

Elizabeth Malatestinic, MSBA, SPHR, SHRM-SCP

Senior Lecturer in Human Resource Management
Indiana University Kelley School of Business IUPUI
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EDUCATION

GRADUATE

Indiana University, Gary, Indiana	MSBA	1988
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UNDERGRADUATE

Franklin College, Franklin, Indiana	BA, Accounting and Business	1982
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ACADEMIC APPOINTMENTS

Indiana University Kelley School of Business IUPUI	Senior Lecturer Lecturer Adjunct Faculty	2009-Present 2001-2009 1999-2001
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The College Network/Kelley Direct Indiana University Kelley School of Business	Instructor	2008-2009
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Indiana University Northwest Campus, Gary, Indiana	Adjunct Faculty	1991-1996
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Calumet College of St. Joseph Whiting, Indiana	Adjunct Faculty	1990-1991
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NONACADEMIC PROFESSIONAL POSITIONS

Resumés Plus, Schererville, Indiana	Owner/Operator	1994-1997
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Gainer Bank, Merrillville, Indiana	Assistant Director of HR	1988-1990
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Gainer Bank, Merrillville, Indiana	Benefits Administration Officer	1986-1988
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Venture Stores, Chicago, Illinois	Personnel Manager	1984-1986
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Gainer Bank, Merrillville, Indiana	Human Resources Assistant	1982-1984
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LICENSURE AND PROFESSIONAL CERTIFICATION

*Senior Professional in Human Resources (SPHR) – last recertified 2017	Human Resource Certification Institute (HRCI)	2008-Present
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*Senior Certified Professional in Human Resources (SHRM-SCP) – last last recertified 2018	Society for Human Resource Management (SHRM)	2015-Present
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* Denotes while in current rank

PROFESSIONAL ORGANIZATION MEMBERSHIPS

Society for Human Resources Management (SHRM)	2001-Present
IndySHRM	2007-Present

PROFESSIONAL HONORS AND AWARDS

Note: Indiana University Kelley School of Business IUPUI is abbreviated as KSBI

TEACHING

Schuyler F. Otteson Undergraduate Teaching Excellence Award	KSBI Student Government	2020, 2018*, 2007, 2004, 2002
Indiana University Trustees' Teaching Award	Indiana University Trustees	2018, 2012*, 2008, 2003
Outstanding Educator/Favorite Professor Awards	IUPUI Department of Athletics	22 awards, (14 in rank)
Founder's Day Teaching Award Nomination	Indiana University Northwest	1994, 1993

SERVICE, INTERNAL

*Student Organization Advisor of the Year (first recipient of new award)	KSBI Student Government	2017, 2016
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PROFESSIONAL DEVELOPMENT

Please note the following abbreviations: Center for Teaching and Learning (CTL), Human Resource Certification Institute (HRCI) and Society for Human Resource Management (SHRM)

*Faculty Learning Community – Small Teaching Online Series	IUPUI CTL	July 2020
*Engaging Your Students in the Physically Distanced Classroom	IUPUI CTL	July 2020
*Alchemizing HR – Navigating What's Next	HRCI certified webinar	July 2020
*Teaching Through Resistance: Identifying and Diffusing Classroom Resistance to Diversity	IUPUI Office of the Vice President for Diversity, Equity, and Multicultural Affairs Workshop	June 2020
*Attracting and Retaining Talent During Changing Times	SHRM and HRCI certified webinar	June 2020
*Decolonizing the Curricula: Revolutionizing Our Syllabi and Classrooms	IUPUI Office of the Vice President for Diversity, Equity, and Multicultural Affairs Workshop	June 2020

*How to Transform Bosses into Leaders	SHRM and HRCI certified webinar	June 2020
*Connecting and Engaging with International Students in Successful Online Learning	IUPUI CTL	June 2020
*Teaching@IUPUI: Best Practices for Slide Presentations	IUPUI CTL	March 2020
*The Connected Professor	UITS Digital Education Programs	February 2020
*Writing a Teaching Philosophy/Statement	IUPUI CTL	December 2019
*Make Your Canvas Site More Accessible to Students	IUPUI CTL	December 2019
*Lecturers' Excellence in Teaching Workshop	KSBI	November 2019
*Compassionate Offboarding	SHRM and HRCI certified webinar	August 2019
*HR Indiana State Conference	Indiana SHRM	August 2019
*Social Recruiting 101: How to Apply a Growth Mindset to your LinkedIn, Twitter, and Instagram Strategy	SHRM and HRCI certified webinar	March 2019
*Annual Conference, Chicago, Illinois	SHRM	June 2018
*Inclusive Teaching Strategies: How to Engage a Variety of Students in the Classroom	KSBI Teaching Excellence Series	February 2018
*The Future of Human Resources	SHRM and HRCI certified webinar	November 2017
*HR Law Forum	IndySHRM	November 2017
*360 Degree Feedback: Full Circle To Success	SHRM and HRCI certified webinar	October 2017
*Human Capital Trends	HRCI certified webinar	September 2017
*Understanding Barriers to Women's Advancement in the Workplace: Applied and Action-Oriented Research, Dr. Linda Babcock	IUPUI I/O Psychology Colloquium	September 2017
*To Your Door – Zoom Basics	IUPUI CTL	August 2017
*Social Recruiting Strategies Conference	Global Strategic Management Institute	August 2017

*Best Practices in Canvas and Online Teaching	KSBI Teaching Excellence Series	February 2016
*Risk Management: 5 Best Practices	HRCI certified webinar	December 2015
*Lean HR: Introducing Process Excellence to Your Practice	SHRM E-Learning	November 2015
*Challenging Conventional Wisdom on Assessment Center Criterion-Related and Construct Validity, Dr. Paul Sackett	Indiana University Department of Management and Entrepreneurship	October 2015
*Making the Most of University Hall's New Active Learning Classroom	IUPUI CTL	August 2015
*The Business Case for Soft Employee Issues	SHRM and HRCI certified webinar	August 2015
*The Art of HR Influence: How to Build a Better Business Case for HR Technology	HRCI certified webinar	July 2015
*Transformative HR: How Great Companies Use Evidence-Based Change for Sustainable Advantage	HRCI certified webinar	July 2015
*A Legal and Practical View of Privacy and Social Media	HRCI certified webinar	July 2015
*Fair Labor Standards Act: Best Practices	SHRM and HRCI certified webinar	July 2015
*Forge Organizational Vision through Leadership	SHRM and HRCI certified webinar	June 2015
*Why the Indiana State Legislative Session Matters to You	IndySHRM	June 2015
*Social Media: Communicate Smarter, Better and Faster	IndySHRM	April 2015
*Indiana's Controversial Religious Freedom Act	IndySHRM	April 2015
*The Impact of Supervisor-Employee Implicit Voice Theory Alignment on Outcomes at Work, Dr. Christopher O.L.H. Porter	KSBI	March 2015
*How to Avoid Common Pitfalls When Using Criminal Background Checks	HRCI certified webinar	November 2014
*Top 5 HR Trends that Impact SMB's	HRCI certified webinar	November 2014
*Implementing an ATS – Finding Success in Preparation	HRCI certified webinar	November 2014
*Use of Personality Assessments in Hiring	IndySHRM	October 2014

*State and Federal Legislative Update *Annual Conference, Chicago, Illinois	IndySHRM SHRM	January 2014 June 2014
*Social Media for Personnel Selection: The Good, Bad, and Very Ugly, Dr. Michael Zickar	IUPUI I/O Psychology Colloquium	October 2013
*Millennials in the Classroom	KSBI Teaching Excellence Series	August 2013
*Lecturers' Excellence in Teaching Workshop	KSBI	April 2013
*Bridging the Gap between Operations and HR: The Future of HR as Seen by the C-Suite	IndySHRM	November 2012
*The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today	IndySHRM	July 2012
*HR on Trial! A Mock Trial of an Employment Discrimination Lawsuit	IndySHRM	June 2012
*Building a Solid Business Case for HR Technology Change	SHRM	May 2012
*Now That We Have Right-to-Work in Indiana, What Do I Need to Do?	IndySHRM	March 2012
*How to Improve Quality-of-Hire Using Online Reference Checking	HRCI certified webinar	February 2012
*Applying Toyota's Proven Methods for Hiring and Developing a World-Class Workforce	Select International	September 2011
*WOW! Your Y's...Employee Recognition for the New Generation	HRCI Certified webinar	May 2011
*Using the Program PUL Matrix: What's Next?	IUPUI CTL	October 2009
A Wok on the Wild Side – HR: Not Your Standard Take-Out	Indiana SHRM	February 2009
Leveraging Diversity to Achieve Business Success	SHRM Indiana	February 2009
Recruiting the Talent Within	IndySHRM	November 2008
Elections 2008: An HR Perspective	SHRM Governmental Affairs	November 2008
Getting in Front of the Elephant – How to Earn Immediate Respect for HR	IndySHRM	June 2008
What Eagles Dare	IndySHRM	May 2008

TEACHING

TEACHING ASSIGNMENTS

INDIANA UNIVERSITY UNDERGRADUATE

Course #	Short Title	Format	Role	Year	Term	Enrollment	Overall Rating (out of 7.0)
D355	Managerial Perspectives on Globalization (study abroad)	Lecture	Instructor	2020	SP20	18	6.89
Z340	Managing Human Resources	Lecture	Instructor	2020	SP20	52	6.24
Z340	Managing Human Resources	Lecture	Instructor	2020	SP20	54	6.30
Z340	Managing Human Resources	Lecture	Instructor	2020	SP20	63	6.46
Z445	Recruitment and Selection	Lecture	Instructor	2020	SP20	21	6.88
Z340	Managing Human Resources	Lecture	Instructor	2019	FA19	64	6.49
Z340	Managing Human Resources	Lecture	Instructor	2019	FA19	64	6.20
Z445	Recruitment and Selection	Lecture	Instructor	2019	FA19	33	6.78
Z200	Introduction to Human Resources Practices (online)	Lecture	Instructor	2019	SS19	27	6.25
Z340	Managing Human Resources	Lecture	Instructor	2019	SS19	20	6.57
Z340	Managing Human Resources	Lecture	Instructor	2019	SP19	64	6.64
Z340	Managing Human Resources	Lecture	Instructor	2019	SP19	62	6.53
Z445	Recruitment and Selection	Lecture	Instructor	2019	SP19	22	6.28
Z340	Managing Human Resources	Lecture	Instructor	2018	FA18	65	6.49
Z340	Managing Human Resources	Lecture	Instructor	2018	FA18	62	6.41
Z445	Recruitment and Selection	Lecture	Instructor	2018	FA18	44	6.61
Z340	Managing Human Resources	Lecture	Instructor	2018	SS18	13	6.33
Z340	Managing Human Resources	Lecture	Instructor	2018	SP18	64	6.31
Z340	Managing Human Resources	Lecture	Instructor	2018	SP18	64	6.58
Z340	Managing Human Resources	Lecture	Instructor	2018	SP18	63	6.62
Z445	Recruitment and Selection	Lecture	Instructor	2018	SP18	40	6.63
Z340	Managing Human Resources	Lecture	Instructor	2017	FA17	64	6.73
Z340	Managing Human Resources	Lecture	Instructor	2017	FA17	63	6.43
Z445	Recruitment and Selection	Lecture	Instructor	2017	FA17	45	6.65
Z340	Managing Human Resources	Lecture	Instructor	2017	SP17	63	6.37
Z340	Managing Human Resources	Lecture	Instructor	2017	SP17	63	6.55
Z340	Managing Human Resources	Lecture	Instructor	2017	SP17	63	6.45
Z445	Recruitment and Selection	Lecture	Instructor	2017	SP17	27	6.73
Z340	Managing Human Resources	Lecture	Instructor	2016	FA16	62	6.70
Z340	Managing Human Resources	Lecture	Instructor	2016	FA16	65	6.47
Z445	Recruitment and Selection	Lecture	Instructor	2016	FA16	38	6.47
Z340	Managing Human Resources	Lecture	Instructor	2016	SP16	65	6.58

D355	Managerial Perspectives on Globalization (study abroad)	Lecture	Instructor	2016	SS16	20	7.00
Z340	Managing Human Resources	Lecture	Instructor	2016	SP16	63	6.74
Z340	Managing Human Resources	Lecture	Instructor	2016	SP16	65	6.69
Z445	Recruitment and Selection	Lecture	Instructor	2016	SP16	42	6.65
Z340	Managing Human Resources	Lecture	Instructor	2015	FA15	64	6.57
Z340	Managing Human Resources	Lecture	Instructor	2015	FA15	64	6.71
Z445	Recruitment and Selection	Lecture	Instructor	2015	FA15	51	6.76
Z340	Managing Human Resources	Lecture	Instructor	2015	SS15	32	6.60
Z340	Managing Human Resources	Lecture	Instructor	2015	SP15	64	6.33
Z340	Managing Human Resources	Lecture	Instructor	2015	SP15	64	6.69
Z340	Managing Human Resources	Lecture	Instructor	2015	SP15	67	6.63
Z445	Recruitment and Selection	Lecture	Instructor	2015	SP15	33	6.50
Z340	Managing Human Resources	Lecture	Instructor	2014	FA14	64	6.58
Z340	Managing Human Resources	Lecture	Instructor	2014	FA14	64	6.50
Z445	Recruitment and Selection	Lecture	Instructor	2014	FA14	41	6.50
Z340	Managing Human Resources	Lecture	Instructor	2014	SS14	49	6.67
Z340	Managing Human Resources	Lecture	Instructor	2014	SP14	57	6.28
Z340	Managing Human Resources	Lecture	Instructor	2014	SP14	63	6.44
Z340	Managing Human Resources	Lecture	Instructor	2014	SP14	62	6.64
Z445	Recruitment and Selection	Lecture	Instructor	2014	SP14	43	6.55
Z340	Managing Human Resources	Lecture	Instructor	2013	FA13	64	6.73
Z340	Managing Human Resources	Lecture	Instructor	2013	FA13	62	6.55
Z445	Recruitment and Selection	Lecture	Instructor	2013	FA13	42	6.52
Z340	Managing Human Resources	Lecture	Instructor	2013	SS13	32	6.67
Z312	Human Resources and Negotiation	Lecture	Instructor	2013	SP13	57	6.59
Z312	Human Resources and Negotiation	Lecture	Instructor	2013	SP13	61	6.20
Z340	Managing Human Resources	Lecture	Instructor	2013	SP13	61	6.57
Z445	Recruitment and Selection	Lecture	Instructor	2013	SP13	39	6.90
Z312	Human Resources and Negotiation	Lecture	Instructor	2012	FA12	59	6.60
Z312	Human Resources and Negotiation	Lecture	Instructor	2012	FA12	60	6.38
Z340	Managing Human Resources	Lecture	Instructor	2012	FA12	46	6.71
Z445	Recruitment and Selection	Lecture	Instructor	2012	FA12	31	6.84
Z340	Managing Human Resources	Lecture	Instructor	2012	SS12	24	6.73
Z312	Human Resources and Negotiation	Lecture	Instructor	2012	SP12	60	6.70
Z312	Human Resources and Negotiation	Lecture	Instructor	2012	SP12	60	6.40
Z404	Effective Negotiations	Lecture	Instructor	2012	SP12	26	6.63

Z445	Recruitment and Selection	Lecture	Instructor	2012	SP12	33	6.73
Z312	Human Resources and Negotiation	Lecture	Instructor	2011	FA11	59	6.56
Z312	Human Resources and Negotiation	Lecture	Instructor	2011	FA11	55	6.52
Z340	Managing Human Resources	Lecture	Instructor	2011	FA11	45	6.84
Z445	Recruitment and Selection	Lecture	Instructor	2011	FA11	51	6.80
Z312	Human Resources and Negotiation	Lecture	Instructor	2011	SS11	31	6.38
Z312	Human Resources and Negotiation	Lecture	Instructor	2011	SS11	29	6.46
Z340	Managing Human Resources	Lecture	Instructor	2011	SS11	35	6.59
Z312	Human Resources and Negotiation	Lecture	Instructor	2011	SP11	62	6.57
Z312	Human Resources and Negotiation	Lecture	Instructor	2011	SP11	62	6.45
Z340	Managing Human Resources	Lecture	Instructor	2011	SP11	58	6.03
Z404	Effective Negotiations	Lecture	Instructor	2011	SP11	34	6.56
Z445	Recruitment and Selection	Lecture	Instructor	2011	SP11	31	6.85
Z312	Human Resources and Negotiation	Lecture	Instructor	2010	FA10	60	6.58
Z312	Human Resources and Negotiation	Lecture	Instructor	2010	FA10	59	6.49
Z340	Managing Human Resources	Lecture	Instructor	2010	FA10	58	6.58
Z404	Effective Negotiations	Lecture	Instructor	2010	FA10	38	6.70
Z445	Recruitment and Selection	Lecture	Instructor	2010	FA10	37	6.81
Z312	Human Resources and Negotiation	Lecture	Instructor	2010	SS10	39	6.57
Z312	Human Resources and Negotiation	Lecture	Instructor	2010	SS10	37	6.50
Z312	Human Resources and Negotiation	Lecture	Instructor	2010	SP10	61	6.41
Z312	Human Resources and Negotiation	Lecture	Instructor	2010	SP10	63	6.40
Z340	Managing Human Resources	Lecture	Instructor	2010	SP10	45	6.69
Z404	Effective Negotiations	Lecture	Instructor	2010	SP10	22	6.80
Z445	Recruitment and Selection	Lecture	Instructor	2010	SP10	21	6.58
Z312	Human Resources and Negotiation	Lecture	Instructor	2009	FA09	62	6.20
Z312	Human Resources and Negotiation	Lecture	Instructor	2009	FA09	58	6.12
Z340	Managing Human Resources	Lecture	Instructor	2009	FA09	25	5.73
Z404	Effective Negotiations	Lecture	Instructor	2009	FA09	41	6.59
Z445	Recruitment and Selection	Lecture	Instructor	2009	FA09	39	6.68

Z311	Leadership and Ethics in the Business Environment	Lecture	Instructor	2009	SS09	41	5.91
Z312	Human Resources and Negotiation	Lecture	Instructor	2009	SS09	42	5.91
Z302	Managing and Behavior in Organizations	Lecture	Instructor	2009	SP09	62	6.33
Z302	Managing and Behavior in Organizations	Lecture	Instructor	2009	SP09	42	6.20
Z312	Human Resources and Negotiation	Lecture	Instructor	2009	SP09	57	6.27
Z312	Human Resources and Negotiation	Lecture	Instructor	2009	SP09	62	6.53
Z445	Recruitment and Selection	Lecture	Instructor	2009	SP09	22	6.00
Z312	Human Resources and Negotiation	Lecture	Instructor	2008	FA08	63	6.69
Z313	Employee Benefits	Lecture	Instructor	2008	FA08	33	6.63
Z340	Managing Human Resources	Lecture	Instructor	2008	FA08	17	6.50
Z445	Recruitment and Selection	Lecture	Instructor	2008	FA08	47	6.63
Z311	Leadership and Ethics in the Business Environment	Lecture	Instructor	2008	SS08	35	6.72
Z312	Human Resources and Negotiation	Lecture	Instructor	2008	SS08	26	6.46
Z302	Managing and Behavior in Organizations	Lecture	Instructor	2008	SP08	62	6.37
Z312	Human Resources and Negotiation	Lecture	Instructor	2008	SP08	45	6.22
Z312	Human Resources and Negotiation	Lecture	Instructor	2008	SP08	50	6.24
Z340	Managing Human Resources	Lecture	Instructor	2008	SP08	61	6.35
Z445	Recruitment and Selection	Lecture	Instructor	2008	SP08	25	6.08
Z312	Human Resources and Negotiation	Lecture	Instructor	2007	FA07	50	6.66
Z313	Employee Benefits	Lecture	Instructor	2007	FA07	24	6.59
Z340	Managing Human Resources	Lecture	Instructor	2007	FA07	33	6.19
Z445	Recruitment and Selection	Lecture	Instructor	2007	FA07	36	6.56
Z311	Leadership and Ethics in the Business Environment	Lecture	Instructor	2007	SS07	29	6.25
Z302	Managing and Behavior in Organizations	Lecture	Instructor	2007	SP07	60	6.52
Z312	Human Resources and Negotiation	Lecture	Instructor	2007	SP07	51	6.47
Z312	Human Resources and Negotiation	Lecture	Instructor	2007	SP07	36	6.76
Z340	Managing Human Resources	Lecture	Instructor	2007	SP07	58	6.61
Z445	Recruitment and Selection	Lecture	Instructor	2007	SP07	21	6.78

Z312	Human Resources and Negotiation	Lecture	Instructor	2006	FA06	36	6.69
Z312	Human Resources and Negotiation	Lecture	Instructor	2006	FA06	23	6.50
Z340	Managing Human Resources	Lecture	Instructor	2006	FA06	38	6.59
Z445	Recruitment and Selection	Lecture	Instructor	2006	FA06	32	6.54
Z302	Managing and Behavior in Organizations	Lecture	Instructor	2006	SS06	18	6.33
Z302	Managing and Behavior in Organizations	Lecture	Instructor	2006	SP06	59	6.77
Z311	Leadership and Ethics in the Business Environment	Lecture	Instructor	2006	SP06	23	6.56
Z312	Human Resources and Negotiation	Lecture	Instructor	2006	SP06	16	6.77
Z340	Managing Human Resources	Lecture	Instructor	2006	SP06	60	6.53
Z445	Recruitment and Selection	Lecture	Instructor	2006	SP06	18	6.75
Z340	Managing Human Resources	Lecture	Instructor	2005	FA05	37	6.60
Z445	Recruitment and Selection	Lecture	Instructor	2005	FA05	61	6.26
Overall Mean: 2005-2019							6.52
Overall Median: 2005-2019							6.57

Teaching evaluations prior to 2005 are not available.

THE COLLEGE NETWORK/KELLEY DIRECT

2008-2009

While a full-time faculty member at the Indiana University Kelley School of Business IUPUI, I was contacted to create an eight-week online course entitled Managing Human Resources for the Certificate in Healthcare Management that the Indiana University Kelley School of Business Kelley Direct online program was developing in conjunction with The College Network. I taught several sessions of the course during 2008-2009, and I also developed a four-week Organizational Change module.

INDIANA UNIVERSITY NORTHWEST, Gary, Indiana

1991-1996

Served as adjunct faculty teaching Human Resource Management (Z440), Personnel Research and Measurement (Z444), and Organizational Behavior (Z302).

CALUMET COLLEGE OF ST. JOSEPH, Whiting, Indiana

1990-1991

Taught two sections of Management Thought, Principles, and Practices.

MENTORING

INDIVIDUAL ADJUNCT FACULTY	PURPOSE	DATES
*Ray Kliewer	HR Major courses	2010 – present
*Rob Aspy	HR Major courses	2010 – present
*Chandler Shambarger	HR Major course	2018 – present
*Mary Johnson	HR Major course	2017 – present
*Chris Patterson	HR Major courses	2014 – 2015
*Abby Olson	HR Major course	2011 – 2012

*Shelly Carter	HR Major course	2012 – 2014
*Mary Kay Conley	HR Major course	2011
*Cathy Chamberlaine	Management course	2010 – 2014

FULL-TIME FACULTY

*Charlotte Westerhaus-Renfrow, Clinical Assistant Professor in Management	New faculty	2012-2013
*Robert Grimm, Clinical Associate Professor in Management	Teaching new HR course (Z312)	2012
*Joshua Plaskoff, Lecturer in Management	New faculty	2011-2012

TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT

*Coordinate the Human Resource Management Major and assume responsibility for recruiting, hiring, training, and mentoring adjunct faculty for three courses: Z340, Z441, and Z443.

*Initiated and coordinated application for recognition of the Indiana University Kelley School of Business IUPUI HR curriculum by the national Society for Human Resource Management. Efforts resulted in certification that our curriculum aligns with SHRM's recommended guidelines, enabling our HR grads with the ability to take the professional certification exam while still a student (students from non-aligned programs have to wait at least a year after graduation). Certified programs are recognized on SHRM's website. Originally certified in 2011; recertified in 2013 and 2016 (through 2021).

Developed seven courses at Indiana University Kelley School of Business IUPUI including:

*D355, Managerial Perspectives on Globalization, study abroad	2016
Z200, Introduction to Human Resources Practices	2006
Z312, Human Resources and Negotiations (created custom textbook to save students money)	2005
Z313, Employee Benefits	2005
Z445, Human Resource Selection	2004
Z340, Introduction to Human Resources	2003
Z443, Developing Employee Skills	2002

*Shared curriculum and advised on pedagogy for MBA course in Human Resource Management with faculty from Yangon University of Economics in Myanmar 2015

Participated with Management faculty regarding possible curriculum redesign 2012, 2010*, 2006

Successfully proposed change to HR curriculum, revising Z340 to incorporate elements of (and therefore eliminate) Z312. 2008-2009

Revamped HR Major in to increase number of HR majors by replacing Z440 with a newly designed Z340 course, thereby allowing HR majors time to complete all courses in the major in a more manageable timeframe. Major redesign also included development of Z445, Human Resource Selection, to replace Z444, Personnel Research and Measurement. 2002-2004

GRANTS/FELLOWSHIPS IN TEACHING

COMPLETED TEACHING GRANTS/FELLOWSHIPS

Lecturer's Development Fund Grant; IUPUI Office for Professional Development; \$5,000; Summer 2007

INVITED PRESENTATIONS – TEACHING

Note: Indiana University Kelley School of Business IUPUI is abbreviated as KSBI

LOCAL

*The Impact of Technology Usage in the Classroom on Student Learning	KSBI Lecturers' Excellence in Teaching Workshop	Nov. 23, 2019
*LinkedIn for Students - and Professors	KSBI Lecturers' Excellence in Teaching Workshop	Mar. 23, 2018
*Study Abroad Programs at Kelley: Myths and Truths, with D.E. Steele and S. Mosby	KSBI Lecturers' Excellence in Teaching Workshop	Nov. 8, 2017
*Techniques for Success with LinkedIn	KSBI M426 Marketing class	Apr. 15, 2015
*Careers in Human Resource Management	IUPUI Sociology capstone	Feb. 12, 2015
*Careers in Human Resource Management	IUPUI Sociology capstone	Mar. 6, 2014
*Careers in Human Resource Management	IUPUI Sociology capstone	Feb. 12, 2013
Academic Integrity	KSBI Lecturers' Excellence in Teaching Workshop	Sept. 10, 2008
Academic Integrity	KSBI Adjunct Faculty Orientation	Aug. 9, 2008
Hiring Keepers	United Package Liquors management	July 16, 2008
What Can You Ask in an Interview?	T&M Equipment, Indianapolis	July 28, 2008
What Can You Ask in an Interview?	Barsteel Corporation, Merrillville	July 14, 2008

REGIONAL

*Career Services Professional Panel	American Staffing Association Indiana Staffing Symposium	July 11, 2017
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NATIONAL

Successful Online Instruction Techniques Faculty Panel	McGraw-Hill, Chicago, Illinois	Sept. 23-24, 2005
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COMPETITIVE PRESENTATIONS - TEACHING

INTERNATIONAL

*Exploring Study Abroad Resources: Creating Diverse Partnerships to Create the Optimal Study Abroad Experience with K. Donahue, W. Raider	Institute for International Education, Washington, D.C	Oct. 25, 2016
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*Putting Study Abroad to Work with K. Donahue, S. Zike	Institute for International Education, Washington, D.C.	Oct. 25, 2016
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SERVICE - TEACHING

SCHOOL

*Trustees' Teaching Award Committee	Member	2020, 2019
*Krannert School of Management Executive HR Case Conference Case Competition (note: 2019 team placed second and shared \$3,000 prize	KSBI Case Competition Coach	Nov. 2019 Nov. 2018 Oct. 2017
*What Can You Ask in an Interview? PowerPoint training guide for KSBI faculty for use in faculty searches	Author	May 29, 2019
*IndySHRM Student Conference	Attended with students	Feb. 11, 2018
*SHRM Regional Student Case Competition	KSBI team coach	April 2015
*Student Advisor CORE: day-long session conducted by Student Affairs	Attendee	July 28, 2014
*SHRM Games – regional Jeopardy-style HR knowledge competition	KSBI team coach	Feb. 2010
*KSBI Student Chapter of SHRM	Founder and advisor	2007-Present

CAMPUS

*IUPUI Faculty Council Committee on Diversity Equity and Inclusion	Member	2018-2019
*Ad Hoc Faculty Council Committee on Diversity, Equity, and Inclusion	Member	2017

REGIONAL

*IndySHRM State Student Conference - Statewide HR Conference involving six different university chapters, IUPUI Campus	Assisted in planning	Feb. 2020, Feb. 2017
*University of Indianapolis Student SHRM Chapter Faculty Advisor Lisa Robinson	Provided consultation on chapter structure and organization	Sept. 27, 2018
*Indiana SHRM Faculty Advisor Summit	Participant	Aug. 27, 2017

NATIONAL

*SHRM national online focus group for selected advisors on student member HR educational experience	Participant	April 21- 22, 2020
*SHRM Assurance of Learning national student competency exam study guide	Reviewer	2012

*McGraw-Hill Connect for Fundamentals of Human Resource Management; Noe, Hollenbeck, Gerhart & Wright; 3 rd ed.	Content creator/editor	2011
*McGraw-Hill Connect for Human Resource Management: Gaining a Competitive Advantage; Noe, Hollenbeck, Gerhart & Wright; Mc-Graw Hill, 7 th ed.	Content creator/editor	2010
*Human Resource Management: Gaining a Competitive Advantage; Noe, Hollenbeck, Gerhart & Wright; Mc-Graw Hill, 7 th ed.	Textbook reviewer	2010
*Managing Human Resources: Productivity, Quality of Work Life, Profits; Cascio, Wayne, McGraw-Hill, 7 th ed.	Textbook reviewer	2005

SERVICE

UNIVERSITY SERVICE

SCHOOL

*KSBI Academic Fairness Policy Subcommittee	Member	2020
*Kelley Direct Admit Welcome Day	Faculty Panel Member	Nov. 2019
*IUPUI Regatta – Kelley Welcome Table	Volunteer	Sept. 2019
*Search Committee - Lecturer in Management	Member	2020
*Search Committee - Lecturer in Management	Member	2019
*Search Committee - Lecturer in Business Communications	Member	2018-2019
*Search Committee - Clinical in Management	Member	2018
*Lecturer Faculty Review Committee	Member	2017-Present
*Kelley Indianapolis Faculty Council	Vice President	2018- 2020
*Operations and Supply Chain Management Club	Guest speaker	Sept. 13, 2017
*Kelley Undergraduate Awards Committee	Member Chair	2004-Present 2018, 2016, 2010
*KSBI Academic Fairness Committee	Member Member Chair	2016-present 2004-2014 2010-2014
*KSBI Undergraduate Orientation/Convocation	Speaker/Panelist	2004-present
*Indianapolis Dean’s Council meeting	Participant	Nov. 11-12, 2016
*Interview Committee for Associate Deans’ Executive Assistant position	Member	July 20, 2016

*Kelley Direct Admit Day	Volunteer	2012-2013
*Faculty Mentoring Committee	Member	2012-2013
*Search Committee - Lecturer in Management	Member	2012
*IU Kelley HR Alumni Network – private LinkedIn Group of almost 500 alumni of KSBI HR program	Creator and moderator	2012
Search Committee - Academic Advisor	Member	2004
KSBI Business Foundations Certificate promotional video on distance learning	Wrote and videotaped	2004
CAMPUS		
*IUPUI Faculty Council Fringe Benefits Committee	Member	2012-2018
*IUPUI Faculty Council Compensation and Benefits Subcommittee	Member	2014-2018
University College Summer Bridge Program Volunteer		2002

PUBLICATIONS

REFEREED

*Malatestinic, E., Senior HR Project in Recruitment and Selection, IUPUI Digital Teaching Repository, August 19, 2020.

*Malatestinic, E., D355: Special Topics in International Business – Managerial Perspectives on Globalization Syllabus, IUPUI Digital Teaching Repository, May 7, 2020.

REFEREED – UNDER REVIEW

*Nemeth, M., Malatestinic, E., Clemons, M., McDonald, J., Kelley School of Business Indianapolis Academic Fairness Committee Manual, IUPUI Digital Teaching Repository, May 26, 2020.

NON-REFEREED

*Malatestinic, E., (2020, July 31). Bringing employees back to the office? Have a plan., *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E., (2020, May 15). New normal? It's the evolving normal., *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2020, March 20). Take proactive steps to minimize political discord in the workplace. *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2020, January 3). No matter how you give it, employee feedback is imperative. *Indianapolis Business Journal*, p. 6A.

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*Malatestinic, E. (2019, October 4). Attitudes shift toward hiring applicants with criminal records. *Indianapolis Business Journal*, p. 6A.

- Malatestinic, E. (2019, August 16). Employee turnover is costlier than you think. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2019, May 10). Addressing mental health in the workplace is good for all. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2019, March 15). Your brain, wired for shortcuts, may lead to biased hiring. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2019, January 18). In new year, consider new workplace culture. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, November 16). How not to be 'ghosted' by new or potential hires. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, October 12). Think you're great at multitasking? Think again. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, August 17). Stereotypes lead to bad business decisions about workers. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, July 6). From inappropriate to illegal, these are interview questions to avoid. *Indianapolis Business Journal*, p. 6A.
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- *Malatestinic, E. (2018, March 23). Open work spaces: Does your company fit? *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2017, July 12). The answer to your job search? It may be in your phone contacts or Facebook page. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2015, April 27). Job Search 101 – Social Media Edition. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=3208>.
- *Malatestinic, E. (2014, October 31). Combat High Tech Headhunting with a Low Tech Strategy. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=3060>.
- *Malatestinic, E. (2015, June 15). For New Grads, First Jobs Are Cause For Celebration... But Not Complacency. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=3251>
- *Malatestinic, E. (2014, May 9). The Limits of Social Media as a Hiring Tool. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=2907>.
- *Malatestinic, E. (2014, March 28). Social Media Demands a Cautious Approach. *Inside Indiana Business website*. <http://www.insideindianabusiness.com/contributors.asp?ID=2869>
- Hassell, B. & Malatestinic, E. (2006, April 24). Right Decisions Crucial for Small Firms. *Indianapolis Business Journal*. P. 46.

DISSEMINATION IN THE MEDIA

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|---|------------------------------|--------------|
| *Employee burnout might affect people during the pandemic, but there are ways to cope | <i>Indiana Daily Student</i> | June 3, 2020 |
| *Working From Home When Your Boss Is Watching | <i>Indianapolis Monthly</i> | May 12, 2020 |

*The Future of Working at Home Post-Pandemic	ABS57 News, South Bend	May 4, 2020
*On Topic: Covid-19	Indiana University Media School Podcast	April 20, 2020
*The pressures of working and parenting at home in a Pandemic	<i>Indianapolis Business Journal</i> Podcast	April 13, 2020
*Experts Provide Advice on Illness in the Workplace	Fox59 News, Indianapolis	March 5, 2020
*How to Avoid Ghosting in Business	The ROI Podcast presented by the Kelley School of Business	Oct. 14, 2019
*Tapping into the Senior Market	Society for Human Resource Management (SHRM) website	Aug. 7, 2019
*This is how you keep your most ambitious employees from leaving	Fast Company	Feb. 12, 2019
*Tackling Sexual Harassment Issues in the Workplace	<i>Indianapolis Business Journal</i> Podcast	July 16, 2018
*Communication is Key to Workplace Satisfaction	<i>Indianapolis Star</i>	June 10, 2018
*Healthcare Agencies Re-evaluate Tactics to Retain Talent	Medical Marketing & Media website	Sept. 25, 2017
*Hiring for Fit vs. Hiring for Inclusion – Which Route Should You Take	Society for Human Resource Management (SHRM) website	Sept. 22, 2017
*What You Can Learn from Uber's Recent Controversy	The ROI Podcast presented by the Kelley School of Business	Sept. 8, 2017
*The Retention Connection	Human Resource Executive Online	May 2, 2017
*INDOT Employee Suspended Over Email to NYT Columnist	<i>Indianapolis Star</i>	Sept. 23, 2016
*Hospitality Industry Braces for New Overtime Rules	<i>Indianapolis Business Journal</i>	July 23, 2016
*New Overtime Rules Force Hard Choices for Employers	<i>Indianapolis Business Journal</i>	June 4, 2016
*How to Land a Job by Networking	<i>Washington Post</i> online	May 23, 2016
*Managing Multiple Bosses and Teams without Burning Out	<i>Washington Post</i> online	May 23, 2016
*Job Outlook is Good for 2015 College Graduates	<i>Indianapolis Star</i>	April 14, 2015
*Having it All	<i>Indianapolis Recorder</i>	Nov. 15, 2014
*Eli Lilly Workers Show How to Balance Career and the Baby Bump	<i>Indianapolis Star</i>	Oct. 19, 2014
*Did becoming a Starbucks barista just get harder?	Marketplace (NPR radio)	June 6, 2014
*Older Workers Finding Jobs as Unemployment Rate Drops	WTHR TV	April 6, 2012

RECENT PRO BONO PROFESSIONAL CONSULTING ACTIVITY/TOPICS (1-2 days each):

*Employee Attitude Surveys	Builders' Association of Greater Indianapolis	Dec. 2019
*Employment application questions	Chick-Fila franchise, Dayton OH	July 2019
*Training techniques for new associates	Appirio, Indianapolis, IN	June 2019
*Advisability of using a PEO	T&M Equipment Merrillville, IN	June 2019
*Immigration issues in employment	Theoris, Indianapolis	Sept. 2018
*EEOC reporting practices	Motionware	Sept. 2018
*Acceptable interview questions	O'Reilly Auto Parts	June 2017

8/29/2020

(Date)

Elizabeth L Malatestinic

(Signature of Candidate)

**ELIZABETH MALATESTINIC, SENIOR LECTURER
CANDIDATE STATEMENT**

I seek promotion from Senior Lecturer to Teaching Professor on the basis of Excellence in Teaching. In this Candidate Statement, I will share the philosophies and activities that drive me to achieve excellence in teaching and to make meaningful service contributions.

My teaching is grounded in continued professional competence and development, a commitment to assist students in learning the body of knowledge and professional standards needed to be a successful human resource management (HR) professional, my resolve to utilize best practices for student learning in the classroom, and my efforts to disseminate knowledge related to current HR practices and standards. My professional interests and background in the field of HR inform my teaching: an undergraduate degree in business, an MSBA degree with an emphasis in HR, and professional HR certifications (SPHR and SHRM-SCP), together with several years of corporate HR work experience have provided me with the professional background to successfully teach at the Indiana University Kelley School of Business in Indianapolis (Kelley Indianapolis), where I have primary responsibility for the undergraduate HR major. My university service is provided, primarily, within the Kelley Indianapolis school, and my professional service is primarily at the local and state levels.

Human resource management is a discipline that is often misunderstood; some equate HR with leadership or organizational behavior. While there are some elements that overlap, HR is much more focused on best practices in the workplace, coupled with knowledge of and compliance with a broad range of legal requirements. As a colleague in our accounting faculty so aptly put it to me one day, "HR is like accounting, isn't it? There's a body of knowledge that needs to be mastered." Teaching that body of knowledge while also sharing the scholarly foundation upon which best practices are based is how I pursue my passion for preparing my students to become outstanding professionals in the field of human resource management.

I consider multiple factors to be critical to achieving my goal of student success:

- a commitment to excellence in teaching
- my professional and academic development
- designing a curriculum which provides students with the body of knowledge they will require to meet professional standards
- demonstrating the connection between research and professional standards
- service in support of teaching
- public dissemination on HR topics which I then share with students
- my commitment to continuous improvement

A COMMITMENT TO EXCELLENCE IN TEACHING

In my teaching, I strive to employ best practices, and I utilize a different approach with each course to assure achievement of student learning goals. The bulk of my teaching load involves the Introduction to HR course, and I teach those students the basic principles of HR by sharing real-life examples and current events related to the material we cover. In doing so, I demonstrate the need for students to learn the information in order to be successful managers and HR professionals in the future. Students consistently indicate through [comments](#) in my evaluations that they find these examples to be instrumental in understanding the principles of HR. For my senior-level Human Resource Selection course, I expand on topics they learned in the Introduction to HR course and require them to apply their knowledge through a semester-long recruiting project. Finally, in my study abroad classes, I combine intensive academic preparation with appropriate guest speakers who have expertise on the countries we will be visiting. Assignments for that class include pre-travel projects that go more in-depth into the topics and countries we will be visiting, combined with student reflection both during and after the trip.

In my Introduction to HR course, I also use a series of in-class exercises which allow students to demonstrate and apply their newly acquired knowledge. After teaching them about performance appraisals, for example, I have them role play that situation and provide one another with feedback before we debrief as a group. One

exercise in particular which deals with appropriate vs. inappropriate employment interview questions seems to resonate with students well after they have graduated; each year, at least a couple of [alumni](#) will reach out to ask me for a copy of that quiz so they can educate their fellow managers and employees on the topic.

One of my passions in teaching is to ensure that all my students, not just those who are interested in HR as a career, gain an understanding of and appreciation for the field of human resource management. Prior to 2013, the Introduction to HR course was required only of HR and management majors; now, all Kelley Indianapolis students must take it. Each semester, I am greeted by business majors in different disciplines such as finance, accounting, and supply chain management who wonder “Why do I have to take a course in HR?” I address that elephant in the room on the very first day of class by asking, “How many of you want to become staff accountants when you graduate?” A number of hands will pop up, and then I will ask, “How many of you want to be staff accountants for the rest of your life?” The second question inevitably brings smiles and makes my next point easier to get across: if students want to manage people someday, they will need to know best practices in skills such as hiring, training, and performance appraisals, as well as the reasoning behind those best practices. I take great pride in the fact that my course evaluations remained high after the course became required of all business majors, and it is a pleasure to receive comments like this one from a student in 2018:

“HR is not a class that every student feels they need to take, but Professor Malatestinic has proven that to be wrong. Through meaningful lectures and supplemental materials, it is hard to deny the importance of this class. Professor Malatestinic has consistently displayed a genuine interest and care in the course material and more importantly, the students. I am not an HR major, but I do envy those students who get to have this great professor all the way through senior year!”

My efforts toward achieving teaching excellence have been recognized through a number of teaching awards and honors, including the:

- Indiana University Trustees’ Teaching Award (2018, 2012, 2008, 2003)
- Schuyler F. Otteson Undergraduate Teaching Excellence Award, Kelley School of Business Indianapolis (2020, 2018, 2007, 2004, 2002)
- Student Organization Advisor of the Year, Kelley School of Business Indianapolis Student Government (2017, 2016)
- Outstanding Educator / Favorite Professor recognition, IUPUI student athletes (22 awards, 2001-present)

I have also received nearly 50 unsolicited thank-you notes from students and alumni, a selection of which are shared in accompanying documentation. Once, I even received an unexpected note from a [parent](#). This person’s daughter had failed my class twice, but once I was finally advised on the student’s issue, I made a point to work with and encourage her. She earned a well-deserved “A” in the class.

Student evaluations of my teaching are another piece of evidence that demonstrates teaching excellence. My average teaching evaluation for all courses for 2001 – 2019 is 6.52/7.0. (For purposes of comparison, my average teaching score for Spring 2018-Fall 2019 was 6.51; the average in the Kelley Indianapolis undergraduate program during the same time period was 5.92).

PROFESSIONAL AND ACADEMIC DEVELOPMENT

I began my teaching career over 20 years ago with academic preparation and professional skills, but very little knowledge as to how to ensure that my students actually learned. Time and experience have taught me that I cannot just deliver the material and assume students will absorb it. I must continually improve my teaching and presentation skills in order to achieve excellence in teaching as defined by Kelley Indianapolis and IUPUI.

To stay current in pedagogy and best practices in teaching, I am a regular participant in the Kelley Indianapolis Lecturers’ Teaching Excellence Workshops, where I have had the opportunity to learn teaching techniques from my peers and also to share several of my own. The most recent presentation I gave involved sharing research performed at Michigan State University entitled *Logged In and Zoned Out: How Laptop Internet Use*

*Relates to Classroom Learning*¹. The topic inspired lively discussion and allowed our group to share ideas for best classroom practices.

I have also participated in a number of IUPUI's Center for Teaching and Learning workshops. The most recent of these was a series of workshops called Small Teaching Online which involved adapting teaching techniques in light of the COVID-19 pandemic. The series was extremely beneficial and, at the same time, personally rewarding as I received feedback from my facilitator that "Everyone is following your lead on the embedded quizzes!" along with a request to use my example quiz for her future classes. I did not invent Kaltura quizzes, of course, but many of my fellow course participants were unaware of the tool, and I was pleased to be able to share tips on my teaching practices with faculty colleagues across campus.

Finally, I have attended several scholarly presentations by distinguished academics related to my discipline, two of which were sponsored by the IUPUI I/O Psychology Colloquium. One of those, *Social Media for Personnel Selection: The Good, Bad, and Very Ugly* by Dr. Michael Zickar, was immediately useful to me in both my introductory and senior level classes. Dr. Zickar discussed best practices and legal implications of utilizing social media in the reference checking process, and I shared, and continue to share, his recommendations with my students. Another which I found useful for my teaching was Dr. Paul Sackett's presentation *Challenging Conventional Wisdom on Assessment Center Criterion-Related and Construct Validity* held by the Indiana University Bloomington Department of Management and Entrepreneurship.

Beyond improving my teaching skills, it is imperative that I continually improve my knowledge in the field of HR. Because certification is important for HR professionals, I realized that it would also be important for the purpose of advancing my teaching. Thus, I took and passed the Senior Professional in Human Resources (SPHR) certification exam in 2008. This exam and the less rigorous PHR, or Professional in Human Resources, were at the time the only nationally recognized professional competency exams for HR. The SPHR was very rigorous, with a pass rate of only 58%. When the Society of Human Resource Management (SHRM) began offering its own certifications in 2015, I obtained senior level certification (SPHR-SCP) from SHRM, as well.

To maintain my two certifications in the field of HR, I complete over 60 continuing education hours every three years. In order to provide students with the best, most up-to-date knowledge in the field, I choose those professional continuing education offerings which would be most advantageous to improve my teaching. I have attended several major conferences to with this goal in mind. Perhaps the most eye-opening for me was the Social Recruiting Strategies Conference held over three days in Austin, Texas in 2017. When I returned and was able to share what I had learned with my students, they marveled when I was able to demonstrate how HR professionals utilize the very same social media platforms that students know so well, such as Instagram, in order to recruit hard-to-find talent.

CURRICULUM DESIGN AND THE HR PROFESSIONAL BODY OF KNOWLEDGE

As coordinator for the HR major, I work to ensure that our curriculum teaches students both the theory and practice of HR. Teaching the practice of HR requires incorporating professional standards as well as information on certification into different classes within the major. SHRM is the largest professional HR organization in the world with over 300,000 members, and it offers certifications (the SHRM-CP and the more advanced SHRM-SCP) which are based on its "Body of Competency & Knowledge". Accordingly, I make sure that the Kelley Indianapolis HR curriculum provides students with exposure to different elements of this body of competency and knowledge, and I also share the requirements to qualify to take those certification exams. I provide similar information about the certifications offered through the long-respected Human Resource Certification Institute (HRCI), such as the aPHR, PHR, and SPHR.

I have also succeeded in demonstrating that our major meets SHRM's standards for collegiate programs. Through my efforts in 2011, the Kelley Indianapolis HR major was recognized with a "Certificate of

¹ Ravizza, S.M., Uitvlugt, M.G., & Fenn, K.M. (2016). Logged In and Zoned Out: How Laptop Internet Use Relates to Classroom Learning. *Psychological Science* 28(2), 171-180.

Alignment”, verifying that our program does “align with the SHRM Human Resource Curriculum Guidelines and templates recommended for HR education at the undergraduate and graduate level” as described on the SHRM website. To achieve this alignment, I completed an application process which required an in-depth analysis of the Kelley Indianapolis HR curriculum. The analysis assessed 20 core competencies taught across a broad range of HR and other management courses. I have overseen the recertification process twice; our next review will be in December 2021. Several important benefits accrue to Kelley Indianapolis and its students from achieving this certification:

- The Kelley Indianapolis HR major is recognized on the national SHRM website as a recommended HR program.
- The Alignment guidelines have been endorsed by the AACSB (Association to Advance Collegiate Schools of Business). The Indiana University Kelley School of Business is currently accredited by the AACSB and has been for almost 100 years.
- Only students who participate in a program certified as being in alignment with SHRM guidelines are permitted to take the SHRM-CP exam while still in their final year of college; other students have to wait until at least a year after they graduate.

Prior to SHRM’s development of its certification exams, it offered a college graduation competency test in HR subject matter called the “Assurance of Learning”. I mentored interested students on an individual basis, and over a four-year period, 16 out of 19 who took the exam passed it – an impressive 84% success rate. The national pass rates publicized by SHRM at the time ranged between 50% and 59%.

As part of my role in coordinating the HR major, I look for opportunities to innovate in our curriculum. One of the efforts that I am proudest of is my study abroad course which traveled to Germany and Switzerland for two weeks in the summers of 2016 and 2017. I personally arranged each business visit with HR departments at a broad range of companies such as SAP, Roche, and Deutsche Bank, and students gained firsthand knowledge on HR practices in Europe involving topics such as apprenticeships, diversity, sustainability, expatriation, and works councils. Before we left the U.S., students heard from a variety of guest speakers including Mr. Andreas Weber, Honorary Swiss Consul for Indiana, and Dr. Claudia Grossman, Director of the German Program at IUPUI. The program was a huge success. I adapted the program for spring break of 2020, and while we were unable to travel to London as planned, I received very positive feedback from students on academic content.

DEMONSTRATING THE CONNECTION BETWEEN RESEARCH AND PROFESSIONAL STANDARDS

While the HR curriculum does, indeed, teach practical skills, I believe it is important that students understand the academic foundations of many best practices in HR. Therefore, I introduce scholarly research into our classroom discussions in addition to teaching professional standards. I believe that exposing students to such research is essential to opening their minds to new ideas and insights in the field.

Employee selection is one area in which an understanding of contemporary and classic research is particularly valuable. There is a pervasive tendency in the business community to rely on intuition when making hiring decisions, for example. It would be easy to simply describe the issue to students in my classes and tell them that this is inappropriate, and that it could lead to unintentional discrimination. Instead, I share research findings that provide empirical evidence of the superiority of best practices in the selection process, such as using structured interviews and ensuring that selection tools are properly analyzed and statistically validated. My senior Human Resource Selection students find one study particularly fascinating. This work suggested that, in a day-long schedule of interviews, the fourth candidate has the best shot at being offered the job². The rationale is that until the fourth interviewee, the interviewer is assimilating information for comparison purposes. After the fourth candidate’s interview, the interviewer begins to experience cognitive overload and does not retain as much information about later candidates. This provides the fourth candidate with an

² Frieder, R.E., Van Iddekinge, C.H., and Raymark, P.H. (2015). How quickly do interviewers reach decisions? An examination of interviewers’ decision-making time across applicants. *Journal of Occupational and Organizational Psychology*, 89(2), 223-248.

advantage. The results of this study resonate strongly with these students who are future HR professionals as well as future jobseekers.

Another area of research that is relevant to HR practices involves diversity initiatives. The entire HR curriculum is infused with the importance of equity and inclusion, which we address from both the legal and ethical standpoints, but it is not enough to convince HR practitioners of the importance of inclusion. They also need to understand how to influence workplace cultures. The traditional mindset in HR has been to hold diversity training sessions and hope for the best. We now know so much more through research about how employees react to such programs, and we can therefore implement them with greater success. One important article we discuss in class is entitled *Why Diversity Programs Fail*³; it was written by Frank Dobbin and Alexandra Kalev and discusses the research they completed on diversity initiatives that were implemented at 829 companies over 31 years. Our discussion of this article offers practical takeaways that students can implement in their HR careers as to what does and does not work as far as diversity initiatives are concerned.

I also made sure that students in my Germany study abroad class were exposed to scholarly research related to HR. While in Germany in 2016, we visited Mannheim University and attended a talk by Professor Doctor Torsten Biemann⁴ on his research concerning the aging workforce in Germany and Europe overall. The presentation and discussion were fascinating, and it was incredibly helpful for students to understand the value of the application of research to corporate commerce. One student was particularly intrigued with the research and asked especially incisive questions. Not long after we were back on the IUPUI campus, that student's name came to mind when Dr. Christopher Porter, Professor of Management, was looking for a research assistant. I connected the two, and the young man began working with Dr. Porter on management and organizational behavior research. I am delighted to say that he is now a doctoral student at the Warrington College of Business at the University of Florida, pursuing a Ph.D. in Management. I believe that his exposure to that lecture at Mannheim University during his freshman year at IUPUI helped this student find his passion for academic research.

I find it particularly rewarding to observe student engagement when I can introduce them to research performed by professors at IUPUI. Several years ago, I invited Dr. Porter into my senior-level Human Resource Selection class to discuss his research on RecycleForce, a local company that operates with a labor force consisting of formerly incarcerated individuals. The goal of Dr. Porter's research is to develop a model that can be used to reintegrate these individuals into the workforce and into productive society in order to reduce recidivism. I also invited Mr. Gregg Keesling, president of RecycleForce, to participate with Dr. Porter. Mr. Keesling gave very powerful insights into his experiences in providing transitional employment to people with criminal records. Knowing that it would be highly unlikely that I would be fortunate enough to have Dr. Porter and Mr. Keesling in my classroom at the same time again, I arranged to have the presentation videotaped. I have shared that videotape with classes in subsequent semesters, and the reflection papers from students in these classes after watching the video are very thoughtfully written. The papers reflect not just an understanding of the scholarly implications of Dr. Porter's research, but also the students' realization that this research can inform their professional practices.

SERVICE IN SUPPORT OF TEACHING

The majority of my service at Kelley Indianapolis and in the local HR community is focused on enhancing student learning opportunities. My leadership within Kelley Indianapolis is recognized through my administrative appointment as coordinator of the Kelley Indianapolis HR major which typically involves between 110-150 students. I have primary responsibility for the HR curriculum, and I also work with my management colleagues on curriculum recommendations related to HR. I am responsible for recruiting, selecting, and training adjunct HR faculty as needed, as well as mentoring them on an ongoing basis.

Most of the other service I perform at IUPUI also facilitates achievement of my goal of excellence in teaching. I assisted students in founding the student chapter of SHRM in 2007, and I have served as the group's faculty

³ Dobbin, F. & Kalev, A. (2016). Why Diversity Programs Fail. *Harvard Business Review*, 94(7).

⁴ Professor Doctor is the preferred appellation in Germany.

advisor since that time. This commitment requires at least two meetings per month with students, along with considerable time spent connecting students with resources in the local HR community. Chapter meetings are open to anyone with an interest in the subjects and typically involve local HR experts discussing subjects of interest to students. The meetings provide networking opportunities for the students, but more importantly, learning opportunities. My efforts on behalf of the Kelley Indianapolis SHRM chapter resulted in my being named the Kelley Indianapolis Student Organization Advisor of the Year for 2016 and 2017, the first two years the award was given.

My service in support of teaching also extends to work with professional organizations. I assisted IndySHRM, the local professional chapter of SHRM, in staging statewide student conferences here on our campus involving five student SHRM chapters in 2017 and six in 2020. Each conference was a day-long series of presentations by Indiana HR professionals which provided an excellent development opportunity for our students, as well as students throughout the state. I was also invited by the Indiana chapter of the American Staffing Association to participate in a panel on recruiting college students in 2017.

Another of my service efforts that provides a learning opportunity for students involves coaching teams of students for HR-related case competitions. Since 2015, I have coached four teams in these competitions, one sponsored by SHRM and the three most recent sponsored by the Krannert School of Management at Purdue University. Each competition provides opportunities for students to utilize their knowledge about HR while enhancing their critical thinking and public speaking skills. I am pleased to say that last year's team placed [second](#) in the Purdue competition and shared a \$3,000 prize.

My service also involves membership on committees within Kelley Indianapolis which advance the teaching mission, including serving on five faculty search committees while in rank, the Lecturer Faculty Review Committee (2018-present), our Academic Fairness Committee (10 years, including serving as chair 2010-2014), Kelley's Outstanding Student Awards Committee (2004-present, chairing the committee in 2010, 2016, and 2018), the Trustees' Teaching Award Committee (2019 and 2020), and the Faculty Mentoring Committee (2012-2013). At the campus level, I served on the IUPUI Faculty Committee on Diversity, Equity, and Inclusion (2017-2019). I was also assigned to mentor two new full-time Kelley faculty members over the past several years in addition to the adjunct faculty I regularly mentor. Other activities which contribute to the teaching mission include representing the HR major to newly admitted Kelley Indianapolis students through presentations and panels at the beginning of each semester, as well as serving on a faculty panel for the Kelley Indianapolis Direct Admit Welcome Day.

DISSEMINATION

As indicated in the standards for the new rank of Teaching Professor implemented in 2020, dissemination is broadly defined by Kelley Indianapolis to "include both the academic community and the professional community with whom lecturers interact... Teaching Professor faculty are expected to focus dissemination to others (academia, profession, community) in the forms of leadership, mentoring, articles/presentations in area of expertise, or peer-reviewed scholarship of teaching (publication/presentation/substantive critique.)" Consistent with these expectations, I have made substantial contributions in all three areas.

Academia: In the years since my promotion to Senior Lecturer, I have engaged in a great deal of dissemination of knowledge. In 2010, I provided pedagogical leadership and insight to McGraw Hill as a consultant on the Connect platform for HR textbooks. In this role, I created and edited content for the quizzes related to the material in the textbooks. In 2012, I served as an invited reviewer for the study guide for the newly created SHRM Assurance of Learning Exam. In 2015, I accepted an invitation from the IU Kelley Bloomington Institute for International Business to work with faculty from the Yangon University of Economics in Myanmar to create an MBA course in HR.

I have also taken advantage of peer-reviewed dissemination opportunities. In 2017, I worked with several colleagues on a proposal to present two panels based on the pedagogy of our study abroad programs. Our proposals were accepted and presented at the Institute of International Education's [Generation Study Abroad](#) conference in Washington D.C. Additionally, I have had two submissions published and have one under review in IUPUI's Digital Teaching Repository, a peer-reviewed online collection of instructional materials.

Profession: A core mission of Kelley Indianapolis is to be a thought leader to the business community in Central Indiana. My dissemination activity which has the broadest impact in this respect is based on my professional expertise. The *Indianapolis Business Journal* (IBJ) invited me to become a regular columnist in early 2018. Approximately every six weeks, I submit articles to the managing editor which cover a broad range of HR topics, often incorporating research done in the field (sample articles can be found in my accompanying documentation.) The IBJ has a print readership of over 27,000 subscribers, and an additional 79,400 e-news subscribers. My articles have been featured in IBJ’s “Eight at 8”, as well as its “This Week in IBJ”; one was promoted on the cover of the print edition.

Community: While my IBJ articles have the most impact on the profession, I have also written for community-based publications such as *The Indianapolis Recorder* newspaper and *Inside Indiana Business*. In addition, I have given a variety of interviews locally regarding HR topics for newspapers and TV stations, as well as for national websites, newspapers and one interview with Marketplace on NPR. I have also been featured in five podcasts, one on sexual harassment for the IBJ, two on different HR topics for [The ROI Podcast](#) presented by the Kelley School of Business, as well as one for the [IBJ](#) and another for the [IU Media School](#) on topics related to the Covid-19 pandemic.

CONTINUOUS IMPROVEMENT

Above all, my commitment is to continually improve both my teaching and my HR knowledge for the benefit of my students. I regularly engage in assessments for AACSB purposes and use the information I get to make changes, whether that means changing testing methodology or adding additional activities to reinforce learning. For example, one small change that I made in my Introduction to HR course infused fun and energy into a topic: for several years, one of the important measures I have used in the class to assess improvement was a quiz I give on the first and last day of each semester regarding what can and cannot be asked in an employment interview. Not surprisingly, students are not at all well informed at the beginning of the class, but they tend to do much better at the end of the semester. Based on what I saw in the [assessment](#) process, however, I decided to add a mid-semester quiz on the same questions. Rather than using paper in this case, I utilized Kahoot, an online quiz game where I asked students to pull out their “devices” in class to participate. The entire class became completely engaged the first time I tried it – they loved the interactive, competitive nature of the game, and they cared a great deal more about getting the answers right than they did when they just had a paper quiz in front of them. The Kahoot quiz is now a regular mid-semester review.

I also take very seriously the comments that students make in my course evaluations, and where appropriate, I make adjustments such as changing dates or times when quizzes are due to assist them in balancing their busy schedules. One comment that I noticed popping up fairly regularly was that students would prefer three exams to two, but I confess that for some time, I simply assumed they wanted an easier path. I began to consider it, though, and decided that perhaps they could indeed learn better with smaller “chunks” of the material, so I made the change. While I did have one student comment on my evaluation last fall that he or she would like even more tests, I am comfortable with three.

Before every single class presentation I deliver, I thoroughly review my notes for areas to improve, and I make changes as appropriate. Because HR is an evolving profession, I am constantly monitoring the literature and national media for news, law changes, and examples that need to be incorporated into my teaching materials, as well. This past spring, for example, I added a special Zoom session for all my classes to specifically address COVID-19 and how related new laws are impacting HR practices.

A promotion to Teaching Professor would not be the end of the road in terms of development and improvement for me. As has been true throughout my time as a senior lecturer, I will continue to pursue professional development opportunities which will inform my teaching, and I will continue to seek out opportunities for dissemination. My goal always is to ensure that my students have the most up-to-date information with regards to HR practices and research; for example, I am currently exploring ideas for incorporating HR analytics into our curriculum. Most importantly, I will continue to seek out opportunities to improve my teaching skills and share what I have learned with other faculty.

Course and Curricular Development

Even before my promotion in 2009 to Senior Lecturer for the Kelley School of Business Indianapolis, I was involved in decisions related to the HR major curriculum. When my involvement grew from input on the courses and major to actually recruiting, selecting, and mentoring new part-time HR faculty, I was appointed to serve as the formal coordinator for the major. As part of my responsibility in coordinating the HR major, I select the adjunct faculty for each of the required courses in the major: Z340, Z441, and Z443. (I teach all sections of Z445 myself.) I also oversee the curriculum for all of these courses. I have developed seven different courses within the HR major, the most recent in 2016:

2016 - D355, Managerial Perspectives on Globalization

In order to add an international option as an elective in the HR major, I created D355, a study abroad class. I taught it in 2016 and 2017. I utilized on-campus classes both before and after traveling, as well as two weeks of travel and business visits in Germany and Switzerland after the spring semester ended. I personally arranged each business visit in those countries. I redeveloped the course to travel to London and adapt to a one-week spring break format in 2020. We were able to hold all of our pre-departure classes, but unfortunately, we were unable to travel due to the pandemic. The final project for the Spring 2020 class, therefore, involved a paper on how they would handle the pandemic as an HR manager, as well as what concerns they might have personally as an expatriate.

2006 - Z200, Introduction to Human Resources Practices

In 2006, I was approached by the Kelley Indianapolis Executive Director of Undergraduate Programs to develop an HR course which could be added as a requirement for the IU Kelley Business Foundations Certificate, an online program for non-business majors. Doing so meant not only creating course materials for my first ever online class, but also working with our media specialist to create high-quality videos suitable for broadcast on local television.

2005 - Z312, Human Resources and Negotiations

In redesigning the Kelley Indianapolis curriculum, the Undergraduate Policy Committee decided that all of our students needed some exposure to Human Resources Management. I created this 1.5 hour, eight-week course and created a custom textbook to save students money. The course was later eliminated as yet another curriculum revision was made, requiring all Kelley Indianapolis students to take the full three credit hour Z340, Introduction to Human Resources. This change necessitated yet another revision of Z340.

2005 - Z313, Employee Benefits

I developed this 1.5 hour, eight-week course specifically for HR majors, to complement the 1.5 hour Z312. The course was eliminated several years later, and the material was incorporated into Z340.

2004 - Z445, Human Resource Selection

Prior to 2004, HR majors were required to take Z444, Personnel Research and Measurement. Due to the changing nature of the field of recruiting, we replaced it with this new course that I developed. The purpose was to incorporate a greater proportion of professional practices while still including some components of research.

2003 – Z340, Introduction to Human Resource Management

When I began teaching at IUPUI, the primary HR course was Z440 – Human Resources Management. This course was a prerequisite to all upper-level HR courses. As a 400-level course, it was preventing HR students from completing all the other requirements of the major in a timely fashion; therefore, I redesigned it as a 300-level course, changing some of the content. This change allowed students to complete all upper level HR courses (Z441, Z443, Z445) in their senior years.

2002 – Z443, Developing Employee Skills

I developed this course to add a much-needed element of HR to the curriculum of the major.

Professional Development

My professional development activities reflect my dual concerns of improving my teaching while also constantly ensuring that my knowledge in the field of human resource management is current. The list below outlines my participation in a variety of on-campus offerings designed to improve my pedagogy interspersed with continuing professional education in the field of HR. This summer alone, I participated in eight such opportunities. It should be noted that I did not track activities prior to 2008.

In the interest of brevity, I have utilized the following abbreviations in describing my activities: CTL (Center for Teaching and Learning), HRCI (Human Resource Certification Institute) and SHRM (Society for Human Resource Management).

Faculty Learning Community – Small Teaching Online Series	IUPUI CTL	July 2020
Engaging Your Students in the Physically Distanced Classroom	IUPUI CTL	July 2020
Alchemizing HR – Navigating What’s Next	HRCI certified webinar	July 2020
Teaching Through Resistance: Identifying and Diffusing Classroom Resistance to Diversity	IUPUI Office of the Vice President for Diversity, Equity, and Multicultural Affairs Workshop	June 2020
Attracting and Retaining Talent During Changing Times	SHRM and HRCI certified webinar	June 2020
Decolonizing the Curricula: Revolutionizing Our Syllabi and Classrooms	IUPUI Office of the Vice President for Diversity, Equity, and Multicultural Affairs Workshop	June 2020
How to Transform Bosses into Leaders	SHRM and HRCI certified webinar	June 2020
Connecting and Engaging with International Students in Successful Online Learning	IUPUI CTL	June 2020
Teaching@IUPUI: Best Practices for Slide Presentations	IUPUI CTL	March 2020
The Connected Professor	UITS Digital Education Programs	February 2020
Writing a Teaching Philosophy/Statement	IUPUI CTL	December 2019
Make Your Canvas Site More Accessible to Students	IUPUI CTL	December 2019
Lecturers’ Excellence in Teaching Workshop	KSBI	November 2019
Compassionate Offboarding	SHRM and HRCI certified webinar	August 2019
HR Indiana State Conference	Indiana SHRM	August 2019

Social Recruiting 101: How to Apply a Growth Mindset to your LinkedIn, Twitter, and Instagram Strategy	SHRM and HRCI certified webinar	March 2019
SHRM Annual Conference, Chicago, Illinois	SHRM	June 2018
Inclusive Teaching Strategies: How to Engage a Variety of Students in the Classroom	KSBI Teaching Excellence Series	February 2018
The Future of Human Resources	SHRM and HRCI certified webinar	November 2017
HR Law Forum	IndySHRM	November 2017
360 Degree Feedback: Full Circle To Success	SHRM and HRCI certified webinar	October 2017
Human Capital Trends	HRCI certified webinar	September 2017
Understanding Barriers to Women's Advancement in the Workplace: Applied and Action-Oriented Research, Dr. Linda Babcock	IUPUI I/O Psychology Colloquium	September 2017
To Your Door – Zoom Basics	IUPUI CTL	August 2017
Social Recruiting Strategies Conference	Global Strategic Management Institute	August 2017
Best Practices in Canvas and Online Teaching	KSBI Teaching Excellence Series	February 2016
Risk Management: 5 Best Practices	HRCI certified webinar	December 2015
Lean HR: Introducing Process Excellence to Your Practice	SHRM E-Learning	November 2015
Challenging Conventional Wisdom on Assessment Center Criterion-Related and Construct Validity, Dr. Paul Sackett	Indiana University Department of Management and Entrepreneurship	October 2015
Making the Most of University Hall's New Active Learning Classroom	IUPUI CTL	August 2015
The Business Case for Soft Employee Issues	SHRM and HRCI certified webinar	August 2015
The Art of HR Influence: How to Build a Better Business Case for HR Technology	HRCI certified webinar	July 2015
Transformative HR: How Great Companies Use Evidence-Based Change for Sustainable Advantage	HRCI certified webinar	July 2015
A Legal and Practical View of Privacy and Social Media	HRCI certified webinar	July 2015

Fair Labor Standards Act: Best Practices	SHRM and HRCI certified webinar	July 2015
Forge Organizational Vision through Leadership	SHRM and HRCI certified webinar	June 2015
Why the Indiana State Legislative Session Matters to You	IndySHRM	June 2015
Social Media: Communicate Smarter, Better and Faster	IndySHRM	April 2015
Indiana's Controversial Religious Freedom Act	IndySHRM	April 2015
The Impact of Supervisor-Employee Implicit Voice Theory Alignment on Outcomes at Work, Dr. Christopher O.L.H. Porter	KSBI	March 2015
How to Avoid Common Pitfalls When Using Criminal Background Checks	HRCI certified webinar	November 2014
Top 5 HR Trends that Impact SMB's	HRCI certified webinar	November 2014
Implementing an ATS – Finding Success in Preparation	HRCI certified webinar	November 2014
Use of Personality Assessments in Hiring	IndySHRM	October 2014
State and Federal Legislative Update	IndySHRM	January 2014
SHRM Annual Conference, Chicago, Illinois	SHRM	June 2014
Social Media for Personnel Selection: The Good, Bad, and Very Ugly, Dr. Michael Zickar	IUPUI I/O Psychology Colloquium	October 2013
Millennials in the Classroom	KSBI Teaching Excellence Series	August 2013
Lecturers' Excellence in Teaching Workshop	KSBI	April 2013
Bridging the Gap between Operations and HR: The Future of HR as Seen by the C-Suite	IndySHRM	November 2012
The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today	IndySHRM	July 2012
HR on Trial! A Mock Trial of an Employment Discrimination Lawsuit	IndySHRM	June 2012
Building a Solid Business Case for HR Technology Change	SHRM	May 2012
Now That We Have Right-to-Work in Indiana, What Do I Need to Do?	IndySHRM	March 2012

How to Improve Quality-of-Hire Using Online Reference Checking	HRCI certified webinar	February 2012
Applying Toyota's Proven Methods for Hiring and Developing a World-Class Workforce	Select International	September 2011
WOW! Your Y's...Employee Recognition for the New Generation	HRCI Certified webinar	May 2011
Using the Program PUL Matrix: What's Next?	IUPUI CTL	October 2009
A Wok on the Wild Side – HR: Not Your Standard Take-Out	Indiana SHRM	February 2009
Leveraging Diversity to Achieve Business Success	SHRM Indiana	February 2009
Recruiting the Talent Within	IndySHRM	November 2008
Elections 2008: An HR Perspective	SHRM Governmental Affairs	November 2008
Getting in Front of the Elephant – How to Earn Immediate Respect for HR	IndySHRM	June 2008
What Eagles Dare	IndySHRM	May 2008

Summary of Peer Evaluations of Teaching

It can be daunting to have peers of higher rank evaluating one's teaching performance, but the value of doing so is substantial. I asked three individuals for an assessment this past spring: our Executive Associate Dean and two other professors. Below is a brief summary; their full evaluations are in the pages that follow.

Dr. Kenneth A. Carow, Executive Associate Dean for Faculty and Research; Professor of Finance

Due to the Covid-19 pandemic, Dean Carow had to observe my class from a virtual perspective. While seemingly less than an ideal way to evaluate someone who normally teaches strictly in-person, having him assess the online portion of my class was quite beneficial to me. I appreciated his comments on how I created a smooth transition while also incorporating current events. On the other hand, I completely agree with him that in future online classes, I need to do more synchronous work with the class in order to increase interaction. I did receive very positive course evaluations from my students, but I feel that the rapport and interaction I had with the class before the switch to online teaching influenced those evaluations. I believe that I can create a better online learning environment in the future by combining the approaches of synchronous and asynchronous learning.

Dr. Ryan Outlaw, Assistant Professor of Management

I invited Professor Outlaw to evaluate my teaching because of his knowledge in my field and the fact that he also teaches the Introduction to HR course. I value comments he made on the student engagement he observed, as well as my ability to call on students by name in a class of over 50 students. I was also gratified by his comment, "I wish I had an HR instructor of this quality when I took my intro to HR class". On the other hand, his suggestion to add a statement to my syllabus about students packing up early was a great idea, and I have already added it for the fall semester. As far as his suggestion about attendance sheets, I will take that under consideration. It is important to me to learn all the students' names as best I can. Teaching approximately 150 students in the fall and 200 in the spring, I find taking attendance to be a useful memory tool. I will assess whether I can effectively learn student names through a different method.

Dr. Catherine Bonser-Neal, Associate Professor of Finance

Professor Bonser-Neal observed my final Z445 class session before we transitioned to online learning for the rest of the semester, and I am pleased that she felt it went so well. I appreciated her comments about my command of the classroom, as well as the engagement of my students. I would agree with her that I need to continue working to engage the less outgoing students. It is an ongoing challenge to involve as many students as possible without making the shyer ones feel intimidated.



KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY
IUPUI

To: Liz Malatestinic

From: Kenneth Carow
Professor of Finance
Executive Associate Dean Faculty and Research

Date: May 22, 2020

RE: Peer Evaluation Z445 Human Resource Selection

On Friday May 22, 2020, I reviewed Professor Liz Malatestinic's course Z445 Human Resource Selection. Professor Malatestinic taught for the Kelley School as a full time faculty member since 2001. I have known Professor Malatestinic since 2001.

Z445 is required of all human resource majors in the Kelley School of Business. It is a 3 credit hour course that teaches how to evaluate applicants and predict their future performance to create a competitive edge over your competition.

Classroom Observation:

I reviewed week 12 of the course content in Z445, which was during the period of time the class was converted to an online class due to all classes being moved online during COVID-19. As part of the movement from face-to-face to online, Professor Malatestinic changed from giving a test to giving a quiz for each week of materials. With students not in the classroom to provide as great of interaction, this is a good way to ensure that students stay up to date on the materials and, during the COVID-19 environment, it provides a lower stakes method of evaluating the students. She also adjusted the final project from an inclass presentation to having students record their presentations. Each of these demonstrates how Professor Malatestinic thought through and adjusted her course to reflect on both the difference in pedagogy for online courses and the added pressures during this stressful semester for both students and faculty.

For week 12, Professor Malatestinic had the students review a pre-recorded video of the course, read an article on Predicting Performance with Letter of Recommendation, answer a series of questions related to the article. Based on campus communications, she chose to use an asynchronous delivery. Having previously discussed Professor Malatestinic's teaching style and seen her do presentations, I must admit that I missed the interactive face to face style of discussion she is known for. The videos were well prepared and went over each of the concepts. The concepts were well-explained and correlated well with the reading materials for the class. As we likely have more online classes in the future, I would encourage Professor Malatestinic in future semesters to provide greater opportunities for student interaction in the discussion of the materials either through discussion forums or live classroom discussions. In future online (asynchronous or synchronous), I also encourage her to share more of the excellent industry stories that make the concepts so memorable for the students.

COVID-19 brought many new changes to the human resource environment. Professor Malatestinic took the opportunity to discuss several of the new laws that have arisen as a result of the COVID-19 pandemic and how it impacts human resource management. It was excellent to see the discussion and presentation of debates that are currently going on at every company in the world as we adapt during the COVID-19 crisis and will continue to adapt to a post COVID-19 crisis. It demonstrated her knowledge of current industry discussions. Her connection to the Society for Human Resource Management (SHRM) provided many new updates and materials for the class to consider.

Summary

I commend Professor Malatestinic on the redesign of the course and how well she integrated into the course the current events of COVID-19. The course provided a smooth transition from the normal semester to the online portion of the semester.

Elizabeth Malatestinic
February 27th, 2020
Z340 Human Resource Management

To Whom It May Concern:

I observed Elizabeth Malatestinic in her Z340 class she teaches from 10:30am-11:45am on Thursday, February 27th, 2020. The instructor entered the room at 10:28am, before class started. By 10:30am, her lecture materials were cued up on the overhead projector and she promptly began class by calling roll. Roll call lasted for approximately 3 minutes although students were still trickling in until approximately 10:40am. During roll call, I observed a number of students on cell phones and/or laptops. One suggestion would be to pass around a sign-in sheet—perhaps 5 minutes or so after class has started—which would a) free up more class time for lecture/discussion and b) ensure that students who walked in a few minutes late are still recognized for attendance. It should be noted that once the lecture was underway, all students put away their electronic devices and were tuned into the lecture.

At 10:35, the instructor passed around an application for a job at a bank. This application was from the 1950's and had a number of questions that would be inappropriate for an HR professional to ask today. The instructor provided students with several minutes to read over this sheet independently and formulate their own ideas. By 10:38am, the instructor asked students to point out what would not be acceptable to ask in an interview. Even though students worked independently on this activity, there was a lot of engagement and students volunteering answers. As an aside, I personally found this activity very enlightening and plan on adopting this for my class as it shows critical differences in norms associated with job interviews. Students were then asked to write their names on the paper and pass it to the front. Going back to my suggestion in the previous paragraph, these activity sheets could provide a way to check attendance and free up just a few more minutes of class time. Throughout this activity, the instructor also shared her own observations about what should and should not be asked in an interview in a way that complemented student comments.

By 10:50am, the instructor dimmed the lights a bit and began lecturing on interviews, explaining why they can be low in validity. The majority of students were busy taking notes. As the lecture continued, I noticed that the instructor was able to call on most students by name, indicating that she had taken them time to familiarize herself with the students, getting to know them on a first name basis. Having that sort of connection with students is important as it facilitates a level of care and concern on the part of the instructor that is then reciprocated by students through various mechanisms (e.g., trust, engagement, citizenship behaviors). Also, the instructor did a fantastic job pacing the lecture. She made sure to keep things going at a rate such that the material for that day could be covered, but slow enough so that students could interact and have meaningful conversations about the subject matter.

Around 11:00am, the instructor provided an interesting anecdote, volunteering her personal experience to help explain "first impression biases." On that note, the instructor did a great job

using her personal experience and other exercises to create a deeper understanding of topics being discussed all throughout her lecture. For example, a few minutes after the first impression bias anecdote, the instructor asked students to close their eyes and picture a scientist in a lab. Then, after the students had the mental image, she asked students to open their eyes and raise their hands if they pictured a man in the lab. Most students raised their hand and seemed genuinely surprised to discover how biases operate. Around this time, there was a student who put a pair of headphones on (discretely) and was apparently listening to music. When the instructor saw this, she politely but firmly asked the student to remove the headphones which he did. This illustrates the instructor's control over and ability to manage the classroom.

Over the next 10 minutes or so, students continue sharing their personal experiences with things like panel interviews, and reference checks. Here again, the instructor offered an example from her personal experience regarding the importance of reference checks. This was a funny story and a lot of students laughed to discover the reference provided did not have the nicest things to say about the job candidate (and for good reason). This point illustrates another strength of the instructor—her ability to use positive affect (humor) to engage students. At 11:35am, the instructor mentioned a video clip about emotional intelligence but said they didn't have time for it. Video clips are a great way to help break up lectures and I was glad to see that the instructor included videos in her teaching "toolkit." By 11:38, the instructor was lecturing on honesty/integrity tests and asked students if they have ever taken one. Many of the students mention that the Kelley application process includes some type of honesty/integrity test. Approximately two or three minutes before the end of class, I observed several students packing their bags in anticipation of leaving. In addition to the students packing up being less engaged, this behavior also distracted students still attempting to listen to the lecture. One idea to help prevent students from this type of behavior would be to incorporate a policy in the syllabus that discourages packing up early. That said, the instructor ended the lecture right on time, precisely at 11:45am.

I very much enjoyed the opportunity to observe this class and thought the instructor did a fantastic job engaging students. Frankly, I wish I had an HR instructor of this quality when I took my intro to HR class. She had good volume and cadence when she spoke. She made use of in-class exercises to give students a deeper understanding of the material. What I enjoyed the most about her class was the fluid "conversational" feel between her and students. It really was more like a dialogue and less like a lecture where the instructor "speaks at you" for 75 minutes. Clearly the instructor knew the students by name and had developed meaningful relationships. Finally, her use of positive affect and personal experiences was impressive. If there are any questions about my observation, I would be happy to clarify or provide additional information.

Sincerely,

Ryan Outlaw
Email: croulaw@iu.edu
Phone: 317-278-7437



IUPUI

KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY

Indianapolis

To: Executive Associate Dean Ken Carow
From: Catherine Bonser-Neal, Associate Professor of Finance
Subject: Peer Teaching Observations of Professor Elizabeth Malatestinic's Z445 course
Date: May 29, 2020
CC: Professor Elizabeth Malatestinic

On Wednesday, March 11, 2020 I reviewed Professor Liz Malatestinic's Z445 Human Resource Selection Course, taking detailed notes of my observations for this written Classroom Observation discussion. Professor Liz Malatestinic is a Senior Lecturer in the Management area with an expertise and years of experience in teaching Human Resource Management. She is also the Faculty Advisor for the Kelley School of Business student chapter of the Society for Human Resource Management (SHRM). The course Z445 is one of the four 3.0 credit hour required courses for the Human Resource Management Major in the Undergraduate Program, and may be taken in either the Junior or Senior year. The class is taught as an in-person lecture class, occurs twice per week for 1 hour and 15 minutes, and the enrollment for the section I reviewed was 21 students.

I reviewed the syllabus for the course. The required text for the course is *Recruiting, Interviewing, Selecting, and Orienting New Employees* (6th ed.) by Diane Arthur. The course learning outcomes, components of the student assessment, and the classroom policies are all clearly stated on the first page of the syllabus. The four learning outcomes are also mapped to the Kelley School's Student Learning Outcomes and to IUPUI's PLUS. A student's course grade is based upon two exams, one online class assignment, and a project in which pairs of students develop and present a comprehensive recruitment and selection plan for a fictitious company. The project description is very detailed and provides an opportunity for the students to apply the classroom concepts to a realistic business problem in human resources management.

The topics to be discussed on the day I observed the class included types of interview questions and types of interviews from Chapters 8-10 of the textbook. Professor Malatestinic presented Powerpoint slides to introduce new concepts and ideas and also to stimulate interactive discussion of the topics. The slides were well-organized, presented the key points to be discussed, and the layout of each slide was easy to read and follow. Professor Malatestinic also had very good command of her classroom, demonstrating the depth of her knowledge of the material while at the same time creating a classroom atmosphere which invited student questions and participation. She

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knew each student's name and tried to engage students who more reticent to raise their hands in response to a probing question. During the class Professor Malatestinic also reinforced her classroom expectations on preparedness by asking students specific questions related to the readings.

In the first part of the class, Professor Malatestinic introduced the purpose and examples of open-ended interview questions (Chapter 8 of the text). She discussed relevant examples of behavioral and hypothetical questions which would provide relevant information about a job candidate's likely approach to handling different situations, as well as examples of leading questions which would not. Throughout this discussion Professor Malatestinic probed the understanding and thoughts of the students on these different types of interview questions and asked the students to provide examples based upon their own experiences. The students seemed engaged and interested in this topic, and they also seemed to realize the relevance of the discussion to their own interview preparation. The class then discussed the purpose and use of closed-end questions, noting the reason why such questions should be used on a more limited basis.

Professor Malatestinic then turned to a discussion of Chapter 9 of the text which dealt with the essential components and goals of any interview. The class discussed the importance of the interviewer establishing a rapport with the job candidate, of active listening, and of screening out the personal biases of the interviewer. The topics covered were also important to consider for any student who finds themselves in the position of interviewing a job candidate, even if the student does not work in a human resource management role. I was impressed by the way Professor Malatestinic helped the student learn about each of these interview goals and components through additional realistic examples and discussion. In addition to examples she provided, Professor Malatestinic asked students to think of their own examples of nonverbal communication or perceptual errors which would help or hinder an interviewer's goals. I noted some students participated more than others during this part of the class, though Professor Malatestinic did call on students who had not yet raised their hands to make sure they contributed something to the discussion. I would encourage Professor Malatestinic to continue her efforts to engage the quieter students in the class discussion, especially in smaller classes where there is time for most students to participate.

The class then moved on to a brief discussion of types of interviews (screening, telephone, and video), as well some helpful strategies for conducting such interviews. The coverage of these topics provided an effective way to wrap up the lesson on types of interview questions and essential interview components. The class concluded with Professor Malatestinic providing an overview of what lay ahead for the rest of the semester given the movement of classes to an online format mandated by the Covid-10 Pandemic. She provided guidance and reassurance to the students to help ease their concerns about this transition.

I enjoyed the opportunity to observe this class and Professor Malatestinic's approach to teaching, and her years of experience in teaching this course were apparent. Her learning goals for this class were clearly stated and achieved through an excellent use of examples and discussion. The pace of the class was appropriate and neither rushed nor too slow. Professor Malatestinic also had a very good rapport with her students, and it was clear through their attentiveness that they respected her knowledge and experience in the field of human resources management and found the class useful to their future careers.

Impact of Instruction on Student Learning Outcomes

In order to ensure that my students are learning, I engage in both formal and informal assessments of outcomes. While formal assessments are critical, they are generally limited in scope. Therefore, I also rely on informal assessments to provide insights which are more qualitative in nature. I utilize what I learn to constantly make small, and occasionally large, adjustments to my teaching plans.

Formal assessment is integral to our mission at the Kelley School of Business in Indianapolis. As part of the larger Indiana University Kelley School of Business, we are accredited by the AACSB (Association to Advance Collegiate Schools of Business). With each five-year process of renewing that accreditation, we are expected to demonstrate continuous improvement in our teaching. As an individual who teaches required courses within the Kelley Indianapolis curriculum, I have been actively engaged in this process through assessment of my courses. These assessments have evaluated my progress with regards to both campus standards and Kelley Indianapolis standards. Samples of some of my assessments can be found within the Additional Evidence appendix.

As I described in my candidate statement, human resource management is a field with a body of knowledge that must be mastered. Therefore, my formal assessments involve assessing that mastery, whether that involves legal questions related to HR, evaluating managerial scenarios, or understanding of complex topics such as employment at will. Due to the nature of my goals in teaching HR principles, selected exam questions are frequently the best measure. My Z340 course has been selected for assessment in 2020-2021, and I look forward to the opportunity to step back and evaluate my progress again.

More informally, I place a great deal of value on the comments I receive from my students in course evaluations. While my scores are consistently high, I believe that I can always improve, so I comb through student comments to look for trends or concerns. I have made small changes, such as due dates for assignments, in response to their comments, but also large changes. I recently switched from two exams to three in my Z340 class based on consistent student comments in my evaluations each year. This may not seem like a large change, but it was for me both from a philosophical and a practical standpoint. I have not observed large increases in test scores, but the change seems to give students more self-efficacy.

On a different note, given that so many of our students stay in the area after graduation, I have the pleasure of keeping in touch with many who work in the HR field. Several times a year, a Kelley Indianapolis HR graduate will reach out to me to ask me to refer a current student for an internship or employment. I have been told numerous times by our alumni that their employers believe that Kelley Indianapolis HR graduates are well prepared and ready to contribute in the workplace immediately. Just earlier this month, a recent grad commented in a LinkedIn message to me, "Also, you will be happy to know that (company name) is absolutely in love with Kelley HR grads!"

Finally, I can point to a number of students and graduates who have demonstrated mastery of learning through certification either as students, or as recent graduates. As can be found in the appendix containing unsolicited letters from former students, a recent grad emailed me with the following comment:

I just wanted to let you know that I passed the SHRM-CP this weekend and I am convinced it is because of you and the Kelley HR program. The extent of my studying was reviewing leadership models for about two hours. I relied on the intuition that my Kelley degree developed, and it carried me to success.

This is not the only former student that has indicated to me that they felt well-prepared for the exam and passed it with ease. Given that many experienced HR professionals prepare for the exam through a 7-9 week course costing nearly \$1,500, our former students' results are impressive. I believe that our alumni success is at least in part due to achievement of my student learning outcomes.

PUBLICATIONS

As defined in the Kelley School of Business Policy Statement for those in the Lecturer/Teaching Professor ranks:

“Dissemination to others occurs at many levels. Unlike tenure track faculty, who are expected to meet promotion criteria primarily based on publications in peer reviewed journals recognized for their prominence in the field, Lecturers/Senior Lecturer/Teaching Professor faculty are expected to focus dissemination to others (academia, profession, community) in the forms of leadership, mentoring, articles/presentations in area of expertise, or peer-reviewed scholarship of teaching (publication/presentation, substantive critique).”

I have two submissions published in the peer-reviewed IUPUI Digital Teaching Repository, as well as one under review, but the bulk of my written dissemination has been in the Indianapolis Business Journal (IBJ), a highly-respected regional publication in Central Indiana which reaches over 27,000 print subscribers and nearly 80,000 e-news subscribers. I was invited in late 2017 to become one of the paper’s “In the Workplace” columnists, a newly created feature in the paper which is prominently positioned on page 6 of the print edition each week. My columns are based on my professional expertise, but I also strive to include scholarly research that is relevant to the business and HR topics I cover. The columns have been very well-received, as can be seen in a letter of support from Lesley Weidenbener, IBJ Managing Editor, found in the appendices.

REFEREED PUBLICATIONS

*Malatestinic, E., Senior HR Project in Recruitment and Selection, IUPUI Digital Teaching Repository, August 19, 2020

*Malatestinic, E., D355: Special Topics in International Business – Managerial Perspectives on Globalization Syllabus, IUPUI Digital Teaching Repository, May 7, 2020.

REFEREED PUBLICATION – UNDER REVIEW

*Nemeth, M., Malatestinic, E., Clemons, M., McDonald, J., Kelley School of Business Indianapolis Academic Fairness Committee Manual, IUPUI Digital Teaching Repository, May 26, 2020.

NON-REFEREED PUBLICATIONS

*Malatestinic, E., (2020, May 15). New normal? It’s the evolving normal., *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2020, March 20). Take proactive steps to minimize political discord in the workplace. *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2020, January 3). No matter how you give it, employee feedback is imperative. *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2019, November 15). “Is it time to rethink your interview questions?” *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2019, October 4). Attitudes shift toward hiring applicants with criminal records. *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2019, August 16). Employee turnover is costlier than you think. *Indianapolis Business Journal*, p. 6A.

*Malatestinic, E. (2019, May 10). Addressing mental health in the workplace is good for all. *Indianapolis Business Journal*, p. 6A.

- *Malatestinic, E. (2019, March 15). Your brain, wired for shortcuts, may lead to biased hiring. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2019, January 18). In new year, consider new workplace culture. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, November 16). How not to be 'ghosted' by new or potential hires. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, October 12). Think you're great at multitasking? Think again. *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, August 17). Stereotypes lead to bad business decisions about workers. *Indianapolis Business Journal*, p. 6A.
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- *Malatestinic, E. (2018, May 11). Is the gig economy working for you?" *Indianapolis Business Journal*, p. 6A.
- *Malatestinic, E. (2018, March 23). Open work spaces: Does your company fit? *Indianapolis Business Journal*, p. 6A.
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- *Malatestinic, E. (2015, April 27). Job Search 101 – Social Media Edition. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=3208>.
- *Malatestinic, E. (2014, October 31). Combat High Tech Headhunting with a Low Tech Strategy. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=3060>.
- *Malatestinic, E. (2015, June15). For New Grads, First Jobs Are Cause For Celebration...But Not Complacency. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=3251>
- *Malatestinic, E. (2014, May 9). The Limits of Social Media as a Hiring Tool. *Inside Indiana Business website*, <http://www.insideindianabusiness.com/contributors.asp?ID=2907>.
- *Malatestinic, E. (2014, March 28). Social Media Demands a Cautious Approach. *Inside Indiana Business website*. <http://www.insideindianabusiness.com/contributors.asp?ID=2869>
- Hassell, B. & Malatestinic, E. (2006, April 24). Right Decisions Crucial for Small Firms. *Indianapolis Business Journal*. P. 46.

COMPETITIVE PRESENTATIONS – TEACHING

INTERNATIONAL

Exploring Study Abroad Resources: Creating Diverse Partnerships to Create the Optimal Study Abroad Experience (with K. Donahue, W. Raider)	Institute for International Education, Washington, D.C	Oct. 25, 2016
Putting Study Abroad to Work (with K. Donahue, S. Zike)	Institute for International Education, Washington, D.C.	Oct. 25, 2016

INVITED PRESENTATIONS – TEACHING

LOCAL

Note: Indiana University Kelley School of Business IUPUI is abbreviated as KSBI

The Impact of Technology Usage in the Classroom on Student Learning	KSBI Lecturers' Excellence in Teaching Workshop	Nov. 23, 2019
LinkedIn for Students - and Professors	KSBI Lecturers' Excellence in Teaching Workshop	Mar. 23, 2018
Study Abroad Programs at Kelley: Myths and Truths, with D.E. Steele and S. Mosby	KSBI Lecturers' Excellence in Teaching Workshop	Nov. 8, 2017
Techniques for Success with LinkedIn	KSBI M426 Marketing class	Apr. 15, 2015
Careers in Human Resource Management	IUPUI Sociology capstone	Feb. 12, 2015
Careers in Human Resource Management	IUPUI Sociology capstone	Mar. 6, 2014
Careers in Human Resource Management	IUPUI Sociology capstone	Feb. 12, 2013
Academic Integrity	KSBI Lecturers' Excellence in Teaching Workshop	Sept. 10, 2008
Academic Integrity	KSBI Adjunct Faculty Orientation	Aug. 9, 2008
Hiring Keepers	United Package Liquors management	July 16, 2008
What Can You Ask in an Interview?	T&M Equipment, Indianapolis	July 28, 2008
What Can You Ask in an Interview?	Barsteel Corporation, Merrillville	July 14, 2008

REGIONAL

Career Services Professional Panel	American Staffing Association Indiana Staffing Symposium	July 11, 2017
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NATIONAL

Successful Online Instruction Techniques Faculty Panel	McGraw-Hill, Chicago, Illinois	Sept. 23-24, 2005
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Teaching Awards and Honors

Since becoming a full-time faculty member at Kelley Indianapolis, I have been the recipient of a number of teaching awards. They are as follows:

Indiana University Trustee's Teaching Award – 2018, 2012, 2008, 2003

Each year, two of approximately 30 non-tenure track faculty members from the Kelley School of Business Indianapolis are chosen in recognition of outstanding teaching. The award comes with a \$2,500 stipend.

Schuyler F. Otteson Undergraduate Teaching Excellence Award – 2020, 2018, 2007, 2004, 2002

Three full-time faculty members annually receive this award sponsored by the Kelley School of Business Indianapolis Student Government. Individual students submit a detailed nomination, and our Student Government chooses the best candidates.

Student Organization Advisor of the Year – 2017, 2016

In 2016, the Kelley School of Business Indianapolis Student Government instituted a new award recognizing the dedication and efforts of faculty who advise student groups. I was the first recipient of the new award, and I received the award the following year, as well.

Outstanding Educator/Favorite Professor Awards – 2020 (2), 2019 (2), 2018, 2017, 2016, 2015, 2013, 2012, 2011 (3), 2010 (2), 2009 (2), 2008, 2005, 2002 (2), 2001

This recognition is based on nominations from student-athletes each semester. They may not nominate an instructor from the current semester, so the nomination representations the athlete's choice among all prior instructors that he or she has had. I have received 22 of these awards.

Lecturers' Development Grant

In 2007, I applied for and was awarded a professional development grant in the amount of \$5,000. The grant was used to support me as I purchased materials and studied for SPHR (Senior Professional in Human Resources) certification.

One of the application questions was: “**Ways in which this development project is expected to impact undergraduate teaching at IUPUI**”. My answer was:

Certification as an SPHR is the accepted standard for professional excellence in the field of Human Resources Management. As a faculty member in the Kelley School of Business responsible for many of the Human Resources (HR) courses, it is important that I attain the SPHR certification, which is a professional goal of many students upon graduation. Preparation for the SPHR examination will increase my knowledge base in current HR topics and benefit Kelley students in two ways. First, I will be able to use the new knowledge in the classroom. Additionally, by going through the exam preparation and sitting for the exam, I will be able to provide better guidance to students who will eventually take the exam themselves.

The HR major is growing within the Kelley School of Business in Indianapolis, and our students are in the process of establishing a student chapter of the Society for Human Resource Management. I have agreed to act as the chapter's faculty advisor. Obtaining SPHR certification will allow me to be a more effective advisor.

Finally, the AACSB requires non-tenure track faculty to remain current in their fields with relevant work experience or additional study in order to be “professionally qualified.” Professional credentials are evidence of commitment to the profession. Obtaining SPHR certification will provide evidence of being professionally qualified for the AACSB accreditation.

A description of the grant follows:

IUPUI Office for Professional Development Lecturers' Development Funds Grant 2006-2007 Summer Stipend Guidelines and Application

Background: The professional development funds available to full-time lecturers at IUPUI are to support the growth of the lecturers' skills and knowledge in promoting the learning and academic success of IUPUI undergraduates. The critical role of the lecturer toward major IUPUI goals—retention and graduation of students, celebration of diversity, civic engagement, thoughtful use of instructional technology, use of effective and innovative teaching approaches—demands dedicated resources to help lecturers know of developments in undergraduate teaching and acquire enhanced competencies toward these goals.

Purpose: Summer Stipend

These funds will support four \$5,000 stipends for lecturers to implement a project designed to improve their teaching of IUPUI undergraduates. Examples are development of skills with instructional technology, study of a particular pedagogical method, or completion of a scholarship of teaching and learning project. These funds are for professional development, so should not be sought for *course* development work per se, but should rather focus on the lecturer's skills and knowledge in a way that shows promise for continuing teaching development. Funds can be only be used for Summer stipends. They cannot be used for “release time” during regular paid semesters.

SERVICE SUMMARY

The vast majority of the service I perform is for the purpose of advancing my teaching in the area of human resource management. Given the choice, I will almost always choose those activities and committees which will either directly impact student learning or improve students' overall educational experiences in the Kelley School of Business Indianapolis and at IUPUI.

SHRM

The Society of Human Resource Management (SHRM) provides a continuing theme in my service. I began working with two students in 2007 to establish a Kelley Indianapolis student chapter of SHRM, and we held an official charter ceremony and reception in the IUPUI Campus Center on March 19, 2008. The chapter has remained continuously active since that time, and I have served as its advisor from the beginning. In March of 2018, we held a 10th [anniversary celebration](#), and even a few of our alumni joined us.

I have also been involved with SHRM at the local, state, and national level in order to advance my teaching. I have engaged extensively with the local IndySHRM professional chapter, often inviting their members to give presentations at our student meetings. I have also provided advice and mentorship to another local faculty advisor as she was attempting to launch a student chapter. I attended the Indiana SHRM Faculty Advisor Summit, and I assisted IndySHRM in planning two statewide student conferences on our campus. At the national level, I reviewed the study guide for the Assurance of Learning, SHRM's competency exam for graduating students. Finally, I was recently selected to serve on an online panel of faculty advisors from around the nation to discuss the quality of students' educational experience through SHRM.

STUDENT COMPETITIONS

I have coached teams of students in different competitions related to human resource management. The first of those was a regional Jeopardy-style competition called SHRM Games in 2010. We did not win, but the team performed very well. In 2015, I coached my first case competition team. That event was sponsored by SHRM in Louisville, Kentucky. Subsequently, I coached a team for the Krannert School of Management Executive HR Case Competition in 2017, 2018, and 2019. Although each team was composed of completely new members, they have improved each year. The 2019 team placed [second](#) at the Krannert competition, losing only to Brigham Young University.

SCHOOL AND CAMPUS SERVICE RELATED TO TEACHING

Several of the committees I am involved with relate to student success in one way or another. I have served two years on the Trustees' Teaching Award Committee. This committee is comprised of a small group of past awardees who then have the responsibility of selecting worthy recipients among a large and accomplished faculty. Additionally, I have served for a number of years on the Academic Fairness Committee as well as the Student Awards Committee. I have also served on five different faculty search committees, all with the goal of bringing in the highest caliber of faculty for our students. In that capacity, I created a PowerPoint presentation on appropriate and inappropriate interview questions which was then disseminated to our entire business faculty. At the campus level, I was a founding member of the Faculty Council Committee on Diversity, Equity, and Inclusion.

EXTERNAL SERVICE RELATED TO TEACHING

I have also worked with a textbook publisher in service to my teaching, specifically McGraw-Hill. In 2010, I worked to create and edit content for the new (at that time) Connect platform for the 7th edition of *Gaining a Competitive Advantage* by Noe, Hollenbeck, Gerhart & Wright. I was called upon to do so again in 2011 for the 3rd edition of *Fundamentals of Human Resource Management* by the same authors. I was also asked to serve as a textbook reviewer for McGraw-Hill in both 2005 and 2010.

OTHER SCHOOL AND CAMPUS SERVICE

My other service to the Kelley School of Business Indianapolis and IUPUI varies in scope from a number of one-time volunteer activities to ongoing commitments such as the semi-annual Kelley Indianapolis Undergraduate Orientation/Convocation, in which I have either delivered presentations or participated on a

panel since 2004. I serve on the Lecturer Faculty Review Committee which is charged with the responsibility of creating and updating procedures for promotion within Kelley Indianapolis. I also served on the IUPUI Fringe Benefits Committee as well as the Compensation and Benefits Committee.

My final service commitment is a self-created one: I established a private LinkedIn group for alumni of the HR major at the Kelley School of Business Indianapolis to allow them to network, share job opportunities, and announce their professional accomplishments. After each senior group successfully finishes my Human Resource Selection class, they are extended an invitation to join this group. As of this writing, we are approaching 500 members in the group. This group is an extension of my commitment to assist my students in becoming outstanding professionals in the field of human resource management.

Listed below are specific details of my service activities, as outlined in my CV. (Note: * indicates while in current rank.)

SERVICE - TEACHING

SCHOOL

*Trustees' Teaching Award Committee	Member	2020, 2019
*Krannert School of Management Executive HR Case Conference Case Competition (note: 2019 team placed second and shared \$3,000 prize)	KSBI Case Competition Coach	Nov. 2019 Nov. 2018 Oct. 2017
*What Can You Ask in an Interview? PowerPoint training guide for KSBI faculty for use in faculty searches	Author	May 29, 2019
*IndySHRM Student Conference	Attended with students	Feb. 11, 2018
*SHRM Regional Student Case Competition	KSBI team coach	April 2015
*Student Advisor CORE: day-long session conducted by Student Affairs	Attendee	July 28, 2014
*SHRM Games – regional Jeopardy-style HR knowledge competition	KSBI team coach	Feb. 2010
*KSBI Student Chapter of SHRM	Founder and advisor	2007-Present

CAMPUS

*IUPUI Faculty Council Committee on Diversity Equity and Inclusion	Member	2018-2019
*Ad Hoc Faculty Council Committee on Diversity, Equity, and Inclusion	Member	2017

REGIONAL

*IndySHRM State Student Conference - Statewide HR Conference involving six different university chapters, IUPUI Campus	Assisted in planning	Feb. 2020, Feb. 2017
*University of Indianapolis Student SHRM Chapter Faculty Advisor Lisa Robinson	Provided consultation on chapter structure and organization	Sept. 27, 2018
*Indiana SHRM Faculty Advisor Summit	Participant	Aug. 27, 2017

NATIONAL

*SHRM national online focus group for selected advisors on student member HR educational experience	Participant	April 21- 22, 2020
*SHRM Assurance of Learning national student competency exam study guide	Reviewer	2012
*McGraw-Hill Connect for Fundamentals of Human Resource Management; Noe, Hollenbeck, Gerhart & Wright; 3 rd ed.	Content creator/editor	2011
*McGraw-Hill Connect for Human Resource Management: Gaining a Competitive Advantage; Noe, Hollenbeck, Gerhart & Wright; Mc-Graw Hill, 7 th ed.	Content creator/editor	2010
*Human Resource Management: Gaining a Competitive Advantage; Noe, Hollenbeck, Gerhart & Wright; Mc-Graw Hill, 7 th ed.	Textbook reviewer	2010
*Managing Human Resources: Productivity, Quality of Work Life, Profits; Cascio, Wayne, McGraw-Hill, 7 th ed.	Textbook reviewer	2005

SERVICE - UNIVERSITY

SCHOOL

*KSBI Academic Fairness Policy Subcommittee	Member	2020
*Kelley Direct Admit Welcome Day	Faculty Panel Member	Nov. 2019
*IUPUI Regatta – Kelley Welcome Table	Volunteer	Sept. 2019
*Search Committee - Lecturer in Management	Member	2020
*Search Committee - Lecturer in Management	Member	2019
*Search Committee - Lecturer in Business Communications	Member	2018-2019
*Search Committee - Clinical in Management	Member	2018
*Lecturer Faculty Review Committee	Member	2017-Present
*Kelley Indianapolis Faculty Council	Vice President	2018- 2019
*Operations and Supply Chain Management Club	Guest speaker	Sept. 13, 2017
*Kelley Undergraduate Awards Committee	Member Chair	2004-Present 2018, 2016, 2010
*KSBI Academic Fairness Committee	Member Member Chair	2016-present 2004-2014 2010-2014

*KSBI Undergraduate Orientation/Convocation	Speaker/Panelist	2004-present
*Indianapolis Dean's Council meeting	Participant	Nov. 11-12, 2016
*Interview Committee for Associate Deans' Executive Assistant position	Member	July 20, 2016
*Kelley Direct Admit Day	Volunteer	Dec. 13, 2014
*Faculty Mentoring Committee	Member	2012-2013
*Search Committee - Lecturer in Management	Member	2012
*IU Kelley HR Alumni Network – private LinkedIn Group of almost 500 alumni of KSBI HR program	Creator and moderator	2012
Search Committee - Academic Advisor	Member	2004
KSBI Business Foundations Certificate promotional video on distance learning	Wrote and videotaped	2004

CAMPUS

*IUPUI Faculty Council Fringe Benefits Committee	Member	2012-2018
*IUPUI Faculty Council Compensation and Benefits Subcommittee	Member	2014-2018
University College Summer Bridge Program Volunteer		2002

Subject: RE: Teaching professor e-dossier?
Date: Monday, April 5, 2021 at 10:25:12 AM Eastern Daylight Time
From: Malatestinic, Elizabeth Lynn
To: Applegate, Rachel
Attachments: image001.png, image002.png

Hi Rachel,

I would be pleased to have my dossier serve as an example!

Thanks,
Liz

Elizabeth L. Malatestinic, MSBA, SPHR, SHRM-SCP
Senior Lecturer in Human Resource Management
Indiana University Kelley School of Business – Indianapolis
emalates@iupui.edu
317-278-2601

From: Applegate, Rachel <rapplega@iupui.edu>
Sent: Monday, April 5, 2021 8:03 AM
To: Malatestinic, Elizabeth Lynn <emalates@iupui.edu>
Subject: Teaching professor e-dossier?

Elizabeth,

On the OAA pages we post example dossiers, and I'd like to get some teaching professor dossiers up this spring. I think your dossier is strong—would you be willing to have it posted? It's behind CAS; I do not post any of the review letters, or the appendices.

??? It would be greatly helpful!

Rachel Applegate

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