

TEACHING PERFORMANCE SUMMARY

A summary of my teaching assignments for the summative review period is shown in the table below. My primary teaching responsibilities include Human Relations and Interpersonal Skills (MNGT 370), Performance and Compensation Management (MNGT 475), Human Resource Analytics, and Managing Human Capital (MNGT 502). My specific teaching assignments, annual T SCORE Rating, and Classification are below. I have consistently performed at a high level.

Teaching Assignments, Annual T SCORE Rating, and Classification

	'17		'18		'19		'20		'21		'22	
Assignments	F	S	F	S	F	S	F	S	M	F	S	
MNGT 370: Human Relations	X	X	X	X	X	X	X	X		X	X	
MNGT 475: Performance and Compensation Management	X		X		X		X			X		
MNGT 425: Human Resource Analytics						X		X			X	
MNGT 502: Managing Human Capital	X	X	X	X	X	X	X	X		X	X	
T SCORE Perf. Rating	–	7.77		7.77		8.19		7.99		–		
Classification	–	High		High		High		High				

As defined by Table 7 of the CBA Faculty Development Plan, a classification for “High Performance” (High) requires a score of 7.75, which is applied to the T SCORE standing above.

PHILOSOPHY AND PEDAGOGY

My philosophy as an instructor, which I include in all of my course syllabi and also discuss openly with my students starting from day one, is stated below:

I take it as my personal responsibility to expose you to [evidence-based management](#) (EBM) (see Barends & Rousseau, 2018¹) so that you might make wiser decisions as an employee, manager, and business leader. In our classes, we'll discuss the most credible science that I'm aware of on various topics. We'll weigh the scientific evidence against our own experiences, the views of professionals, and ultimately consider how best to act given this information. By the end of our time together, I hope that you will have cultivated an attitude of wisdom, which means acting with the best information on hand while doubting what you believe to be true.²

EBM is about making decisions through the conscientious, explicit, and judicious use of the best available evidence to increase the likelihood of a favorable outcome. Often, the best available information comes from the scientific literature, so I try to help my students see how we might acquire this information and use it to make decisions in organizational settings. In other words, strive to be a role model of evidence-based decision making.

Teaching Tactics Incorporated Following Mid-tenure Review (F19–S22), Students (via Open-Ended Comments), and the Peer-reviewed Literature

To illustrate how I use EBM as a teacher (for the interested reviewer), I will now call attention to how my pedagogy has been informed by integrating key sources of information on my practice of teaching: my colleagues at Nicholls, our students, and the peer-reviewed literature on effective teaching practices. Below are tactics that I have implemented, with a few exceptions, across all of my courses.

1. *Small tactics for signaling flexibility (e.g., calling attention to my out-of-class availability in ways that signal flexibility, setting my office hours according to times that are more convenient for my students).* Small ways of signaling flexibility is a commonly cited practice for enhancing evaluations (see McKeachie & Svinicki, 2014)³. Following the advice of my mentor and supervisor, **Dr. Ken Chadwick**, I now call attention to my availability consistently in class by (i) posting my cell phone number on intro and outro slides for ease of student access, (ii) end class by reminding students they can always see me if they have any questions, and (iii) keeping my door open when I am in office for office hours to signal to students that I am available. Additionally, **Dr. Ken Chadwick** encouraged me to use my pre-

¹ Barends, E., & Rousseau, D. M. (2018). *Evidence-based management: How to use evidence to make better organizational decisions*. Kogan Page.

² My philosophy was adapted from Grant and Erez (2014) but differs in one key respect. Whereas Grant and Erez (2014) emphasize interesting studies, I aim to prioritize credible studies of practical importance.

³ McKeachie, W., & Svinicki, M. D. (2014). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth, Cengage Learning.

course survey (which I send out to my students before the beginning of each semester) to share my office hours and ask students (i) if these hours are helpful and, if not, (ii) when would they like me to hold hours that would better accommodate their needs. In class, I point out what I can do to be more available if needed (e.g., holding extra hours outside of my regularly scheduled hours, usually on a Monday, Wednesday, and Friday). In class, I remind students to arrange to meet with me separately if my schedule cannot meet their needs, pointing out that we can even meet virtually on an on-demand basis (e.g., FaceTime, Google Hangouts) as needed.

2. *Assigning weekly preparation participation assignments (PPAs) to help students focus on key questions covered each week.* This tactic has been in use by **Ms. Sherry Rodrigue**, who my students cited as helpful in part because of these assignments. Additionally, in speaking with **Sherry**, she pointed out how students consistently cite the assignment as helpful in their evaluations. PPAs help students to prepare adequately for class by pointing out (i) important materials to focus on and (ii) key questions to have thought about prior to class (McElwee, 2009)⁴. Students frequently remark on how helpful these assignments are for mastering the course content and working collaboratively. I assign the PPAs for bonus points towards my exams and allow students to complete them collaboratively in their assigned teams.
3. *Using team-based teaching (e.g., quizzes) to promote student collaborative problem solving (only in-use in MNGT 370 and 475).* Drawing on how **Dr. Ann-Marie R. Castille** has implemented the tactic, I will implement a two-step weekly quiz. First, students take a quiz on material to be discussed outside of class. Additionally, they take the same quiz as a team within the beginning of class. The average of the two attempts is taken for their quiz grades (*note*: quizzes represent 5% of their total grade, so they are low stakes). An innovation stemming from management, team-based grading has long been associated with desirable student outcomes (see Michaelsen et al., 2008)⁵. I should also note that I share insights on leveraging these tactics with my colleagues, most notably **Mr. Adrien Maught**, who now uses team-based pedagogy throughout his courses.
4. *Using team charters to promote healthy team processes.* All of my courses are team-based, which presents a key set of challenges for managing workloads and schedules. To help my students address these challenges, I've incorporated team contracts that specify key due dates, clarify what is an individual contribution vs. a team contribution, and help team members plan meetings (with the instructor or as a team). Such team charters, although they do not necessarily impact performance, can help teams to reduce and manage conflict more effectively (see Johnson et al., 2022⁶).

⁴ McElwee, R. (2009). Facilitating students' preparation for class: Discussion of an evidence for effective participation preparation assignments. *Journal of Excellence in College Teaching*, 20(4), 105–120.

⁵ Michaelsen, L. K., Sweet, M., & Parmelee, D. (2008). Team-based learning: Small-group learning's next big step. In *New Directions for Teaching and Learning*. Jossey-Bass.

⁶ Johnson, W. H. A., Baker, D. S., Dong, L., Taras, V., & Wankel, C. (2022). Do team charters help team-based projects? The effects of team charters on performance and satisfaction in global virtual teams. *Academy of Management Learning & Education*, 21(2), 236–260. <https://doi.org/10.5465/amle.2020.0332>

5. *Leveraging my pre-course survey to identify students' interests and then connect their interests to the phenomena covered by the course.* Effectively engaging student interest should be a chief aim of every educator. I leverage mystery stories (i.e., puzzles or enigmas to be solved that require a deeper understanding of a phenomenon in order to resolve the story; see Cialdini, 2005). One way I do this is by encouraging my students to guess how strongly related some practice with a specific organizational outcome (e.g., structured selection processes and job performance) and discuss how we might measure these relationships. Further refining this tactic, drawing on advice from **Drs. Luke Cashen** and **Ken Chadwick**, I now also ask students to share a business context that they would like me to discuss during the course. **Dr. Chadwick** has found that it helps him signal to the students that he is paying attention to their interests, and I would agree. I use this as an opportunity to sample interesting moderating factors where applicable. When an opportunity presents itself to discuss a business context (e.g., small family-run enterprise, startup) that a student would like discussed, I present the context and challenge my students to consider what might impact the effectiveness of a practice (raising or lowering estimated effects). It is not enough to say “it depends” – we need to help students see why moderation might exist (and it is my job to say if evidence exists).
6. *Reaching out to struggling students directly to boost belongingness.* Helping struggling students feel like they belong is a powerful tool for boosting retention and performance in college students (Murphy et al., 2020⁷). To help my students feel like they belong, I draw on guidance from **Mr. Gene Gouaux**, who reaches out to students who are at risk of failing a course and encouraging a meeting. Done early in the semester, this can help a student decide to continue with the course and try harder.
7. *Clarifying why I use active learning while signaling that I'm willing to accommodate student learning needs.* As industry life will present our students with many problems where the answers are not readily clear, I'm using active learning tactics to make them more competitive for jobs and managing their career. Tharayil et al. (2018)⁸ provided evidence that connecting work to practice is a commonly used tactic among instructors who use active learning – otherwise the tactics could backfire (i.e., harm student evaluations). Additionally, to signal flexibility, active learning assignments that largely occur outside of class will have flexible deadlines where students can choose when they'd like to submit work for feedback or meet with me separately. This is handled via a team contracting assignment that is now standard across my courses (see point 4, team charters).
8. *Discussing how the feeling of learning can be misleading and reframing mistakes to represent accidents worth learning from.* In an active learning class such as the one I lead,

⁷ Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, K. T. U., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*, 6(29), eaba4677. <https://doi.org/10.1126/sciadv.aba4677>

⁸ Tharayil, S., Borrego, M., Prince, M., Nguyen, K. A., Shekhar, P., Finelli, C. J., & Waters, C. (2018). Strategies to mitigate student resistance to active learning. *International Journal of STEM Education*, 5(1), 7. <https://doi.org/10.1186/s40594-018-0102-y>

students may feel that they are not learning, prefer to be lectured to rather than experiment on their own, and, as such, their engagement may suffer (Deslauriers et al., 2019)⁹. Therefore, I share research on how the *feeling of learning* can be misleading. Deslauriers et al. (2019) provided data suggesting that students appreciate having this discussion early in the course. As my classes involve active learning and often reveal mistakes in students' understanding (publicly), I reframe mistakes as accidents worth learning from. Perhaps our personal feelings or experiences are biased. Although our feelings and experience are useful sources of knowledge, they are also limited. The classroom is where the mistakes need to be made. To point out that mistakes are not necessarily held against a student, I always offer students the option to have redo their work to demonstrate master over a concept.

9. *Enhancing student writing ability via assigning bonus points for receiving a consultation with the Writing Center or via peer review.* The quality of student writing is a persistent complaint in the academy. One small thing I've occasionally introduced involves incentivizing students (via bonus points) to use the writing center and receive peer assessments and feedback. Seeking out peer tutoring in order to enhance writing skills promotes student collaboration and learning (see Double et al., 2020; Richardson et al., 2012; Zeneli et al., 2016).¹⁰
10. *Enhancing friendly student competitions via business pitches.* Competition can facilitate performance, particularly when goals link to outcomes students desire (e.g., impressing other students, impressing the instructor, being on a high-performing team) (Murayama & Elliot, 2012¹¹). Drawing on the advice of a former executive MBA student (**Sandi Glover**), I have instituted a business pitch competition in my 425, 502, and (Fall 22) 370 and 475 courses. In this competition, students build a competitive proposal for investing in their people (e.g., enhancing compensation and benefits) to execute a business's strategy. In this pitch, students are encouraged to use strategy concepts (e.g., strategy mapping), financial analysis tools (net present value, internal rate of return), and human resource management tools (e.g., costing turnover, absenteeism, utility analysis) to connect the dots linking strategic human resource

⁹ Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), 19251–19257. <https://doi.org/10.1073/pnas.1821936116>

¹⁰ Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2), 353–387. <https://doi.org/10.1037/a0026838>

Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*, 32(2), 481–509. <https://doi.org/10.1007/s10648-019-09510-3>

Zeneli, M., Thurston, A. and Roseth, C. (2016) The influence of experimental design on the magnitude of the effect size-peer tutoring for elementary, middle and high school settings: A meta-analysis. *International Journal of Educational Research*. Vol 76. pp211–23.

¹¹ Murayama, K., & Elliot, A. J. (2012). The competition–performance relation: A meta-analytic review and test of the opposing processes model of competition and performance. *Psychological Bulletin*, 138(6), 1035–1070. <https://doi.org/10.1037/a0028324>

management to sustainable competitive advantages and financial outcomes. Students vote on the most compelling pitch and the winners receive a certificate.

Plans Moving Toward Promotion to Full Professor

Post-tenure review, after the allotted time has passed, I plan on applying for promotion to Full Professor. In order to be promoted to Full Professor, I must be exceptional in at least two performance categories – teaching, research, and/or service. Having reached the exceptional standing in research, I will focus more on service and teaching. My goal will be to do more of what works and ignore what does not work for promoting student outcomes (e.g., evaluations, learning, career outcomes).

Additionally, as Nicholls is prioritizing revenue growth in the future, I have introduced a key change to my courses that align with this broader priority. Historically, I have taught MNGT 502 (Managing Human Capital) and MNGT 425 (HR Analytics) as courses that meet very similar learning objectives. Indeed, the syllabus for MNGT 502 that is provided in this tenure packet closely mirrors how MNGT 425 has been executed historically. The only difference concerns the extent to which students were exposed to data analytics tools such as R and Tableau. The syllabus that I have provided here has removed the use of R and Tableau. Indeed, students have requested that I create a class that is devoted toward using R for HR analytics. As such, I have created a new course structure for MNGT 425 that focuses on teaching R for executing HR analytics. Indeed, the syllabus I have provided in this documentation reveals how this course will be executed moving forward. I am currently piloting this course design via an independent study with two Computer Information Systems (CIS) students (Fall 2022). Correspondingly, I will make 502 a course dedicated to using the output from analytics tools in ways that facilitate business strategy execution (e.g., using pre-made dashboards, Excel to build cash flows). By effectively distinguishing these course learning objectives, undergraduates and MBA students can gain unique and complementary skillsets by taking each course, helping to grow revenues by capitalizing on student needs.

To a related point, I am creating an independent study in evidence-based management that students as well as human resource management professionals in the local community (members of Bayou SHRM) may complete for credit and certification via the Center for Evidence-Based Management (CEBMA). Not only might this change allow us to generate more revenue from our current students, but it may also help us to offer courses that are more relevant for practicing managers who already have their preferred degree but want to enhance their skillset under the guidance of a Nicholls faculty member. I am also currently marketing this student to our current MBAs and undergrads via my coursework.

Appendix for Teaching Statement

AIM2Flourish Student Stories

I'd like to briefly highlight an initiative that I'm proud of with MNGT 370. I've partnered with AIM2Flourish. AIM2Flourish is the world's first higher-education curriculum for the UN Sustainable Development Goals and "Business as an Agent of World Benefit". Using the UN SDGs as a lens, students research and identify a business innovation and interview a business leader to learn more about this innovation. Their stories (which are peer-reviewed) live on the AIM2Flourish.com platform to inspire others to make small positive changes to solve our problems. In collaboration with the AIM2Flourish initiative, students in my MNGT 370 course (*Human Relations and Interpersonal Skills*) as well as an early cohort of students from my MNGT 502 course (*Managing Human Capital*) have contributed over 50 articles highlighting positive business practices in our local community and beyond (see <https://aim2flourish.com/innovations>). Many of the businesses are local (e.g., ORA Estuaries, T. Baker Smith, Conrad Shipyard, Grand Isle Shipyard, Chris Ledet Homes). Two student teams wrote stories that were AIM2Flourish finalists, and one won the AIM2Flourish Prize, beating out over 500 other stories in a world-wide competition!