

I. TEACHING – Area of Excellence

A. Teaching Philosophy

My goals as an educator are to 1) create a classroom environment conducive to learning, 2) emphasize fundamental concepts, and 3) foster critical thinking. Developing and improving these skills will not only increase the knowledge base of my students, but also better prepare them for real world experiences that often deviate from predictable patterns and thus require critical assessment.

Classroom Environment: In each of my courses, I attempt to build a classroom environment based on mutual respect and openness. I strive to make the classroom a relaxed one where people know each other and are comfortable expressing their opinions. This is a very important first step, because as opposed to being a teacher, I see myself as a facilitator. Instead of lecturing about what they should know, I try to create an environment in which knowledge is shared rather than distributed, and challenged rather than accepted. This environment is achieved through a heavy emphasis on student participation, which includes their questions and opinions as essential to increasing our understanding as a class. Individuals are less likely to participate if they feel their ideas/opinions are not valued or respected.

Fundamental Concepts: Bloom's Taxonomy is a well-established guide for learning. It includes a number of levels designed to help learners move from lower levels of thinking to higher levels. The fundamental concepts, in my courses, focus on the first two levels of learning: knowledge and comprehension. Every subject I teach has a core set of knowledge that must be covered and explored. Students are expected to have read the material and/or completed an assignment prior to class so as to be prepared to discuss the material, thus demonstrating a basic understanding of the concepts. In doing so, students are coming to class better prepared to discuss the material, allowing me to more effectively focus class time on higher order learning.

Critical Thinking: The higher order thinking skills of Bloom's Taxonomy are: apply, analyze, synthesize and evaluate. In my classes, the goal is to take the material they have read about, be it theories or factual information, and break them down into their strengths and weaknesses, while simultaneously comparing and contrasting different strategies. Part of my job as an educator is to help students explore these relative strengths and weaknesses of various beliefs and concepts, thus establishing how they stand alone or influence one another. Once knowledge of the basic concepts is achieved it becomes essential to go beyond recognition to think critically and apply the theories or strategies to real situations. Finally, complex knowledge is best understood when it can be directly related to one's own life. Therefore, I challenge students to discuss current events and/or their own experiences through the enhanced lenses provided by the concepts, theories, and issues discussed in class. Doing so provides students with the tools to not only understand how things appear based on current knowledge, but to investigate and challenge existing beliefs, concepts, and values.

In sum, my philosophy as an educator is to facilitate the understanding of fundamental concepts and develop higher order thinking skills. I view the process of learning and thinking critically about material as increasing a student's "toolkit," so when they are out in the real world and faced with challenging situations, they can reach into their "pocket," pull out some of the concepts we have explored in class and use them to make better decisions in life and work.

B. Professional Development

I strive for excellent in the classroom but also understand there is always room for improvement or development. In response to this, I try to attend or participate in multiple professional development opportunities each year. The following section discusses some of the

activities I have participated in since I have been at IUS (see **Exhibit A** for my curriculum vita). For a complete listing of my professional development see **Exhibit B**.

1. School of Business Brown Bag Sessions

The simplest way I gain professional development is attending the School of Business Brown Bag Sessions. I have attended six sessions; one concerning improving student professionalism, two on Sedona, which is a database used by the School of Business to track faculty activities, and two on understanding the requirements for promotion and tenure. Each session helped me understand more fully the expectations of the school and the students. I also led two Brown Bags; one with two other faculty on creating hybrid courses, and the second facilitated a discussion on what strategy the School of Business may want to take on creating online courses/programs. Participating in these sessions has helped me understand what other faculty are doing and the expectations within the school, as well as allowed me to share my own expertise and be involved in the change and growth of the school.

2. Attending Conferences and Annual Meetings

Another way I try to grow and develop as an instructor is to attend conferences and consortia which focus on pedagogical topics. I have attended five conferences where I have attended pedagogical sessions. In 2008 I attended the Junior Faculty Consortium sponsored by the Academy of Management. In this full-day session we heard from speakers on a variety of topics, one such session was a speaker discussing how to make MBA classes more engaging while remaining relevant to what the students are experiencing. This was especially helpful to me, as I was slated to teach my first MBA class for IUS at the time, and it aided me in my preparations and enhanced my understanding of what I could expect from MBA students. In 2008 and 2013, I attended (and presented at) conferences devoted completely to innovative teaching strategies in Human Resource Management (HR). I attended a number of sessions and was able to network with some of the best HR instructors in the country. In one particular session in 2013, the speaker discussed how to improve the use of case studies in HR courses through reflective writing. This was of great interest to me, as most of my courses incorporate case studies so now I can try this technique to increase the effectiveness of case studies in my own courses. Regardless of the specific nature of the conference, I try to attend at least one pedagogical session if available. This helps me remain current in my field and network with other HR instructors.

3. Senior HR Professional Certification

Another method I have used to increase my knowledge of HR and improve my credibility as an HR Professional is by passing the Senior Professional in Human Resources (SPHR) certification exam. This increased knowledge has further broadened my understanding of the complex issues in HR and I am able to incorporate this information into my classes. For example, I studied about laws and court cases that are not covered in many introductory HR textbooks. Now I can incorporate this information where appropriate to give my students greater understanding and context. This certification is sponsored by the Society for Human Resource Management (SHRM) and is a highly respected and valued HR certification. The test consists of 225 multiple choice questions that measure 6 key areas of HR: Strategic Management, Workforce Planning and Employment, Human Resource Development, Total Rewards, Employee and Labor Relations, and Risk Management (See **Exhibit C** for a breakdown of the knowledge required for each functional area). I am proud to join a select few in the field of who hold this advanced certification and bring this greater understanding to my students.

4. ILTE/ FACET Seminars

Along with conferences and brown bags I also attended ten ILTE/FACET seminars since 2008. These are high quality sessions that focus on a variety of pedagogical topics. I have found several to be particularly useful. In 2010 I attended a half-day session entitled, "Kiss My Assessment." It focused on techniques to make assessing student learning more effective and efficient. From this I created a series of grading rubrics for each course project. For example, in my leadership class I provide students with grading rubrics for their leader presentations (**Exhibit D**). These provide students with specific information about each item I expect to be included in their presentations and how much each item is worth. This has greatly enhanced student understanding and I have seen a significant reduction in the amount of questions I receive from students about these assignments.

Another seminar that promoted change in my courses was in 2012 on "Team-based Learning." This session described multiple techniques to foster in-class group learning. I use many in-class group activities and the training helped me refine my expectations for in-class groups. For instance, each activity now has a set of objectives and questions that guide the student learning. This has made each activity more valuable and effective in the time we have in class.

C. Evidence of Teaching Effectiveness

I teach a variety of courses for the School of Business (see **Exhibit E** for a breakdown of these sections and the number of students in those classes). In order to assess my teaching effectiveness, I rely on several methods which are both qualitative and quantitative in nature. My focus on student learning and teaching effectiveness was recognized by the IU Trustees in 2012 (awarded in May 2013) with a coveted **Trustees' Teaching Award (Exhibit F)**. I discuss some of these techniques below.

1. Student Evaluation of Teaching Effectiveness (SETs)

At the end of every semester, students complete evaluations to measure their perceptions of learning and their satisfaction with the course and the instructor. In order to better understand students' perceptions, I have grouped the questions on the SETs into 3 categories: Instructor Characteristics, Course Structure, and Student Development. These categories help me to better understand what areas of the course the students liked or disliked. Across all courses between fall 2008 and fall 2012, on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), students rated all areas at 4.00 and above. Instructor Characteristics were rated the highest at 4.48, Student Development is next at 4.18 and Course Structure is 4.08. In 2013 I began reporting scores on a 0 (Strongly Disagree) to 4 (Strongly Agree) when the university changed its reporting system. The spring 2013 scores were the only ones available prior to submitting this dossier and were all above 3.00. For a breakdown of the questions on the SETs, averages across sections of each course, and a breakdown of the grade distribution in each class see **Exhibit G**. I am proud that students rate the Instructor Characteristics highly. I pride myself on creating an open, respectful learning environment that encourages students to share their ideas and opinions, and I believe this is reflected here (see **Exhibit H** for unsolicited emails from students).

In addition to the graphic rating scale included in the SETs, students provide written comments. I encourage students to provide constructive feedback discussing things they believed should remain and areas where changes are recommended. I provide students with examples of constructive feedback so they understand how to have the greatest impact on course development. This has led to increased quality in the comments and here are two examples: 1) "Very well prepared course, many opportunities for grades & also had assignments that helped with learning objectives," 2) "I thoroughly enjoyed this class. Dr. Lambert left no room for

procrastination, which is great for me. Her style is very easy going and she explains things well. One bit of constructive criticism would be the tests. The tests are worded different than the study guide. I would stick closer to exact examples from the study guide.” All student comments are provided in **Exhibit I**. Overall, I believe the students find the classes informative and applicable beyond the classroom.

2. Learning Objectives: Tracking Student Performance

One of the main ways I track student success is through the learning objectives for each course

(this was suggested in my first formal peer review, which is discussed in more detail later). Each assignment, exam, project, etc. is linked to a specific course objective. As student performance is graded, I can then calculate student success on each objective. Below is an example from one course in fall 2012 (see **Exhibit J** for 2012 & 2011 student results across all courses). This allows me to determine where students are succeeding and where extra attention is needed. Having this information allows me to make strategic adjustments in each course to improve student learning.

BUSZ445	Human Resource Selection (30 students enrolled)					
Learning Outcomes	Describe how employee staffing influence a business organization's competitiveness (exams, assignments);	Assess and evaluate how the external environment influences staffing decisions (case studies, assignments);	Assess the effectiveness and legal implications of tools used for personnel selection (project, case studies);	Apply HR techniques to complete a thorough job analysis of a real job (project, assignments)	Develop an effective staffing plan for a real job (project).	Final Grade Percent of Students at or above Mastery level
1 section	60%	90%	90%	95%	100%	87%

3. Instructor Availability

Yet another area that I believe speaks to my ability as an instructor is my availability to the students. This is essential in building trust with the students and showing them that their questions and concerns are important. I keep regularly scheduled office hours which are posted on my syllabus, along with other ways students can contact me (e.g. office phone, email address). Any deviation from those office hours are posted on Oncourse and announced in my class. I have a goal of responding to students within 24 hours, but I usually respond within eight hours. I believe this timeliness in response to students' needs is critical to encouraging quality communication. I make a point of returning all homework assignments and most exams during the next class session and return essay exams and major projects within one week. Providing timely feedback is crucial for learning and sends a message to the students that their work is important. Several students have commented on this on the SETs. For example one student said, “Appreciate the quick grading and comments on assignments.”

All of these things combine to help foster open communication with the students. I tell them repeatedly throughout the semester that if they need help or clarification on concepts I am always available and willing to assist them. I also tell my students to simply ask me if there is any other way I can assist them. For example, I have helped students with résumé development, discussed career aspirations and offered guidance on career-related issues. I truly care about my students and their success and do my best to provide any support that I can to assist them. I believe this culture of availability, support and open communication enhances the learning environment, and that most students will work harder for, and therefore learn more from, someone who cares about their needs.

4. Continuous Improvement/Course Development

Another area that contributes to my evidence of teaching effectiveness is my ongoing course development and improvement. Since I began at IUS in 2008, I have taught several courses multiple times but not one of those repeat courses has been identical to a previous semester. I am always changing materials and activities in my classes that fall below my expectations (See **Appendices A & B** respectively for sample syllabuses & exams). The first semester I taught the BUS W320 (Leadership & Ethics), I used several in-class activities. I have subsequently changed, or abandoned altogether, some of these activities, because they did not work as well as I would have liked. For example, I used a role-playing survival exercise to demonstrate good/poor team communication tactics. The activity took almost an entire class period, was laborious to prepare and required significant student debrief to demonstrate the course concepts. I now use a tennis-ball bouncing activity that takes 5 minutes of class time and demonstrates the concepts of communication more clearly.

I am constantly looking for new ways to help students apply knowledge. For example, in 2009 I created a service learning project for my BUS Z445 (Human Resource Selection) requiring students to interact with real employees at an organization. It took time for the project to evolve into its current form. It began with students interviewing a working colleague about their job. Each semester the project grew and now students interview employees at actual organizations, such as Stock Yard Bank and Trust and Big Brothers, Big Sisters. I recently conducted training at a national conference for other faculty on how to create their own service-learning project (see # 12 on **Exhibit N**). I believe it is this kind of unique assignment that helps define for students the applicability of the knowledge, skills and abilities being developed in class (see **Exhibit K** for a description of the project).

I have been fortunate to receive funding and support for course development and improvement. In 2010 I received a \$500 stipend from ILTE to further my hybrid course development. This allowed me to create a hybrid component for each of my courses. In 2011, I was awarded an **Overseas Study Program Development Grant** from the IU Office of the Vice President for International Affairs to assist in the development of a MBA study abroad experience for students at IU regional campuses. This project was spearheaded by Linda Ficht at IU Kokomo, and I worked closely with her to create this experience for our students. The first trip occurred this summer and was a great success.

I also include multiple guest speakers in my classes, as I believe this external validation of the material covered in class is essential to student learning. I have 3-4 guest speakers per year, across my courses. My current speaker for the leadership class spends time discussing his experiences (good and bad) as a leader as well as how he used Sun Tzu's *The Art of War* as a leadership development tool. Students are required to prepare prior to class, so they can engage the speaker in quality discussion.

As mentioned in my teaching philosophy, I look for ways to increase critical thinking skills in all of my courses. For example, in the MBA class, students analyze business cases and apply principles from the class material or from their work experience. Further, MBA students are required to research a weakness/problem in their current organization and propose a solution. The finished product allows the student (if they choose) to submit the proposal to their organization. In the leadership class, I use video interviews with executives and CEOs of real organizations, discussing different employee related issues. The video has multiple sections; at the end of each section I pause the video and we discuss the different options the leader has and how to approach each situation. This allows students to explore different leadership theories/strategies and receive insight into the leaders' actions and motivations. Using a variety

of learning tools keeps students engaged and varies the classroom environment to support different learning styles.

5. Internships and Independent Studies

Since 2008 I have supervised 15 internships and 3 independent studies (see **Exhibit L** for a list). I require several elements of my internship students. All of my interns are required to write a one page document outlining the purpose of their internship as well as goals they want to accomplish. They must keep a journal of their activities as well as write a paper on a particular topic related to their internship. I have also supervised three independent studies, two are discussed briefly here. One was for a MBA student, who wanted to complete some research in order to increase his potential of getting into a Ph.D. program, and another was for a senior undergraduate student who needed an upper level HR class to graduate, but that particular course was not being offered that semester. I see this service to my students as a vital way to help them achieve their career goals. The experiences they gain are invaluable to them when it comes to learning new knowledge, skills and abilities. I very much enjoy being able to do this for my students.

6. Peer Review of Teaching

It is also important to have an outside expert evaluate my teaching. I have had two peer reviews of my teaching thus far. The first occurred in my third year at IUS and focused on my overall teaching style, interaction with students and the quality of my course documents (e.g. syllabus). In summary, I earned high marks for the considerable thought I have put into designing my courses in a manner that put students' needs first and that are "designed to facilitate the learning outcomes." The reviewer also commented on my ability to create a "warm, supportive environment" in the classroom. The suggestions were very informative and I have made a number of changes based on their observations. For example, I revised course outcomes in my classes (see **Exhibit M** for an example of old and new learning outcomes) to make them more measurable, which has made it possible to track student success more accurately, as discussed above in section two on tracking student performance

The second formal peer review focused on making my in-class groups more effective. This review resulted in several changes. Now I change how groups are selected everyday so students do not work in the same group twice. Further I have increased the specificity of the instruction in-class groups receive. Instead of saying, "Discuss this issue," with no real direction, students now receive detailed instructions or discussion questions that guide their group time to a specific outcome(s). Overall I was praised for the level of quality and rigor in assignments I use with in-class groups, but these small adjustments have made a significant difference for students.

I believe all of the evidence provided in this section speaks to my dedication to being an excellent instructor and mentor to my students. I am passionate about teaching and will continue to look for new ways to get students excited about course material and the field of human resource management.