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STUDENTS VS. EDUCATORS VS. PRACTITIONERS: DIVERGENT SKILL-SET VIEWS

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ABSTRACT

Marketing educators realize business schools need to maintain a level of practitioner relevance in order to attract students to their major. In other words, the skills and competencies learned by marketing majors need to match the skills and competencies desired by industry. This exploratory research seeks to compare skill perceptions between marketing educators, practitioners, and students.

The transition from an academic structure to the demands of the working world is often confusing if not traumatic. Hiring firms see their personnel decisions as an expensive investment in recruiting, selecting, and training new employees. For students, at the end of a process requiring years of dedication and often sacrifice, the job-search scenario represents the culmination of a significant long-term goal. For educators, this cross-over process reflects a need to understand both the employers' and the students' perception of the process and the skills desired by hiring firms.

Universities that produce students with viable marketplace skills hold an advantage over their competition. Business academicians with shrinking department budgets, increasing class sizes, and increasing enrollment must strive to meet the needs and wants of their two primary target markets – the business community and the students.

This research represents an effort to see if marketing students' perception of what is desirable in the business world is the same, similar, or completely different from the perception of industry executives/recruiters and marketing educators. Any differences need to be addressed by educators. That is, they need to make students aware of the skills that are prized in the marketplace and show them how the curriculum is preparing them for exactly those capabilities.

An open-ended question was posed to marketing students, educators, and practitioners:

> *In your opinion, what are the three most important skills (no order necessary) a marketing major should develop in college to facilitate their initial performance in the working world?*

The responses of each group are given in three tables: a complete listing of all responses, a listing of all responses above a certain frequency, and then a comparison of the three groups' four most common responses.

It should be noted that this survey is exploratory in nature and does not intend to imply a causal relationship. In addition, the author, by necessity, needed to make qualitative judgments on the similarity of responses to the survey instrument. This research is presented as a vehicle to suggest potential areas of further research and investigation.

THE BUSINESS OF STUDENT RETENTION IN THE POST SEPTEMBER 11 ENVIRONMENT--FINANCIAL, INSTITUTIONAL AND EXTERNAL INFLUENCES

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ABSTRACT

Most colleges and universities have long practiced financial aid policies designed to attract and retain freshmen students. For the institution analyzed here, the receipt of financial aid did enhance student retention, especially if aid was in grant form. In recent years, many colleges and universities have also integrated "freshman seminar" or "experience" courses into their academic programs to enhance the retention of first-year students. This institution implemented a required freshman experience course during the Fall 2001 academic semester. Unfortunately, freshmen students introduced to this course were also simultaneously exposed to the September 11th terrorist attacks. The 2001 freshman class exhibited greater attrition than the previous year's freshman class, which was not subject to the experience class requirement nor exposed to the events of 9/11. Abstaining from the absurd conclusion that the freshman experience class exacerbated attrition tendencies, the natural implication is that the economic and psychological ramifications from the September 11th atrocities altered the academic objectives of many first-year students at this institution, particularly non-Caucasians, and compromised any potential positive impact of the experience course.

CLASSROOM SCHEDULING: METHODS, MODELS AND LIMITATIONS

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ABSTRACT

This paper describes scheduling issues faced by students and administrators in higher education. It looks at space allocation and classroom scheduling. A short review of the spacing problems in higher education is presented. A basic economic model is developed illustrating the inefficiencies in the allocation system from the students' standpoint. Finally, several alternatives are suggested to help eliminate the inefficiencies facing students.

INTRODUCTION

During the Viet Nam Conflict when baby boomers began to enter the ranks of higher education, adequate classroom space became a major issue. Forty years later states are now having to choose between rapidly rising health care costs and funding education. Given the choice between saving lives and educating college students, the choice is clear for most legislatures, and students are losing out.

Beginning in the 1960's, the federal government began to pour money into higher education to house students and finance research to keep up with the Cold War (Watt, Chrestman, & Johnston, 2001). During the 1970's student enrollment started to decline. Federal support for higher education decreased, and support for higher education began to shift to the states (Pickens, 1993). By 1980 the federal government had cut its support by 80 percent (Bok, 1982). Dramatic increases in tuition and state support for state universities was seen throughout the 1980's (Boyer, 1990; Pickens, 1993). Along with the increases in state monies came accountability for the expenditures. The 1990's saw at least 35 states implement some type of measures to make public institutions justify how buildings were used and maintained. Over the past decade increases in demand for college and university infrastructure have increased dramatically and are expected to continue to increase (Fink, 1997).

Even before the space crunch, administrators had processes in place to deal with classroom allocation. For the most part they used simple rules, policies and rules of thumb. Traditional constraining factors have been (1) which department controls what rooms and (2) specific time preferences of professors and students. While these traditional methods are still used to determine classroom usage, new techniques and models have been developed. Campuses are now using statistical forecasting methods and simulation models to predict classroom demand.

For instance Georgia Tech and the Texas Commission on Higher Education have developed mathematical models that assess square feet needed by faculty, as opposed to students, based on growth and decline of programs (Watt, Chrestman & Johnston, 2001). The University of Toronto uses an Induced Course Load Matrix (ICLM), relating program enrollments to instructional demands on academic departments. (Harter & England, 2002). The ICLM uses historical data and assumes student course selection is relatively stable over time. Other schools are surveying their faculty and students to see what future classroom demands might be and what scheduling changes might be feasible and acceptable (Carley, 2002).

Advocates for distance learning feel that online education may be the answer to classroom shortages. With the rise of distance learning at the beginning of the 21st century, one might expect the problem of space allocation to diminish. States have been developing plans and encouraging more distance learning (Florida Board of Regents, 1998; SCHEV, 2000, & THEC, 2000). So far distance learning has not been the answer to space allocation and increasing costs of higher education (Fink, 1997). Enrollments on the majority of campuses have continued to grow and space allocation is a continuing problem and concern for both administrators and students.

Most schools have arbitrary rules regarding which students get to get to register first. For instance, some schools set priorities by grade level. In addition students are allowed to sign up for more courses than they intend to take. As classes fill up, those students who need special classes to satisfy their curricula requirements are often kept from registering for classes they need because there are simply not enough seats available or there are caps imposed on enrollments to make the classes manageable. This paper presents a simplistic economic model of space allocation and alternative solutions based on the model to address the problem from a student's standpoint.

ALLOCATION MODEL

Economically speaking, the allocation system is inefficient. Consequently, many students who register first often reserve classes that they value less than students who register after classes are full. By underemphasizing student satisfaction, the system ignores the very people it is designed to help. Using basic economic terminology, satisfaction can be measured in units of utility where Total utility (TU) is the sum of the utilities of all students. Net utility (NU) equals total utility minus total cost to the student. Marginal utility (MU) is the amount of satisfaction a student gets by adding one more class to their course schedule. Cost can be measured in opportunity costs (activities, time, or money foregone in order to register for a class). Consequently, Total cost (TC) is the sum of the opportunity costs of all students, and Marginal cost (MC) is the opportunity cost that a student foregoes to add just one more class.

Shortages cause the inefficiencies in the system. Shortages of seats exist because they are scare goods; they are limited in number and are inadequate in number to equal the total quantity of seats that student's desire. This desire can be thought of as the "quantity demanded" of seats (Q D). The number of seats that the university supplies can be thought of as (QS). Both Q D and QS are subject to changes in price. Price (P) is measured in the opportunity cost of classes foregone in order to take a particular class.

The following simplistic example clarifies the idea of the demand schedule. Economics majors can either take Econ 202 offered at 2:00 TTh, or they can take Art 101 offered at the same time. The price they pay for taking Econ is not taking Art. If they value Art highly the price is located higher on the demand schedule. The different effects of different price valuations cause demands to change. The higher price P^ causes QD to fall. On the other hand, a low price of P- causes QD to rise. The point where supply crosses demand is the equilibrium point at which the university supplies the same number of seats that the students demand; but this only occurs at price P*.

The university has a monopoly on the supply of Econ 202 classes as it is the only producer of Econ 202 classes (assuming the students' only alternative is to select the course from classes being offered). Thus, it can set its supply curve at any point Q. Economics majors, who consume classes, are price takers; they must accept the price for Econ 202 set by the intersection of the supply curve and the demand curve. Thus, the price P* is the market price for Econ 202. In one case, there is a surplus of seats because at the market price the university supplies a greater number of seats than are demanded. In the opposite case, a shortage of seats is cause by students wanting classroom seats that are denied them by the university's scheduling system.

Elasticities of supply and demand are also important (ED and ES). The university being a monopoly producer causes the supply curve to be vertical. At any price the university supplies the same number of seats (unless they increase supply by moving to a larger room, opening up a new section, or providing overrides). In this case the curve is perfectly inelastic because it is unresponsive to changes in price. Economics majors do not care how many Art classes they forego in order to take Econ 202 because it is required for their major and Art classes are not. These students have low opportunity costs because they value foregone activities much less than they value Econ 202.

The key to the solutions is to find the point where QD=QS where NU is maximized and MU=MC. This means that the amount of satisfaction of adding one more desired class equals the opportunity cost of adding that class. At this point, an increase in NU is not possible without increasing MC more than the increase in MU. The following schedule is used to clarify the solutions. Filling a course schedule with the top five choices is optimal because it maximizes NU and MC=MU. Adding one more top choice costs more than it benefits. Not equalizing MC and MU may cause the student to incur an increased number of courses later on in order to fulfill the minimum number of required hours for a degree.

Q	P	TU	NU	MU	TC	MC
00	14	00	00	00	00	00
01	13	13	10	13	03	03
02	12	24	17	11	07	04
05	11	33	22	09	11	04
04	10	40	25	07	15	04
05	09(P*)	45	25	05	20	05
06	08	48	22	03	26	06
07	07	49	15	01	34	08
08	06	48	06	-01	42	08

SUGGESTED ALTERNATIVES

To resolve the dilemma presented above, the university can create a system of redistribution, can adopt a "pre-registration" method, or can increase class size, or create new sections. However, the problem can be best addressed by factoring in student contentment as a component of the class distribution system. Alternative methods of distribution exist that would achieve economic efficiency by allowing all students to be more satisfied with their class schedule or would allow at least one more student to be satisfied while no other student is any less satisfied. Five options are presented in the following sections.

Option One: By exchanging courses online at an on line marketplace, the students engage in a "supermarket" for classes similar to the New York Stock Exchange. After registering, students increase the number of desired courses on their schedule toward the efficient point of 5. Potentially, they can sell for services, for goods, or for money. However, these payments would occur beyond UM supervision thus increasing liability. Further, money sales would give an advantage to wealthy students and would still not allocate classes to the poorer students who value them highly.

Option two: Another option addresses specific student groups' ED. Some science majors may have earlier registration times than some economics majors. They can fill the seats of a class that an economics major is required to take although they value it less. The ED for Econ 202 and

upper level economics courses is more elastic for science majors than for economics majors. By offering these courses first to economics majors, the university is more likely to reach MU=MC. Option Three: Additionally, by increasing class size or by increasing the number of sections available, the university increases supply and shifts the curve right toward the equilibrium point. However, the university increases resource costs. Another option is to allow students to pre-register for their top 5 class choices. The university then supplies seats equal to QD giving classes time slots. Of course, time conflicts decrease demand and shift the demand curve left. Subsequently, the university shifts the supply curve left by decreasing the quantity of seats supplied and reaches an equilibrium point. As the initial surplus is eliminated and QS=QD, NU is maximized and MC=MU.

Option Four: Another solution is similar to the queues for ticket sales. To register, students wait in line on a first come first serve basis. TC increases thereby increasing MC per class as opportunity cost increased. Students with the lowest ED are more likely to get their top choices in classes as students with higher ED refuse to wait in line. Demand decreases as some students avoid the line and register later, and NU increases as those students who wait in line more likely get their top choices. Therefore market NU increases toward maximum NU where MC=MU.

Option Five: Further, students can list their top 8 choices 1 thru 8. The university fills up classes with 1's then 2's and so forth until the classes are full. If the seats fill before the 1's are exhausted, preference is predetermined by a method such as GPA. This system also increases NU as more students get their top choices.

SUMMARY

Beginning in the 1960's, allocation of classroom space became an issue for higher education as baby boomers entered college. The problem of limited space on campuses is a continuing problem for both administrators and students. More sophisticated approaches for scheduling classes are being implemented. Yet the problem still exists. From an economic stand point, the most important element in allocating classes to the students who value them the most is to create a market where MU=MC when NU is maximized. By creating other systems of distribution or allowing students to redistribute classes amongst themselves after registration, the university can achieve a more efficient market for class distribution.

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CAPSTONE TEACHING MODELS: COMBINING ANALYTICAL AND INTUITIVE LEARNING PROCESSES

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ABSTRACT

Academic disciplines across the board are becoming increasingly aware that mastery of technical content is insufficient preparation for today's professional careers. Increasingly, capstone courses are being used to aid the student in linking theory and the real world. As the work environment becomes more complex disciplines are moving towards engaging students in a range of skills, judgment, decision-making, problem solving, and teamwork that helps them solve open-ended and ill-defined problems. This shift in thinking is being recognized by business schools. It requires that students be provided with an opportunity to apply theories and concepts and the flexibility to draw on their personal experiences to find ways to handle complicated business situations.

The case method remains a dominant and influential approach in business education, especially in the area of strategic management. Cases for strategy capstone courses are often detailed and complex where students must apply their existing knowledge as well as engage in new learning to solve problems. Dynamic cases, such as simulation, provide an ideal platform for narrowing the gap between reality and the classroom. Where uncertainty and complexity exist, rationality is not enough and must be coupled with intuition. Multiple facets and reciprocal relationships existing on several levels, which can easily be contradictory, can be difficult for rational thought to analyze. This can be very chaotic and confusing to students in the capstone course.

An exploratory study was conducted that used simulation to determine cognitive decision-making and learning styles in the business capstone course. The study explores: (1) cyclical problem solving, (2) whether double looped learning occurs, and (3) the interplay between analytic versus intuitive thinking. The results of the cross tab analysis presents strong evidence that double loop learning is taking place, that students use both intuition and rational analysis when making decisions, and that a relation between intuition and rationality exists that changes as learning occurs. Over time, students begin to get a sense of the relationship between the decisions that they make and the decisions outcomes. It should be noted that while both the emphasis and satisfaction of intuitive and analytic decisions increase over time, there is more emphasis on intuition and less satisfaction with this type of reasoning in beginning of the game than analytic decision-making.

LEARNING AND INVOLVEMENT IN THE CLASSROOM: AN ANECDOTAL COMPARISON OF TRADITIONAL VERSUS GROUNDED CASES

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ABSTRACT

In a marketing capstone course students convinced their instructor to replace several traditional case studies with a grounded case. Specifically, students asked to work on marketing plans for the school of business and the university. The enthusiasm with which they tackled their work was remarkable. In addition to event details, student perceptions regarding the grounded case as compared to traditional cases, and hypotheses regarding the unusual levels of involvement, are provided. Students believe that the grounded case work, while much harder, was much more worthwhile than traditional cases. High involvement levels might be attributed to the fact students initiated the project, that students were concerned about their university, and that they believed they would be taken seriously.

INTRODUCTION

In spring 2003 students in the capstone marketing course at Southern Utah University (SUU) developed and presented two marketing plans: one for the School of Business, and another for the entire university. It was an opportunity for the university to leverage its scarce resources while providing senior students with an opportunity to put all the marketing pieces together in a real-world project. While this is noteworthy in itself, what caught the attention of faculty and administrators who attended the presentation was the energy and enthusiasm with which the students presented and discussed the results. The magnitude of their involvement was unusual enough that the decision was made to document what had occurred, in the belief that such anecdotes might be useful within the context of discovery (Hunt, 1976).

The objective in this paper is to relate the particulars regarding the genesis, management, and results of this real-world grounded case assignment. Further, since the students also did a considerable amount of text-based case analysis, the perceptions of students regarding text-based versus grounded cases are presented. Finally, some preliminary hypotheses regarding the success of the exercise are generated and discussed.

COURSE AND GROUNDED CASE DETAILS

During the spring, 2003 semester the senior capstone marketing class at Southern Utah University (SUU) was progressing as usual, using largely a text-based case approach, whereby students, organized into teams, evaluated the situation of a particular firm and generated written recommendations. During class, a team would be randomly called on to present their analysis and recommendations, and the class, as a whole, would discuss and debate various options perceived to be open to the firm. During the third week of the course a 23% tuition increase was announced by

the SUU administration, and the future of the university was a common topic of discussion among students and other members of the community. Two students approached their professor and requested that the class work on developing a marketing plan for SUU as well as one for the School of Business. The professor told them they would have to develop a proposal and present the option to the class. The class unanimously supported the proposal, which essentially called for replacing three full text-based case assignments with the marketing plan work.

There were 8 semester-long groups in the class. Four were assigned to the SUU marketing plan project, and four were assigned to the School of Business marketing plan project. Within each project the four groups were assigned the following tasks:

Group 1: primary and secondary marketing research
Group 2: market segmentation
Group 3: targeting
Group 4: positioning

Each group was given one week to perform their assigned task, after which they were required to brief the subsequent group, outside of class and in the presence of the instructor, as well as pass on their written material. The market research groups took two weeks, using spring break to collect information by visiting competing schools and several feeder high schools. While working on the grounded projects student groups were excused from class write-ups and discussions, but were still required to read the assigned cases.

After the positioning groups were finished they presented the draft results of the findings and made recommendations to the entire class. Following this presentation, each group developed a 3 Ps marketing plan. Price was considered fixed.

At this point, the existing groups were dissolved and reformed into the following for each project:

Consolidation group: Responsible for merging the all plans into a 'best' plan
Financial/Quant group: Responsible for fleshing out the numbers
PowerPoint group: Responsible for developing a PowerPoint presentation
Revision group: Responsible for editing and refining the products
Presentation group: Responsible for results presentations.

While working on the projects students consulted with administrators, faculty, and others when the need arose. In the opinion of the professor the amount of work required for the projects exceeded the workload that was replaced.

When the project was complete the finale consisted of a presentation to administrators, faculty, and students, which was characterized by a lot of energy and enthusiasm. The presentation generated a lively discussion with the audience about strategy and tactics of the university and School of Business.

STUDENT PERCEPTIONS REGARDING THE TWO TYPES OF CASES

The 26 students in the SUU course evaluated weekly text-based cases, as well as participated in the grounded case project. As such, it was decided to capture student perceptions about the two, particularly with regard to the relative value of the grounded case to the text-based cases. Consequently, a 10-item Likert questionnaire, along with a request for comments, was administered to the students after they had completed their final exam. In the questionnaire the text-based cases were simply referred to as cases, and the grounded case simply as the marketing plan.

Students were very positive about their experience working on the marketing plans. Twenty-five of the 26 students believed that the value they received from working on them exceeded that they would have received form working on cases. Similarly, 22 of 24 respondents indicated that working on the marketing plan provided them with an educational opportunity that cases could not have offered. Twenty-three of the 26 indicated the marketing plan work was a highlight of the class, and all but 1 recommended making it a regular component of the course.

At the end of the questionnaire students were encouraged to supply comments they believed would help us evaluate the value of working on the marketing plans. Nine students, or 34.6%, did so. The comments were independently reviewed by two faculty members who were charged with categorizing comments as being positive, neutral/constructive/observational, or negative. The only discrepancy between the two concerned comments regarding the amount of time and effort required by the project: one faculty member categorized the 5 comments as being neutral/observational, while the other categorized the comments as being negative. Overall, apart from the comments that the exercise was very time consuming and hard work, all comments were positive about the experience.

Importantly, the resulting marketing plans, from the perspective of the faculty, were very good, given the time constraints. This result is consistent with the findings of others (LeClair and Stottinger, 1999; Mosca and Howard, 1997; Jessup, 1995), who indicate reports compare very favorably with those from different courses. Further, the exercise provided the university with ideas about what should be done in this particular instance, as well as educated some about what is normally included in a marketing plan.

DISCUSSION

It is clear from the responses of the students that the grounded case project was very motivating and perceived as being of great value. Indeed, it is clear that the perceived benefits of the grounded case exceed what they believe they would have obtained had they replaced the project with additional text-based courses. But many faculty have students work on real-world projects without generating the enthusiasm that this particular project generated. What made this project so involving and rewarding to students?

Perhaps the most interesting question is why this particular grounded case, as well as those reported in the literature, generated such positive outcomes. After all, many faculty routinely assign students to work for organizations dealing with real problems and opportunities. To what extent can one generalize from these grounded cases to grounded cases in general? In this instance, the students consisted of seniors about to graduate from their institution, which was perceived to be facing an uncertain future. They were the initiators of the projects, and clearly were interested in giving something back to their alma mater. Would their enthusiasm for the grounded case be as great if the subject was of less immediate interest to them, or if the instructor had imposed a grounded learning experience on them?

It is likely that several factors came into play. To the extent that future research can identify the reasons why some grounded cases generate greater student involvement and higher quality work than other case experiences, then a more enriching educational experience is possible for students.

Negative consequences to highly involving projects must also be considered. Undertaking a project that requires so much time and dedication on the part of students means that other courses, with their presumably worthwhile material, might get shortchanged. Further, the demands on instructors must be considered. Consistent with the published experiences of others, the time commitment on the part of the instructor was greater than for other courses. On the other hand, the instructor was recognized as the outstanding educator at SUU for the year, and he attributes that award to this particular group of students and their rewarding experience.

Given the circumstances that surround this project, generalizing this experience to other settings needs to be done cautiously, if at all. Indeed, one of the reasons it was decided to survey the

students was because of the perception that this was an instance that was unusual in terms of student motivation and output.

CONCLUSIONS AND RECOMMENDATIONS

In this instance, at least from the perspective of the students, the grounded case was of greater value than what would have been obtained through additional text-based cases. While this is consistent with reports from others (LeClair and Stottinger, 1999; Mosca and Howard, 1997; Jessup, 1995), it is not yet clear that this can be generalized to other settings. What is needed are studies and experiments across a variety of situations before one can conclude that grounded cases are superior to traditional cases, and in what way.

Important considerations that cannot be forgotten are the educational objectives that are the focus of casework, as well as how to judge the relative outcomes of the two case types. For example, grounded case learning may not be as good as other approaches when the intent is to provide students with problem-solving practice across a variety of situations. Students may also be the inappropriate judge of the relative efficacy of different instructional methods.

At the very least the experience at Southern Utah University demonstrates how a university can leverage its resources through the use of knowledgeable students, generate enthusiasm among students who can provide accurate and relevant data for administrative decision making, and enhance the overall educational experience at the same time. Further, given that the backgrounds of many higher education administrators do not include marketing and marketing strategy, the experience can be educational to them.

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VULNERABILITY OF ONLINE TESTING – AN ANALYSIS AND RECOMMENDATIONS

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ABSTRACT

It is now common practice for a textbook to come with a test bank, Blackboard (http://www.blackboard.com/) or WebCT (http://www.webct.com/), ready to upload onto a website for student usage. And if that is not enough, ExamViewPro (http://www.examview.com) can be used to make teacher-written tests. ExamView states on their website that 250,000 educators use ExamView, 30 publishers provide ExamView, and 2500 books come with it. Providing tests and making test generators available is a significant industry from any standpoint. In fact, the lack of testing materials may kill a book's chances of being a success.

So my question is how vulnerable are the questions on a website in a test bank to copying? My approach was to consider the information and skills available to a freshman computer science major to make a copy of the test. My "freshman" can write a simple Java program, has no knowledge of statistics, but does have an ability to do simple mathematical reasoning. The student wants to know how much work is required to get a complete copy of the test bank.

Assume the following: The test bank has 50 multiple choice questions per chapter, which is more than most that I have seen – there are rarely more than 25. Each test will cover only one chapter, where the questions are randomly selected from the test bank, and the student (simpler to think about rather than several students taking the test once) will be allowed to take the test as many times as desired. Of course, since the student is working without supervision, there is nothing to stop him/her making a copy. Or has a picture - taking cell phone pictures.

So how may times must a student take the test before having a copy of the entire test bank, given test lengths of 5, 10, 15, 20, 25, 30, 35, 40, and 45 questions, To put it another way, this is 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, and 90 % of the available questions.

The results of a simple simulation of the problem yields information that may be astonishing. For example, 25 questions or 50% of the test bank, requires only 5 attempts to obtain 90+% of the questions, or 9 attempts to get all of the questions.

Of course, the simplest solution is to use essay questions, rather that multiple choice ones. But that assumes the resources to grade these questions are available, which given the increasing class sizes, may not be that realistic.

Another solution is to have a test bank large enough that trying make a copy of it is useless. Other approaches are considered to prevent test bank copying.

ACCOUNTING STUDENTS' KNOWLEDGE AND PERCEPTIONS OF THE SARBANES-OXLEY ACT OF 2002

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ABSTRACT

The Sarbanes-Oxley Act of 2002 (SOX) affects accounting and non-accounting business professionals. Accounting and non-accounting business majors must be knowledgeable about the provisions of this important new act. The purpose of this study was to investigate accounting students' knowledge of key provisions of the SOX and their perceptions regarding such knowledge. The results of this study suggest that additional instruction and discussions about the SOX would be useful to prepare students for their future careers.

INTRODUCTION

The Sarbanes-Oxley Act of 2002 (SOX) has many provisions that affect accounting as well as non-accounting business professions. As the future business professionals, all business majors must be knowledgeable about the main provisions of the SOX. The purpose of this study was to investigate accounting students' knowledge of key provisions of the SOX and their perceptions regarding such knowledge.

The study found that the majority of the students knew about the financial statement certification required by the CEO and CFO. However, the majority of the students did not know which NAS auditors are prohibited from performing for audit clients. In addition, only a small percentage of the students knew what the purpose of the Securities and Exchange Commission (SEC) and the Public Company Accounting Oversight Board (PCAOB) is and very few of the students knew the name of the current chair of the PCAOB. The majority of the students did not show a good understanding of the scope and purpose of the SOX. Students generally perceived the need to know about SOX as high, but did not feel that they possessed such knowledge.

Accounting majors and particularly students who had completed a larger number of accounting classes were more likely to correctly answer some of the questions than were non-accounting majors and those who had completed only a few accounting classes. The overall low rate of correct responses to the questions suggest that additional coverage of the SOX in accounting as well as other business classes would be beneficial to the future business and accounting professionals.

BACKGROUND LITERATURE

The Sarbanes-Oxley Act of 2002 (SOX) was signed into law by President Bush on July 30, 2002. The Act was lawmakers response to highly publicized financial reporting scandals such as those involving ENRON and WorldCom that have impaired investors' confidence in financial reporting and auditing. The intended purpose of the Act is "To protect investors by improving the accuracy and reliability of corporate disclosures made pursuant to the securities laws, and for other purposes." (U.S. Congress, H.R. 3763, 2002).

The provisions of the SOX directly or indirectly affect many business professionals, including accountants, managers and executives, financial statement analysts, and even attorneys.

The provisions of the SOX are detailed in eleven titles, each with a number of subsections. The SOX also provides for strict penalties for SOX violations, which constitute violations of the SEC Act of 1934 (U.S. Congress, H.R. 3763, 2002). The key provision of the SOX subject this study are discussed in the following paragraphs.

Title I of the SOX details the establishment of the PCAOB. It also sets forth the composition, scope and duties of the PCAOB. Consistent with Title I, the PCAOB has five member, of which three must be non-CPAs, and only two can be CPAs (H.R. 3763, 2002, Section 101). The PCAOB's mission is "...to oversee the audits of public companies in order to protect the interests of investors and further the public interest in the preparation of informative, fair, and independent audit reports." (PCAOB, 2003). The former president of the Federal Reserve Bank of New York, Mr. William J. McDonough, serves as the PCAOB's current chair. As part of its scope and authority, the PCAOB requires that all audit firms that audit U.S. SEC registrants register with the board and pay the required registration fee. This includes both U.S. and non-U.S. audit firms that audit SEC registrants. The PCAOB also reviews these audit firms each year or every three years, depending on the number of audits conducted by the firm. (U.S. Congress, HR 3763, 2002).

The SOX also grants the PCAOB the authority to promulgates auditing standards and regulations and has already issued several of them. Prior to the creation of the PCAOB, the American Institute of Certified Public Accountants' Auditing Standards Board promulgated audit standards and rules.

Title II of the SOX addresses auditor independence. Specifically, consistent with Section 201 of the SOX, public accounting firms may not provide the following NAS to audit clients:

> "(1) bookkeeping or other services related to the accounting records or financial statements of the audit clients;
> (2) financial information systems design and implementations;
> (3) appraisal or valuation services, fairness opinions, or contribution-in-kind reports;
> (4) actuarial services;
> (5) internal audit outsourcing services;
> (6) management functions or human resources;
> (7) broker or dealer, investment advisor, or investment banking services;
> (8) legal services and expert services unrelated to the audit; and
> (9) any other service that the Board determines, by regulation, is impermissible." (U.S. Congress, H.R.3763, 2002, 201).

Initially, even tax services were considered for inclusion in the prohibited NAS. However, currently public accounting firms may still provide tax compliance and planning services for their audit clients if they are pre-approved by the companies' audit committees. In addition, all other NAS not specifically prohibited, must be approved by the audit committees prior to performance (U.S. Congress, H.R. 3763, 2002, 202).

A recent article in Business Week was titled, "Death, Taxes, and Sarbanes - Oxley?" (Henry et al., 2005). The article addressed the difficulties, costs, and the likely benefits of the SOX. It stated that on average big companies spend $35 million to comply with audit-disclosure regulations, which have been expanded greatly by the SOX (Henry et al., 2005).

Many individuals are affected by the SOX. These include not only financial managers, controllers, and treasurers, but anyone within an organization who contributes to the organization's financial reporting to the SEC (Levinsohn, 2003). In fact, one survey by the Association for Financial Professionals found that consistent with SOX section 302, 37% of the executives working for public companies and 20% of the executives working for private companies were requested to certify the accuracy of their financial information. (Levinsohn, 2003).

SOX applies specifically to public SEC reporting entities. However, a 2003 survey by Robert Half Management found that 58% of the CFOs in surveyed private companies reported that their organization had improved or planed to improve the controls of their accounting practices. Furthermore, 36% reported that they have established a new or expanded an existing internal audit function within their organization, and 44% reported that they have reviewed or adapted their current accounting practices (Murray, 2003). Another potential positive consequence of the SOX is that the percentage of S&P 500 companies that fail to meet their earnings expectations by at least 10% - reporting income either above or below expectations - has decreased significantly in 2004 (SmartPros Editiorial Staff, 2005).

For accounting majors, knowledge and understanding of the provisions of SOX is critical, as many provisions directly affect accountants (e.g., their ability to provide services to clients, the PCAOB registrations) and their clients (e.g., the financial statement certification).

Because SOX is likely to affect the careers of many accounting and other business professionals, accounting and business majors must become familiar with the provisions of the SOX. Accounting and business educators play a key role in helping students learn about the provisions of the SOX, to understand the requirements, and to know how to comply with them.

A recent survey of accounting faculty (James, 2004) found that by Summer 2003, 67% of the faculty already had implemented discussions of the SOX in their classes. The study also suggested that the majority of the faculty supported the provisions of the SOX (James, 2004). While a high percentage of accounting educators already appear to have implemented discussions of SOX into their curriculum, the degree and extend of coverage is likely to vary, and so is the degree of students' knowledge.

OBJECTIVE OF THE STUDY AND RESEARCH METHODOLOGY

The degree of future instruction and discussions needed in accounting and other business-related classes depends on students' current knowledge of key provisions of the SOX. Thus, more must be known about students knowledge pertaining to the SOX. In addition, students' perceptions regarding their knowledge of the SOX and the importance of such knowledge are significant, as they affect their interest in acquiring such knowledge.

A questionnaire was developed and administered at the beginning of each quarter in four sections of Managerial Accounting (300-level class) in Spring and Fall 2004, one section of Case Studies in Accounting in Fall 2004, and one section of Advanced Accounting (400-level classes) in Winter 2005. Two-hundred-six students completed the questionnaire, which consisted of twelve questions, some with multiple parts. The data was evaluated utilizing two-sample t-tests, and Pearson Correlations.

RESULTS

The students were asked whether the SOX applies only to U.S. companies and 68 percent of the 300-level (Managerial Accounting) students and 42 percent of the 400-level (Advanced and Case Studies) students answered "yes." Since SOX applies to both U.S. and non-U.S. SEC registrants, only 32% of the 300-level and 58% of the 400-level students answered this question correctly. The students also were asked whether the SOX applies only to U.S. audit and accounting firms and 55 percent of the 300-level and 50 percent of the 400-level students answered "yes." Since all U.S. and non-U.S. audit firms that audit SEC registered firms must comply with the provisions of the SOX, approximately half of the student answered this question incorrectly.

When asked to identify an objective or purpose of the SOX, only 15% of the 300-level students and 46% of the 400-level students were able to identify "restore investors' confidence in financial reporting." The most common incorrect answers were "to guarantee that financial

statements are accurate" and "to protect accountants." Thus, the misconception that regulation of financial reporting can guarantee accuracy of the information appears to be prevalent.

Students were asked whether auditors are permitted to perform certain NAS for audit clients. All the services currently prohibited were included, as well as the two services that are currently permitted (tax planning and compliance). Only between 19 and 44 percent of the 300-level students could correctly identify the services currently prohibited by the SOX. The lowest percentage of correct responses was associated with actuarial services and the highest with brokerage services. Between 37 and 69 percent of the 400-level students correctly identified the NAS services that are prohibited. The highest percentage was associated with brokerage services and the lowest with appraisal services.

Thirty-three percent of the 300-level students and 45% of the 400-level students erroneously believed that tax planning was prohibited, while 36 percent of the 300-level and 33% of the 400-level students erroneously believed that tax compliance services were prohibited.

Students were asked whether the CEOs and CFOs of public companies were required to certify their company's financial statements filed with the SEC. The majority of the 300-level and the 400-level students knew that the CEO and the CFO are required to certify their financial statements.

The students also were asked to indicate or describe the purpose of the SEC. All answers that described at least some aspect of the SEC's purpose were accepted as correct. Only 33% of the 300-level students and 58% of the 400-level students were able to correctly identify the SEC's purpose. Only eight percent of the 300-level students and 39% of the 400-level students were able to correctly identify the purpose of the PCAOB. Furthermore, only 1% of the 300-level students and 8% of the 400-level students were able to name the chair of the PCAOB. Accounting majors and students who had completed a larger number of accounting classes were more likely to correctly answer some of the questions than were non-accounting majors and those who had completed only a few accounting classes.

The students were asked to rate three statements on a five-point scale, where 5 was equal to strongly agree, and 1 was equal to strongly disagree. When asked to rate the statement "I need to know about the Sarbanes-Oxley Act 2002, the 300-level students' mean rating was 4.3, while the 400-level students' rating was 4.8. When asked to rate the statement "The SOX is only important to accounting majors, the 300-level students' rating was 2.8 and the 400-level students' mean rating was 2.2. When asked to rate the statement "I am knowledgeable about the provisions of the Sarbanes-Oxley Act," the 300-level students' mean rating was 2.2 and the 400-level students' mean rating was 2.4. Two sample t-tests suggest that students enrolled in 400-level classes rate the importance of knowing about the SOX as higher than those who are enrolled in 300-level classes. In addition, 400-level students were less likely to perceive that the SOX is only important to accounting majors. Surprisingly, the students enrolled in the 400-level classes did not perceive themselves as more knowledgeable than those enrolled in the 300-level classes.

CONCLUSIONS

The study found that students are knowledgeable about some of the provisions of the SOX (the CFO and CEO certification requirement) but not very knowledgeable about other aspects of the SOX (e.g., NAS, the scope of the SOX). The overall low rate of correct responses to many of the questions suggest that additional coverage of the SOX in accounting as well as other business classes would be beneficial to prepare accounting and other business majors for their future careers.

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GENDER DIFFERENCES IN STUDENTS' PERCEPTIONS OF GROUP LEARNING EXPERIENCES

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ABSTRACT

This paper examines the effects of gender on the learning experiences of students who are majoring in Business at one state university. More specifically, the paper looks at the effect of gender on students' perceptions of and experiences with group assignments.

Group assignments are usually lauded as being an excellent medium for enhancing interpersonal skills, organizational skills, communication skills, and to expose students to experiential situations similar to what they will encounter upon entering the workforce. The motivation for the paper was based on the premise that group learning is a critically important component of an undergraduate business education program and that there is a difference between males and females in the way these group assignments are perceived.

In the last two decades, many businesses have become increasingly interested in creating and maintaining a diversified work force. This, in turn, has sparked interest among researchers who began looking into racial, gender and other differences. Many aspects of these differences have been examined and reported. However, even though ample literature exists related to these differences, no studies could be found that examined the effects of gender on students' perceptions of various aspects of group tasks.

A survey was administered to 294 seniors enrolled in two different courses in the College of Business at one southeastern university. Using a Likert-Scale format, students were asked to respond to statements which described their attitudes toward and their experiences with group projects. Demographic data was also collected which allowed the differences in responses between males and females to be examined.

Results revealed that males, more so than females, felt all group members contributed equally to group projects; whereas females felt they did more than their share of the group work than did males. Females also indicated they did more of the secretarial and organizational work related to group projects than did males.

QUALITY, TECHNOLOGY, EXPERIENCE AND THE USE OF MEDIA RESOURCES IN DISTANCE LEARNING PROGRAMS BY TWO-YEAR COMMUNITY COLLEGES

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ABSTRACT

In spite of the increase in the number of Distance Learning Programs (DLP) offered by higher education institutions, not all programs have been successful. Successful programs use different types of media resources for instructional delivery. An understanding of the factors affecting decisions related to the type and number of teaching media resources used in successful DLP could provide valuable information not only to those two-year colleges currently offering DLP but also to those planning to offer them in the future.

Unfortunately, the majority of the research efforts done in the past focused on DLP in four-year colleges and universities and not on two-year community colleges. Information on the key factors affecting these decisions from the two-year college perspective could help them in budgeting and planning new or enhanced distance learning programs, make an efficient allocation of resources and also give hints on how to improve the competitiveness of the college in a rapidly growing industry.

Limited Dependent Variable models were used in this study to analyze quality, technology and experience as factors affecting these decisions made by two-year colleges. It was found that the set of statistically significant factors affecting the decision to use a specific type of media used is not the same for each type of media. It could also be noted that these factors affect differently the decision to use a given number of teaching media resources.

SCHOOL ADMINISTRATORS' EFFICACY: A MODEL AND MEASURE

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ABSTRACT

This study advances the research of school administrators' efficacy through the development of an instrument that measures the confidence of school administrators in performing various leadership/management tasks. The instrument, entitled the School Administrator Efficacy Scale (SAES) was based on the Educational Leadership Constituent Council (ELCC) Standards, developed by the National Policy Board for Education Administration (NPBEA), to serve as a guide for university-based programs preparing school administrators, e.g., principals and superintendents. A factor analysis was applied to survey results from 367 early career principals and principal trainees. Results yielded eight dimensions of school administrator efficacy. Based on Cronbach's Alpha, the instrument has high reliability; thus, it can serve as a consistent tool in evaluating school administrators' efficacy levels.

INTRODUCTION

The usefulness of the self-efficacy construct is backed by research (Bandura, 1982, 1986; Covington, 1984; Dimmock & Hattie, 1996; Gibson & Dembo, 1984). Self-efficacy is associated with individuals' persistence, effort, and success on tasks they perform (Bandura, 1986). If one believes that he/she has the ability to determine successful results through effort and perseverance, then this increases his/her performance and self-efficacy level (Bandura, 1986). Bandura (1982) and Covington (1984) maintain that the success of self-efficacious individuals tends to lead to greater efforts to achieve and persevere through difficult tasks.

The research on self-efficacy research has primarily focused on teachers. Little information exists on the use of the self-efficacy construct to understand behaviors of school administrators, e.g., principals and superintendents. Henson, Kogan, and Vacha-Haase (2001) indicate that many positive teacher behaviors and student outcomes are associated with teacher efficacy. Efficacious teachers tend to avoid criticism and persist through difficulties (Gibson & Dembo, 1984). Moreover, efficacious teachers are more apt to seek outside help in dealing with disciplinary problems, when assistance is needed (Emmer & Hickman, 1990). Because of the benefits of self-efficacy studies among teachers, it is valuable to extend the study of self-efficacy to school administrators. This is especially important since research has shown that principal leadership is vital to the improvement of schools in effectively preparing students (Barth, 2001; Lunenburg & Ornstein, 2004).

SCHOOL ADMINISTRATOR EFFICACY SCALE (SAES)

The purpose of this study is to advance the research of school administrators' self-efficacy through the development of a unique measurement instrument that targets the confidence of school administrators in performing a variety of everyday administrative tasks. This instrument called the School Administrator Efficacy Scale (SAES) includes tasks derived from the Educational Leadership Constituent Council (ELCC) Standards. These standards were developed by the National

Policy Board for Education Administration (NPBEA) to serve as a guide for university programs that prepared school administrators (NPBEA, 2002-a; 2002-b; 2002-c). These tasks based in the ELCC standards help support the content and face validity of the scale as well as help ensure the many facets of a school administrator's job are addressed.

METHODOLOGY

Participants included 367 early career principals and principal trainees who were actively in their principal or teaching roles in Houston area school districts. The mean teaching experience was 8.4 years (SD = 5.66). The mean administrator experience as a principal was 4 months (SD = 2.16). The mean age was 35.83 (SD = 8.12) years old. There were 289 females and 78 males who participated in the study. Participant ethnicity included 213 Caucasian, 96 Hispanic, 51 African-American, 2 Asian, 2 Latino, 2 biracial people and 1 other. Participants completed the School Administrator Efficacy Scale (SAES), a 56-item instrument that corresponds to school administrators' tasks as addressed in the ELCC Standards (NPBEA, 2002-b). In completing the SAES instrument, participants responded to a one to seven (1-7) Likert scale, with options ranging from 1 (not at all true of me) to 7 (completely true of me), noting how true each statement was about them. Also, a demographic survey was used to describe the sample. Factor analysis was the statistical approach used to decide the dimensions of the SAES as well as establish the instrument's construct validity. A principal axis factoring method was used with a varimax rotation with eight factors being extracted and rotated. If SAES items had a factor loading of less than .4, then they were suppressed and dropped, since .4 is a minimum factor loading for statistical significance (Hair, Anderson, & Tatham, 1987).

RESULTS

The results of the factor analysis indicated that the eight factors accounted for 64.57% of the variance in the SAES scores. Factor 1 (Efficacy for Instructional Leadership and Staff Development) accounted for 11.96% of the variance. Factor 2 (Efficacy for School Climate Development) accounted for 11.03% of the variance. Factor 3 (Efficacy for Community Collaboration) accounted for 9.29% of the variance. Factor 4 (Efficacy for Data-based Decision Making Aligned with Legal and Ethical Principles) accounted for 7.40% of the variance. Factor 5 (Efficacy for Resource and Facility Management) accounted for 7.21% of the variance. Factor 6 (Efficacy for Use of Community Resources) accounted for 6.38% of the variance. Factor 7 (Efficacy for Communication in a Diverse Environment) accounted for 6.18% of the variance. Factor 8 (Efficacy for Development of School Vision) accounted for 5.13% of the variance.

Also, an internal consistency (reliability) analysis was conducted using Cronbach's Alpha for each of the eight factors (subscales) on the SAES. The findings were: Factor 1 (Efficacy for Instructional Leadership and Staff Development) had a final alpha calculation of .93. Factor 2 (Efficacy for School Climate Development) had an alpha of .93. Factor 3 (Efficacy for Community Collaboration) had an alpha of .91. Factor 4 (Efficacy for Data-based Decision Making Aligned with Legal and Ethical Principles) had an alpha of .93. The alpha for Factor 5 (Efficacy for Resource and Facility Management) was .89. Factor 6 (Efficacy for Use of Community Resources) had an alpha of .95. The alpha for Factor 7 (Efficacy of Communication in a Diverse Environment) was .81. Lastly, Factor 8 (Efficacy for Development of School Vision) had an alpha of .86.

CONCLUSION

Based on the statistical findings, the School Administrator Efficacy Scale (SAES) can serve as a valuable instrument toward the preparation of effective school administrators. The basis of the

SAES is the ELCC Standards, which serve as a guide for university-based educational administrator programs, e.g., principalship and superintendency (NPBEA, 2002-c). This research demonstrates that the SAES addresses eight interpretable and internally consistent dimensions with subscales' internal consistency ranging from good ($\alpha = .81$) to excellent ($\alpha = .95$). These subscales address knowledge and skills noted in the ELCC Standards, pertinent to the development of an effective preparation program for educational administrators.

The SAES can serve as a useful tool in administrator preparation programs. It can be used as a formative and summative assessment tool to gauge an educational administration program's level of success in preparing school administrators. Moreover, current school administrators can use the SAES as a self-assessment instrument. Using it as a diagnostic tool, results can guide school administrators in planning their annual professional development activities.

This research has resulted in a viable scale for the assessment and development of school administrator efficacy. It can serve as a valuable tool for school administrator preparation programs as well as for current administrators in the field, especially with the scarcity of information regarding school administrator efficacy. Further research on this topic is needed, especially since school leaders hold a key role in the improvement of schools (Barth, 2001; Lunenburg & Ornstein, 2004).

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ENTREPRENEURIAL RESEARCH A PEDAGOGIC NOTE

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ABSTRACT

This pedagogic note provides an overview of the curriculum established for an undergraduate course in Entrepreneurial Research. The domain and scope of the course is specific to case method as the mode of research inquiry in African American firms. Designed as a new course offering in an interdisciplinary program of study in entrepreneurship at a minority serving institution, the course prepares the student cohort to formulate the undergraduate thesis in the Entrepreneurship program. The program of study is designed to provide students with a solid theoretical foundation and strong applications-based skill-set in the science of Entrepreneurship. Curriculum development activities are aligned with the pedagogic strategy of the program which includes case method, problem-based learning, and independent student inquiry.

INTRODUCTION

The Entrepreneurial Village Project: A Center for Praxis responds to the need for holistic entrepreneurship education programs that address the disparity in business development activities for underrepresented groups. The project's focus is to develop a cadre of nascent entrepreneurial practitioners and scholars. Conceptually, it establishes an experiential orientation to entrepreneurship – across the curriculum and along the continuum. Moreover, it represents a model for centering a program aligned with the mission of the university, its faculty, and its student population with the needs of the community of practice.

The two project objectives include to: 1. initiate an applied research agenda in entrepreneurship that includes examining the entrepreneurial activities of underrepresented groups and results in developing case studies in entrepreneurship, and 2. develop an interdisciplinary academic program in entrepreneurship that includes a formal undergraduate concentration with a lecture series, field experience, and capstone activity with two tracks: a business plan or undergraduate thesis.

This pedagogic note describes the new course in Entrepreneurial Research. It supports the development of nascent scholar-practitioners of color, by introducing the research training necessary for students in the participant cohort to develop their undergraduate thesis to complete the program of study. After completing the course, the following semester, students enroll in a three credit hour Field Studies in Entrepreneurship, where they spend 240 hours in an internship assignment with an entrepreneurial firm. Following that experience, students can enroll in a three credit hour Practicum in Entrepreneurship, where they complete their thesis.

METHODOLOGICAL ORIENTATION

The methodological orientation of the research strategy for this course is case study research. The principal advantage of case method as a research strategy is that it provides the opportunity to study an actual situation in a realistic setting (Naumes and Naumes, 1999). While it is difficult to generalize from the results of these studies, providing data and information from multiple sources provides construct validity. Further, field research is particularly amenable to the study of complex, poorly defined problems, that often confront business managers. In one study of minority [teaching]

case generation, the authors note while the production of minority case studies are significantly low, case studies represent an accepted research approach, and provide an instructional vehicle for the successful study of minority business issues (Gagnon and Morgan, 2004). Racial minority business issues could include the dilemmas faced by minority-owned businesses in terms of start-up and expansion; the management (hiring, training, promotion, reprimand, firing, etc.) of racial minority employees; the sales to minority customers or ethnic markets; and, the use of minority-owned or predominantly minority-owned suppliers. (59).

PEDAGOGY

Course Description: This course will include the application of basic business research methods for management decision-making in the emerging enterprise. In addition, this course will also include the use of secondary data for securing qualitative design alternatives and various models of presentation formats will be addressed. Students will develop a research question, propose a research design, and present the preliminary findings.

The learning objectives for the course include: 1. to develop a basic understanding of research as an intellectual activity, the different methods of inquiry (qualitative and quantitative), and the sources of data (primary and secondary); 2. to develop a research prospectus that applies the tools of research and proposes the case study of a firm; 3. to examine, analyze, critique, and present published case studies; and, 4. to present the research prospectus, using conference standards: PPT presentation with handouts or conference poster presentation.

Instructional delivery is planned over the span of a 15 week format, with two contact time periods per week (Tuesday and Thursday) for one hour and fifteen minutes. The course outline (Appendix A) provides instruction in business research, case design, business models along with scaffolded learning activities that focus on the course outcome of developing a research prospectus. Using the one minute paper (Angelo and Cross, 1993), students provide immediate feedback to the complex learning modules, namely the concept of the business model (week 3) and the sources of evidence in case method (week 8). Using the student generated test questions technique (Angelo and Cross, 1993), students provide feedback on their preparation for exam. Regular course tests measure student comprehension of the theoretical constructs (week 6 and week 10). Submission of the prospectus (week 14) and the formal presentation of the proposed business case (week 15) bring closure to the learning context for this course, without student distraction of preparing for a final exam. Course grades are determined using Exam 1, Exam 2, The Research Prospectus, and the Final Presentation, weighted at 20-20-40-20 for a total of 100.

Course materials include selected readings from in African American entrepreneurship literature (previously distributed), and a course pack of specific readings in research methodology. Course materials specific to this course include the text:

> Yin, R. (2003). Case Study Research: Design and Methods. Third edition. Applied Social Research Methods Series. Volume 5.

In addition, the following materials support the course instructional strategy: Foundations of Case Research and Writing: Suggestions for Beginners; Why Business Models Matter; Understanding the Business Model of the Entrepreneur; Overview of Research Process and Methods; Organizational theory from an afrocentric perspective; and Necessary properties of relevant research: Lessons from recent criticisms of the organizational sciences.

Finally, the following companion text is available as a resource:

Yin, R. (2003). Applications of Case Study Research. Second edition. Applied Social Research Methods Series. Volume 34. Sage Publications. Thousand Oaks, CA.

Course evaluation activities include the development of a research prospectus (including an annotated bibliography, study protocols, secondary data plan, primary data plan including interview questions). The capstone activity for the course is a formal presentation that describes a student developed case study proposal that centers around the business model for an entrepreneurial firm and incorporates secondary research (internet and firm documents), primary research (interviews), and organizational analysis.

This research prospectus is the formal plan for the development of the undergraduate thesis for program completion. The abstract of the research prospectus, upon approval, is submitted for identification of a faculty mentor for the undergraduate thesis, and can be submitted, upon approval, as a case embryo for conference presentation.

SUMMARY AND CONCLUSIONS

The business model represents a powerful pedagogical tool and research methods for undergraduate students in entrepreneurship should focus on the model of the individual firm. Using the practitioner as the frame of reference guides the development of research development strategies for emerging entrepreneurial scholars. As such, it strategically develops an intellectual tradition in the field that mirrors scientific inquiry cycles: the perception of a real-world problem situation, broad conceptualization of the phenomena, formulation of a scientific model, and the derivation of implications or solutions from the scientific model. If we accept the premise that students are best motivated to read, analyze, understand, and remember lessons of case the more they can associate with the case context and its cast, then the more cases represent the experience of racial minority students, the more relevant the learning experience can be (Gagnon and Morgan, 2004). Further, this pedagogic strategy extends that precept and responds to the need for research that increases the explication of emerging issues for entrepreneurial practitioners of color. By engaging emerging scholars to study the entrepreneurial firm, we "build on the historic tradition of business participation", as suggested by scholar Juliet Walker, and create a cadre of nascent scholars.

ACKNOWLEDGMENT

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Appendix A
Course Outline

ENT 302: Entrepreneurial Research

Week	Classroom Topic(s)	Readings	Student Assignment
1	Course OverviewLecture: What is business research?Source: Business Research Methods (Cooper and Schnidler)	Read: The Necessary Properties of Relevant Research (Thomas and Tyman). Read: Foundations for Case Research and Writing: Suggestions for Beginners (Hunger and Wheelan).	Prospectus: Students should identify a firm or industry of interest. Locate the information about the firm from obtaining a copy of the annual report, promotional and marketing materials, the firm's business prospectus (or business plan), and disclosed information from the company's website, trade magazines, press clippings, etc. The student may use the strategic audit from History of African American Business.
2	Lecture: Applying Scientific Thinking to Management Problems	Ladders of Abstraction (Renz).	

3	Lecture: The Business Model of the Firm.Source: Teaching Entrepreneurship Students the concept of a Business Model (Morris and Schindehutte). Additional resource:Afuah, A. (2004). Business Models: A strategic management approach. Mc Graw Hill Publishers, New York.	Read: Why Business Models Matter (Magretta). Read: Understanding the Business Model of the Entrepreneur (Morris).	CAT #6: One minute paper on Business Models. Prospectus: Using the business model framework, develop the model for the firm you have selected using the secondary data regarding the firm you have obtained. Determine what information is missing about the firm, what questions remain for you as the student researcher, and how you might obtain that information.
4	Discussion: Case Study Research Source: Case Study Research: Design and Method - Chp. 1 (Yin).	Read: Designing Case Studies [Chapter 2 - Case Study Research] (Yin).	
5	Instruction: Protocol Development and The Prospectus. Source: Case Study Research: Design and Method - Chp. 3 (Yin)	Read: Chapter 3 and 4.	CAT # 25: Students should develop 5 test questions from the course they anticipate in the exam.
6	EXAM (learning objective#1)		
7	Instruction: Presentation Techniques	Read: The role of theory in doing case studies. Chapter 1 - Applications of Case Study Research (Yin).	Students will be divided in three groups to develop a classroom presentation on: 1. The role of theory in doing case studies; 2. Explanatory case studies; and 3. Descriptive case studies. The leader of each group will act as a "discussant" for the former group's presentation and to "critique" the latter groups presentation. Each group should use no more than seven slides and should at least cover the following elements: introduction, overview, purpose, limitations, and model.
8	GROUP PRESENTATIONS:(learning objective #3) 1. Transforming a Business Firm through Strategic Planning (An Explanatory Case Study) 2. A Case Study of a Neighborhood Organization (A descriptive case study). 3. The role of theory in doing case studies.	Read :Collecting EvidenceChp. 4 Analyzing EvidenceChp. 5	CAT #6: One minute paper on sources of data
9	Lecture: The Logic Model as a Representation of the Business Model Source: Analyzing Evidence (chp. 5, Yin) and Understanding the Business model (Morris)		Prospectus: Students should develop a draft graphic representation of their proposed firm.
10	EXAM (Learning objective #1)		

11	Lecture: Scholarship as Process: Research Dissemination. Source: Program Manual on Thesis Requirements, APA Handbook, Case Study Checklist (The Business Case Journal), and Manuscript Guidelines (The Journal of Behavioral and Applied Management)	Read:Reporting Case StudiesChp. 6	Prospectus: Students should develop an abstract for their proposed case study.
12 - 13	Students should meet with instructor on the development of the research prospectus.		Prospectus: Students should prepare the final document for submission.
14	RESEARCH PROSPECTUS DUE. (Learning objective # 2)		Prospectus: Students should develop materials for their final presentation.
15	FINAL PRESENTATIONS: Students will present their research prospectus for the undergraduate thesis.(learning objective #4)		

E-SCHOLARSHIP AND THE PEDAGOGIC METAPHOR OF THE VILLAGE

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ABSTRACT

"For the twenty – first century, African Americans in business must build on their tradition of business participation, rather than continue to repeat it." Juliet E. Walker

This paper will depict the establishment of a curriculum and faculty development initiative to support the study of entrepreneurship at a minority serving institution. Launched with a pilot grant from The Coleman Foundation ("Cultivating the Entrepreneurial Village", Grant # 4266), the project is currently funded by The Fund for the Improvement of Post – Secondary Education (FIPSE) of the US Department of Education ("The Entrepreneurial Village Project: A Center for Praxis", FIPSE Grant #P-116-B-031042).

The Entrepreneurial Village Project: A Center for Praxis responds to the need for holistic entrepreneurship education programs that address the disparity in business development activities for underrepresented groups. The project's focus is to develop a cadre of nascent entrepreneurial practitioners and scholars of color. Conceptually, it establishes an experiential orientation to entrepreneurship – across the curriculum and along the continuum. It provides training for a multidisciplinary faculty cohort in case method pedagogy and establishes an interdisciplinary program in entrepreneurship at the college level. Future plans include the development of an entrepreneurship education program with partnering public schools. The project model which includes a lecture series, a business plan competition, and student paper presentations for the college program, is designed to merge theory and practice at various educational levels. Moreover, it represents a model for centering a program aligned with the mission of the university, its faculty, and its student population with the needs of the community of practice.

Finally, the presentation will include selected project outcomes including the tool developed to support the development of case studies for the faculty research initiative and the university approved curriculum of study for the concentration in Entrepreneurship. Early project outcomes including the student research presentation (case study) at an academic conference, faculty developed case embryos, and the B-school team who placed 2nd in the statewide HBCU business plan competition, hosted by North Carolina Central University, will be discussed.

THE MEMORANDUM: USING PROBLEM–BASED LEARNING STRATEGIES TO 'CENTER' DECISION IN THE BUSINESS LAW PEDAOGOGY

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ABSTRACT

Management as a field of study is focused on preparing the future management practitioner to make decisions with certain degrees of uncertainty, manage key and critical talent resources, and be ethical practitioners. The community of practice seeks management graduates with oral and written communication skills, critical thinking and decision skills, and intellectual maturity and sophistication.

Problem-based learning (PBL) is a relatively new method of knowledge transfer, where curriculum development and the instructional system simultaneously develop both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem solvers with ill-structured problems that mirror real world problems. Problem based learning is solving problems presented in a context that is relevant to the community of practice. Problems are complex, open-ended, present a minimal amount of information, and do not require a single answer. The basic tenants of PBL are that:

1. Learning outcomes should be holistic;
2. Problems should mirror professional practice;
3. Problems should be ill-structured, and
4. Problems should be contemporary.

This paper describes the use of problem based learning techniques adapted for the Business Law course at a minority serving institution. The critical incidents that the students are provided as problems involve the termination of an employee with a disability, the termination of a high performing African American employee because of his hair style, and determining whether to keep a hiring policy that states that religious faith is required for a faith-based charter school. The presentation will discuss how the stages of implementing PBL were constructed, how specific activities were developed to scaffold students into the independent problem, and how the strategies were assessed using the Management Memorandum. Finally, there is discussion on how the assessment activities were evaluated (rubric).

CONSTRUCTING THE ENTREPRENEURIAL VILLAGE: NEEDS ASSESSMENT, FEASIBILITY STUDY, AND FACULTY PREPARATION. A REPORT OF PILOT ACTIVITIES TO ESTABLISH AN ENTREPRENEURSHIP PROGRAM AT A MINORITY SERVING INSTITUTION

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ABSTRACT

This paper will discuss the establishment of a curriculum and faculty development initiative to support the study of entrepreneurship at a minority serving institution. It specifically addresses the phases of needs assessment and faculty development.

INTRODUCTION

This presentation will depict the establishment of a curriculum and faculty development initiative to support the study of entrepreneurship at a minority serving institution. It specifically addresses the phases of conducting a needs assessment, curriculum and faculty development, community support, and generating resources to support entrepreneurship education. Launched with an elevator grant from The Coleman Foundation (Grant # 4266) at the 17th Annual National Conference of The United States Association for Small Business and Entrepreneurship (USASBE) in Hilton Head, SC, the project is currently funded by The Fund for the Improvement of Post – Secondary Education (FIPSE) of the US Department of Education.

The Entrepreneurial Village Project: A Center for Praxis responds to the need for holistic entrepreneurship education programs that address the disparity in business development activities for underrepresented groups. The project's focus is to develop a cadre of nascent entrepreneurial practitioners and scholars of color. Conceptually, it establishes an experiential orientation to entrepreneurship – across the curriculum and along the continuum. The pilot activities for this project, funded by The Coleman Foundation were to conduct a needs assessment and to initiate faculty preparation for the initiative.

Finally, the presentation will include selected project outcomes including the needs assessment data -including the survey instruments developed for the project, establishing the advisory board for the project, the initial faculty development retreat, and resource development for the implementation of the project.

Appendix A
Faculty Survey

Instructions: This survey seeks to assess the interest in, awareness of, and experience of the faculty in the practice of entrepreneurship: as well as their interest in conducting research in the field. Please complete this survey and return to Dr. Kenneth Mitchell.

Demographic
A1. Department: _____
A2. Position: ____ Teacher ____ Director ____ Department Chair ____ Dean ____ Other (please specify_____)

A3. Rank: ____ Instructor ____Assistant Professor ____ Associate Professor ____ Professor
A4. Educational Background (check only one)
____ Doctorate (PhD, EdD, RhD, DBA, DMgt., JD) ____ Specialist (EdS)
____ Masters (M Ed, MA, MS, MBA, MFA) ____ Bachelors (BS, BA, B Ed)
A5. Years of Teaching Experience: ____ <3 ____ 3-5 ____ 6-8 ____>8
A6. What pedagogical strategies do you most often use when planning instruction?
____ Lecture ____ Student Presentations ____ Research Project ____ Essay
____ Tests ____ Tasks ____ (Standardized or Objective) ____ Case Studies
____ Experiments ____Research Papers ____ Field Activities
____ Other (please specify _____)
A7. Number of Publications
____ <3 ____3-5 ____6-7 _____>7
If some of measure of scholarship is used in your discipline (i.e. recital, etc., please indicate the type of measure).

Of these refereed publications, which method best describes the method used most often for analyzing the data? (please select only one)
____ Qualitative ____ Quantitative
Of these refereed publications, which classification of research best describes the manuscript? (please select only one)
____ Basic ___ Applied ____ Pedagogical

What are your three primary research publications areas? 1. _____
2._____ 3._____

Awareness
B1. Which statement best describes your understanding of Entrepreneurship?
___1 = I know how to launch a business venture ___2 = I am somewhat familiar with the process to launch a business venture
___3 = I am slightly familiar with how to launch a business venture ___4 = I have no clue how to launch a business venture
B2. Which statement best describes your familiarity with an entrepreneur?
___1 = I currently own/operate a small business ___2 = I used to own/operate a small business
___3 = I know someone who owns/operates a small business ___4 = I do not know anyone who owns/operates a small business

Interest
C1. Which statement best describes you interest in entrepreneurship?
____ 1 = I am very interested in learning more about the theory and models of business development
____ 2 = I am interested in learning more about the theory and models of business development
____ 3 = I am somewhat interested in learning about the theory and models of business development
____ 4 = I am not interested in entrepreneurship
C2. Which statement best describes your interest in the faculty development portion of The Entrepreneurial Village Project?
___ 1 = I am interested in learning about entrepreneurship as a teaching strategy (case method)
___ 2 = I am interested in learning about entrepreneurship as a research strategy (case writing)
___ 3 = I am interested in learning about entrepreneurship as a practice
___ 4 = I think is a good idea, but I am not interested
C3. Which statement best describes your interest in our student development initiative of The Entrepreneurial Village Project?
____1 = I am interested in mentoring a student research program in my discipline
____2 = I am interested in supervising a student internship in my discipline
____3 = I am interested in coordinating the lecture series
____4 = I am interested coordinating the business plan competition
____5 = While the students would benefit from this project, I am not interested in participating
C4. Additional Suggestions/Comments:

"For the twenty-first century, African Americans in business must build on their historic tradition of business participation rather than continue to repeat it."
Juliet Walker

"If we are a race we must have a race tradition, and if we are to have a race tradition, we must keep and cherish it as a priceless – yes, as a holy thing and above all not be ashamed to ear the badge to wear the badge of our tribe."

Alain L. Locke

HISTORY OF AFRICAN AMERICAN BUSINESS. A PEDAGOGIC NOTE.

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INTRODUCTION

This paper provides an overview of the curriculum established for an undergraduate course in History of African American Business. Designed as a new course offering in an interdisciplinary program of study in entrepreneurship at a minority serving institution, this sophomore level course is the induction course for the program. The program of study is designed to provide students with a solid foundation, strong theoretical and applications - based skill-set in the science of Entrepreneurship. Curriculum development activities are aligned with the pedagogic strategy of the program which includes case method, problem-based learning, or independent inquiry.

COURSE DESCRIPTION

This course will survey the history of business activity for African Americans. In addition, this course will highlight the success of specific geographic regions in establishing strong business participation (e.g. Atlanta, Cleveland, Tulsa, etc.), and integrate the concepts of business disparity, innovation, and entrepreneurship to establish a foundation level understanding of the tradition of business participation for African Americans. This course is designed to be an introduction to the history and evolution of the business participation for African Americans in the United States 1619-present. Students will discuss the historical significance of slavery, the impact of culture on mainstream business activity, and the relevance of geography to entrepreneurial opportunity. This is proposed as a reading and writing intense course.

The learning objectives for the course include: 1. to reflect, synthesize, and discuss the historical contributions of African Americans to business development in the United States; 2. to analyze and diagnose a business case – that specifically represents an African American entrepreneur or an African American issue in business; 3. to examine, interrogate, and analyze an issue related to business disparity or political, legal, or regulatory attempts at business parity; 4. to examine the strategic intent of a BE 100 firm; and, 5. to synthesize and report organizational research that illuminates the business model for a social enterprise. Course materials include selected readings from in African American entrepreneurship literature.

Course evaluation activities include a readings journal, a case analysis, a critical analysis paper, and a strategic audit of an African American firm (listed on the BE100 listing). The capstone activity, a poster presentation that proposes a business model for the firm under study, incorporates secondary research (internet and firm documents), primary research (interviews), and organizational analysis.

This presentation will provide an overview of the readings from the course pack and an overview of the classroom and course assessment techniques.

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Johnson, H. (1998). Black Wall Street: From Riot to Renaissance in Tulsa's Historic Greenwood District. Elkin Press. Austin, TX.

Reference materials for this course include:

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INNOVATION AND KNOWLEDGE BROKERING IN THE CLASSROOM: HOW STUDENTS CAN LEARN FROM WHAT WE DO

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ABSTRACT

Innovation is an area of interest for many management scholars today. Researchers tell us that the future success of organizations is based on the ability of their employees to be innovative. The challenge for business professors is not only how to effectively teach future managers the importance of creativity but also how to foster innovation for their employees. While most of the innovation research in the management field has been focused in the entrepreneurial area, little attention has been given to the organizational behavioral field. Recently, Hargadon's (2002) model of innovation, knowledge brokering, sheds light on how organizational learning and innovation are linked. I propose that knowledge brokering has implications for organizational behavior professors. Professors as knowledge brokers can attend to the model by using different resources and networking when teaching organizational behavior concepts. This paper focuses on how the model may help professors and students gain a better understanding of facilitating the process of innovation.

IMPORTANCE OF INNOVATION

Over the years, the study of management and organizational behavior has historically been described in terms of eras. For example there was the scientific management era, the human relations era and the classical organizational theory era. Today, many scholars predict that the innovation era is the new frontier. Innovation has various definitions and has been defined as both a process and an outcome.

The entrepreneurial field has included innovation as a topic of study because we tend to think of an entrepreneur as one who specializes in creative ideas. Moreover, an entrepreneur is viewed as one who is adept in converting ideas into action. However when the research focuses on how or why the entrepreneur is innovative it sheds more light on how a particular individual is creative rather than how innovation can be fostered for a number of employees. Business professors face the challenge of teaching students who will be future managers how they can best facilitate the innovation process. This challenge is not limited to those professors who teach in the entrepreneurial area; therefore this paper will focus on those who teach organizational behavior.

THE KNOWLEDGE BROKERING MODEL

The knowledge brokering model (Hargadon, 2002) seeks to explain how the process of learning old and creating new knowledge are linked. It contains five steps that are briefly described as follows:

> Step One: Access. The pre-condition of the social structure that is fragmented into disconnected domains. Resources from one domain often have value, but go unseen in others.

Step Two: Bridging. Knowledge brokers gain access to multiple domains and to the resources and problems that exist in one domain but are potentially valuable yet unknown in others.

Step Three: Learning. People gain knowledge of the existing resources and problems of several domains; they learn about who has what knowledge in the organization and they learn how to learn.

Step Four: Linking: People recognize how old resources can solve new problems, and also how new resources can solve old problems by sharing their knowledge within the organization.

Step Five: Building: People use their knowledge and networks to introduce these innovations into domains and build supportive ties around them.

MODEL APPLICATION

Professors in the organizational behavior area may be well served to look at the knowledge brokering model for insights into the process of innovation. In reference to Step One, a textbook may be a typical resource to the college professor. Textbooks now come with a vast array of ancillary materials that aid with the organization and delivery of the topic. However, other resources are available. For example, over the past several years, the use of popular films has been employed to allow students to view organizational behavior concepts in action such as motivation, power, perception, conflict management, leadership, problem solving and decision-making.

This paper will discuss how each of the five steps of the knowledge brokering model can be applied to teaching the process of innovation.

IMPROVING STUDENT'S SUCCESS RATE

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ABSTRACT

There are many factors involved in a student's success. Some of the reasons frequently cited are the student's ability, the student's study effort, the teacher's skill, the difficulty of the class material, and even luck. In any given class, all of these factors are constant, except for luck. However, there are a variety of evaluation techniques that a teacher can use to gauge a student's success. Some students are successful regardless of the evaluation technique. However, many teachers that use multiple techniques have found that some students are stronger in one technique type than another. The student's attitude regarding the test is another important factor. Upbeat students with greater expectations score higher than students with lesser expectations. Students who fear either multiple choice exams or essay type exams, based on previous low scores, have lesser expectations. Construction of exams utilizing both multiple choice questions and essay type questions can improve student's expectations and success rate. Further, changing the grading structure to place a greater emphasis on either multiple choice questions or essay type questions and allowing students to select the grading technique improved the student's expectations and success rate even further.

Exams were constructed using both multiple choice questions and essay type questions. Students were instructed that they had to select a grading option for the exam. Grading Option A used a formula that placed a greater weight on multiple choice questions. Grading Option B used a formula that placed a greater weight on essay type questions.

Results of the exam were compared to the same exam given the previous year. A straight comparison of grade results was made, but was not considered to be a valid comparison as the mix of students changes from semester to semester and from year to year. The student's grade point average was taken into consideration to make the year to year comparison valid.

Another factor to consider was whether the students would make proper grading option choices. Should the student have to make the grading option choice before or after seeing the exam? After due consideration, it was decided to allow the students to make their choice after completing the exam. This would allow the student greater flexibility without altering the validity of the exam. All exams were graded using both grading options. Results showed that more than several students made the wrong choice, although in most cases, the difference was very small. Only a very small number of students made a choice that had a difference of greater than five percentage points.

MEN AND WOMEN IN INFORMATION TECHNOLOGY – THE WIDENING GAP

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ABSTRACT

Information technology has become a necessity in the business world of today, and women of the past have cleared the path for the women of today. From Augusta Ada Byron to Grace Murray Hopper, women were instrumental in laying the foundation for the women of today and tomorrow. There is a significant and widening gap between the number of males who enroll in Information Technology (IT) courses in colleges and technical schools, and their female counterparts. The percentage of women in IT has recently fallen from more than 40% to less than 35% in only six years, a drop of almost 15%. This condition exists even though computing fields are understood to be in a state of growth and offer relative wealth. Why is it that women, historically, do not seek an education in computer fields? It is ironic since most of the first programmers were women.

The first programmer is generally considered to be Lady Ada Lovelace, the daughter of Lord Byron. Augusta Ada Byron was born in London, England in 1815, the daughter of the romance poet, Lord Byron. Ada married Lord William King and became the Countess of Lovelace, Lady Lovelace. Lady Lovelace was asked by Charles Babbage to translate into English a scientific paper authored by Louis Menabrea, an Italian mathematician. The article describes Babbage's Analytical Engine. Lady Lovelace, adding her own notes to the translation, produced an article that was three times the length of the original. Her work was used to explain the process that is now known as computer programming. In 1979, in her honor, the United States Department of Defense developed a software language named "Ada."

The second (or third) programmer was Lieutenant Grace Murray Hopper of the United States Navy, later Admiral Hopper. Grace Murray was born in 1906, in New York City. Grace graduated from Vassar, Phi Beta Kappa and later received advanced degrees in mathematics and physics, from both Vassar and Yale. Grace then earned her PhD in mathematics from Yale. After trying to enlist in the United States Navy, and being denied due to her age and weight, she was sworn into the U.S. Navy Reserves in December of 1943. Grace Murray Hopper, one of the first programmer of the Mark I, the world's first large-scale automatically sequenced digital computer which calculated aiming angles for naval guns in varying weather conditions. She was credited with coining the term "bug" in reference to a glitch in the machinery when a moth was removed from Mark II's relays. Some years later, Hopper introduced the term "debug" when referring to the process of removing computer programming errors. Grace Hopper was promoted to Rear Admiral, in 1985, and retired aboard the USS Constitution, in 1986, following 43 years of service. At the time of her retirement, she was the oldest active duty officer. Grace Hopper was 80 years old.

When looking into the reasons for this disparity, researcher generally combines IT with math and science. Females often shy away from math and science, feeling that such subjects are too masculine in nature. Therefore, females shy away from IT. Recent survey data may offer some insights into this condition.

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BUSINESS STUDENT'S INTERESTS: AN AVENUE TO INCREASE SATISFACTION

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ABSTRACT

Educational institutions are consistently searching for new avenues to increase student's satisfaction. In the case of institutions of higher education this is a relevant issue when it comes to rates of retention. In this respect, colleges and universities have, alternatively or simultaneously, used different approaches: The administrative and the research oriented approach. In the administrative approach, decisions usually are based on faculty and administrators' perceptions of what will satisfy the students' needs and increase the overall student satisfaction. Generally this approach relates to capital investments applied to improvements in infrastructure, technology, and faculty recruitment. The second, the research oriented approach (basis for this study) requires identifying and evaluating students' interests. It is the purpose of this study to gather primary data on business students' interests. Since our focus is on business students, this exploratory study could provide schools/departments of business with some potentially good ideas to improve student satisfaction.

INTRODUCTION

Time and again institutions of higher education have been interested in increasing student satisfaction because of its primary positive influence in student retention and its secondary effect in enrollment. That is why most universities and colleges are using student satisfaction surveys as one way to measure performance. In most public supported institutions the student profile has changed to one that routinely includes a large proportion of the students involved in out-of-campus jobs. In a 2004 article "Student Satisfaction High on Campuses: But finding study time is a challenge" published in the Stats Watch column of University Business, information on the results of the 2003 National Survey of Student Engagement shows among other findings that 51% of freshman and 61% of seniors work over 20 hours per week (Anonymous, 2004). Considering the time necessary for other activities (i.e., socializing, entertainment) puts a tremendous stress on students and instructors to engage in activities that both enhances the learning experience, and simultaneously increases student satisfaction.

According to Astin, student's perceptions of the college experience and their perception of educational value received from the educational institution is a way to define student satisfaction (Astin, 1993). Each student faces a unique set of experiences, or combination of multiple factors (i.e., personal, social, physical, educational), that allows him or her to have an overall perception/evaluation of their educational experience. Satisfaction is one outcome that influences motivation (Chute, Thompson, & Hancock, 1999), which, in turn, is an important factor of academic success.

According to the 2001 National Student Satisfaction Report, successful institutions tend to share three basic attributes: they focus on the needs of their students, they continually improve the quality of the educational experience, and they use student satisfaction assessment results to shape their future direction (NSSR 2001). A study conducted within the 34 institutions of the University

System of Georgia indicated that satisfied students were more likely to be successful than those who were less satisfied with college. The study went on to say that students with high levels of satisfaction in their freshman year were more likely to persist in college (Walker-Marshall 1999).

METHODOLOGY

In this exploratory study the authors are looking at business student's interests as factors that lead to satisfaction. The particular framework for the study is limited to identifying the strength of agreement or disagreement the students have for a particular set of statements previously provided by a peer group.

A preliminary open ended questionnaire where students (in two business classes) had to provide as many ideas as possible on issues that could increase student's satisfaction was completed. Here the students provided their opinion or perception on issues/interests that could have a positive impact on their satisfaction with the business learning experience. The analysis of the information collected served as the basis for identifying the ten most important issues/interests, and also as the foundation for a structured questionnaire latter used in collecting the data for the present study. A convenience sample of the students from a small university located in the Southeast was selected. The sample included only students registered in business courses 300 level and above during the spring semester and represented the population of interest. Explicit instructions given by survey administrators (faculty members) assured students that the information collected was going to be treated confidentially and that their participation was voluntary. In addition, to follow proper research procedures and avoid duplications, administrators emphasized the importance of not participating in the process more than once. From the expected 225 potential participants, 154 questionnaires were completed over a period of one week for a return rate of 68%.

A five point Likert scale was used to determine levels of agreement or disagreement with the statements provided and allowances for other interest was available in the form of an additional open question. The results once properly coded and tabulated where analyzed using Excel statistical tools.

RESULTS

Table I shows the ten statements relating to various student interests. According to Table I, approximately 95% of the students surveyed believe it would be very helpful to receive more help when searching for jobs. The second highest response in the "agree" categories was the statement relating to field trips. Obviously, students believe that the school should provide more help in searching for a job as well as including more field trips to various companies and industries in order to gain a greater learning experience.

The only other statement to receive a percentage in the nineties in the "agree" categories was the availability of more classes in both semesters. This is certainly a great in the minds of most students, but may not be possible due to limited resources. However, this issue needs to be addressed and communicated to students with the understanding that the school is doing everything possible to provide more class availability. Assuming this issue is important to students should provide an incentive to administrators to prioritize class availability.

Eighty five percent of the students rated the "participation in business seminars" in the two "agree" categories. Thirteen percent of the students were neutral on this issue. Two other issues receive a response in the eighties percentile; "on-line grading," and "support for the GMAT." Students believe these three categories are important, but not to the extent of the previous mentioned statements. Students realize the need to participate in business seminars in order to learn what companies expect from graduates. The students also recognize the importance of having access to

on-line grading systems and the need to have pertinent information regarding preparation for the GMAT.

Twenty-two percent of the students strongly agree that it is important to have more interaction with faculty outside the classroom. However, 21% of the students were neutral on this issue. Obviously, many students are satisfied with the amount time spend with faculty outside of the classroom. Having strong business students as mentors also received a significant percentage in the neutral category. However, over 70% of the students did select the "agree" categories on this issue. The only other category to receive a response in the 70 percentile was the issue on having former business students visit as a class speaker. Twenty-four percent of the students were neutral on this issue.

The issue of having a one-semester internship or some equivalent business experience received the lowest score on the "agree" categories. Approximately 63% of the students support this issue, while 25% were neutral. Twelve percent of the students responded in the "disagree" category on this issue. Requiring students to participate in a required work experience was not as popular as the other issues. This may be explained by the fact that so many of our students currently work part-time in order to pay for their education. Internships typically do not pay and count only as credit hours.

TABLE 1
Student Interests

Statement	Level of Agreement				
	SA	A	NA/D	D	SD
I would like to have more classes available in both semesters	60%	30%	10%	0%	0%
I will be interested in having former business students visit as guest speakers.	33%	41%	24%	1%	1%
It would be a good idea to have more faculty interaction with the students-other that class related activities.	22%	55%	21%	1%	1%
Fieldtrips to business and industry provide a strong learning experience	57%	37%	5%	1%	0%
A one-semester BA490 (Internship), or some equivalent (verifiable) business work experience should be required of all business students before graduation.	36%	27%	25%	7%	5%
On-line grade reporting should be provided throughout the semester.	54%	30%	13%	2%	1%
I will be interested in having strong business students as tutors.	26%	50%	21%	1%	2%
It will be very helpful to receive more help when searching for jobs.	55%	40%	5%	0%	0%
I think it will be very helpful to provide more support for those students interested in taking the GMAT.	42%	38%	19%	1%	0%
I like to participate in seminars where business professionals tell us what companies are looking for (from general skills to how to dress and act professionally)	48%	37%	13%	1%	1%

SA= Strongly Agree A= Agree NA/D= Nor Agree or Disagree D= Disagree SD= Strongly Disagree

CONCLUSIONS

The results of this analysis indicate that students are concerned about various issues pertaining to their college experience. Students are considered by many to be the customers of a college or university. If students are truly customers, schools must continually seek ways to make sure its customers are satisfied. Schools must be willing to listen to their students and prioritize the needs of their students in order guarantee long term success and growth. The students in this study were asked to respond to ten students issues/interests which were originally collected from two sections of an operations management class. The student responses on the ten issues indicate key areas which need attention in order to increase student satisfaction. Schools must continue to gather input from students and make every effort to implement their suggestions. Schools can no longer play a guessing game in determining student needs. The connection between business student's

interests and satisfaction should be further studied to determine common factors that can be generalized to better serve the student's needs and assure high levels of satisfaction. Only through feedback systems in which students can offer direct input will schools be able to assess the true needs of the students and offer continuous improvement.

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UNIVERSITY OF IOWA (IOWA), APPALACHIAN SCHOOL OF LAW (VIRGINIA), CASE WESTERN (OHIO), CONCORDIA (MONTREAL), MONASH (MELBOURNE): WHO=S NEXT?, AND CAN IT BE PREVENTED?

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ABSTRACT

Workplace violence has been on the decrease for the last one-hundred years, nevertheless, it is still the third leading cause of death in the workplace. This paper explores university-classroom violence as it relates to education in general and higher education specifically. Kindergarten through twelfth grade is seeing increasing discipline problems and it is believed that these problems will be surfacing in higher education this decade as this shift in American culture takes root in colleges and universities. Teaching strategies and disciplines now employed in K-12 programs to combat discipline and violence are needed now to meet these forthcoming challenges to college life. Suggestions are given as to how and when to modify teaching styles so that classroom control and learning can be maintained.

Faculty, staff, and administration need to be trained to learn the signs of aggression in classrooms and offices. Training also must be given to faculty to understand the leading causes of violence in universities: a sense of injustice, stress, and situations where individuals (students and staff) are being micro-managed. When, and if a student or fellow faculty member decides to use violence to remedy a perceived injustice, faculty and staff need to know the do=s and don=ts of handling this unique situation.

FIVE STEPS TO A LEARNING ORGANIZATION CLASSROOM

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ABSTRACT

What is a learning organization? The name alone signifies that it is an organization that learns. But a learning organization has to do much more than that. It also must have the ability to spread new knowledge to others. This paper will discuss what constitutes a learning organization, how a learning organization operates, and how to adapt a learning organization model to a college classroom.

INTRODUCTION

Learning is a social activity. The words "learning organization" were first used in the l980's to describe an organization that was trying new ways to do business in order to survive in a highly competitive market. (Argyris and Schon l996). David Garvin defines a learning organization as "an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights by trained individuals (Garvin l993). Another definition of a learning organization is, "an organization that facilitates the learning of all its members and continuously transforms itself to achieve a competitive advantage." (Pedler, Burgoyne, and Boydell 1991).

An organization involves people doing things together for a purpose. Organizations make products such as automobiles, shoes, or television sets. Organizations also provide services such as medical information, computer services or accounting data. Colleges and universities are in the business of providing educational services. It would seem obvious that an institution whose mission is effective teaching and learning would be a learning organization. But in fact most colleges and universities are not learning institutions but rather, follow a traditional bureaucratic structure. A comparison between a bureaucratic organization and a learning organization is shown in Table 1.

Table 1
Organizational Transformation

Column 1	Column 2	Column 3
Dimension	Old	New
Relationships	Hierarchical	Horizontal
Structure	Bureaucratic	Teams
Teaching Style	Autocratic	Participative
Culture	Compliant	Empowered
Strategic Focus	Subject Driven	Innovative

EMERGENCE OF LEARNING ORGANIZATIONS

Since l990 there have been strong economic, social, and technological forces that have dramatically effected how businesses operate. These changes have resulted in the drive for changing the structure of business from bureaucratic organizations to learning organizations. Companies such as Ford, Federal Express, General Electric, and Motorola started transforming themselves into learning organizations during this time. Some of these companies succeeded in making the change but most failed because they were not willing or able to make all the changes necessary to transform it into a true learning organization. At the end of the l990's several new age learning organizations appeared. Yahoo started in l994 and then Google in l998. These two technology driven companies incorporated the following five key ideas into their operations: team structure, shared vision, value driven culture, shared information and empowerment.

TEAM STRUCTURE

In business, in education, or in any human endeavor, the quality of relationships determines outcomes. Consequently, teams and team learning are at the heart of the learning organization. David Filo and Jerry Yang started working together on an internet guide as a way to keep track of their personal interests on the internet. The company that was to become Yahoo started out as "Jerry's Guide to the World Wide Web." In l996 Sergy Brin and Larry Page were working together in the graduate computer science program at Stanford. Following the lead of Filo and Yang, they created a search engine that would rank search results not on data that could be manipulated by the Web, but by using the strength of the Internet itself—community input. They called their search engine Back Rub, because it had the unusual ability to analyze the "back links" pointing to a given website. In l998 the search engine was renamed Google and opened for business. In both Yahoo and Google the prime motivation was a sense of a mission to make an impact on society and to empower consumers in ways never before possible. Sergy Brin, explaining the start of the company said, "Obviously, everyone wants to be successful but I want to be looked on as being very innovative, very trusted and ethical, and ultimately making a big difference in the world."(Milstein and Dornfest 2004)

STRATEGY OF A SHARED VISION

Albert Einstein once said, "No problem can be solved from the same consciousness that created it; we must learn to see the world anew." Historically, there have been four ways to change how something is done.

First, you can attempt to have others change by using rational—empirical arguments. Second, you can attempt to coerce and command people to change from a position of authority or power. Third, you can create a culture that causes people to change their behavior and their outcomes. Fourth, you can draw people into talking about how they would change things and help them realize these changes. Yahoo and then Google used this fourth way to change how things were done. The two learning organizations used technology to communicate a shared vision of how to use the Internet to make an impact on society and to empower consumers in ways never before possible.

SHARED INFORMATION

In a learning organization information is widely and freely shared. If team members are to solve problems they have to be aware of what is going on. Employees must understand the whole organization as well as their part in it. The more people know about a company, the better the

company will perform. This approach is called open book management and was first used by Jack Stack, CEO of Springfield Remanufacturing, Inc. After trying several approaches to improve the company, Jack Stack discovered that by sharing information with all the employees performance improved dramatically. At Springfield Remanufacturing every employee is free to look at the books and exchange information with anyone in the company. Everyone is trained to understand financial and operational information. In addition, salaries, incentives and information about bonuses are available to all employees. (Stack l992)

At Solectron Corp., the world's largest contract manufacturer, sharing of information is the means to carry out the company's two primary values: superior customer service and respect for individual workers. The idea is to let people know every thing you can about the company, the department, and the task at hand. By sharing information, employees see that their job is not just a job, it is a responsibility. If you want your employees to learn and to improve, then you have to let them know how they are doing and let them know soon enough so they can do something about it. (Dalton 1999)

CULTURE

Culture is a set of key values, beliefs, understands, and norms shared by the members of an organization. It is the foundation of a learning organization and is especially strong in three areas. First, members of the organization are aware of the whole and how the parts of the whole fit together. Second, because of the use of a team structure the culture of a learning organization is egalitarian. It becomes a place of relationships. Team problem solving provides safety for experimentation, frequent mistakes, and failures that enable learning. Finally, a learning organization culture values change, risk-taking and improvement. It is a culture of continuous improvement. A good example of an organization with a learning culture is Yahoo. Yahoo strives to achieve the following values everyday: excellence, teamwork, innovation, community, customer fixation, and fun. A second example of an organization with a learning culture is Google. Google's culture and values mirror those of Yahoo. "The perfect search engine, said Larry Page, Google co-founder, "would understand exactly what the customer means and give them back exactly what they want. Google's culture emphasis is one of innovation and cost containment. Each employee is a hands-on-contributor. Everyone is considered an equally important part of the company's success. People from all departments mix and discuss how to improve the company. Google's hiring policy is non-discriminatory and favors ability over experience. It looks for people who share an obsessive commitment to creating search perfection and have a great time doing it.

EMPOWERMENT

Learning organizations empower their members by giving them not only the authority and the responsibility to improve the company but also the freedom to use their own discretion to do so. Empowerment means giving members power, freedom, knowledge and skills to make decisions and to perform effectively. In a learning organization there are several principles to follow when empowering members. By using a team based structure and horizontal relationships, a learning organization is communicating that all team members are responsible and capable of solving problems. The result of creating such a relationship is that the learning organization becomes a place where people can continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to learn together. (Senge l990)

A learning organization is managed from the bottom up. Responsibility is placed at the point of action where the employee can make decisions to solve a problem, improve a product, a service or satisfy a customer. Company objectives are understood by all employees. It is everyone's

responsibility to support them. All employees have the right to be involved in the planning of the work the affects them. It is the responsibility of each employee to create a work environment that encourages teamwork and lateral service so that the needs of the customers and each other are met. Each employee is empowered and given the authority, when a problem is identified, to address and resolve the issue. Employees are expected to learn their job, do their job and most importantly improve their job. Employees must be given the authority, freedom, trust, and resources they need to improve the organization. Vogt and Merrell (1993) believe that empowerment is critical in the learning organization because it "sparks exceptional learning and performance."

SHARED LEADERSHIP

A learning organization implements empowerment by creating teams and by implementing decentralized decision making. At SEI Investments teams make the decisions about what roles each employee will play, how each team will operate, how each team's performance will be assessed and when it is time to disband and create new teams. SEI calls this process "fluid leadership." (Kisner 1998) Self directed teams drive the learning organization. The teams deal directly with customers and make changes and improvements as needed. Team members take on the leadership role of deciding on new ways of doing things, including training, safety, and scheduling. They also make decisions about work methods, pay and reward systems. The concept of shared leadership is based on the principles of quality, accountability, teamwork, and ownership. Shared leadership gives the employees the freedom to voice their opinions and the opportunity to make decisions that affect their work and the overall performance of the company. It is a vision where leadership does not rest with a few individuals or in certain positions but with the company as a whole.

WHAT IS A LEARNING ORGANIZATION CLASSROOM?

After reviewing the ideas and elements of a learning organization a transition can be made to a learning organization classroom. A learning organization classroom is characterized by the same elements as a learning organization, namely, a team based structure, shared information, shared leadership, value driven culture, and empowered members. A learning organization classroom can be defined as a classroom in which students are engaged in identifying and solving problems, enabling the classroom to continuously experiment, change, and improve. A learning organization classroom is similar to a learning organization with the major difference that students are the ones doing the learning. The idea of creating a learning organization classroom came after studying and reviewing how Yahoo and Google operated. These two search engine companies operate quite differently from the learning organizations identified by Peter Senge and other learning organization researchers. A study of Yahoo and Google identified five ideas or principles that could be adapted to a college classroom setting. The five ideas are:

Empowerment.
Student Learning Teams.
Shared Leadership.
Class Culture.
Shared Information.

HOW DO YOU CREATE A LEARNING ORGANIZATION CLASSROOM?

Step 1: Create student learning teams.

By using student learning teams you change the structure of the classroom from vertical to horizontal. Student learning teams have been used successfully in the classroom for several years. The primary features of student learning teams include:

Permanent heterogeneous student learning team.
Grading based on a combination of individual performance, team performance, and peer evaluation.
The majority of class time devoted to student learning team activities.
Class time spent on helping student learning teams develop the ability to apply concepts as opposed to simply learning about them.

Team learning is based on the concept of alignment. The idea of alignment is that of arranging a group of scattered elements so they function as a whole. Each student and each student learning team is oriented to a common awareness of not only each other but also a common purpose. Classroom alignment results in a culture where all the students feel involved in a common learning endeavor and not just individual learning.

Step 2: Develop a strong adaptive classroom culture.

Culture is the set of key values, beliefs, understandings and norms shared by the students. In the learning organization classroom, after the student learning teams are formed, each team is required to write a team learning agreement. However, before the teams start on this assignment, a discussion about classroom culture takes place. The teacher starts the class by asking the following questions: "What would you like this classroom to be like?" "How would you like to be treated by the teacher?" "How would you like to be treated by one another?" "What would you like to see to make this a great class?" The teacher does a follow-up with a discussion about class culture. Next, the teacher presents a vision of what the classroom could be, followed by a presentation of the Class Standards.

The Class Standards are the foundation of the learning organization classroom. They help create the culture for the classroom. They encompass the philosophy by which the classroom operates and include the Class Credo, Class Motto, Student Promise and the Basics. Here is an example of a set of Class Standards.

The Credo

This classroom is a place where the learning and development of the students is our highest mission.

Motto

What is best for the team is best for each student.

Student Promise

At this university our students are the most important resource. By following the principles of trust, honesty, respect, integrity and commitment, we will nurture and maximize talent to the benefit of each student.

Basics

The Credo is the principle belief of our class. It must be known and energized by all.
Our Motto is the foundation for working together. As college level students, we treat team members and class members with respect and dignity.
The Student Promise is the foundation for our classroom environment. It must be understood by all students.
Classroom objectives will be communicated to all teams and team members. It is everyone's responsibility to support them.
To create pride in the classroom, all students have the right to be involved in the planning of the work that affects them.
It is the responsibility of each student to create a learning environment of teamwork and lateral service so that the needs of each student and each team are met.
Each team is empowered to create and deliver a successful power point presentation.
It is the responsibility of each student to be prepared for class.

Never lose a student. It is a class value never to lose a student. It is a class objective to create an environment where each student can perform at a satisfactory level. The lowest grade given in the class will be a grade of C. If a student does not satisfactorily complete the class assignments, a grade of "In Progress" or "Incomplete" will be registered. Upon satisfactory completion of the assignments a grade of C or better will be entered.

Step 3: Share Information.

Everyone in a learning organization is encouraged to seek information, ideas and insights from the teacher, textbooks, cases, presentations, class discussions, internet assignments, tests and each other. One of the main methods for sharing information is by using an assessment method developed for the class called "Green Flag-Red Flag." After a class presentation or after a case problem each student or student learning team completes a quick review of the work. The review form (Table 2) is either on the paper being reviewed or in the class guide. The "Green Flag-Red Flag" questions are to provide feedback to the students.

Table 2
Box Score

Column 1	Column 2	Column 3	Column 4
Format	Green	Yellow	Red
Clarity	Green	Yellow	Red
Organization	Green	Yellow	Red
Answers	Green	Yellow	Red
Reviewed By			
Comments			

After reviewing the work, the student or student learning team circles the color that best represents the performance. The color green means the reviewer is satisfied at a 91 to 100% level. A yellow score means the reviewer is satisfied at the 80 to 90% level. A red circle is a red flag and means the reviewed is satisfied at less than 80%. A red flag score means the work is not acceptable and needs to be redone. All work in the class is reviewed by both the teacher and the students. All completed work is placed in a student folder that is turned in at the end of the semester. If a presentation, case problem, internet assignment is reviewed by the teacher it may be given the designation of either Best in Class—BIC, or Best So Far—BSF. These success stories are given extra credit and presented before the entire class. These papers are also placed on the class web site. By sharing information, both good and bad, the students are not only able to see each others work but also to learn from the examples.

Step 4: Shared Leadership.

During the first week of class the teacher presents the model of the learning organization class and lays out the expectations about leading, learning and team building. The teacher shares his vision of the class and states clearly that in this classroom leadership no longer rests entirely with the teacher. The teacher outlines and explains the principles and the values that will guide the class. Each student learning team is required to be "teacher for the day" and to present material from the textbook, cases and the internet. A major assignment is the "student syllabus" assignment. Each team is required to design the class syllabus for the upcoming semester. The emphasis in each assignment is for the students to take on the role of being an active participant in the creation of classroom activities.

Step 5: Empowerment.

It all comes down to empowerment. In the learning organization classroom, empowerment is not a destination but a journey. It starts by letting the students know they are important and that they are to play a major role in how the class operates. Empowerment means creating a classroom culture where students are teachers and where students can work together to create teamwork, team spirit and team pride. The Class Standards are the basis for empowerment. They summarize empowerment in the classroom.

CONCLUSION

A learning organization classroom's purpose is to build collaborative relationships in order to gain knowledge and develop skills which empower students not only to understand more but also to act more effectively. A college classroom based on the five key principles of the learning organization classroom allows not only for the classroom to be more innovative but also more productive.

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CLASSROOM ASSESSMENT: AN EFFECTIVE MODEL FOR ASSISTING TEACHERS TO DETERMINE THE QUALITY OF THEIR ASSESSMENT TOOLS USED TO MAKE INSTRUCTIONAL DECISIONS

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ABSTRACT

Classroom assessment can be defined as a collection, evaluation and use of information to help teachers make better decisions. Conceptualized in this way, assessment is more than testing or measurement, which are familiar terms that have been used extensively in discussing how students are evaluated (McMillan 2004). Teachers of higher education use textbook and teacher-made exams, quizzes and assignments to evaluate or measure their students performance but, are there other practices that could be used to effectively evaluate the college student? When teachers report, that their students know the content area, that they taught, how accurate or valid is that statement? How valid are the assessment instruments used demonstrates the student's proficiency in that content area? As college professor, we should ask ourselves whether assessment dictates instruction or does instruction dictate assessment? I believe that all professors should ask themselves; "What would I like for my students to take with them after finishing my course?"

This paper will reflect upon assessment principles, current research and new direction in the field as well as practical and realistic examples for assessing the classroom in the university setting. Assessment should be a persistent and ever-changing goal, serving as a part of our personal philosophy of teaching. As teachers of higher education it is our responsibility and ethical duty to ensure that when we make decisions about our students' academic performance, our methods of assessment are a true and genuine representation of students' ability in having learned and performed the skills and knowledge needed to be successful in their endeavors. Therefore, we must make assessment a part of our curriculum in order to fulfill our mission.

A SEARCH FOR SOLUTIONS IN RECONCILING THE EMERGING TEACHING CHALLENGES OF BUSINESS EDUCATION

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ABSTRACT

The purpose of this paper is to appreciate the litany of challenges business professors face in business instruction. These challenges are combined with some of the criticisms that have been leveled by Business Deans. Their criticisms put additional apprehension among professors. Furthermore, the "churning of Deans" compounds the changing expectations, reward systems, and teaching strategies. Professors must therefore make tactical changes in their academic responsibilities, which impact the learning curve with planning and implementing pedagogical techniques. The paper offers recognition of these challenges, selected criticisms, and illustrative solutions. Although the solutions are few, it is hoped that conference participants will discuss additional opportunities for overcoming the issues herein.

INTRODUCTION AND BACKGROUND

Business educators have encountered their fair share of criticisms. For example, in one report by the AACSB Faculty Leadership task force (1996), the authors identified issues and problems affecting faculty. They recognized 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.

The above concern with teaching and learning theory has encouraged a variety of teaching techniques. One popular approach is to promote interactive student learning through experiential exercises and activities. Experiential learning has particularly become a mantra for many courses in entrepreneurship, management, and marketing. The theoretical support for this type of learning is frequently taken from such pioneers as Bloom's (1956) Taxonomy of Cognitive Levels, Kolb's (1981 and 1984) Experiential Learning Cycle (1981 and 1984), and Senge's (1990) Five disciplines predicated on three distinct levels.

However, experiential learning can be a messy process, and academic dishonesty among students is sometimes greater than with traditional teaching activities (Schibrowsky and Peltier 1995). Consequently, it is far easier and less time consuming to evaluate student performance with traditional in-class objective exams. Lastly, experiential activities are questioned by some critics so that it is hard to really gauge the behavioral change and learning that actually takes place –especially with the teaching of soft skills (Gremler, Hoffman, Keaveney, and Wright 2000; Schettler 2002). Since experiential learning can be labor intensive for the instructor, it requires some professional juggling. Time is needed to provide the proper design and execution of experiential learning. Frequently, this time burden causes some significant opportunity costs for the professors. Creating

a classroom culture of student interactive learning endeavors might create less time for research, community service, and consulting endeavors (Bhada 2002; Schlee 2000; Smart, Kelley and Conant 2003).

PURPOSE

It is axiomatic that business educators are facing some tumultuous times. The poverty of time, higher expectations from administrators, and greater accountability is causing a search for effective options and solutions to enhance the teaching profession. To help with the challenges, a number of education journals within business disciplines have surfaced over the years. For example, such journals as the Journal of (Management, Marketing, Finance, or Economics) Education provide excellent conceptual and empirical articles on educational issues and teaching strategies that are pertinent to the business discipline in question. By reading these journals, professors obtain ideas for classroom teaching and trying innovative pedagogical techniques. Yet, there is a lack of recognition for spelling out the previous, current, and future instructional related challenges that are converging in business education.

The purpose of this brief paper is to identify the numerous issues and problems that must be recognized. The goal is to first recognize and catalogue these prevailing challenges. Recognition of the problems, reward system, and opportunity costs is the first step in trying to successfully and efficiently balance the numerous academic responsibilities. It may also provide partial input and analysis to enhance the instructional process. Furthermore, it may help to avoid faculty burnout issues (Singh and Bush 1998). Furthermore, this awareness provides opportunities to generate discussion and solutions at the conference for the Allied Academies Educational Leadership Group.

RECOGNIZING THE INSTRUCTIONAL CHALLENGES

Based on a review of the literature, anecdotal evidence, and personal experiences as a teacher for well over 30 years, it is feasible to recognize some common issues that impact business teaching. Due to space limitations, a list of these challenges are subsequently listed:

Poverty of Professorial Time
Larger Class Size
Decreasing Budget
Grading Inflation
Grading Accountability
Student priorities with work being first
Increasing Cost of Education Compared to Inflation
More Professorial University Service Demands
More Distance Learning Courses
Increasing Number of Preps
More Diversity Among Students
Higher Research Expectations
Finding the Optimal Balance between teaching, research, and serviceBetter Appreciation of Non-traditional Student Needs
Churning of Administrators
Stretching Goals
More Coordination Requirements for Team teaching
Greater Desire for Business Experiences with Ph.D.
Dealing with AACSB criticisms
Stringent Hiring Requirements

Committee and University Service Burnout
Lottery Scholarships Impact on Grading Liability
Changing technology and Requirements
Industry Expectations for soft skills
Cash Cow Demands by Central Administration
Salary Compression Negative Impact on Morale

IMPLICATIONS TO TEACHING DELIVERABLES, CAREER SATISFACTION AND A FEW ILLUSTRATIVE SOLUTIONS

Many educators are now asking what should be the deliverables. The degree of questioning may frequently vary my business disciplines. Nevertheless, it appears that there is more interest with taking a holistic approach in business education. This approach not only includes the soft skills mentioned above, but it encompasses the enhancement of integrating the left and right side of the brain. In simple terms, how can teachers somehow attract students to combine and improve logic versus emotional intelligence?

Consequently, there is a movement from functional intelligence and technical business jargon to a process approach that enables students to learn by taking an interactive student-learning journey that makes them more responsible and ownership to the learning process. This approach is particularly noticeable in entrepreneurship education at both the undergraduate and graduate programs. However, the process approach brings additional issues, such as evaluation, timelines for completion, grading, expectations, and managing student teams.

Perhaps Covey (2004) offers some guidance by noting that one should begin with the end in mind. Although this may seem obvious it is easy to forget what the ultimate end and accomplishments should be for business students. It is far more than knowledge in one function; instead it combines knowledge in all business disciplines as well as the development of skills as well as a degree of social intelligence. Quite often there are other life's lessons in a classroom that are frequently ignored because the main focus is coming up with a final grade, which must be considered defensible by the administration.

The expected deliverables and trends in business education are exciting but in a very realistic sense that are having a profound and provocative impact on career satisfaction and lifestyle of business educators. In the literature, there are some discussions on student assessment and outcomes as well as the teaching challenges and career satisfaction. However, the interface of these elements and potential solutions seem to be lacking.

For instance, what can be specifically done to minimize and/or overcome the existing and future teaching and environmental challenges for business educators? And, will these partial solutions be different for the type of school, such as public versus private, large versus small, and the like? While teaching our students to create a student comfort zone for uncertainty and chaos, how can this comfort zone be transformed for business educators? Also, educators must appreciate the dichotomy between course content and pedagogical methods.

Sometimes professors will seek a different teaching technique because the class may have become too large and hard to manage. A good example is switching assignments from a required written business plan to a business simulation game. Or, a very popular approach is random generated computer exams. Unfortunately, at the yearly evaluation scheme there is no distinction made between the one who carefully read and hand picked questions versus one who used the faster random route. It is suggested that intrinsic motivational forces should compensate business educators, but this may be idealistic by some burnout professors who want someone to reenergize them with extrinsic positive feedback and recognition.

There is a greater movement to offer more frequent faculty development programs in teaching within Doctoral programs as well as with experienced professors. Attempts are also being

made to form partnerships and team teaching with other disciplines. Some administrators are trying to tie reward systems to pedagogical theory and interdisciplinary research. These are certainly helpful strategies in overcoming some of the challenges in teaching. However, there is still a need to form specific linkages and understand the interdependencies between some of the above challenges and issues with a greater abundance of creative solutions as well as the interface with learning theories. It is hoped that participants will enjoy brainstorming and discussing some of these solutions at the conference. This writer will add some additional solutions during the actual oral presentation.

CONCLUSION

As noted, with space constraints it is beyond the scope of this paper to offer a number of solutions for each challenge in business education. However, at the risk of oversimplification, Peter Drucker often writes that it is critical to first ask the right questions, work on the right problems, and spend one's time on the most important problems, tasks, and strategies. To be effective one must make sure they are "playing the right game" as opposed to playing the game well. This sports metaphor has profound implications to business academicians.

Also, although some may argue that it is idealistic, one's own perspective may provide motivational incentives and a degree of inner peace by noting that these are not problems but opportunities for business educators to seek solutions. It then becomes a mindset to adopt innovative pedagogical techniques while appreciating risk taking which could serve as differentiating career enhancement opportunities.

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HIGHER EDUCATION IN THE GLOBAL ECONOMY: A STUDY ABROAD COMPARISON

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ABSTRACT

Within the context of economic globalization and the growing need for human capital development around the world, the present study explores the role of higher education with special attention to international educational exchange programs in the United States. The impact of international education in the United States are analyzed from three perspectives: 1) the enrollment trends of international students and their contributions to the U.S. economy, 2) the growing demand for study abroad programs from American students and employers, and 3) the competitive landscape of human capital development, rivalry and mobility in a nation's long-term economic strength.

Recent statistics indicate that the United States remains the most popular destination for international students to pursue higher education. International students continue to make significant contributions to the U.S. economy in term both of their annual tuition and living expenses and of their intellectual contributions to research, technology advancement, and product innovation. According to the Institute of International Education (2004), the top fields of higher education pursued by the international students include business and management, engineering, math and computer sciences, social sciences, and physical and life sciences. The leading places of the international students' origin are India, China, South Korea, Japan, Taiwan, Canada, Mexico, Turkey, Indonesia, and Thailand, followed by German, Brazil and the United Kingdom. Meanwhile, the number of American students electing to study abroad has been increasing rapidly although the outbound number is significantly smaller than the inbound number.

From a career perspective, employers tend to agree that job candidates with international study experiences are likely to possess key skills such as cross-cultural communication, flexibility, leadership skills, innovation, maturity, ambition, independence, and interpersonal skills. From a human capital development perspective, a nation's long term economic strength will to a large extent depend on the nation's ability to produce, support, and sustain a flexible, agile, qualified, innovative, and mobile workforce. However, the world of higher education is getting more competitive in the increasingly interdependent global market. Multiple factors have led to a recent decline of international student enrollments in the United States for the first time since 1971. Alternative countries attracting international students include the United Kingdom, Germany, Australia, and New Zealand. Meanwhile, educational and career opportunities in leading countries of international students' origin such as China and India have been increasing, where the economic growth rates have been most prominent in the world and human capital development must catch up. Emerging issues addressed by the present study include how culture influence the educational systems and program design, historical trends and prospects in the US international educational exchange programs, and policy implications from the recent data. The study made several important contributions to the field of higher education. First, from data analysis, the study distinguished several key aspects of acquiring international educational experiences pertaining to various stakeholders, including individual students, parents, employers, educational institutions, and state legislators.

Second, the study took a comparative approach to contrast differences between international students coming to the U.S. and American students going overseas. Either way, the study demonstrated that international educational programs play an important role in generating revenues to the state, adding resources and brainpower to universities and the corporate society,

facilitating cross-cultural communication and greater understanding, and internationalizing the campus lives. All this is crucial to human capital development and workforce mobility pertaining to the national wealth and the economic strength in the long run.

Third, the study developed a multivariate contextual model to explain the competitive landscape of higher education in the global market. The model provides a framework for theory building and policy making. Various variables and their interrelationships have been addressed. The study drew attention to emerging challenges in the increasingly competitive global market for human capital development and supplies. In addition to the factors identified in the multivariate contextual model of higher education, the study calls for further exploration of effective tactics to balance the national security measures against the political, economic, and cultural benefits of international educational exchange programs. Practical implications include developing policies and assistance programs that are responsive to the demand and needs of various stakeholders both within and across borders. Such demands may include quality education, knowledge and skill transferability, information accessibility (e.g., regarding scholarships, cost of living, economic and political conditions of the host country, cultural variations, etc.), integration or transfer of international credits towards degree requirements, and visa related issues.

For researchers as well as for policy makers, it is imperative to identify and evaluate key factors in the competitive landscape of today's world of higher education in order to develop effective tactics and resources for human capital development, attraction, sustention, and mobility. More in depth analysis and suggestions for future research are provided and implications for the practical field discussed.

EMPOWERING STUDENTS WITH DISABILITIES THROUGH MUSIC INTEGRATION IN THE CLASSROOM: MUSIC THERAPY ON STUDENT

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ABSTRACT

The purpose of this study is to highlight literature concerning the effects of music therapy on children with disabilities. The paper is organized in the following sections: (1) background of music and children with disabilities, (2) the aims of music therapy, (3) main contributions to cognitive, biopsychosocial development of children with disabilities, (4) implications for learning, and (5) implications for using music to accommodate children with disabilities in an inclusive classroom.

BACKGROUND

Music therapy is considered a related service modality in special education (IDEA, 1997). Music therapy can play an important role in special education because many students with disabilities need special instructional treatment. Music is an ancient method for healing. It neutralizes negative feelings, increases stress tolerance level and harmonizes inner peace. The use of music therapy can help people who are crippled by varies cognitive and biopsychosocial problems. It can also help to improve the quality of life for people with disabilities of various kinds. The IDEA (Individual with Disabilities Act) requires schools to provide related services and equipment for a student with a disability to ensure a ree and appropriate public education. The reauthorization of IDEA (1997) mandates related services to be included into the Individual Education Program (IEP). In 2001, with passage of the No Child Left Behind Act (NCLB), the U.S. Department of Education is embracing evidence based research in order to improve the effectiveness of educational intervention and in turn, academic achievement. Regular education and special education teachers are given increased responsibilities for students with disabilities in their classrooms. Recent research indicates that music therapy has a positive impact on students cognitive development.

AIMS

The purpose of the study is to review literature concerning the effects of music on students with disabilities. Music has become a powerful tool for students and teachers in many inclusive classrooms. Music can facilitate inclusion of students with disabilities by making previously difficult or impossible tasks feasible. During the past decade, there has been a steady growth in the research base on the impact of music to children with disabilities. A vast majority of the research has mainly focused on music and medicine (Pratt, 1991; Chaquico, 1995; & Weinberger, 2000), music therapy (Pelliten, 2000), music as the basis for learning (Collett, 1992), usefulness of expressive arts (Dixon & Chalmers, 1990), usefulness of music to treat students with emotional and behavioral disorders (Houchens, 1983; Shennum, 1987; Gfeller, 1989, & King, 1994). Very few studies provided a comprehensive view of some disability categories such as autism (Staum, n.d.; & Stambough, 1996), mental retardation (MR) or cognitive delays, attention deficit disorders (ADHD), learning

disabilities (LD) and physical and other health impairments (POHI). The current review builds on previous efforts to examine research on the effects of music therapy to children with disabilities.

MAIN CONTRIBUTION

Students with disabilities arrive daily in music classes from kindergarten through high school. Effective integration of music in the content areas creates a learning environment that makes all children want to learn. Collett (1992) reported a successful music integrated curriculum which works well with bilingual and special education students. Music integration provide children with concrete, hands-on experiences that are essential to developing each child ability to reason, think, solve problems, analyze, evaluate, and to enhancing creativity (Houchens, 1983). Several studies have investigated the effects of music therapy on children with cognitive disabilities. Straum (n.d.) suggested the use of music to assist students with autism disorder in the areas of social and language development. Autistic children have eliminated their monotonic speech by singing songs composed to match the rhythm, stress, flow and inflection of the sentence followed by a gradual fading of the musical cues.

The author also argues that music can be used as a tool to encourage human development in cognitive, learning, perceptual, motor, social and emotional development. In a related study, Stambough (1996) conducted an action research at a music camp to 37 campers ages from 9-45, each suffers varies degree of a genetic condition called Williams Syndrome, which leads to cognitive impairment. She found that several strategies and techniques, combined with a great deal of patience, helped to accommodate the special needs of the students. Others researchers suggested steps for facilitating the integration of students with emotional or behavioral disorders into the regular music classroom. Results gathered from King & Schwabenlender (1994) reported various supportive strategies for promoting emotional well-being in children from a diverse background. Allow children to be expressive provides them with a sense of empowerment (Dixon & Chalmers, 1990).

IMPLICATIONS

Special education teachers have used music to alter mood and assess emotional problems. Music allows the individual to invent emotions. Music is viewed as an integral part of all children lives. Children enjoy listening to music, singing, and humming. Music may effectively enhance the ability to cope with stress. The author suggested that music be found in both music classes and regular education classrooms. She found that integrating literature with musical content helped to bring books alive and that musical classrooms encouraged children to relate and participate in the activities (Giles, Cogan, & Cox, 1991).

However, very few studies provided a comprehensive view of some disability categories such as autism (Staum, n.d.; & Stambough, 1996), mental retardation (MR) or cognitive delays, attention deficit disorders (ADHD), learning disabilities (LD) and physical and other health impairments (POHI). Below is a list of practical, relevant, and evidence based strategies teachers can use to help students with varies disabilities through music.

SPEECH AND LANGUAGE IMPAIRMENTS

Music is more than a leisure activity. It is more than verbal counseling. It is a sophisticated cognitive, linguistic, social and psychological treatment. Music provides a form of compensation for those with language impairments as well as a means of facilitating language development. Find a piece of music enjoyable to the student. Encourage student to participate in the musical activities. Have student verbally identify an instrument by name before he or she can play it. Learn words and

articulate particular phonemes through singing songs. Create non-judgmental and nonverbal activities to help make student feels comfortable. Create activities where any vocal sound is accepted as a creative part of the improvised music. Incorporated vocal sounds that are spontaneously emitted and that are elicited from the music making.

ORTHOPEDICS AND HEALTH IMPAIRMENTS

Music affects heart beat, pulse rate, and skin responses (Hodges, 1980). Place an instrument at a strategically placed distance to increase hands or arms movement. Swing a mallet to strike a drum to help increase the range of motion. Have student hold a musical instrument may help the development of fine motor coordination. Vary the intensity of clapping, jumping, stamping, pounding, swinging, and snapping, etc. according to the severity of the disability. Use slow and gentle music to increase flexibility and to decrease hyper tense muscular contractions.

COGNITIVE DISABILITIES

Research in neurological functioning supports the association between music and cognitive development. Music organizes sounds and silences in a flow of time. It creates expectations and are then satisfied. It raises a question and solves it. Use mnemonic devices for remembering sequences (the alphabet song). Use categorical structures to differentiate (animal farm, color, etc.). Connect sound with a concept (a cow makes a oo sound .

ATTENTION DEFICIT /HYPERACTIVE DISORDERS AND LEARNING DISABILITIES

Music focuses on accuracy and attention. Learning how to play an instrument can improve attention, concentration, impulse control, social functioning, self-esteem, self-expression, motivation and memory. Connect a particular vocal sound with a particular body movement. Provide more than one neural pathway by using multi-sensory channels. Use visual, auditory and kinesthetic (striking a drum, clapping hands). Use the inherent structure in songs to reinforce a sense of internal order. Use rhythm, steady pulse, and basic beat of music as a model to help student to experience order, sequence, and a sense of consistency.

GIFTED AND TALENTED

Music focuses on deeper psychological process and allows creative expression. Challenge gifted students to adapt their existing abilities in ways that enable them to produce music.

EMOTIONAL AND BEHAVIORAL DISORDERS

Music creates physiological responses, which are associated with emotional reactions. Music explains the tension release sequence associated with emotional arousal (Abeles, 1980). The speed and intensity of the musical beat creates the different feelings in each type of song. The opportunity to play an instrument can be used as a reinforcer for on task behavior. Use small group music therapy to facilitate socialization and interpersonal interactions. Encourage student to play different instruments in the songs. Allow student to express individually while participating as a group. Use the common musical beat to unite group cohesion and concrete group dynamic. Use music activities that require a member to imitate the body movement or rhythmic pattern of another member. Teach student to take turn when there is only one instrument available to share within a group. Use sharing space while playing musical instrument to control impulse.

The effects of music therapy on children with disabilities are numerous. This paper introduced the background of music and children with disabilities. It explained the rationale behind music integration in an inclusive classroom. Music therapy contributions to cognitive, psychosocial and academic development. It provided practical guidelines to use music to accommodate children with disabilities.

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