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# Academy of Educational Leadership

# PROCEEDINGS

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# PRESENTATION SKILLS IN THE CLASSROOM: STUDENTS AND INSTRUCTORS PERSPECTIVES

**Khaled Alshare, Emporia State University**
**Nitham Hindi, Emporia State University**

**ABSTRACT**

*Employers are demanding graduates with excellent communication (written, oral, and listening) skills. Thus, students' presentation in the classroom becomes an important element in delivering positive learning experiences. This paper is an attempt to explore the role of students' presentation in the classroom from students' and instructors' perspectives. The results of the study showed that forty six percent of the students were required to present in two classes per semester for an average of 10 minutes. Students and instructors agreed that the main objectives of presentations were to improve communication skills and to train students to talk to a group of people. However, the two groups differ on ranking the presentation evaluation. While instructors ranked "the content of presentation" in the first place, students ranked "the organization of the presentation" as their first choice. But, both groups agreed that "well organized presentation" is the most important measure of presentation effectiveness.*

# IMPROVING CAREER OPPORTUNITIES FOR ACCOUNTING AND FINANCE MAJORS BY IDENTIFYING AND ESTABLISHING PROFESSIONAL PATHWAYS

**Debbie Beard, Southeast Missouri State University**


## ABSTRACT

*This paper shares activities undertaken at a public university with a predominantly rural service region to provide a competitive edge for students in career placement and to assist students and faculty in gaining valuable insights into the rapidly changing accounting and finance professions. This paper should provide helpful suggestions and support to individuals in academic and student affairs by demonstrating how the identification and establishment of professional connections improved career opportunities for our accounting and finance majors. The process started with faculty recruitment and development, continued with activities to strengthen our student organization and internship programs, and crystallized as our students secured valuable internship and career placement opportunities, and as our alumni volunteered to "open doors" for our graduates.*


## INTRODUCTION

With increased focus on strategic planning, assessment activities, and changing professional expectations and market conditions, academic pioneers have recognized the importance of creating partnerships and pathways for students to succeed. Mission-driven accreditation standards and constituent focus on placement have been catalysts for increased outcome measures of program quality and increased professional interactions between faculty and practitioners. For accounting and finance programs, graduate placement has become an important measure of program success. At the same time, many universities have had to face the decision of Big 5 accounting firms and other organizations to cut back on on-campus visits.

Our institution was one of those institutions. We included graduate placement as a component of our assessment process and an important, if not the most important, measure of success. As we increased our assessment activities, we determined that although the quality of our graduates compared very favorably with other institutions, even our best students were not getting the career opportunities we knew they should. As we reviewed our mission, undertook formal strategic planning, and used the feedback from our assessment process, it became obvious that we needed to position ourselves to do more to get the results our constituents and we wanted.

This paper shares activities undertaken as pathfinders to provide a competitive edge for our students in career placement and to assist them in gaining valuable insights into their chosen profession. This paper should provide helpful suggestions and support to individuals in academic

and student affairs by demonstrating how the identification and establishment of professional connections improved career opportunities for our accounting and finance majors. The process started with faculty recruitment and development, continued with activities to strengthen our student organization and internship programs, and crystallized as our students secured valuable internship and career placement opportunities, and as our alumni volunteered to "open doors" for our graduates. Before the activities were undertaken, there was the perception, if not reality, that many doors were virtually closed to our graduates.

## A CHANGE IN PARADIGM

As we examined our placement data, we recognized that significant change was warranted. A paradigm shift was required. We needed to look beyond the traditional expectations for faculty and beyond the traditional classroom. We needed connections with professionals that not only created value for faculty development but that could also result in important professional connections for our students and staff. Obviously, several activities needed to be identified, initiated, coordinated, and supported.

Supporting faculty activities to achieve and maintain the appropriate credentials and gain valuable professional experience appeared essential not only for faculty development but also to make a statement to students about the importance of such professional achievements. We conveyed the message through our professional development policies and faculty reward system that professional certification and involvement in professional organizations, especially those organizations providing opportunities to work with practitioners, were considered valuable and would be supported. The result of our activities was that nearly all our accounting and finance professors achieved at least one professional certification.

Our alumni were identified as one of the most important members of our partnership for establishing professional connections for faculty and students. With the assistance of Alumni Services, we created the first professional alumni association on our campus and immediately began discussions about internships and career placement, as well as scholarships for accounting and finance majors. Through this organization, we organized an annual golf tournament for students, alumni, and other professionals and solicited valuable input concerning curricular changes and co-curricular activities. The tournament has been a great way to generate scholarship funding and to get some of our alumni back to town. Several personal and professional friendships have resulted from these activities. Since we had not yet achieved AACSB accreditation, we were unable to charter a Beta Alpha Psi chapter for these efforts. However, we did secure a national charter for our Accounting and Finance Club as an IMA Student Chapter. Almost simultaneously, we looked for ways to tap the evolving professional connections for our students. We supported faculty and student travel to student nights and career days sponsored by professional organizations and became aware of opportunities to create partnerships with alumni and other business professionals. To reinforce the importance of professional associations, the executive board of the student chapter decided to offer members the opportunity to designate part of their dues to national or state professional organizations, including the Financial Management Association, the Institute of

Management Accountants, the American Institute of Certified Public Accountants, and the Missouri Society of Certified Public Accountants.

Through the process of securing a national charter for our student organization, our students served as excellent ambassadors for our programs and attracted the attention of many St. Louis Chapter IMA members, a few of whom were alumni of our university. Many others were unfamiliar with our programs but soon recognized the quality of our students and program. The partnership that evolved from student and faculty interactions with members of the sponsoring chapter was a valuable one. This partnership has provided networking opportunities, opportunities to develop leadership skills, and support of many of our activities.

To gain more attention for our majors, we compiled and disseminated throughout the region a resume book for internships and full-time employment. The book included information about our undergraduate programs, and later our new MBA program, an application for interns, and student resumes. We also participated in the Missouri Society of CPAs resume book and, later the St. Louis IMA job referral service. Our resume books became a much-demanded tool for promoting our students and for communicating to other constituents that students were available for internships and full-time positions. And even though we now have resumes available through our website, we still get requests for the hard-copy version.

Although we had already implemented an internship program several years ago, we increased our focus on this important program component. We revised the program; emphasized the importance of internship experiences for students, employing institutions, and our university; and integrated student performance into our assessment process. As a result, the program was strengthened and became a model for other units within the college and university. More important, students made many important professional connections and gained valuable practical experience. Internships have provided not only a "laboratory" for our students to bridge the gap between academic and "real-world" settings and for faculty to gain important assessment information and insights but have provided valuable pathways for increasing the quality and quantity of our graduate placements. Over 300 quality internships have been completed as a result of the increased focus on these experiences. In many cases, students are offered full-time employment at these sites upon graduation.

Technological advances have opened and created additional lines of communication among students, faculty, student affairs personnel, and other accounting and finance professionals. As a result of website development and e-mail, we have been able to communicate with students and prospective internship supervisors and employers quickly and conveniently. By adding links on our websites to professional organizations, we have made our connections with these organizations more visible. The website has provided volumes of information about upcoming events, internship sites, positions available, and student resumes.

These communication devices have proven extremely valuable as we have ventured into new territory and have become even more creative and proactive in making connections.

## ESTABLISHING AN OFF-CAMPUS INTERVIEW DAY

The phrase," if the mountain will not come to Mohammed, Mohammed will go to the mountain," took on real meaning for our accounting and finance program in 1996. That year, we organized our first Interview Day in St. Louis for our accounting and finance majors. The event was different from other career fairs and student nights in which we had participated. Only accounting and finance majors from our programs would be involved in this daylong event; a day that would involve one-on-one formal interviews for internships and full-time employment at a location over 100 miles from our campus.

Our previous efforts and accomplishments in connecting with our alumni, professional organizations, and other professional friends proved critical in establishing a database of contacts for our off-campus Interview Day. During early summer, we sent letters to these contacts to determine if they were interested in participating. Also, at this time, we started informing students of the event and requesting that resumes be prepared and critiqued at Career Services, by the student's faculty advisor, or by the chairperson.

Once a database of interested recruiters was compiled, we sent the recruiters resumes of students wishing to be considered for internships or full-time employment in the St. Louis area. Interviewers prescreened the resumes, selecting the students they wished to interview. Students selected for interviews are informed of the companies who wished to interview them, asked if they wished to accept those interviews, and then are scheduled for interviewing sessions. The logistics of all this have been a mini-nightmare. For our first Interview Day, it proved to be a blessing that we were working with a small group of interviewers and interviewees. As Interview Day has grown in interviewers and student participants, the number of interviews that must be scheduled has increased dramatically. When we had twenty students and six companies, just over sixty, thirty-minute interviews were scheduled. But as we grew to twenty-three firms, twenty-nine interviewers, and twenty-nine students, two hundred sixty-nine interviews were scheduled. The increased quantity and quality of firms participating not only has provided additional opportunities for our students but has demonstrated the diversity of possible career paths our majors may take.

Upon completion of the interviews, interviewers are asked to complete a survey. The survey contains open-ended questions concerning student strengths and weakness, interviewer satisfaction with the event, and suggestions for next year's event. Interviewer comments have confirmed that our students were well prepared, know what they are looking for in a career, and are eager to succeed; display a strong work ethic, a relaxed but professional appearance, very good social and interpersonal skills, and excellent communication skills; have demonstrated strong academic performance while undertaking extracurricular and community activities; and have gained relevant team oriented and work experiences.

We have provided a packet of information about our university, community, accounting and finance programs, and Career Services to the interviewers. Career Services personnel have taken advantage of the opportunity to meet with recruiters during this event and invite them to recruit on our campus in the future. As a result, we have been successful in luring additional firms to campus for on-campus interviews.

## A PROFESSIONAL SEMINAR FOR STUDENTS, FACULTY, ALUMNI, AND OTHER ACCOUNTING AND FINANCE PROFESSIONALS

With our success in making connections through St. Louis Interview Day, we were ready to undertake our next project. In Spring 1999, we initiated the Professional Challenges Seminar as an event that would bring students, faculty, alumni, and other accounting and finance professionals together to discussion the challenges and opportunities of rapidly changing professions. A second professional challenges seminar was held in Spring 2000. The support from practitioners and student reaction to the seminars have been phenomenal.

Following the seminars, students were required to prepare papers on what they learned and their reaction to the seminars. As a result of these seminars, students have reported that they gained insight into the requisite skills, competencies, and professional challenges and became more aware of career opportunities. Others reported that they realized the importance of staying informed by conducting research and reading. Students also reported that they gained a better understanding of why it is important to take an active role in student organizations and to network, network, and network. They gained insights as to the importance of attitude, enthusiasm, personality, flexibility, communication skills, technological skills, problem-solving skills, critical and creative thinking, research skills, leadership skills, possession of a broad business perspective, integrity, a strong work ethic, and life-long learning. Students serving as panelists made important professional contacts with other panelists and gained self-confidence in public speaking. Students praised the seminar activities as providing greater focus to their education and encouraging them to convert challenges into opportunities.

Numerous benefits have been derived from our activities. Most noticeably has been the increase in the quality and quantity of student career placements. For example, we have placed students with all of the Big 5 firms over the last several years; that had never occurred before. Certainly, we benefited from the tight labor market resulting from business growth and fewer accounting majors. But since those firms were not recruiting on our campus, making the connections with them for our students was important. Our accounting and finance majors have been invited for office visits and extended numerous offers for full-time employment and internships from firms where doors seemed to previously be closed to them. Placement rates of our graduates have increased dramatically. We believe that this is at least, in part due, to our proactive efforts.

Although we still are not satisfied with the quantity and quality of our on-campus visitors, there has been improvement. We believe that our partnership with Career Services has been mutually beneficial and has led to favorable professional connections that are attracting interviewers to campus.

Perhaps most importantly, our students have recognized that we want to see them learn, experience and succeed. We had not only communicated that in our words to attract them to our campus but in our actions. In our communications with prospective students, these and other activities have improved our image and have demonstrated our genuine interest in student success. For those graduates who have secured employment as a result of these activities, there has been a commitment to helping us to continue to succeed. Student participants from earlier Interview Days have returned as recruiters or have encouraged representative from their firms to participate.

Student leaders have encouraged other students to play an active leadership role in our student organization. And our alumni and other program supporters have invested time, money, and energy into our activities because they have recognized that these activities are making a real difference.

## CONCLUSION

This paper has identified actions that were taken to improve career opportunities for accounting and finance majors at a public university that was over 100 miles from the closest metropolitan area. The strategy was to focus on faculty development and professional service, alumni activities, and increased student visibility through national chartering of the accounting and finance club, strengthening of the internship program, an off-campus Interview Day, and a Professional Challenges Seminar. Collectively, if not individually, these activities demonstrate our proactive approach to making appropriate professional connections. The result has been the establishment of professional pathways for students that lead to professional success.

# USE OF CONTROL CHARTS TO MONITOR STUDENT EVALUATIONS OF COLLEGE INSTRUCTORS

**W. Royce Caines, Lander University**
**Charles R. Emery, Lander University**
**Mike Shurden, Lander University**

## ABSTRACT

*For many years, modern management theory has included the theories of process management that were proposed by Deming and Shewhart among others. One of the most important issues involved in this approach to management is to evaluate data in such a manner as to understand variation in the system.*

*The control Chart is a means of monitoring variation in a system such that "special cause variation" can be distinguished from "common cause variation." Historically, control charts have been used more often in industrial processes to monitor the performance of machinery and/or operators. However, applications have been shown relevant to many other processes outside an industrial setting.*

*There are many different control chart applications that have been developed and used to monitor different processes. One such control chart is the attribute control chart that is used when sampled items are classified according to whether they meet operationally defined requirements. This type chart is commonly referred to as a p-chart.*

*The focus of this paper is to use control chart theory to analyze student evaluations of teachers in a School of Business. Previously defined requirements set the stage for determining whether a particular course meets the requirements in terms of acceptable student ratings. Results indicate that it is possible to distinguish special cause variation that needs to be further investigated.*

## INTRODUCTION

Student evaluations of college instructors have become more important in recent years. Many schools require evaluations in each course and the results are used in annual evaluations and in tenure and promotion decisions. Understandably, faculty are often concerned about how the results of such evaluations are viewed by academic administrators. Research has shown that many factors can affect the ratings achieved and often there is much variation in the results. In some cases the same instructor may see substantial variation in different sections of the same course. Thus if administrators use a simple ranking system to evaluate teaching evaluations, faculty may be affected by variables outside the control of the instructor such as class size, academic preparation of the students, time of day the class meets, etc.

A more systematic method of analysis could be very useful and help administrators and faculty be more comfortable with the use of the student evaluation results. This paper presents a simple application of a control chart as a possible means of monitoring the results.

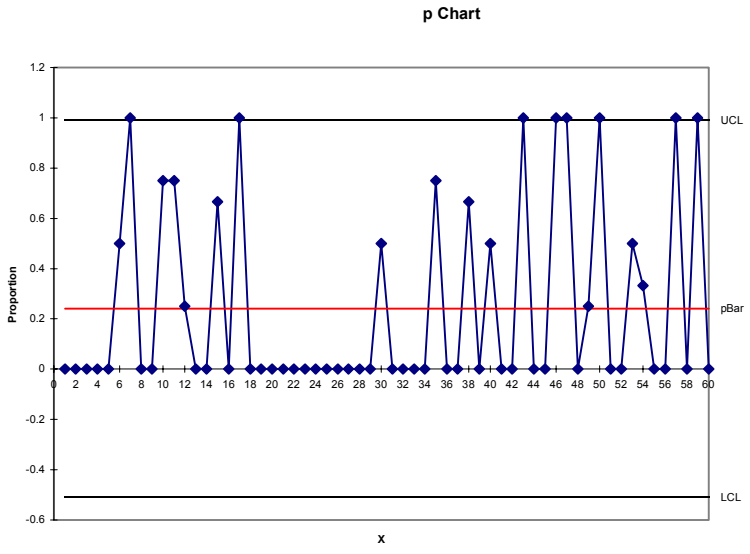
In the School of Business at a small regional university where this data was collected, the operational definition of meeting teaching goals is to not have any class rating more than one standard deviation below the mean of a nationally norm. Each professor in each semester counts as one observation with the number of non-conforming classes out of all classes taught forming the proportion of non-conforming observations. The upper bound is 1.0 with the lower bound 0.0.

Since the entire faculty of the School of Business forms the system, the system average of the entire group can be used to develop a process average with upper and lower control limits as outlined by Shewhart.

## RESULTS

Based on one category of the student evaluation instrument, it is obvious that several data points meet the standard of "special cause variation". In Chart 1below, the results are shown where the p Chart is developed for the data corresponding to the question "Overall I rate this instructor as excellent". The students rate the question on a 1-5 scale with the answers compared to a national norm for that class size and self reported motivation level. Clearly, there were seven observations where the faculty exceeded the upper control limit for the proportion of classes failing to meet the operationally defined minimum acceptable score. Thus an administrator might rationally investigate those particular situations more closely while assuming that other faculty who were within the control limits were facing only the common cause variation faced by the system.

**Chart 1: p Chart for Question "Overall, I Rate This Instructor Excellent".**



# IMPROVING ACADEMIC MANAGEMENT WITH AN ACADEMIC AFFAIRS PLANNING CALENDAR

**Olice H. Embry, Columbus State University**
**Neal F. Thomson, Columbus State University**

## ABSTRACT

*All organizations have "deadlines" i.e., dates when administrative activities should occur, dates when reports are due, dates when budget requests are due, etc. The requirements for these "deadlines" are usually specified in Standard Operating Procedures Manuals or a multitude of memoranda, letters, emails, etc. A very useful tool for Academic Administrators is an Academic Affairs Planning Calendar that gathers and displays in one place all of the "deadlines" that affect all administrators at all levels of the organization. This paper outlines the process for building such a document and exhibits the calendar that one academic organization built and refined over a twenty-year period. Suggestions for incorporating the calendar into modern technology are also a focus of the paper.*

## INTRODUCTION

Management has been traditionally described as "getting work done through others" and as performing the functions of "planning, organizing, leading, and controlling" (Williams). The management process usually involves setting objectives, designing processes, procedures and organizations to meet these objectives and then measurements to assess progress or success in meeting these objectives (David). Thus, all organizations have "deadlines" i.e., dates when administrative activities should occur, dates when reports are due, dates when budget requests are due, etc. The requirements for these "deadlines" are usually specified in Standard Operating Procedures Manuals or a multitude of memoranda, letters, emails, etc. Academia, however, is not exempt from the old adage that states, "Ten percent never get the word". A very useful tool for Academic Administrators is an Academic Affairs Planning Calendar that gathers and displays in one place all of the "deadlines" that affect all administrators at all levels of the organization. This paper outlines the process for building such a document. Suggestions for incorporating the calendar into modern technology will also be a focus of the paper.

Exhibit 1 displays three pages of a calendar that Columbus State University built and refined over a twenty-year period.

## BUILDING THE CALENDAR

Since most "deadlines" reoccur every year or follow some predictable pattern, the easiest way to begin a planning calendar is to ask the key administrators and their administrative assistants to bring their calendars or appointment books for the last two years to a meeting. Look first for

items with a pattern, and then for ad hoc items without a pattern. In the meeting, follow the rules of "brainstorming", and don't allow anyone to criticize or laugh at any person's suggested items. Ask the group to go for volume and try to get several hundred items on a chalkboard or easel pad. A bad or inappropriate idea may trigger a good or acceptable idea in someone else's mind. A bad or inappropriate idea may later be examined and modified to become acceptable. At this point do not worry too much about details or let people get into discussions about who should be responsible for an item. Don't get bogged down at this point with how much lead-time someone needs to prepare a budget. All you are after at this point is gathering enough items to build a skeleton calendar that can be refined and polished later. If an item, such as a budget request, has to go through several levels of management such as department level, college level, and university level, try to include all applicable levels and steps. Scanning recent appointment books or calendars should produce a large number of items.

Once an initial list of items is generated, the group can then begin a rough evaluation to discard any obviously inappropriate items. It is also helpful at this point to establish a notes column beside each item. In this column, note last year's date for each item suggested and any applicable references, such as the Faculty Handbook. It may also be helpful to add the initials or name of the person suggesting the item in case further clarification is needed later.

Next, appoint an administrative assistant to post each item to a specific month and then to arrange the items by days of the month. Adjust dates from previous years to the current year and enter question marks in place of dates for items that have to be researched. Have the group meet again and refine the calendar. The administrative assistant can then distribute a trial version of the calendar with an email address, FAX or telephone number for reporting corrections and additions clearly visible on each page. The calendar should also have a "revised" date displayed. Sending an electronic copy of the calendar to the members of the group with instructions to suggest changes in bold type or in a specific color will also help generate additional suggestions.

**Exhibit 1: COLUMBUS STATE UNIVERSITY**
**ACADEMIC AFFAIRS PLANNING CALENDAR**
**FY 2001-02**

| | |
|---|---|
| JULY 2001 | |
| 3 | Faculty Notify Deans of Their Intent to be Considered for Promotion & Tenure (P&T) |
| 3 | Midpoint of Summer Term, June Session |
| 3 | Regents' Test Administration |
| 3 | Term "F" Course Grades from Faculty to Registrar (by 12:00 noon) |
| 4 | Independence Day Holiday - Observed |
| 5 | Monthly Leave Reports to VPAA |
| 6 | Report of Faculty Release Time from Deans to VPAA |
| 6 | Distribution of Fall Schedule and Advisement Forms from Registrar to Departments |
| 6,13,20,26 &27 | Student Orientation for Fall Semester |
| 12 | Term "T" Course Grades from Faculty to Registrar (by 12:00 noon) |
| 13 | Monthly Leave Reports from Deans/Directors to Human Resources |
| 16- Aug. 9 | Fall Semester Early Registration |
| 17-21 | Evaluation of Course and Instructor by Students |
| 23 | Academic Standards Committee Meets During the Last Week of the Month |

| | |
|---|---|
| 26 | Classes End |
| 26- 31 | Final Examinations |

AUGUST 2001

| | |
|---|---|
| 1 | Contract Renewal/Non-Renewal Requests from Deans to VPAA for Non-Tenured Faculty in Third or More Years of Service |
| 1 | Course Grades from Faculty to Registrar (by 12:00 noon) |
| 2 | Deadline for Information on New Faculty from VPAA to Human Resources Office |
| 3 | Graduation |
| 6 | Monthly Leave Reports to VPAA |
| 10 | Benefits Orientation for New Faculty |
| 13 | Monthly Leave Reports from Deans/Directors to Human Resources |
| 13-17 | Faculty Planning Week Begins, Formation of Department, School & College Personnel Committees, Election of College Representatives to University Curriculum Committee, Graduate Council, Assessment Committees, and College or Unit Pre/Post-Tenure Review Committee |
| 13 | New Faculty Orientation Breakfast |
| 14 | New Faculty Library Orientation |
| 15 | P&T Review Materials from Faculty to Dean |
| 15-16 | Student orientation |
| 15-16 | Late Registration |
| 17 | Contract Renewal/Non-Renewal Notices from VPAA to Non-Tenured Faculty in Third or More Years of Service |
| 17 | Requests for 2002-03 New and Replacement Positions from Deans to VPAA |
| 17 | P&T Consideration Lists from Deans to Appropriate College Personnel Committee Chairs, Department Chairs, and VPAA |
| 20 | Documents of Candidates to be Considered for P&T from Deans to Department Personnel Committees |
| 20-31 | Deliberation of Department Personnel Committees |
| 20 | Official First Day of Fall Semester |
| 20-23 | Schedule Change |
| 27 | Academic Standards Committee Meets During the Last Week of the Month |
| 30 | New Faculty Orientation Session |
| 30 | Part-Time Faculty Payroll from Deans to VPAA |

SEPTEMBER 2001

| | |
|---|---|
| 3 | Labor Day Holiday |
| 5 | Part-Time Faculty Payroll from Deans to VPAA |
| 5 | Recommendations on P&T from Department Personnel Committees to Appropriate Chairs, Deans, and Candidates |
| 5 | Documents of Candidates for P&T from Department Personnel Committees to Department Chairs |
| 7 | Monthly Leave Reports to VPAA |
| 11 | Part-Time Faculty Payroll from VPAA to Office of Human Resources |
| 14 | Monthly Leave Reports from Deans/Directors to Human Resources |
| 14 | Documents of Candidates for P&T from Department Chairs to Deans |
| 14 | Recommendations on P&T from Department Chairs to Deans and Candidates |
| 15 | Faculty Development Proposals for Fall (October-December) 2001 from Faculty to AVPAA |
| 17 | Documents of Candidates to be Considered for P&T from Deans to College Personnel Committees |
| 17-Oct. 5 | Deliberation of College Personnel Committees |
| 18 | New Faculty Orientation Session |
| 24 | Academic Standards Committee Meets During the Last Week of the Month |

| | |
|---|---|
| 25-26 | Regents' Test Registration |

OCTOBER 2001

| | |
|---|---|
| 3 | Notification of Fall (October-December) 2001 Faculty Development Awards from VPAA to Faculty |
| 5 | Monthly Leave Reports to VPAA |
| 5 | Names of Faculty Attending January Commencement from Deans to Bookstore |
| 5 | P&T Recommendations from College Personnel Committee to Deans and Candidates |
| 5 | Documents of Candidates for P&T from College Personnel Committees to Deans |
| 8-9 | Fall Break |
| 12 | Monthly Leave Reports from Deans/Directors to Human Resources |
| 15 | Textbook Requests Forms to Bookstore for Spring Semester |
| 15 | Last Day for Course Withdrawal Without Penalty |
| 15 | Midpoint of Fall Semester |
| 17 | Spring Semester Schedule Information from Deans to Registrar |
| 19 | Documents of Candidates for P&T from Deans to VPAA |

## INTEGRATING THE CALENDAR INTO ELECTRONIC TECHNOLOGY

Electronic copies of the calendar can easily be downloaded to a Pocket Digital Assistant (PDA) or to a variety of desktop calendar management programs. Another popular application is to post the calendar on the campus intranet. Initially, the calendar is usually posted as a "read only" document with instructions to email suggested changes or additions to the administrative assistant in charge of the calendar. Later, the calendar can be networked to allow pre-approved administrators access to the calendar. Some organizations have software that allows access to administrator's personal calendars to facilitate rescheduling and notification of significant changes.

## CONCLUSIONS

Academic administrators are unanimous in their praise of this useful instrument. The calendar partially displayed in Exhibit 1 was refined over a twenty-year period by adding new items and deleting items no longer needed. A complete copy of the calendar is available from the authors of this paper.

## REFERENCES

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David, Fred R. (2001) *Strategic Management, (Eight Edition*). Upper Saddle River, NJ: Prentice-Hall, 240-245.

Williams, Chuck, *Management (2000)*. Cincinnati: South-Western College Publishing, 4-8.

# AN EVALUATION OF THE RELATIONSHIP BETWEEN LEARNING AND THE INSTRUCTOR'S RESPECT FOR THE STUDENT

**Charles R. Emery, Lander University**


## ABSTRACT

*Several meta-analyses on the rating of teacher effectiveness suggest that universities may be overlooking some key elements of student learning (Cashin, 1989). For example, student learning is very dependent on effective communication and effective communication is very dependent on the relationship between the transmitter and receiver. A student's perception of instructor respect is a key determinant of this relationship and one that has been overlooked by most organizations. This study develops and tests an instrument to assess the student's perception of instructor respect and to evaluate the relationship between respect and learning. The findings indicate a significant and positive correlation between respect and learning. Further, the findings suggest that 11 factors contribute to 85.8% of the variance in respect. In turn, a factorial analysis indicates that these respect factors load across three dimensions: caring, climate, and power.*


## INTRODUCTION

The stated purpose of almost every institution of higher education is teaching. More and more, however, higher education's stakeholders are questioning our results. Further, they question whether we truly understand the elements of good teaching and whether we hold faculty members accountable for its practice. Central to the answer of these questions is the, often controversial, practice of having students rate instructors. Although the vast majority of the over 2,000 published research studies on the use of student ratings to assess an instructor's teaching indicate an acceptable degree of reliability (Hoyt & Perera, 2000), the definition of effective teaching may not focus enough on the elements of learning theory. More specifically, the definition and the evaluation of effective teaching fail to recognize the relationship between learning and respect. Respect is a conscious or unconscious appraisal of the behavior of another that often elicits an emotional reaction. Respect is not a defined behavior that can be "given" to someone else. It is based on the individual's perceptions of the behavior of another and as such can only be examined through the perceptions of the individuals being studied. The purpose of this study is threefold: (1) identify the factors that students believe constitute respect, (2) develop an instrument to measure the student's perception of instructor respect, and (3) evaluate the relationship between learning and respect.

## LITERATURE REVIEW

Theoretically, the best criterion of effective teaching is student learning. After all, most of us will agree with the cliché, "no one has taught anything until someone has learned something."

An accurate assessment of learning, however, is very complex. Most studies tend to use student grades as a measure of learning. While this practice may have some validity in studies that used multiple sections of large courses in which student ratings were highest for instructors whose students made the best grades on a common final examination, it doesn't address the degree of learning that is taking place amongst the poorer students or poor test takers.

For the most accurate assessment of learning one must examine the elements of learning theory. One of the most important prerequisites of learning is communication. Communication between people involves an exchange of (1) the content of what is being discussed, (2) receiver's and transmitter's feelings about the subject, (3) receiver's feelings about the transmitter, (4) transmitter's feelings about the receiver, and (5) the receiver's and transmitter's feelings about self (e.g., self-concept and self-efficacy) (Cohen et al., 2001). Although all of these elements of communication are important to learning, it is the receiver's feelings about the transmitter that is the most overlooked and underrated factor in previous studies.

The importance of communication is further underscored by Fox's "transfer theory" of education. Fox (1983) suggests that the majority of undergraduate teaching is done by broadcasting or transferring information (i.e., the task of the teacher is to transmit information accurately, the task of the student is to receive it and comprehend.) While it would seem that broadcasting would be the least likely method of teaching to show a correlation between learning and the teacher-student relationship, the results indicate otherwise. Further, the fact that there is positive correlation between learning and the teacher-student relationship in large lecture sections is an indication that the elements of communication are critical prerequisites to learning. Hodgson (1984) suggests that students extract more meaning from lectures, process the information in a deeper way, and achieve more lasting learning outcomes when they relate to the lecturer through a process of "vicarious relevance". That is, they see the subject under discussion through the eyes of the lecturer and become infected by his/her enthusiasm and world-view. It seems plausible that this is less likely to happen when the lecturer is someone who the students don't care about and admire.

Similarly, Jones et al. (1985) report that students typically indicate two types of factors associated with teachers that best create learning: technical and personological factors. The technical aspects of teaching which students report as important are those which go to make up the craft of the activity (e.g., knowledge of the subject, ability to explain clearly, preparation of interesting materials, etc.). The personological aspects are those that humanize the classroom and make students feel that they have worth as individuals (e.g., listens to students, treats them fairly, does not engage in sarcasm or unduly harsh criticism, etc.).

Essentially, the activity of learning from a teacher is one of human interaction and the development of an interpersonal relationship and as such, is inextricably linked to the construct of respect. Healthy interpersonal relationships are founded on respect (Maslow, 1970). Further, the psychological theories of personality development of Alfred Adler, Erich Fromm, Harry Sullivan, Carl Rogers, and Abraham Maslow all recognize the importance of social relations and respect to human development (Hall & Lindzey , 1978). Humans are driven by needs for affection (Adler, 1973), belonging (Maslow, 1970), affiliation (McClelland, 1985), and relatedness (Alderfer, 1972).

Research in both counseling psychology and education have identified respect as a primary component of effective relationships in the "helping" professions (e.g., teaching) (Aspy & Roebuck,

1977). Respect from teachers has been associated with reduced absenteeism and increasing academic achievement (Aspy & Roebuck., 1977). Respect from teachers helps adolescent students achieve adult identity formation which has been associated with academic achievement and reduced discipline problems (Wires, Barocas, & Hollenbeck., 1994). The teacher-student relationship is important to students. Students want teachers to treat them with respect (Schmuck & Schmuck, 1989). In fact, students' judgments of teacher quality is related to how they feel about the teacher as a person (Jones, 1989). For students, it is the personal qualities that define good teachers (Schmuck & Schmuck, 1989).

## METHOD

A survey research methodology was used to investigate the construct of respect. Ninety-three junior and senior business students from three classes were asked to develop a list of the ten factors that they believed were necessary for an instructor to earn their respect. The resulting list of 64 factors was reduced to 15 items using a four-step Delphi method. Subsequently, a 7-item Likert scale questionnaire was developed listing the 15 items along with two other items, which asked the students to assess their perception of the amount of learning that took place, and their perception of the respect accorded by the instructor. In turn, this questionnaire was attached at the end of a nationally recognize, end-of-course, student survey (i.e., IDEA) and was pilot tested using 127 business students in five classes at two universities.

The results of the pilot test indicated that 13 of the 15 respect items had positive correlations with the global respect item at significance levels of $p<.001$. Additionally, the global learning item was highly correlated with the five measures of learning on the IDEA form. As such, the respect questionnaire was reduced to 15 items (13 respect factors and two global items) and attached to the IDEA form for final testing. Finally, the survey was administered to 1, 053 undergraduate business students within 38 classes, taught by 38 different instructors at three colleges and universities as part of the end-of-course rating/critique process.

## RESULTS

The results of a regression analysis performed against the dependent variable of respect revealed that 12 items were significant at $p<.001$ and accounted for 85.8 percent of the variance. Specifically, these items included: (1) instructor cares about the student's learning, (2) instructor is organized in his/her presentation of material, (3) instructor's grading system is fair and honest, (4) instructor provides helpful assistance to questions and problems, (5) instructor demonstrates a profound mastery of the subject area, (6) instructor listens to the students, (7) instructor demonstrates an enthusiasm for the subject area, (8) instructor creates a friendly and non-intimidating climate, (9) instructor provides challenging assignments, (10) instructor insures student accountability, (11) instructor encourages classroom discussion, and (12) instructor does not present a negative attitude or use sarcasm when addressing student performance.

Additionally, a factor analysis of the 12 independent variables indicated that they load across three factors. In general, these three factors might be classified in terms of the instructor's caring,

instructor's creation of a learning climate, and the instructor's knowledge/skills. Lastly, the global item of learning was significantly correlated with the global item of respect (i.e., r=.582 at p<.001) as well as the 12 independent variables. The respect variables with the highest correlation with learning were caring (r=.737 at p<.001), accountability (r=.723 at p<.001) and enthusiasm (r=.810 at p<.001).

## DISCUSSION AND CONCLUSION

This paper has attempted to underscore the notion that criteria for effective teaching must be based on those instructor behaviors that help students learn. To a large degree, learning is dependent on effective communication and effective communication is dependent on the student-teacher relationship. The foundation for a healthy relationship and a necessary criterion for transference is respect. Therefore, it is not surprising to find a significant and positive correlation between learning and the student's perception of instructor respect.

Further, the factorial findings indicate three perceptional dimensions that make up a student's perception of respect: caring, climate, and power (e.g., knowledge, skills, leadership). Again, this categorization shouldn't be too surprising. Previous reviews of the relationship between grades and student ratings across multiple-section courses using the same final exam (i.e., an exam developed by someone other than the instructors) revealed several of the same factors (Cohen, 1981; Feldman, 1989). Specifically, they classified these factors in terms of four dimensions of effective teaching: teacher skill, teacher structure, teacher rapport and teacher interaction. The major difference, however, between this study and the previous evaluations by Cohen and Feldman is increased correlation between learning and such factors as accountability, caring, and enthusiasm. Previously, these factors or their surrogated had taken a backseat to items such as understandableness (r=.56) and course preparation (r=.57). Perhaps times are changing. Perhaps the components of the communication model (Cohen et al., 2001) are shifting in their degree of importance within the classroom. Another possibility is that the importance of the factors varies by other factors (e.g., class size, subject, etc.).

Additionally, one must note that the findings do not necessarily indicate a "cause and effect" relationship. The perceived relationship between respect and teaching competence (i.e., learning) is a chicken and egg scenario. If you like someone, you start relating to them, can identify with them and are in a position of being prepared to learn from them. On the other hand, students that learn from teachers, hence identify with and like them. This notion suggests the existence of a reciprocal relationship of respect between student and teacher that can enhance learning as the relationship strengthens or debilitate it as the relationship breaks down. There is evidence that suggests that as students lose respect for their teacher, they revert to surface learning strategies (i.e., fail to internalize the material) (Eizenberg, 1986). In the same fashion, Tedeschi (1972) writes as follows:

> "….research makes it clear that we will like those who provide us with rewards, who cooperate with us to attain rewards for ourselves, or are physically present when we are rewarded. The complement of this observation is also true: we dislike those who

punish us, who frustrate our attempts to obtain rewards, or who are present when we are punished".

Lastly, as Aretha Franklin suggests, R-E-S-P-E-C-T or you'll find that I'm gone. In the case of our students, we need to continually demonstrate our respect for them or we will find that they are mentally gone.

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# LIFE AFTER HOPWOOD AND BAKKE: AN ANALYSIS OF COURT CASES AND THEIR EFFECTS ON AFFIRMATIVE ACTION IN COLLEGE ADMISSIONS

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**Shirley H. Tucker, Sam Houston State University**

## ABSTRACT

*Civil Rights are a major issue affecting all Americans. While the passage of laws and legislation squashed many problems, countless issues still exist in the area of education. Affirmative action was born in the mid 1960's, and was begun predominantly as a movement for equal racial treatment of contracting bids. However, since the early challenge by Allen Bakke in 1978, a white medical student who was denied admission to University of California's Davis Medical School, to the events of the Hopwood vs. University of Texas case, affirmative action has evolved to include a wide array of areas.*

*There are two basic interpretations in the United States regarding race preferential treatment in college admissions. First is the 5th Circuit Court of Appeals decision, which "made it illegal for any territory in its jurisdiction to give racial preference to any group of students." Second is for the other areas of the United States that allowed racial preferences; grievances of reverse discrimination were brought by students only to be told, "Racial preferences are necessary in order to lead a stable and productive society."*

*Now the United States as a collective whole tries to work to ensure that all states follow a uniform policy on race preferential programs. This study was useful in clarifying affirmative action practices between the states and the consequences of these practices on the future of all individuals seeking a college education.*

## INTRODUCTION

College admission processes undergo scrutiny across the United States everyday. Some colleges employ the use of race preferential programs to ensure that a proportionate amount of minority students is admitted to a particular university or program within a university. Others legally prohibited from using these programs have resulted in individual board of regents or sometimes the state government establishing a course of action that allows for diversity on college campuses. A review of literature from selected universities across the United States indicates that most universities use some sort of race preferential programs to boost diversity (Wood and Sherman, 2001).

During the past 30 years, race preferential programs have been enforced in different ways across the United States (ACRI.org, 2001). Evidence obtained suggests that race preferential programs still exist and states are trying to curtail their use to avoid costly litigation.

## PURPOSE

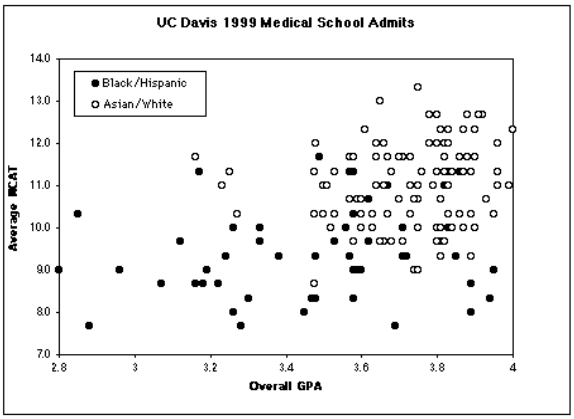
The purpose of this study was to assess the aspects of race preferential programs to determine if they are helping or hurting students trying to attain higher education and highlight court cases and arguments.

## REVIEW OF THE LITERATURE

### Bakke vs. California Board of Regents

Allan Bakke, a white male, applied for admission to the Davis Medical School in 1973 and 1974 (Bakke vs. California Board of Regents, 1978). In both tries, he was denied admission. His interview scores were slightly below the minimum levels for admission into the Medical School program. After Bakke's denial for admission in 1973, he learned about four special admission slots held for minorities. In 1974, he tried again only to be denied admission. Following this subsequent denial, he filed suit against the California Board of Regents alleging his constitutional rights were violated under the 14th amendment of the US constitution. The trial court found that the special minority program operated as a racial quota and thus ordered it to be halted immediately because minorities were only compared to other minorities and not the whole applicant pool. The court also disbanded a principle allowing the school to hold 16 special admission seats for disadvantaged students (Bakke vs. California Board of Regents, 1978). The Superior Court of California, however, did not order Bakke's admission into the medical school. Bakke, unhappy with the ruling, appealed his decision to the appellate court. The US Supreme Court agreed to hear his case and affirmed part and reversed part of the California Superior Court's ruling. The Supreme Court found Bakke's rights were violated and directed the Davis Medical School to admit Bakke to the program. The Supreme Court, however, did not reverse the Superior Court's decision that race can be used as a factor in college admissions. Looking at Chart A, minority students were accepted even if the majority of their Medical College Admission Test (MCAT) scores and grade point averages (GPA) were below the scores of their non-minority colleagues.

CHART A




SOURCE: UC Davis Medical School admissions http://www.ucdavis.edu

**Hopwood vs. University of Texas**

In 1992, Cheryl Hopwood and Stephanie Haynes applied for admission to the University of Texas law school in Austin. They were denied admission to the program. After the fall semester began, Hopwood filed suit against the University of Texas alleging that they were discriminated against even though their scores were above the minimum admission level. The trial court ruled that the policy discriminated against the plaintiffs, but did not prohibit the law school from using race in the admission of individuals to the law school (Hopwood vs. University of Texas, 1994). Judge Sam Sparks (1994) in his ruling cited, "It is regrettable that affirmative action programs are still needed in our society. However, until society sufficiently overcomes the effects of its lengthy history of pervasive racism, affirmative action is necessary" (Hopwood vs. University of Texas, 1994). In 1995, Hopwood and the other plaintiffs appealed to the 5th Circuit Court of Appeals in New Orleans, Louisiana. However, the 5th Circuit Court of Appeals reviewed the case and made the following findings (Hopwood vs. University of Texas et. al, 1996). First, the court declared that the law school's use of racial preferences served no compelling state interests under the Fourteenth Amendment and must be discontinued immediately (Hopwood vs. University of Texas et. al., 1996). Second, the appeals court ordered the lower court to reexamine the case and try it again to see if by a preponderance of the evidence the law school had corrected its deficiencies against the majority race group.

Morales, in a 1996 letter to all Texas state universities after the Hopwood decision, stated, "race-based scholarships and funding may be eliminated from the state's public institutions of higher education"(Morales, 1996).

Ultimately, the Hopwood ruling ended the use of color-coding on race and/or location for law school applicants. Looking at Chart B, the minority enrollment rate at the University of Texas fell after the Hopwood decision, but soon rebounded to pre Hopwood levels in 1999.

CHART B

**Chart A**
**Enrollment Patterns By Ethnicity at University of Texas, Austin**

| Ethnicity | 1996 Pre-Hopwood | 1997 Post-Hopwood | 1998 After 10% Plan Adopted | 1999 |
|---|---|---|---|---|
| White | 65% | 67% | 65% | 63% |
| African American | 4% | 3% | 3% | 4% |
| Asian American | 15% | 16% | 17% | 17% |
| Hispanic | 14% | 13% | 13% | 14% |
| Other | 3% | 3% | 2% | 2% |

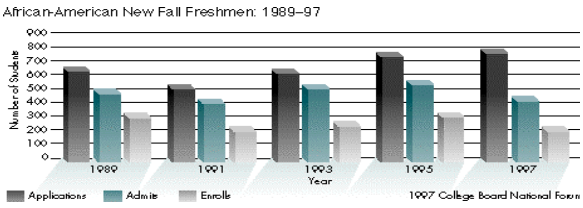
*Adopted from UT, Austin, Report Number 2 (1/17/2000).*

SOURCE: Admissions data from http://www.utexas.edu

In the chart above, there is mention of a ten- percent plan. State Senator Royce West introduced the ten percent plan to the Texas Legislature. This plan allowed the top ten percent of graduating seniors in their respective high schools to attend the state university of their choice. The other 90 percent of graduating seniors could use other factors to gain admission to those highly competitive state universities. No more than 50 percent can be admitted solely on GPA, class rank, and a standardized test score. At least 40 percent must be admitted dependent upon his/her socioeconomic status and if there is any percentage left over from the two above categories, the final percentage of graduating seniors may be admitted based on performance in the interview process (West, 1997).

While Hopwood had a significant impact on University of Texas, it also caused drops in minority enrollment at other Texas public universities such as Texas A&M as shown in Chart C (CollegeBoard.Org, 2001).

CHART C
Texas A&M




SOURCE: TEXAS A&M admissions data - http://www.collegeboard.com

**Proposition 209**

Proposition 209 was a plan introduced by the California state legislature to counteract the original Hopwood decision. According to this proposed amendment, preferential treatment to any minority race would not be allowed (Jones, 1996). Proposition 209 was soon met by a challenge by the Clinton Administration. In Clinton's famous "mend it, don't end it" speech, Clinton urged the State of California to look for alternatives to help the affirmative action problem before deciding to eliminate it all together (ACRI.org, 2001). According to the ACRI (American Civil Rights

Institute), when this legislation was being discussed in the legislature, the University of California sought to be proactive and appeared to end race preferential treatment (2001). This measure called SP-1 sought to shelter equality of all ethnic and racial backgrounds. However, the number of minorities admitted to the college increased even though the admission tests and other criteria were not as high as the non-minorities (ACRI.org, 2001). According to a racial profile index at UCLA, the number of African American students admitted increased by about 50 people, while Hispanics increased by about 85 in 1998 (UCLA.edu, 2001).

**Florida Civil Rights Initiative**

In 2001, Florida tried to pass the Florida Civil Rights Initiative (FCRI). The FCRI sought to restore race-neutral, fair treatment for all citizens regardless of race, gender, or ethnicity (FCRI.net, 1999). Even though this initiative is much shorter than other states' initiatives and propositions, the Supreme Court tentatively gave the State of Florida a setback when it told them the law was unconstitutional in its presentation and form (ACRI.org, 2001).

## SUMMARY

It is important to know that the affirmative action fight is not dead. The Hopwood case is very much still alive and in appeals as of the date of this writing. Proposition 209 is being challenged to the US Supreme Court; the Washington Initiative is undergoing more scrutiny due to the laundering of unknown large contributions, and Florida's initiative has already been declared unconstitutional before it could even be presented in its entirety to the voters. Proposition 209 sought to end racial preferential treatment in all affirmative action programs in California. The Hopwood case ended race preferential treatment in college admissions in the states of Texas, Louisiana and Mississippi.

However, most of these initiatives were made in response to different court decisions. Proposition 209 was brought as a result of the original Hopwood decision and Hopwood reaffirming the Bakke vs. California Board of Regents case. The FCRI had already been challenged to the Florida Supreme Court after obtaining the required signatures to have it placed on the ballot for a vote and brought before the secretary of elections. The court ruled that its language and its form were not appropriate after the Secretary of State put a "biased" interpretation on what the initiative would do for Florida residents. Throughout the United States, different areas of the United States follow different affirmative action policies. According to the 5th circuit court opinion in Hopwood, race preferential programs are not valid in Texas, Louisiana, and Mississippi anymore (Hopwood vs. University of Texas Appeal, 1998).

## FINDINGS AND DISCUSSION

Two points of interest regarding the future of race preferential programs were examined in this paper. The first was to determine whether special programs set up assisted or hindered minority

students in obtaining an education. Second, was to determine the role of court cases and arguments in the formation or dissolution of these programs.

**Race Preferential Programs: Help or Hinder Minority Students**

Whether these special programs hindered or helped minority students depends on where the prospective student lives. For example, if a minority student lives in California and wishes to attend the Davis Medical School, then he/she most likely will have a good chance of being admitted to the program (See CHART A). Then again, if a minority student wishes to obtain an education in the State of Texas, that same student may meet harder admissions challenges. The University of Texas had a two-tier admissions system (Hopwood vs. University of Texas, 1994). Another factor is often overlooked when these studies are performed. That factor is the psychological effects of having these programs in place. Many leaders and educators do not understand that while they believe they may be helping a few individuals receive an education, they can actually be starting a larger race related problem. The "Ten Percent Plan" in Texas appears to be a step in the right direction.

However, from this evidence, it appears that while the race preferential programs intend to help minority students attain an education, state and local governmental bodies spearhead those efforts. Thus, universities are scared to admit minorities because these universities do not want to possibly break the law. The State of Texas sought the interpretation from Attorney General Dan Morales at one point after the Hopwood decision was made (Adversity.net, 2001).

**Court Cases and Legal Arguments that shaped Race Preferential Programs**

Court cases and legal arguments seem to be the only way to seek a definitive answer to this dilemma, unless you are the President of the United States. When President Johnson was in office, he enacted two executive orders helping to equal out racial differences not covered by the Civil Rights Act of 1964. These racial differences were no longer to exist, but still flourished in communities throughout the United States. The California Board of Regents vs. Bakke case was a landmark case in 1978. This case began the shaping process of race preferential programs. It outlawed the Davis Medical School from using special admission slots to allow more diversity, but did allow race to be used as a plus. The Hopwood case, still in appeals, became a roadblock in the application of race preferential programs in the state of Texas, Louisiana and Mississippi.

These fights brought light to new arguments from both sides of the issue. The non-minority race agrees that race preferential programs have no place in determining which candidates to admit into a particular college or university. The minority group, however, contends that race preferential programs are necessary to provide an equal opportunity for minorities to obtain the same education that a non-minority would. From the evidence presented in the paper, these court cases and arguments sought only to cause more problems between state universities, state governments, the federal government, and the public.

SOURCES ARE AVAILABLE ON REQUEST

# NET GENERATION CONTINGENT WORKERS: "HAVE SKILLS - WILL TRAVEL"

**Kanata A. Jackson, Hampton University**


## ABSTRACT

*According to a recent Department of Labor report, contingent workers are the wave of the future. Business and industry are turning to contingency workers as a tool to enable them to be more flexible, to reduce costs, to acquire requisite skills and as a strategy to be domestically and globally competitive. Armed with new age skills, technical competencies and an entrepreneurial spirit, the net generation views contingent work as an employment niche for work schedule flexibility. Their banner might well read, "Have Skills- Will Travel". The purpose of this study was to identify topics, courses and academic programs that could be offered to university students enrolled in a business program that would prepare them with the necessary skill sets to take advantage of contingent work as a viable employment option.*


## INTRODUCTION

The contingent work force is on the rise and it has become a significant portion of the labor force. As a result, the topic deserves attention on the undergraduate level for development of skills sets that will be needed in the changing marketplace. Job security as a major work expectation is swiftly becoming obsolete and is regarded by some as a workforce phenomenon of the industrial age. In the digital age we meet the "net generation" bringing their entrepreneurial spirit into all facets of the "domestic and global marketplace". The potential impact and interest in managing the net generation contingent worker is huge and encompassing. The numbers are impressive. In the United States during just the first quarter of 2000, an average of 2.88 million temporary workers were employed daily, a 7 percent increase from the same period in 1999, according to the American Staffing Association's quarterly member survey (Kador, 2000). Universities and colleges are excellent resources to address these changing workforce dynamics.

## BACKGROUND OF STUDY

The Contingent workforce began to thrive mainly due to corporate downsizing in the late 1980's. Since then, contingent work has revolutionized the workforce. Business and industry are turning to contingency workers as a tool to enable them to be more flexible and to reduce costs by providing little or no health insurance, retirement benefits or training to these workers. Companies feel that these cost-saving strategies are needed in order to be domestically and globally competitive. Companies are out-sourcing functions such as payroll and computer programming. Asserting the fact that contingent workers "are now the fastest growing segment of the labor market", is Manpower Incorporated. Manpower Inc. is a temporary services agency that provides contingent

workers in almost any occupation a company would want. Manpower annually provides 2 million temps to over 250,000 employers around the globe (Malone and Laubacher, 1998).

Couple the changing workforce dynamics with the new age worker and enters the "net generation professional contingent worker", defined as employees who negotiate new generation workforce cultural changes (Jackson, 2001). Who are the "net generation"? They are the 81 million children born between 1977 and 1997. "This is the first generation to be raised with the Internet," says Don Tapscott, author of "Growing Up Digital: The Rise of the Net Generation" (Solomon, 2000). "The Internet, computers, and interactive technology are changing every institution in our society. And this is the first time in human history when children are an authority on something really important. These kids are a part of a big revolution that is changing everything, when they enter the workforce, they bring a very different culture with them and a very different view of authority, of work, and of innovation" (Solomon, 2000).

According to a recent Department of Labor Report entitled "Futurework: Trends and Challenges for Work in the 21st Century", and Schultz, President of Pro Unlimited, the contingent workforce is becoming the trend for the future, as companies try to have a flexible workforce and to respond quickly to factors in their economic environment (Winston, 2000). To put this trend in perspective, Crittenden (1994) pointed out that the contingent workforce has increased three times as fast as the entire labor force. This trend applies to both contingent workers who are highly skilled and those who are unskilled. Many companies are hiring contract manager to meet their rapidly changing needs for new and unique managerial perspectives and talents (Thompson, 1997).

A report published by the Bureau of Labor Statistics revealed that in 1995, the number of workers in contingent jobs ranged from 2.7 to 6.0 million employees, which represented between 2.2% and 4.9% of the total U.S. Labor Force (Schaudies, Sokolow and Whitehead, 1999). Based upon a more recent analysis of the Bureau of Labor Statistics data from 1997 by the Employee Benefit Research Institute (EBRI Notes, 1998; EBRI Issue Brief, 1999), there has been a slight decline in the contingent workforce, with contingent workers representing between 1.9 and 4.4 percent of the entire U.S. labor force. The EBRI attributed this decrease to the improved economy, which may have enabled some previously contingent workers to obtain regular employment. Regardless of this decrease nationally, some states are still experiencing an increase. For example, the temporary workforce in Washington State averaged a yearly increase of 13.4% when averaged out over a 17-year period, in contrast to a yearly growth rate of only 3.2% for permanent employment. Much of this increase can be attributed to Microsoft Corporation's employment of the contingent workforce in that state (Fraone, 1999).

Generally speaking, a contingent worker is any worker who is not classified as a full-time permanent employee of an organization. However, due to the various definitions of a contingent worker, the information captured about contingent workers is based on how the particular author(s) interpret(s) the meaning. As a result, the numbers may be different. For example, the Bureau of Labor Statistics estimated that contingent workers constitute five percent of the workforce while other reports reflect higher figures up to twenty-five percent.

McShane and Von Glinow (2000) conducted a review of the literature on contingent workers and determined that they generally fall into three categories: (1) workers who lack skills or work experience; (2) those who are not motivated or skilled enough to obtain a permanent job and are

unable to operate in a controlled environment; and (3) those who work in technical fields such as accounting and are skilled enough to get permanent employment if they desire. The college students that are the focus of this study appear to be close to both category one or three. Many of them are not yet employed, but have the technical skills they need to obtain a professional position. Therefore, contingent workers can be unskilled, semi-skilled or even highly skilled (such as faculty members working under annual contacts and managers serving as temporary consultants for a company).

Research has demonstrated that most contingent workers are deprived of the advantages and benefits that are offered to regular employees. In many cases, these employees are not offered health insurance; retirement plans (EBRI Issue Brief, 199; Jones, 1999) or paid vacations (Thomson, 1995). There were 61 to 66 percent of contingent workers with health insurance in 1997, in contrast with over 82 percent of permanent employees (EBRI Issue Brief, 1999). Generally, no pension plans are available for contingent workers. When pensions are offered, men are slightly more likely to receive them than women (Hipple and Stewart, 1999). Contingent workers are also more likely to be paid less than full-time workers (Berstein, 1999; Jones, 1999) although there are exceptions to the (Hipple et al. 1999). In addition, they do not always receive the protection from laws such as the Americans with Disabilities Act and the Fair Labor Standards Act that regular employees receive (Schaudies et. Al., 1999). Those who are temporary workers assigned to a company by the temporary agency are likely to receive little protection from abuses that occur on the job such as discrimination and harassment, because the staffing agency will be inclined to protect the client company over the temporary worker. Other disadvantages for these workers include a lack of training, accident insurance and discounted stock (Thomson, 1995). Training is considered an investment for the future and companies do not perceive the training of temporary workers as beneficial. As a result, they are often required to prepare themselves or be left behind with a huge skill gap. Wherein, a post-secondary education would provide the contingent worker with the ability to enhance their skills. A final detriment to the contingent workforce is the lack of unemployment insurance in some states that exclude temporary workers from this benefit (Bernstein, 1999).

Being a contingent worker does however have its definite advantages. One of the biggest benefits is the flexibility that this type of work can provide (Crittenden, 1994; Thomson, 1995). Van Dyne and Soon (1998) supported this assertion by stating that "contingent work allows individuals to balance personal and non-work objectives such as educational goals, family and household responsibilities, freedom to travel, and a preference for seasonal hours". In addition, those who have higher levels of education and are employed in contingent positions that require high skill levels can earn more money than those holding traditional jobs (Hipple et. al., 1996). Harrington (1999) stated that many of the free agents earn over $100 per hour and prefer the lifestyle of contingent work. Some contingent workers gain new skills as they progress and eventually become employed in regular jobs or opening up a consulting company. Many students in this study aspire to have the lifestyle of a free agent.

## METHOD

The study population is a sample of business students at a private southeastern university who are juniors and seniors majoring in management, entrepreneurship, marketing, banking and finance, accounting or information systems. A convenience sample of these students used brainstorming to identify methods that could be used to close the gaps between what they are taught in college and their need for training and education that would enable them to be prepared for and take advantage of the contingent workforce as a niche for productive employment. The results were used to develop the survey items presented in this paper. The survey was fine-tuned, field tested and administered to the study population

The study concludes with a synthesis of the survey results and recommendations for undergraduate business majors, schools of business, business and industry and public policy. Included among the recommendations is a need for additional research on the topic of the "net generation professional contingent worker" (Jackson 2001). It would be interesting and beneficial for further study to perform a similar survey among managers working with or hiring net generation contingent workers. Comparison of the two would yield findings that could be used to help design and structure relevant business education modalities.

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# TEACHING WITH A WEBLOG: HOW TO POST STUDENT WORK ONLINE

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## ABSTRACT

*Using a weblog (blog) as a class web page has the following features: (1) A simple, easy-to-use, free web-based editor and free web page host server can be used, so no PC-based software programs (HTML editor or FTP) and no server accounts are needed, (2) students require minimal training to begin independently publishing work to the blog, and (3) the instructor's workload to maintain the class web page is distributed to the blogger software and to the students. These features enable students to share their work with each other online, and make it available from and to any computer that is connected to the Internet. This paper explains how to use a blog for teaching: (1) The reasons for putting student work online are discussed, (2) the steps needed to initiate and manage a blog are described, and (3) the advantages of a blog as compared with the traditional method of creating web pages are presented.*

## INTRODUCTION

A weblog or blog is defined as "a frequent, chronological publication of personal thoughts and Web links" (O'Rourke, 2002). This reflects the common use of a blog as a personal online diary. When many people, such as teachers and students, post messages to a single blog, it can be a teaching and learning tool. A definition of a software program called "Blog" captures the benefits of using a blog: "An automatic web log program with allows you to update your site without the hassles of HTML editing and having to use a separate program to upload your work" (Northern Lights Internet Solutions, 2000-2001).

This paper describes the use of a blog as a teaching tool. First, the reasons for putting student work online are discussed. Next, the steps needed to initiate and manage a blog are described. Finally, the advantages of a blog as compared with the traditional method of creating web pages are presented.

## POSTING STUDENT WORK ONLINE

Why post student work online? Publishing work online enables students to make contributions to the class, promotes peer learning, and encourages quality in work.

Students can make a visible contribution to the course and to their classmates when their work is posted online. For example, the instructor can divide up the keywords or study questions associated with a textbook chapter among class members. Each student can be responsible for posting the "answers" to a portion of the chapter assignment online. This enables each student to make a key contribution toward the combined class "study notes," which are posted online and

available to all. Another example is for each student to research a company and post the findings online. When completed, the web page would present analyses of several companies, for all to read. These examples represent the type of assignment that gives each student a depth of insight into a portion of the course content, and a breadth of knowledge about the topic from studying the online "contributions" of his or her classmates.

Peer learning is made possible by a student's ability to read the work of classmates that is posted online. Students often explain concepts differently than does a textbook or instructor. Reading the material as it has been "translated" into the language of a cohort may help a student see the concepts from a different angle. Reading the explanations of peers can be a useful supplement to listening to lecture and reading a textbook.

Finally, students produce better quality work when it is to be posted online. One reason is a matter of pride and a desire not to be embarrassed when classmates see the work. Another reason is a sense of duty to fellow students who are counting on each student to make an adequate contribution to the class web page, especially if the web page is graded or serves as a "study guide" for exams. The processes of initiating a blog, posting a message, and adding students as team members are described next.

## INITIATING A BLOG

The process of initiating a blog was fairly simple. First, the instructor registered as a user at a blogging website. This paper refers to Blogger.com, a subsidiary of Pyra Labs. Registration was free of charge and required only a minimum of personal information. The website provided help in the form of frequently asked questions (FAQ) and had an intuitive interface, hence the site was self-explanatory.

Second, the instructor used the "create new blog" feature to name and describe a blog file. This file could have been hosted on the instructor's choice of computer server. Pyra Labs offered free file hosting on their Blogspot service. In essence, the instructor used Blogger as the HTML (Hypertext Markup Language) editor to create the blog file and Blogspot's computer to host the file and serve it as a web page. These sites were cross-linked so switching between editing and viewing modes was simple. (At the time of this writing Blogger and Blogspot were offered free of charge, but this could change to pay services in the future).

## POSTING A MESSAGE

Once the blog file was created, the instructor posted a message. The Blogger editor consisted of a window split into two horizontal panes. The instructor typed the text of the message into the upper window. The editing window also accepted HTML code, including links to the URL (Universal Resource Locator) addresses of photos and to other web pages. The editor offered "buttons" that automatically generated HTML, such as to create a link or to format the text (boldface, etc). In other words, the instructor could create a web page without knowing the HTML programming codes.

Once finished, the instructor "posted" the message. The message was displayed as a "draft" of the web page in a WYSIWYG (what you see is what you get) format in the lower window. No HTML code was visible. Instead, links to other Internet web pages were displayed as highlighted text, and photos were rendered visible. At this point the file was resident on the Blogger.com server.

Finally, the instructor "published" the message to the Blogspot.com computer server. The blog was now available for viewing by any Internet-connected computer with a browser (such as MS Internet Explorer), by pointing the browser at the URL of the blog web page.

## ADDING STUDENTS AS TEAM MEMBERS

To allow students to post messages to the class blog, the instructor added them to the blog editing "team." The instructor used the "add team members" feature on Blogger to send an email to each student in the class. The students clicked on a link in the email message to accept the invitation to join the blog. Students who were not already Blogger.com users had to register prior to joining the team.

The instructor authorized the student team members to post and edit their own messages. This enabled students to submit their work, and revise it later if necessary, without disturbing the work of other students. The instructor as "owner" and administrator of the web log could grant or deny these rights to individual students, as well as edit or delete any message. Student team members could also "publish" the revised blog to the Internet server and thereby make it available on the Web.

Here is a summary of the terms. A "weblog" or "blog" is a file that can be viewed as a web page by a browser. The "blog editor" (e.g. Blogger) is web-resident software that allows one to create a blog file. A "post" or "posting" is a message that is appended to the blog, usually in chronological order. A post is "published" when the blog file is transferred to a host or server computer (e.g. Blogspot), which serves the file as a web page via the Internet. A "team member" is a person with privileges to post to and/or edit messages on the blog, and to publish the revised blog.

## BLOG VS. TRADITIONAL WEBPAGE

The benefits of using a blog to post student work online should be readily apparent to any instructor who has used "traditional" methods to create web pages that include substantial amounts of student work. The following discussion is limited to the advantages of using a blog versus using traditional methods. The arguments for posting student work online were presented earlier. The advantages of the blog method over the traditional method include simple software, minimal training, and distributed workload.

The software needed to create a blog is simpler than that needed with traditional methods. The traditional method involves creating a web page with an HTML editor, such as MS FrontPage. A file transfer program (such as FTP) is used to transfer the file from the instructor's computer to a host or server computer. Both the HTML editor and file transfer program reside on the instructor's personal computer (PC).

For a student to participate in creating a web page by the traditional method, he or she would need access to a PC with an HTML editor and FTP program. The student would also need password access to the instructor's server account. The student's access to other files on the server presents a security problem. The instructor could set up a server account dedicated to the blog file, but this option requires effort on the part of the instructor to set up and maintain the account. Also, a student with full access to the web page file could write over the web page with an empty file and cause other students' work to be lost. Students might modify the web page file with incompatible editors, work on the wrong version of the file, transfer the file to an incorrect server directory, and other potential problems. The alternative is for the instructor to receive work from each student and introduce it into the web page. This creates a labor-intensive process for the instructor and a production bottleneck.

The blog software is simple and eliminates many problems. First, the blog editor is web-resident, which eliminates the need for students to have access to any PC-based software. No HTML editor is needed to modify the file and no FTP program is needed to publish it. Every student with an Internet-connected PC with browser software has free access to identical blogging software. Each user has limited, password-protected access to the blog file on the server, and can only modify one's own work.

In addition to being simple to configure and maintain, the blog software requires minimal training for users to begin posting messages. The student only needs to remember one user name and password. The push-button interface is easy to use and intuitive. Students are used to learning on their own how to navigate and use a web site. No knowledge of HTML code is needed to make hyperlinks. Once a student is registered and enrolled as a blog "team member," a simple demo of how to (1) write, (2) post, (3) publish, and (4) edit a message is sufficient.

The blog method allows students to independently contribute to a class web page with minimal training. Therefore the instructor can delegate and distribute much of the workload of creating a class web page. As discussed previously, the work of coordinating and maintaining local software (HTML editor and FTP program) and server computer account is delegated to the web-based blog system. The tasks of appending student work to the blog file, and publishing it to a host server, are distributed among the individual students. In other words, once the blog is initiated and team members are enrolled, the class web page "manages itself."

The instructor's workload for updating the class web page with the blog method is dramatically lower than with the traditional method. In summary, the blog method of posting student work online is easier to initiate, train, maintain and revise than the traditional method.

One caveat is that a blog is suited for publishing relatively brief messages and links to other web sites. An instructor who posts large files of student term papers or projects online may find that a blog becomes unwieldy. A web page created by the traditional method may be better organized than a blog. On the other hand, a blog could easily serve as an index of links to files online if students transfer files to their own server accounts, and then post a link to the file on the blog.

## CONCLUSION

Publishing work online enables students to make contributions to the class, promotes peer learning, and encourages quality in work. Instructors have shied away from reaping these benefits because of the effort needed to create and maintain class web pages with the "traditional" method. The blog method eliminates many of the drawbacks of the traditional method by its simple software, minimal training, and distributed workload. Instructors who have used the traditional method may find that they can accomplish many of the same goals using the blog method, with a dramatically reduced workload.

Future research is needed to examine the characteristics of student work that is visible to classmates and to literally anyone who knows the URL of the class web page. Could the blog be used as a tool to transfer knowledge between groups of students, and even across terms? Would it be useful to make student work available for review to parties "outside" the course, such as parents or practitioner "reviewers?" This paper has focused on the benefits of publishing student work online. Are there unforeseen drawbacks not discovered? These questions suggest that future research is needed on the benefits and drawbacks of posting student work online, for the students as well as for the instructor.

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# ONLINE HOMEWORK ASSESSMENTS: BENEFITS AND DRAWBACKS TO STUDENTS

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**ABSTRACT**

*What are the benefits and drawbacks to students of completing homework assessments online, as compared to using the pen-and-paper method? This research addresses this question within the context of multiple-choice homework assignments delivered with pen-and-paper and online methods. Knowledge about individual course components is useful in designing a "hybrid" course-one with a combination of face-to-face and online features. This research looks at just the homework component of a face-to-face course.*

*This paper presents the findings of three studies. Study One found that students who had experienced both the online and pen-and-paper homework methods, for otherwise similar tasks, strongly preferred the online method. Study Two found that the actual homework performance of students was comparable, regardless of the method used. Study Three generated a list of benefits and drawbacks to students of the online method, and reported that the benefits outweighed the drawbacks.*

*The most important benefits of completing homework online were the ability to choose a convenient time to submit homework, the ability to "get ahead" by submitting assessments early, and the "finality of submitting homework online: you can see your score, get the correct answers, and know that you are done. The important drawbacks of the online method were technical problems, such as the inability to access an assessment, or getting "locked out" while online. This paper concludes that the online method is superior, for both students and instructor, to the pen-and-paper method for conducting simple homework assessments.*

# ADVICE RECEIVED AND NEEDED FROM FACULTY ACADEMIC ADVISORS

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## ABSTRACT

*Faculty advisors perform academic advising at Minnesota State University Moorhead. To determine students' perceptions of the advising process, 14 graduating seniors sat for 90-minute interviews about their advising experiences. The interviews were transcribed, then analyzed for themes and patterns. Of the 10 patterns that emerged, the two reported here include (1) advice received from faculty advisors and (2) advice wanted or needed from faculty advisors. In general, students received advice on liberal arts and major requirements, transfer classes, careers, and personal matters. The advice they wanted corresponded well with the advice they received including liberal arts and major classes, careers, and personal issues. The findings can assist advisors to provide the type of advice needed by their advisees.*

## INTRODUCTION

### Purpose

At a university, students, faculty, and/or staff conduct academic advising. In the Minnesota State University system all schools except Moorhead use trained staff to provide academic advice beyond the freshman year and, in some instances, for freshmen as well. Minnesota State University Moorhead hires upper division students to advise some freshmen but require faculty members to provide academic advising to all students past their first year.

Because retention rates may depend upon advising, the university continually attempts to determine the effectiveness of its advising process. As part of this attempt, this research investigates the academic advising process through semi-structured personal interviews of graduating seniors.

### Subjects and Procedure

During the Spring, 2000, semester we collected data from students with the greatest exposure to the advising process: second semester seniors. The subjects included fourteen students majoring in the business areas: accounting (5), business administration (5), finance (1), marketing (1), management (1), and international business (1). We interviewed students from both genders in the proportion approximately represented in the School of Business: seven of each. Using a random process, students enrolled in Business Policy were chosen and asked to volunteer for the study. All

respondents were graduating in May 2000. Those entering the university as Freshmen numbered eight while the remaining six transferred in from either a two-year school or another four-year institution. All the former used student advisors as Freshmen while none of the latter did. At the time of the interview, subjects ranged in age from 21 to 32 with a mean age of 23.8 and mode of 22. The number of assigned faculty advisors per student ranged between one and four with two respondents having only one advisor during their tenure at MSUM and four each having two, three, and four advisors.

After signing a release form agreeing to participate, each respondent sat for a 90-minute interview. All interviews were administered by one member of the research team. The interviews were audio recorded then transcribed. The team then examined the transcriptions for themes and the themes for patterns. Sample comments for accompanying themes are listed below for two patterns. Note that he/she and him/her are used to disguise the identity of advisors.

## PATTERN: ADVICE RECEIVED FROM FACULTY ADVISORS

The respondents received advice on a number of topics. Of these topics, six appeared to form a pattern.

### Theme 1: Advice Received on Liberal Arts Requirements

Some respondents noted that their advisors provided information on the liberal arts requirements. Examples include the following. (1) "[My advisor provided] primarily scheduling, making sure that I had my liberal [arts classes]." (2) "[Advice on] liberal arts. He/she helped me determine which classes I could take." (3) "He/she would go through and show me which courses . . that I could take in the different areas, like the B's and the F's."

Several students replied that they received no advice on liberal arts because they were into the major courses and had completed their liberal studies' requirements. (4) "He/she didn't give me a lot of advice on that." (5) "I don't think he/she gave me particular advice on liberal studies." (6) "I don't know if I really got . . . a lot of advice [on liberal studies]. I myself tended to turn to friends or people I knew that were older than me [sic], and I turned to them to ask what courses, you know, did they take, who did they take it from, and what did they think of it?"

More than one respondent received, apparently, bad advice. (7) "You can take an F1, and an F or an F1, and so I took two F1's and then like while I was in my second F1, I realized that the [omitted] department requires that you take an F and an F1. So that was another like . . . a class I didn't have to take. And so then I had to go back and take an F course. So that was kind of frustrating." (8) "Then like this last semester I found out I was like four credits short on my non-business thing, and he/she didn't tell me till like after I registered. So I was like already two weeks into the semester. And so that I had to pick up like an independent study class. Now I have to take a summer school class. So like my whole thing of being done with school when I was gonna be done with school is not that way anymore."

**Theme 2: Advice Received on Classes Needed to Graduate**

The School of Business faculty created curriculum worksheets listing the liberal arts requirements and the classes needed for the various majors. Several respondents mentioned these worksheets. (1) "And he/she handed out this sheet of requirements. And a list of when you should take certain classes. And that was helpful." (2) "I don't know that there was a lot of advice. Cause [sic] I just went with what was on the back of the sheet." (3) "There's that yellow sheet [and] there's a blue sheet that I was also given. It was a course layout of what classes should be taken which semester and I usually followed that to a T."

Other students received advice on classes from their faculty advisors. (4) "So he/she kinda [sic] told me what classes I'd need to make up for, you know, any classes that I didn't have at the community college to take here." (5) "Dr. [name omitted] always pulled out your transcript and just kind of reviewed your classes with you and . . . at the end of my junior year, he/she sat down and wrote a schedule for my senior year, and what classes I could take, and which ones I needed to take." (6) "He/she was like these are the classes you need and there are these times and you can fill in these other classes."

However, some students received no scheduling advice from their advisors for a variety of reasons. The most common was that they required no advice but could figure out a schedule using published material.

**Theme 3: Transfer Advice Received**

Some students transfer classes in from other schools. This theme dealt with advice received on transfer credits. (1) "He/she knew exactly how my classes were going to transfer." (2) "He/she got all my classes transferred. He/she helped me transfer ones that were halfway transferred, but I could combine with another class to make it transfer." (3) "I had about twenty credits I had transferred in and he/she would tell me what they were good for, what worked and what was just there, there to add on to the credits needed."

The respondents found some of the transfer advice less than useful. (4) "And he/she advised me to register for English I. About a month later, I get a phone call from the registrar saying, sure you can take it, but we're not going to give you credit for it because you already transferred this one over. And it messed up my entire schedule."

**Theme 4: Advice Received on Majors and Minors**

Respondents often received advice on courses to take in the major or minor. (1) "And then we sat down, figured it all out, and like under different majors and we picked the one I wanted which is business administration." (2) "Um [sic], when I wanted to change majors, he/she thought you know, that I should seek that and not um [sic], you know, stay in something that I didn't like.

However, some advisees were disappointed in the advice received. (3) "Um [sic], not very through answers about like what class expectations were on some of [the classes in the major]." (4)

"I gave thought to adding on a political science minor to help in my law school studies and so forth, you know, so I asked his/her advice on that and he/she really had very little to say about it."

**Theme 5: Career Advice Received**

A number of students obtained information from their advisors about careers. (1) "He/she asked well, what do you want to do when you get done with school, and then he/she kind of got a feel for what I wanted to do. My advisor had like general advice about the different types of business fields, like what if I went into this areas of marketing I would be doing this and if I went into this area of marketing I would be doing this." (2) "He/she offered, uh [sic], suggestions on like how to go to like, career, um [sic] career services and make, uh [sic], you know, fill out a resume and do everything." (3) "I asked him/her about . . . ah [sic] . . . job opportunities that would be available, so that was an area that he/she responded extensively with."

However, several received little or no career advice. (4) "I don't remember getting specific career advice from my advisor." (5) "He/she hasn't helped me at all. I didn't know until [another] teacher said . . . that we were supposed to get . . . letters of recommendation before you sit for the CPA exam." (6) "I don't recall [any career advice]."

**Theme 6: Personal Advice Received**

Faculty members often provided advice of a personal nature to students. (1) "He/she was the one that really pushed me to get um [sic] [into] student organizations when I came here." (2) "Like when I was having my problem with my class, debating if I should drop it or not, he/she didn't tell me to drop it, he/she didn't tell me to stay in it, I mean he/she just kind of helped me weigh out my options." (3) "But, I've also considered going to get my masters and, um [sic], he/she'll kind of talk to me about that, and what school I should look into, cause [sic] I want to be in the cities, or just which angle I should take at it." (4) "We had a death in the family. And I remember telling him/her that I was going to be gone. . . and seeing if he/she would get stuff done. He/she was just very supportive . . . and told me not to worry about it, you know, he/she'd get stuff done."

**PATTERN: ADVICE WANTED OR NEEDED FROM FACULTY ADVISORS**

Here respondents described the advice they wanted or needed from their advisors. They may or may not have received it.

**Theme 1: Advice Wanted on Liberal Arts Classes**

Students needed advice both on the categories of liberal arts classes required–English, Natural Sciences, Behavioral and Social Sciences, etc.–and on the specific classes within a category–Introduction to Psychology, Introduction to Probability and Statistics, etc. Specific comments included the following. (1) "[I want help with] figuring out all the liberal studies classes that have transferred and those that haven't." (2) "I wasn't always sure on how many liberal arts

classes I needed to finish or if I had them all taken care of. So that was often a question." (3) "So I really struggled to fit and fill the liberal arts, and the one regret that I do have about that is that because I didn't feel I was well informed on the various courses that could fill certain requirements, I just took courses just to fill them. And, I think that resulted in me missing out on . . . taking some courses I would've enjoyed."

**Theme 2: Advice Wanted on Graduation Requirements**

When thinking about graduation, respondents wanted to make sure they were on track. (1) "Well . . . are the courses that I'm choosing filling my requirements? Making sure that the student is moving toward graduation for the requirements." (2) "Make sure you are on the right track with your math courses and economics and accounting and everything like that." (3) "[I want advice] with the class schedule, . . . when he/she's helping you fit it into your requirements, and when he/she's telling you which classes you still have remaining."

**Theme 3: Advice Wanted on Progress Toward Graduation**

Some students need reassuring that they are on the right track for graduation. (1) "[They should] discuss exactly what, you know, how the process is going, what classes you need to take, you know, what it looks like you have left, you know, where you're standing right now as a Freshman or Sophomore." (2) "So they should really . . . just make sure that I'm staying on track to graduate. Make sure I do it on time." (3) "[I say to my advisor] O.K. this is what I'm thinking of taking. Is this about right? Should I be taking something else that I'm not taking?"

**Theme 4: Career Advice Wanted**

Advisees are concerned about their lives after graduation. (1) "I wish that [my advisor] would have suggested to go to . . . job fairs and career fairs. An advisor is a good person to be able to talk to a student with you know what employers are expecting." (2) "[I want advice] about . . . what's the best place to look for a job." (3) "I want career advice."

**Theme 5: Advice Wanted on Personal Issues**

Students often want advice on a number of personal issues. (1) "Make sure than there's nothing ah [sic] . . . family problems . . . that can be a major problem." (2) "I think they should let you know that if you have, um [sic] like personal problems too that they're available for that, not just academic things." (3) "It would be kind of cool if they would talk to you, you know, [ask] what are you doing for the summer? And, what are you doing this weekend?" (4) "And, I guess [advisors should have] just the basic understanding of how your semester is going, and if you're stressed or if you're not."

## CONCLUSION

At MSUM, faculty advisors inform advisees about the liberal arts requirements and the classes they need to graduate. They also evaluate transfer credits, furnish information on the departmental majors and minors, and describe the careers available to graduates. If personal advice is needed, advisors supply it. The counsel provided is generally what the students want and need. For example, students want advice on liberal arts classes to take and on those courses needed for graduation. They want career information and, occasionally, advice on personal issues. Most of the advice needed and wanted can be provided by trained counselors and advisors, as well as faculty. University administrators should weigh the costs and benefits of having faculty, rather than staff, perform the advising function.

# BUSINESS STUDENTS' ATTITUDES TOWARD STATISTICS: A PRELIMINARY INVESTIGATION

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## ABSTRACT

*Many college students harbor negative attitudes toward statistics even before they have had direct experience with the subject. In addition, it has been proposed that negative attitudes toward statistics among college students can lead to significant levels of anxiety and can pose an impediment to successfully mastering the material comprising the introductory college course. Previous research has not focused specifically on students in introductory business statistics courses and has not addressed how such students' attitudes toward statistics may change from the beginning to the end of the course. This study specifically addressed these issues. The Survey of Attitudes Toward Statistics (SATS) scale was administered during the first week of the semester to a total sample of 137 business statistics students and re-administered during the last week of the semester. The results indicated that 1) initial differences in attitudes existed among the various majors comprising the sample and 2) that attitudes comprising the Affect and Cognitive Competence scales of the SATS became significantly more positive from the beginning to the end of the semester.*

## INTRODUCTION

It is well known that negative attitudes towards statistics are held by many college students for whom statistics is a degree requirement. Several instruments have been developed in an attempt to better understand the nature of these attitudes. These have included: the Multifactorial Scale of Attitudes Toward Statistics (Auzmendi, 1991), Statistical Anxiety Rating Scale (Cruise, Cash, & Bolton, 1985), Statistics Attitude Scale (McCall, Belli, & Madjidi, 1990), Statistics Attitude Survey (Roberts & Bilderback, 1980), Attitudes Toward Statistics (Wise, 1985), and Statistics Anxiety Inventory (Zeidner, 1991). Several studies have now been published assessing the prevalence of statistics-related anxiety among college students (e.g. Cruise, Cash, & Bolton, 1985; Wise, 1985; Schau, Stevens, & Daphinee, 1995). The best validated of these instruments was developed by Schau, Stevens, Dauphinee, and DelVecchio (1991). Their instrument, the Survey of Attitudes Toward Statistics (SATS), consists of four subscales: 1) Affect, assessing feelings toward statistics, 2) Cognitive Competence, measuring attitudes concerning self-perception of intellectual knowledge and skills relating to statistics, 3) Value, attitudes concerning the utility of statistics, and 4) Difficulty. Schau et al. (1995) present a detailed account of the development of this scale along with a discussion of its psychometric properties.

Much of what is known about attitudes toward statistics has been discovered from students in social sciences and education, curricula that are not typically quantitatively-based. Business curricula, however, vary in terms of quantitative focus. Some majors (e.g., accounting, finance) are heavily quantitative in nature. Although students majoring in business disciplines have been included in some previous studies, students in introductory business statistics courses have not been specifically studied as a group and no data have been collected with respect to how their attitudes toward statistics may change from the beginning to the end of the course. This study represents a preliminary attempt to provide such information with the expectation that better understanding the nature of the attitudes of students majoring in business disciplines toward statistics will prove useful in enhancing the learning process for future students.

## METHOD

Using a pretest - posttest design, the Survey of Attitudes Toward Statistics (SATS) developed by Schau et al. (1991) was administered during the first week of the Fall 2001 semester to a total sample of 137 students enrolled in an introductory (sophomore level) statistics course at a mid-size regional public university in the Southeast. Of these, 97 students were again administered the SATS during the last week of the semester. Additional information concerning the gender and major of the participants was captured. All questionnaires were completed anonymously by the students. Unique alpha - numeric codes were used to match the protocols of individual students for the pre-test and post-test measures.

Of the initial pre-test sample, 53.3% were female and 45.3% were male. The respondents ranged in age from 18 to 41 years with a mean age of 21.72 years. The following majors were represented: Accounting - 26.3%, General Business - 23.4%, Management - 18.2%, Marketing - 17.5%, and Other - 14.6%.

## RESULTS

One-way ANOVAs were used to determine if any of the subscales (pre or post) differed as a function of major. These analyses resulted in a significant main effect for major for the Affect subscale administered at the beginning of the semester ($F(4, 120) = 2.672$, $p = .035$). Tukey HSD tests indicated that Accounting majors had significantly more positive initial affective attitudes as compared to Management majors with the other groupings of majors intermediate in their initial attitudes. None of the other comparisons revealed statistically significant effects as a function of major.

In addition, 2 (gender) X 2 (time) mixed model ANOVAs were used to evaluate gender differences and gender by time interactions in the pre - post comparison for each of the four subscales. These analyses revealed no significant main effects or interactions.

Pearson correlation was used to determine if significant relationships existed between age of the respondents and the four subscales of the SATS for the pre-test and the post-test measures. None of these correlations were statistically significant.

Separate dependent t-tests were employed to test for pre-test - posttest differences for each of the four SATS subscales. These analyses indicated that scores on the Difficulty and Value subscales did not change from the beginning to the end of the semester. In contrast, scores on both the Affect and Competence subscales increased significantly from pre-test to posttest (affect: $t(94)= 3.092$, $p=.003$; competence: $t(96)=4.079$, $p<.001$).

## DISCUSSION

Although the present results are based on analyses from a limited sample of business students and as such must be considered exploratory in nature, several patterns are evident. Data collected during the first week of the semester may be considered to represent general prevailing attitudes toward statistics, as exposure to the material had not yet taken place. As such, it is interesting to note that among the various business majors comprising the sample, the attitudes measured by the Affect subscale of the SATS were most positive among those students majoring in Accounting. One likely explanation for this difference is that Accounting majors may be more comfortable with course material that is quantitative in nature by virtue of inclination and prior exposure. This explanation is made tenable by other studies (e.g. Shelley, Wilson, Boothe, Greenstone, Schober, and Lipscomb, 1999) that have similarly demonstrated the positive relationship between measures of quantitative knowledge and measures of affective attitudes toward statistics.

The other interesting finding is the nature of the change in attitude structure itself that took place over the course of the semester. There is no evidence that general sample characteristics such as gender, age, and college major differentially affect attitude change. It is likely that, as is often reported in the attitude change literature, the effects observed here in attitudes of business students toward statistics result from familiarity mediated by exposure. It should be noted in this context, however, that attitudes toward statistics, like all other attitudes, are multidimensional in structure. Students may not view statistics as less difficult following a statistics course (even when they are successful in the course) nor place higher value on statistics as being of benefit in their future careers. Depending upon the instructor's pedagogical philosophy, s/he may wish to address the students' attitudes concerning the value of statistics in their future careers by using instructional methods that reinforce the utility of statistics as a practical tool for making real world business decisions.

In contrast, there are some elements of the attitude structure that do, indeed, change and do so in a positive direction. Specifically, students in the current sample had more positive feelings (affect) concerning statistics following the course and viewed themselves as more competent with respect to statistics. It seems reasonable to suggest that relationships may exist between these changes in attitude structure and course performance or outcome. These relationships between these measures and course outcome may prove to be a valuable direction for further research in the area. For example, cognitive competence, or confidence in one's abilities, is related to performance, then it may stand to reason that improvement in cognitive competence, whether a simple result of exposure or as an outcome of formal course objectives, would correspond with improved course performance.

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# AN EFFECTIVE COMMUNICATION STRATEGY FOR GAINING ACCEPTANCE OF A NEW FACULTY EVALUATION SYSTEM

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## ABSTRACT

*This paper presents the effective communication strategies used to implement a newly designed faculty evaluation system based on the systems used in Corporate America. The communication strategy is based upon the "participant involvement" model allowing the School Head and faculty to "buy in" to the new evaluation system. The "participant involvement" approach was critical for communicating and gaining acceptance of the new, and very different, faculty evaluation system.*

## BACKGROUND

In the Fall of 2000, a special task force was created within the School of Management at Purdue University Calumet and given the directive to design and communicate a new performance appraisal system for faculty. The committee reviewed the current system, the faculty evaluation process of other schools within the university, and also other similar colleges and universities throughout the United States.

The committee developed a new faculty evaluation system that consists of two major instruments - the Annual Agreement Regarding Duties and Responsibilities and the Annul Faculty Evaluation Form. In essence, the Annual Agreement Regarding Duties and Responsibilities is a contract between the faculty member and the School Head, which clearly sets forth the criteria that will be used to evaluate the performance of a faculty member and determine merit salary increases. The second instrument of the new evaluation system was the Annual Faculty Evaluation Form. This evaluation form would objectively evaluate the "value added" by each faculty member in the three primary areas of teaching ability and effectiveness, published research and scholarly activities, and service to the university, community, and profession.

After designing the two major instruments of the new evaluation system, the committee considered the appropriate communication strategies that were needed to implement the new system. Typically, any proposed change is met with resistance until the benefits are clearly communicated and understood by the parties. The committee realized that the School Head and faculty must have ownership of the process in order to "buy in" and support this change. Ownership can come only when faculty play an active role from the planning stage through the implementation stage for any change process to be successful (Diamond and Adam 1993). The ownership of the proposed

evaluation was critical due to the fact that all salary increases at the university are merit based and a rather sensitive matter to the faculty. This faculty evaluation system had to be perceived as fair by the faculty since merit increases would be connected with this process. The self-interest theory proposes that people want fair procedures because such fairness enables them to obtain desired extrinsic rewards (Ivancevich and Matteson 2002). Therefore, the committee would need to devise a communication strategy that would focus on the benefits that the School Head and faculty would realize under the proposed faculty evaluation system.

## LITERATURE REVIEW ON COMMUNICATION THEORY

Fiske and Hartley (1980) identified five situational characteristics that lead to increased acceptance of communications messages: First, communication is most effective when it focuses on unfamiliar, lightly felt peripheral issues (Fiske and Hartley 1980). This was clearly not the case here and it created communication challenges. Second, communication effects are greatest when the message is in line with the receiver's existing opinions and beliefs. Evaluation of faculty for merit raises is an important issue central to the value system and self-esteem of most faculty members. The new system was in line with the faculty's pre-existing attitudes and beliefs about the current evaluation system. The current system is a "one-size-fits-all" system whereby all faculty are evaluated by the same set of criteria regardless of seniority, tenure status, interests, or abilities. The proposed system more clearly identifies the value-added that each faculty member can bring to the unit and recognizes that value-added can take any number of forms.

Third, communication is believed to be effective when the source has credibility and expertise, and when the receiver can identify with the source (Fiske and Hartley 1980). The committee members met these criteria and thus helped to enhance the effectiveness of the communication. The chair of the committee had considerable human resource experience in industry and was well respected for his knowledge and understanding of the issues. The other two members were long-time faculty members who established credibility with the faculty. The committee was made up of faculty at all professorial levels.

Fourth, reference group effects (Fisk and Hartley 1980) can have a strong influence on the acceptance of a communications message. This idea of groupthink as defined by Janus (1982) as "mode of thinking that people engage in when they are deeply involved in a cohesive group, when the members' desire for unanimity overrides their personal motivation to appraise alternative courses of action" could have had significant negative ramifications for the acceptance of the plan had it been presented first at the regular faculty meeting. The one-on-one meetings were designed to maximize feedback and acceptance and to minimize groupthink effects.

Finally, the greater the monopoly of the communication source over the recipient, the greater the effect in favor of the change (Fiske and Hartley 1980). The committee wanted to meet individually with each faculty member to maximize the opportunity for influence. Further, Kotler (2000) suggests that one-on-one personal communications may have the effect of making the buyer (faculty member) feel some obligation for having sat through and listened to the presentation.

Further, a number of characteristics of group behavior (Carnell, Jennings and Hearvrin 1997) would have made this difficult to present to the group at large: desire to be a good group member,

dominance of an individual, and escalation of commitment. In a large group, "the desire to be a good group member and to be accepted can actually reduce creative decisions instead of enhancing them" (Carnell, et al. 1997). This is particularly true in faculty meetings where junior faculty have tenure issues confronting them and may not wish to make waves. The approach presented here allowed these faculty members, and others, to express their concerns and present their ideas relatively anonymously and without fear of recrimination. Second, in large groups, one individual often emerges "who effectively cuts off the debate and channels the rest of the group to his or her point of view" (Carnell, et al. 1997). This again is common in faculty meetings and was effectively mitigated by the one-on-one meetings.

Finally, escalation of commitment can occur in large meetings whereby individuals become "committed to their pet solutions and then the goal becomes winning the argument rather than solving the problem" (Carnell, et al. 1997). This is the classic problem with management-by-committee. It significantly reduces the efficiency of a discussion and reduces the possibility of true understanding and active problem solving. The goal of the committee was to reduce this possibility by allowing issues to be brought up and discussed and addressed initially at the individual meetings. Once consensus had been reached on key points, the remaining points could be discussed effectively by the larger group.

## COMMUNICATION STRATEGY OF THE NEW SYSTEM

The committee decided to use a two-step approach in order to effectively communicate and gain acceptance of the new evaluation system. The communication strategy was based upon the "participative involvement" model which assumes that commitment to the change is gained through participation in the decision making process (Sagen, 1972). The first step of the communication process was with the Head of the School. The second step was individual consultation with faculty members. For each of these parties, the communication strategy focused on the benefits each would realize under the proposed system. In essence, their involvement in the process would allow the School Head and the faculty to "buy in" to the new, and very different, faculty evaluation system.

After the committee had completed a draft of the two documents and a layout of the evaluation system, the committee first met with the School Head. The committee felt it was critical to secure the School Head's support if the proposed system was to be successfully implemented. The role of the chairperson (School Head) in bringing about a desired change is to provide the leadership to implement such a change (Tucker 1984). During the meeting, the committee explained the proposed instruments and also the requirement of a significant amount of time needed from the School Head to conduct faculty evaluation discussions using these instruments. This meeting was successful because the School Head gave his full support of the new evaluation process and agreed to his expanded role. With support secured from the School Head, the committee now focused its attention on gaining acceptance from the faculty.

The second step of the communication strategy was the one-on-one communications with all of the tenure-track and tenured faculty members. The committee divided up the faculty and contacted each individually to present the documents and the system. The goals of this step were to give each faculty member a voice, to give each faculty member time to read the documents

thoroughly and think thorough the implication, to gather feedback that could be to revise the documents, and minimize conflict in the monthly faculty open meeting. The one-on-one meetings were designed to maximize feedback and acceptance and to minimize groupthink effects (Janus 1982) which could have had significant negative ramifications for the acceptance of the plan had it been presented first at the regular faculty meeting.

The goal of the committee was to reduce this possibility by allowing issues to be brought up and discussed and addressed initially at the individual meetings. For example, one important issue that was raised was whether or not minimum percentages of activity with respect to teaching, research, and service ought to be required of individual faculty members or whether those percentages ought to be applied only on a departmental basis. Once consensus had been reached on key points, the remaining points could be discussed effectively by the larger group.

Each meeting took a similar form. After the initial interaction with a faculty member, the committee member explained the committee's charge and responsibilities. The new evaluation plan with the accompanying forms were then presented and explained. The next critical step was to listen to the reaction of each faculty member and to try to decipher his or her reaction to the plan. Inevitably, there were concerns and objections to the plan. Faculty members were most concerned about whether, and how, the plan would impact them personally. They wanted to understand the management-by-objectives approach to allocating points for effort, what was required of them, and any negative impact to their merit increase. They wanted to know about a timeline for implementation. These objections and concerns were expected. Bagozzi, et al (1998) explain that objections seldom indicate a serious mistake by the salesperson (committee member), but rather that objections indicate that the customer (faculty member) is interested enough to respond. Further, objections are to be expected because of the natural imperfections in any communications system.

The last stage of the meetings involved a summary of the new evaluation plan and its merits, a discussion of issues raised by the faculty member, and a promise to investigate the concerns and make changes if possible. The faculty member was urged to carefully read the documents and consider any further questions and was invited to contact the committee member at any time with further questions or issues related to the proposed plan. It was important to provide additional mechanisms for feedback from the faculty. This was a complicated new system which represented a radical change from the current system. It would take time for a faculty member to understand the system and his/her place in the system.

The one-on-one meetings were the preliminary stage in the process of selling the new evaluation plan and set the foundation for the presentation of the plan at the next faculty meeting. As Sun Tzu noted in "The Art of War" (Sonshi 2001) "the general who wins a battle makes many calculations in his temple before the battle is fought." By meeting one-on-one, the committee could learn about any weak points in the plan and prepare for the presentation to the larger group. The actual presentation of the new faculty evaluation system at the open faculty meeting was rather brief, lasting no more than ten minutes. Items and points which were well understood and which had widespread agreement were briefly discussed and used as selling points. Unanswered questions and issues common to many faculty members were then addressed. The outcome was that the School Head announced his support and his intention to implement the new evaluation system.

## CONCLUSION

A new, and very different, faculty evaluation system was developed to objectively evaluate the "value added" by each faculty member in the primary areas of teaching ability and effectiveness, published research and scholarly activities, and service to the university, community, and profession. A participant involvement approach was used to communicate and gain acceptance of the new faculty evaluation system. This approach allowed the School Head and faculty to "buy in" to the evaluation process. Recently, at a Department Heads meeting, the Chancellor announced that departments should have written criteria and standards for conducting evaluations. This is reflective of the fact that the University is becoming more people-driven in relation to its strategic plan. It remains to be seen if this faculty evaluation system becomes the prototype at the University.

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# NONARTICULATION IN CASH FLOW STATEMENTS: THE HONG KONG EXPERIENCE

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## PURPOSE

The purpose of this study is to determine if nonarticulation for individual accounts between the statement of cash flow and balance sheet is occurring for publicly traded companies in Hong Kong. One hundred and ninety annual reports were examined to determine if nonarticulation between the statement of cash flows and balance sheets exist for Hong Kong financial statements. One hundred and fifty-seven annual reports with a year ending in 1996 were selected for the study. Thirty-three annual reports for 1995 were selected for comparison purposes.

## SUMMARY

There is nonarticulation for many individual accounts related to cash flow statements for Hong Kong companies. Approximately eighty-six percent (135/ 157) of the companies had, at least one item (debtor, creditor, stock or interest), that the change in the balance sheet or profit and loss for interest accounts did not agree with the adjustment in the cash flow statement.

Future research is needed to determine the reasons for the Hong Kong nonarticulation. For this study, many of the differences remain unexplained. Practitioners need to be consulted to analyze the methods used by the preparers to help explain the reasons for the lack of articulation. If a different method is used by practitioners, then academic teaching approaches may need to be changed to reflect the actual procedures.

Keywords: cash flow statements, nonarticulation

# CHANGING HEALTH CARE MANAGEMENT CURRICULUM TO MEET HEALTH CARE WORKFORCE NEEDS

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## ABSTRACT

*The Pew Health Professions Commission was created in 1989 to develop recommendations for change in health professions education that respond to the health care workforce needs. Building on their 1998 recommendations and requirements for AACSB Accreditation, the curriculum for the Health Care Management degree at a small public university in South Carolina was reviewed and revised. This article provides an overview of the process that was used to review and revise the curriculum. Faculty, students, administrators, and Health Care Management Advisory Board members were included in identifying strengths and deficiencies in the original curriculum. These same resources were used in generating ideas for modifying existing courses and developing new courses. The program was changed from a Bachelor of Science degree in Health Care Management to a Bachelor of Science degree in Business Administration with an emphasis in Health Care Management. Evaluation of the new curriculum will be based on standardized tests scores, information received from alumni and employers, student feedback, and faculty assessments.*

## INTRODUCTION

Traditionally, hospitals have been the primary employers of health care managers and administrators (U.S. Department of Labor, 2000) and entry into field of health care administration has required graduate level education (ACEHSA, 2001). With the expansion of non-hospital based health care organizations, it is predicted that the fastest growth in health services management positions will be in home health agencies, residential care facilities, and practitioners' offices and clinics (U.S. Labor Department, 2000). These agencies are typically smaller and less complex than current hospitals and health care systems and a bachelor's degree can provide adequate preparation for health care managers for many entry level positions in smaller organizations and entry-level departmental level positions in larger health care organizations (U.S. Department of Labor, 2000). Therefore, there is an increased need for well-prepared graduates from baccalaureate level health care management programs.

## CHANGE IN THE HEALTH CARE INDUSTRY

As a result of changes in the health care industry, roles and responsibilities of health care providers are in a constant state of flux. New health care specialties are developing as technology evolves. This evolution in the health care industry has resulted in changes in the education of health

care professionals. In 1989, the Pew Health Professions Commission was created by The Pew Charitable Trusts to develop recommendations for change in health professions education and to advocate the development of policies that respond to the nation's health care workforce needs (Pew Health Professions Commission, 1998). The final report of the Pew Commission, set forth challenges related to the changing health care system and included recommendations that affect the scope and training of health professional groups. The Pew Report specifically challenged professional schools to realign training and education programs so they can more effectively meet the changing needs of the health care delivery system (Pew Health Professions Commission, 1998). The commission urged health profession faculty to review current curriculum to include "a broader set of system, organizational and population skills."

## APPLICATION TO EDUCATIONAL PROGRAMS IN HEALTH CARE MANAGEMENT

With the anticipated growth and diversification in the healthcare industry, employment opportunities for health services managers are expected to increase from 21% to 35% through 2008 (U.S. Department of Labor, 2000). Little is written, however, about the need for quality education programs for the people who will serve in the leadership and administrative positions within expanding health care organizations.

## REVIEW PROCESS

Indepth review of the program began in the fall of 1999. The Health Care Management Program was initiated in 1995 and was originally designed to award a Bachelor of Science degree in Health Care Management. All other students in the School of Business Administration received a Bachelor of Science degree in Business Administration with an emphasis in accounting, finance/economics, or management/marketing. The two programs required the same general education core but the rest of the curriculum was independent. HCMT students were required to take some courses taken by students in the business administration curriculum, such as accounting, introduction to management information systems, business statistics, and business communications. However, the HCMT curriculum did not meet the rigor of the Business Administration degree in areas of economics, statistical analysis, advanced management information systems, business law, and business policy. In addition, HCMT students were required to take three courses from a pre-determined list of electives that were offered by departments outside than the School of Business. The School of Business Administration had no control over course content and the schedule of when classes were offered. There had been relatively few curriculum changes since the inception of the program in 1995 and no new HCMT courses had been added to the required curriculum.

The HCMT curriculum consisted of five courses and an internship. After careful review it was determined that the material covered in each course was relevant and the overall curriculum provided students with knowledge of health care delivery systems. It was determined that sequencing of courses and realigning the placement of material within courses would enhance the

curriculum. In addition, the focus of many of the courses was on health care delivery rather than the management of health care systems. Deficits were also noted in the areas of terminology and communication strategies, health care finance, ethics, health information systems, and health law. Additionally, textbooks that emphasized application as well as theory were needed.

The internship program provided the link between the educational setting and healthcare agencies. The internship was to provide students with the opportunity to apply what had been learned in the classroom and demonstrate problem solving and decision-making skills. Since the HCMT program is non-clinical in nature, the internship was the only course in the curriculum to include application strategies that are an integral part of the curriculum for other health professions. Although the goals of the internship experience and the process for selecting clinical sites and appropriate preceptors needed to be strengthened, it was determined that the internship experience would be maintained but modified to ensure the direct application of learning.

## IMPACT OF AACSB ACCREDITATION

Since the School of Business Administration was in the candidacy process for accreditation, it was necessary to review the program in light of AACSB requirements. Although the lower and upper level course requirements were not the same, it was determined that Health Care Management program would be held to the same AACSB standards of review as the Business Administration program. It was recommended by AACSB consultants that the HCMT program be changed from a freestanding degree program to an emphasis offered within the business administration degree. After careful consideration by faculty and administration, it was decided that the recommendations would be followed and that the transition would be made with the 2000-01 curriculum.

The new curriculum for HCMT requires all HCMT students to take the same general education core and same lower business core (required courses taken prior to admission to the School of Business) taken by other students in the School of Business. Building on a stronger business base, the courses within the HCMT emphasis were modified and new courses planned and developed. The process for implementing the plan has taken place over a two year period and included the addition of a second HCMT faculty member.

## THE TRANSITION PROCESS

The first step was to identify content that should to be retained and/or modified in each HCMT course. The content in all courses except the senior capstone course was retained. It was decided that the students would benefit more by coming together with the other students in the School of Business Administration for the senior level capstone course rather than having a separate course that included only health care management students.

The second step was to identify areas that needed to be strengthened so students would gain the knowledge and skills necessary to assume entry-level management positions in the health care industry. Health care terminology and communication strategies, health care finance, health care law and ethics, and information systems specific to health care were identified as the areas that needed to be developed or expanded.

It was decided that healthcare terminology and communication strategies would be incorporated throughout the curriculum. In addition, a one-credit course on medical terminology was added to the required curriculum

The course on managed care was modified to include reimbursement issues and financial strategies for inpatient, outpatient, ambulatory, and non-hospital bases settings. New courses were developed to ensure students would have the proper exposure to health care law and ethics and to health information systems. The following courses were added to the curriculum over a two year period.

1. HCMT 302: Legal and Ethical Aspects of Health Care Administration.
2. HCMT 111: Medical Terminology.
3. HCMT 304: Health Information Systems.
4. HCMT 290: Special Topics on Health Care.

## FINAL ADJUSTMENTS TO THE PROGRAM

With the addition of lower and upper business courses and new courses required as part of the health care emphasis, the students were very limited in the number of elective courses that they were able to take over the four year curriculum. To provide students with greater flexibility in selecting courses in their area of interest, the pre-determined list of elective courses was eliminated in the 2001-2002 catalog.

## HCMT ADVISORY BOARD

To increase awareness of the program among health care administrators and to establish a formal mechanism to seek input and receive evaluation, it was decided that a Health Care Management Advisory Board should be established. The HCMT Advisory Broad held its first meeting in May 2000 and continues to meet three times per year. The Board serves in an advisory capacity, providing input on new ideas, feedback on current practice, and recommendations on curriculum changes based on industry trends.

## STUDENT INPUT

Input was solicited from students from the inception of the plan for curriculum change. The initial response to the concept of eliminating the free standing health care management degree was negative, however, as meetings and discussions with students continued during fall semester 1999, students began to accept the changes and provide valuable input to the planning process. The resistance to change gradually diminished and by the end of spring semester 2000, negative feelings about the upcoming changes seemed to have been resolved.

## ENSURING CONSISTENCY THROUGH CURRICULUM MAPPING

As part of the curriculum development and review process, five threads were identified as essential components of the health care management program: (a) communication strategies, (b) professional and ethical behavior, (c) technology skills, (d) leadership, and (e) creative and critical thinking skills. Curriculum maps were developed to demonstrate how each of the threads would be incorporated in courses throughout the curriculum. Reflective thinking and cultural understanding and flexibility have also been identified as additional desired outcomes of all students graduating from an AASCB accredited school (AACSB, 2001).

## EVALUATION STRATEGIES

Developing effective evaluation strategies for the new curriculum continues to challenge the faculty. Specific outcome measures for the old curriculum were not available making it difficult to compare student learning in each curriculum plan. Several mechanisms are being implemented, however, to evaluate the new curriculum.

Feedback from students, community partners, and alumni is solicited. As part of the internship experience, preceptors evaluate student performance at mid-term and at the end of the semester using a performance evaluation tool that focuses on professional behavior and leadership. The performance evaluations are used to help faculty evaluate overall student performance and determine areas that may need increased emphasis in the curriculum.

As part of the assessment and evaluation process for the School of Business, all senior students take the Major Field Achievement Test (MFAT) for business. The MFAT is an objective external evaluation tool that measures individual and group success in specific areas of undergraduate study. Most HCMT students graduating in 2000 and 2001 finished their degrees in the free standing HCMT major and were not required to take the same lower and upper core requirements as the other students in the School of Business. Beginning in spring 2002, most students will be receiving degrees in Business Administration with the emphasis in HCMT. Comparisons will be made between the MFAT scores of students who graduated with a degree in HCMT and those who will be graduating with a degree in Business Administration with an emphasis in HCMT.

## CONCLUSION

As the health care delivery system continues to change, colleges and universities are faced with new opportunities and challenges to provide students with an education that is relevant and marketable. The health care marketplace requires managers and administrators to have knowledge, skills, and competencies in the area of business administration well as health care delivery systems. With the expansion of outpatient services, development of health services in non-acute settings, and increased demand for well-prepared managers all health-related enterprises, the need for sound baccalaureate educational programs in health care management has increased. Continual assessment, evaluation, and revision of educational programs is necessary to ensure that graduates attain the

learning outcomes necessary to successful embrace the challenges they will encounter as they enter the health care workforce.

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# HELPING BUSINESS STUDENTS BRIDGE THE GAP WITH THE REAL WORLD

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## ABSTRACT

*Today, more than ever before, it is imperative that college students perceive that a good portion of material learned in classes is of practical benefit to them. For business majors in particular, there is no doubt as to the importance of relating the real work world to theoretical material learned in class. Additionally, students want other college- and department-provided experiences that will help prepare them for their careers after college. This manuscript focuses specifically on enhancing business students' educational experience by bringing the "real world" into this experience. The manuscript offers suggestions for specific ways professors, departments, and colleges can do this. These include the use of practical examples, guest speakers, classroom assignments, technology, student organizations, internships, and college-wide programs.*

## INTRODUCTION

A substantial amount of research has been conducted on general qualities associated with teaching effectiveness. These qualities include being well-prepared (e.g., Salzberg & Schiller, 1982), enthusiastic, knowledgeable, well-organized, accepting (e.g., Cruickshank, 1986), expressive (Abrami, Leventhal, & Perry, 1982; Basow & Distenfeld, 1985), and clearly explaining subject matter (e.g., Salzberg & Schiller, 1982; Strickland, Page, & Hawk, 1990). Relatively few studies (e.g., Phillips, Phillips, & Cappel, 1996) have specifically examined the teaching effectiveness attributes of business professors.

Jennings and Bartling (1991) suggest that a professor's ability to relate course material to professional experiences is an important criterion of effectiveness of business professors. For business majors in particular, there is little doubt as to the importance of relating the "real world" to theoretical material learned in class. Students especially desire courses that offer practical benefit to them (Phillips, Phillips, & Cappel, 1996) and help prepare them for careers after college. This manuscript focuses on enhancing business students' educational experience by bringing the "real world" into this experience. Suggestions are offered regarding specific ways professors, departments, and colleges can aid in this regard. These will include the use of practical examples, guest speakers, classroom assignments, technology, student organizations, internships, and college-wide programs.

## PRACTICAL EXAMPLES

The use of practical examples provides an excellent way for professors to integrate the "real world" into lecture material. Examples may be gleaned from personal work experience or from current business events. In any regard, examples should always be directly relevant. Professors should be careful to keep the explanation of examples concise, being careful not to stray from the topic at hand.

## GUEST SPEAKERS

Guest speakers also aid in making business courses more practically relevant for students. Selecting speakers who provide examples of in-class lecture material can be a very enriching experience for students. These speakers can help students gain a deeper understanding of class material. Guest speakers also may act as role models for students, with students seeking to emulate them. Further, the use of guest speakers provides an excellent networking opportunity for students.

Professors should be careful when scheduling guest speakers to ascertain that their talk is directly relevant to topics being covered in class. They may want to provide topic suggestions as well as ask speakers to provide an outline of the scheduled talk.

## CLASSROOM ASSIGNMENTS

Additionally, classroom assignments can be structured so that teaching effectiveness is enhanced in this regard. For example, students may be asked, in a written assignment, to provide an example from personal work experience or current events that illustrates a theoretical concept covered in class. This type assignment helps ascertain that students have a good grasp of material being covered in class. It shows that a deeper form of learning has taken place.

## TECHNOLOGY

Technology can help students bridge the gap with the real world. It is imperative that business men and women be up to date with the latest technology; to some extent, their effectiveness is gauged by this. Professors can play a very important role in this regard. Students can be informed of new technologies and, where practical, required to demonstrate technological competencies in class, including presentation technologies.

## STUDENT ORGANIZATIONS

Student organizations can be beneficial o students in many ways, including helping them have a better grasp of course material. Many student organizations in business are connected with professional organizations (e.g., The Society for Human Resource Management). As such, professionals from these organizations may speak to student organizations and/or students may be

invited to attend professional meetings. Students stand to gain much practical knowledge from these presentations and interactions.

## INTERNSHIPS

Without a doubt, internships are of great practical benefit to students. Students may not fully grasp theoretical material until they have opportunities to implement it in the workplace; internships are ideal for doing this. Internship coordinators should be careful to assign students to positions which will provide relevant work experience. These positions provide students the opportunity to learn and make mistakes in a safe environment before graduation and their first post-graduate employment. They also provide an excellent networking opportunity.

## COLLEGE-WIDE PROGRAMS

Also, college-wide programs can be instituted which aid in the practicality of the curriculum. For example, some colleges of business hold annual week-long events during which professors are encouraged to invite community business leaders to speak to their classes on relevant topics. For reasons previously discussed (see the Guest Speakers section), this can be a tremendously enriching experience for students.

## CONCLUSION

In conclusion, business professors, as educators, should ascertain that students adequately understand material and are well-prepared for professional positions in business and industry. A significant was to help do this is to uncover ways to relate the real world to theoretical material learned in class. This manuscript has discussed seven ways to help in this regard: practical examples, guest speakers, classroom assignments, technology, student organizations, internships, and college-wide programs. Future research should explore other ways to help students bridge the gap with the real world.

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# AN IN-CLASS EXERCISE FOR WORKFLOW INTERDEPENDENCE

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## ABSTRACT

*Having a tangible way to illustrate a concept is one way to facilitate learning. This is particularly true for concepts with which students have limited familiarity. Workflow interdependence - and particularly managing the interpersonal dynamics that result from different types of interdependence - is included in many Organizational Behavior classes. This paper presents an in-class exercise designed to provide an example of different types of workflow interdependence (pooled, sequential, reciprocal). The exercise is straightforward, uses readily-available materials, works for varying class sizes, requires no advance preparation for students, and can be completed within a single class period. Once students complete this exercise, understanding both the definitions and managerial implications of differing types of workflow interdependence is much easier.*

## INTRODUCTION

Many business classes - Organizational Behavior among them - use experiential exercises to demonstrate abstract ideas. Having a tangible way to illustrate a concept is one way to facilitate learning. This is particularly true for concepts with which students have limited familiarity. Workflow interdependence is a topic included in many Organizational Behavior classes. Primary emphasis is generally placed on managing the interpersonal dynamics that result from different types of interdependence (i.e., pooled, sequential, reciprocal). Of the three types, pooled interdependence requires the least interpersonal interaction among groups, and is therefore relatively less demanding in terms of a manager's ability to coordinate intergroup activities and resolve conflicts. At the opposite extreme, situations having reciprocal interdependence call for managers who are highly skilled in these areas. Groups whose workflow is sequentially ordered present demands somewhere between these two. Most students are unlikely to have experienced enough situations to understand the differences among the three types in terms of effects on needed managerial skills. This paper presents an in-class exercise designed to provide an example of different types of workflow interdependence.

## PROCEDURE

This exercise should be done before presenting any lecture-type instruction on workflow interdependence. Divide the class (or have them divide themselves) into any number of four- to six-person groups. Give each group three index cards per person, plus a few extra for mistakes.

Each person needs a pen or pencil. Announce that the groups comprise the Alphabet Card Production Company, and that their task is to produce alphabet cards - index cards that have the whole alphabet written, in upper-case letters, on them. Explain that there will be three production runs, each of which will utilize a different production method. In each round, each group must complete one alphabet card for each member of the group (such that a four-person group will produce four cards per production run, for example). The production runs are not timed; rather, they begin when you say "start," and end when all groups have completed their production task. All alphabet cards produced, regardless of production run, must have the letters applied one at a time, in order. That is, the letter "A" must be written first, "B" second, and so forth.

For the first round, instruct the groups that each person in the group is to produce one complete alphabet card. That is, each person will write the entire alphabet on one card. When a group has completed its quota, one person in the group should stand, or hold up the cards, or signal in some other way that everyone agrees on, and remain in this position until all groups are finished. Answer any questions, then say "Start." Note how long this production run takes.

Production for the second round involves a degree of job specialization. Each group member will write a certain group of letters on each card produced by the group. In a four-person group, for example, one person specializes in (writes on each card) the letters A - F, another G - M, another N - S, and another T - Z. (Use a similar scheme to divide the alphabet for five- or six-person groups.) Remind them that the letters must be written on (applied to) the cards in order (e.g., "A" must be written first, not just appear first). Answer any questions, then begin, again timing the length of the production run.

In the third round, there is again specialization, but the letters of specialization for each person are not in order. For a four-person group, one person writes the letters A, F, H, Q, T, and X; another C, E, K, N, S, V, and Y, another B, G, M, P, W, and Z, and another D, I, J, L, O, R, and U. (Do a similar random-type assignment of letters for five- or six-person groups.) Again remind them that the letters must be written on (applied to) the cards in order. Answer any questions, then begin, again timing the length of the production run.

Once the exercise is completed, you can move easily to a discussion of workflow interdependence, noting and explaining that the first round demonstrates pooled interdependence, the second, sequential interdependence, and the third, reciprocal interdependence. The set-up for the exercise makes it possible to view each person as a "department," thereby looking at interdepartmental workflow dynamics, or to apply the same basic concepts to intradepartmental interactions. In the debriefing discussion, students tend to become engaged in the differences in time requirements and confusion that generally mark each round. It is an easy step to then move to a discussion of the increasing demands on interpersonal skills - for managers and for individual employees - that accompany reciprocal vs. sequential vs. pooled interdependence.

## CONCLUSION

The exercise reported in this manuscript is a straightforward, engaging in-class activity designed to illustrate an abstract concept, workflow interdependence. It uses readily-available materials, works for varying class sizes, requires no advance preparation for students, and can be

completed within a single class period. Once students complete this exercise, understanding both the definitions and managerial implications of differing types of workflow interdependence is much easier.

# AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS INTERNATIONAL LEARNING ASSESSMENT: AN INTEGRATED APPROACH

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## ABSTRACT

*As colleges of business strive for improvement and AACSB accreditation, faculty committees can find it difficult to identify areas for measurement and improvement. The purpose of this paper is to provide a proposed model that encompasses many areas of concern to those committees. Knowledge transfer is critical as is the development of critical thinking skills. An overview of the challenges of increasing learning transfer are offered in this paper as well as identifying a larger framework of teacher responsibility. The literature suggests there are three factors that influence learning transfer: learner-related, instructor-related and environment-related variables. From these three factors, strategies to improve transfer are broken into three categories: pre-instruction activities, during- instruction activities, and post-instruction activities. A third dimension adds relevance to the model through the introduction of three factors that influence learning: cultural, business, and faith factors. From these nine variables, a three by three by three matrix is presented for consideration to extend our understanding of variables that educators might control, influence, and measure to not only enhance the learning process but to also identify where improvements might be made.*

## INTRODUCTION

Most Americans spend a minimum of 12 years in school and numerous hours with on-the-job training and management development classes, supposedly enhancing their knowledge, skills, or abilities. Yet little research exists on exactly how people use what they learn in helping them increase productivity, improve working relationships, or in climbing the corporate ladder. The "take-away" factor challenges even the best of educators when trying to identify exactly what students remember. When Americans leave school and begin working, employers spend an estimated additional 30 billion dollars training them to become better, more productive workers (Ross, 1988). This number is expected to grow by five percent per year. Research shows that much of this money is spent in vain since it is estimated that only ten to twenty percent of what is taught in corporate classrooms, transfers to the job (Baldwin, 1988; Fitzgerald, 1993). Furthermore, it is widely agreed that teaching is most difficult to measure (Yunker, 2000).

Transfer of learning is a phenomenon that is not well-understood. Our poor understanding of learning transfer is amazing since both our educational and training systems are based on fundamental assumptions of learning transfer (Danserau 1984). Managers, trainers, and educators

tend to assume that what they teach is taken away from the classroom and usable or used appropriately from then on. Apparently, this is not the case since the lack of improved employee performance, after many classrooms sessions, would not be so in evidence (Rossett, 1997). Why is learning transfer so elusive? Why aren't more students transferring what they learn to the world outside of the classroom?, should be questions of concern to teachers and administrators alike.

## EXPANSION TO A LARGER BUSINESS EDUCATION MODEL

There are a great number of theories that propose to define the factors that influence transfer. This fact makes facilitating learning transfer a difficult task, rather like facilitating psychological change. Which theory is best? Analysis of the literature revealed that learning transfer theories can be subdivided into three distinct categories. These sub-divisions allow for a closer examination of each transfer theory while at the same time maintaining an gestalt perspective. The three categories are: learner-related, instructor-related and environment-related activities or states. Learner-related activities are typically associated with what the student does to assimilate the material. The instructor-related activities are associated with what the instructor does and what methods are used to teach the course material. The environment-related activities are those things in the environment that encourage or inhibit the transfer of knowledge.

Complexity is added to the previous factors when time is added as a confounding variable. All three of these activities (instructor/learner/environment activities) can and do occur simultaneously across a continuum whereby the transfer of knowledge is affected by pre-instruction activities, concurrent-instruction activities, and post-instruction activities. These additional three factors challenge educators to expand their range of influence to include areas that may not have been considered before. An example of a pre-instruction activity is the use of E-mail, Web-CT, or Blackboard to communicate with students prior to class to motivate them to be better prepared for learning when they come to class. Of course the same technology can also be used a post-instructional activity to provide students with a concise review of the material covered previously in class.

Complexity is further increased when Colleges of Business seek AACSB accreditation. One of the mission driven goals desired by the AACSB accrediting body is that they want schools of business to become better connected with the business world. Nevertheless this always happens in context of both the culture of the school, the nature of the surrounding businesses and by factors such as whether the school is public or private such as a Christian school (Benton,2002; Srinivasan, Kemelgor and Johnson, 2000). When looking towards accreditation committees need to account for three unique factors; business, culture, and faith, and consider their impact on learning.

When all nine variable are included in a learning model, it allows for a creation of a three-by-three-by-three matrix as illustrated in Model 1. This twenty-seven cell matrix can simplify and identify those areas where the current College of Business educational model may be strong and/or where it may be found lacking. Model 1, provides an overview of the twenty-seven possible areas that may either contribute to or minimize the transfer of learning. Included in this paper is a sample of questions that address each of the primary cells and how they are influenced by business, faith, and culture activities within the learning environment. Faculty members, department heads, or

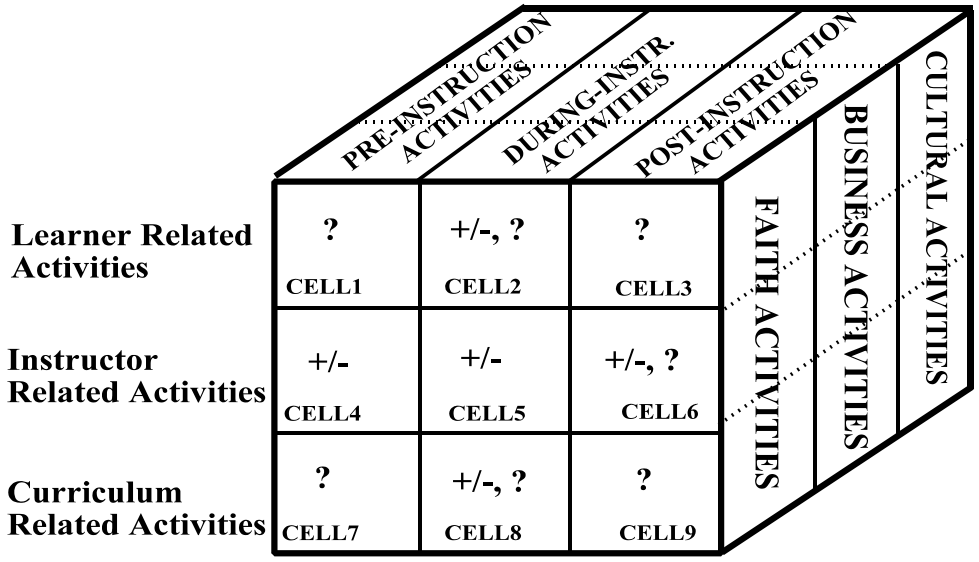
accreditation teams may want to consider these question in a quest to improve or increase the level of transfer with in the college of business. Most cells of the model can easily be measured and tracked for effectiveness. However, some of the cells have confounding attributes that are intangible in nature and may require the development of surrogate measures.

This model encourages reflective thought by proposing simple questions correlating specifically with each of the cells. Intuitively, it appears that to effectively increase transfer, a greater burden is placed on the instructor since she or he is typically the only one cognizant that all cells need to be addressed. Conversations with peers in the education profession would lead one to believe that most instructors do at minimum an adequate job in cells four and five in the model. Pre-instruction and during-instruction activities are typically well prepared for, although as mentioned earlier, teaching style may vary significantly depending on the subject matter and in context of the institution. Currently, anecdotal research suggests that most post-instruction activities are limited to reviewing test performance at best and no post-instruction activities at worst.

## ENVIRONMENT RELATED FACTORS

Environment related factors from Model 1 are probably the most complex since it includes factors both within and without most instructors control. There are two types of environment:

## MODEL 1: AACSB LEARNING ASSESSMENT



physical and psychological. The physical environment typically is the slowest to change for most colleges of business. Once assets are spent on building, lighting, and infrastructure, often there is little that can be done to change or enhance this factor. However, business schools across the country are making significant technology investments by adding "smart classrooms." This technology has long reaching effects for both students and professors. Students also benefit from new labs and the associated skills that come with changes in class demands. Professors benefit from the resources and flexibility in delivery options of lesson material. Of greater importance is the curriculum of the college of business. Pedagogical freedom is very important since the human factor is still the variable accounting for most of the variance between instructors. Nevertheless, curricula is the foundation that has the greatest impact as an environmental variable.

Environment-related factors may be significant in learning transfer and many would have everyone believe that environment is all important in learning (Hawkins, 1999). This paper suggests that few faculty members consider their control of the pre-during-post environment as being a component of their effectiveness in increasing learning transfer. Some professional trainers have discovered that something as simple as playing background music can influence the learners perception that more learning is occurring. However, noise, and associative learning stimuli (olfactory) can have dramatic positive and negative impacts on a students ability to recall presented material (Tremblay, Macken, and Jones, 2001; Miles and Jenkins, 2000; Doane and Alberton, 1996).

A larger view of the learning environment suggested by some is to de-compartmentalize the college (Rea, Hoher, and Rooney, 1999). Many see universities as composed of colleges, each of which is made up a of a group of silos insulated from each other. Separating the functional (mktg, fin, acct, mgmt, etc.) distinctions and other changes such as this require dramatic changes in the curriculum so that students not only see the linkages between their classes, but see continuity in their education and more importantly, the connection to the business world (Patterson and Bell, 2001; Stover, Morris, Pharr, Reyes, and Byers 1997). Continuity of the subject potentially brings a greater sense of realism to the learning experience when students can see the interactions of function within decision making. Using active learning, varying teaching methods, and utilizing both theoretical constructs and applied work problems, business educators can enhance the learning process(Aspen and Hawkins, 2000; Cordeiro 1998).

## CONTEXTUAL INFLUENCES ON CURRICULUM AND TEACHING

There are three readily observable variables that influence the previous six variables identified earlier in this paper. These three variables are: faith activities, cultural activities, and business activities. Faith activities or factors specifically address where the institution is public or private, whether it maintains it religious heritage, and at what level it is included in each of the other activities by the partners in the learning process (instructor, learner, and curricula). Little investigation is needed to identify that most universities today began as faith based institutions of higher learning. The level of faith based influences can be placed along a continuum where some have kept their religious orientation while others have completely distanced themselves from any form of religion. More often than not, faith based institutions have remained private while their public counterparts retain little of their religious vestiges. Since 1991, the AACSB has required

prospective members meet self-imposed mission based requirements based on a strategic model of continuous improvement (Mottilla, Hatfield, and Taylor, 1997). For many private institutions, faith based is "the" defining criteria of the university and the faith factor weighs heavily on a college of business's curriculum. As Christian colleges continue to boom and seek AACSB accreditation while integrating faith and learning, their curriculum will need to be re-evaluated (Giberson and Yerrxa, 1999). Culture and faith influences curriculum as evidenced that some schools do not require an ethics course. By contrast, many public schools require and ethics course that has been shown to influence students attitudes about ethical business practices (Duizend and McCann, 1998).

The second factor influencing moderating each variable is culture. Culture has a stong impact on what teaching style may be effective (Kennedy, 2000). Each university and college has a unique culture. This unique culture may mean the difference of including an ethic class as core course or incorporating into the common body of knowledge (Silver and Valentine 2000). Some authors have identified that culture can be evaluated through surrogate measures such as whether the institution takes a customer focus or a market based focus (Bailey and Dangerfield, 2000). Although either focus may be adequate, problems do exist for candidate institutions. A simple example of a conflicting goal is raising grading standards to combat grade inflation while at the same time trying to increase recruitment and retention rates (Hook, 2001). Often faculty are left bewildered about how to resolve what administration wants and how they are evaluated.

## CONCLUSION

Faculty members on AACSB accreditation teams needing to quantify student outcome assessment may find Model 1 a useful tool to use when trying to identify areas in need of improvement. Teachers may find Model 1 useful in the development and determination of which strategies facilitate long-term learning transfer. Maximizing useful skill and knowledge transfer strategies should be at the heart of every effective college of business. Business professors should investigate which learning strategies work best under various conditions, and the degree of influence each of the factors has influencing the learning process. We should incorporate transfer strategies into our efforts not only before and during our educational activities but also post-activity should be planned. The learning transfer matrix warrants further quantitative investigation to first determine what cells teachers specifically feel that they currently use and have the greatest influence over. The learning matrix provides a guide to help illuminate what might be possible.

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# AN ANATOMY OF A PROFESSIORAL CAREER: TRENDS, CHALLENGES, AND OPPORTUNITIES

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## ABSTRACT

*Higher education is going through some tumultuous changes. These changes are culminating in both challenges and opportunities for business professors. Educators are experiencing increasing professional demands and higher expectations by different stakeholders in higher education. These enormous pressures run parallel with diminishing resources. Furthermore, with the recession, state revenues, foundation support, and private endowments are decreasing. With a turbulent environment, it behooves business academicians to recognize the administrative (Business Deans) perceptions of faculty weaknesses, level of career satisfaction of faculty, research burnout, and future predictions of business education. This knowledge should provide input in carefully planning and orchestrating a strategic teaching career that is both rewarding and enjoyable. Presently, business professors are attempting to maximize their professional career opportunities in this volatile environment. This paper identifies the many changes and administrative concerns in regard to faculty productivity. Based on thirty years of teaching, researching, and public service, the author provides a tapestry of mistakes, concerns, and experiences in academy. Although this is anecdotal in nature, it provides an impetus for creating effective strategies for professional development. The presentation will also include an e-survey instrument that should be of interest to the participations of the academy.*


## THE ONLY CONSTANT IS CHANGE

Kelly, Conant and Smart (1999) outline a number of challenges for marketing educators. Although the article was published in a marketing journal, it applies to professors in business education. They note that student quality, commitment, and remedial education demands are becoming increasingly of concern. Also, the increases of nontraditional and part time students are requiring additional considerations and concerns. The transformation of the infrastructure has frequently resulted in larger classes, inadequate facilities, less personal environment, and declining funds for capital projects. There are also demands on faculty to learn and adopt more technology, stretch resources and objectives, proactively reinvent themselves, meet higher administrative demands. In addition, professors are being asked to increase the value and relevancy of business courses as well as meet the diverse and wide sweeping wishes of industry, public officials, interdepartmental academic units in other colleges. In fact, administrators continually expect the business school to be the "cash cow" of the university.

The growth of corporate universities, e-learning, global expansion, executive MBA programs, and corporate training is bringing additional challenges as well as opportunities for faculty. It is, however, becoming a tedious process to separate the wheat from the chaff. Naturally,

the longstanding task of balancing teaching and research demands is still a prevalent anxiety in today's dynamic environment. If an academician is careless, a misguided strategic decision, time consuming assignment, or unwise research agenda may prove fatal in achieving a satisfactory and rewarding career.

Research burnout -a severe reduction in research efforts-may be a concern or a reality for some professors. Interestingly, in one study of marketing professors it was noted that associate professors had experienced a higher proportion of research burnout than full professors. Although it was difficult to ascertain the reasons behind this conclusion, the writers did identify some variables that can correlate with research burnout. These five correlates are: poor intrinsic motivation, collaborative research efforts lacking, getting behind with knowledge development, weak doctoral training, and a lack of performance contingent rewards (Singh and Bush, 1998).

In a report by the AACSB Faculty Leadership task force (1996), the authors identify issues and problems affecting faculty. They recognize four major symptoms and problem areas of faculty. They are:

| |
|---|
| Lack of real-world training |
| Unfamiliar with teaching and learning theory |
| Changing faculty demographics resulting with little cutting-edge research and interdisciplinary research, which is compounded with confusing messages about the future role and expectations of faculty |
| Reluctance to change. |

In essence, the task force believed that faculty skills are not aligned with the changing needs of business. Hence, the accreditation group recommended that business faculty develop closer links to business and technology, improve Ph.D. training, form partnership with disciplinary organizations, and enhance the skill levels of faculty. This last one may include development seminars, post tenure reviews, and sabbaticals in industry. This powerful organization, consisting of business Deans and other administrators, places additional burdens on business faculty.

In a far-reaching study that surveyed 33,785 faculty members at 378 colleges and universities, the authors identified some key aspects of job satisfaction. The top thirteen characteristics were:

| |
|---|
| Autonomy and independence |
| Opportunity to develop new ideas |
| Overall job satisfaction |
| Job security |
| Competency of colleagues |
| Professional relationships with other faculty |
| Social relationships with other faculty |
| Opportunity for scholarly pursuits |
| Relationship with administration |
| Teaching load |
| Salary and fringe benefits |
| Visibility for jobs at other institutions and organizations |
| Quality of students |

This above survey certainly has input for mapping a satisfactory business career. One writer (Ferrell, 2001) highlights some future predictions impacting marketing professors. Although written for marketing professors, it applies to other business disciplines. These predictions are:

| |
|---|
| Constant change |
| Shortage of new PhDs |
| Salary compression for senior professors |
| Junior and new professors given lighter responsibilities |
| More adjunct professors |
| Managing the instruction process |
| Traditional business courses becoming obsolete |
| Encroachment of other departments and colleges, such as consumer science, e-commerce |
| Consolidation of business departments |

The question deals with the willingness of faculty to change and adapt to the fluid needs of the educational marketplace.

## ONE FACULTY CASE STUDY

Over a thirty-five year span, the author has seen dramatic changes as well as some core values remain the same in higher education. They have influenced his career as well as other business faculty. This journey has resulted in both successes and failures. The college of "hard knocks" enables the author to provide some insight and words of encouragement for those who may be embarking on a similar academic career for the next twenty to some thirty odd years. Due to space constraints, it is not feasible to discuss the following list. But, a more detailed explanation of them is given at the allied conference. These mistakes discussed were:

| |
|---|
| Lacked a vision and a mission |
| Ignored discipline |
| Poor focus |
| Disregarded core competencies |
| Failed to brand myself |
| Did not leverage my prior research efforts |
| Overlooked positioning strategies |
| Overlooked associations and industry buzz |
| Stayed too long in a position |
| Disregarded controllable and uncontrollable variables |
| Failed to take an entrepreneurial risk |
| Did not take the road less traveled |
| Failed to balance commitments with family growth |
| Overemphasized monetary concerns |

## CONCLUSIONS

I really do enjoy my own academic career despite some of my previous mistakes and comments herein. Instead, for once I am not writing just to get published or have another line item on a resume. Instead, I am hoping that my comments will serve the readers and I am making a

contribution to business educators. In my own case, I wish someone would have recorded their successes and mistakes in an academic career and I then would have been more cognizant of the potential pitfalls and opportunities. For example, I was even naïve enough to ignore the realities of the impact of a State's revenue funding source for salary increases in public higher education.

Most important of all is what Shakespeare once wrote, "Above all, be true to thy Self". When planning your own career, know yourself first and find out what you know and don't know. Make sure you understand what you truly enjoy and seek in a career. An introspective analysis is clearly necessary which should be followed with an outside-inside process. Appreciating the realities of the career marketplace will enable you to make a realistic assessment of where you fit in the scheme of things. And, a good match will help to provide purposeful living. More importantly, you should enjoy this journey. This enjoyment will cultivate a passion that is so necessary to succeed. In my own case, the older I become, the harder it is to overcome this lack of focus. In the twilight of my career, I have a bad habit of wanting to read and write in so many areas. This is compounded by the fact that I have less energy and can no longer sit and write from eight in the morning to late at night. Also, it is easier to ask "What's it all about Alfie".

## REENERGIZING AND REINVENTING

Although it is harder physically, I have enjoyed the freedom of doing more creative things. Change is welcome among employers and new opportunities are being offered for all of us. With rapid changes and new demands in higher education, innovation and a new paradigm is encouraged. For instance, e-learning, greater opportunities to teach abroad, corporate internships, volunteerism, executive MBA programs, visiting professorships, early retirement with new careers, more outlets for business writing opportunities, free agent approaches, nontraditional students, team teaching, interdisciplinary research outside of business, fund raising requests and grant writing are offering opportunistic choices. These rapid changes and needs are enabling all of us to reenergize ourselves and embrace change. Even higher education seems to be adjusting and encouraging faculty to take more risks and be innovative in the teaching profession. These trends are allowing some creativity and an opportunity to experiment. While resources are finite, an entrepreneurial lifestyle is encouraged and sometimes rewarded.

There is one concern in the profession: salary compression and the wide spread interest in hiring assistant professors over senior level academicians. Unfortunately, at some schools assistant level salaries for new professors approximate the salaries of senior professors. Administrators are ignoring a vital resource and opportunity to reward existing senior professors or hire senior professors. These educators often have great academic credentials and some worthwhile experiences from the college of hard knocks. Despite this one apprehension on the bias towards junior faculty, we should embrace change and seek ways to improve the status quo. In my own case --despite my previous mistakes and naivety-- I really look forward to the next decade of enhancing my own career and strengthening an organization.

May you also enjoy the fruits of your own labor and grow in so many professional and personal ways. Hopefully, this paper gave you some food-for-thought and allowed you to avoid some future land mines in your own career. Best wishes.

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# INTERNATIONALIZING THE TAX RESEARCH COURSE

**Dennis R. Schmidt, University of Northern Iowa**
**Thomas C. Pearson, University of Hawaii at Manoa**

**ABSTRACT**

*Accountants in both practice and academia are pushing for a major restructuring of accounting education, away from a content-driven focus and towards a skills-based curriculum. This paper presents a tax research course framework that is consistent with the calls for accounting curriculum reform. The tax research course illustrated focuses on developing the students' critical thinking, communication, interpersonal, teamwork, and technological skills. The paper first points out why tax educators should increase students' exposure to international tax issues. Next it presents curriculum development ideas for organizing and structuring a tax research course with an international emphasis. Throughout the paper, various examples of how to Internet-enhance the tax research course are given. The tax research course described has a U.S./Asian-Pacific orientation, but the concepts can extend to tax research courses for any set of countries or trading blocks.*

# THE EFFECTS OF CLASS SIZE AND LENGTH OF CLASS PERIOD ON STUDENT EVALUATIONS OF FACULTY

**Mike Shurden, Lander University**
**Stephanie Smith, Lander University**
**Sam Tolbert, Lander University**

**ABSTRACT**

*Many variables of student evaluations have been studied intensively for their effects on the outcomes. Of the variables that cannot be controlled by the professor, class size has received some attention but with mixed results: some report that smaller classes improve professors' overall ratings; others report that size has little or no influence. A paucity of information exists for a second variable that a professor cannot control: length of class period (50 or 75 minutes). This study examines those two variables.*

*Data for this study were collected from courses taught in the School of Business at a small regional public university during each regular semester Fall, 1999, to Spring, 2001. Two sets of hypotheses were tested: the first to determine whether there is any significant relationship between the size of the class and the faculty's overall score on the student evaluation instrument, and the second to test the relationship between the lengths of class periods and the overall student evaluation. The results of this study should prove useful in assessing the performance of faculty with regard to class size and length of the class period.*

# DOES THE BRAIN'S HEMISPHERE DOMINANCE IMPACT AN INDIVIDUAL'S CHOICE AND SUCCESS IN THEIR PROFESSION?

**Cheryl J. Frohlich, University of North Florida**
**Karen A. Stanko, University of North Florida**

## ABSTRACT

Since students come in all shapes, sizes, and age levels, it should be no surprise that whole generations and the individuals within those generational categories process information differently. The manner in which an individual processes information may lead one to naturally excel in certain disciplines. While the left-brain hemisphere thought processes is dominant in verbal and analytical ability, the right brain thought processes are rapid, complex, whole-pattern, spatial, and specialized for visual imagery and musical ability. The right-brain thought processes include the tendency to synthesize rather than analyze, and to relate to things in a concrete rather than a symbolic fashion. Left-brain thinking tends to represent wholes by abstraction. Research on both split-brain and normal subjects since the 1960s has confirmed that both hemispheres of the brain use high-level cognitive modes. (Gale Encyclopedia of Psychology, 2nd ed. Gale Group, 2001 in association with The Gale Group and LookSmart. http://www.findarticles.com/cf_dls/g2699/0002/2699000296/print.jhtml) Experimentation has demonstrated that the two different sides ("hemispheres") of the brain are responsible for different modes of thinking. In general, the division is:

**Table 1: Left Brain/Right Brain**

| Column 1 | Column 2 |
|---|---|
| LEFT BRAIN | RIGHT BRAIN |
| Logical | Random |
| Sequential | Intuitive |
| Rational | Holistic |
| Analyzes | Synthesizes |
| Objective | Subjective |
| Parts | Wholes |

Table from: RIGHT/LEFT BRAIN THINKING (http://www.eiu.edu/~edtech/teamTeach_Ex/rightbra.htm)

Several theories and measurement devices have been developed to explore how students learn (Dyrud, 1997; Taylor, 1998; Felder, 1996; McKeachie, 1995). In addition to an individual's

right/left brain dominance, their personality types and generation affects their different information processing systems and their probable success in their choice of majors and subsequent professions.

A test that determines an individual's right/left brain dominance will be rendered to incoming business students (Junior level) and graduating business students. The incoming business students' (Junior level) right/left brain dominance and their choice of majors will be compared to graduating business students' right/left brain dominance and the major in which they graduate to see if the brain's hemispheric dominance might cause the student to choose or change majors that are more synergetic with their brain's dominant hemisphere. Further, successful professionals in business fields will be measured for their right/left brain dominance in order to determine if successful professionals in certain fields are predominately right or left brain thinkers. The results of these tests may lend insight in helping individuals choose a major and subsequent profession in which they will be more likely to succeed.

# CHALLENGES FACING HIGHER EDUCATION: THE NEED FOR PLANNING

**Michael Harris, Eastern Michigan University**
**Susan Moeller, Eastern Michigan University**

**ABSTRACT**

*The purpose of this paper is to address issues facing those involved with higher education today. The challenges that colleges and universities must deal with include resource allocation, programming and curriculum development, general education, interdisciplinary studies, technology, retention and graduation, faculty hiring and development, changing demographics, and assessment and accreditation. Colleges and universities therefore need to adjust and change in order to meet those challenges. However, in order to address these issues, we first need to analyze each and develop a framework to begin planning for change.*

*Universities are faced with serious budgetary constraints. Institutions are required to make tough decisions on how to allocate their resources in an efficient and effective manner in order to assure access, quality, and a reasonable cost.*

*Program and curriculum must regularly be re-examined in order to reflect advances in knowledge, as well as changes in the needs and environment of today's college student. These revisions, however, must occur on a regular basis, as we are living in an ever-changing world.*

*General education is at the core of any institution of higher learning and provides the basis for any liberal arts education. General education therefore must be examined and adjusted on a regular basis in order to fit the needs of today's student.*

*More emphasis must also be placed on interdisciplinary studies. As we advance technologically, disciplinary boundaries disappear, illuminating the need for cooperation among different branches of learning.*

*At the same time, technology has gathered more momentum than most colleges and universities are, in light of recent budget constraints, able to address. A tradition of change must be inducted and accepted in our institutions so that we may reflect the world that we are preparing our students for.*

*Student retention and graduation continues to be a vital issue to administrators. The institution should strive to increase student retention and graduation rates, as it is in the best interest for the students and the reputation of the university alike.*

*Faculty hiring and development must also be addressed by colleges and universities today. Faculty must continuously learn about, and become competitively knowledgeable in, their fields. This will allow the university to become more recognized as holding to the academic and scholarly standards of excellence, making it easier for the university to recruit quality faculty who are committed to the same academic standards of excellence.*

*Today's students have very different needs than earlier generations had. Their attitudes toward life, learning, and community have changed from those of decades past. Changes of the*

*magnitude that we see in our students and environment certainly alter the way that we as administrators, faculty, and staff, prepare to educate the college students of today. We must change our policy and curricula to fit the environment that these students live in. In this way we will create an academic community that reflects the environment that has shaped the student we are now concerned with educating and retaining.*

*Attention must also be paid to assessment and accreditation. There must be an ongoing effort to promote assessment and accreditation.*

*In order to address these challenges in a comprehensive manner we will present a framework for analysis and planning. The following seven goals form a basis to begin planning:*

| | |
|---|---|
| *(1)* | *Strengthen Undergraduate Programming* |
| *(2)* | *Strengthen Graduate Programming and Research* |
| *(3)* | *Recruit, Retain, and Develop Excellent Faculty* |
| *(4)* | *Expand and Improve Public Engagement* |
| *(5)* | *Promote Diversity and Inclusion* |
| *(6)* | *Enrich Global and Multicultural Perspectives* |
| *(7)* | *Improve Organizational Effectiveness* |

*This is a unique time for everyone involved in higher education. The challenges we are faced with are either a sign of impending defeat or an opportunity to find new ways to provide a better education. Developing a plan to address the challenges of the changing university and needs of the new age of students will require cooperation among administrators, faculty, students, and members of the community outside the university.*

# Authors' Index