

EXECUTIVE SUMMARY

Substantiation of Teaching Contribution

School of Business Promotion and Tenure Criteria

In order to gain tenure in the School of Business, the Promotion and Tenure criteria sets forth three areas of concern; teaching, research and service. The faculty member must show excellence in one of the areas and satisfactory in the other two areas. I believe that my dossier supports a finding of **EXCELLENCE** in teaching. The School of Business Criteria states:

“If teaching is the primary criterion, it should be, according to the IU Handbook, distinctly superior to that of effective teachers at this and other major institutions. Distinctly superior/excellent means that the faculty member has received consistent acclaim and public recognition for achievements in teaching. A wide range of evidence typically accompanies distinctly superior performance.”

I.C. Evidence of Teaching Performance lists the following examples of acceptable evidence of teaching. I have listed only the examples that apply to my case. I believe the dossier contains significant evidence to substantiate each of the following areas and that such evidence supports a finding of distinctly superior performance in teaching:

1. Course and curricular development
2. Innovation in teaching and learning concepts and applications
3. Controlled evaluations by students via formal instruments and including accompanying comments
5. Recognition by peers for teaching achievements
7. Local, regional or national teaching awards
8. Participation in projects and activities related to teaching improvement and/or currency in one's teaching field
10. Advising students
12. Presentations and papers related to teaching in one's field
15. Maintaining high ethical/professional standards and an appropriate level of rigor in one's classes and with students outside the class
16. Consistent discharge of faculty responsibility, as in meeting classes, being prepared for class, handling exams and assignments in a timely manner, appropriately assessing student performances, meeting university and School requirements for reporting and recording, having a course syllabus and following it to the extent possible, and having and observing office hours.

Evidence of Meeting Teaching Criteria

As to #1 and #2, I have spent a significant amount of time working on curriculum development and innovation in teaching. I developed a new pedagogy to teach business law called Team Based Critical Analysis. This teaching methodology is a combination of the IRAC teaching method found in law school and Team Based Learning method commonly used in the sciences. I worked with the CTLA my first year at IU Kokomo to develop this new pedagogy. Dr. Cox and I are finalizing a research paper that summarizes the teaching process and assessment of learning.

Essentially, Team Based Critical Analysis is focused on the student's ability to critically think and reason. One of the critical skills the students learn through TBCA is evidence based argument. I explain to them that in order to be persuasive they must be able to support their position with evidence and not simply make conclusory statements. It is my goal, by the end of the semester, the students will be thinking in a new way, a way in which they naturally make supported statements rather than conclusory statements.

As to point #3, my teaching evaluations each semester are very strong. As you review the comments to the teaching evaluations please note the shift in the comments from "I really like your class" to comments that specifically state how much the student believed he/she learned in the class. Moreover, many students are now citing IRAC or TBCA specifically, stating that the method of teaching is of value to them. I feel this change over time in the teaching evaluations is further evidence that the pedagogy works to increase learning and engagement. When I set out to create TBCA I wanted to increase retention of learning and engagement in the classroom. I strongly believe that assessment of TBCA supports the contention that student engagement and learning are increased due to this method. I have designed a new study, recently approved by IRB, to further test this hypothesis.

Although teaching evaluations are important to me, I am more struck by the peer evaluations (point #5) I have received from my colleagues. I have included nine peer evaluations of my teaching. In those letters, my colleagues have noted my passion for teaching and my commitment to student assessment and retention of learning. I have consistently been praised for my teaching by my colleagues and appreciate their willingness to sit in my classes and evaluate my performance. I am a firm believer in continuous improvement and believe that peer evaluations are an important part of that process.

In August, 2011 I was awarded the Trustees Teaching Award (point #7) in large part due to this innovation in teaching. The Trustee Teaching Award is a significant achievement for any faculty member. The award is given to the top 3-6% of faculty and is widely regarded as an indicator of excellence in teaching.

In regards to point #12, I have presented my research relative to this pedagogy at the IU Kokomo 3rd Annual Faculty Conference, the IUPUI Edward C. Moore Symposium on Excellence in Teaching and at the ALSB National Conference (the Academy for Business Law professors). On September 23, 2011 I presented my pedagogy as an "invited presentation" at the IU School of Dentistry. The School of Dentistry had heard about my pedagogy and thought it might be appropriate for their curriculum.

Finally, This fall I am seeking admission to FACET based on my pedagogical innovation and my commitment to continuous improvement in the classroom. FACET membership is very consistent with my core beliefs in excellence in teaching, sharing innovative ideas with other faculty and continuous improvement (point #8).

Substantiation of Research Contribution

School of Business Promotion and Tenure Criteria

I believe that my dossier supports a finding of **SATISFACTORY** in research. The School of Business Criteria states: In terms of the criteria for “satisfactory” in research adopted by the IU Kokomo School of Business, the criteria states:

“If research is not the primary criterion, it must meet satisfactory standards. The School holds the following expectations: Having at least **two** refereed journal articles since the last appointment in rank at IU Kokomo and other evidence of or dedication to research as noted in II.D. Evidence of Research/Scholarship Performance.”

II.D. Evidence of Research/Scholarship Performance lists the following examples of acceptable evidence of research. I have listed only the examples that apply to my case. I believe the dossier contains significant evidence to substantiate each of the following areas and that such evidence supports a finding of satisfactory performance in research:

1. Articles in refereed journals
3. Competitive paper presentations
4. Invited paper presentations
5. Working papers
13. Research grants
16. Professional development enhancing scholarly capability

Evidence of Meeting Research Criteria

As the criteria states, I need a minimum of two publications for satisfactory and I have two publications:

Ficht, Linda S., Levashina, Julia, (*forthcoming, December 2011*). When Lying, Cheating and Stealing Isn't Necessarily Illegal: The Need to Adopt a Commercial Fraud Standard in Employment Law Cases. *Southern Law Journal*, Vol. 21(2).

Ficht, Linda S., Brown, Mark P., Lewis, Christine W., Kiser, Sara B. (2007). The Aftermath of Hurricane Katrina: An Analysis of the Post 9/11 Organizational Structure of the Federal Emergency Management Agency and its Consequences. *The International Journal of Diversity in Organizations, Communities & Nations*, Vol. 6, No. 4, 15-22.

The criteria also states that the candidate must have evidence of or dedication to research as noted by the listing of acceptable evidence of research. Pursuant to #3 & #4 above, I have seven paper presentations, of which two are at the national conference for my academy (ALSB), one was an IU system-wide conference to highlight excellence in teaching pedagogy, one was at IU Kokomo's conference to highlight excellence in teaching pedagogy, two were at regional conferences for my academy, and another was an invited presentation by the IU School of Dentistry. The Dental School is considering adopting the teaching method I created, Team Based Critical Analysis.

Moreover, pursuant to #5 above, I have seven works in progress at varying stages. The most well developed papers are as follows: *Team Based Critical Analysis: A New Look at Evidence Based Argument* is nearly finished and will be under review shortly. *Disclaimers of Mass*

Deflection: Tempering Commando Legal Advice to Enhance Customer Relationship Building is written and ready to be edited. *Can I Fake It? Courts View on Faking in Interviews* is a manuscript which reviews recent research on past-behavioral and situational interview questions and applies the case law regarding fraud to the research to hypothesize whether certain impression management tactics would be viewed as legal or illegal by a court of law. This paper is under review at SIOP (Society for Industrial and Occupational Psychology) as a research presentation in April 2012. It is part of a five part Symposium regarding faking behaviors during the interview process. The Symposium consists of fifteen faculty from ten different universities and four different countries. Finally, Dr. Chulkov and I have recently received IRB approval to further study Team Based Critical Analysis in the L201 classroom during the spring 2012 semester. The data collected during the study will lead to a research paper discussing how Team Based Critical Analysis affects learning and whether there is a positive correlation between Team Based Critical Analysis and improvement in assessment of learning.

I also have three other papers listed in my works in progress that have spun out of the research agenda I have developed. My research agenda on faking behaviors in the interview process and innovation in pedagogy has developed a continuous stream of research that I believe will give me publication opportunities for many years to come.

Pursuant to #13, I recently received a Program Development Grant to travel to Istanbul, Turkey as an advance planning trip for MBA students from five regional campuses to study abroad in May 2012. I am the developer and coordinator of the trip. The trip is a first of its kind through Indiana University. In addition, I have arranged for the IU students to attend classes with NYU Stern College of Business students thus enhancing their travel abroad experience by allowing them this unique networking opportunity with colleagues from another state. The grant was highly competitive and issued through the IU Office of International Study. Dr. Yusuf Nur, myself and a professor from Bogazici University in Istanbul Turkey will collaborate on a research paper following the May 2012 trip. We hope to publish our paper in a Higher Education Journal or an Applied Learning Journal.

Finally, pursuant to #16, since I am a licensed attorney I must complete 30 hours of continuing legal education every two years. This professional development enhances my scholarly capability by keeping me current in the legal standards and learning about the latest trends in the legal field. My published legal research papers can be used to waive up to 15 hours of this continuing legal education, thus providing further evidence of the link between professional continuing education and scholarly efforts.

Substantiation of Service Contribution

School of Business Promotion and Tenure Criteria

I believe that my dossier supports a finding of **SATISFACTORY** in service. The School of Business Criteria states: In terms of the criteria for “satisfactory” in research adopted by the IU Kokomo School of Business, the criteria states:

If service is not the primary criterion, it must meet SATISFACTORY standards. The School holds the following expectations: Having membership in one or two committees per year; active membership in at least one professional organization.

I have taken a significant leadership role on campus as being a persistent advocate for graduate programs. I have spent a great deal of time trying to increase awareness, funding, and support for all graduate programs on campus. Due to these efforts, graduate programs were given an advertising budget in OCM for the first time in the 2007-2008 academic year. Every year since that time, OCM has dedicated more money to advertising and promoting graduate programs at IU Kokomo. I have personally worked with OCM to create billboards and print media to advertise graduate programs, as a whole, to the public. I have also coordinated several open houses and two successful "IU Kokomo Day at the Mall" events. I was also instrumental in initiating the Graduate Hooding Ceremony, Graduate Student Orientation, the Graduate Directors Committee, and Graduate Spring Open House. I would note that all of this work is well beyond the scope of my duties as MBA Director. I acted as an advocate for graduate programs on campus because I have a passion and sincere interest to see all graduate programs on campus flourish. Moreover I am a strong advocate for the students. I work very hard to increase student activities, scholarships, and networking opportunities for all graduate students on campus, not just MBA students. Under my leadership, graduate programs have begun having graduate student activities where graduate students from Arts and Science, Nursing, SPEA and Business are able to interact together. Last year we had our first annual Graduate Student Bowling tournament where approximately 25 graduate students and faculty played in a tournament in Kokomo. I foresee many opportunities in the future where graduate students from all programs will be able to network and socialize together.

In terms of my service within the School of Business, I work on committees that are consistent with my administrative responsibilities of MBA Director and Assistant Dean of the School of Business. I spend a great deal of time working on assessment, accreditation standards for AACSB, mentoring adjuncts and documenting their AQ/PQ status for AACSB, recruiting new MBA students, recognizing excellence in student scholarship, and overall improvement of the MBA program.

In my dossier you will find several letters commending my service activities at both the campus and department level. Moreover, in August 2011 I was awarded the 2010-2011 Outstanding Advisor Award for my work with the MBA program.