

Departmental Excellence in Teaching Award Application – Area of Management

The Teaching Excellence Committee (TEC) of the Area of Management would like to nominate the Area of Management in the Rawls College of Business for the 2024 Departmental Excellence in Teaching Award. Teaching is a critical component of what we do and who we are, as demonstrated by our strong teaching culture and commitment to providing the highest quality educational experiences to our students. Specifically, the Area of Management’s goal to *develop inspiring leaders who can identify and implement effective strategies to create new value, motivate teams, negotiate effectively, make strategic decisions, and positively impact diverse organizations*. Our faculty consistently meet this goal by creating safe, innovative, and transformative learning environments that challenge students to question theoretical assumptions and encourage them to engage in experiential learning opportunities using real-world case studies, modern simulations, and engaged research projects.

Criterion 1: Efforts to Improve Teaching

Area Wide Efforts. The Area of Management has developed several strategies over the past few years to focus on the teaching quality within the department. In 2022, the Teaching Excellence Committee was formed to share resources and support the area’s commitment to teaching. Since then, several intentional efforts have been made to improve teaching, including enhancing communication with faculty on teaching-related topics (e.g., we start each semester with a “Keep in Mind” checklist), hosting *Lunch & Learns* on teaching related topics (e.g., AI in the classroom), creating a teaching focused colloquia session as part of the PhD seminar, introducing *Best Practices* (in-development – see outline in Appendix B) to eventually be adopted by the area, curating teaching focused resources within our document repository for faculty to use, and developing a formative peer evaluation of teaching process.

To consistently improve the impact of our classes, we are currently conducting an area wide (all programs) curriculum review. The Curriculum Review Committee, chaired by Sean Lux, is engaged in a research-driven approach to examining our current curriculum, how it is being taught by various faculty (e.g., a detailed syllabus review was done to examine student learning outcomes across sections and courses), and provide recommendations for changes to the curriculum to improve the educational experience and outcomes. Sean Lux has participated in a workshop through [AACSB](#) on curriculum development to inform the work of the committee. Using this knowledge, Sean has led us through two curriculum development retreats where the majority of faculty attended during which we actively explored core competencies for our undergraduate program and engaged in an open forum to discuss what we need to focus on for student success. The curriculum review is slated to go through the spring semester.

Individual Faculty Efforts. In addition to the area wide initiatives, individual faculty have worked to develop their teaching through various strategies. Some examples include:

- Several faculty members are engaged in social networking groups related to management (e.g., Women in Organizational Behavior – where faculty across the globe share teaching resources such as syllabi, assignments, activities, and strategies with one another).
- Participation in professional development workshops offered through the Academy of Management, textbook publishers, and other networks (e.g., PDWs on generative AI, engaging student learners, experiential learning, the case method).
- Participation in local professional development opportunities through the TLPDC including one-time sessions and formal programs such as:

- Institute for Inclusive Excellence (Diana Hechavarria, Feruzan Irani Williams¹, Tricia Pal, Sandy Ryan, Mike Ryan)
- Ethics in Teaching and Learning (Mike Ryan)
- Teaching Academy (Claudia Cogliser, Feruzan Irani Williams, Mike Ryan).
- Several faculty members continuously seek feedback from students to improve teaching and courses (mid-semester and end-of-semester feedback opportunities).

Criterion 2: Departmental Contribution to Scholarship on Teaching

Contributions. There are several faculty members in the Area of Management who have contributed to scholarship on teaching. Ron Mitchell, for example, recently (2023) published an article with some colleagues from the Area of Marketing on the Integrative Project that was developed as part of the STEM MBA ([*From Lab to Market: Learning Entrepreneurial Marketing Through Multi-Semester, Stage-Gate, Capstone Project in STEM MBA*](#)). The objective of the Integrative Project, which spans the entire degree program within the STEM MBA, is to distinguish Rawls College STEM MBA graduates from others in the marketplace by offering each student cross-disciplinary experiential learning while solving real-world problems. This project has been well received by students and led to positive learning outcomes including those related to confidence, communication, and teamwork, among others. (See Appendix B.)

With more than 70 publications, Duane Hoover has focused a strand of his research on experiential learning, adult learning theory, and whole person learning theory with a focus on management education. In 2019, for instance, he co-authored a meta-analysis on experiential learning's efficacy ([*A Meta-Analysis of the Relationship Between Experiential Learning and Learning Outcomes*](#)). Furthermore, Jamie Collins published several teaching-related articles on

¹ Completed one out of two semesters of the program due to leaving TTU for 1.5 years.

topics including a strategy to introduce conceptual frameworks into courses, experiential learning activities, student stress/major commitment, entrepreneurial self-efficacy of students, and teaching innovation to graduate business students.

William Gardner co-authored a leadership textbook with Gary Yukl, [*Leadership in Organizations 9th Edition*](#) in 2020. This textbook covers a variety of leadership topics relevant to students with a combination of theory and practical components and has been cited in many journals, translated into seven other languages, and is widely used in the United States (domestic version), other countries (global version), and in different fields (e.g., psychology, educational administration). Lauren Locklear wrote a blog post on [conducting a systematic literature review](#) which has been used by various faculty (in and outside of TTU) in PhD seminars to help students grasp a critical component of the research process.

Tricia Pal and Feruzan Irani Williams are currently working with colleagues from Accounting and Higher Education on a Spencer Research Grant application surrounding the impacts of AI in the classroom from both student and faculty perspectives as they prepare for roles in industry. They also submitted a proposal for an interactive workshop to discuss the challenges, opportunities, and realities of AI in management classrooms with a broader audience to the Teaching and Learning Conference at the Academy of Management. These are just some of the examples of the teaching related scholarship in the Area of Management. The commitment to continued inquiry and scholarship to management education is evidenced by two management education-based journals on the Rawls Journal List (Academy of Management Learning & Education – 5; Journal of Management Education – 4).

Teaching Research & Knowledge Applied. Faculty in the Area of Management use scholarship on teaching and research to inform their pedagogical decisions. Perhaps the best

example of this comes from the Curriculum Review Committees work over the past two years. The committee utilized scholarship on both the curriculum review process as well as scholarship on trends in management education to inform the process. Much thought and intention has been put into this work by a committee comprised of junior and senior faculty alike to help ensure that our graduates of all programs are prepared for their next steps.

Numerous faculty members have reported turning to scholarship on education to make evidence-based decisions surrounding pedagogy. Lauren Locklear shared an example, stating, *“Before making my attendance policy, I went to the literature to figure out the correlation between attendance, attendance policies, and grades (turns out that attendance and attendance policies are associated with better grades and learning outcomes).”* This commitment to evidence-based decisions appeared to be a common thread among management faculty.

Criterion 3: Variety of Teaching Pedagogies

Faculty in the Area of Management employ a variety of teaching pedagogies to meet students’ needs and support learning outcomes. Management faculty aim to create engaging class sessions, moving away from traditional lecture-based courses to ones that employ techniques like flipped classrooms, experiential learning opportunities, industry connections and networking, and other teaching decisions that push students beyond just memorizing content to being able to apply it. Jazmine Brantley, for instance, teaches the largest class that we offer with 250 students per section. Despite the constraints of a large lecture hall, she engages students in course content by bringing games into the class sessions (e.g., TopHat quiz games, self-authored games), scheduling regular guest speakers (at least one per month), and encouraging students to explore management topics through two research projects (i.e., a traditional paper or creative work).

Faculty seek ways to connect course content to contemporary management issues by engaging students in “live cases” (e.g., Hans Hansen uses student selected cases from what is happening right now in industry to demonstrate how they’ll use course content as professionals.), using current event activities, and bringing industry experts to speak in classes (face-to face or via Zoom; Guest speakers in Management classes have included professionals from companies like Goldman Sachs, Dell, CAVA, Deloitte, McDonald’s, Zinier, and startups working at TTU’s Innovation Hub). Christy Nittrouer is in the process of setting up an engaged research opportunity for students in her DEI in Organizations course through a partnership with TTU’s Burkhart Center. In 2022, Alanna Hirshman arranged for Ed Resni, former CEO of McDonald’s and current Vice-chairman of Fat Brands, to speak within the Rawls, an opportunity that was open to all Rawls students and left standing room only.

The Area of Management contributes to the Rawls undergraduate core, teaching all undergraduates, and the MBA program. This work helps to ensure that Rawls students, across majors, understand the principles of management and can apply them to their future career. To accomplish this, all faculty (part-time, full-time, continuing appointment, tenure/tenure-track) are fully integrated into an inclusive culture that encourages full participation and giving everyone a voice.

For more information and examples on teaching practices and pedagogy, see Appendices A (Teaching in Action) and B (Teaching Exemplars).

Criterion 4: Quality of Programs

Faculty in our programs continuously receive strong student evaluations, consistently performing above average. For the past 5 years, we have consistently received the following scores:

- Instructor followed course objectives: 4.6
- Overall instructor effectiveness: 4.4
- Course was a valuable learning experience: 4.4
- Instructor interaction (online only – inclusive of all Summer and Fall 2020 courses due to Covid): 4.4

One strength of the Area of Management is that both junior and senior faculty embrace the teaching culture and contribute to teaching at all levels. Because of this, we share in the successes of our graduates and continuously work to improve our overall program quality. Management graduates have continuously had positive career outcomes – averaging between 90-93% job placement rates between 2019-2022. Additionally, the Area of Management has contributed to the MBA programs (all formats) teaching three to four of the required courses. Students in these programs have also had positive career outcomes and provided positive feedback to management faculty. Finally, the Area of Management’s PhD program has regularly produced graduates that form the next generation of Management faculty. William Gardner noted that during his time at TTU, “*Along with my colleagues, I have placed Professors Shu Ge (James Madison University), Daniel Guilford (University of Wisconsin- Eau Claire), Amanda Hinojosa (University of Houston Clear Lake and Howard University), Jinyu Hu (University of Nevada-Reno), Kelly McCauley (West Texas A&M University), and Farzaneh Noghani (University of Houston Clear Lake) at academic institutions.*”

At a Recent Alumni Board meeting for the Rawls College of Business last fall, we had the opportunity to connect with about seven Management graduates to discuss the program and how it prepared them for their next steps. Alumni shared stories of faculty members including Claudia Coglisier, William Gardner, Feruzan Irani Williams, and Brad Rodgers leaving a lasting

impression on them. They shared strengths of the program and offered insights about how the Area of Management can adapt—feedback which is being integrated into our curriculum review process.

Area of Management faculty have also earned multiple teaching awards. Alanna Hirshman has received teaching awards at both the college (Rawls College Excellence in Teaching Award in 2023) and university (Hemphill-Wells New Professor Excellence in Teaching Award in 2024) levels. Claudia Cogliser (2011), William Gardner (2015), and Ron Mitchell have all been named TTU Integrated Scholars. Finally, Wei Huan, a current PhD student, received the Rawls College Excellence in Teaching award for graduate students (2023)

Beyond the confines of TTU, Area of Management faculty have created a reputation for quality teaching and creating learning opportunities for academics, students, and professionals locally, nationally, and internationally. For instance, on a local level, Don Kluemper, Feruzan Irani Williams, David Miller, and Diana Hechavarria each ran a session on management related topics for the Lubbock Chamber of Commerce's *Level Up* speaker series. More recently, Feruzan Irani Williams conducted a leadership training for a Texas State Parks leadership conference. Another Management faculty member who has taken his reach globally has been Larry Williams who created the [Consortium for Advanced Research Methods and Analysis](#) (CARMA) before joining Texas Tech and has grown the program in Rawls. Through this highly rated program, students and faculty from more the 370 universities have access to lectures, short courses, and materials to help them develop their research skills.

Criterion 5: Planned Use of Award Money

Our faculty brought forth so many good ideas that came forward which can have a significant impact not just on Management students but all Rawls students who go through our

classes. If selected for the Departmental Excellence in Teaching Award, the Area of Management suggests the following uses of the funds:

1. Purchase 5-10 laptops for faculty to check out for student use in the classroom.

- Approximate cost: \$3,420 - \$6,840 (Dell quote of \$684/laptop)
- Impact on Students: Since many of our faculty do in-class activities that rely on technology (e.g., simulations, team activities), this will remove a barrier for students that cannot afford a personal laptop; thus, further advocating for equity in classrooms.

2. Create a Texas case creation grant for interactive cases written and produced by Area of Management faculty for free use by students.

- Approximate Cost: \$5,000-10,000 (approximately 10 grants up to \$1,000 to cover travel costs to business in Texas to work with them to write contemporary business case studies)
- Impact on Students: Many faculty indicated a lack of access to free quality materials for students/OER (e.g., cases, simulations, other course material). This program would have a lasting impact on Rawls students by beginning to create a curated group of cases (both written and video) that are free to access for students and can be used within classes at the Rawls (and potentially beyond). Further, there is an opportunity for company representatives to partner and potentially have a case discussion with classes.

3. Establish an Interactive Learning Fund so Management faculty can apply for microgrants to support engaged, application-based student learning (e.g., simulations, industry tours, course-based case competitions).

- Approximate cost: \$5,000-10,000 (5-10 grants up to \$1,000)

- **Impact on Students:** This pilot program will encourage faculty to think outside the box when it comes to teaching methods to enhance student engagement and remove economic barriers that (a) add a financial burden to students (e.g., costs for simulations start at a minimum of \$15) or (b) limit pedagogical choices for faculty (faculty indicated that they are hesitant to add costs to students given the high cost for tuition and textbooks). If this pilot program is successful, the Area of Management will seek to expand it.

4. Develop a Management Mentorship Network with industry partners.

- **Approximate cost:** \$2,500-5,000
- **Impact on Students:** This program will connect industry partners with Management students for opportunities to learn outside the classroom. Events will be held throughout the year (large and small) where Management students and mentors come together over a meal or for an event to build connections, learn from experiences of industry partners, and enhance skills necessary for success in business (e.g., professional etiquette at meals, communication).

5. Support undergraduate students interested in pursuing a PhD in Management.

- **Approximate cost:** \$1,500 (3 grants up to \$500)
- **Impact on Students:** Several undergraduates in Management have expressed interest in pursuing a PhD (see Joscelin Zapoli and Junia Lee's reference letters in Appendix B for their experiences). In an effort to continue to develop our graduates and expand the next generation of faculty (not just at TTU but beyond), we want to provide exceptional undergraduate Management students with an opportunity to be exposed to the profession (e.g., shadowing a faculty member for a semester, working on a research project with a faculty member, or attending a Management scholarly conference by defraying the costs).

Appendix A: Area of Management Data & Faculty List

Faculty Who Contribute to Teaching

Faculty	Rank	Teaching in Action
Jared Allen	Assistant Professor	• Uses experiential exercises where students go beyond Rawls to validate their venture ideas in entrepreneurship classes.
Andrew Blake	Assistant Professor	• Uses icebreaker questions as attendance markers to help the class let their guard down and create a community in the classroom. • Uses the course content as a lens to view events through that enable students to look at a particular situation, business, or event in different ways.
Jazmine Brantley	Lecturer	• Works to develop engagement in a large lecture (250 students per section) by shifting from traditional lectures to interactive class sessions.
Claudia Cogliser	Benninger Family Professor of Management	• Uses current management research to come up with innovative and engaging class exercises that excite students about management topics (see Gratitude Visit Exercise in Appendix B). • Extensive experience with service-learning (Service-Learning Fellow and Service-Learning Mentor) where she has led undergraduate and graduate students to work with more than 50 non-profit partnership agencies from 2006 – present. • Was faculty director of assessment of learning for AACSB and SACSCOC for 5 years and developed a faculty-led planning process, creating a reciprocal relationship between faculty and the assessment team.
Jamie Collins	Professor of Practice	• Encourages high quality student work by setting high but clear expectations for students early in the semester. • Acts as a mentor to graduate students using an intentional approach that focuses on experience, feedback, and an action plan to improve the work they do.
Yitzhak Fried	Trinity Professor of Management	• Teaching and mentoring undergraduate, master's, and PhD students. • Working with Teaching Assistants to provide professional guidance and counseling in their

Faculty	Rank	Teaching in Action
		PhD education and research towards becoming faculty.
Caren Fullerton	Instructor (Part-time)	Encourages students to think about the type of manager they are going to be in the future through continuous self-assessment and reflection papers (semester-long projects).
William Gardner	Paul Whitfield Horn Professor, Jerry S. Rawls Chair in Leadership, Director of the Institute for Leadership Research	- Uses a variety of pedagogical techniques (e.g., cases, flipped classrooms, simulations) to help students understand challenging concepts through practice. - Designs cooperative learning experiences that encourage teamwork and learning from peers. - Invites faculty experts to PhD seminars to share their work.
Hans Hansen	Associate Professor	- Uses student selected current events to bring course content to life (Live Cases). - Leads Management in Europe (Study Abroad) with a culturally immersive experience to expose students to management in a global context and create “internationally savvy Red Raiders.”
Diana Hechavarria	Associate Professor, PhD Advisor	- Worked with Bill Gardner to integrate faculty research into Colloquium. - Focuses on exciting students about entrepreneurship by connecting theory to practice with a focus on the ethical awareness needed in today’s ever-changing world. - Strives to create a culture of belonging in her classes and foster future business leaders who value the same.
Alanna Hirshman	Assistant Professor	- Scaffolds learning with a three-step learning process (they read, she teaches, their turn to apply the content – See her “Your Turn” assignment in Appendix B). - Mentored graduate students to help them develop teaching skills (e.g., syllabus development, adopting course material).
Duane Hoover	Professor of Practice	- Intentionally designs experiential learning opportunities to reinforce course content and increase student engagement. - Conducts research on management education.
Feruzan Irani Williams	Professor of Practice, Director of the Scovell Business Leadership Program	- Scaffolds learning to support students at different levels. - Integrates role plays, class presentations, and multi-decision simulations to help students apply

Faculty	Rank	Teaching in Action
		course content and master necessary skills to be successful in industry. Has redesigned the curriculum for the Scovell Business Leadership Program to encourage stronger partnerships with local non-profit agencies and businesses and develop leadership skills amongst students through practice.
Donald Kluemper	John B. Walker Endowed Professor of Business, Area Coordinator	- Uses an array of diverse approaches to learning to maximize knowledge dissemination of all students (understanding that not everyone learns the same). - Focuses on giving students opportunities that both reinforce course content and prepare them with necessary skills that management students should develop (e.g., team skills, presentation skills). - Invites faculty experts to PhD seminars to share their work.
Lauren Locklear	Assistant Professor	- Actively involved in the Women of OB micro-community for Academy of Management where she has both given and received feedback on teaching activities and shared course resources with faculty beyond TTU. - Uses an evidence-based approach for teaching and brings best practices into her classroom. - Works to create fun and engaging stimuli that get students excited about course content. (See her Trashketball Example in Appendix B).
Sean Lux	Associate Professor of Practice	- Chair of the Curriculum Review Committee - Advisor for the Rawls Graduate Association and the MBA Case Competition Team - Has students write recommendations on how to improve his courses and teaching (apply updates based on feedback) as a graded final assignment. - Works to ensure students understand complex content by giving simple examples and creating an engaging and fun learning environment.
Brent Magers	Instructor (Part-time)	Focuses on bridging the gap between practice and scholarship with his 40+ years industry experience in healthcare.
David Miller	Instructor (Part-time)	Presented his expertise in the Chamber of Commerce <i>Level Up</i> series.

Faculty	Rank	Teaching in Action
Ron Mitchell	Professor, Jean Austin Bagley Regents Chair in Management	• Serves as the integrated project director for the STEM MBA, something intentionally designed to integrate course content across the program. (See Appendix B for more information) • Utilizes flipped classrooms and an aggregated presentation approach to engaged students in content and foster life-long learners.
Muhammad Muhammad	Assistant Professor of Practice	• Focuses on creating an environment where students meet learning objects and retain and apply their newly acquired skills beyond the classroom. • Incorporates storytelling, games, experiential techniques, and carefully crafted exercises to cultivate a dynamic learning experience that meets their unique needs. • Advisor for Sigma Iota Epsilon.
Christine Nittrouer	Assistant Professor	• Uses a flipped classroom paradigm and active learning strategies to create courses that are both content-rich and engaging. • Incorporates research (her own and work her students do) into her teaching.
Tricia Pal	Assistant Professor of Practice	• Focuses on creating a learning environment that is interactive, engaging, and fosters student-led learning (guide on the side instead of sage on the stage). • Uses feedback as feedforward with the opportunity for students to do a revise and resubmit on any written assignment.
Chandra Pathki	Assistant Professor of Practice	• Uses a student-centric approach to foster active engagement inside and outside the classroom which meets the needs of diverse learners. • Focuses on creating an inclusive and collaborative class culture and building leadership and team skills.
Bradley Rogers	Lecturer	• Tech SHRM Advisor. • Engages students through case discussion, presentations, guest speakers, and active learning strategies.
Don Stull	Instructor (Part-time), Interim Director of the Alderson & Griffin Center for Family Business & Entrepreneurship	• Facilitates the McCoy Family Speaker Series for the Alderson & Griffin Center for Family Business & Entrepreneurship (learning that extends to the West Texas community).

Faculty	Rank	Teaching in Action
Deephak Swaminath	Instructor (Part-time)	Connects management with healthcare by developing and teaching a graduate Health Operations & Management course for the HOM MBA/MD-MBA program.
Ted Waldron	Professor, Kent R. Hance Regents Endowed Chair in Entrepreneurship	Applies experiential models to enable students to become more effective critical thinkers, problem solvers, leaders, communicators, and colleagues.
Jessica Williams	Instructor (Part-time)	Has created and taught a number of quality online courses for the Area of Management.
Larry Williams	Professor, James C. and Marquerite J. Niver Chair in Business	- Director of CARMA (global reach). - Teaches advanced research methods courses for Rawls College of Business graduate students.
Sandy Ryan	Instructor (Part-time)	- Uses service-learning to enhance coursework. - Serves as a mentor at the TTU Innovation Hub.
Mike Ryan	Instructor (Part-time)	- Serves as a mentor at the TTU Innovation Hub. - VP of TTU AAUP chapter.

PhD Students: Ran Bi, Dara Dahunsi, Haimanti Ghosh, Azucena (Sheny) Grady, Wei Huan, Oluwadara Mamora, Amrit Panda, Pavas Pandey, Majija Ratnoo, Nicaise Robinson, Clau Sganzerla, Sophia Thomas, Zehn Yan, Joscelin Zapoli

Note: *PhD students are required to teach at least three classes over the course of their program.*

- Number of FTE faculty: 30
- Number of graduate teaching assistants: 4
- Number of undergraduate majors: 1,129 (Fall 2023); 1,005 (Spring 2024)
- Total undergraduate enrollment (Rawls students): 4,997 (Fall 2023); 4,395 (Spring 2024)
- Number of graduate or professional majors: 347 (Fall 2023)
- Total graduate or professional enrollment (Rawls students): 857 (Primary); 930 (including secondary students)

Appendix B: Other Supporting Documents

Contents:

1. Additional Teaching-Related Activities within the Area of Management
2. Teaching Exemplars
3. Brief Overview of Best Practices for Teaching Currently Being Developed
4. Area of Management Peer Evaluation of Teaching Process
5. Management Student References: Junia Lee, Stephanie Puente, & Joscelin Zapoli

Additional Teaching-Related Activities within the Area of Management

- **Course and Program Development**

- When SB17 was released, Christy Nittrouer, who developed and teaches DEI in Organizations, met with TTU General Counsel to make sure that her class fit within the guidelines of the new law while fulfilling student learning goals.
- A subcommittee of the Curriculum Review Committee chaired by Claudia Cogliser proposed a new M.S. in Human Resource Management (MS in HRM) program which is currently going through the approval process. This program has been designed to meet the needs of graduate students via quality online courses.
- Several Management faculty have worked with Rawls eLearning and TTU Online (formally TTU eLearning) to ensure quality online course development.
 - All classes for the new MS in HRM will seek the quality online course certification through Rawls eLearning, a program initiated at the college level to improve online course development.
- Faculty throughout the department have committed to creating accessible courses (e.g., properly captioned videos, accessible documents). For example:
 - Claudia Cogliser recently redesigned her online graduate Organizational Behavior class to include professionally captured and captioned videos to ensure they are accessible to all.
 - Caren Fullerton has attended several professional development workshops on creating accessible courses and did a full evaluation of all of her online courses to ensure they met accessibility standards.
 - TTU Online's Accessibility presented at an area Lunch & Learn.
- Tricia Pal represented the Area of Management on a summer task force (2023) focused on identifying Rawls undergraduate core competencies and proposing curriculum updates to UPAC (Undergraduate Program Advisory Council).
- Feruzan Irani Williams is the current chair for UPAC and is one of the facilitators of the Rawls Undergraduate Core Curriculum Review.
- Several Management faculty are involved in the Rawls Undergraduate Core Curriculum Review on subcommittees including those focused on updating MGT 3370 (the Management course in the core), the math requirement, and the development of a new decision-making course.
- Ted Waldron is representing the area on the MBA Committee which is reviewing curriculum.

- **Community Engagement & Teaching**

- Faculty within the Area of Management have taken their teaching skills and knowledge beyond Rawls College of Business. For example:
 - Feruzan Irani Williams and Tricia Pal are leading a session for Lubbock Society of Human Resources this February titled: The Role of AI in Effective Recruitment and Retention.
 - Mike Ryan and Sandy Ryan have been extensively involved in the TTU Innovation Hub, taking their business expertise to work as mentors for startups.
 - Mike Ryan has served as an instructor and industry mentor for the NSF I-Corps program (regionally and nationally).
 - Feruzan Irani Williams presented in 2022 at the NASA Johnson Space Center Diversity, Conflict, and the Cultivation of Innovation on High-Performance Teams.
- **Doctoral Student Teaching Development**
 - Doctoral students work closely with faculty who serve as mentors in developing the courses where they are GPTI. This is a reciprocal relationship – we learn as much about teaching and learning from them as they do from us! For example:
 - Alanna Hirshman worked with Shenay Grady to prepare for her first time teaching Strategic Management by providing guidance on adopting a textbook, reviewing her syllabus and providing feedback, helping her fine tune assignments so that they were impactful for students and manageable for Shenay to grade, and offering the opportunity for Shenay to observe her for a class session as she taught the same course.
 - Lauren Locklear has invited several PhD students into her Organizational Behavior course to observe her teaching – leading to mentorship opportunities. Additionally, she mentored Haimanti through the course process, from initially sharing her course prep to going through the vision and goals of instruction.
- **Supporting the Teaching Culture**
 - The Area of Management focuses on creating an inclusive culture where all faculty (part-time faculty, doctoral students, CA faculty, tenure/tenure-track faculty) are integrated into the area. By creating a culture of inclusivity, everyone is willing to share ideas, resources, and strategies to make our teaching more effective and create a teaching culture that is consistent across the department.
 - Teaching practices across Rawls were recently commended in the AACSB accreditation visit.
 - Tricia Pal is on the Technology Adoption Committee, which started as a task force to craft guidance on AI in the classroom, something that our area has tried to stay at the forefront of through a *Lunch and Learn*, attendance at workshops, as well as open discussions of responding to AI in education.
 - Several faculty (e.g., Alanna Hirshman, Andrew Blake, Christy Nittrouer, Lauren Locklear) have served as mentors for the Rawls Undergraduate Research Program, extending the learning experience outside of the classroom to motivated students.

Teaching Exemplars

Below are some exemplars of teaching including assignments, class activities, and the abstract of an article Ron Mitchell and colleagues recently published on the Integrative Project.

Claudia Cogliser's Gratitude Visit Exercise – Building on Theories of Positive Psychology in Organizational Behavior

An innovative and provocative activity in which I involve my organizational behavior students is the Gratitude Visit Exercise. This assignment is grounded in the positive psychology movement of Seligman and his colleagues and is designed to help students with self-awareness and self-regulation in addition to enhancing the positive psychological states of hope, optimism, self-confidence, and resilience. In brief, students are asked to select a person who has made a positive difference in their life (and to whom they have never expressed thanks). They are to compose a one-page testimonial to that person, and then meet with that person face-to-face to deliver this message. Students often scoff at the assignment during its initial discussion in class but find that it has a profound effect on them and the person with whom they interact in the assignment.

Lauren Locklear's Motivation Trashketball Exercise to Demonstrate Expectancy Theory

To teach expectancy theory, I bring a mini basketball goal and a ball (I hang the hoop on the trashcan and my students started calling it TRASHketball) and have teams compete to see who can shoot the most points in 30 seconds. However, I move teams around - some teams are three feet from the hoop and then some teams are outside the classroom (to change level of expectancy). They get mad, and I do a few rounds. With each round I change the prize (to change the valence of outcomes) - expired cough drops, a bag of candy, nothing, and the last round I promise I can get them each a BMW (to change the instrumentality, because they don't believe I will actually buy them a car). We talk through how motivated they were with different elements of the expectancy x instrumentality x valence equation. They have a lot of fun doing it and get pretty rowdy. I normally lecture on expectancy first and then follow with this activity. I give about 30 minutes for the game. Works in small and medium size classes but I think it could be adapted for larger classes. A reflection paper on the basketball exercise and expectancy theory could be added.

Ron Mitchell² and the STEM Integrative Project (Below is the Abstract from [Marin, Parvatiyar, Mitchell, Villegas, 2023](#))

Entrepreneurs build successful businesses by taking innovative ideas from research labs to market. This article describes a pedagogical approach and its outcomes in utilizing a multi-stage, multi-course, and multi-semester capstone integrative project to teach entrepreneurial

² Ron Mitchell is the lead of the Integrative Project for the STEM MBA. Several other Management faculty have participated in and supported this project in their classes for this program using the resources that Mitchell has shared on the program.

marketing (EM) of early-stage technologies. Herein we explain concepts and practices that enable the learning needed within STEM (Science, Technology, Engineering, Mathematics) MBA programs to commercialize and market products and services arising from new technologies. The pedagogy follows a four-course sequence that applies strategic frameworks and tools to develop opportunity space for a patented idea, develop the idea into product options, undertake customer discovery, build marketing and sales strategies, and translate opportunities into venture planning. These lab-to-market outcomes are accomplished by applying deliberate practice-based action learning methods to build students' knowledge bases and problem-solving process skills that increase their entrepreneurial expertise. Through learner engagement in a sequence of innovative, data-driven, analytical processes that focus on identifying, validating, and strategizing around scalable new ideas, this pedagogy enables students to learn EM skills that can be applied to different industries and companies at various stages of development but with an emphasis on early-stage technologies.

Alanna Hirshman's Your Turn Activities—Part of Her Scaffolded Approach to Teaching

Student participation is based on fourteen “your-turn” assignments, one for each chapter of the textbook, plus two additional exercises. These exercises are created for students to gain real-world knowledge. Students will be assigned to a real-world company (e.g., Coca-Cola, Facebook, Netflix, etc.) and asked to apply the theories that they learn in class to these companies. Each assignment is a worksheet. Usually, students complete these assignments during class with their teammates or will complete these assignments during out of class “teamwork days”. While students are allowed and encouraged to work together on these assignments, students are *not* allowed to copy or turn in assignments that are identical. While each “your-turn” activity is worth 15 points of the total grade, the use of these “your-turn” activities will greatly impact students' exam scores and final project.

Brief Overview of Best Practices for Teaching Currently Being Developed

The Teaching Excellence Committee is currently undertaking a review of “Best Practices” surrounding teaching for the Area of Management to adopt and share with current faculty, new faculty, and graduate students to guide our teaching practices and ensure continued quality experiences for students. We have already developed a resource repository that supports best practices but are striving to create a resource that faculty can turn to when they have questions and that supports teaching consistency across the department. This project is currently under development, but includes topics informed by OP 32.06 (Faculty responsibility) as well as topics such as:

- Strategies to encourage free inquiry in the classroom
- Adapting to diverse learning needs of students
- Crafting transparent assessments to support student learning
 - Providing constructive feedback in a timely manner
 - Using varied methods of assessment to account for differences in learning styles
- Canceling a class meeting
 - Arranging a substitute/alternative academic experience

- [Don't Cancel That Class Initiative](#)
- Integrating current research into the classroom
- Office hours
- Syllabus best practices and requirements
 - Required syllabus language
 - Optional syllabus language
- Course modality change requests (OP 36.04)
- Blackboard
 - Make sure content is accessible (TTU Accessibility in University eLearning or Rawls eLearning can help with this)
 - Record professional looking videos
- Strategies to increase participation in course evaluations
- What to go by in the classroom (e.g., Dr., Professor, first name, etc.)
- Student-faculty relationship
 - Learn students' names and work to create a rapport with students
 - Create a culture of trust and respect
 - Encourage inclusive classroom practices
 - Create a space for inquiry and civil discourse
 - Enact a safe learning environment
- Establish Expectations Early
 - Student expectations for themselves: Consider a “Contract to Self” where students state what they want to learn in the course, professional goals, the grade they hope to earn, class attendance expectations, and any other important expectations for the class.
 - Faculty can use the signed contract to have conversations with students who may not be meeting expectations.
 - Students' Expectations for the Professor
 - Explain expectations like communication, feedback, policies, etc.
- Empathize with Students
 - Remind students that school is an important part of their life, but it is not the most important part of their life. If an emergency comes up, we can be flexible to help them overcome a challenging time.
- Clear generative AI Policy

Peer Evaluation of Teaching Process

In 2023, the TEC created a recommended process for Peer Evaluations of Teaching for the Area of Management to follow in order to create a more structured and formative process (moving from just a check-box to something that can be used to improve teaching quality). The suggested process is outlined below.

- Required & Recommended PETs
 - Assistant Professors – annually during the probationary period
 - POPs/lecturers - annually before receiving CA
 - Faculty teaching for the first time (e.g., new part-time instructors, research faculty who don't fall into the required PET group)

- Faculty with sub-par teaching evaluations (requested by the faculty member or AC)
- PhD students (Two evaluation points: once in their first semester teaching and once when they are closer to the job market)
- Anyone requesting developmental feedback
- Suggested Process:
 - i. Faculty member or AC requests an evaluation.
 - 1. AC requests all required evaluations and may request optional ones (e.g., new faculty).
 - 2. Any faculty member can request an evaluation for developmental purposes.
 - Faculty member is paired with an evaluator.
 - i. A rotation of evaluators will be implemented to ensure that faculty can be reviewed by different evaluators.
 - Request sent by AC to the evaluator and the faculty member being evaluated to coordinate the observation.
 - Before the observation, the faculty member being evaluated will:
 - i. Request Blackboard access to their online course material (if applicable) for the evaluator.
 - Send the course syllabus for the course being evaluated.
 - Provide preferred dates for the observation to coordinate schedules with the evaluator.
 - **Note: As an alternative if no dates overlap that work, the evaluator may request that the class session is recorded using Media Site and the link is shared. The evaluator can review the class session at their convenience.*
 - Pre-Observation Meeting
 - For new faculty and PhD students in their first semester of teaching, a pre-observation meeting should be scheduled **before** the semester begins to review the syllabus and course plan with the peer evaluator. This developmental process will allow new faculty to ask questions and make sure their courses are ready to go when the semester begins.
 - Any other faculty member being evaluated can request an *optional* pre-observation meeting to go through critical course information with their evaluator.
 - During the observation, the evaluator will:
 - Complete the Peer Evaluation of Teaching Rubric (template provided from the Teaching Academy/TLPDC).
 - Provide qualitative feedback on areas of strengths and weaknesses (suggestions).

- *Note: To help inform the developmental aspect of PETs, it is critical that evaluators provide clear descriptions of both what the faculty did well and where they can improve.*
- Within one week of the observation, the evaluator will:
 - Send the PET rubric, evaluation letter, and any additional notes to the faculty member being evaluated and the AC (the AC is not required to be copied if the evaluation was requested by the faculty member for only developmental purposes).
- Within two weeks of the observation, the evaluator and the faculty member being evaluated should meet to discuss the evaluation, including strengths that they should continue to develop and areas for improvement.

Reference from Junia Less (Management Undergraduate)

Dear Departmental Excellence in Teaching Award Selection Committee,

It is with great pleasure that I extend my support for the Jerry S. Rawls College of Business' Area of Management's application for the Departmental Excellence in Teaching Award.

Over the four years I have been here at Texas Tech, I have had the privilege of studying Management under many different professors and graduate students, who have each individually inspired me to not only be a student advocate and representative for the Area of Management in the Dean's Student Council at Rawls, but also to continue my studies and pursue an interest in applying for Ph.D. programs in Business Administration.

At Rawls College, I have taken a total of eight upper-level Management courses and am in the progress of taking my final Management course this semester. Each course was taught with sincerity in making sure that students succeeded in a dynamic and engaging academic setting. The Area of Management provides a variety of courses to enhance skills in leadership, ethics, decision-making, strategy, human resources, conflicts and negotiation, and communication—essentially to prepare us, students, to become the best managers possible. In a lot of these courses, there are numerous opportunities for kinesthetic learning—involving simulations, active note taking and writing chapter outlines—and participatory visual and auditory learning—involving flipped classroom discussion styles, group presentations, and lectures. The mixed teaching styles have helped me further understand how I learn and have enhanced my problem solving skills and cognitive development for the material.

One specific example of an interactive class that had me very engaged was the Strategic Management course. Outside of the course, we were challenged to write up an outline for each chapter of the textbook and work with our groups for our semester-long project. In the class, we took lecture notes, participated in group activities and were given time to work on our "Your-Turn Assignment", which applied the material that was just gone over in the lecture. These assignments received feedback from the professor after each class and then were used as stepping stones to completing the mid-semester and final presentations and papers. Having the opportunity to apply

material that was showcased throughout the course three times, it has helped me become a better teammate and learner.

Other examples of the dynamic learning that I have experienced as a Management student would be in the courses that I took for Leadership Ethics and the one I am taking right now for Managing Conflict/Negotiations. These involved teamwork as well, but they took a bigger stance on the flipped classroom learning style, where each team were assigned a topic and were given a chance to present or discuss it in front of the class. The Managing Conflict/Negotiation class is structured to where articles and textbook readings are assigned to a team and on their day of the “Hot Seat” presentation, the team members are asked questions about the readings—essentially offering their insights to the reading and expressing them as “experts in the topic” to the class. This is not only teaching us how to be accountable for the coursework but also how to foster learning from our peers.

On top of classroom learning, the Rawls College offers many different mentorship and outside-of-the-classroom learning opportunities, such as research. During my sophomore year, the Rawls College began a research program for undergraduate students that paired six students to a mentor of each area in the college. I was paired with Dr. Alanna Hirshman from the Area of Management and was introduced to research in the business field. This position and experience has further motivated me to pursue academia after graduation, and I know has encouraged many others to seek other Graduate studies after completing the program. While being a mentee to this program, I have had the chance to meet other faculty members either through research projects or through their open-door policy for their offices. Each one has gone out of their way to make sure students like me had their questions answered and were networking with someone who could help them gain more experience to achieve their professional goals.

Overall, the Area of Management has a wide array of faculty who teach different courses and both in and out of the classroom, which I believe is of the utmost importance in garnering not only interest in the students taking the course, but also harnessing and showcasing various experiences and exposures of the industry and field.

Thank you for considering the Jerry S. Rawls College of Business’ Area of Management for the Departmental Excellence in Teaching Award. I hope that this letter conveys my involvement and support of their application. If you have any further questions, please feel free to reach out to me. Thank you!

Sincerely,

A handwritten signature in black ink, appearing to read 'Junia Lee', with a stylized, flowing script.

Junia Lee

Reference from Stephanie Puente (MBA Student)

To whomever it may concern,

I am writing to express my deep appreciation for the transformative experiences that I have encountered during my academic journey at Texas Tech University. The commitment to academic excellence, innovative teaching methods, and focus on practical application have significantly shaped my educational journey.

During my undergraduate studies, I had the privilege of learning from dedicated professors who left a lasting impact on my academic and personal development. In particular, Professors Neubert, Pal, and Ryan played pivotal roles in enhancing my understanding of business, ethics, and service-learning management. Their unwavering dedication significantly contributed to my academic success and personal growth. Professor Neubert's Entrepreneurship class stood out for its dynamic and innovative approach, particularly in the utilization of podcasts for learning topics and creating a collaborative class environment. This unique teaching style not only made the learning experience engaging but also served as inspiration for me to apply entrepreneurial principles in my professional journey. Professor Pal's Ethics class distinguished itself by incorporating real-life events as learning topics, thereby introducing a practical dimension to the comprehension of ethical considerations in a business environment. This approach, linking theoretical concepts to real-world situations, significantly enhanced my understanding of ethical decision-making. The course not only offered a comprehensive view of ethical considerations but also played a crucial role in influencing my decision-making and instilling a sense of responsibility toward ethical business practices. It's also commendable that Professor Ryan's Service-Learning Management class provided not only theoretical knowledge but also practical application by involving students in real-life situations while serving the community. This hands-on experience contributed significantly to my understanding of management concepts and their real-world implications.

I am pleased to highlight that it was the exceptional guidance and mentorship from Professors Neubert, Pal, and Ryan that fueled my desire to further my education. Inspired by their passion for teaching and their ability to create an engaging learning environment, I have chosen to pursue an MBA at Texas Tech University right after I graduated with my Bachelor's in Management from the school. Because of them, I aspired to have professors like them again for my graduate studies, knowing that their impact will continue to shape my academic and professional journey.

As I continue with my graduate studies, I am fortunate to have Professor Coglisier, who stands out for her exemplary teaching and feedback methods. In her classes, she goes above and beyond by providing personalized and unique feedback on assignments. Each feedback session feels tailored to my progress, making the learning experience not only educational but also profoundly personal.

I am sincerely grateful for the exceptional education and support I continue to receive at Texas Tech University. The skills acquired during my time at both the undergraduate and graduate levels, coupled with the personalized feedback from the professors, have equipped me with the tools necessary for success in my career.

Thank you for fostering an environment of excellence and holistic learning at Texas Tech University.

Sincerely, Stephanie Puente

Reference from Joscelin Zapoli (Management PhD Student)

As an undergraduate management student at Texas Tech University's Rawls College of Business, my educational journey was transformed by the exceptional teaching environment provided by the management department. The freedom and flexibility afforded to professors in tailoring their teaching styles created an atmosphere where learning wasn't just a requirement, but an engaging and personalized experience. In stark contrast to my high school years, where rigid constraints dictated teaching methods, the college setting allowed professors to adapt and customize their approach to cater to the diverse needs of students. This flexibility played a pivotal role in fostering a valuable learning environment, a significant departure from the limitations often faced by high school teachers.

What stood out most was the genuine passion exhibited by the Texas Tech management department faculty. Their enthusiasm for the subjects they taught was infectious, creating a classroom atmosphere where curiosity was nurtured, and lessons extended beyond the confines of the course. I am filled with gratitude when I say that I walked out of each course with useful knowledge that helped me excel academically and professionally. Although I could take this for granted, I do not because I know other students from other colleges that couldn't say the same.

Beyond academics, the professors demonstrated a sincere care for their students, a sentiment that became profoundly evident during a challenging semester when my father fell critically ill. During this trying period, the faculty exhibited unwavering support, accommodating my situation by seamlessly transitioning to online teaching when needed. They also allowed me to make up things during office hours and adapted the learning process to best fit my situation. This compassionate approach not only allowed me to continue my education but also emphasized the department's commitment to the well-being of its students.

In my junior year, captivated by the passion of my professors, I sought insights into the world of academia. Meeting individually with each professor, I discovered a community of educators who were not only open to discussing their careers but also encouraged me to forge my own path. This experience was transformative, providing clarity during a time of uncertainty about my post-graduation plans. Inspired by their guidance, I applied to Texas Tech's doctoral program within the management department. The application process, often a daunting endeavor, was made remarkably smooth by the supportive and encouraging faculty. Fast forward to today, and I find myself immersed in the Ph.D. program, researching alongside the very professors who sparked my academic journey.

Looking ahead, the prospect of teaching my own undergraduate course brings me immense joy. It is a testament to the profound impact the Texas Tech management department faculty has had on my desire to teach. I am grateful for the invaluable educators who not only fueled my passion for learning but also inspired me to contribute to the academic journey of future students. In conclusion, my experience with the Texas Tech management department teachers has been nothing short of transformative. Their commitment to fostering a culture of learning and personal growth has not only shaped my academic path but has empowered me to pursue my dream of becoming a professor.