

End of Year Meetings
Management Sciences Dept
(revised 2018)

Instructions:

- Complete this document (on this paper or on a separate typed page).
 - Give it to Kathy by March 23rd and set a time for your meeting (45 minutes).
 - Attend your meeting.
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Your name: Sarah Easter

1. What was one thing you were pleased about this year in your work at ACU? What made that thing particularly positive in your mind?

There are a few items that stand out in my mind as being particularly positive this past year, in both my research and teaching efforts.

First, in terms of research, my co-authored conceptual piece, which stems from my dissertation work, has been re-submitted for further consideration to *Human Relations* (FT 50 Journal). One empirical piece, which also grew out of my dissertation, received a revise-and-resubmit to *Organization Studies* (FT 50 Journal). My co-authors and I are preparing to submit the other empirical piece from my dissertation to *Academy of Management Journal* (FT 50 Journal) this coming spring/early summer; an earlier version of this paper received a Best Paper Award based on a Dissertation at the 2017 Academy of Management conference. Further, Monty Lynn and I began a research collaboration last year and we recently received word that our extended abstract was accepted to the European Group of Organization Studies Symposium in Estonia this coming July. Finally, I submitted a co-authored methodological piece to the 2018 Academy of Management Conference and am waiting to receive word as to whether it has been accepted to the conference in August 2018.

Second, in terms of teaching, I've been very pleased with how much more comfortable I feel actively integrating my faith into the classroom. Determining how to best incorporate my faith in a classroom environment was an aspect of teaching at ACU that I really struggled with in my first year, particularly after having completed my doctoral work at a secular, research-based institution where I was not able to do so in an explicit manner. I've found that actively integrating my faith into the classroom can be as simple as sharing select devotional thoughts with students from some of the daily devotionals I read as well as playing worship music before class. I've been surprised by how positively students have reacted to these minor tweaks, in both my written evaluations and anecdotally to me in class. As well, I think it has helped to humanize me as an instructor and to allow me to connect with my students on more of a personal level.

Finally, also in the teaching realm, I've been very pleased with the first two iterations of the Business & Sustainability course. Sustainability is an area I am very passionate about and it has been a joy to be able to develop this course offering and to see the interest and the positive reception from students who have enrolled in the class. I look forward to teaching this course again in the future!

2. What was one thing that you wish had gone differently this year? Why?

One of my major aims in the area of teaching is to continually look for opportunities to grow and develop as an instructor. I take very seriously my role to guide students in their intellectual development in the areas I teach and to do so in a way that is both supportive as well as challenging. After reflecting on feedback from students in my first year of teaching strategic management and talking with seasoned colleagues about the input obtained, I decided to make some rather substantial changes to the course in an attempt to better stimulate learning and incorporate more rigor into the classroom. The reaction from students in strategic management this past fall semester to these course changes was less than stellar (to put it mildly). In fact, overall, students reacted quite negatively. After gaining a bit of distance and perspective from these evaluations, I realized that perhaps I did not do a very effective job of clearly communicating my expectations on deliverables as well as emphasizing the challenging nature of the course up-front. I believe this lack of clarity was augmented because of the way that I come across to students – as being very friendly and approachable. Plus, students enrolled in the course last semester talked to other students who had previously taken the course and had certain expectations entering it, unlike my first year of teaching where I started with a clean slate. In response to last semester's input, I have continued to make some changes to the team and test assessments to better align with expected course outcomes as well as to make my expectations for the course, including the rigor of assignments, very clear up-front so that students are not surprised later on.

3. What is one thing you plan to do next year to enhance or improve your interaction with students (this can be in any form or context including outside activities, changes to class processes, etc.).

I love opportunities to engage with students and have enjoyed a multiple of different mediums in which to interact with students outside the classroom this past year including: continuing to co-lead a COBA women's bible study in the fall and spring semesters at my home; continuing to invite students from my classes over to my house for dessert and games nights; becoming more involved in Enactus as a faculty advisor; and serving as a faculty sponsor on the CEO mission trip to Mission Lazarus in Honduras over spring break. I plan to continue to look for opportunities to invite students into my home, for game nights and bible studies, as well as to look for more opportunities to engage with students for more extended windows of time, similar to the Mission Lazarus trip. I am looking forward to getting to know students on the COBA Study Abroad trip to Oxford this June!

4. As we enter a new accreditation cycle, what is your plan for your intellectual activity? What topics, etc. do you anticipate possibly exploring?

First and foremost, I plan to work to publish all three of the papers from my dissertation (as indicated in answer # 1 above), which focuses on how collaborative partnerships work to address significant societal challenges. I also plan to move forward with the two in-progress papers I am working on – one with Monty Lynn and another with colleagues in Canada and France – towards journal publication. Further, I have two in-progress research articles with my dissertation supervisor that I am hoping we can move towards publication.

5. Please think about your plans for employment, when you are anticipating retirement or any other job change, as well as any interest you have in leadership or administrative positions and be ready to discuss these in our meeting.

I am very satisfied with where I am currently as an Assistant Professor

6. What (and when) is your next step, if any, in tenure & promotion? If you are untenured and tenure-track, please attach additional pages discussing your year's work and results in teaching, scholarship, service, and collegiality. This should be limited to two pages in most cases.

Please see below for details on progress made in each of these areas to date

7. What is one thing that I can do to help you thrive in your work?

I appreciate how accessible you have been in providing guidance and support in navigating various aspects of the teaching process, especially as this role still feels very new to me and there are many instances that arise where I am uncertain of how to handle them appropriately.

I also appreciate how you have worked with me on my teaching schedule in order to allow me to move forward with my research projects while still devoting significant time to my teaching. It would be much appreciated if we could continue to look for ways to spread out my teaching throughout the year so that I can seek to thrive in both teaching and researching activities simultaneously.

8. Anything else we need to cover?

N/A

Progress made toward tenure and promotion in teaching, scholarship, service and collegiality:

Teaching

- Developed first Sustainability course in College of Business; received positive student evaluations from first iteration of the course and positive anecdotal evidence from second iteration (will not obtain student evaluations until the end of the semester)
- Developed International Business course to highlight the complex and multi-faceted nature of operating across contexts in a very applied and experiential manner; while there are some items I would want to change in teaching this class again in the future, I was pleased with the evaluations for this first round
- Continued to make refinements to Strategic Management course; I was pleased that students seem to better grasp the relevance of this course but I am still working to better communicate my high expectations up-front and to offer more consistent feedback through the semester
- Developed and co-teaching Let's Eat! Honors Colloquium with Katie Wick
- Participant at 2017 Teaching and Learning Conference at the Academy of Management in Atlanta

- Participating in Master Teacher Program

Scholarship

Below is a list of the papers with which I am actively engaged:

Easter, S., Brannen, M.Y., Thornton, P. Dynamic meaning construction in cross sector partnerships: Integrating institutional logics and negotiated culture perspectives to inform robust action in tackling grand challenges. *Resubmitted to Human Relations (for second round of review)*

Easter, S., Ceulemanns, K. & Kelly, D. Bridging the research-practice divide to tackle grand challenges: Unraveling the day-to-day work of engaged scholarship. *Under review for the 2018 Academy of Management Conference*

Easter, S., Murphy, M. & Brannen, M.Y. Traversing divergent institutional logistics in cross-sector partnerships: Boundary spanning in a coalition to end homelessness. *Under Review and Resubmit at Organization Studies*.

- Earlier version of this paper presented at the 2017 Academy of Management Conference

Easter, S. & Lynn, M. Contending with Sisyphus: Institutional work in resistant places. *Accepted to 2018 European Group of Organization Studies in Estonia in July*

Easter, S., Schultz, M. & Brannen, M.Y. Negotiating collective identity to address a societal grand challenge: Homelessness as ongoing identity work. *Preparing to submit to Academy of Management Journal*.

- Earlier version of this paper received Best Paper Award based on a Dissertation at the 2017 Academy of Management Conference from the Managerial and Organizational Cognition Division and included in the 2017 Proceedings

Service

- Serve as a faculty advisor for ACU Enactus
- Ad Hoc committees:
 - Business & Mission day as a part of Summit: 2017 and 2018
 - Revamp of the Management Departmental Goals/Objectives
 - ACU Tedx Curation team, 2018
- Faculty advisor for CEO mission trip to Mission Lazarus in Honduras, spring 2018
- Co-lead weekly COBA women's bible study at my house
- Secondary advisor for Kenton Brown's Doctor of Ministry project
- GED mentor (through Highland's Educational Initiative program)
- Facilitator for women's Sunday morning bible class on a rotational basis at Highland
- Provide consulting advice to Highland Executive Minister on homelessness and collaborative initiatives, as needed
- Editorial Board Member, *Journal of International Business Studies*, since 2015
- Ad hoc reviewer for *Organization Studies* and *Journal of Management Studies*

Collegiality

- Participated in first Pecha Kucha event in the Adams Center, Fall 2017
- Participated in COBA Research Series, presentation in Spring 2018
- Offered benediction at December 2017 ACU graduation ceremony
- Served as guest speaker and/or client in colleagues' classes across campus including: Tim Kennedy (engineering), Monty Lynn (business) and Ron Morgan (global studies)
- Invited colleagues from across campus to participate in Business & Sustainability course
- Invite students to my house each semester for dessert and games nights
- Spoke at Management Departmental chapel, Fall 2016
- Organized Management Department chapel concerning Navigating Relationships in a Ring by Spring Culture, Spring 2018
- Participated in COBA Ugly Sweater contests, winner for December 2017 competition
- Attend Departmental Taco Tuesday when I am able (this has been more difficult with my noon Tuesday class)