

Nomination Packet for the 2017-2018 F. Jay Taylor Undergraduate Teaching Award

Marcia Simmering Dickerson, Ph.D.

Francis R. Mangham Professor of Management, College of Business

Marcia@latech.edu, 318-278-0097

April 6, 2018

Dear University Senate Members:

I am delighted to have been nominated by my college for this year's undergraduate teaching award. Below are the details requested for each item in the packet.

1. A list of undergraduate courses taught for no more than the last six (6) years with enrollment and retention rates (% of students who remain in each class for the full quarter) and
2. the latest summary evaluation (from student evaluations) for classes taught in the prior academic year.

Please note that classes marked with an asterisk were online only and overload teaching in addition to my regular teaching load. I've also noted the percentage of students enrolled who evaluated me.

Quarter	Class	Beginning Enrollment	Ending Enrollment	% who Remained	Evaluation Score (with % of respondents)
Winter 17-18	MGMT 310: Principles of Management	87	87	100%	3.9/4.0 (82% response)
Winter 17-18	MGMT 470: Human Resource Management*	8	6	75%	3.3/4.0 (50% response)
Winter 17-18	MGMT 472: Compensation Systems	24	23	95.8%	4.0/4.0 (87% response)
Fall 2017	MGMT 310: Principles of Management*	22	19	86.4%	3.4/4.0 (58% response)
Fall 2017	MGMT 468: Human Resource Management for Entrepreneurs	38	38	100%	4.0/4.0 (79% response)
Fall 2017	MGMT 470: Human Resource Management*	20	20	100%	3.9/4.0 (55% response)
Spring 2017	MGMT 310: Principles of Management	132	120	90.9%	3.9/4.0 (82% response)
Spring 2017	MGMT 470: Human Resource Management*	25	22	88%	3.9/4.0 (77% response)

Quarter	Class	Beginning Enrollment	Ending Enrollment	% who Remained
Winter 2016-17	MGMT 310: Principles of Management	118	115	97.5%
Winter 2016-17	MGMT 472: Compensation Systems	21	20	95.2%
Fall 2016	MGMT 468: Human Resource Management for Entrepreneurs	24	21	87.5%
Fall 2016	MGMT 470: Human Resource Management*	27	23	85.2%
Fall 2016	FYE 100: First Year Experience	53	53	100%
Fall 2015	MGMT 310: Principles of Management*	92	89	96.7%
Fall 2015	MGMT 468: Human Resource Management for Entrepreneurs	18	17	94.4%
Fall 2015	MGMT 470: Human Resource Management*	21	21	100%
Spring 2015	BUSN 420: Career Preparation Seminar*	22	22	100%
Spring 2015	BUSN 420: Career Preparation Seminar	38	38	100%
Spring 2015	MGMT 470: Human Resource Management*	22	20	90.9%
Spring 2015	MGMT 472: Compensation Systems	33	33	100%
Winter 14-15	BUSN 420: Career Preparation Seminar	63	62	98.4%
Winter 14-15	BUSN 420: Career Preparation Seminar*	18	18	100%
Winter 14-15	MGMT 468: Human Resource Management for Entrepreneurs	30	29	96.7%
Fall 2014	MGMT 470: Human Resource Management	43	40	93%
Fall 2014	MGMT 470: Human Resource Management*	19	16	84.2%
Spring 2014	MGMT 470: Human Resource Management (online, but not overload)	24	20	83.3%
Winter 13-14	MGMT 472: Compensation Systems	18	18	100%
Fall 2013	MGMT 470: Human Resource Management*	25	23	92%
Fall 2013	MGMT 470: Human Resource Management	31	30	96.8%
Spring 2013	MGMT 470: Human Resource Management (online, but not overload)	32	31	96.9%
Winter 12-13	MGMT 472: Compensation Systems	17	17	100%
Fall 2012	BLAW 447: Personnel Law	14	14	100%

3. A statement of your beliefs concerning the significance of undergraduate teaching within the overall mission of Louisiana Tech;

I believe that teaching undergraduate students at Louisiana Tech University is of the utmost importance. While I teach at the masters and doctoral level as well, the potential to influence students in the most meaningful ways is at the undergraduate level. My own experience as an undergraduate student has helped to guide my actions as a faculty member-- I changed my major after having engaging classes with amazing instructors, and I was mentored by a faculty member who encouraged me to pursue my Ph.D. and guided me into a career for which I am both well-suited and passionate.

Faculty members can have a profound influence on undergraduate students. Students' experiences in our classes can inspire their choice of job, their actions as employees and employers, or their decision to apply to graduate school. Keeping students engaged in the classroom is not entertaining

them to keep them attentive; it is communicating with them in such a way that they can learn meaningful concepts that they can use to improve their lives. It involves teaching them in a way that they can take ownership of their learning and continue to pursue knowledge long past college.

It is important to me that each student knows that I have a true interest in their ability to learn in my class. For my students who are at-risk, my role as a concerned faculty member who is willing to listen and give advice can impact the student's willingness to continue pursuing their degree. In Fall 2017, I had a student who was taking my class again after failing in a prior quarter. She participated and was engaged while in class, but her attendance was flagging. One day I was lecturing on how managers can coach employees, and that encouraging words can boost self-efficacy. I made eye contact with this particular student during that point to let her know I was thinking of her. After class, she emailed me to let me know that she was very inspired by my discussion in class and that she felt like I was personally motivating her. When I wrote her back to continue to encourage to attend class regularly, she let me know that she had been struggling in class because of the death of a friend. I referred her to the university's counseling center, and she reported back later that counseling had helped her immensely. She also earned a B in the class with better attendance and engagement!

Of course, I also invest in high achieving students. Many of them, particularly those who are first generation college students, may not know the opportunities that are available to them with graduate programs, internships, or job opportunities, without encouragement from a faculty member. One of the wonderful things about teaching at Louisiana Tech is the opportunity to really get to know students individually and to help facilitate them in reaching their goals.

4. A description of an important innovation that you have made in undergraduate teaching;

I've been teaching undergraduate courses for over twenty years now. We've come a long way from transparencies on the overhead projector! I've always had positive feedback on my teaching, but I strive to innovate regularly. Students have so many different ways in which they can learn now, and so many distractions as they attempt to learn. Here's a summary of how I've worked to innovate.

First, in my 400-level management classes, I expect a greater level of participation from students. It's hard for many students to speak up in class, and by practicing in a safe environment, I am hopeful that they'll learn how to share their ideas and opinions in their future jobs. To that end, I use a question and answer format in these classes. I post lecture slides ahead of class, with about half marked with them have a question mark in the corner. For the questions on those slides, students need to prepare answers from their textbook reading. I then randomly call students in class for these answers. Feedback that I have gotten from this question and answer format has been very positive;

students say that they learn the material more deeply and more quickly and that the class is more energetic and engaging.

Second, while I enjoy the interactivity of my 400-level classes, this just isn't possible in my large MGMT 310: Principles of Management class (80-130 students). This is a required course for all business majors and many non-business majors (e.g. Aviation Management, Construction Engineering Technology, Dietetics and Nutrition, etc.). Therefore, I use an abundance of examples and activities related to a wide variety of organizations. I also use various in-class and out-of-class activities to break up lecture and reinforce learning. Lately, I've read a lot about a concept called the illusion of fluency, which is that students think because a definition or a class concept is easy to understand or remember right now, that they'll be able to remember it tomorrow or on exam day. This is particularly true of management concepts, which seem like "common sense" to students when they learn about them, because they've seen them in action in organizations, but can't be recalled in detail for the exam. To combat the illusion of fluency, I build in retrieval practice (self-quizzing) and having students develop their own examples of concepts. I do this in two ways: in-class activities that require small group discussion and sharing of ideas to reinforce a concept and in-class interactive electronic quizzes (bonus: they get to use their cell phones to participate!). I've also been using review sheets at the end of many class periods. These sheets ask the students to indicate the topic from lecture that they found most compelling, the topic that was most difficult to comprehend, and a concept that they wanted to know more about or needed to review. I use the results of these handouts to structure short reviews in the following class period to be sure that difficult concepts were taught enough times for students to master them.

Third, I've recently implemented Team-Based Learning (TBL) in my 400-level classes. TBL makes use of a flipped classroom and also targets the illusion of fluency. Students begin by watching an online lecture or reading a textbook chapter. In class, they take a quiz individually on paper, with no given at that time. Then, they join an assigned group and take the exact same quiz in that group. The group quiz is given on a scratch-off lottery-style card in which the correct answer choice is marked under one of the spaces. The students have to talk out the question and choose their answer; if when they scratch, they haven't gotten it right, they keep trying until they find the right answer. Talking out their reasons for possible answers encourages teamwork, communication, negotiation and reinforces learning. The final task of TBL is a group assignment (e.g., a case study).

Finally, although all of my recent online classes are overload teaching, I innovate and invest in them as well. In an effort to make my online lectures (which I record at my desk specifically for the online sections) as high quality as possible, so I hired a voice and production coach to review my lectures and provide coaching. His recommendations improved the overall sound quality,

organization, and pace of my video lectures. I also benchmarked others' successful strategies for online classes, particularly to increase the interactivity between me and the students. For instance, each Monday, I post a "plan for the week" that tells the students assignment deadlines, etc., just like they appear on the syllabus, but in a more conversational way that increases the "touch."

5. A statement describing your role in mentoring undergraduate students;

I mentor students primarily through my role as advisor and as one of the few professors who teach Human Resource Management classes. All students in the HRM concentration take classes from me in their last year of the program, and as such, I have the opportunity to work with them regarding resumes, career day, and job searches. I get to know nearly all of these students and their interests very well, and as such, can provide individualized advice that helps them achieve their goals.

I also mentor my advisees. In Spring 2016, I was named the College of Business's Advisor of the Year. It's not unusual for a student in one of my classes, who is not assigned to me as an advisee, to come by my office to ask for advice or assistance. I readily help these students.

6. A list of any publications, papers, or presentations that relate to undergraduate teaching; and

Simmering-Dickerson, M.J., Posey, C., & Piccoli, G. 2009. Computer self-efficacy and motivation to learn in a self-directed online course. *Decision Sciences Journal of Innovative Education*, 7(1): 99-121.

7. Any other pertinent information.

In my service, I contribute to undergraduate education. I currently serve on the College of Business (COB) Undergraduate Policies and Assessment Committee (UPAC) as the representative for my department. In prior years, I have chaired (as the Assistant Dean of Undergraduate Programs for the COB from 2012-2015) and co-chaired this committee.

I am also proud of my work on the university's General Education Requirement (GER) committee, in which I took a leadership role in the implementation of the reduced GER in the COB. To better choose our GER options and revise the curricula, I met with all COB departments to solicit feedback from faculty; I benchmarked our peer institutions; and I compiled data from our prior graduates' transcripts on their coursework. I found that the COB has a lot of students who transfer in from other majors in the university, and many of the classes that they took in these other majors couldn't be counted in our prior curriculum. By replacing the two dropped GER classes with free electives (bringing the total of free electives up to 9 hours from 3), we were able to graduate many of these students more efficiently. Finally, to help faculty in the COB transition to the new curriculum sheets, I recorded and distributed a video tutorial explaining the changes.