

## Shayne “Kip” Kiefer, PhD

### Professional Assessment Statement

*The following is 2,997 words*

#### INTRODUCTION

I am excited to be at Rollins College where I can explore my passions in teaching, research, and service. The Rollins staff and faculty are friendly and professional, the students have surpassed my expectations, and the greater Orlando area has embraced my family and me. I am especially excited with the Liberal Arts ethos of the institution. No matter what career field our students eventually choose, I believe a strong liberal arts background is key to their ability to think critically and adapt to challenging situations. In the following pages I present my self-assessment and discuss my performance in the areas of teaching, research and service.

#### 1. TEACHING

##### 1.1 Teaching Overview

The department criteria states “*we expect candidates for tenure and/or promotion to demonstrate that they do an excellent job of teaching and promoting student learning.*” I understand Rollins College’s emphasis and focus on teaching and strive to promote a safe, inviting, life-long learning environment in all of my classes. Table A provides a brief summary describing how I meet the various department, college and AACSB criteria in the area of teaching.

##### 1.2. Teaching Philosophy

The central aim of my teaching, regardless of the subject matter, is for my students to continually expand and improve by extending their strengths in new ways and embracing and improving on their weaknesses. I employ a number of techniques to help each student become a partner in his or her learning, including:

- *I understand that students learn in different ways.* I acknowledge and accommodate diverse learning styles by providing a combination of lectures, discussions, debates, case studies, student presentations, small group problem solving, team projects, cooperative activities—all of which must be interspersed to allow for diverse learning styles.
- *I create an appropriate classroom climate.* I have witnessed firsthand how student learning can be enhanced or hindered by the classroom environment. I work to foster a safe and stimulating culture and encourage students to actively participate.
- *I believe engaging students is critical.* Active class discussion is critical to increasing students’ interests as well as developing group synergy where classmates build off

of each other's comments. Students lead busy, exhausting lives and need an instructor who provides high energy, passion, and enthusiasm to help them stay engaged.

- *I work to build skills and cognition, not just content—at all levels.* Although the content is important, I am more interested in building skills and the process of cognition among my students. I am always willing to assist students in gaining a better command of skills (i.e., written and verbal communication, accounting, finance, statistics, operations, marketing, strategy), but I also challenge my students to understand processes and give them frameworks that they can use independent of the course content.

### **1.3. Teaching Performance**

Reviewing my Rollins College CIEs, students appear to be quite satisfied with my teaching. This is evidenced by the positive comments and scores. My undergrad course scores, whether in the Holt evening program or for CLA day-time classes, are consistently in the upper 50<sup>th</sup>-percentile and most are in the top 20<sup>th</sup>-percentile. Although I am very proud of my quantitative scores, I especially enjoy reading the student comments. For example, one student wrote, "Simply amazing! Everyone should take this class with this professor!" Another student commented, "Dr. Kiefer was always prepared for each lesson and encouraged full participation from the class in order to talk about the material presented for the day." Reading these and other similar comments makes me believe that I am on point; however, I know that I cannot become complacent and that I must continuously adapt and learn to make sure that I am meeting my students' needs and expectations. For more details, please see Table B for a summary and reflection regarding my CIEs.

### **1.4. Critical Teaching Assessment**

I take student feedback very seriously in my quest for teaching excellence. I will work to continuously learn and improve so that I can consistently earn positive feedback. In addition to the CIEs, I conduct informal student feedback during the semester to see how the class is going and how I am doing. In my experience, when the students feel their voice is being heard and see adjustments being made, they tend to feel better about the course. In just the past four years while at Rollins, I have taught seven different courses, taught both core and elective courses, and taught students from inside and outside of the Department of Business.

Although I am able to use similar material from one semester to the next, due to the nature of the business discipline, I am constantly forced to update my courses to keep them current and relevant. Some changes between the courses include the number of chapter quizzes, the number of guest speakers, the guest speakers themselves, the emphasis of one aspect of the course relative to another, the business, case studies and/or other examples discussed in class, and the number of and the point values for various assignments. In short, I recognize that my courses require constant review and revision to address current business and other related issues in order to keep the students intrigued and engaged. I will continue to adapt my courses to stay relevant and meet students' needs.

I understand that I am far from perfect and seek continuous opportunities to challenge myself, learn and improve. For example, although my primary responsibilities are teaching undergraduate students in the Holt and CLA programs, and I have thrived in these environments, I sought to expand my skill set and challenge myself by teaching in the Holt and Crummer Masters programs. My CIE ratings at Crummer were very strong, but they were not quite as strong for one class that I taught in the Holt MHR program. I learned a lot from my limited Masters-level experiences, and I am eager to continue to teach masters-level classes to continue to improve and hone my skills for expanded student populations.

No bigger impact on education has occurred in our lifetime than COVID-19. This global pandemic stretched all educators and all of us were forced to learn new ways to reach our students and deliver our curriculum. Learning to teach remotely, learning how to teach in hybrid and mixed environments, learning how to effectively utilize a variety of new technology platforms, etc. These were all new challenges that we had to overcome. In my effort to adapt effectively, I explored the use of a plethora of available resources. For instance, I participated in many seminars, trainings, webinars, etc. Below is a sample of some of the learning opportunities I participated in:

- Nancy Chick's education support team programs such as videos from the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference
- Rollins Tech Services Training Seminars (i.e., Canvas, Slate, classroom technology, WebEx and other virtual learning platforms) and self-taught and utilized other online resources [e.g., Teams, Zoom, Ted Talks, YouTube Videos, etc.]
- Colleague collaborations and classroom visits (virtual and in-person)
- Academy of Management Teaching and Learning Conference sessions
- Harvard Teaching in Higher Education Webinar series:
  - Mar 4, 2021 - What Lies Beyond: The Future of Executive Education
  - Mar 31, 2021 - Getting—and Then Keeping—Students Engaged
  - April 13, 2021 - Case teaching has been around for a century. What have we learned?
  - April 22, 2021 - Reducing Cognitive Load: Focusing on What Matters in Online and Hybrid Teaching

### **1.5. Future Goals**

It is unfortunate that I have not yet had the opportunity to participate in Rollins' general education, but I understand the limitations facing my department and why that opportunity has not been afforded to me yet. With practically all of the department's courses maxed out, there truly are very few opportunities for DoB faculty to participate in rFLA or RCC. Additionally, my expertise is such that there are not many other professors that can teach the core senior capstone class that I teach.

That said, I took it upon myself to find opportunities to teach various year groups and students from the broader Rollins' student community. First, I requested to teach Management 101. This

offered me the opportunity to interact with our entering freshman students and help them integrate into college life and life at Rollins. Furthermore, MGT 101 caters to both business and non-business majors and many of my MGT 101 students have gone on to major in non-business areas. Second, I taught a Maymester and Fall semester class entitled, MGT 316 - Critical Thinking and Problem Solving. Although a business management designated course, this course only has one prerequisite (BUS 245 – Organizational Behavior) and several students from other departments, namely economics, communications, and psychology had completed the prerequisite and enrolled in my classes. Finally, to reach even further into the broader Rollins student population, I offered an Intersession class entitled Managing Your Money. This course is specifically designed for non-business majors. My class included only 4 business majors. The rest of the enrolled students came from various majors across campus including communications, economics, music, psychology, political science, and the course included both Holt and CLA students. In fact, the ratio of non-business majors to business majors in my Intersession course was 4 to 1. I truly enjoyed these diverse student experiences and, as opportunities exist, I hope to continue to teach across campus in the future.

### **1.6. Conclusion**

Being a college professor is the perfect career for me because I have a drive for life-long learning and a desire to support, teach, and mentor the next generation of global citizens and responsible leaders. I truly enjoy working with students and seek to spark in them the same type of intellectual curiosity I find in myself.

## **2. RESEARCH AND INTELLECTUAL CONTRIBUTIONS**

### **2.1. Research Overview**

The department criteria states “*candidates for tenure and/or promotion [need] to make the case that their research, scholarship, and intellectual contributions represent a pattern of professional development*”. Furthermore, the department criteria indicate a strong desire to have tenure and tenure track faculty at the highest AACSB rating possible—Scholarly Academic. The department criteria notes that qualifying as a Scholarly Academic requires faculty to “*have an appropriate doctorate plus at least three peer reviewed articles (or the equivalent) in the last five years.*” Table C and my CV provide evidence that I currently exceed the criteria for AACSB standards and the department and college criteria for Tenure and Promotion to Full Professor in the area of scholarship.

### **2.2. Research Philosophy**

I consider my research to be a careful balance between cutting-edge scholarly inquiry and managerial relevance. My approach typically requires ingenuity in how I design and conduct the research. Prior attempts to study the formation and implementation of strategies by nascent organizations in emerging sectors are often stymied by weak or even non-existent data. This is especially true with regard to lack of opportunity recognition, failed firms, incomplete

ecosystems, and unsuccessful innovations. Cognizant of these challenges, I commonly employ unique transaction-based data, natural experiments, and event histories generating surprising outcomes and a reassessment of several key theories related to strategy and entrepreneurship.

### **2.3. Publications, Collaborations, and Research Pipeline**

I strive to create intellectual contributions in many different areas including strategy, entrepreneurship, organizations, and management (including human resource management) as well as pedagogical research. I aim to publish and present my work in reputable, business scholarly conferences and journals; however, I also conduct case studies and author applied management articles to contribute to broader audiences. I prefer to collaborate on my work. I believe in the power of collaboration and stretching across disciplines, and I plan to continue to engage diverse co-authors. I am happy to report that since joining Rollins, I have expanded my network of co-authors and begun to publish with Rollins faculty. In each scholarly contribution, my aim is to build impactful theories that offer intelligible, interesting and, hopefully, useful (and practical) insights.

The DoB T&P criteria indicates goals of 9 points for tenure and 12 points for promotion to Full Professor. According to the point system outlined in Table 2 of the departmental criteria, I have earned 23 points as an Associate Professor at Rollins. In fact, I have earned three Australian Business Deans Council (ABDC) A-rated and one ABDC A+-rated peer reviewed journal publications. I have also collected several international conference presentations and one international conference keynote address. Please see Table C for my DOB criteria point-earning scholarly activity.

Beyond these, I currently have two papers in revise and resubmit at ABDC peer-review journals including the Journal of Consumer Marketing and Foresight. Additionally, I have a number of papers that are near submission-ready and targeted for ABDC-rated peer review journals including Supply Chain Management Review (scheduled for submission in August 2021), Journal of Marketing (scheduled for submission in October 2021) and Strategic Entrepreneurship Journal (scheduled for submission in December 2021). Additionally, I am working on several other manuscripts that are promising for conference presentations and journal publications. Please review my CV for more details about my publications, presentations, and robust research pipeline. I have clearly met the department and college research standards and intend to continue creating impactful intellectual contributions.

### **2.4. Research Impact**

I have historically performed well as a researcher as evidenced by winning three “Best Paper Awards,” including the coveted Academy of Management’s Strategy Division’s Sumatra Ghoshal Award (Top paper out of 862 submissions). My CV and Online Scholar Profile provide a list of my published research and the citation counts for this published work and some of my current working papers. Some of my papers have generated many citations and the citation trend is upward. I have established a solid research reputation and I am excited about focusing my efforts on my research pipeline, moving my research agenda forward, making a larger scholarly impact, and earning broader recognition in the scholarly community. For example, this February, I represented Rollins College by conducting the keynote address at an international

conference attended by hundreds of scholars and practitioners worldwide hosted by the Symbiosis Institute of Business Management, Nagpur, India (A Constituent of Symbiosis International (Deemed University), Pune).

## **2.5. Conclusion**

Early during my tenure at Rollins, my department chair recommended that I focus on establishing myself in the classroom and getting involved in service activities. I believe I was successful on both accords. More recently, while continuing to excel in teaching and service, I renewed my focus on my research and extended my reputation throughout the scholarly community. This is highlighted by one of my papers being published in the *Academy of Management Annals*, the #1-rated management and #1-rated business journal in the world! I have exceeded the points required for tenure and promotion to Full Professor and my pipeline is packed with additional promising projects.

## **3. COLLEGE AND PROFESSIONAL SERVICE**

### **3.1. Service Contributions**

The department criteria states *“we expect all tenured faculty to be actively involved in service to the Department and the College”* and *“we recognize that service can take many forms.”* This section provides evidence that I meet the DoB's T&P criteria for service contributions at all levels--the department, the college, and the academic community.

### **3.2. Service Philosophy**

I think service is a vital aspect of our profession that is often overlooked. In fact, I think it is a privilege of our profession to serve our departments and Rollins College in numerous capacities. This is why I was willing to take on several high-profile service roles early in my tenure here at Rollins. I truly believe this level of involvement helps me develop into a more informed and, therefore, a better faculty member. Table D outlines the DoB's T&P to Full Professor service criteria and shows how my service contributions at the department, college, and larger academic community-levels meet or exceed those expectations.

### **3.3 Service Contributions**

Beyond several department-level service roles (i.e., DoB Curriculum Committee, Assurance of Learning Committee, and Co-Lead of the DoB AACSB Strategic Planning Committee), I have also taken on two College-level standing committee service roles (CLA FAC and CLA CC). Most recently, I took on a new college-level leadership role by becoming the Director for the Masters of Human Resources program. Additionally, following the recommendation of a prior CEC, I increased my service to the academic community by becoming a member of the Editorial Board at *Management Decision* journal (an ABDC A-rated journal) and becoming an external Selection Committee Member for the Robert L. Taylor Research Award at the United States Air Force Academy.

Beyond the formal service roles listed above and in Table D. I commit myself to providing service to the department's and college's students and faculty in informal ways. For instance, I am currently the academic advisor for 23 students. Furthermore, I provide letters of recommendation/reference for students applying to graduate schools and internships. I also mentor students (both advisees and non-advisees) regarding their resumes and best practices and procedures for job/internship interviews. Moreover, I provide service to my fellow faculty colleagues. For example, I am still relatively new to Rollins, but I am not new to academia. As such, I am uniquely positioned to provide support and mentorship to newer DoB faculty members (many of which are young and inexperienced). In this unique role, I develop rare relationships as a colleague, but also as a "peer mentor." My Department Head has often remarked about how I have embraced this unique role and he is pleased with my willingness to support and help develop our department's young faculty.

### **3.4. Conclusion**

This section provides evidence of my active service to the department, the college, and the broader academic community. During my tenure at Rollins College, I have begun serving in various leadership roles on campus (i.e., Program Director, Master of Human Resources) and my roles continue to expand each semester. In short, I am meeting the criteria for service contributions for tenure and promotion to Full Professor and am ready and willing to accept more responsibility after I earn tenure and promotion.