

TLAC Conference Grant Program
Application for Grant: 1 November 2019

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Applicant

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Conference

47th Annual [Management & Organizational Behavior Society \(MOBTS\)](#) Conference

June 10-13, 2020

Purdue University Fort Wayne

Fort Wayne, Indiana

Essay

Please consider this an application for the TLAC Conference Grant for Fall 2019. I plan to use the grant to attend the June 2020 Management & Organizational Behavior Teaching Society (MOBTS) Conference in Fort Wayne, Indiana.

Eligibility

I am a tenured full professor in NMU's College of Business who intends to retire at NMU more than 10 years from now. It is clear I am eligible for the grant and it is clear that I will have the opportunity to "pay back" the grant (in improvements to my teaching and research) for years to come. I hope to make it clear in this essay that, indeed, I will pay back NMU's investment in me.

Purpose

There are three purposes for this grant request...

First, attendance at the conference, the world's premier management education conference, makes me more effective in the classroom. This conference provides a perfect venue to help faculty members seeking ideas for immediate improvement of their teaching, for senior faculty members seeking ideas for updating or remodeling some aspect of their pedagogy and for all teachers to re-energize their passion for teaching.

Second, presenting my work at the conference and engaging with others with a passion for the Scholarship of Teaching & Learning (SOTL) will allow me to advance my own SOTL and to find new opportunities for my SOTL.

Third, I am attending the conference as "[OB-1](#)", the second highest office in MOBTS. [The MOBTS bylaws](#) (section 4) state "The OB-1 will be primarily responsible for maintaining the culture of the Society by keeping it consistent with its values and Magic. The Magic is defined as the Society's traditions of humanism, diversity, innovation, ceremony, history keeping, and fun." In that regard, I am not only improving myself as a teacher and SOTL researcher, but also am instrumental in inspiring hundreds of other attendees in bettering themselves.

Sharing

I look forward to sharing conference information with the NMU community. I have always been eager to present at TLAC/CTL events in the past (see my abbreviated vita, below) even before serving as NMU's Teaching & Learning Scholar.

Part of the reason I was able to be an effective Teaching & Learning Scholar was the knowledge and passion I gained from attending conferences like MOBTS.

I shared my teaching and learning insights on countless occasions (formal and informal) as Scholar.

I continue to look for opportunities to share my knowledge and passion and have, in the few months since ending my term as Scholar, presented at Professional Development Days and the UNITED Conference.

Value of this Conference

I have a strong history of innovation in teaching and in SOTL. Beyond presentations at NMU, I have four SOTL publications and several SOTL presentations at international conferences. My many innovations in teaching include group exams, techniques for forming random groups, and several experiential exercises for such topics as measurement validity, motivation theories, group performance, negotiation, and cognitive dissonance. The germ of much of this innovation comes from my "home" conference, the conference this grant proposal is meant to fund -- MOBTS.

MOBTS is the world's premier conference and is dedicated to innovation and excellence in teaching. The conference addresses a wide variety of teaching issues and methods, provides pedagogical training, and presents educational research. I have turned two presentations at this conference into prestigious journal articles. Both represent the type of innovation and insight typical of MOBTS sessions. In "A group exam beats going over the exam!" I used experiential learning to demonstrate my use of team exams and the benefits therein. That presentation was eventually turned into a publication in the *Journal of Management Education* (< 15% acceptance rate) and was lauded by the outgoing editor as one of the five articles that personally influenced her most in her six-year editorship. Earlier in 2019, my coauthors and I turned an MOBTS

session on Humility into yet another Journal of Management Education publication. In October of this year, my coauthors and I turned a session on Extra Credit into a submission to the Journal of Management Education.

Every year at MOBTS I learn new ways to teach Management topics (including cases, experiential exercises, and assignments) and topics/methods/philosophies relevant to all fields of study. At MOBTS I engage in self-evaluation and gain insight into my and others' teaching philosophies. I get up to date with educational research, including understanding how and why students learn. Quite simply, there is a smorgasbord of great sessions at MOBTS and what I learn depends on what sessions I attend. In this 3.5 day conference there are typically more than 100 sessions to choose from.

Presentations

I am particularly looking forward to this year's MOBTS conference as I hope to facilitate as many as three collaborative and interactive sessions. All hold promise for insights into teaching beyond Management.

Full disclosure, at this point, these remain proposals and have yet to be accepted at the conference. I should note though that I have submitted over a dozen sessions to this conference over the years and have never been rejected.

One session involves teaching and assessing Critical Thinking. Together with NMU colleague Stacy-Boyer-Davis, we plan to follow up on our very successful Critical Thinking session at the 2019 conference ("Worth crossing the ocean for!" raved one British attendee.). While the 2019 session focused on *defining* Critical Thinking, we plan for the 2020 session to explore ways of *teaching and assessing* Critical Thinking.

The second collaborative session deals with Stress and Extra Credit. This is a follow-up to a session I did a few years ago on Extra Credit and presents findings from a manuscript we (Stacy Boyer-Davis and a non-NMU colleague, Melissa Knott) recently submitted to Journal of Management Education. We plan to explore the effect of Extra Credit on students and balance those effects against pedagogical concerns. Our data show that offering Extra Credit may increase Stress among students.

Finally, I plan a third session with NMU colleague Anna Zimmer. This session is also very relevant to all disciplines. Anna and I are currently co-facilitating NMU's first-ever Faculty Learning Community (FLC). We will describe FLCs and provide insights into how to start and facilitate them. Our FLC, in particular, explores Diversity & Inclusion in the classroom and we will share what we have learned about Diversity & Inclusion and how the FLC members plan to use and share that information.

Expenses

The expected expenses can be broken down as follows:

Airfare (estimated)	\$500
Registration (actual; conference lodging & meals are included in registration)	\$650
Ground Transportation, tips, meals while traveling, other (estimated)	<u>\$200</u>
TOTAL	\$1350

Report of Previous Activities

I most recently received a TLAC Conference Grant in 2017. That grant funded my attendance at MOBTS in June 2017 where I presented three sessions. One turned into a great publication and another turned into a recently-submitted manuscript. I am grateful to TLAC for funding and am thrilled that TLAC's investment in my professional development had a huge pay-off.

One session involved broaching sensitive topics in the classroom. It seems in a polarized nation that almost any "fact" has the potential to be controversial, but even if we stick with "traditionally" sensitive topics, such as racism, sexism, or unethical behavior, we find that those are covered in plenty of classes, including mine. I presented how I deal with such topics. My coauthors come at the topic from a far different place than I do. I use my "privilege" as a white, cis-gendered heterosexual male to influence students while relating to them my sensitivities as the father of a transgender child. The session was well-attended and had lots of engagement.

Listening to my co-authors, I gained insight to others' experiences.

Another session dealt with failed classroom exercises. While my co-authors and I discussed failed Management exercises, those experiences are certainly relatable to *all* disciplines. The session served as a reminder that to grow as teachers and scholars we must try new things and that we sometimes fail and must learn from those failures. This session was turned into an article recently published in *Journal of Management Education*.

I presented a third session as solo author. This session was also very relevant to all disciplines - the use of extra credit (XC). This session uncovered the philosophies behind both sides of the debate. As a group, session participants and I examined methods of offering XC. Discussion led to questions about the emotional effect of XC on students. That question led to data collection and the results of that data collection and analysis were integrated into a manuscript recently submitted to *Journal of Management Education*.

Abbreviated CV

Abbreviated EDUCATIONAL CREDENTIALS:

- Ph.D. - University of Nebraska; Lincoln, Nebraska, 1999

Abbreviated ACADEMIC EXPERIENCE:

- Professor (tenured) Northern Michigan University; 2005-present
- Teaching & Learning Scholar Northern Michigan University; 2017 – 2019

SOTL JOURNAL PUBLICATIONS

- Edelson, S., Lo, K., Nelson, T., **Stark, G.**, Stratton, M., VanEsch, C. (2019) “From the Darkness of Hubris to the Light of Humility”. *Journal of Management Education*, 43 (2), pp. 200-211
- **Stark, G.** (2019), “Book Review: Professors as Academic Leaders: Expectations, Enacted Professionalism and Evolving Roles”. *Academy of Management Learning & Education*, 18 (2), pp.
- Lion, R., & **Stark, G.** (2010). “A Glance at Institutional Support for Faculty Teaching in the Online Learning Environment”. *Educause Quarterly*, 33(3) pp. 33- 41.
- **Stark, G.** (2006). Stop “Going Over” Exams!: The Multiple Benefits of Team Exams. *Journal of Management Education*, 30 (6) pp. 818-827.

SOTL UNDER REVIEW

- **Stark, G.**, Boyer-Davis, S., Knott, M.J. “Extra Credit – A Student Stressor? How Extra Credit Assignments Stress”, submitted to *Journal of Management Education* (20 October 2019)

Abbreviated list - SOTL REFEREED PRESENTATIONS/PROCEEDINGS:

- Zimmer, A & **Stark, G.** & (2019, September) “Faculty Learning Communities and Diversity & Inclusion”. Presented at the *2019 UNITED Conference*.
- **Stark, G.** & Boyer-Davis, S. (2019, June) “Thinking About Critical Thinking”. Presented at *2019 Management & Organizational Behavior Teaching Society Conference*.
- Van Esch, C., Lo, K., Allen, S., **Stark, G.**, Stratton, M., Nelson, T., Edelson, S. (2019, June) “Harnessing humility to avoid getting burned when the experiential fire becomes a garbage fire”. Presented at *2019 Management & Organizational Behavior Teaching Society Conference*.
- **Stark, G.** & Zimmer, A. (2019, May) “A journey (thus far) into Faculty Learning Communities and Diversity & Inclusion”. *2nd Annual Upper Peninsula Teaching & Learning Conference*.
- Stratton, M., Julien, M., Clayton, R., & **Stark, G.**, Rhew, N. “Humility in the classroom: On questioning the Sage on the Stage Approach”. Presented at *2018 International Management & Organizational Behavior Teaching Society Conference*.
- **Stark, G.** (2018, May) “Line up by attribute: Creating randomized groups”. Presented at *2nd Annual Upper Peninsula Teaching & Learning Conference*.
- **Stark, G.** (2017, June) “To XC or Not to XC: Let’s Start a Barfight Over this Question”. Presented at *2017 Organizational Behavior Teaching Conference*.
- Arroyo, C., Gower, K., **Stark, G.** (2017, June) “The Pink Elephant in the Classroom: Pedagogical Techniques to Tackle Controversial Topics”. *OBTC*.
- **Stark, G.** (2016, June) “Line up by attribute: An interactive way to create student groups”. Presented at *2016 Organizational Behavior Teaching Conference*.
- **Stark, G.** (2015, September) “Group Exams Beat ‘Going Over’ the Exam”, presented to NMU Board of Trustees.
- Shea-Van Fossen, R.& **Stark, G.** (2015, June) “I have to say “I love you” in a ... affirmation?: Five forms of demonstrating our love for our students” Presented at *2015 OBTC*.
- Stratton, M. & **Stark, G.** (2012, June) “Dress for Success in the Classroom (But what is Success to You?)”. Presented at *2012 Organizational Behavior Teaching Conference*.
- Shea-VanFossen, R, Nunez, E., **Stark, G.** (2012, June) “Changing Attitudes, Change Agents and Change Models: Three Exercises to Teach Change”. Presented at *2012 OBTC*.
- **Stark, G.**, Harris, R., & Lion, R. (2011, June) “Opening the Possibility of Community Service to All Students: Superior Edge Student Development Program”. *2011 OBTC*

- **Stark, G.**, Ferrarini, T., & Poindexter, S. (2008, November) “Predictors of Faculty Interest in Three Forms of Online Teaching” *2008 Sloan-C International Conference on Online Learning*.
- **Stark, G.** & Puncochar, J. (2008, June) “Strong & wrong: Implications of overestimation of student learning” Presented at the *2008 Organizational Behavior Teaching Conference*.
- Stratton, M. & **Stark, G.** (2008, June) “PowerPoint in management education: The antithesis of entrepreneurial teaching?” Presented at the *2008 Organizational Behavior Teaching Conference*.
- **Stark, G.** (2004, June) “A group exam beats going over the exam!” *2004 OBTC*.

Abbreviated list - SOTL PROFESSIONAL & INVITED/NON-REFEREED PRESENTATIONS:

- “What is a Faculty Learning Community and why should I join one?”, with Anna Zimmer & Lisa Flood, NMU Center for Teaching & Learning Professional Development Day, August 2019
- “Confidence to Try New Things”, presented for the Early Educators Institute at Management & Organizational Behavior Teaching Society Conference, June 2019. With Melissa Fender
- “Strategies for Encouraging Critical Thinking”, NMU CTL Professional Devel. Day, Jan.2019
- “Syllabus Design”, NMU Center for Teaching & Learning Professional Devel. Day, January 2019
- “Creating Course Objectives”, with Stacy DeLoose, NMU CTL Prof. Devel. Day, August 2018
- “Creating Effective Quizzes”, NMU Center for Teaching & Learning Workshop, November 2017
- “Creating Effective Class Groups”, NMU CTL Workshop, October 2017
- “Academic Integrity”, NMU Center for Teaching & Learning Workshop, September 2017
- “Psychology of Learning”, NMU CTL Professional Development Day, August 2017
- “Group Exams”, 1st Annual Upper Peninsula Teaching & Learning Conference, May 2017
- “Back to Basics: Practical Applications of Learning Theories” presented at NMU Center for Teaching & Learning Brown Bag Teaching & Learning Lunch Series, 4 November 2016
- “Scholarship of Teaching & Learning”, Invited Panelist, NMU CTL, November 2015
- “Group exams as post-exam feedback”, NMU TLAC “Teaching Engagement”, April 2009
- “Predictors of Online Teaching”, presented to NMU (ETRPC), August 2008

Abbreviated list - SOTL PROFESSIONAL SERVICE TO DISCIPLINE:

- Chair, Journal of Management Education Editor Search Committee, 2019-
- OB1 (Vice President) Management & Organizational Behavior Teaching Society, 2019-2022
- Board of Directors, Management & Organizational Behavior Teaching Society, 2014-2017, 2019-2022
- Program Chair, Upper Peninsula Teaching & Learning Conference, 2018
- Nominee, 2018 Peter Frost Mentoring Award (one of the highest honors bestowed by MOBTS)
- Program Chair, Organizational Behavior Teaching Conference, 2013

Abbreviated Lists - SOTL INSTITUTIONAL SERVICE:

To Northern Michigan University (NMU) & College of Business at NMU:

- Created (with Dr. Anna Zimmer) NMU’s first ever Faculty Learning Community (specifically, this one is for Diversity & Inclusion), 2018-
- Co-Chair, College of Business Curriculum & Assessment Committee, 2016-present
- Search Committee, NMU Teaching & Learning Scholar, 2013
- Chair, Teaching and Learning Advisory Council (TLAC), 2010 – 2012
- Chair, NMU College of Business Assessment (Assurance of Learning) Committee, 2007-2012
- Teaching and Learning Advisory Committee (TLAC), 2008 – 2014, 2017-
- NMU AQIP Committee Benchmarking the NMU Outcomes Assessment Process. 2008-2009
- Vice-Chair, NMU AQIP Online Education Committee, 2007-2009

To Washburn University & School of Business at Washburn University:

- School of Business liaison to Washburn University Assessment Committee, 2002-2005.
- School of Business AACSB Assessment Task force, responsible for creating teaching competencies and objectives, Spring 2003-2005.