

moving parts



I am a patent attorney with a PhD in Industrial & Systems Engineering. I teach BUSL 375 Business Ethics and BUSL 201 Business Law courses to undergraduates at the Kelley School of Business (KSB). I have taught college students for sixteen (16) years and for me teaching is a fun, well-orchestrated implementation of moving gear parts. No detail is too small. See **Figure 1**. Over the years, I have taught undergraduate and graduate students. The key difference between the two is experience.

Figure 1 –Teaching with well-orchestrated moving gears

and MBA students at Winthrop University. Many graduate students have more work experience than undergraduate students. Graduate students also have more experience with writing and communicating. Over the years, I have focused on teaching more foundational concepts to the undergraduate students and more advanced materials to the graduate students which build on what they already know. It is best not to assume what they know or do not know. The students can be surveyed to assess their background knowledge. I find that it is very important to use more advanced textbooks and scholarly research articles with graduate students. In addition, I expected the graduate students to be able to write scholarly research articles as seminar papers. I do not require this of my current KSB undergraduate students.

My current teaching is the result of thoughtful iterative improvements over many years of honing my teaching craft and pedagogical leadership. My classes are boldly innovative. For example, I was nominated by my peers to be a finalist for the Indiana University (IU)'s Faculty Academy on Excellence in Teaching (FACET) collaboration teaching award. I also served on the IU's Center for Teaching and Learning (CITL) Advisory Board from 2023-2025. I also serve on my department's teaching committee.

I actively study pedagogy and teach others how to teach. Besides participating in the seminars offered by CITL, I am active in a Facebook group called *Race Mentoring*. The members are graduate students and professors of education. They discuss pedagogical issues. I learn quite a bit from this cross disciplinary dialogue. This group is led by Dr. Donna Y. Ford, a Professor of Education at Ohio State University. She and I also formed a Facebook Group called *Quotidian Scholars* to help adults expand their vocabulary. We now have more than 300 members and will reach our ten-year anniversary in 2027.

Goals for Student Learning

From my classes, students gain new opportunities to develop their knowledge, skills and abilities of law and ethics. My primary learning goal is to teach students ethical and legal business and managerial decision making. At the end of my courses, as aspiring managers and leaders, my goal is for students to identify the importance

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and rationale of ethical and legal decision making. When discussing different ethical and legal issues, I often ask students, “if you are the manager, what would you do?”

I want students to recognize the importance of developing high ethical standards for their personal conduct. I want them to recognize consequences that result from meeting and/or exceeding the minimum ethical and legal standards required by the business profession. I teach students to have a stakeholder orientation and to think about shareholders, employees, and the communities that businesses do business in. I want to see students demonstrate a commitment to high levels of integrity, ethics, and legal compliance in their view of professional relationships with all types of stakeholders. These are just a few of my desired major learning goals.

Enactment of Goals

My goal is to build community in each class and to reduce student anxieties and stress. To build community, I use a cartoon **class mascot** called Kool Kat that I post at the end of slides with words of wisdom or inspiration. See **Figure 2**. I also believe in **student-centered teaching**. I have **students introduce themselves** at the beginning of the semester in an online discussion. I have them share where they were born and raised; what their major is; whether they have interned yet; if they have a pet; and three of their favorite musical songs. I then play music at the beginning of classes from **class music playlists**. Music is a great way to encourage friendliness and build community in classrooms. I also ask my ethics students for their top three **individual values**. Later in the semester I compare these individual values to the **organizational values** of companies in our case studies.



Figure 2 – Kool Kat class mascot

I also require **professional behavior**. There are class rules. Students are to behave and carry themselves as if we are all in a **business meeting**. They are not to have hoods on their heads, sports caps, or hats on. They are not to sleep, slump, chew gum, or engage in other unprofessional behavior. I also assign students to seats. This helps me learn student names whether my classes are small or large. In my smaller classes of fifty students, I use printed name tags placed in fancy, professional black stands. See **Figure 3**. I also bring a matching black tissue box to each class. I do as much as I can to meet students’ needs and many students express appreciation for this. Class participation and professionalism is twenty percent (20%) of student grades. Students cannot participate if they are not in class. So, I take attendance. I also demerit for unprofessional behavior.



Figure 3 – Students with professional name card stands

Further, I begin each week with a **welcome to the week announcement**. I provide notices that include test and graded discussion average scores and ranges. I also notify students of upcoming assignments. I do the same in class with a slide called ‘**Housekeeping**.’ I follow this with providing learning objectives and then I take attendance with Top Hat. Before tests or if there are special bonus opportunities, I email students instructions

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and reminders. The key is to provide a consistent regimen that students get use to and expect. This reduces stress and anxiety.

My **lectures** are delivered with animated PowerPoint slides. I do not dump large amounts of content into slides because that is too hard to digest. I walk students through line-by-line elements of laws, ethical concepts, or case facts. I realize that some students are audio/visual learners. So, besides my animated lecture slides, I routinely use Ted Talks and other **videos**. I pay for and use YouTube Premium so that videos and class playlists are played without advertisement disruptions. I use **current events** and **case studies** for **real world examples**. I listen to NPR and BBC radio news daily. I encourage students to do the same and give bonus credit to students that share news stories in an online discussion board. Current events are great for cultivating interest in law and ethics. Lecture content, reading and other assignments that incorporate learning outcomes are listed in my syllabi.

I grade online discussions and team projects using **grading rubrics**. Rubrics are important because they keep my grading objective. They also help students fully understand what is expected of them. Students also receive **score sheets** with marks and feedback that show them why their work was demerited. Hand marking and noting provide human touch points that I believe many students crave. Students are also encouraged to use spelling and grammar checks. In preparation for their careers where they will likely be expected to know how to use **technological applications**, I encourage students to use AI tools such as Copilot and ChatGPT. I also encourage them to use online tools for grammar and spelling checks, and for their citations.



Figure 4 – Reflection notes cards

I demerit for poor written communication. I find that most students' writing improves over time because they do not want to lose points. This grading is very time-consuming but important. I currently have 265 students and grade four **online discussions** each term. There are also at least fifty teams. So, I hand-grade up to 1,110 assignments. Although this is hard work, it is a labor of love. I do not want students to think it is okay to turn in garbage when they begin their journeys as career professionals.

A former colleague saw my stack of graded papers and said "if you're doing that much grading, you're doing too much and you're going about this all wrong." Well, I do not agree. I believe that professors should do as much as they can for students to succeed. Our students need to improve their writing skills. So, they need to be made aware of their errors and weaknesses. Many students think their writing is just fine because their professors do not take the time to correct them. In fact, I thought I was a great writer until a law school professor pointed out that my writing was far too casual and unprofessional. I wrote better from that point forward.

My assignments highlight the importance of **critical thinking** and being aware of **decision-making behaviors**. In law, students are expected to apply the elements of law in making decisions. I tell them that if they understand the rules of law and the rules of each game, then they can play the game. In ethics, students are taught moral philosophies, theories, and ethical decision-making frameworks that they are expected to apply. In addition, at the end of each semester, I have students write a **self-reflection** about lessons that they learned throughout the semester onto blank note cards. See **Figure 4**. I enjoy reading these during semester breaks.

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I balance being hard on writing with more lenient testing. I set up test banks and draw random test questions for each student. Each student's test is different. This discourages cheating. Students **test online** with open books and open notes. I also typically open tests on Wednesday and give them flexibility to test until Sunday at midnight. Students love this. Some students write and/or test better than others. So, I offer bonus point assignments to help students out. To further help students, I also offer an extra vocabulary quiz at the end of the semester and drop students' lowest quiz score.



Figure 5 – Coveted Class Awards

My philosophical stance on grading is that students should be earning A's and B's in business law and ethics. I have carefully designed my classes for all students to thrive so long as they put in the hard work. The course content is not empirically challenging, like statistics, finance, accounting and operations management. I encourage students to collaborate and lean on each other. The only way students can do poorly in my classes is if they do not do the work, turn their work in late, turn in garbage, do not come to class, or arrive to class late. I reward top scorers with a class 'coveted' **award**. It is a tumbler that has the fun saying: "always cite your evidence bruh." See **Figure 5**. I chose this award because I require **evidence-based writing**. Students are required to cite references that back up the facts they state in their online discussion posts. I am an intellectual property attorney. So, I require that students give attribution to authors that they cite. Students are required to cite

correctly and to not infringe on copyrights.

Each assignment is listed week-by-week in my syllabi. My students have four online discussions, six online quizzes, an online midterm exam and an online final exam. They also have a **team research project** that they present at the end of the semester in class. I allow students to select team mates. I split the classes, whether 50 students or 165 students, into teams and have them draft work plans. I physically move 165 students in our auditorium class into their work teams and have them collaborate on their work plans and work. It is fun to watch. I love the sound of class engagement. This is a fun, transformative approach to teaching big classes.



Figure 6 – Example Student music video performance

In the Fall of 2025, my business ethics students researched the generation of music using AI tools. I also had my business law students work in teams to startup music companies. I did this in the Fall of 2023 and 2024 as well. Each student team was encouraged to use the AI song generator tools to create a song, perform their song, and study related copyright and IP licensing laws and practices. See the clip from a team's video performance in **Figure 6**.

The requirement to draft comprehensive legal documents, including bylaws, articles of incorporation, and trademark applications, provide students with invaluable hands-on experience. This practical approach allowed them to apply theoretical knowledge

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in a real-world context, enhancing their understanding of business law and governance. The inclusion of employment contracts, stock ledgers, and stock owner agreements further enriched their learning, ensuring they gained a well-rounded perspective on the legal foundations of a startup company.

Moreover, the creative component of using AI to generate a song and music video adds a collaborative, exciting and innovative dimension to these projects. This task not only encourages students to collaborate and explore new technologies but also fosters creativity and individual expression. The diversity in song choices, company logo artwork, and slide presentations reflect the unique personalities and interests of each student, making the final submissions both diverse and captivating. During class presentations, students and I laugh, applaud, and have tons of fun!

I especially enjoy it when students work collaboratively. I encourage the use of self-directed, peer-reviewed professional group research projects for project based learning and **collaborative inquiry**. When students work together to draft the paperwork to form their own companies, draft research papers, or make and deliver research presentation slides. This is invaluable **experiential learning**.

However, with the music startup project, some students reported challenges with time management. This insight is crucial for future iterations of the project. Providing more structured timelines, checkpoints, and guidance could help students better manage their workload and reduce stress. Overall, the music project effectively combines legal education with creative expression, providing students with a holistic learning experience. The enjoyment expressed by students underscores the importance of engaging, hands-on activities in education. By balancing rigorous legal tasks with creative freedom, the project succeeds in making learning both challenging and fun. Future enhancements could focus on providing additional support for time management to further improve the learning experience. And as aforementioned, I was honored to be nominated by my peers to be a finalist for an IU FACET Collaboration award in May 2025 for this project. I also contributed a poster about this project to the CITL Celebration of Teaching conference in 2024. See my FACET video at <https://www.youtube.com/watch?v=BJQHrpKq4iE>.

This is all an incredible amount of preparation and hard work. But I want students to have a great, positive experience in class.

Course communication

I keep logs of student visits and emails. Students are encouraged to email me. I typically **get approximately 300 emails each term**. I respond to every single email. I log in the date and time that I receive emails and the date and time that I reply. I pay special attention to students that I think have special needs. I make care referrals, and I pay close attention to providing special accommodations.

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Course adjustments

I have made many adjustments over the years. I apply the **constructivism** learning theories and approaches advocated by John Dewey in the 1920s, psychologists Jean Piaget and Lev Vygotsky in the 1930s and 1970s; and Jerome Bruner in the 1960s. The idea is that through collaborative interaction with others, like scientists and apprentices, students are capable of actively learning and thinking critically on their own without teachers motivating them. Here is an example. When I first began assessing online discussions, I would be in the discussions with my students and would serve as a facilitator. I would comment on each and every post. But, with constructivism and detailed grading rubrics to guide students, I realized that students are perfectly capable of having discussions among themselves. Their posts are professional and engaging. Many students have told me they lean on each other, learn from each other, challenge each other and really enjoy these exercises.

More recently, in my ethics classes, I use a technique called **Popcorn** for class engagement. I have students watch Ted Talks or other videos about ethics case studies. I encourage active listening and note taking. Then, I call on students to help me type up notes onto our lecture slides. Students enjoy these exercises. I also use the **Think Pair Share** and **Flipped Teaching** techniques in class for student engagement. Flipping the class and having the students teach works nicely for midterm and final exam reviews of course content. I am also working on getting out of the weeds on teaching federal statutes in my business law class. So, I have begun to place statutes at the end of lecture slides in appendices to avoid losing student engagement.

I have scored lower than my department colleagues in student course evaluations. My 'Deans-8' numbers are below my department's interquartile range. See **Figures 7 and 8**. Of course, getting high course evaluation scores does not necessarily mean we are doing what is in students' best interests. For decades, it has been my observation that most professors use their academic freedom to do what they each think is best for their students, and these choices vary widely among professors.

I have discussed my student course evaluations with my mentors. They suspect that I score lower because **I am stern and strict**. I plan to continue to do what I think is best for my students. I am not firm as a matter of severity but rather equity. As a strict grader and course manager, I hold students to clear and consistent standards because I believe fairness and transparency are essential to learning. I also strive to **foster professionalism and accountability**.



Angie Raymond
Indiana
University
(Business Law &
Ethics)

"Clovia has developed a respectful and professional classroom environment. The students arrive ready to learn and appear prepared for the lesson. Clovia clearly has created that classroom culture – a classroom that expects students to be ready to learn, even at 8 a.m. She has a clear set of expectations, explains and reinforces assignments, timelines, and standards, and contains materials that the students could use to understand the complex legal and ethical topic[s]."

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CLOVIA HAMILTON | BUS-L201 | DEANS 8

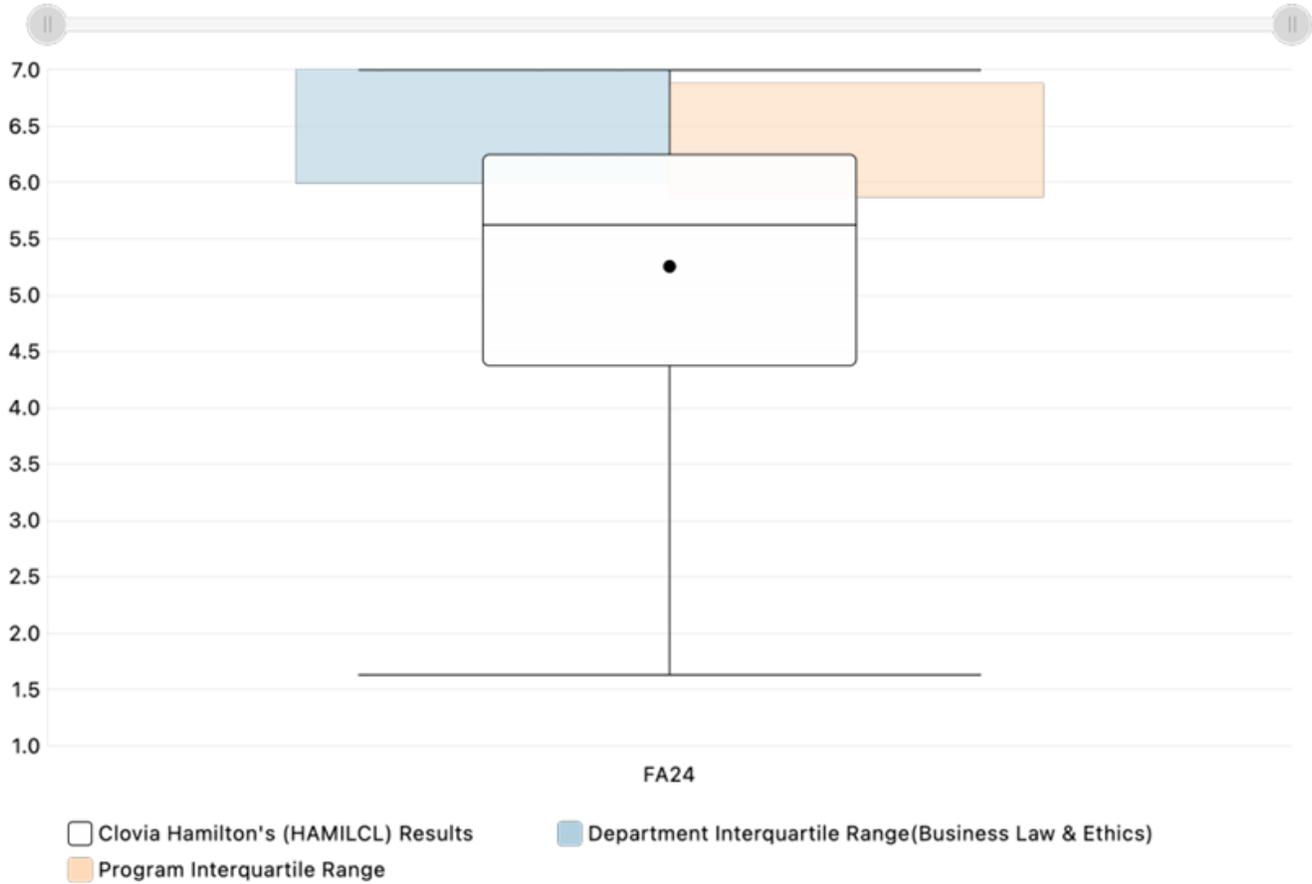
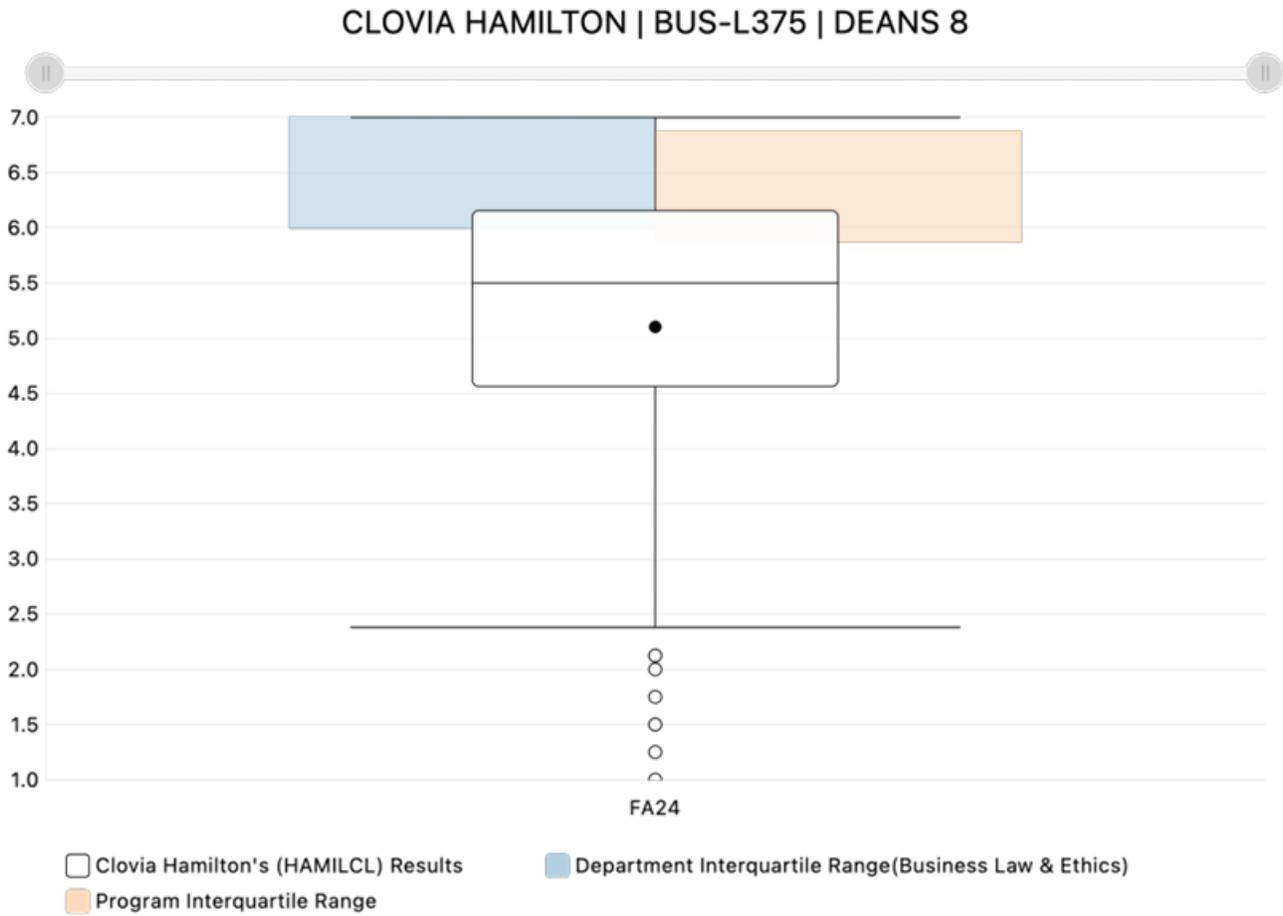


Figure 7 – Deans 8 – Clovia Hamilton Business Law course – Fall 2024

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Note: Solid lines between mean values represent consecutive terms; dashed lines represent non-consecutive terms

Figure 8 – Deans 8 – Clovia Hamilton Business Ethics course – Fall 2024

I expect excellence in formal writing, I am strict about class rules, and I require that students be in class to build the class community and have engagement. I enforce class policies not for the sake of it, but to help students develop habits of responsibility and respect that will serve them beyond the classroom. For example, students grumble that I **only allow four absences**. Beyond that, students are demerited. I mimic the real world where career professionals get limited annual and sick leave. I think that following instructions, writing well, and “showing up” ready to learn and engage are important soft skills for students to develop. My rigorous grading of writing assignments reflects my high expectations, which motivates students to engage deeply with the material and equips them for advanced study and professional work.

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While students may initially find my standards demanding, many later recognize that the rigor helped them grow academically and personally. For example, when I taught in South Korea, a colleague had several of my former students and he was excited at how well their evidence-based writing was. At the KSB, I am realizing that I need to do even more to help students learn about evidence-based writing, how to cite references and how to improve their writing. I recently reviewed applications from high school students for the Wells Scholars Program. The citation of references was very poor. Out of twenty candidates, only one student was skilled. Although writing has declined generally among students over the years, I suspect that in Indiana there is a real void in the high school curriculum.

I live in Bloomington close to campus. Despite my demanding standards, interestingly, several times in local stores, I have been treated like a ‘celebrity-sighting’ by former students. This is very uplifting and rewarding. Students also tell me that there are long wait lists to get into my classes. So, I feel good about all the hard work I put into the craft of teaching. I love my students, and many have shown appreciation.

Supporting student leaders

I commit time toward supporting the Center of Excellence for Women in Technology (CEWT) Black Women and Technology Team. I have given them advice and have served as a guest speaker in the Fall of 2024 and 2025. I encouraged my business law students to come to this student group’s November 2025 event entitled “Thankful for Tech.” See **Figures 9 and 10**. Thirty-five of my students participated. I shared my research and encouraged students to be more than passive users of technological applications. I want them to: (1) learn how to code and make apps and (2) learn more about tech regulations.



Figure 9 – CEWT Black Women and Tech talk



Figure 10 – CEWT Black Women and Tech talk

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Creating an Inclusive Learning Environment

I value and emulate instructors who connect with their students, are in tune with their needs, and are attentive to ensure that each studious student learns the course material and achieves the course objectives. I am an African American female who grew up in an inner-city impoverished neighborhood in Chicago. I was often told that my K-12 education did not properly prepare me, and I would not excel in engineering. Although these were very upsetting and discouraging messages, I was mentored and tutored and persevered. So, my heart goes out to the hard-working students that endure this. I believe that students pay hefty tuition in exchange for quality teaching by instructors that are respectful of the differences in students' preparatory backgrounds and abilities. Some students simply need more support, mentoring, prerequisite courses, tutoring and words of encouragement. This is true for several diverse students of minority races and international students that struggle with language and cultural differences. Thus, I strive to create an inclusive learning environment where all types of students can thrive.

Integrating Teaching and Research

Further, I integrate my teaching and research. I require all my students to research and write about the impact of technology on society. In 2022, some of my students reported on discrimination against LGBTQ+ workers in high-tech companies. I advanced this research and presented it at the Academy of Legal Studies in Business (ALSB) annual conference in San Diego in 2023.¹ I drafted a paper with two colleagues at Indiana University recently accepted by a law journal and was published in 2025.² This is an important social justice issue relevant to my advocacy for increasing diversity in STEM. In the fall of 2025, I had my ethics students discuss the legal cases in our published journal article about LGBTQ+ discrimination in big tech. They did an excellent job of sharing what they would do when they become leaders and are faced with these issues in their work places.

Curriculum Development

At East Carolina University, I single-handedly created a **JDin6 Program**. It was our Provost's idea. I created the program by persuading and motivating the Tulane University School of Law, Chicago-Kent College of Law, the University of Missouri at Columbia, and Campbell University Law School to partner with East Carolina University in an early admission program. I am proud that twenty (20) years later, this program is still active at East Carolina University.

Further, in 2004, as the campus' Prelaw Advisor, I successfully **developed and proposed three new planning law courses** to the East Carolina University Curriculum Committee. The classes were PLAN 4132/4142/4152 in Land Use Law, Environmental Law, and Technology Law and Tech-Based Economic Development. These classes were to be taught in my department. All three courses were approved.

In addition, in 2018-2019, I served as a member on the Winthrop University **Minor in Legal Studies** Advisory Committee. In the Fall of 2025, I was assigned to the IU Business Law and Ethics Department's and Dean's **Teaching Committees**.

¹ Hamilton, C. (2023). *LGBTQ+ workplace discrimination in the tech industry*, Academy of Legal Studies in Business (ALSB), San Diego, CA.

² Hamilton, C. et al., (2025). *Surpassing Bostock SEC Filing Deficits Mask Prevalence of LGBTQ+ Workplace Discrimination*, Minnesota Journal of Law, Science & Technology.

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Looking ahead

- In addition to teaching business law and ethics, I would like to teach AI ethics (including AI's impact on environmental sustainability), intellectual property law, tech law, contracts law, government contracting, and supply chain operations management legal concerns. I am also interested in contributing to executive education and certification courses. I have been reluctant to hire because I was assigned an unreliable student assistant at my last university.
- Regarding course management, I would love to find trustworthy graduate students and/or retired educators to hire as teaching assistants. It would be great to get assistance with grading and to better monitor class participation and professionalism in class. With great assistance, I can post student scores much quicker.
- I also want to partner with the Jacobs School of Music to get my business law students into a music studio for their music startup projects. It would be great if they could experience producing a song for their fictitious startup company and recording it a real studio. It would also be cool if my students could meet Jacobs School of Music dancers and musicians that can perform for their team project videos. I believe that cross disciplinary partnerships make experiential learning richer and memorable for students.

Why do I teach?

From 1990-1992, I was an engineering manager in training at the Georgia Department of Transportation. Part of my training was the University of Georgia's Certified Public Managers' courses. One of my favorite classes was called "Training the Trainer." I thoroughly enjoyed training my classmates. I was a bit of a ham and the instructor said to me, 'You've missed your calling. You should be a trainer.' That moved me and I began training others about transportation planning, comprehensive development planning and later technology transfer.

By 2003, I began my academic journey by teaching law classes at East Carolina University and teaching elsewhere as an adjunct professor. Today, my background is multi-disciplined in engineering, law, and management. Managers are required to make daily decisions and for many years, I have taught aspiring business and engineering managers legal compliance and ethical decision making. I have also taught more than 200 adult entrepreneurs business development and government contracting. I teach because I love to help my students grow as career professionals. Growing bright green grass is my metaphor for teaching and learning. I love the proud feeling I get when I help my students be capable of knowing, doing and being more!