Misty L. Loughry, Ph.D.
Professor of Management
Georgia Southern University

Application for the University System of Georgia Regents' Scholarship of Teaching and Learning Award

May 2013

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I would like to thank the Georgia Board of Regents for offering the Regents' Scholarship of Teaching and Learning Awards. I am honored to be Georgia Southern University's nominee for the 2013 Award and appreciate the time the reviewers are taking to consider my application, and the backing of my Provost and colleagues who wrote letters of support for me.

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**Office of the Provost and
Vice President**

May 20, 2013

Dear Review Committee for the Regents' SoTL Award:

As provost of Georgia Southern University, I strongly and without reservation nominate Dr. Misty Loughry for the annual Regents' Scholarship of Teaching & Learning Award. Dr. Loughry's union of research with teaching has resulted in practical and applicable ways to not only increase student learning through teamwork and peer mentoring, but to foster greater effectiveness in student learning in classroom and group engagement. Her scholarly work in teaching and learning effectiveness has continued to develop and progress over the past decade to the point where she is a recognized expert in her chosen work and where that work is influencing her own teaching and that of colleagues around the world.

As the letters of recommendation in her application packet attest, Dr. Loughry's work with the development and use of Comprehensive Assessment of Team Member Effectiveness (CATME) is both comprehensive and readily useable by other faculty, resulting in the effective formation, implementation, and evaluation of student group work. This point is particularly important since teamwork is recognized as an important aspect of active learning, as a skill sought by employers, and as being difficult to do well. Dr. Loughry's work in teaching scholarship provides faculty with a framework and process with which to efficiently use group work by overcoming some of the traditional problems associated with it.

Dr. Loughry's narrative portrays the process and scope over time of her research and its application to students' learning. Basically, it provides an explanation of her strategy over a period of years and the systematic development of research questions and investigations. It is the story of research inquiry into one of the most problematic and potentially valuable areas of teaching and learning. And her teaching philosophy gives a rationale for why and how student group work and peer mentoring have become the focus of her pedagogical research.

I find that Dr. Loughry's sustained attention and focus for her scholarly work in teaching and learning strategies has yielded great fruit for her own teaching and for that of faculty anywhere, and that it will only increase in scope and results as more faculty integrate student teamwork into their courses using the methods that Dr. Loughry has helped form. Seldom has scholarly work of this nature become so useful for so many faculty in so many locations. Her work clearly demonstrates that attention to scholarly inquiry into teaching is a key way for improving student learning and retention. For these reasons I believe Dr. Loughry would be an extraordinarily worthy and excellent recipient of the Regents' Scholarship of Teaching & Learning Award.

Sincerely,

Jean E. Bartels, PhD, RN
Provost and Vice President for Academic Affairs

Terry College of Business
Department of Management

May 3rd, 2013

Dear Members of the Regents Committee:

I am writing in support of Dr. Misty Loughry's nomination for the Regents Scholarship of Teaching and Learning Awards for the University System of Georgia. I think very highly of Dr. Loughry's commitment to teaching and research and of the way she uses research to enhance the student learning experience. I believe she is extremely deserving of this award.

Any instructor who uses student teams in the classroom is keenly aware of the following tension. On the one hand, learning to function effectively in a team gives students invaluable experience that will be needed in the working world. On the other hand, composing, monitoring, and evaluating contributions in teams represents one of the most vexing aspects of course administration. Many instructors give up on the use of teams because of this tension; others continue to use them but do so poorly.

Dr. Loughry's efforts with the CATME research team address these issues in a proactive and effective way. The CATME system includes tools which help instructors compose teams, develop students' teamwork skills, improve the collaborative process, and evaluate member contributions. As someone who does empirical work on team effectiveness, I find the CATME system to be quite impressive. It is systematic—acknowledging that team effectiveness cannot be improved with just one "lever." It also walks the line between comprehensiveness and accessibility to busy instructors. Perhaps most importantly, its development and its elements have been vetted through peer-reviewed outlets in management, education, psychology, and engineering outlets. I was especially impressed with Dr. Loughry's work on assessing member contributions and effectiveness—published in *Educational and Psychological Measurement* and *Academy of Management Learning and Education*. The latter article just won the Maryellen Weimer Scholarly Work on Teaching and Learning Award, sponsored by Magna Publications.

Dr. Loughry's work has influenced the science and practice of team-based instruction. Her work is highly cited and the CATME tools are in use in 47 different countries. Those contributions clearly represent the kinds of efforts that the Regents award is attempting to encourage.

Jason A. Colquitt
William Harry Willson Distinguished Professor

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Dr. Mike Rogers, Assistant Vice Chancellor
University System of Georgia
270 Washington Street SW
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May 9, 2013

Dear Dr. Rogers,

I am honored to contribute to the nomination of Professor Misty L. Loughry for the Regents' Scholarship of Teaching and Learning Award. I do not know Professor Loughry personally, but I am very familiar with her work in my role as editor of the *Academy of Management Learning and Education* (AMLE). The journal, published by the Academy of Management (http://aom.org), has a 2011 impact factor that ranks it #3 in management (behind the core disciplinary journals) and #1 in education and educational research. In the remainder of this letter I will address how Professor Loughry is a perfect candidate for this award based on the criteria of "systematic examinations" and "scholarly contributions."

Systematic Examinations
Professor Loughry has been central to an ongoing stream of research on the development and assessment of teamwork skills. This work received not one but two National Science Foundation grants (2003 and 2008), which provides a clear indication that the work is systematic, rigorous, and valuable to a broad set of stakeholders. The nature of these grants has been such that she and her team have been continuously funded for 10 years for a total amount over $2.5 million. Studies in this stream of research have been presented at conferences and published in journals that span disciplines – Business, Engineering, Education, and Information Technology. Her work has progressed from basic (what are teamwork skills) to applied (how can we use assessment of teamwork skill to improve teamwork behaviors in class projects) questions, culminating in the development of a free online resource (http://www.catme.org). There are few examples of this type of rigorous and systematic work. One comparable is Eric Mazure's contributions on peer instruction, which has also unfolded over time via systematic research.

Scholarly Contributions
As noted above, Professor Loughry's work has been recognized by the National Science Foundation, presented far and wide, and published in high profile peer review journals. As further testament to her contributions, the 2012 paper published in AMLE has been awarded the 2013 Maryellen Weimer Scholarly Work on Teaching and Learning Award. This award has not been made public yet, but I am excited to share the news with our editorial board and Academy of Management leadership this summer when it becomes public. Professor Loughry's work is bringing attention to the management corner of the SOTL space, and I could not be more excited about the potential her work has for helping faculty around the world improve their students' teamwork skills. In light of her great work, and her other service to the field, I have invited her to join the editorial board of AMLE, to begin this coming July.

Based on the criteria listed, Professor Loughry is an ideal candidate for this award. She has pursued systematic research on the topic of teamwork, collaborated to make significant scholarly contributions to the literature, and built a tool that others can benefit from. She is an international figure in this space, and I believe the University System of Georgia should be proud to have her as a faculty member in their system. If you have any questions about my enthusiastic endorsement of Professor Loughry, please feel free to contact me at kenneth-g-brown@uiowa.edu.

Sincerely,

Kenneth G. Brown, Ph.D., SPHR
Professor of Management & Organizations, Editor-in-Chief, *Academy of Management Learning & Education*

April 18th 2013

Re: Letter of Recommendation for Dr. Misty Loughry – Regents' Scholarship of Teaching and Learning Awards.

Dear Sir/Madam,

I am delighted to provide a letter of reference for Dr. Loughry as part of her application for a Regents' Award. I cannot think of a better candidate than Dr. Loughry. She is an outstanding researcher whose work on teams and peer evaluation is recognized worldwide. Her publication output, which underpins her pedagogical contribution, is in leading journals in our field, such as *Academy of Management Learning & Education,* and she is asked regularly to talk about her work at leading conferences (e.g. Academy of Management). The nature of Dr. Loughry's contribution is highly appropriate to the Regents' award; her work is systematic and rigorous, it contributes at many institutions to the enhancement of teaching, and is based on scholarly research of the highest quality.

Dr. Loughry's understanding of teamwork and peer influences led her to be invited to work in a team of researchers from other disciplines to develop the CATME system, a platform that allows teachers and students to build teams and undertake peer evaluation. She provided a great deal of the conceptual and empirical basis and validation for the online system. Use of the system has grown exponentially amongst professors; it has also been a tool for further research.

I have personally used the CATME tools for several years. The platform is particularly powerful at assisting professors when they seek to undertake peer evaluation. It simplifies the process of formulating grades for individual students, as well as providing tools that help students build better teams. This is a particularly valuable contribution to professors seeking innovations in their pedagogy as it allows for new forms of assessment to be applied in an efficient way. Students also benefit, as instructors carefully select teams based on students' skills and schedule availability, and provide students with an effective means to give credit (or not) within a team when teamwork is an essential component of class. My students have commented that the system simplifies peer evaluations and causes students to think about how they are contributing to their teams.

As a significant contributor to pedagogical research in entrepreneurship education, I recognize the required expertise, and the immense effort, that has been needed to develop the CATME system and the added value that it creates for the academy. It is unquestionably a wonderful achievement and Dr. Loughry's contribution deserves to be honored by the Board of Regents.

Dr. Luke Pittaway

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Teaching Philosophy

I decided to become a business professor while I was still an undergraduate. My goal was influenced by three things: my deep appreciation for the college experience, a favorite teacher who brought extensive real-world experience to the classroom, and a capstone strategy class in which I learned skills that helped me in both my business and personal life. I was the first person in my family to attend college and felt very lucky for the opportunity. Access to education enables people who work hard to be successful in their chosen field and achieve their full potential, regardless of their parents' wealth or status. I have always been grateful that I was able to attend college, and for the doors my education opened for me. It was because of my favorite teacher that I decided to gain experience in banking before starting my academic career. As a commercial banker, I worked with many different businesses and their owners, which gave me diverse experiences to bring to my students. The strategy class I took as an undergraduate also greatly influenced my career path. I knew while I was still a student in the class that I wanted to teach it. This is because strategy classes teach critical thinking skills that are useful for daily life as well as business situations. In fact, the analytical skills that I learned in my strategy class helped me to get my first job because part of the job application involved making recommendations based on a description of a company's situation.

Because I planned to become a professor from the time I was twenty-years old, I have been thinking for a long time about what good teaching should involve. I feel that students deserve real value for their investment of time and money in their education. At the same time, I believe that higher education is a privilege and an opportunity that comes with a duty to work hard. Furthermore, long-lasting learning takes place when students are active and accept responsibility for their own learning. Therefore, I ask students to do a lot of preparation outside of class, such as listening to audio lectures, reading the *Wall Street Journal*, preparing case analyses or working on a complex business simulation. I use most of the class time for discussion and small-group activities and try to keep lectures short and interactive. I provide examples that are current and interesting so that students remember the concepts and understand how to apply them in a variety of contexts.

I challenge my students because I respect them and want them to be successful in their careers and personal lives. The skills I teach are important for managers who need a systematic way to make business decisions, but they are equally important life skills for people who need to make decisions about their career, family, and other personal matters. My classes build skills in problem solving, recognizing opportunities to improve one's position, finding and evaluating information, developing and analyzing alternative courses of action, and making and implementing decisions. I also create opportunities for students to improve their written and oral communication skills, interpersonal skills, and team skills. These are the skills that employers value most, yet many college graduates lack. I share research with my students to provide evidence of this. I explain that they can gain a competitive advantage by developing skills in these areas. I also help them understand that these same skills will make them more effective in other roles they may take on, such as being parents or volunteers for non-profit organizations.

In order to provide students with opportunities to build their skills, I use a variety of teaching methods. This variety also helps to accommodate different learning styles and maintain students' interest. I also strive to continually improve my course by frequently trying new teaching methods. I have used many different projects for students to synthesize what they have learned. These have included portfolios in which students apply strategy concepts to their intended careers, service-learning projects in which students create strategic plans for real organizations, individual and team-

based research projects, and team-based simulations. One semester I had 37 strategy students work with five software engineering students on a single, complex project. I try to learn as much as I can from my students, when things go well and when they don't go well, so I can become a more effective teacher.

How students feel about what they learn from me is important. I want my students to believe that what they are learning is relevant because when they do, they will internalize the vocabulary and techniques I teach. Then, when they interact with people, they will feel relaxed, confident, and sound like business professionals. This will help them to gain more professional opportunities, make better decisions, and execute their plans more effectively. Interest in my course is also likely to motivate students to continue reading and learning about management topics after they graduate.

I think of teaching and research as important and connected parts of my job. In my management research, I study teamwork and organizational controls, with an emphasis on peer control and lateral influence. These relate closely to my education research aimed at developing students' team skills and enhancing team experiences in higher education. In both organizational and student teamwork contexts, individuals often lack hierarchical authority and need to use effective forms of peer influence to achieve their goals. I use team-based learning in my classes. First, I teach students how to work effectively with others. Then, I give them opportunities to practice teamwork, followed by feedback and then more practice, so that students who do not initially do well can improve. I talk with my students about my own research and that of other scholars, both to show that my recommendations are based on solid evidence, and so that students understand the methods used in management research. This helps them learn to critically evaluate research and other information.

In addition to sharing my research with my students, I develop some of my research questions based on my students' needs and concerns. I also test my research ideas with my students, both through informal discussions and formal, empirical research. My colleagues and I developed a set of web-based tools, called the CATME SMARTER Teamwork system, to help faculty and students have better teamwork experiences. The system includes computer-aided team-member assignment, self- and peer evaluations, practice rating exercises, and tools to help students conduct effective team meetings. I use these tools with my students and ask for their feedback and suggestions. By using the tools in my classes, I am able to identify ways to improve and expand our system. For example, I developed the meeting support tools, which include templates for team charters, meeting agendas and meeting minutes, after noticing that many of my students did not know how to conduct meetings effectively. By integrating my research and teaching, I enhance both. In addition, I am energized by my opportunity to help the thousands of instructors and students who use the CATME tools become more effective teachers and team members.

It is important to me that my work has a positive impact on others. As a college professor, I get to help my students achieve their education and career goals. In addition to benefiting individual students, education benefits society as a whole. For example, well-informed citizens, capable of independent and critical thinking, are essential resources for a democracy. I am passionate about teaching because I view my teaching as an important way by which I contribute to society.

Personal Narrative

On the following pages, I describe my SoTL research, which includes four journal articles, a fifth accepted, and 29 presentations. My role in the collaborative research is summarized at the end.

Recognition for SoTL contributions. As a result of my scholarly contributions and developmental peer reviews, I was recently invited to join the Editorial Board of *Academy of Management Learning & Education*, which is ranked 1st out of 206 journals in Education and Educational Research. I have been on the Board at *International Journal for the Scholarship of Teaching and Learning* since 2011.

I have received several awards for my SoTL work. My colleagues and I received the *2009 Premier Award* for contributions to the advancement of engineering education. A symposium I chaired won the *MED Best Symposium in Management Education and Development Award* at the 2011 Academy of Management conference. My colleagues and I will be receiving the *2013 Maryellen Weimer Scholarly Work on Teaching and Learning Award* at the Teaching Professor Conference on June 1.

Motivation for SoTL research on teamwork. I engage in the scholarship of teaching and learning (SoTL) because I care about making course-related experiences better for students and faculty. I do this through the use of team-based instructional methods, which, when they are done well, improve learning and increase students' enjoyment of the learning experience versus traditional teaching approaches (Johnson, Johnson, & Smith, 2006; Kraiger, 2008; Verzat, Byrne, & Fayolle, 2009). Furthermore, I study teamwork and peer influence in my management research, which brings relevant expertise to my SoTL research on student teamwork (Loughry, 2010; Loughry &Tosi, 2008).

Students need team skills. The Job Outlook 2012 survey conducted by the National Association of Colleges and Employers, found that the "ability to work in a team structure" was the *highest rated skill that recruiters seek in college graduates*. Nearly all students will work on teams during their careers and all need to work collaboratively in their personal lives to accomplish collective goals with their families, non-profit organizations, etc. The ability to work effectively in teams is a critical life skill. Yet, *employers and scholars repeatedly cite teamwork as a key skill deficiency* among college graduates (Chen, Donahue, & Klimoski, 2004; Hart Research Associates, 2006, 2010; Vance, 2007).

Unfortunately, teamwork presents numerous challenges for both students and instructors. Dealing with team members who do not do a fair share of the work, or do poor quality work that teammates must correct, is the most common challenge for both students working on teams and for faculty who use teamwork in their classes. Poor communication, social conflict, and differences of opinion about how to perform the task are other common challenges for students. Instructors struggle with how to fairly assign team grades, as well as assigning students to teams and managing team conflicts.

I have personally experienced all of these frustrations, both as a student and as an instructor. When I was a student, I dreaded team projects. On the first day of class, the first thing I checked was whether there was a group project. I was very disappointed if I saw that there was. Since I began teaching nearly 15 years ago, there have been a few semesters when I chose not to use teamwork in my classes because it is so draining and time consuming to deal with the associated problems. If I feel this way, even though I have done extensive research on teamwork and believe students need more experience working in teams, faculty who have not studied teamwork must find it even more difficult to use student teams and manage them effectively. The SoTL research my colleagues and I are doing makes the teamwork experience more effective and more pleasant for both students and faculty. Although our work is based on studies of the literature and our own empirical research, *our goal is to provide practical solutions that will help students and faculty deal with the very real challenges of teamwork.*

CATME peer evaluation. My colleagues and I began our work in 2003 with the goal of developing a peer evaluation instrument for college students that was simple, reliable, and valid. Based on past research, we believed that using a valid self- and peer-evaluation instrument would enable students to understand how they should contribute to teamwork to be effective team members, and also hold students accountable for their contributions, which would reduce social loafing. We received support from the National Science Foundation to pursue this (Award No. 0243254, $644,590).

Through an extensive literature review, we identified 392 individual team-member behaviors that research suggests contribute to team effectiveness. We classified these 392 items into 36 categories, eliminated similar items, and conducted a survey with 218 items. This number of items required a very large sample size. Our study included usable responses from 2,777 students. We analyzed the data and found that for 33 of the categories, we had three items that would measure the behavior with acceptable reliability. We created 7 new items and retained 108 items from the first survey, then conducted a second study with 1,157 students. We used first-order and second-order confirmatory factor analysis to determine the items to retain for the final peer evaluation instrument. The instrument has 87-items measuring 29 dimensions of team-member behavior with 3 items each, with each of the 29 scales having acceptable reliability. These nested within five second-order factors, which are broader categories. We also created a 33-item measure of just the five second-order factors. Both peer evaluation instruments use Likert scales in which team members indicate the degree to which they agree or disagree with the statements. We called the instrument the Comprehensive Assessment of Team Member Effectiveness (CATME) and published the studies in *Educational & Psychological Measurement* (Loughry, Ohland, & Moore, 2007).

Advantages of BARS instruments. Although creating a Likert-style peer evaluation instrument allowed us to use factor analysis of many items to ensure we were measuring the optimal dimensions of team-member contributions, we also wanted to create a Behaviorally Anchored Rating Scale (BARS) instrument. With BARS instruments, rather than agreeing or disagreeing with statements, the rater looks at descriptions of various types of behavior within each category (performance dimension), and selects the description of the behavior that best matches the way they (for a self-evaluation) or their teammate (for a peer evaluation) behaved. This style of rating instrument has a number of advantages, one of which is that it greatly reduces the number of ratings. BARS instruments also have face validity and facilitate rater training. Before we developed the CATME Likert-scale described above, we conducted a four-year study comparing the four-rater inter-rater reliabilities of a single-item BARS peer evaluation (.78), a single-item instrument without behavioral anchors (.67), and a 10-item Likert-scale instrument (.74). The BARS instrument provided acceptable inter-rater reliability in a very parsimonious measure. We published this research in *Journal of Engineering Education* (Ohland, Layton, Loughry, & Yuhasz, 2005).

CATME BARS. When we completed work on the CATME Likert-scale instrument, which we needed to do to identify the dimensions of team-member contributions that should be evaluated, we began work on a BARS version of the five broad categories identified in that research. With the short form of the original CATME instrument, raters have to rate every person on the team on 33 items, which for a four-person team is 132 decisions. The CATME BARS instrument requires only five ratings per team member, or 20 decisions for a four-person team.

To begin creating the BARS version of the CATME instrument, we obtained descriptive examples of team-member behaviors from subject-matter experts. We then classified these examples into the five

categories of team-member behaviors measured by the CATME Likert instrument. Next, we determined whether they were examples of team-member contributions that were high/above-and-beyond expectations, average/expected behaviors, or low/below-average behaviors. The low category behaviors are common complaints about poor team members. We examined the validity of the new instrument in three empirical studies. We compared the new BARS instrument to the original CATME Likert-style instrument and another peer evaluation instrument, examined how scores on the new instrument were associated with student grades in a course that required teamwork, and explored how the ratings predicted the degree to which the student liked the team member and would want to work with the team member again (these were different dependent variables with different relationships with the five dimensions of team-member contributions).

While conducting this research, we discovered that it was common for instructors to have students complete paper and pencil peer evaluations while they were seated next to their teammates. This violates research-based guidance that peer evaluations should be confidential, but not anonymous.

We therefore decided to create a free, web-based administration of our BARS instrument. An example of the web interface for the first CATME BARS dimension is pictured to the right.

We then added a number of features to make the on-line system easier and more convenient for instructors and students to use. One feature is that the system flags rating patterns at the individual or team level that might warrant the instructor's attention. Another is that instructors can release feedback to students showing their self-rating, the average rating that they received from their teammates, and the team average on that dimension, along with suggestions for improvement. The system also allows instructors to collect information on follow-up questions about team processes, such as team conflict, cohesion, or team satisfaction, using published scales.

We published the results of the three studies of the CATME BARS instrument in *Academy of Management Learning & Education*, the top management education journal (Ohland, Loughry, Woehr, Bullard, Felder, Finelli, Layton, Pomeranz, & Schmucker, 2012). We were recently informed that this article will be receiving the **2013 Maryellen Weimer Scholarly Work on Teaching and Learning Award** at the Teaching Professor Conference on June 1. This is a big honor because the article was selected from published work in pedagogical and higher education journals in *all disciplines*. Our paper was selected from a pool of more than 100 articles that were nominated for the award.

Learning impact of standardized peer evaluation. Recent research by other scholars conducted with an in-house evaluation system (not CATME) at Concordia University showed that using a consistent on-line peer evaluation system across courses improves students' team skills (Brutus & Donia, 2010). Brutus, Donia, and Ronen (2013) then showed that using the online peer evaluation system made students more confident at rating teammates' performance and more confident in their

ability to communicate peer performance. In addition, Mayo, Kakarika, Pastor, and Brutus (2012) showed that peer evaluations create accountability and make students aware of how their peers perceive them, which leads to greater self-awareness and facilitates learning. Mayo et al. conclude: "Individual development through feedback is optimized when students receive feedback over time in a standardized format" (p. 643).

CATME is the only widely-used, online, peer-evaluation instrument that is appropriate for all types of team projects in higher education. The example to the right shows the standardized format that the CATME system uses to provide student feedback.

Interacting with Teammates

How You Rated Yourself			
	How Your Teammates Rated You		
		Average Rating for You and Your Team	
			Description of Rating

- Asks for and shows an interest in teammates' ideas and contributions.
- Makes sure teammates stay informed and understand each other.
- Provides encouragement or enthusiasm to the team.
- Asks teammates for feedback and uses their suggestions to improve.

Demonstrates behaviors described immediately above and below.

- Listens to teammates and respects their contributions.
- Communicates clearly. Shares information with teammates.
- Participates fully in team activities.
- Respects and responds to feedback from teammates.

Demonstrates behaviors described immediately above and below.

- Interrupts, ignores, bosses, or makes fun of teammates.
- Takes actions that affect teammates without their input. Does not share information.
- Complains, makes excuses, or does not interact with teammates.
- Is defensive. Will not accept help or advice from teammates.

Research suggests the following behaviors will improve your ratings in this area:
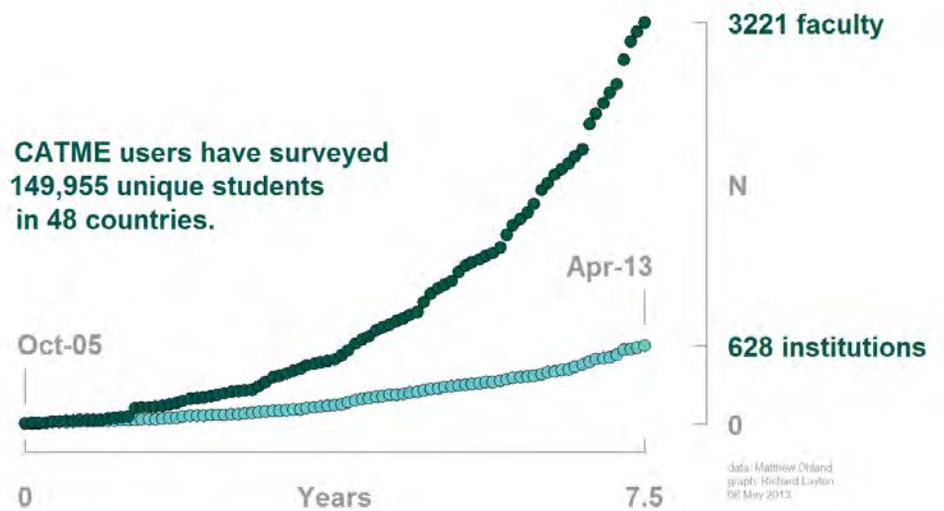
- Communicate effectively.
- Facilitate effective communication in the team.
- Exchange information with teammates in a timely manner.
- Provide encouragement to other team members.
- Express enthusiasm about working as a team.
- Hear what teammates have to say about issues that affect the team.
- Get team input on important matters before going ahead.
- Accept feedback about strengths and weaknesses from teammates.
- Use teammates' feedback to improve performance.
- Let other team members help when it is necessary.

Team-Maker. In addition to self and peer evaluations, another concern of faculty and students is how to assign students to teams. Allowing students to self-select or assigning students to teams randomly are typical options. We created Team-Maker, a tool for computer-aided team-assignment, so that instructors could assign students to teams based on criteria that facilitate learning or enhance teams' chances of success. The Team-Maker system allows instructors to electronically collect information from students, then assign students to teams based on variables, such as schedule compatibility or task-related skills, and weights to indicate relative importance of each variable, that the instructor selects. For each variable, instructors specify whether students with that characteristic should be distributed heterogeneously or homogeneously on teams. The program then calculates a "compliance score" to show how well each team meets the instructor's criteria for each variable.

We conducted a study to evaluate how well Team-Maker-created teams matched specified criteria for team composition. The Team-Maker teams matched the criteria better than teams created by an experienced instructor. We published these results, along with a description of the hill climbing algorithms Team-Maker uses to form teams and a brief review of the literature on team-member assignment in *Advances in Engineering Education* (Layton, Ohland, Loughry, & Ricco, 2010).

CATME SMARTER Teamwork. Based on the success of the CATME Peer Evaluation and Team-Maker tools, we received a second grant (NSF Award No. 0817403, expected total award $2 million), to expand the system and disseminate our work to more users. We had three goals with this project: 1) to equip students to work in teams, 2) to equip faculty to manage teams, and 3) to equip researchers to understand teams.

One of the measures of success for the CATME system has been the rapid growth in users (see graph). More than 3,200 faculty in 48 countries have used the system. On May 6, we surpassed 150,000 unique student users, and many of these students have used the CATME tools multiple times. Most faculty users heard about the system from a colleague or student who had previously used the system and recommended it.

CATME users have surveyed 149,955 unique students in 48 countries.

3221 faculty

628 institutions

data: Matthew Ohland
graph: Richard Layton
06 May 2013

A list of institutions where faculty are using the system is available on www.CATME.org. The map below shows the locations of the 628 institutions where the system is used. A North American Map is posted on the website. We hope to eventually make these maps interactive on our website.

CATME User Institutions

data: Matthew Ohland
map: Richard Layton
28 Feb 2013
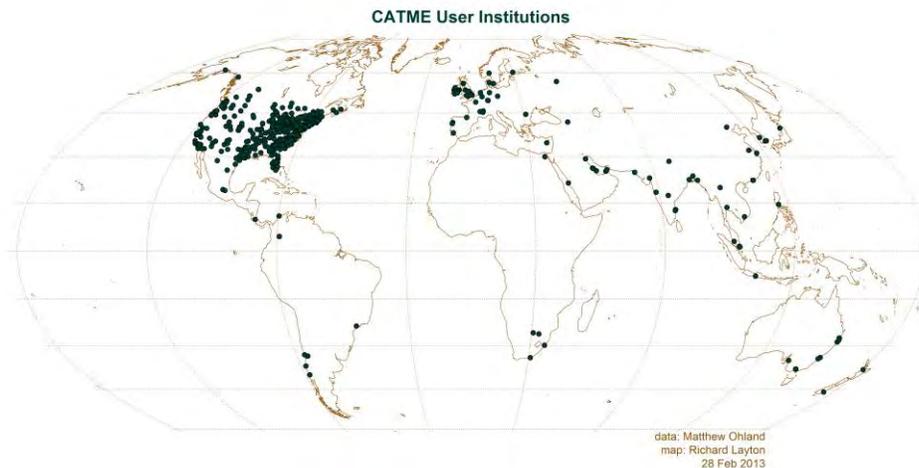
Rater Calibration. We added a practice rating exercise, which we call Rater Calibration, to the website. This allows students to practice rating fictitious team members before they are allowed to rate their actual team members. Using this feature allows instructors to ensure that students understand how to use the behaviorally anchored rating scale, which is unfamiliar to many students. It also familiarizes students with the team-member behaviors that are desired, and those that should be avoided, thus providing a rudimentary type of team-member training before students begin working with their teammates. Students receive feedback on how well their ratings of the descriptions of fictitious team members match those of expert raters. Instructors can choose to have students rate one time or continue rating different descriptions until they meet the pass criteria. In the future, we plan to add a rater calibration score that instructors can use as a quiz grade.

Meeting Support Tools. In 2012, we added meeting support tools, which I designed, to our website. Research has shown that teams are more effective when team members exchange relevant information and form team charters before beginning task work (Mathieu & Rapp, 2009). The CATME website describes this research and provides templates for team-member preparation and team charters.

In working with my students, I found that many did not know how to create a meeting agenda and when I asked them to keep minutes of their meetings, some students didn't know what they were. Using these tools helps to avoid wasting time during meetings and creates a record of what everyone agreed to do. Therefore, I created templates for meeting agendas and meeting minutes. Before posting the tools on CATME's website, I used them with my own students and solicited their feedback. In the future, I hope to add more information to the website to teach students how to conduct meetings effectively.

Teamwork Training. My colleagues and I are developing web-based training on various teamwork topics to add to the website. These will be short lectures along with brief video examples of teamwork behaviors from movies and television shows. We will use a research-based training model that includes information, demonstration, practice, feedback, and remediation.

We are also developing support materials to help instructors make informed decisions about how to use teamwork in their courses. Our goal is to provide well-designed, web-based training and support tools so that instructors can deliver high-quality team learning experiences, even if they lack enough time or knowledge of teamwork to feel comfortable personally providing team training to students. This is important, because many instructors who use teamwork in their classes do not actively manage the teamwork experiences. Instead they use what Vik (2001) calls a "sink or swim" approach.

Assurance of Learning. For accreditation purposes, universities, colleges, and programs need to create learning goals and document that students are meeting the standards faculty set for each learning goal. My colleagues and I wrote a paper showing how, if colleges would use the CATME system in all courses that require teamwork, they could collect data regarding achievement for 13 learning goals related to teamwork. Because the CATME system is completely web-based, it has special advantages for complying with AACSB (the accrediting body for business programs) requirements that students in different programs, locations, and delivery modes (such as online courses) all have the same opportunities to learn. This paper has been accepted for presentation at the Annual Meeting of the Academy of Management in August (Loughry, Ohland, & Woehr, 2013), and for publication in *Journal of Marketing Education* (Loughry, Ohland, & Woehr, accepted).

My role in CATME. Matt Ohland and I did most of the writing for our NSF proposals, including several that were not funded. I was initially the only non-engineer on the project and persuaded my colleagues that we should create an instrument for use in any discipline, not just engineering. I designed the studies to create the first peer evaluation instrument and did most of the literature reviews, writing, submissions, and revisions for the two peer evaluation papers and the accreditation paper. I extensively edited the highly technical Team-Maker paper to make it more useful for a broad audience. I have pretested and used all of the CATME tools in my classes; many features are based on my input or choices. I wrote most of the material and made design decisions for the www.CATME.org website. I have been active in disseminating our work, taking part in 25 peer-reviewed conferences and four invited presentations, including chairing a symposium that won the 2011 award for the symposium offering the most significant contribution to advance management education and development.

Future plans. We still have considerable work remaining to finish developing our web-based teamwork training system and create other information to help faculty manage teamwork and support students. In future research, we hope to conduct a series of empirical studies to isolate the impact on student learning of using each of the tools in the CATME system.

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Hart Research Associates (2010). *Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn.* A survey of employers conducted on behalf of the Association of American Colleges and Universities. Washington, DC: Hart Research Associates.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2006). *Active learning: Cooperation in the college classroom* (3rd ed.). Edina, MN: Interaction Book Co.

Kraiger, K. (2008). Transforming our models of learning and development: Web-based instruction as an enabler of third-generation instruction. *Industrial and Organizational Psychology: Perspectives on Science and Practice,* 1, 454-467.

Layton, R. A., **Loughry, M. L**., Ohland, M. W., & Ricco, G. D. (2010). Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education*, 2, 1-28.

Loughry, M. L. (2010). Peer control in organizations. In S. B. Sitkin, L. B. Cardinal, and K. M. Bijlsma-Frankema (Eds.), *Organizational Control* (pp. 324-361). Cambridge, England: Cambridge University Press.

Loughry, M. L., Ohland, M. W., & Moore, D. D. (2007). Development of a theory-based assessment of team member effectiveness. *Educational and Psychological Measurement*, 67, 505-524.

Loughry, M. L., Ohland, M. W., & Woehr, D. J. (accepted). Assessing Teamwork Skills for Assurance of Learning Using CATME Team Tools. *Journal of Marketing Education*.

Loughry, M. L., Ohland, M. W., & Woehr, D. J. (2013, August 9-13*). Assessing Teamwork Skills for Assurance of Learning Using CATME Team Tools*. Paper to be presented at the Annual Meeting of the Academy of Management, Lake Buena Vista, FL.

Loughry, M. L., & Tosi, H. L. (2008). Performance implications of peer monitoring. *Organization Science*, 19, 876-890.

Mathieu, J. E., & Rapp, T. L. (2009). Laying the foundation for successful team performance trajectories: The roles of team charters and team performance strategies. *Journal of Applied Psychology*, 94 (1), 90-103.

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Ohland, M. W., **Loughry, M. L.**, Woehr, D. J., Bullard, L. G., Felder, R. M., Finelli, C. J., Layton, R. A., Pomeranz, H. R., & Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation. *Academy of Management Learning & Education,* 11, 609-630.

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Vik, G. N. (2001). Doing more to teach teamwork than telling students to sink or swim. *Business Communication Quarterly, 64* (4), 112-119.

National Science Foundation Grants

Ohland, M. W., Layton, R. A., **Loughry, M. L.**, Salas, E., and Woehr, D. (August 15, 2008 – July 31, 2013). *SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork* (NSF Grant Number 0817403). Expected Total Award $2,000,000.

Ohland, M. W., Bullard, L., **Loughry, M. L.**, Layton, R. A., & Finelli, C. J. (June 1, 2003 – May 31, 2007). *Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid* (NSF Grant Number 0243254). $644,590.

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Education

Ph.D.   University of Florida
2001   Management: Strategy and Organizational Behavior

M.B.A. Loyola College in Maryland
1991   Finance Concentration

B.A.   Towson State University, Summa Cum Laude
1986   Business Administration major, Spanish minor

Employment

Georgia Southern University, Statesboro, GA
  Professor of Management (August 2012 - present)
  Associate Professor of Management (August 2007 – July 2012, tenured August 1, 2011)

Clemson University, Clemson, SC
  Assistant Professor of Management (August 2001 – May 2007)

The York Bank & Trust Company, York, PA (1986-1996)
  Assistant Vice President of Small Business Lending (1992-1996), Branch Manager, Credit Analyst

Teaching

Courses Taught at Georgia Southern University
  Strategic Management (BUSA 4131, in-person and web-based). Undergraduate business capstone.
  Behavior in Organizations (MGNT 3134). Core undergraduate business course.

Courses Taught at Clemson University
  Business Strategy (MGT 415). Undergraduate capstone required for all business majors.
  Managerial Policy (MBA 810, Evening MBA). Capstone course for working MBA students.

Courses Taught at University of Florida
  Business Policy and Strategy (MAN 4723). Undergraduate capstone business course.
  Organizations: Structure and Behavior (MAN 3240). Undergraduate management course.

Research

Research Interests
  - Using management research to enhance college teaching and student learning
  - Team-member effectiveness, team effectiveness, and peer evaluation of teamwork
  - Monitoring and control, especially among peers and in team settings

SoTL-Related Educational Product Development
Member of the development team for the CATME SMARTER Teamwork web-based system for
managing teamwork in higher education classes (www.CATME.org).   Among other tools, the system
includes the Comprehensive Assessment of Team Member Effectiveness (CATME), for self- and peer
evaluation of team members' contributions to teams, and Team-Maker for assigning students to teams.

SoTL-Related Peer-Reviewed Journal Articles

1. Loughry, M. L., Ohland, M. L., & Woehr, D. J. (accepted). Assessing teamwork skills for assurance of learning using CATME Team Tools. *Journal of Marketing Education*.

2. Ohland, M. W., Loughry, M. L., Woehr, D. J., Finelli, C. J., Bullard, L. G., Felder, R. M., Layton, R. A., Pomeranz, H. R., & Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation. *Academy of Management Learning & Education,* 11, 609-630.

3. Layton, R. A., Loughry, M. L., Ohland, M. W., & Ricco, G. D. (2010). Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education*, 2, 1-28.

4. Loughry, M. L., Ohland, M. W., & Moore, D. D. (2007). Development of a theory-based assessment of team member effectiveness. *Educational and Psychological Measurement*, 67, 505-524.

5. Ohland, M. W., Layton, R. A., Loughry, M. L., & Yuhasz, A. G. (2005). Effects of behavioral anchors on peer evaluation reliability. *Journal of Engineering Education*, 94, 319-326.

SoTL-Related National Science Foundation Grants

1. Ohland, M. W., Layton, R. A., Loughry, M. L., Salas, E., and Woehr, D. (August 15, 2008 – July 31, 2013). *SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork* (NSF Grant No. 0817403). $2,000,000.

2. Ohland, M. W., Bullard, L., Loughry, M. L., Layton, R. A., & Finelli, C. J. (June 1, 2003 – May 31, 2007). *Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid* (NSF Grant No. 0243254). $644,590.

Articles that Build Knowledge of Peer Influence and Teamwork to Inform my SoTL Research

1. Loughry, M. L. (2010). Peer control in organizations. In S. B. Sitkin, L. B. Cardinal, and K. M. Bijlsma-Frankema (Eds.), *Organizational Control* (pp. 324-361). Cambridge, England: Cambridge University Press.

2. Kennedy, F., Loughry, M. L., Klammer, T. P., & Beyerlein, M. M. (2009). Effects of organizational support on potency in work teams: The mediating role of team processes. *Small Group Research*, 40, 72-93.

3. Loughry, M. L., & Tosi, H. L. (2008). Performance implications of peer monitoring. *Organization Science*, 19, 876-890.

SoTL-Related, Peer-Reviewed Conference Presentations

1. Loughry, M. L., Ohland, M. W., & Woehr, D. J. (2013, August 9-13*). Assessing Teamwork Skills for Assurance of Learning Using CATME Team Tools*. Paper to be presented at the Annual Meeting of the Academy of Management, Lake Buena Vista, FL.

2. Ohland, M. W., Loughry, M. L., Salas, E., Woehr, D. J., Layton, R. A., Pomeranz, H.R., Bedwell, W. L., Lyons, R., Ferguson, D. M., Heyne, K., & Driskell, T. (2013, June 23-26). SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork. Paper and poster to be presented at the NSF Grantees' session. *Proceedings of the 2013 American Society of Engineering Education Annual Conference & Exposition*, Atlanta, GA.

3. Layton, R. A., Ohland, M. W., & Loughry, M. L. (2012, October). Training students to become better raters: Raising the quality of self and peer evaluations using a new feature of the CATME system. Workshop at the *Proceedings of the Frontiers in Education Conference*, Seattle, WA.

4. Loughry, M. L., Ohland, M. W., Woehr, D. J., Bedwell, W. L, & Lyons, R. (2012, August). *Effective Management of Student Teams Using the CATME System: Practice Informed by Research*. Professional Development Workshop (PDW) presented at the Annual Meeting of the Academy of Management (co-sponsored by the Management Education and Development and Organizational Behavior divisions), Boston, MA.

5. Loughry, M. L. (2012, August). Types of Projects: Implications for Teaching Teamwork. In R. Piccolo & W. Bedwell (Co-chairs), *Teaching Teamwork: Integrating Innovative Science into the Classroom.* Symposium conducted at the Annual Convention of the American Psychological Association, Orlando, FL.

6. Ohland, M.W., Loughry, M. L., Salas, E., Woehr, D. J., Layton, R.A., Pomeranz, H.R., Bedwell, W.L., Lyons, R., Ferguson, D.M., Heyne, K., Driskell, T. (2012, June). SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork. Paper and poster presented at the NSF Grantees' session. *Proceedings of the 2012 American Society of Engineering Education Annual Conference & Exposition*, San Antonio, TX.

7. Loughry, M. L. (2011, August). The Compelling Need to Do Team-Based Learning Well and Why It Is Challenging. In M. L. Loughry (Chair), *Team-Based Learning and Peer Evaluation in Management Education: Issues, Challenges, and Solutions*. Symposium conducted at the Annual Meeting of the Academy of Management, San Antonio, TX. **Winner of the MED Best Symposium in Management Education and Development Award for the symposium that offers the most significant contribution to advance management education and development.*

8. Ohland, M.W., Layton, R. A., Ferguson, D. M., Loughry, M. L., Woehr, D. J., & Pomeranz, H. (2011, June). SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork. Paper and poster presented at the NSF Grantees' session. *Proceedings of the 2011 American Society of Engineering Education Annual Conference*, Vancouver, BC, Canada.

9. Loughry, M. L., & Woehr, D. J. (2011, April). Self-Peer Evaluations of Member Contributions: Benefits, Risks, and Unresolved Issues. In R. F. Piccolo (Chair) and R. Lyons (Co-Chair), *Applying Science to Improve the Teaching of Teamwork in Classrooms*. Symposium conducted at the Society for Industrial & Organizational Psychology Annual Conference, Chicago, IL.

10. Ohland, M. W., Bullard, L. G., Felder R. M., Finelli, C. J., Layton, R. A., Loughry, M. L., Pomeranz, H. R., Schmucker, D. G., & Woehr, D. J. (2010, August). *Comprehensive Assessment of Team Member Effectiveness: A Behaviorally Anchored Rating Scale*. Paper presented at the Annual Meeting of the Academy of Management, Montreal, Canada.

11. Layton, R., Loughry, M. Ohland, M., Pomeranz, H., Bedwell, W., & Salas, E. (2010, July). *The Effective Management of Student Teams Using the CATME/Team-Maker System*. Poster. Annual Interdisciplinary Network for Group Research (INGRoup) Conference, Arlington, VA.

12. Layton, R. A., Loughry, M. L., Ohland, M. W., & Pomeranz, H. (2010, June). *Research Into Practice: Tools for Effective Management of Student Teams*. Workshop presented at American Society for Engineering Education Annual Conference and Exposition, Louisville, KY.

13. Ohland, M. W., Layton, R. A., Loughry, M. L., Pomeranz, H. R., Salas, E., & Woehr, D. J. (2010, June). SMARTER Teamwork: System for Management, Assessment, Research, Training, Education, and Remediation for Teamwork. Paper and poster presented at the NSF Grantees' session. *Proceedings of the American Society for Engineering Education Annual Conference and Exposition*, Louisville, KY.

14. Layton, R. A., Loughry, M. L., Ohland, M. W., & Pomeranz, H. (2010, June). *Effective Management of Student Teams Using the CATME/Team Maker System: Practice Informed by Research*. Two workshops and poster at the Capstone Design Conference, Boulder, CO.

15. Loughry, M. L. (2010, March). *Supporting Teamwork in the Classroom with Free, On-line CATME and Team-Maker Software*. Poster presented at the 2010 SoTL Expo sponsored by Georgia Southern University's Center for Excellence in Teaching, Statesboro, GA.

16. Layton, R. A., Loughry, M. L., Ohland, M. W., & Pomeranz, H. (2008, October). Managing Student Teams: Scholarship, Practice, and the Team-Maker/CATME Applications. Workshop. *Proceedings of the Frontiers in Education Conference*, Saratoga Springs, NY.

17. Layton, R. A., Loughry, M. L., Ohland, M. W., & Pomeranz, H. (2007, October). Tools for Team Assignments and Peer Evaluations. Workshop. *Proceedings of the Frontiers in Education Conference*, Milwaukee, WI.

18. Loughry, M. L. (2007, August). *Doing Well in Peer Evaluations of Team-Member Contributions*. Professional Development Workshop (M. L. Loughry Organizer and Presenter with P. Bamberger, N. P. Mero, M. Ohland, & G. Stewart). Annual Meeting of the Academy of Management, Philadelphia, PA.

19. Loughry, M. L., Ohland, M. W, & Moore, D. D. (2006, October). Behaviorally Anchored Peer Evaluation of Team Member Effectiveness. *Proceedings of the Annual Meeting of the Southern Management Association*, Clearwater, FL.

20. Ohland, M. W., & Loughry, M. L. (2006, October). Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid: The Comprehensive Assessment of Team-Member Effectiveness. *Proceedings of the National STEM Assessment Conference*. Washington, D.C.

21. Bullard, L. F., Carter, R. L., Felder, R. M., Finelli, C. J., Layton, R.A., Loughry, M. L., Ohland, M. W., & Schmucker, D. G. (2006, June). The Comprehensive Assessment of Team Member Effectiveness: A New Peer Evaluation Instrument. Paper and poster presented at the NSF Grantees' session. *Proceedings of the 2006 American Society of Engineering Education Annual Conference*, Chicago, IL.

22. Loughry, M. L., Ohland, M. W, & Moore, D. D. (2005, November). Development of a Theory-Based Assessment of Team Member Effectiveness. *Proceedings of the Annual Meeting of the Southern Management Association*, Charleston, SC.

23. Ohland, M.W., Loughry, M. L., Carter, R. L., Bullard, L. F., Felder, R. M., Finelli, C. J., Layton, R. A., & Schmucker, D. G. (2005, June). Developing a Peer Evaluation Instrument that is Simple, Reliable, and Valid. Paper and poster presented at the NSF Grantees' session. *Proceedings of the American Society for Engineering Education Annual Conference & Exposition*, Portland, OR.

24. Ohland, M.W., Loughry, M. L., Carter, R. L., Bullard, L. F., Felder, R. M., Finelli, C. J., Layton, R. A., & Schmucker, D. G. (2005, September). *Developing a Peer Evaluation Instrument that is Simple, Reliable, and Valid*. Poster. ASEE/AaeE 4th Global Colloquium, Sydney, Australia.

25. Ohland, M. W., Loughry, M. L. Carter, R. L., & Yuhasz, A.G. (2004, June). Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid. Paper and poster presented at the NSF Grantees' session. *Proceedings of the American Society for Engineering Education Annual Conference & Exposition*, Salt Lake City, UT.

SoTL-Related Invited Conference Presentations

1. Loughry, M. L., Ohland, M. W., Layton, R. A., & Pomeranz, H. (2010). Software Supporting Peer Evaluation and Team Formation. Virtual SoTL EXPO 2010. http://academics.georgiasouthern.edu/cet/VirtualExpo/2010/textTOC.html.

2. Layton, R. A., Loughry, M. L., Ohland, M. W., & Pomeranz, H. (2009, June). *Resources for student teams: The Team-Maker and CATME systems (and why they work)*. Workshop conducted at the

Process Education Conference, Belmont, NC.

3. Layton, R.A., Loughry, M. L., Ohland, M. A., & Pomeranz, H. R. (2007, October). *The Comprehensive Assessment of Team Member Effectiveness and Team-Maker: Tools for Research on Teams*, ASEE/AaeE 4th Global Colloquium, Istanbul, Turkey.

4. Ohland, M.W., & Loughry, M. L. (2006, October). *Designing a Peer Evaluation Instrument that is Simple, Reliable, and Valid: The Comprehensive Assessment of Team-Member Effectiveness*, National Science Foundation—Drury University Conference on Assessment of Student Achievement, Springfield, MO.

SoTL-Related Awards

1. **2013 Maryellen Weimer Scholarly Work on Teaching and Learning Award.** This $1,000 award, sponsored by Magna Publications, "recognizes outstanding scholarly contributions with the potential to advance college-level teaching and learning practices." Articles published in any pedagogical journal from any discipline, or a cross-disciplinary journal or higher education journal can be considered for the award. The award will be presented at the Teaching Professor Conference in New Orleans on June 1, 2013 to Matthew W. Ohland, Misty L. Loughry, David J. Woehr, Lisa G. Bullard, Richard M. Felder, Cynthia J. Finelli, Richard A. Layton, Hal R. Pomeranz, and Douglas G. Schmucker for "The Comprehensive Assessment of Team Member Effectiveness: Development of a Behaviorally Anchored Rating Scale for Self and Peer Evaluation," published in *Academy of Management Learning & Education* in December 2012.

2. **2012-2013 Scholarship of Teaching and Learning Award.** This award, sponsored by Georgia Southern University's Center for Teaching, Learning, and Scholarship, is based on the quantity, quality, and dissemination of the faculty member's research related to teaching and learning.

3. **Academy of Management, Management Education and Development Division, Outstanding Reviewer Award**, presented at the Annual Meeting of the Academy, Boston, MA. August 6, 2012.

4. **COBA 2012 Research Award**. $8,000 competitive research award to study social loafing in teams**.**

5. **2011 MED Best Symposium in Management Education and Development Award**. This award is for the symposium that offers the most significant contribution to advance management education and development. It was awarded for "*Team-Based Learning and Peer Evaluation in Management Education: Issues, Challenges, and Solutions*" (Misty L. Loughry, Chair), which was presented at the Annual Meeting of the Academy of Management, San Antonio, TX. August 16, 2011.

6. **2009 Premier Courseware Award.** This is an international award for non-commercial courseware that enhances engineering education. It was awarded by NEEDS & Engineering Pathway to the development team of the Comprehensive Assessment of Team Member Effectiveness (CATME) and Team-Maker software products that support the use of teamwork in college classes. Awardees were Matthew W. Ohland, Lisa G. Bullard, Richard M. Felder, Cynthia J. Finelli, Richard A. Layton, Misty L. Loughry, Hal R. Pomeranz, and Douglas G. Schmucker.

Editorial Board Memberships and Ad Hoc Reviewing

1. Member of the Editorial Boards for *Academy of Management Learning & Education* (invited April 2013), and *International Journal for the Scholarship of Teaching & Learn*ing (2011-present).

2. Ad hoc reviewer for *Journal of Management Education*, *Small Group Research*, *Journal of Management Studies*, *Journal of Managerial Issues*, *Journal of Business Research,* the Academy of Management Annual Meeting, and the Southern Management Association Annual Meeting.