

Kevin Kryston
Teaching Effectiveness
Sam Houston State University
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Teaching Experience

Sam Houston State University – Assistant Professor

BUAD 2321 Design & Presentation of Business Projects	Jan. 2022 – May 2022
BUAD 3335 Business Communication	Aug. 2021 – May 2022

Michigan State University – Graduate Assistant

COM 100 Human Communication (Instructor)	June 2021 – July 2021
COM 325 Interpersonal Influence & Conflict (Instructor)	Jan. 2020 – May 2020
COM 240 Organizational Communication (Teaching Assistant)	Aug. 2019 – Dec. 2019
COM 100 Human Communication (Teaching Assistant)	July 2019 – Aug. 2019
COM 100 Human Communication (Course Coordinator)	Aug. 2018 – May 2019
COM 375 Audience Response to Entertainment (Instructor)	July 2018 – Aug. 2018
COM 300 Methods of Communication Inquiry (Teaching Assistant)	Jan. 2018 – May 2018
COM 240 Organizational Communication (Teaching Assistant)	Aug. 2017 – Dec. 2017
COM 100 Human Communication (Instructor)	June 2016 – July 2017
COM 100 Human Communication (Teaching Assistant)	Aug. 2016 – May 2017

University of Dayton – Adjunct Faculty

COM 100 Principles of Oral Communication (Instructor)	Aug. 2015–May 2016
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Clark State Community College – Adjunct Faculty

COMM 1120 Public Speaking (Instructor)	Jan. 2016–May 2016
COMM 1170 Small Group Communication (Instructor)	Aug. 2015–Dec. 2015

Communication Consultation

Michigan State University

Ernst & Young Communication Center (Broad College of Business)	July 2020 – May 2021
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Course Descriptions

Sam Houston State University

BUAD 2321 Design & Presentation of Business Projects

Description: The focus of this course is designing and delivering effective business presentations. Topics may include planning, developing, organizing, and delivering business presentations. Students will design/develop effective visual aids that will be used in their business presentations using computer-assisted software.

Responsibilities: syllabus development and alteration; course website design and maintenance; assignment creation; assistance in creating and monitoring group project; exam construction; development of course materials, activities, lectures and discussions; in-class facilitation of discussions; responsible for all grading for instructor courses and presentations;

Average enrollment: 30 (one section per semester)

BUAD 3335 Business Communication

Description: This course focuses on communication as a business tool through instruction in current business communication theories, research, and practice. Emphasis is placed on the analysis and strategic development of evidence-driven, receiver-centric messages based on scenarios from various business disciplines.

Responsibilities: syllabus development and alteration; course website design and maintenance; assignment creation; assistance in creating and monitoring group project; exam construction; development of course materials, activities, lectures and discussions; in-class facilitation of discussions; responsible for all grading for instructor courses; online instruction

Average enrollment: 60-90 (30 per section; 2-3 sections per semester)

Michigan State University

COM 100 Human Communication

Description: Introductory public speaking and communication course where the major goals are for students to address theoretical and practical perspectives of human communication, including interpersonal, intercultural, health, and mass communication, and develop public speaking skills that prepare you for future professional experience.

Responsibilities: Syllabus development and alteration; course website design and maintenance; assignment creation; exam construction; development of course materials, activity, lectures and discussions; in-class facilitation of discussions; responsible for all grading for instructor courses

Course coordinator responsibilities: exam construction and organization; recruiting and training research assistants for virtual reality public (VR) speaking assignment; VR lab set up, schedule creation, and operation of lab and its instruments; kept students grades for course-wide assignments (e.g., exams, participation in VR assignment); trained teaching assistants and acted as coordinator for weekly meetings; mediated student issues

Average enrollment: 260 (150 per lecture, 30 per recitation section)

COM 240 Organizational Communication

Description: Underclassman-level communication course where students are to develop organizational communication knowledge, skills, and abilities to empower students to become more effective organizational members and leaders, specifically focusing on the role of communication in creating, structuring, achieving, and maintaining organizational systems and outcomes.

Responsibilities: exam construction and editing; development of class discussions; in-class facilitation of discussions; office hours; training in statistical programs; responsible for grading many assignments in the course, including written work and group assignments

Average enrollment: 180 (90 per lecture, 30 per recitation section)

COM 300 Methods of Communication Inquiry

Description: Required degree course for upperclassmen in communication. The course is designed to introduce communication as a social science, and teaches students to critically consume communication research, understand the process of using science to solve communication problems, and have the background necessary to understand research materials presented in upper level communication courses.

Responsibilities: exam construction and editing; development of class discussions; in-class facilitation of discussions; office hours; training in statistical programs; responsible for grading many assignments in the course

Average enrollment: 150 (75 per lecture, 25 per recitation section)

COM 325 Interpersonal Influence & Conflict

Description: Elective course for upperclassmen that details persuasion, interpersonal and social influence communication theory, compliance gaining, obedience to authority, social learning and more. Reviews relevant theory and seminal research in persuasion and social influence. Students are required to complete a group research project that requires data collection and analysis skills. Class began in-person and was moved to an online as of March 11.

Responsibilities: syllabus development and alteration; course website design and maintenance; assignment creation; assistance in creating and monitoring group project; exam construction; development of course materials, activities, lectures and discussions; in-class facilitation of discussions; responsible for all grading for instructor courses; online instruction

Average enrollment: 38

COM 375 Audience Response to Entertainment

Description: Elective course for upperclassmen that details the types of entertainment, why people choose the entertainment, and how entertainment affect us on the individual, societal, and cultural levels. Reviews relevant theory and research for students to be able to apply theoretical thinking to the design of media entertainment and connect theories to real-world entertainment media and apply this knowledge to their own experience.

Responsibilities: Syllabus development and alteration; course website design and maintenance; assignment creation; exam construction; development of course materials, activities, lectures, and discussions; in-class facilitation of discussions; responsible for all grading for instructor courses

Average enrollment: 15

University of Dayton

COM 100 Principles of Oral Communication

Description: Introductory course required for most undergraduate students, regardless of program. This course introduces students to the relationship between communication and democratic, and discusses the importance of communication skills in achieving mutual understanding, not necessarily agreement. Students demonstrated effective and ethical dialogic communication, structure messages that deliver complex information to non-experts, effectively advocate a position, and analyze the messages of others in class.

Responsibilities: Syllabus development and alteration; course website design and maintenance; assignment creation; exam construction; development of course materials, activity, lectures and discussions; in-class facilitation of discussions; responsible for all grading. Office hour time encouraged as well as additional training through university course in pedagogy. Facilitated co-teaching and experiential learning class sessions.

Average enrollment: 20

Clark State University

COMM 1120 Public Speaking

Description: An introduction to public speaking processes designed to assist students in communicating effectively in a variety of speaking situations. Examines developing, organizing, delivering, and analyzing public presentations. Students primarily focus on speech presentations and professional communication in order to develop these skills.

Responsibilities: Syllabus development and alteration; course website design and maintenance; assignment creation; exam construction; development of course materials, activity, lectures and discussions; in-class facilitation of discussions; responsible for all grading.

Average enrollment: 10

COMM 1170 Small Group Communication

Description: Introductory level course that looked at group communication processes in small settings. Specific topics included goal-directed and organizational communication, family settings, and how to maximize group activities. Basic communication skills were covered.

Responsibilities: Syllabus development and alteration; course website design and maintenance; assignment creation; exam construction; development of course materials, activity, lectures and discussions; in-class facilitation of discussions; responsible for all grading.

Average enrollment: 15

Ernst & Young Communication Center

Description: The Ernst & Young Communication Center helps M.S. in Accounting students develop and refine their interviewing, public speaking, and writing skills. This unique and valuable resource is located adjacent to the lobby of the Department of Accounting and Information Systems.

Responsibilities: Writing, interviewing, and presentation consultation; course support (grading, course management, student development) for writing and presentation assignments. One-on-one and group consultation.

Teaching Evaluation Summary, Sam Houston State University 2021–present

Course & Section	Student Progress on Relevant Objectives	Excellent Teacher	Excellent Course	# students	# respondents
BUAD 2321.01 SS22	4.2	4.1	3.9	30	26
BUAD 3335.03 SS22	4.5	4.5	4.5	26	20
BUAD 3335.16 SS22 ⁺	4.2	4.4	4.2	28	22
BUAD 3335.07 FS21	4.1	4.3	4.3	31	8
BUAD 3335.08 FS21	4.1	4.1	4.3	30	8
BUAD 3335.10 FS21	4.1	4.5	4.3	30	19

Notes. All scores are on a 5-point scale where 5 = higher in a given indicator and 1 = lower in a given indicator. Adjusted IDEA scores, which account for institutional and departmental averages, are reported. + denotes online section.

Teaching Evaluation Summary, Michigan State University 2016–2021

Course	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization	Student Enjoyment	# Students
Influence & Conflict SS20*	1.70	2.40	1.88	2.33	2.18	2.12	37
Organizational Comm. FS19**	1.60	2.25	1.84	2.33	2.28	2.40	58
Human Comm. US19*	1.94	2.12	1.89	2.09	2.03	2.16	14
Aud. Response to Ent. US18*	2.07	2.21	1.89	2.46	2.26	2.42	9
Methods Comm. Inquiry SS18**	1.59	2.17	1.80	2.14	2.08	2.99	35
Organizational Comm. FS17**	1.61	2.27	1.82	2.12	1.97	2.42	52
Human Comm. US17*	2.29	2.46	2.29	2.50	2.25	2.75	22
Human Comm. SS17**	1.52	2.47	1.83	2.10	1.94	2.30	75
Human Comm. FS16**	1.53	2.03	1.74	1.86	1.78	2.10	72
Average	1.76	2.26	1.89	2.21	2.09	2.41	

Note. All scores are on a 5-point scale where 1 = superior and 5 = inferior. * = Instructor of Record, ** = Teaching Assistant.

Ernst & Young Communication Center

	Helpful	Would recommend	Gained confidence	Skills improved
EYCC FS20	6.69	6.73	6.56	6.56
EYCC SS21	6.83	6.89	6.67	6.67

Note: n = 55 for FS20, n = 18 for SS21; all on scale of 1 (Strongly disagree) to 7 (Strongly agree) where 7 = higher in each category.

Selected Student Comments

“Kevin invests more time in the construction of this course and interest in his students’ success than any other instructor I have had at Michigan State. Time is a valuable resource and is greatly appreciated when students tell that it is genuine. Kevin is a strong leader, a trustworthy ally, and an inclusive individual – a truly rare combination.” Interpersonal Influence and Conflict (Michigan State)

“Dr. Kryston was an excellent professor, I found some of the class activities he provided were outside my comfort zone sometimes, but they were practical and relevant to the real world, which gave me a better understanding of the areas that I need to improve on and how I may apply them to my day to day life.” Design & Presentation of Business Projects (Sam Houston State)

“The best professor I have had at Sam Houston thus far. He is great at explaining what we are working on and keeps everything up front. I understood everything in the class and when I was confused he would answer emails or explain everything during class. He understands we have other things going on in our lives as well as class and makes sure we are still able to get everything done. He gave us enough time to get everything done and actually had us use the textbook in a very helpful way. I enjoyed this class very much and [would take] Dr. Kryston’s class [again]” Business Communication (Sam Houston State)

“I really appreciated this professor’s efforts in relating the course to the outside world and how we will use it. One thing I like about how he taught the course is that it was never just only reading off slides or lecturing. There was always interaction or an application. I also really like Dr. Kryston’s excitement on the topics and his ability to try to connect with all of us. ... he [also] gave very detailed feedback ... and even followed up to discuss in class as well.” Business Communication (Sam Houston State)

“Professor Kryston is an amazing professor. I've never had a professor navigate an online course better than he did. His lectures were knowledgeable and entertaining which is a hard task to accomplish with college students. I enjoyed learning from him and his assignments are very beneficial to real world improvement. I have benefitted greatly from taking this course and it's all because of him. Great professor overall.” Business Communication [Online] (Sam Houston State)

"Kevin Kryston has been extremely helpful in many ways, in and outside the classroom. I really enjoyed this recitation with Kevin. He is very enthusiastic and made learning fun and easy." Human Communication (Michigan State)

"It is really easy to see how much you care about your students and the course material. Having a passionate TA makes being a passionate student all the better. Your confidence when leading the room is exemplary and your ability to use personal experience and translate course material in your own words really helped me fully understand the material. I would not have wanted any other TA for COM 240! Good luck with your future endeavors. You're going to make a wonderful professor some day!" Organizational Communication (Michigan State)

"Kevin was an awesome TA. He was very organized and had great energy at an 8am class! He kept me engaged throughout the entire semester." Organizational Communication (Michigan State)

"Kevin was an amazing TA and friend. Without Kevin, I would not have succeeded as well as I have. Kevin has been stern, but in a way that all he wants is us to do well. All in all, Kevin is a great teacher."
Organizational Communication (Michigan State)

"Wish Kevin could TA all of my courses! He really cares about our learning and does an excellent job explaining and clarifying concepts." Methods in Communication Inquiry (Michigan State)

"Even though this course was really hard you were always there to answer my questions. Thank you!"
Methods in Communication Inquiry (Michigan State)

"[Kevin] Kryston's enthusiasm and desire to educate shines through. There need to be way more professors like him. His teaching was necessary [to my success] in this course." Organizational Communication (Michigan State)

"Kevin not only helped me with this project, he helped improve my writing for the future. He clearly cared about improving my skills as a writer which I appreciate a lot." EYCC FS 2020 (Michigan State)

Kevin Kryston
Teaching Philosophy

My goal as an instructor is to create courses that inspire students' engagement and interest, with a specific focus on affording opportunities for students to adopt cognitive and behavioral skills that are useful in their personal, academic, and professional lives. Regardless of class size, I ensure each student feels appreciated and respected, challenged to improve, and encouraged to achieve their goals. I use my experience, research background, and student feedback and evaluations to optimize student motivation, engagement, and success. Students have repeatedly told me in conversation and evaluations that these practices benefitted them, and some even went on to pursue academic activities (e.g., undergraduate research assistantship, enrolling in communication courses) or professional opportunities (e.g., internships) because my instruction helped them realize their passion and enjoyment of these pursuits.

My instruction style promotes diversity and inclusivity. My time working both at community colleges and universities highlighted the importance of giving *all* students respect, care, and encouragement, regardless of their socioeconomic, racial/ethnic, cultural, or psychological background. One semester, as a teaching assistant for an early morning course with a strict policy that punished late attendance, a student in my class was about 10 to 15 minutes late for each class. After a few weeks, I asked her why she was late and found out she was a part-time student who lived across town. She took the bus to campus, but even the first bus of the day still arrived nine minutes after class began. I made a special exception and offered to stay after or set up office hours at her request. She ended up using those opportunities to become one of the most successful students in the class. At Sam Houston State, I have afforded similar flexibility and increased instruction time to students whose schedules were overloaded due to issues with bereavement, long work hours, studying for citizenship exams, and more. However, in each case, despite the massive roadblocks to success and due in part to my flexibility and extra focus, the student was able to achieve their goals for the course. These experiences reaffirmed my belief that all students deserve my devotion, attention, and enthusiasm, and assured me that accommodating students and putting their success first is crucial.

I use a traditional lecture-based style of presentation with frequent breaks for group projects, discussions, media examples, and student-led presentations. Each lecture is often accompanied by in-class activities (e.g., games) or real-world television, movie, and news examples (e.g., examples of 'scary' media at different ages when discussing children's media use and effects, video exemplars of effective introductions). I devote extra time to discussion and explanation if necessary and offer time to meet with students outside of class. For instance, a concerned student in a methods course had regular bi-weekly meetings during office hours, and she ended up having one of the highest scores in the class. During our meetings, we came to understand her learning style: use fundamental concepts to understand new problems. As a result, I now structure parts of my lectures to show how fundamental concepts apply to new content in all of my lectures and highlight common themes that stretch across the entirety of the course. Likewise, students often comment on the benefits of my extra explanation.

My classes are designed to develop students' critical thinking skills and a desire to learn. Regardless of the course, activities in my classes are designed to encourage students to read, conduct research, communicate their opinions, and be receptive to ideas that contradict their own. Likewise, I hope students can understand the mechanisms underlying course concepts and class activities so they can use those skills in other aspects of their academic and professional

lives. I often assign essays or presentations that require research, and my assignment prompts require students to connect real-world examples to course content. If students write essays about the same topic but have contradicting opinions, I often plan time for discussion of their essays in class or pair them as peer reviewers to encourage deep discussion about the course content.

Students are encouraged to apply course content to the topics of their choosing, especially their passions. For example, my honor's students have completed projects that use theory to analyze their social media choices or produce document design samples for other students which provide rationales for design decisions. A public speaking student at Dayton exemplified how this practice can benefit students. Before the persuasive speech assignment, he asked if he could talk about comics. I said yes, and reminded him that his topic should be relevant to the audience and controversial. His presentation argued that the new versions of Marvel characters should be marketed and consumed by audiences rather than classic iterations of their heroes due to the new diverse cast that was devoid of stereotypes and objectification. His presentation was among the highest-scoring speeches of the semester, and the class was treated to an argument encouraging civil discourse and inclusivity, which were two themes of the course.

I provide in-depth content explanations, answer questions, and leave detailed, individualized feedback on assignments to ensure students' comprehension and develop a strong working relationship with my students. I feel students need to get something – anything – out of a course. As such, each element of my courses are designed to promote the predetermined learning objectives and I go into depth when providing instructions for activities and assignments, which often includes in-depth practical descriptions of how to perform in-class tasks (e.g., upload videos, citations, lab protocol for research assistants). As previously stated, I am always willing to devote extra time to help students if they do not understand something.

A consistent feature of my course structure is that I (1) provide multimodal and multifaceted instruction and assessments, (2) integrate student-driven learning and application of course concepts (e.g., student facilitated discussion, activities) to supplement lectures, and (3) use my research background to improve my teaching abilities and self-assessment. For example, students often give peer feedback on an assignment or respond to discussion questions using standardized questionnaires. My online courses have multimodal lecture styles (e.g., video, audio, written), and I frequently devote class time mostly discussion via guided student-teaching activities, including applied discussions and group projects that require students to teach about a course concept. I also leverage my quantitative research background to ensure that grades are fair and valid; I use statistical analysis to examine and evaluate all exams, quizzes, and final scores in my courses. I will continue to use and expand upon these practices in the future.

In sum, my enthusiasm and commitment to student success are my strongest traits as an instructor. I am strict and hold students to high standards, but also encourage them and do everything I can to facilitate their success. My enthusiasm and commitment to students helps them benefit from their time in my class, communicate more effectively, and/or understand how to balance their academic, professional, extracurricular (e.g., athletic, artistic), and personal lives. I want students to succeed and I use my knowledge, experience, pedagogical literature, and their feedback to improve my abilities as an instructor in hopes that this leads to their success.