CURRICULUM VITAE

Ralph A. Rodriguez, Ph.D., SPHR

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Courses Taught:

Rutgers University School of Management and Labor Relations
> **Undergraduate:** Analytics for HRM: Statistics for HRM; Introduction to HRM, Global HRM, Training & Development, Conflict Management for HR Managers, Staffing; **MHRM:** Managing Workforce Flow; Data-Based Decisions

West Chester University of Pennsylvania
> **Undergraduate:** Principles of Management, Human Resource Management, Business and Society (Business Ethics), Senior Seminar in Research, Management Internship; **MBA:** Organizational Behavior, Managerial Communication, Human Resource Management.

Temple University:
> **Undergraduate:** Principles of Management, Human Resource Administration, Organizational Communication.

Teaching Experience (see also, "Courses Taught"):

2012-Present **Assistant Teaching Professor at Rutgers University SMLR (New Brunswick, NJ**). Developing and implementing use of video and flip-training into one course, with favorable student outcomes (learning and satisfaction). Designed and developed elective courses in Conflict Management for HR Managers, Communications for HRM, and Analytics for HRM.
Designed, developed, and successfully delivered an undergraduate level course in Analytics for HRM that extends the level of preparation in data analysis for problem-solving offered to our students, based primarily on casework and supported with/by a review of statistics and relevant readings.
Restructured Statistics for HRM and submitted a plan that meets University requirements to qualify as an SAS "Core Elective", potentially resulting in a significant registration increase for the course University-wide.
Actively support R.U. graduate chapter of SHRM by participating in meetings and event. Occasionally speak at the regular chapter meetings.
Selected to serve as a core member of the SMLR DEI Committee under Sue Shurman and Hazel-Anne Johnson (service time is currently indefinite).

1999-2007 **Assistant Professor of Management at West Chester University of PA (West Chester, PA).** Consistently rated as best instructor in the Management Department by both students and peers (Course Evaluations= 4.6/5.0, despite 60% of students reporting that the courses require them to "work harder" compared to other classes). Recognized by the Provost and multiple awards as "Most Effective Teacher" in the School of Business. Restructured the Internship Program, the Human Resource Management and Senior Seminar (Research Methods) courses to increase the rigor and learning outcomes.

1998-1999 **Adjunct positions at Temple University (Philadelphia, PA) and West Chester**

University of Pennsylvania (West Chester, PA).

1997-1998   Taught 3 sections of introductory "Management and Organization" course at Temple University (two on Main Campus and one on Suburban Campus). Course Evaluation: 4.14/5.00 (no formal evaluations taken for summer courses).

1996-1997   Restructured HRA course in Organizational Communication. Taught one section at Temple University, Main Campus (Urban). Course Evaluation: 4.27/5.00. Taught two sections of introductory Organizational Behavior Course (Management and Organization), Main Campus. Favorable teaching evaluations. Course Evaluation: 4.12/5.00 (no formal evaluations taken for summer courses).

1995-1996   Taught three sections of introductory Organizational Behavior Course (Management and Organization), Temple University, Main Campus (Urban). Teaching Assistant for one section of introductory Organizational Behavior Course (Management and Organization), Temple University, Main Campus (Urban). Course Evaluation: 4.70/5.00 (no formal evaluations taken for summer courses).

1994-1995   Taught two sections of introductory Organizational Behavior Course (Management and Organization), Temple University, one at Center City (Adult) Campus and one at Ambler Campus (Suburban). Favorable teaching evaluations.

1993-1994   Teaching Assistant; Human Resource Administration Department, Temple University. Taught several classes. Graded examinations.

Other Experience:

2007-2010   Director of Human Resources at Esperanza, Incorporated (Philadelphia, PA) : Full charge of human capital management function: recruiting, on-boarding, coaching, employee relations, conflict resolution, separations, strategic workforce planning, performance measurement and management, benefits, compensation, and policy development.

1991-1996   Private Trust Fund Manager of Equity Portfolios for a non-profit organization (Berachah, Incorporated; Cheltenham, PA): Responsible for investment results, reporting directly to Board of Directors (outperformed benchmarks six of six years).

1989-1991   Merrill Lynch (Stock Broker).

1986-1989   Toys R Us (Regional Director of Management Development).

Affiliated Responsibilities:

West Chester University of PA: Director of Pre-Major Advising (2002-2003; 2003-2004).

Technology Coordinator for WCU School of Business and Public Affairs, E-Learning Grant, Spring, 2003.

Education:

Ph.D.   1999   Fox School of Business and Management, Temple University.
Major: Human Resource Administration
Minor: Psycho-Educational Processes
Dissertation Topic: Challenging Demographic Reductionism: An Investigation of Demographic Diversity and Value Diversity in Small Groups. (Successfully

defended on January 22, 1999.)

M.B.A.   1986   Johnson Graduate School of Management, Cornell University.

B.S.   1981   Philadelphia College of Bible.

Fellowships:

1991-1998   Future Faculty Fellowship (Temple University).

1984-1986   GTE Fellowship (Johnson Graduate School of Management, Cornell University).

Refereed Presentations:

Rodriguez, R. A. (2004) **Demographic Diversity, Individual Values and Group-level Values in Groups- A Confirmation of Tuckman's Norming Stage in Team Development.** Paper presented at the International Academy of Business and Public Administration Disciplines, New Orleans, LA.
Rodriguez, R. A. (2004). **Individual Values and Group-level Values in Groups- A Confirmation of Tuckman's Norming Stage in Team Development.** Paper presented at West Chester University Research Consortium (April 1, 2004).

Rodriguez, Ralph A. (2002) **Transferring the Monkey: Grading Contracts and Student Motivation.** Paper presented at the Annual Conference on Advancing Teaching in College Classrooms and Campus Cultures, Harrisburg, Pennsylvania, March 21-23, 2002.

Rodriguez, Ralph A. (1995) **Practicing What We Preach: Motivation Theory in the Classroom.** Paper presented at the Mid-Atlantic Organizational Behavior Teaching Conference, Philadelphia, PA, Spring, 1995.

Refereed Journal Publications:

Rodriguez, Ralph A. Challenging Demographic Reductionism: A Pilot Study Investigating Diversity in Group Composition. Small Group Research, December, 1998.

Invited Presentations:

Rodriguez, Ralph A. The Rationale and Mechanics of Contract Grading. West Chester University of PA Office of Assessment. November 1, 2002.

Rodriguez, Ralph A. Demographic Differences in Small Groups. WCU School of Business and Public Affairs Faculty Development Colloquium, March 12, 2002.

Workshops Presented:

Rodriguez, Ralph A. The Mechanics and Pedagogical Implications of Blackboard. WCU Business Professors Annual Meeting, July 11, 2003.

Rodriguez, Ralph A. Blackboard for Dummies. WCU School of Business and Public Affairs Faculty E-Learning Seminars, March, 2003.

Reviewer:

Ad hoc reviewer for International Journal of Conflict Management (1999-2008).

On Editorial Committee for: Schermerhorn, J. R., 1996. <u>Management for Productivity</u>, 5th Edition, John Wiley and Sons.

Served on John Wiley committee investigating pedagogy and general issues related to the modern student and classroom. August, 1995.

Community and University Service:

Served on panels at Congressperson Chaka Fattah's Conference on Higher Education (1997) and Graduate Opportunity Conference (1999-2004).

Selected to serve on panel for University-wide orientation of Teaching Assistants (Temple University, Fall, 1998).

Marketed the WCU Business Program to visiting students and parents. Based on the work of French & Raven, I designed a 30-minute "Info-Session" titled, "How to Gain Power and Influence Over Others." Temple University, Ambler Campus Open House (Fall, 1997) and West Chester University (Spring, 2000, 2001, 2002).

Presented a seminar to the Ambler Campus Student Marketing Association, "Competitive Interviewing Skills for Entry-Level Professionals," (Temple University, Fall, 1996; WCU Management Majors' Resume-Writing Workshop and Interviewing Workshop, every Fall and Spring semester since Spring, 2000).

Prepared and presented a Conflict Management Seminar to elementary and middle-school students in the Philadelphia Public School System (1995-2000).

Philadelphia Olney Area Academic Tutorial Program- Organized and managed free volunteer tutorial program for high school and college students, also directly tutored groups of students in SAT preparation (1989-1995).

Future Faculty Fellowship Program. Presented session on time management for Ph.D. students at annual FFF orientations (1992-1996).

Future Faculty Fellowship Program. Served as one of two students on 6-member Future Faculty Fellowship selection committee (1993-1996).

Vice-President of Black and Hispanic MBA Student Association at Cornell University (1985-1986). Organized mentoring program for minority undergraduate students.

Philosophy of Teaching

Ralph A. Rodriguez, Ph.D., SPHR

The irony of pinning the title of "professor" on a person and, then, expecting him/her to excel in <u>teaching</u> is not wasted on me and neither, I have found, on most university students. To "profess" is a necessary but thoroughly insufficient step toward teaching.

What I Believe About Teaching

I believe teaching to be a thoroughly interactive process that encourages and energizes students to engage with each other, the subject, and the "professor." This process requires that I actively seek and find a cognitive and linguistic common ground with students. If I expect to transport them from their various Points A positions to my "Point B" target, my chances of success are greatly enhanced if I can quickly and accurately identify those particular positions. Practically, this means that I use a good portion of the first class in a dialogue not merely to break the ice but to discover important information, including names, majors, class year, career plans, and personal course objectives. (On a 3X5 card, I ask them specifically, "What can I do to help you get what you need/want from this course?") I use this information to fine-tune the course syllabus to address their specific needs.

I believe that effective teaching must be sensitive to the different learning styles represented in a class. My goal is to motivate students to critically evaluate theory in light of their own practical experience. I help them with illustrations of how theory is actually played-out in modern organizations from the popular business media and my own business experience. They are challenged to "reverse engineer" theory by contextualizing and decontextualizing it and to wrestle with its implications. They are taught that posing the relevant question can often be as or even more important than technical precision in an answer.

I believe that teaching is not a test of showmanship but of caring, planning, and execution. While entertainment can be helpful to engage students, it is not education. Communicating the "point" is more important than having it overwhelmed by memorable anecdotes.

I believe that rapid and personalized feedback is essential to the learning process. Therefore, I direct all of my energies into ensuring a one class turn-around in grading exams. Then, excellent performers (and "runner-ups") are acknowledged personally through email messages. Regarding my own feedback, I dare not wait until formal end-of-course evaluations. Therefore, I normally give students a short, unannounced quiz at about the 1/3 mark of the course. This quiz is an anonymous review of essential course material and is used strictly to give me formative feedback on my own effectiveness (students do not receive grades for this exercise).

I believe that I can teach but only the student can learn. I can control quite a bit of the learning process but none of the outcomes. In practical terms, this means that I see my responsibility to consist of teaching to deliver content and a fair measure of preaching to motivate students to learn. I also gain some measure of power in the classroom by establishing the credibility of my own business experience. Throughout my business career, I have hired hundreds, trained thousands, and

fired dozens. My students know that. As appropriate, I weave role plays into classes that demonstrate these skills… and I make it a point to connect it to "academic" content.

I believe that I need to be vigilant and disciplined to represent the relevance of my subject area to other business disciplines. Despite their general lack of business experience, students are highly aware that there is a "big picture" within which course-related content must fit if it is to be "real." My power in the classroom is enhanced to the degree that I am able to articulate and integrate the course into the scope of business, even life, in general.

I believe that my philosophy of teaching requires caring, preparation, attention to detail, availability, and a receptivity to feedback to continue improving my ability to train students for successful careers and lives. Specifically, I think of each class session as representing not 80 minutes of showtime, but ~150 man-hours of irreplaceable life for a classroom of students. I prepare accordingly. Students should sense that I am passionate about my craft.

I believe that, as a teacher of management, organizational behavior, and human resource administration, I have innumerable opportunities in the classroom to model exemplary behavior for my students in many areas including planning, decision-making, motivation, leadership, and ethics. I am aware of the importance of reinforcing my message with my behavior.

I believe that procedural justice is important to students and my own philosophy of ethics. "Firm but fair," "direct," and "no surprises" should characterize my behavior in the classroom. Students are taught to hold themselves to the highest ethical standards consistent with their world view.

I believe that the internet, multimedia, and publishing houses are potent threats to the traditional higher education process. The value that I add compared to these programmed approaches is the ability to provide a situationally-specific, real-time approach that focuses on the student and his/her needs. My own use of technology should complement my pedagogical approach, not replace it.

Finally, I see teaching a course as leading students in a journey of discovery, worthy of excitement and celebration. My greatest reward for teaching is witnessing the countless number of students who surprise themselves with unexpectedly high (to them) performance, even under very demanding and rigorous expectations.