Annual Conference Presentations

April 9-11, 2019

Caesers Palace – Las Vegas, Nevada USA

INDIVIDUAL SESSIONS

Smiling Faces: Bullies in Academia	While bullying in the workplace has been widely researched, little empirical research has been conducted in higher education settings. An important issue, bullying can negatively affect job satisfaction, productivity/performance, and faculty motivation. How prevalent is faculty peer bullying. An anonymously administered survey instrument was used to collect data on the antecedents and prevalence of bullying at a non-tenured faculty university.	Mary Ann Gaal
Redefining Work-Life Balance for Deans, Program Chairs, and Business Education Administrators	In light of the high volume of leadership responsibilities assigned to business deans, program chairs and education administrators, is it even realistic to attempt to find work-life balance in this day and age? In this session, this topic will be explored through an investigation of likely culprits which regularly sabotage success among those with even the best of intentions. Come prepared to take inventory and to discuss those issues up close and personal.	Steve Custer, Rodger Minatra

Using Online Learning Labs to Improve Curriculum Design, Learning, Teaching, and Academic Program Management	In this presentation, the presenter will share experience of integrating online learning labs in graduate level business courses and analyze benefits and challenges of doing so. She will take multiple perspectives including curriculum design, teaching, learning, and academic program management. Program assessment and student evaluation data will be used to evaluate the impacts of the online labs. The audience will have opportunities to engage in discussions.	Na "Lina" Li
Introducing a New Process for Direct Measurement of Faith Integration and Learning	Measuring faith-based learning outcomes and students' ability to use biblical principles in business decision-making can be challenging. We incorporated nine questions into our senior exit survey as a direct measure of faith-based learning. The nine direct measures come from business scenarios and statements where students differentiate between multiple principles provided. This presentation will explain the approach, its execution, its challenges, and its ability to meet IACBE standards.	David W. Palmer, Mark A., Crawford
Business Management Programs Landscape in India	This session will provide an in-depth assessment of several factors that are fundamentally reshaping the context in which business education is emerging in India and its implications to the future of management education. The paper also provides a contemporary schema for business management programs in India reflecting on the trends, opportunities and challenges in the region as well as focus on the strategies that individual schools ought to use for steering Indian b-schools toward a better knowledge economy. The session will also focus how business schools outside of India might collaborate with Indian business schools to develop initiatives to strengthen their overseas presence and how they might get involved in the opportunities that exist in India today.	Anubha Singh
Enhancing Employability, Reflective Learning, and Outcomes Assessment Using STAR Resume Statements	Our business school is using the situation-task-action-result (STAR) approach to writing resumes to enhance students' employability and improve their learning. We are also using STAR resume statements in program-level outcomes assessment. This presentation describes the STAR approach to behavioral interviewing and resume writing, how using the STAR approach improves employability and reflective learning, and how STAR statements are being used in program-level outcomes assessment consistent with our faith-based mission.	Julia Underwood

Optimizing Student Success through Innovative, Alternative Delivery Methods	This presentation will detail the development and implementation of a successful, new curriculum offering method through Bellevue University. The ultimate goal of this new curriculum offering method is to provide a better learning environment for the students, via more access to more learning opportunities than they would otherwise have.	John Patterson
Innovation Space and Learning: The Truth About Classrooms	Why do our university classrooms still resemble those of the early 1900's? Is the truth only held in the mind of the educator at the front or should the collective intelligence of the group be leveraged? The way we think about classrooms is wrong. Findings from a recent study that looked at the impact of space on learning in a university setting, including business student participants, will unravel our currently held truths about classrooms.	Kathy Naasz
Open Doors, Open Minds: The Positive Effects of an Open-Door Teaching Culture	Collaborating with fellow faculty on teaching can be challenging. One approach to facilitate this process is an open-door work culture. However, can this casual work philosophy be a mutually beneficial endeavor at all faculty ranks? This and other related questions will explore the viability of this approach to work collaboratively on teaching.	Megan Chilson
International Business Practicum Tips: How to Successfully (and economically) Expand Your Students' World View of Business Practices	This presentation offers tips, observations, and insights into developing a successful International Business Practicum that provides the enriching experience of overseas students to all students—even those who have families, jobs, and obligations that preclude them from semester-long study-abroad programs. Assignments and rubrics will be offered that demonstrate how a week-long excursion can be both memorable and offer enhanced educational possibilities to even non-traditional students.	Dr. Belinda Blessitt-Vincent, Business Studies Department Chair, University College of the Cayman Islands Dr. J.D. Mosley-Matchett, Business Studies Department, University College of the Cayman Islands
Innovate through Empathy: Applying the Design Process to the Development of Courses	The presentation will share the details of the Blazer Innovation Challenge: a three day design thinking boot camp delivered on the campus of Elms College. The presenter will walk through the steps of developing the program, designing the experience, delivering the program, and assessing its effectiveness after its completion. The purpose of the presentation is to share the successes and lessons of this program with administrators, deans, and department chairs.	Sara Smiarowski

Connecting Students to "Real-World" Business – Strategies, Success Stories, and Challenges in Business, Management, and Marketing Courses	To provide students with the best learning experience to have a competitive edge, business courses should connect with the "real world" of business. This presentation will provide teaching tips for strengthening connections to the business world. Success stories and challenges from courses in Business, Management, Marketing, and Health Administration will be provided. The session will be facilitated in an interactive manner where participants will have the opportunity to share personal stories of successes and challenges.	Cathy Denison-Robert
Group Work: Too Little, Too Much – Just right – How Does That Happen?	We believe that faculty members question the effective use of group work at various times in their careers. While there are certainly advantages to using group work in our instructional settings, there are disadvantages as well. How can it best be used to enhance all? Students will work in groups at various points in their professional lives, but the stakes will be different. Can we really mimic the dynamics of the workplace where this is concerned? Is that the only reason to use group work? For example, do students benefit from learning how other students solve problems or approach topics, or does that help to spread disinformation? Let's reexamine this time-honored teaching technique to share ways to align our efforts in the best interest of our students and us.	Elizabeth Catrini, Barbara-Jayne Lewthwaite, Cheryl Veronda
Integrating Data-Driven Simulations and Cases into Business Education	The number of business simulations are growing as students want to have more interactive exercises in their course experience. Equally important, students want hands-on assignments in excel, databases, and social media analytics. This presentation will distribute a list of the leading producers of simulations, their strengths and weaknesses, and specific steps to facilitate the integration of these simulations into the classroom. Personal experience will be shared regarding what the students embraced and employed and what did not seem to work for the student implementations.	David L. Anderson
The Multi-Generational Challenge: Creating Meaningful and Engaging Learning Experiences	Today's learning and working environments are populated with both millennials and baby boomers, creating a challenge for educators and employers. Yet, developing conditions that are conducive to learning and preparing students for future work environments is necessary, regardless of age. In developing strategies, the application of andragogical and pedagogical principles will be scrutinized. Approaches to teaching that encourage, enhance, and strengthen learner motivation will be offered by two faculty based on their experiences and research	Laurie Yates, Sharon Beaudry

Creating a Culture of Feedback	This presentation outlines the benefits of graduate students taking a leadership course and provides guidelines to improve feedback processes in their respective organizations. Giving and receiving feedback creates angst for all involved and often leads to the avoidance of it. Recognizing the universal threat response that feedback invokes in all of us provides the basis for developing an awareness of it in ourselves. Moreover, achieving an awareness of defensive feelings towards feedback prepares students with a toolkit to combat such responses to receiving critiques.	Robin K. Hinkle
Bringing the "real world" into the classroom: Partnerships with businesses to aid student workplace experience and skill development	Business schools are under significant pressure to meet the demands of students, to be well equipped for their chosen career by graduation, and the needs of employers, for highly skilled and prepared college graduates. Although internships, job-shadowing, and co-op program offer effective ways to address these needs, many students do not engage these opportunities. This presentation provides a look at one university's attempt to develop business partnerships to bring the real world into the classroom.	Shelly McCallum, Derek Jackson
Sink or Swim: How to recover midstream from a failed course	This interactive presentation will examine possible recovery options when faced with a course that is failing to meet the needs of the students. It will combine real-life stories of course failure with audience participation and finally the presentation and discussion of a damage mitigation process. Anyone who has ever wanted to do a course correction midstream can benefit from the presentation and discussion.	Patrick Hafford
Developing Modern Pedagogical Techniques for Teaching Basic Accounting Skills	Traditional basic accounting education has been dependent on antiquated pedagogical approaches, including rote and drill. In today's higher education environment, modern pedagogical techniques are needed to engage a wide-range of learners. This presentation will explore potential pedagogical techniques to overcome barriers to learning that traditional accounting education practices fail to address. No one technique will be sufficient to address these problems, so the development of a toolbox of pedagogical techniques will be presented.	Ashley Walker

	A Short Description of the Presentation (no more than 75 words)	
Aligning Graduate Technology and Work Skills to Market Needs	A review of how to ensure that curriculum is aligned to the market. The presentation will provide an explanation of a method that uses market analysis to develop core curriculum concepts based on the skills graduates need. The assessment tool used to determine the overall approach to evaluating that curriculum alignment. The presentation will discuss the creation and use of the tool to complete quick evaluations	Murad Abel
How I learned to Stop Worrying and Love Smartphones and Laptops: Tools to Make Your Classroom More Interactive	As many faculty members can attest, more students are using laptops and smartphones in the classroom. However, exactly what they are doing with those devices is up for debate. This presentation will introduce tools that incorporate the smartphone and laptop into class sessions to make lectures more interactive.	Ronald Bruce
Working with the youth of the Riverton, Jamaica landfill: An experiential learning project.	Riverton, a landfill and home to 7,000 people on the outskirts of Kingston, Jamaica was the site of the 2017 business student's project, "Starting Your Business". Returning in 2018, the students continued to work with the youth of Riverton and built wood pallets furniture pieces and transformed lessons learned into a business opportunity. The service mission is an educational experience that students will not find in the classroom and equips them with the skills needed for personal and professional success.	Clara Munson
Evaluating the Acceptance of Academic Badges as a part of a Student Career Attainment Strategy	This is a discussion of the implementation, acceptance, and use of institution-granted academic badges as a component of an overall career attainment focused initiative for undergraduate business students. Herzing University has adopted a unified system for requirement tracking and awarding of academic badges using both third-party and internally developed systems. This presentation will discuss the reasoning behind the program, the steps in its creation and its acceptance by students and potential employers.	Jon Outland
Pizza Economics: Teaching economics using pizza	Building on past courses that reinforce and advance economic thinking using pizza as the central theme, a new course has been created. It's a course which is the reverse of the "apply economics to this industry" where non-business students learn economics via the pizza industry.	Eric Abrams, Ph.D., Associate Professor of Economics, McKendree University

Using Evidence-Based Management in an Introductory Management Course to Improve Critical Thinking and Information Literacy	Evidence-based practice involves the conscientious, explicit, and judicious use of the best available evidence in making decisions. Evidence-based management uses the concept of evidence-based practice in the management context. This session will introduce the concepts of evidence-based management, including an organizing framework. We will also share our experience in using evidence-based management as a means of critical thinking and information literacy development in an introductory freshman management course. We will also guide attendees in exploring ways in which they can apply evidence-based methods to their courses, curricula, and programs.	Paul Szwed, DSc, Professor and Chair, International Maritime Business, Massachusetts Maritime Academy, Bani Ghosh, Professor of International Maritime Business, Massachusetts Maritime Academy Laurel Goulet, Professor of International Maritime Business, Massachusetts Maritime Academy
Utilizing Experiential Learning to Development and Enhance Business School Curriculum: A Reflection Across Multiple Implementations	Experiential learning arose as attempts to move away from traditional formal education, where instructors simply lectured to students regarding abstract concepts, and toward an immersive method of instruction. Students "learn by doing," applying knowledge to experience in order to develop skills or new ways of thinking. The open nature of experiential learning means that it can often be difficult to define what will and will not be successful. Experiential learning at STAC connects our experiences with our curriculum and enhances our liberal arts and business education. During this session, you'll get a chance to hear directly from experienced faculty mentors that will share insights about building these experiences and mentoring students so that they result in significant educational value.	Dr. Deirdre-Noel Engels; Dr. Meghan Mihal; Dr. Rossen Trendafilov; Prof. Christine Cahill St. Thomas Aquinas College
Integrating Global News and Events into the Classroom: Inspiring Students to Engage in Critical Thinking	In this presentation, we will share the best practice of bridging the gap between business theory and application using the B-School Connection online education resource center.	Dr. Olin Oedekoven, President and CEO of Peregrine Academic Services, Alimaa Jamiyansuren, Director of Partner Relations, Peregrine Academic Services

Ideas for Incorporating Sustainability into your Programs and Mission	The Principles for Responsible Management Education (PRME) are a United Nations-led initiative to raise the profile of sustainability around the world in an effort to develop and prepare today's business student for the challenges of the future. At this presentation, you will hear from an expert from the PRME Secretariat, a Business School Dean who overseas PRME initiatives, and a faculty member involved in delivering PRME programs and activities for students.	Paul Szwed (moderator), DSc, Professor and Chair, International Maritime Business, Massachusetts Maritime Academy, Florencia Librizzi, LLM, Senior Manager, Principles for Responsible Management Education (PRME) Secretariat, Katalin Kovacs, PMA, Dean, Maastricht School of Management, Dili Mirchandi, PhD, Professor and Chair, Management and Entrepreneurship, Rohrer College of Business, Rowan University
Using adaptive learning, formative assessments, and integrated learning to increase student engagement and retention with a focus on Management Information Systems	A dynamic and interactive discussion about how today's students learn and how faculty, administrators, and staff can utilize research strategies in adult learning to increase engagement, persistence, and outcomes.	Ted Tedmon – Professor, Business Administration North Idaho College and Casey Wilhelm – Professor, Business Administration North Idaho College
How Business Faculty can play an integral role in the development of a new Strategic Plan	The presentation will focus on the process of developing a new Strategic Plan for a Higher Education Institution with new mission and value statements, as well as new strategic priorities and strategic initiatives to execute such priorities, and the pivotal role that Business Faculty can play in the development of a new Strategic Plan.	Dr. William Salva, Dean of School of Business, Concordia College – New York Phillip Rothman, Chair of the Undergraduate Business Program, Concordia College – New York
Using a Course-Embedded Model to Assess Student Learning in the Online Modality	Aspen University uses a course-embedded assessment model to gather learning achievement data in the online modality. Join the presenter for a journey through the development, implementation, and use of signature assignments and their associated scoring rubrics (SAR) that are aligned to Program Learning Goals, and University Mission-Based Outcomes by faculty. These SARs measure student learning at multiple levels, provide feedback to students in the classroom, and provide the data that is analyzed for continuous improvement.	Joanne Weiss, EdD, Senior Director of Assessment and Accreditation, Aspen University

PANEL SESSIONS

Online - John Outland - Moderator		
I'm Engaged! Creating a Committed Online Learning Relationship	none provided	Dr. JoAnna Williamson, Chair, Department of Marketing & Management, Franklin University
Determining Your Faculty IQ: An Approach to Evaluating and Developing Faculty in an Online	The presentation will focus on the creation and evolution of a faculty evaluation and development process within the School of Business and Technology at Excelsior College. Rooted in the Community of Inquiry Framework, the Faculty Instructional Quality—or Faculty IQ—has emerged as a tool to assist Faculty Program directors in setting clear expectations of instructional quality, evaluating against those expectations, and developing instructors to improve instruction, and ultimately student success (Garrison, Cleveland-Innes, and Vaughn n.d.). Examples of how the evaluations are used to improve instructional performance and meet IACBE requirements for faculty evaluation will also be discussed.	Scott Dolan, Associate Dean of Graduate Studies, Excelsior College
CMU – Educational Model	none provided	Majdin Taba
Graduate Programs- Eboni Mathes, moderator		
Decommoditizing the MBA. Creating student value and MBA differentiation through Soft-Skills	This interactive presentation will demonstrate to the audience first-hand how valuable integrating soft-skill development into the business curriculum is to both students and potential Employers. Additionally, the benefits of incorporating these skills into the business curriculum will be outlined showing positive quantitative results.	Kerry Calnan, Nichols College Kim Kenney-Rockwal, Elms College
Empowering students to reach their goals using a personality assessment tool in an MBA leadership development course	This presentation explores the benefits and challenges of using a personality assessment instrument in an online/hybrid MBA course to enhance students' leadership and team skills. The presentation focuses on: selecting the right assessment and why we chose Gallup's CliftonStrengths; designing projects and discussions to maximize student learning and reflection; meeting assessment goals; and training faculty. We close with an analysis of faculty and student feedback over a two-year period.	Michael Frank, Ph.D. Collegiate Professor, MBA Program, University of Maryland University College Rosemary Hartigan, , J.D., Collegiate Professor, Associate Vice Dean and Chair MBA Ravi Mittal, Ph.D. Collegiate Professor and Chair, MBA Program, University of Maryland University College

Meeting the Demand for Professional Practice Doctorates	none provided	Dr. Wendell Seaborne, Dean of Doctoral Studies, Franklin University Dr. Alyncia Bowen, Department Chair, Franklin University
Leadership		
Incorporating Servant Leadership and Core Values in the Faith-Based University Business Program	Incorporating servant leadership and core values in the faith-based university business program is the main emphasis of this presentation. Additional focus will be on strategies to help to develop servant leadership skills in students in the business program.	Dr. Cathy Denison-Robert, Assistant Professor of Business Administration Franciscan Missionaries of Our Lady University
The impact of executive servant leadership on organizational citizenship, and organizational cynicism: a test of structural equation modeling	The major research interest for this study was to discover whether the bottom-up servant leadership theory to "serve" first and "lead" second can be truly practiced by the presidents of universities and whether it is valid and effective in reducing employee's organizational cynicism and enhancing employee's organizational citizenship.	Jerry L. Chi, Ph.D., Ph.D., MBA, School of Bus Admin, Andrews University Grace C. Chi, Ph.D., MS, RN, OCN, School of Health Professions, Dept of Nursing Nile M. Khanfar, Ph.D., MBA, Deprt of Socio-behavioral and Admin Pharmacy, Nova Southeastern University Gabriel Gao, Ph.D. Guangzhou Medical University Belal A. Kaifi, Ph.D. Trident University International
Teaching & Demonstrating Leadership to 1st Year Students	As a business school with a mission to build tomorrow's business leaders, coupled with NACE consistently reporting Leadership as being one of the top attributes employers seek in a candidate we developed a leadership program to strengthen our student's leadership skills and experiences. Leadership is a skill, and therefore, it can be taught and practiced. A 3-credit, first-year course Learning to Lead is the gateway to a non-academic leadership program that spans the remainder of a student's academic career, culminating with a Senior year leadership summit experience, as well as a Leadership designation upon graduation.	Luanne V. Westerling, Nichols College, Dudley, Massachusetts. Associate Dean for Business, Chair Emerging Leaders Program

Student Engagement		
Design Thinking for Students: Teaching Students to Customize their Learning Experiences	This high-energy presentation will provide examples of how to teach students to design-think to customize their learning and to develop employer-desired skills. The examples can be used for qualitative and quantitative courses. Results of projects designed using student-driven design thinking will be provided, as will resources for a design toolkit.	Dr. Staci Lugar Brettin, Associate Professor of Marketing and Management, Indiana Tech
How to Engage the Millennial Learner in the Classroom with Traditional PowerPoint	This presentation will present innovative ways to stimulate the creativity of the millennial generation by integrating traditional PowerPoint tools.	Dr. Jolivette Wallace, Belhaven University
Identification of effective self-regulated learning strategies in an Introductory Accounting course	This presentation will discuss the results of our research to identify effective self-regulated learning strategies in an introductory accounting course. The primary goal of this research is to discover meaningful self-regulated learning strategies for our accounting students and then develop appropriate teaching techniques to help student implement these strategies.	Kathy Baughman Swigart Associate Professor of Accounting, Business, and Economics James Meersman Assistant Professor of Accounting, Business, and Economics Juniata College
Business Department Best Practices		
Best Practices for Building Effective Business Departments	The effectiveness of a business department often results from successful partnerships between faculty and administration built on a strong, respectful foundation. In this presentation, we discuss how to develop such a partnership by offering a selection of best practices and insights into how one business department benefited from undertaking such an approach.	Dr. Jonathan Pierce, Division Chair– MacKinnon School of Bus, Lincoln College Dr. Diana Heeb Bivona, Asst Prof of Bus– MacKinnon School of Bus, Lincoln College
A Challenge for Business Schools: How New Financial Technology Disrupts the Curriculum	none provided	John W. Rogers PH. D., Professor of Economics, American International College, Springfield, Massachusetts, USA
Not Your Average Advisors	This presentation will provide a brief overview of the realignment of Student Academic Advising to better support underserved online students at National Louis University. The new advising and coaching model led to the creation of an Online Advising Playbook, wraparound support services and weekly communication and reflection with staff and faculty on student needs that increased student persistence and satisfaction.	Bettyjo Bouchey, EdD Courtney Bondi