

# Dinah Payne

## Statements of Teaching Philosophy and Effectiveness

### Teaching Philosophy

- **Integration of responsibilities:** Teaching, research, and public service comprise the mission of university faculty. Accordingly, I apply insights shared with me by students and members of the business community to the development of research questions in my program of research. Moreover, I discuss state-of-the-art advances in the research literature (including in-press findings not yet available to the general public) and current events in the business world during presentations to both students and members of the business community.
- **Expertise:** I serve as instructor only of courses in which I have developed content expertise from practical experience as a licensed attorney and as an applied researcher. Moreover, I strive to maintain currency by reading and contributing to the research and lay business literatures, as well as by attending professional conferences and communicating regularly with members of the business community.
- **Relationships:** A healthy relationship between the teacher and student is essential for an effective learning experience. I view my students as valued customers and future business colleagues and strive to treat them accordingly. Comments gleaned from years of student evaluations validate my respect and admiration for them and theirs for me.
- **Learning environment:** To effectively serve my customers (i.e., students), I proactively and explicitly use as examples in classroom examples reflecting diversity in the classroom and in the world around us. I have been to about 30 countries as a part of my faculty development and teaching assignments and am able to use personal experiences to highlight theoretical information presented in texts. Most importantly, I make an effort to respect students, treat them with dignity, and encourage their active participation.
- **Methods:** I believe that students should be able to effectively express themselves in writing and therefore require such. It has been my experience that employees and managers in the “real world” seldom are asked to prepare research papers on the job; however, managers frequently make presentations in front of others. Therefore, I ask each student in designated classes to make a presentation at least once a semester. Typically, these presentations require the students to demonstrate their mastery of course content, as well as insights into work situations of personal relevance. In addition, they are required to exhibit mastery over presentation skills, such as speaking and the development of PowerPoint slides.
- **Outcomes:** I expect my students to be positioned to leverage their newly acquired knowledge and insights to: (1) increase their competitive advantage in the workplace, and (2) enhance their quality of work and non-work life experiences through improved interpersonal effectiveness. Many of my students have cited promotions, admission to doctoral programs, and professional awards and recognition as reflecting applications of insights gained from participation in my courses.

### Teaching Effectiveness

- **Courses Taught:** I have taught not only courses basic to the undergraduate management major (MANG 3401 Introduction to Management, BA 3010 Legal, Ethical and International Environment of Business, and BA 3080 Corporate Social Responsibility) and graduate program (BA 4400 Legal and Ethical Environment of Business), but also specialty courses (e.g., MANG 4446 International Management, BA 4048 International Business Law, ENMG 6201 Introduction to Engineering Management, etc.).
- **Outcomes:** Like most faculty members, I receive from the teaching evaluation process my fair share of highly exaggerated positive comments from students (e.g. “Dr. Payne is the best prof I’ve had at UNO;” “Dr. Payne deserves a raise;” etc). However, wanting to get an idea of how my evaluations compared with others in the Department of Management, I visited department chair Olof Lundberg and asked him to let me know how my teacher evaluation ratings compared to the rest of the faculty. He pulled out his file folder and, to my surprise, showed me that I have consistently received among the highest teacher ratings among Department of Management faculty on average for the last five years of his research.