding Farming | Spring 2012 | 5.8 |
| CROP 330 | World Food Crops | Winter 2012 | 4.5 |
| CROP 340 | Pens and Plows | Winter 2012 | 4.2 |
| CROP 499 | Organic Farming | Winter 2012 | 4.8 |
| CROP 499 | Soil Quality | Winter 2012 | 4.8 |
| CROP 499 | Animal and Ag Interface | Winter 2012 | 4.4 |
| CROP 499 | Value Adding Farming | Winter2012 | 5.8 |
| CROP 310 | Forage Production | Fall 2011 | 3.4 |
| CROP 330 | World Food Crops | Fall 2011 | 4.6 |
| CROP 499 | Organic Farming | Fall 2011 | 3.4 |

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| **Course Groupings** | **Student Assessment and Comments** |
| World Food Crops (330) | 4.9 overall score - Highest scores in instructor feedback, evaluation of student performance and stimulating thinking with lowest scores in accommodating student differences. |
| Forage Production (310) | 4 overall score - Highest scores in feedback, stimulates thinking and evaluating student performance and lowest scores in availability and instructor’s contribution. |
| Issues in Sustainability  11 different topics presented in 1-credit courses | 4.9 overall score – Highest scores in organization, feedback, evaluation of student performance and classroom climate and lowest score in accommodating differences. |

**Comments**

“I would simply say I dropped every other course this semester and still paid full tuition just to take this one class. I thought it was that valuable and that well done, that it was worth my time and money just for this single course." -- Dan Hollingshead in CROP 310 Forage Production

"The organization of this course was great. Valuable information was presented, and instructor policy on due dates is extremely nice for an online course. I was able to learn a lot of great information and do so at my availability within my other classes." -- Tanner Holland

"Professor Japhet clearly has very extensive knowledge of her field, and she does a great job applying that education to this course for the benefit of her students." -- Ethan Perkins in CROP 330 World Food Crops

"Great instructor" -- Jeffrey Fewless in SOIL 395 World Soil Resources

"I enjoyed taking this class. I thought Kimberly did a great job grading the writing assignments. Usually, my professors for online classes give little to no feedback on papers. I appreciated that she actually put thought into them and gave feedback. It helped me think about the questions and subjects more and challenged me to learn." -- Shannon Bowles in CROP 330 World Food Crops

"I really enjoyed this course and always appreciated your timely feedback to my questions that I am sure you had already been asked seven times that same time. I appreciate your patience and ability to work with students doing re-write's or giving any ideas for assignments when needed." -- Grace Andrews in CROP 330 World Food Crops

“Grading and feedback was prompt. I was incredibly impressed with this course and learned a lot.” SOIL 395 World Soil Resources

“The course was wonderful as presented.” – from CROP 340 Pens and Plows

"I loved everything about this course! Very well organized, expectations are clear from the beginning and week by week modules really helped. Instructor is flexible and understanding, and genuinely cares about students and wants them to pass the class. Thank you for a great term!!" -- Madeline Bradshaw

“This is one of the best classes I have taken I don't see anything that needs improvement.”

"I don't feel there is a need for improvement of this course. It was a thoroughly enjoyable experience, and I learned a lot from the lecturers that were featured. I hope to take more courses like this in future terms." -- Rebecca Golden

“This was my first online class with a lab portion and I felt like it worked very well.”

“I really enjoyed the lab aspect of this course. Especially since this was an online course. Initially I was apprehensive of the job shadow and wasn't sure how to go about it but it turned out being one of my favorite parts of the class. Overall I enjoyed this class more than I expected and learned a lot. “

“"I enjoyed the outside material that brought context to current situations dealing with world food crops and issues in keeping the people of earth fed." -- Sara Gibson

"Best instructor in an online class I have ever had. Timely about grading, clear about expectations, and made me feel like she cared about my success in the class." -- Lauren Lucht

"This is the first class I have taken with OSU Ecampus. I have learned a great deal with this class. I am very happy to have Kimberly Japhet as my Instructor for this term." -- Joleen Quitugua

The course is overall very good and informative and covers a lot of information that I will use in my line of work. "Intense class lot of useful information" -- Michael Gearrin Sr

Great class. The information was easy to understand and learn." -- Farbod Valinia

Great class, very informative! Loved how everything could be done at our own pace, and how streamlined everything is!" -- Diane Ladd

"The class overall was good though I would have enjoyed more discussion about transgenic crops. The internet is full of discredited ideas related to the perceived dangers of the technology which many of my fellow students believe. Some of them are transgenic crop supporters even. I realize other classes (such as TOX435) address this area but not everyone is going to take that class. I underestimated the scope of a few of the assignments which is going to cost me. This was my fault completely and not anything to do with the class structure. My final grade is not an accurate reflection of what I am taking from this class, it was quite informative and enjoyable." -- Nils Johnson

"The course was great! More instructors should post course materials sooner, such as in this class. For full time working students, having the course laid out and assignments available was awesome!" -- Ellyson Williams

"Kimberly has always been very helpful. I have taken quite a few of the CS499 courses and sometimes I get stuck on what to do for my final paper. Kimberly is great at giving suggestions on ideas that are new and refreshing. " -- Debora Williams

I liked the clear and concise layout of this style of class. Hearing the latest research and status of GMOs was refreshing. I wouldn’t want every class to be structured like this, there was not much instructor student interaction. But when I needed Kimberly, she was easily contactable and assisted promptly. I have already signed up for another CSS499 class. Thanks!

"I found Kim's class (CSS-330) very useful and interesting, I would recommend it to my friends. Thanks Kimberly" -- Malachi Duncan

**Thoughts on student evaluations, comments and peer review of instructor’s skills**

I facilitate 12+ courses each term so there are many student evaluations to ponder. But not all the evaluations are created equally. The courses favor self-directed students as the courses are asynchronous. The one-credit 499 courses contain less material, are more simply constructed and are presented to provide specific information and improve student science writing. There is a handful of students in each topic so evaluations can, at times, be less than a proper sampling. Most positive comments discuss with the content of the courses presented by experts from within and around Oregon State University. Students enjoy the variety of speakers and the specific information provided in the courses and students usually do not enjoy the science writing.

The World Food Crops course is offered on campus during the Spring term and online for all terms. Both versions are Bac-Core qualified courses so they have more requirements for content and assignments. There are close to 60 sixty students in each course every term. We have recently begun to assess how the information and an understanding of global issues provided in the campus and online courses are retained by students. The content is extensive and the writing and thinking requirements are significant. Again, we require writing assignments to assess student understanding. Some students find the writing rigorous and students who are not native English speakers usually find the assignments even more difficult. We work to accommodate the variance in skills and allow for many revisions. We realize many students taking this course do not have an agriculture background. Still, the rigor of the course assignments at times mentioned in student evaluations.

Some of the courses I facilitate have co-instructors where I assist the expert to present the course. Seed Science and Technology, Pens and Plows and Forage Production are all course developed in collaboration with other faculty. So student evaluations reflect the blend of instructors. Dr. Sabry Elias develops the content, creates labs, quiz and exam questions and reads the final papers. I organize the course, maintain the day-to-day functions, monitor quizzes and labs, assist in rough drafts for papers and other student needs. Dr. Neil Browne is the expert for Pens and Plows and takes on most of the instructor interaction with students as they discuss pastoral literature. I monitor quizzes, student progress, course links and some updates. Dr. David Hannaway provides agriculture expertise in Pens and Plows and developed the content for Forage Production. He answers specific questions and reads papers from students. I facilitate the job shadow opportunities, monitor the assessments and plant identification assignments. Dr. Hiro Nonogaki prepares the content for the on-campus World Food Crops and I guide students to better thinking and writing. Dr. Jennifer Kling provided the initial content for the online version but I organize updates of the course material, interact with students, maintain the course quizzes, exams, assignments and videos and assist students in thinking and writing skill development. Dr Dave Olszyk conducts the initial presentations for the 499 topics but I rework his course for online delivery and maintain the courses each term. I assist students in science writing format and precision and circulate the final papers to OSU community experts for comments/feedback.

Also, since the courses are online, peer evaluation of the instructor’s teaching skills are difficult to obtain. The reviews of those collaborating with me are valuable to assist in perspective and continued growth. Several letters from collaborators are included in this dossier.

Collaboration with other OSU faculty and experts outside OSU is a key to providing more courses for students and for generating fresh, exciting and pertinent topics of study for those in agricultural fields. When science and teaching experts collaborate OSU can bring courses that cross disciplines, build higher level thinking and meet the changing needs of current and future employees.

I am currently working on developing a certification course aimed to review geometry concepts that agriculture students can apply to farming situation (silo volume, herbicide application calculations, grazing and stocking pressure, nutrient available in rations, irrigation layouts…). Again, collaboration with various agriculture experts will be utilized to provide students with a specific application of math and geometry basics. Several faculty members have expressed a need for this type of review and demonstration of skills for students.

**Curriculum Development**

**Modern Hunters and Gatherers – Honors College course proposal Winter 2018**

**Course modification of SOIL 395 World Soil Resources** to WIC classification.

**Seed Science and Technology** course developed with Dr. Sabry Elias for online delivery via Ecampus.

**Mathematics for Agriculture** course development for math skill assessment and practice for agriculture and related degree students.

**Continued Updating of the FIS web segment for CROPS 310**

<http://forages.oregonstate.edu>

**National Forage & Grassland Curriculum segment** involving the cooperation of forage specialists across the US. Project was supported by a 2 year USDA Higher Education Program Challenge Grant.<http://forages.oregonstate.edu/nfgc/>

**“The Pastoral Tradition in Literature” online course development and transition to OSU’s Pens and Plows course CROP 340 .** This is a unique combination of literature and agriculture which may be taken to fulfill undergraduate Bac-core curriculum requirements.

**Forage Identification CD-ROM** including high quality photographs, drawings, and descriptions of 10 grasses and 10 legumes. CD-ROM was marketed using the Forage Information System web site. Project was supported by an Oregon State University Provost Office Teaching Improvement grant and involved collaboration with the Communication Media Center.

**ASA Excellence in Educational Materials certificates for 1 software, 1 audio/visual, and 4 regional publications)** **http://forages.oregonstate.edu/regrowth/resources/teaching**

**Produced a videotape for improving grazing management through understanding the eating habits of various classes of livestock.**

**(**[**http://forages.oregonstate.edu/nfgc/eo/onlineforagecurriculum/referencematerials/videotapes**](http://forages.oregonstate.edu/nfgc/eo/onlineforagecurriculum/referencematerials/videotapes)

**Scholarship and Creative Activity**

**Peer Review Certification – Quality Matters - 2019**

**"Brain Science, Neuromyths, and Online Learning" meeting as part of the new Teaching Online - Pedagogical Seminars (TOPS) - 2019**

**Social Psychology – online course from Wesleyan University – February 2019**

**A Process Towards a QM Program – Certification from a Faculty Perspective – January 2019**

**Proposal submitted to OSU’s Women’s Giving Circle for teaching tool to help students discern valid online sources – January 2019**

**Applying the Quality Matters Rubric workshop– November 2018**

**CAS Faculty Forum – Innovative Instruction – OSU – October 2018**

**Submitted proposal to the Honor’s College for a new course – Spring 2018**

**Webinar – Ensuring Integrity in Online Courses – Examity – July 2017**

**Awarded funding from to determine the options for optimal using animation in science courses from Ecampus Professional Development – July 2017**

**Awarded funds from the OSU’s Women’s Giving Circle for developing course materials to replace expensive textbooks – January 2017**

**Assisted proposal development for the Learning Innovation Grant – Scaled Grants - Grasslands of the World: Virtual Reality-Assisted Educational Modules – December 2016** [**http://leadership.oregonstate.edu/information/tech-funding/innovation-grant/scaled**](http://leadership.oregonstate.edu/information/tech-funding/innovation-grant/scaled)

**On Course Workshop – June 2016 – Menlo Park, CA (Assisting student success)**

**Bac-Core Review – lead person for amalgamating online, on-campus and EOU courses**

**MOOC Courses – Experiencing the current online courses for strategies**

**Learning How to Learn – University of California, San Diego (This is the most popular online course ever to be offered.)**

**The Science of Everyday Thinking – University of Queensland**

**The Science of Happiness – University of California, Berkeley**

**The Great Books – Hillsdale College**

**The Moralities of Everyday Life – Yale**

**Positive Psychology – University of North Carolina**

**New course development– Mathmatics for Agriculture**

**BAC-Core assessment feedback implemented into courses**

**Development of SOIL 395 as a WIC (Writing Intensive Course) course**

**Revising courses with current science and technology including:**

**Pachyderm unit development**

**Blackboard online delivery formatting experience**

**Angel online delivery formatting experience**

**Moodle online delivery formatting experience**

**Canvas online delivery formatting experience**

**Marylhurst University – visiting instructor**

**Washington Twin Registry – study participant**

**Service**

**University**

**Evaluated Permaculture course for the department**

**Assist Adam Lindsley with Soils 395 World Soil Resources transition to WIC status and grading for Fall 2016, Winter 2017**

**FRAC member - OSU’s Faculty Recognition Award Committee**

**PCOSW President’s Council on the Status of Women – member and leadership team**

**Bullying Policy Development**

**Department Curriculum Committee**

**Hostess for visiting scholars and students**

**English Language Institute English Access Micro-Leadership Program hostess - Raty Rsumiana**

**Exploring World Agriculture trip chaperone and facilitator (New England, Australia)**

**OSU Commencement Exercises - Hostess**

**ALS course Passport – volunteer instructor**

**Journey into Excellence with Paul Axtell – workshop participant 3 times**

**Life Coach Participant – worked with Angelo Gomez**

**OSU Marching Band participant when students are not yet on campus**

**Revision and monitoring of the Forage Information System (FIS)**

**Assist with graduate students as is possible (letters, teaching opportunities)**

**Professional**

**CUWFA – College and University Work Family Association (OSU’s representative to the national meetings.)**

**Ag in the Classroom contributor**

**Public professional**

**Tutor**

**Mentor to high school students looking into college possibilities**

**Blog entries and blog reviewer**

**Public non-professional**

**Church Family Club – coordinator**

**Choir Member**

**Ensemble member – saxophone**

**Church Bulletin – creation and distribution**

**Marriage Retreat Organization**

**Publications**

**REFERREED JOURNAL**

Japhet (Hannaway), K.J., D. B. Hannaway, P.E. Shuler, M.L. Niess, S. Griffith, G.W. Fick, and V.G. Allen. 1999. World wide web curriculum design using national collaboration. J. of Natural Resources and Life Sciences Education. 28:59-62.

**CHAPTERS, BOOKS, AND SPECIAL PEER-REVIEWED PUBLICATIONS**

Hannaway, D.B. M.R. Teel, and K.J. (Hannaway) Japhet. 2003. Grass Growth and Regrowth. *In:* Grassland Society of Southern Australia, Inc. 246:1,9. Warragul, Victoria, Australia.

Collins, M., D.B. Hannaway, and K.J. (Hannaway) Japhet. 2003. Forage Related Animal Disorders. p. 342-360 *In:* Barnes, et al. (ed). Forages: An Introduction to Grassland Agriculture. 6th Ed., Iowa State University Press, Ames, Iowa.

Hannaway, D.B., K.J. (Hannaway) Japhet, C. Daly, and D. Chapman. 2003.  GIS-Based Forage Species Suitability Mapping.  *In:* Proc*. of Victoria and New South Wales Grasslands Conference*. June 11-13, Albury, Australia.

**MEDIA-BASED PUBLICATIONS**

Hannaway, D.B., K.J. (Hannaway) Japhet, C. Ciaffoni, P. Sohn, and M. Dinsmore. 2007. Forage ID CD-ROM. Oregon State Univ. Spec. Pub. (Revised edition; original version 1999)

BAI, Shujuan, Liangzhi GAO, Harold Youngberg, David Hannaway, Kimberly (Hannaway) Japhet, Christina Larson, and Lauren Higdon. 2003. Annual Ryegrass is Great Fish Feed. Oregon Seed Council and Jiangsu Academy of Agricultural Sciences marketing and information brochures.

BAI Shujuan, GAO Liangzhi, Harold Youngberg, David Hannaway, and Kimberly (Hannaway) Japhet 2003. Using Oregon Cool-Season Forages for Fish Production in China. (6-page and 24-page English versions)

BAI, Shujuan, Liangzhi GAO, Harold Youngberg, David Hannaway and Kimberly (Hannaway) Japhet. 2003. Using Improved Forages for Fish Feed. Oregon Seed Council and Jiangsu Academy of Agricultural Sciences Technical Guides.

English and Chinese versions

Hannaway, D.B., K.J. (Hannaway) Japhet, C. Ciaffoni, P. Sohn, and M. Dinsmore. 1999. Forage ID CD-ROM. Oregon State Univ. Spec. Pub.

(Hannaway) Japhet, K.J., S. Dodrill, and D.B. Hannaway. 1999. Who’s Coming to Dinner? Oregon State Univ. Videotape.

(Hannaway) Japhet, K.J., D. B. Hannaway, P.E. Shuler, M.L. Niess, S. Griffith, G.W. Fick, and V.G. Allen. 1998. National Forage Curriculum (20 modules).

< <http://forages.oregonstate.edu/nfgc/> >

**Abstracts and Presentations**

Hannaway, D.B., K.J. (Hannaway) Japhet, C. Daly, and D. Chapman. 2003. GIS-Based Forage Species Suitability Mapping. pp. 13-17 *In*: Proc. of Victoria and New South Wales Grasslands Conference. Albury, Australia. 11-13 June.

Hannaway, D.B.,(Hannaway) Japhet P. Sohn, S. Griffith, B.E. Avery, E. Nowick, W.F. Wedin, L.R. Vough, S.C. Bosworth, G.D. Lacefield, G.E. Bates, D. Undersander, N.P. Martin, J. Caddel, G.L. Kilgore, S.B. Orloff, A.M. Gray, R. Ditterline, T. Griggs, D.H. Putnam and M.J. Ottman. 2001. Developing a National Alfalfa Information System. pp. 1069-1070 *In:* Proceedings XIX International Grassland Congress, São Pedro, Brazil. February.

Hannaway, D.B., S. Griffith, K.J. (Hannaway) Japhet, P. Sohn, M. Runyon, Y. Hu, L. Feng, and Y. Zhang. 2000. Developing a Multi-language Alfalfa Information System. International Symposium on Intelligent Agricultural Information Technology. December 1-4, Beijing, China.

Hannaway, D.B. and K.J. (Hannaway) Japhet. 1997. Developing a National Forage & Grasslands Curriculum for the WWW. Soc. for Applied Learning Tech. Orlando, FL.

Creating a Grazing Systems Module for the International Forage & Grassland Curriculum. Poster presentation 22nd International Grassland Congress Sydney Australia 15-19 September 2013 Revitalizing grasslands to sustain our communities

ASA-CSSA-SSSA annual meetings Water, Food Energy & Innovation for a Sustainable World Tampa FL Nov 3-6, 2013

**Teacher Publications (K. Japhet = K. Hannaway)**

Hannaway, K., & Mohr, K. A. J. (2002). Moon books. The Mailbox Bookbag, 6(6), 8- 13.  
Mohr, K. A. J., & Hannaway, K. (2002). Growing up books. The Mailbox Bookbag, 6(5), 8-13.  
Mohr, K. A. J., & Hannaway, K. (2002). Meet the author: Julius Lester. The Mailbox Bookbag, 6(4), 13-17.  
Hannaway, K., & Mohr, K. A. J. (2002). Success stories. The Mailbox Bookbag, 6(3), 8- 13.  
Hannaway, K., & Mohr, K A. J. (2001). Easy as ABC: Crossing the curriculum with alphabet books and activities. The Mailbox Bookbag, 6(2), 8-13  
Mohr, K. A. J., & Hannaway, K. (2001). Meet the author: Mitsumasa Anno. The Mailbox Bookbag, 6(1), 19-23. Hannaway, K., Henry, L. K., & Mohr, K. A. J. (2001). Seasonal selections: 225anniversary of the signing of the Declaration of Independence. The Mailbox Bookbag, 6(1), 14.

Hannaway, K., & Mohr, K. A. J. (2001). Meet the author: Chris Van Allsburg. The Curriculum Vita Kathleen A. J. Mohr Page 6 Mailbox Bookbag, 5(6),23-27.  
Mohr, K. A. J., & Hannaway, K. (2001). Pockets full of poetry. The Mailbox Bookbag, 5((5) 8-13.  
Hannaway, K., & Mohr, K. A. J. (2001). Books about women we wish we knew. The Mailbox Bookbag, 5(4) 37-41.  
Hannaway, K., & Mohr, K. A. J. (2001). Meet the author: Jean Fritz. The Mailbox Bookbag, 5(3) 19-23.  
Mohr, K. A. J., & Hannaway, K. (2000). Meet the author: Laura Ingalls Wilder. The Mailbox Bookbag, 5(2) 25-29.  
Hannaway, K., & Mohr, K. A. J. (2000). Meet the author: Joseph Bruchac. The Mailbox Bookbag, 5(1), 29-33.  
Mohr, K. A. J., & Hannaway, K. (2000). Meet the author: Patricia Polacco. The Mailbox Bookbag, 4(5), 21-25.  
Hannaway, K., & Mohr, K. A. J. (2000). Meet the author: Pam Conrad. The Mailbox Bookbag, 4(4), 21-25.  
Mohr, K. A. J., & Hannaway, K. (2000). Meet the author: Arthur Dorros. The Mailbox Bookbag, 4(3), 21-29.

**Grants**

**1995**

USDA Challenge Grant Proposal "A National Forage & Grasslands Curriculum for the WWW" Funded ($79,978 - 3 year project)

Oregon Instructional Technologies Development Grant for Forage ID ($23,000)

**1997**

Western Region SARE Project Grant ($65,000 - 2 year project)

Oregon State University Distance Education Course Development Grant ($7,000)

Oregon Orchardgrass Commission WWW and CD-ROM Project Grant ($8,000)

**1998**

USDA Fund for Rural America Grant ($220,000 - 2 year project)Oregon State University Distance Education Course Development Grant ($8,000)

**2000**

Innovative Projects Grant from Oregon State University Extension Service for “Integrated Horse Management for Improved Watershed Health: A Model for Changing How Extension Creates Multi-Disciplinary Educational Materials.” ($10,000)

**2017**

Ecampus Professional Development Grant

Investigate and develop strategies for teaching science for better retention and greater reception. ($1,500)

**Professional Recommendations**

**Letters provided by – Paul Yager and Sabry Elias**

April 25, 2014

TO: Whom it may concern

FROM: Paul Yager

Academic Counselor

RE: Letter of Support for Kimberly Japhet

Please accept this letter as a high recommendation for Professor Japhet. I have had the pleasure of working with Kimberly for many years as we share many common students. The students that choose to work with Kimberly enjoy the opportunity to discuss with her the many advantages and disadvantages of our world food production system. Some have never had the chance to sit down and have an educated discussion on how our food system works, and Kimberly gives them the opportunity to open their minds and think about the possibilities.

The most important quality I have observed with Kimberly is that her focus and attention is always on her students. She places her students first at all times, and encourages success. She is willing to adapt her style to best communicate the material to her students. She wants to ensure that her students achieve the desired outcome. She is approachable to her students and always willing to assist those who want to succeed. I personally, have found this refreshing as we are all busy and over tasked. However, Kimberly always find time for her students and is extremely responsive.

Many of the students that we work with were not well supported through their previous education systems, so having someone who truly cares for the student and what they learn becomes a whole new experience. Kimberly is always open to students of any background and challenges them to think past what they previous thought and become open to the material and the educational opportunities. Kimberly has an approachable teaching style that allows students to engage with the material with helpful and productive feedback.

By challenging the students she is never one to tell someone that they are wrong, or put their ideas down, instead she enhances the discussion by going further in depth to have an open dialog to discuss the topic at hand. It is through her leadership and teaching styles that promote an understanding and appreciation on the variety of students learning.

Kimberly is a pleasure to work with. She is a very professional, engaged and energetic educator.

Sincerely,

Paul H. Yager

Academic Counselor

June 18, 2014

Re: Letters of support for Kimberly Japhet

To Whom It May Concern:

The purpose of this letter is to highlight the valuable contribution of Kimberly in expanding the E-Campus courses offered by the department of Crop and Soil Science through distance education. Her significant role in this area includes course development and delivery. Kimberly’s instructional skills go beyond the various courses she teaches to include collaboration between various disciples. For example, she helped me in the process of developing my course, “Seed Science and Technology CROP 420/520”. I am fortunate to have Kimberly as the Teaching Assistant for this course since we developed it in 2009. She is great in interacting with students. She responds to their questions and needs in a timely fashion. She is also great in communicating with the coworkers and the staff in the E-Campus department at Oregon State University. Her willingness to help other instructors in the various courses is admirable. During faculty meetings, I have seen Kimberly offering to help other instructors in developing their courses on the web. Kimberly is well organized, responsible, diligent, and dedicated.

In summary, Kimberly is a great asset to the department, who makes a positive contribution to fulfill the educational mission of the University, especially in the area of distance education. Without hesitation, I support Kimberly to continue her role as an instructor in the CSS department.

Sincerely,

Sabry G. Elias. Ph.D

Associate Professor, Seed Science & Technology

Crop and Soil Science Department

Seed Lab, Oregon State University