

CTL/BP Junior Faculty Teaching Excellence Award Nomination Packet

Katie Badura
Assistant Professor of Organizational Behavior
Scheller College of Business

February 6th, 2022

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Nomination Letter

Jonathan Clarke: Associate Professor of Finance and Senior Associate Dean of Programs for the Scheller College of Business



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February 6th, 2022

Dear Selection Committee,

I'm thrilled to nominate Katie Badura for the CTL/BP Junior Faculty Teaching Excellence Award. Katie has developed into one of the very best instructors in the Scheller College of Business and is richly deserving of this award. Her significant contributions include outstanding classroom instruction; mentoring students outside of the classroom; and mentoring faculty as we transitioned to remote/hybrid instruction during the pandemic.

Since 2020, Katie has taught the core MBA Organizational Behavior course "Leading People and Organizations" to both full-time and evening students. Her instructor ratings are truly outstanding – she has scored at least 4.93/5.00 each time the course has been offered. Her teaching evaluations place her among the very best classroom instructors in Scheller. For her efforts, Katie received the Class of 1934 CIOS Honor Roll in summer 2021.

Katie has also excelled as a mentor to Scheller PhD students and has served on several dissertation committees. Her advising efforts led to three publications with PhD students including two papers in *Journal of Applied Psychology* and a paper in *Psychological Bulletin*. Both of these outlets are considered high quality journals in Organizational Behavior. She also has three additional papers at the revise and resubmit stage with students. Finally, she received an undergraduate PURA award with Konstantina Poulaki during Summer 2020.

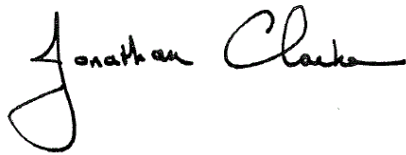
Katie has also delivered several impactful sessions on leadership to the broader Georgia Tech Community. She presented on "Connecting Who You Are to How You Lead" to participants in the Provost's Emerging Leaders Program. She presented on "Building Leadership Competencies for Personal and Team Success" to Georgia Tech's Office of the General Counsel Leadership Team. She has also presented during Georgia Tech's MBA Orientation. The entire Georgia Tech community has benefited from Katie's expertise in leadership and teamwork.

I'm particularly grateful for Katie's efforts during the pandemic. She co-led several workshops at Scheller on best practices surrounding online and hybrid teaching. These workshops took place during Summer and Fall 2020 and covered topics like how to effectively design courses in Canvas

and best practices for driving student engagement in online classes. She also met individually with faculty to help re-design their courses for the new classroom experience. Thanks to Katie's help, the median CIOS score for Scheller faculty in Fall 2020 was 4.8/5.0

I hope you will give Katie strong consideration for the CTL/BP Junior Faculty Teaching Excellence Award. She is one of the most valuable members of the Scheller College of Business and one of the best teachers at Georgia Tech. Please let me know if I can provide any additional information.

Best regards,

A handwritten signature in black ink that reads "Jonathan Clarke". The signature is written in a cursive style with a large, looped initial "J".

Jonathan Clarke, PhD
Sr. Associate Dean of Programs
Scheller College of Business

Reflective Teaching Statement

Teachers have had an instrumental role in shaping who I am today, with the impact of many extending far beyond the topics they taught. Given the importance of educators in my own life, I view being a professor as both a privilege and responsibility. As such, I place considerable time and effort into the craft of teaching. It is through this preparation, experience, and exposure to mentors that I have developed my identity in the classroom. This identity, which motivates the experience I strive to provide students, can be categorized into four principles.

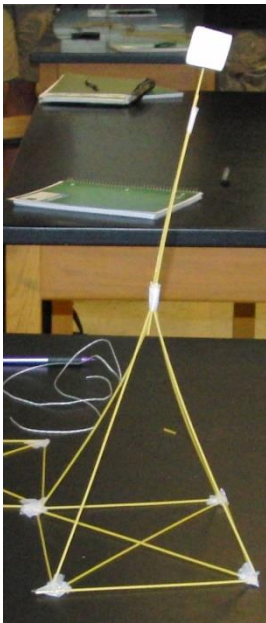
Objective 1: Engaging Students. First, I attempt to convey course material in an engaging and meaningful way for students. I strive to frame the content as a conversation with students. For instance, throughout the lecture, I ask students to draw upon personal experiences as a means of applying the course material. In so doing, students discuss and find solutions to personal dilemmas they are facing at work. In addition, I use both recent real-world examples and light-hearted video clips to help bring the concepts to life for students. Student favorites from my undergraduate human resources and graduate leadership courses include content curated from tv shows including: the Office, Parks and Recreation (see picture to the right), and Seinfeld—as well as real world examples stemming from CEO's (e.g., Steve Jobs, Elon Musk) and large corporations (e.g., Kodak, and Blockbuster).



Do you want your boss to be like Ron?



Beyond engaging students through videos and lectures, a significant portion of my pedagogical approach is experiential learning. Across each course or training covered, students participate in small group activities and case studies, which encourages discussion and application of course material. One of my favorite activities is an icebreaker where teams come together to construct a tower out of spaghetti and tape. It always ceases to amaze me the leadership and team-based lessons that are learned from successful teams, as well teams that experience heartbreak when the weight of the marshmallow proves too great (bringing the tower crashing down).



While these activities bring energy to the classroom, thus engaging students in the content at hand, I am constantly reminded that the purpose is far greater. It not only solidifies student learning, but also encourages them to gain confidence in their knowledge and abilities. Further, during the pandemic experiential learning had an added benefit of connecting students with one another when so many felt socially disconnected due to the distanced forms of learning.

Objective 2: Writing and Public Speaking. My second overarching objective is to help students refine skills related to writing and public speaking—as each represents a necessary, but often overlooked competency for even entry-level employees. At the start of the semester, I convey this sentiment to students and describe the mechanisms incorporated in the course to improve these various skills. For undergraduate human resource students these writing skills are improved by completing a job analysis project where they interview job incumbents to produce a legally defensible job description and specification. In contrast, students in my graduate leadership courses practice this skill through thought papers where they combine course knowledge with self-reflection to identify ways to grow as employees and leaders. With regard to public speaking, students must participate in case discussions and group activities. In recognizing the apprehension that public speaking arouses for some students, I remind these individuals of the developmental nature of these exercises and offer tips for being a successful presenter. The goal across these assignments is to help students improve and gain confidence in a set of “softer skills” that will set them apart from other job applicants. As evidenced by the qualitative comments provided by students for the course evaluation, the case discussions and experiential learning activities that require public speaking are often the part of the course that students enjoy the most.

Objective 3: Building Relationships. I strive to build positive rapport with students that can enhance their overall educational experience. At the heart of this idea for me is recognizing that each student is unique. As such, I make it a point to learn student names at the start of the semester and take time each class to converse with students about topics they find important. Further, I treat all students with a high level of respect and understanding—characteristics that contribute to an inclusive learning environment and encourage students to seek help outside of class. Finally, I focus on being a developmental professor. In my courses, this means that students receive constructive feedback regularly on coursework and positive reinforcement for both exemplary performance and improvement. Of note, these relationships often do not end on the last day of class—but rather persist whether it be through students reaching out to connect or informally catching up between classes in the halls of the Scheller College of Business.

Objective 4: Design innovative, but structured courses. Having the privilege to teach an array of students—undergraduates, MBA’s, doctoral students, academic leaders, and organizational employees produces a need for tailored content to the audience at hand. There has been no one size fits all approach—particularly as the pandemic unfolded—however I have learned that regardless of the modality, students thrive under clarity in course design.

Accordingly, I strive to design courses in a way that are consistent and communicate expectations to students from the outset. Thus, on the first day of classes students have a clear roadmap of how to succeed in my class—whether it be on tests, case/experiential learning days, or on written assignments. This organization is not only important at the course-level, but at the lecture-level as well. For this reason, my lectures are focused on answering key questions on given topics (see example slide below)—so students have clear expectations on what they will take away from the lecture.

Questions to be addressed

- How do we motivate our followers?
- How do we keep ourselves motivated?
- Who do we choose to hire to maximize motivation?
- How does context impact motivation?



Notwithstanding the importance of structure, innovation in course design is equally important. This has been a cornerstone of my teaching philosophy during the pandemic and below are two examples of innovative course design features that facilitated student learning:

Scheduling of Classes: Our evening MBA students face elevated demands as they balance course work with full-time work and families. In teaching a course during the first fully remote semester of the pandemic, I wanted to design the

course in a manner that respected these demands. Accordingly, for Monday/Tuesday classes, students had the opportunity to watch lectures either before class (posted before the weekend) or during the first 90 minutes of class time. We convened together at the 90-minute mark of class for the remaining class time for case discussions. This afforded students the best of both worlds—with some being able to get ahead on work and others being able to complete their work during designated class time. This also had the added benefit of being an inclusive, family-friendly policy as parents were able to follow normal nighttime schedules as active class-time began at 7:30 PM rather than 6 PM. Finally, an unexpected benefit was that students appreciated that live time was spent consuming knowledge (via case studies) that couldn't be completed independently (via lectures). This helped the MBA students in my course get to know a majority of their classmates in six short weeks—which became more difficult with the loss of in-person networking due to the pandemic! Based on feedback from students, this approach has become a cornerstone for my evening summer courses that are taught fully remote.

Learning Debriefs Assignments: While a learning debrief is not in and of itself innovative, adding the simple question of “Do you have any questions for me” proved to be. MBA students used this as an opportunity to connect outside of class-time to receive feedback on personal working experiences. Each week, approximately 20-30 students took advantage of this opportunity to connect for a more personal learning experience. This past summer, I implemented this with my undergraduate human resources management course, and it had a similar effect of connecting with students who may be more apprehensive to speak up during class time. Moving forward, this is now a core aspect of the learning experience in my classroom for both undergraduate and graduate students.

Summary: Altogether, teaching is a core reason for why I became a professor, and it is this passion for the role that has caused me to hone my skills over time. In my view, knowing your students, developing their competence, and doing so in an engaging manner are ways to offer meaningful experiences to our bright and promising Georgia Tech students.

Summary of Teaching and Talks at Georgia Tech

Instructor of Record: Since joining the Scheller College of Business in June of 2019, I have been the instructor of record for two classes in the core curriculum, which have been delivered across three different modes: in-person learning, hybrid, and synchronous remote.

- (a) Introduction to Human Resources Management (Undergraduate; 3 sections of MGT 3102 totaling 137 students)
- (b) Leading People and Organizations (Full Time and Evening MBA; 6 sections of MGT 6502 totaling 309 students).

Rotating Lecturer: Since Spring 2020, I have taught approximately 440 full-time and evening MBA students through my involvement as a rotating lecturer (covering the topic of emotional intelligence) in the core class Leadership Development (MGT 6510).

Work with Doctoral Students: Over the past three years, I have served on two first year paper committees and three second year paper committees. I currently am co-chairing a dissertation and have served on four additional dissertation committees. Finally, I am involved in research endeavors with four Ph.D. students from Georgia Tech and three doctoral students from other universities.

Independent Studies: I have worked with two students in the capacity of an independent study. The first received a president's undergraduate research award (PURA) grant during a summer semester to investigate the role of disability in the workplace. The second independent study was a course developed for a MBA student to dig deeper into the role of emotions in the workplace.

Engagement with the Georgia Tech and Atlanta Community: The following talks were completed with various stakeholders in the Georgia Tech community, as well as surrounding companies.

1. *Connecting who you are to how you lead*, Georgia Tech, Office of the Provost's Emerging Leaders Program (Jan. 2022)
2. *Building Leadership Competencies for Personal and Team Success*, Georgia Tech, Office of the General Counsel's Leadership Team (Nov. 2021)
3. *Leveraging your Emotional Intelligence*, George Fellows Program (Oct. 2021)
4. *Building and Maintaining a Positive Work Environment*, Hearts and Hands Therapy (Oct. 2021)
5. *Connecting who you are to your MBA degree*, Georgia Tech MBA Orientation (Aug. 2021)
6. *Connecting who you are to how you lead*, Georgia Tech, Office of the Provost's Emerging Leaders Program (Feb. 2021)
7. *Me, Myself, and I: A conversation about narcissism in the workplace*, Scheller Lunchtime Live Event (Jan. 2021)
8. *Identifying and grooming your next successor*, Cetera Financial's Wealth Management University (Mar. 2020)
9. *Learning: The Art of Application panel discussion*, Georgia Tech ASPIRE Program (Dec. 2019)

Illustrative Examples of Teaching Excellence

Excellence demonstrated through quantitative scores reported on the CIOS:

Below is a summary table outlining the courses covered since joining Georgia Tech. Included in this table are the percentage of respondents for the CIOS and ratings from four CIOS questions: (a) “instructor's level of enthusiasm about teaching the course”, (b) “instructor's respect and concern for students”, (c) “considering everything, the instructor was an effective teacher”, and (d) “considering everything, this was an effective course.”

Semester	Course	Modality	Population	Class Size	% Responded	Enthusiasm	Respect	Instructor Rating	Course Rating
Fall 2021	MGT 6502	In-Person	Graduate	42	86%	5	5	5	4.9
Fall 2021	MGT 6502	In-Person	Graduate	56	75%	5	5	5	4.9
Sum 2021	MGT 3102	Hybrid	Undergraduate	23	65%	4.9	5	5	4.9
Sum 2021	MGT 6502	Remote	Graduate	58	66%	4.8	5	4.9	4.8
Sum 2021	MGT 6502	Remote	Graduate	58	76%	5	5	5	5
Fall 2020	MGT 3102	Hybrid	Undergraduate	56	57%	5	5	5	4.9
Sum 2020	MGT 6502	Remote	Graduate	50	78%	4.9	5	5	4.9
Sum 2020	MGT 6502	Remote	Graduate	45	67%	4.9	5	4.9	4.9
Fall 2019	MGT 3102	In-Person	Undergraduate	58	78%	4.9	5	4.9	4.9
Averages (Weighted by Class Size):						4.93/5	5.00/5	4.96/5	4.90/5

Excellence demonstrated through qualitative comments reported on the CIOS:

Below are anonymous comments reported on the CIOS organized along three dimensions: (a) instructor effectiveness, (b) respect and concern demonstrated toward students, and (c) effectiveness in course design.

CIOS Comments Related to Instructor Effectiveness

- Professor Badura was an exceptional teacher with several strengths. The main strength that stood out to me was her ability to help us synthesize concepts we learned in class with real life examples thanks to in class activities and experiential learning days. Her competence was also a major strength and her compassion for students and passion she has for HR made coming to HR every Tuesday and Thursday a fun time. (MGT 3102, Fall 2019)
- Professor Badura is an exceptional teacher. The lectures never failed to be engaging while also clear cut. She has great communication skills regarding lectures and amongst students. Although this topic initially did not capture my interest, Mrs. Badura revealed the relevance and importance. She was always available for feedback and her response rate with emails was very quick. Not once did I feel that I was not provided with the information or materials needed to succeed in this course. (MGT 3102, Fall 2019)
- Katie is well versed in the subject matter and finds a great balance between accommodating students and keeping structure and upholding course requirements. Being in my last year, I have taken several classes, and although this balance may seem simple, it is very difficult to put into practice. She is a fabulous teacher not only because she effectively presents course materials, but also because she connects with her students. (MGT 3102, Fall 2020)
- Professor Badura is easily one of the best professors I’ve had at Tech! She was so kind and clearly taught the concepts and cares for our wellbeing as students. I learned so much from

her class and really enjoyed my time in it. She is so organized (I wish other Tech professors followed her methods!!). (MGT 3102, Fall 2020)

- Katie made a virtual course setting personal and approachable. She made sure there was an outlook each week to address any questions we had, and she implemented changes as feedback was received. There were at least three improvements that were made during the course that showed her commitment to meeting students requests/needs as we transitioned to online. (MGT 6502, Summer 2020)
- Katie provides very relatable lectures and makes herself available for questions. The answers she provided to my questions were well thought out, high quality and truly helped me navigate some of these concepts as they relate to my career. (MGT 6502, Summer 2020)
- You are a wonderful OB ambassador! Your passion for the subject matter was apparent and infectious. I was inspired to be a better leader by this course. (MGT 6502, Summer 2021)
- Katie was one of the most personable instructors that I've had thus far. She is very engaging and keeps the topics interesting. She gives very good and honest feedback each week on assignments and very quick to answers any questions you have. (MGT 6502, Summer 2021)
- Professor Badura is just genuinely a great teacher so without a doubt this course has been really valuable for myself. I really enjoyed her productive feedback during the off-hours of the class and just cant agree more on the fact that she is a great instructor for this course. (MGT 6502, Fall 2021)
- Katie is the best! She was always prepared for class, she keeps the students engaged at all times, and you can tell she loves to teach. Great experience, I wish she would teach other evening MBA course! (MGT 6502, Fall 2021)

CIOS Comments Related to Respect and Concern Demonstrated Toward Students

- She is so kind and genuinely wants us to learn. You can tell that she cares about HR and her students! (MGT 3102, Fall 2019)
- Professor Badura was extremely approachable anytime I had a question and was accommodating anytime I had to miss class. (MGT 3102, Fall 2019)
- Prof. Badura was extremely understanding and accommodating! Especially as a student-athlete who had to miss class more than average, this was very helpful. (MGT 3102, Fall 2019)
- She truly cares about her students and goes above and beyond to make sure everyone belongs. (MGT 3102, Fall 2020)
- She learned my name and would check in on me if I missed an assignment or did poorly. (MGT 3102, Fall 2020)
- She was very accommodating and responsive. She cared a lot about her students and was always willing to help and made herself approachable for feedback. She would send messages with updates of our progress and email back quickly. I also appreciate how she seemed to respect all of her students. (MGT 3102, Fall 2020)
- She really cares for the students, how they do in the class, as well as their success at Tech and mental health. (MGT 3102, Summer 2021)
- The way Professor Badura organized the course was very easy to understand and relate topics to both the real world and to each other. I really felt that Professor Badura cared about students well being and learning and was very accommodating to the COVID-19 circumstances (MGT 6502, Summer 2020).

- Dr. Badura was very mindful of the summer hours and the Evening MBA populations time. I really appreciated that and the fact that we did not stare at a computer screen for 4 hours straight, especially after starting at one for 8hrs+ for work! (MGT 6502, Summer 2021)
- Katie is simply a great person. She cares about the students and wants to ensure they are successful outside of this course. She cares about students well being, education, and involvement in the course. What an amazing way to start my MBA, well done Katie! (MGT 6502, Fall 2021)
- Learned our names and exemplified a caring, engaged professor (MGT 6502, Fall 2021)
- Professor Badura does a great job of making students feel comfortable and confident to participate in her classes. With a great sense of humor she goes above and beyond to help students understand complex concepts. (MGT 6502, Fall 2021)

CIOS Comments Related to Course Design Effectiveness

General Comments for In-Person Learning

- Professor Badura is a wonderful professor and helps her students to manage their workloads by setting clear expectations for all assignments/tests (MGT 3102, Fall 2019)
- There are always activities in class that get you moving and talking to those around you but also facilitates learning. There are also a variety of learning methods that are approached between hands-on and visual-auditory. Fun clips are usually watched that give us a good sense of how Human Resources is translated in the workplace. (MGT 3102, Fall 2019)
- The course was logically structured, and dove into almost all the functions of HR, and provided real takeaways and best practices in many situations. It was great to not need a textbook and be able to read short, relevant articles instead. The activities and experiential learning days were a good way to break up lectures and were both fun and very applicable. (MGT 3102, Fall 2019)
- Professor Badura did an exceptional job in laying out the structure of this course, keeping students engaged, and allowing students to implement Badura what they have learned. (MGT 3102, Summer 2021)
- Katie's class is a great balance. She incorporates pop culture, traditional lecture, her own research, class engagement, and small group breakout sessions. I was genuinely excited to come to her class. (MGT 6502, Fall 2021)

General Comments for Hybrid/Remote Learning Modes

- The modules were so well planned out and the schedule was clear. I really appreciated how the modules were already laid out at the beginning of the year, allowing us to look ahead as needed. The attention to detail, such as even telling us how many minutes a module would take was so nice because it allowed me to plan out when I would work on assignments! (MGT 3102, Fall 2020)
- I loved the different formats of learning. This was the best class about adapting to the pandemic without compromising learning. The videos were of manageable length and I was always excited to come to class. (MGT 3102, Fall 2020)
- Professor Badura uses an innovative approach for remote learning. I wish more professors would use similar approach! (MGT 3102, Fall 2020)
- This was the best class I took this semester, and maybe my entire time at Tech. The lectures were informative, the in-person classes used our time effectively to teach us how to use the

information, the job analysis assignment was thought-provoking, and the group in-person assignments were very helpful. (MGT 3102, Fall 2020)

- I really liked how the course was broken up into recorded lectures and learning content that we did on our own time and then a short small group meetings instead of an online synchronous lecture. This allowed for discussions to occur and really helped the material sink in and make sense. (MGT 6502, Summer 2020)
- Katie, I really thought this was a perfect way to structure the course even without COVID. It was really great to have the lectures available in pieces and online. The questions throughout the lectures and breaking them up kept me engaged rather than zoning out. I really, really enjoyed that structure. The breakout course discussions were a really great idea as well. I think my group really learned a lot from each other. If we do return to campus in the Fall I would keep this type of format with the breakout small group sessions. (MGT 6502, Summer 2020)
- I really enjoyed the structure of the class where we watched videos online and read the case in preparation for live discussion in class. I also appreciated that the professor uploaded content every Thursday and gave us the option of completing at any time prior to case discussion. Having the flexibility of completing over the weekend or as late as the first 1hr and 45 min designated class time was appreciated, especially as an Evening MBA student. (MGT 6502, Summer 2021)
- Professor Badura was an incredible professor. The best professor I have had so far at Scheller. She made the course very engaging, which is harder from a remote standpoint. The format of the course allowed me to perform at my very best while also having the work fairly spread out over the semester. This is one of the most valuable classes I have taken so far in the program! (MGT 6502, Summer 2021)

Specific Comments Related to Course Lectures

- I really liked when we would have a lecture, but we would stop sometimes and ask questions and discuss a topic to gain a better understanding. (MGT 3102, Fall 2019)
- Clear and concise powerpoints that were easy to comprehend. Tests aligned very well with the materials taught in class. (MGT 3102, Fall 2019)
- The lectures were 10/10 and were both entertaining and informational (MGT 3102, Fall 2019)
- Lectures were informative and enjoyable, loved the videos in between the lectures, reading materials were helpful. Overall it was a great course! (MGT 6502, Summer 2020)
- LOVED this class. Enjoyed being able to watch the lectures at my own time and pace. Allowed me to absorb the information better. By far the best virtual sync class I've taken yet (MGT 6502, Summer 2021)
- Loved the lecture videos beforehand to teach the concepts and ability to watch on my own time. This allowed us to jump directly into the discussion during class time. I believe this was an extremely effective set-up, and one I hope you continue to use. (MGT 6502, Summer 2021)
- I personally really enjoyed Prof. Badura for using "the Office" series to help connect our key lecture points to a commonly acceptable view points. She certainly has a phenomenal skill on the effective method of presentation + delivery skills and I really enjoyed all her lectures, which taught me a lot. (MGT 6502, Fall 2021)

- Lectures were engaging, with well organized flow. Each class would fly by for me, every minute felt well utilized. I enjoyed the self reflection assignments a lot. (MGT 6502, Fall 2021)

Specific Comments Related to Experiential Activities

- The experiential learning activities were a really good way to engage the class in a hands-on way (MGT 3102, Fall 2019)
- The experiential learning days were amazing, as they were designed as simulations to help us cement the lecture topics that were discussed in class. (MGT 3102, Fall 2019)
- I enjoyed the synchronous experiential learning activities. They gave me an opportunity to feel connected to the class and apply material in a practical context. (MGT 3102, Fall 2020)
- I think some of the best features were the experiential learning activities and case studies. I enjoyed doing hands on work in class and working with other students. It was a fun experience. (MGT 3102, Summer 2021).

Specific Comments Related to Case Studies

- The group activities were very helpful and were a great opportunity to work more closely with my classmates. We had meaningful discussions and enjoyed learning from each others ideas and experiences. (MGT 6502, Summer 2020)
- I felt that I learned quite a bit from the group activities each week - hearing other peoples opinions to the case answers helped expand my understanding of the concepts (MGT 6502, Summer 2020)
- Group discussion - at first I was unsure, but ended up really liking the format as it gave me a great chance to hear the perspective from my classmates and get to know them really well. (MGT 6502, Summer 2020)
- I personally like the discussion groups (which was unexpected for me!). They allowed us to dive deeper in the content for a reasonable amount of time. (MGT 6502, Summer 2020)
- The group cases and conversations were the most engaging components and allowed the application of the content we learned in class. The second would be the use of videos in the lectures to reiterate the learning in a fun engaging way. (MGT 6502, Summer 2020)
- I enjoyed the small group case discussions during class. I learned a great deal from my classmates in various fields and industries. (MGT 6502, Summer 2021)
- I LOVE that this course centered around discussion in small groups. (MGT 6502, Summer 2021)
- I felt the open discussions we in class about each of the case studies were the best features as students from students from different backgrounds were able to share personal experiences and examples. (MGT 6502, Fall 2021)
- I thoroughly enjoyed that the group discussion required you to think about the case you read before class, and also use the discussion taught on the same day to think of solutions and approaches to each situation given. The group break outs were also a good touch. It allowed us to interact more personally with our peers and get different perspectives of students that wouldnt normally raise their hand to speak up in class. (MGT 6502, Fall 2021)

Letter of Support from Department Head

Christina Shalley: Area Coordinator, Sharon M. and Matthew R. Price Chair, and Professor of Organizational Behavior



Christina E. Shalley
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February 7, 2022

Dear CTL/BP Junior Faculty Award Reviewers,

I am writing this letter to strongly support Dr. Katie Badura's nomination to receive the CTL/BP Junior Faculty Teaching Award. It is extremely easy for me to say that Katie is a phenomenal teacher, as well as being an excellent researcher. For the purpose of this award my comments will focus on Katie's teaching.

Katie earned her Ph.D. in 2019 and then joined our faculty as an Assistant Professor. She began teaching Human Resource Management to undergraduates her first year. Then when we had a need to have someone take over our core MBA class, Leading People and Organizations for our evening MBAs, Katie volunteered to do so. She then volunteered to take over as the main professor for this core MBA class for both our fulltime MBA and evening MBA students. From the beginning her teaching at both the undergraduate, fulltime MBA, and evening MBA has been stellar. Now that she is in her third year as an assistant professor, she has so far taught 449 students and has received ratings that range from 4.9 to 5.0 with an average of 4.97. She also coteaches "Leading with Emotional Intelligence" in our core Leadership Development class for our fulltime and evening MBAs.

Katie is also extremely active in working with and mentoring our students. For example, she has had three research papers accepted with Ph.D. students in top journals in our field. She also has three research projects that have received revise and resubmit invitations with current Ph.D. students, and three projects in preparation with Ph.D. students. Katie has served on the dissertation committee of three of our Ph.D. students, and she co-chaired one of these. She has also served on two of our Ph.D. First Year Paper committees and three Second Year Paper committees. Finally, she advised an undergraduate student who received a PURA award.

Deservedly, Katie has received awards for her teaching. She received the Student Recognition of Excellence Teaching: Class of 1934 CIOS Honor Roll, in the Summer of 2021. She also received the GT Student Athlete Appreciation: Swimming and Diving, in the Fall of 2019.

In summary, I wholeheartedly recommend Dr. Katie Badura to receive the CTL/BP Junior Faculty Teaching Award. Please let me know if you need any other information.

Sincerely,

A handwritten signature in cursive script that reads "Christina E. Shalley". The signature is written in black ink and is positioned above the printed name.

Christina E. Shalley

Letter of Support from Colleague

Terry Blum: Tedd Munchak Chair in Entrepreneurship, Professor of Organizational Behavior, ADVANCE Professor, and Faculty Director of the Institute for Leadership and Social Impact.



TERRY BLUM

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January 30, 2022

Dear CTL/BP Junior Faculty Teaching Excellence Award Reviewers,

This letter represents my enthusiastic support for the nomination of Professor Katie Badura for the CTL/BP Junior Faculty Teaching Excellence Award. Professor Badura is an outstanding educator. As someone who has observed her classroom performance and her interactions with students beyond the “classroom”, I can honestly say she is the BEST I have observed in my career. Professor Badura excels as an educator across all student levels, including traditional and nontraditional “classrooms”: undergraduate students, MBA students, PhD students, executive students, leadership development students in engineering (guest presenter), managers at practitioner conferences, other faculty in Scheller, and senior faculty participating in the Provost’s Emerging Leaders Program. She is generous in sharing her experience and innovation to help her colleagues improve their teaching. Her shared excellence has a cascading effect on the successful learning and implementation of knowledge and skills for many different stakeholders, including our traditional degree seeking students, in the educational enterprise.

The breadth and depth of her impact is all the more amazing because she is only in the 2nd semester of her third year at Georgia Tech, and half of her time at Georgia Tech been under the uncertainty and increased demands of educating during Covid. No matter the complexity, uncertainty, and change required by the challenge of the situation and the needs of the students, Professor Badura thrives in the classroom and enables her students to do so as well. Her empathy for her students is translated into behaviors and innovations that allow them to learn within the boundaries presented on a particular day. Her sharing with her colleagues allows them to improve as well. She has helped me personally, and many others, in consultation about the technology needed for hybrid, multimedia use, break out groups, team work in our classes. Not only does she explain how something could be done, she shares videos and screen shots as guides, and has been known to show up before the classes of others to help assure that everything is working as best it can. She spends hours helping a colleague go through their materials to assure that the experience for their students will be as good as possible. She does this for colleagues (more senior and junior to her), and for our doctoral students (even those for whom she is not an advisor) who are teaching their own classes as part of their preparation for their scholarly careers.

In just the past few months, I have interacted with Professor Badura as she prepared and delivered an exercise on personality for a cohort of MBA students on how their understanding of their personality affects your interaction with others. She has adapted this exercise and the questions about how who you are (your personality, motivation to lead, identity and efficacy) influence how you lead for various levels of students. She has delivered this to engineering graduate students in a leadership development class and adapted and delivered it (with different debrief exercises) to 15 tenured faculty members who were selected to be part of the Provost's Emerging Leaders Program. Several of the faculty members have communicated that this was the best session of the whole year's program. The content was based on her research (on narcissism and on emerging leadership), but the impact was on her carrying the participants through interpretations and applications after taking their own assessments (which she programs on Qualtrics which provides immediate personalized feedback) along with hearing her presentation. It then gets reinforced and applied as they work in small groups to discuss the implications for their performance as leaders and for the areas in which they might further develop. As I have observed Professor Badura's presentations, the energy in the room is palpable. This experience was also evidenced in a lunch time presentation on diversity and inclusion that she prepared and did for an organization that provides health related services for kids with disabilities. In sum, Professor Badura is outstanding in her assigned courses, and in the modules she does voluntarily that are not part of her teaching load (eg. Provost Emerging Leaders and the Leadership Development module for engineering students).

Watching Professor Badura educate PhD students in the collaboration and publication process is awesome. She has them learn by doing. She coaches on theory and research design, demonstrates statistical analysis (both doing it and interpreting the results), responding to and writing responses to issues raised in the review process, and then pushes the students to whom she is providing the collaborative opportunity the opportunity to reinforce it by doing it as well. She knows when to lead from the front and when to lead from behind. As evidenced in her CV, she already has 3 accepted/published articles with Georgia Tech PhD students, and 3 more at the first or second revise and resubmit stage. This is phenomenal productivity (in addition to the other projects she has had accepted or in process for publication), and the outlets are journals that are considered at the highest level of prestige and impact. This learning by doing, and the consistent meeting with students to engage them in every step of the learning and producing process, is extraordinarily time consuming but effective in passing on the academic socialization to future scholars. This sets the stage for their success in collaborating with others, and for the future educators and mentos they will be.

In addition to the somewhat non traditional classroom experiences mentioned above, it is important to note that Professor Badura excels in the classroom with undergraduate and Masters students. She has taught 9 sections of required classes with the lowest score of 4.9 CIOS rating. This is extraordinary because we would not ordinarily have someone at Professor Badura's level teach the required core MBA class. We would worry about the impact on the junior faculty member's teaching ratings that would be considered during promotion and tenure, and a potential negative impact on their research productivity. However, we needed it covered and based on her previous excellent performance in the undergraduate classroom, she accepted the responsibility.

It turns out that the synergy with her research and how she also asks “so what does this mean” for the audience made this decision a great one for the College and the students.

From Professor Badura’s first semester, her performance in the undergraduate classroom went above and beyond. She took on an undergraduate research student during her first semester enabling the student to engage in research about disability and work through scraping and categorizing comments on Indeed, a job search and comment platform. She has interacted with many students about their careers, and about possibility of a research career that would include graduate training. Not only does she take on the high performing students, her empathy for struggling students is really important and central to her identity. As she has shared communications about struggling students, those struggling academically and emotionally, it is clear that she is kind and fair. She has consulted about the situation of several students to assure that all resources are made available to the students. She anticipates the issues that might come up, prepares syllabus to signal she is approachable, and she follows up with the students. She makes sure they are heard. Students at all levels know she cares, and they seek her advice about other courses to take and opportunities in which to engage to further develop themselves. As an example, she recently had a student who noticed her Safe Space training sticker on her door reach out to her. I believe this made all the difference for the student who is struggling. It is clear in talking about her preparation for a course or a lecture that student learning is the purpose, and that prioritizes her valuing each student and assuring that they feel like they belong and can succeed. In other words, much thought is given to the preparation, the implementation, and the aftercare of each learning opportunity.

The CTL/BP Junior Faculty Teaching Award is a significant recognition. I have no doubt that Professor Badura has earned this recognition. Georgia Tech and our students and stakeholders are all the better because she chose to join us at Georgia Tech, and chooses to advance at Georgia Tech. Professor Badura is an institution builder whose scholarly impact on students (and other stakeholders) is already off the charts.

Sincerely,



Terry Blum
Munchak Chair, Organizational Behavior
Faculty Director, Institute for Leadership and Social
Impact
ADVANCE Professor

Letter of Support from Former Student

Skye Blevins: Evening MBA Candidate 2023

January 31, 2022

From: Skye Blevins
Product Engineer, Newell Brands
6655 Peachtree Dunwoody Road
Atlanta, GA 30328

To: CTL/BP Junior Faculty Teaching Excellence Award Committee Members
800 West Peachtree NW
Atlanta, GA 30308

Esteemed Awards Committee,

It is my pleasure to support the nomination of Dr. Katie Badura for the *Center for Teaching and Learning and BP America Junior Faculty Teaching Excellence Award*.

As a former student and current acquaintance of Dr. Badura, I strongly recommend her for this prestigious honor. Dr. Badura served as my instructor in the summer of 2021 during her *Leading People and Organizations* (MGT6502) course, and since then, we have kept a professional relationship to discuss various topics regarding leadership in industry/work and organizational behavior.

Dr. Badura has positively impacted many students as she effectively combines her quality teaching with innovative and collaborative techniques. As an Evening MBA student who began the program during the COVID-19 pandemic, some of my classes have been completely remote; I was hesitant to take classes that were completely remote since I really wanted the full MBA experience – the in-person instruction, the networking, and the collaborative feel of an MBA program. When I registered for Dr. Badura’s remote course, I initially thought we would only tune in once per week to listen to lectures during normal class time with sporadic group project moments. However, to my delight, Dr. Badura structured her course such that we wasted no time in class on content that could be individually consumed; rather, we spent a majority of the time in groups, collaborating with people from various cohorts to discuss case studies relevant to the leadership topic of the week. The pre-recorded lectures used as preparatory material for the weekly class were highly structured and organized, loaded with solid content to build a strong basal foundation for the leadership topic and included modern influences such as recent articles or snippets of TED Talks. No longer did I feel as though I was missing out on in-person lectures because her content was very thorough and complete.

Even more impressive is that she specifically budgeted time in her class for us to network with people in our groups, giving students five to ten minutes of extra time per class during the group collaboration sessions as a means to socialize and get-to-know-each-other. She noted that the MBA program was lacking some natural social networking opportunities due to COVID-19, so she made a specific effort to accommodate this while running her class efficiently and timely. As

a second-semester student who had not met many MBA students yet, I was extremely appreciative of her innovative thinking to address the social and networking needs of her students. This initiative was only one of several ways she demonstrated her authentic consideration for her students via modern teaching methods.

Another helpful element of Dr. Badura's course was the learning evaluation and debrief assignment after each week's case study, which highlighted her accessibility, passion, and respect for all students. After the group assignments during class, our homework included reflecting upon our learnings from the case study, class, and group discussion. Included in this debrief, we also commented on personal wins for the collaboration session, improvements to implement for the next week, and any questions for Dr. Badura. These last few questions of the debrief assignment were so critical to my positive experience of the leadership course. These questions challenged me to comprehensively reflect on group dynamics, flow, organization, and other skills that I could improve upon and implement in not only my MBA classes for collaborations, but also for projects at work. Additionally, I never left the "Do you have any questions for me?" section of the debrief empty; instead, I would always ask her opinion on current work scenarios related to group work, leadership, and cross-functional partners. To my and other students' amazement, Dr. Badura never failed to genuinely answer each of our questions with a thoughtfully crafted response. For me, she would sometimes write paragraphs to dutifully answer my questions, and we would sometimes chat during her office hours about these responses and real-life scenarios. I am so grateful for her because walking through some of these real-world examples with her guidance empowered me to be a better employee and team member at both work and school. I personally know other students with similar experiences related to Dr. Badura's excellent attention to detail and thorough responses who have expressed their gratitude and words of high praise.

In conclusion, I fully and enthusiastically support the nomination of Dr. Katie Badura regarding the *CTL/BP America Junior Faculty Teaching Excellence Award*. Dr. Badura has proven to be an outstanding instructor and guiding force of leadership education through her excellent courses, innovative teaching strategy, and astounding respect for students. Her passion for furthering the leadership education of her students, inside and outside the classroom, affirms that she is deserving of this honor and would be a great addition to the list of recipients for this award.

Sincerely,

A handwritten signature in black ink that reads "Skye Blevins". The signature is written in a cursive, flowing style.

Skye Blevins

MBA Candidate, Scheller College of Business

Product Engineer, Newell Brands – Baby Division

Letter of Support from Former Student

Konstantina Poulaki: Undergraduate Business Administration Major, Class of 2021

Esteemed Award Committee,

It is with great pleasure and honor that I submit this letter of recommendation for Professor Katie Badura for the Junior Faculty Teaching Excellence Award. Having recently graduated from Georgia Tech in December 2021, I can look back on my college experience and confidently say Professor Badura played a pivotal role in my personal and professional growth. I was a student in Professor Badura's Human Resources Management class in the Scheller College of Business in the Fall of 2019. Junior year of college brought on an array of challenges - primarily the fact that in my mind, I had one year to figure out who I wanted to be and where my passions lie. Being surrounded by the brilliant students at Georgia Tech only deepened this fear. It wasn't until I was able to explore the field of Organizational Behavior and Human Resources - thanks to Professor Badura - and find my passion for it that I finally felt like I belonged at Georgia Tech.

From the very first day of Professor Badura's class, I felt an overwhelming sense of comfort. Professor Badura provided her class with an open and engaging classroom; always encouraging open-ended conversations and collaboration with other students. Furthermore, Professor Badura had the unique ability to take something as complex and multifaceted as the field of Human Resources, and break it into digestible, engaging lessons. I found myself genuinely looking forward to that class; not only because I enjoyed the material, but because I knew Professor Badura always had my best interest at heart- not only as a student, but as an individual as well.

Her dedication to the field and her passion for teaching were evident to every student who came across her lecture. With a smile on her face and an excitement in her tone when explaining a concept to the class, she was someone I knew I could learn from. As the semester drew on, I began visiting Professor Badura during her office hours. While initially seeking out help to review a test, I found myself seeking out her guidance in how I can gain real world experience within Organizational Behavior. Professor Badura offered me the unique opportunity to help her with research she was working on surrounding coding the behaviors and personalities of CEOs from Fortune 500 companies. Throughout my time as a research assistant, Professor Badura provided me with countless resources to deepen my understanding of the field and took time out of her busy schedule to truly invest in me and my newfound passion.

As the Spring semester came to a close and COVID-19 became a reality, I received a research grant from the Scheller College of Business and with no hesitation Professor Badura agreed to be my faculty advisor. Although she had multiple lectures to teach (in an online format nonetheless), several PhD students to advise, and countless research papers she was working on, she committed to guiding me through a project exploring the treatment of disabilities in the workplace, and the effect this has on firm-level profitability. Professor Badura knew how excited I was to dive deeper into Organizational Behavior, and her willingness, kindness, and patience to offer me support during this time was something I will always cherish.

Professor Badura goes above and beyond for her students, and this can be seen through and through with how she supported me in July 2020, when my father was hospitalized for COVID-19. While I saw the world around me crumbling, I was staring reality in the face, attempting to balance a full course load, a part-time job, and my research project. While I am not one to typically seek out help, I was feeling incredibly overwhelmed and emailed Professor Badura that I would be running behind with my deliverables. Professor Badura immediately replied, reassuring me that my mental health and stability were the priority in this situation, and that together we would come up with a plan to restructure my deadlines. Not only this, but she continued to check on me daily, offering me advice, words of comfort, and a calming presence during such a tumultuous time. Professor Badura showed me a level of kindness and humility that I had never experienced before. By the conclusion of the Summer, I was able to complete my research paper while balancing everything else, and I know this would not have been possible without her support.

In conclusion, I believe that Professor Badura is an ideal candidate for this award, which can be seen through her dedication to her students, devotion to her field, and fervor for creating a classroom where students are able to explore their interests while feeling supported and nurtured. I went from being someone who feared challenge and the unknown, to someone who discovered her passion, and I have Professor Badura to thank for that. I cannot think of a more deserving individual and mentor, and I could not be happier to share the ways she is an integral part of the culture at Georgia Tech.

Sincerely,
Konstantina Poulaki
Scheller College of Business, Class of 2021
npoulakis9@gmail.com

Letter of Support from Former Student

Isheeta Mukherjee: Undergraduate Business Administration Major and VP of Ramblin' Reck Club, Class of 2022

February 3, 2022

Dear Selection Committee,

It is with great pleasure that I express my strong recommendation of Professor Badura for the CETL/ BP Junior Faculty Teaching Excellence Award. I am an undergraduate student who was in Professor Badura's Human Resources class. As a fourth-year student who has taken many classes at this school, I can confidently say that Professor Badura has been one of the most influential professors during my time here. That is because of the many ways she demonstrated enthusiasm for the success of her students. From being so quick and willing to schedule one-on-one calls to discuss course content related questions or offering help for career goals, I have felt supported by Professor Badura in my academic and career ventures.

Throughout the course, Professor Badura made the coursework engaging for students. My other friends in the class and I would discuss how much we appreciated Professor Badura's ability to engage the entire classroom and teach concepts to people with all sorts of backgrounds- engineering, business, biology, etc. It is because she made the information interesting and relatable to business and everyday environments. Even with the challenges Covid brought about for many students, I feel as though Professor Badura made the course feel flexible while still being very informative. She really considered the learning styles of everyone in the classroom, incorporating videos, live sessions, group work, and easy to follow modules. She clearly spent time in making her videos high quality. They were elaborate yet to the point. I found her clear and organized class structure to be very helpful, especially amidst a lot of uneasiness during the time I took her course. She coupled these videos with module quizzes after each video to make sure we understood the big concepts from each of them. This was complemented with live sessions where we were encouraged to further engage with the content posted before. She thought thoroughly through what would work best for students in a virtual environment, and it worked very well for myself and everybody else I had talked to in the class. It was a model class of sorts. Moreover, Professor Badura is clearly invested in her students. She made it abundantly clear that if any student had any sort of questions at any point in time, she would be happy to meet with us. Professor Badura made herself approachable. She wanted to see us all succeed, and that was very apparent.

Because of this, I found it very easy to ask Professor Badura for extra help and guidance throughout the class. Even in the virtual environment, it was as simple as sending Professor Badura an email followed by a quick response from her to meet via a one-on-one zoom call where she would clearly and easily explain any question that I had. I was very appreciative of how she made herself available in this manner, which goes to show how much Professor Badura wants to see her students be the best versions of themselves.

Moreover, even after my incredibly positive experiences with her class instruction, Professor Badura helped me after her class as well. We had conversations outside the classroom about internships, and she talked to me one-on-one to help with my work search that summer. She offered me career advice and referrals when I needed help, which is something I greatly appreciated. Her support got me through a summer I was not sure how to maneuver prior to her guidance. She is invested in her students' growth and success, and she will do anything she can to help them on their endeavors.

I have felt so pleased to have had Professor Badura as a part of my academic career. Overall, I can without a doubt say that she has helped me with my academic and personal development. She not only tailored her course to best fit the needs of all the different backgrounds of students in the class, but she stands out to me as someone who really wants to see the best in her students. Her structured course, one-on-one zoom calls, and investment in students' personal growth and development are a few of the reasons Professor Badura stands out to me.

I have not had many professors as committed to students' learning and success the way Professor Badura is. I can confidently say that my classmates and I feel very grateful to have had her as our professor. I would be so excited to see her win this award, because she is so deserving. She made the learning process enjoyable, informative, and engaging in the middle of the pandemic. Moreover, she has shown how she not only wants success for her students beyond the classroom but will go the extra miles to make that happen.

I would like to reiterate my strong recommendation for Professor Badura to receive this award. I wholeheartedly support this nomination.

Sincerely,

Isheeta Mukherjee
Undergraduate student, Class of 2022
Scheller College of Business
Georgia Institute of Technology