



TEXAS SOUTHERN UNIVERSITY

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Conference Abstracts



Keynote Address

Developing the Nation's Cyber Workforce

Mr. G. B. Cazes
Vice President, Cyber Innovation Center
Bossier City, Louisiana

The Cyber Innovation Center (CIC) has been the recipient of grants from the Department of Homeland Security in order to rollout the CIC's Cyber Education model and, thus, expand the pipeline of cyber professionals entering the U.S. workforce. CIC's education model enables communities across the U.S. to develop cyber focused education and innovative professional development programs that will produce high-skilled, knowledge-based workers. These cyber professionals will help improve critical infrastructure resiliency and address the growing cyber threat to public and private networks. This presentation will offer an overview of the CIC's education model and how it helps develop the nation's cyber workforce.

Session A1

The Business of Hybrid Instruction: Strategic Hybrid Instruction to Enhance Business Leadership Skills

Kelley B. Bailey, Annette S. Jackson
Florida A&M University, Tallahassee, FL

This paper examines hybrid instructional techniques that can enhance the business leadership skills of undergraduate students. The five business leadership skills addressed in the paper include: personal discipline, time management, accountability, communication, and critical thinking skills. Each skill contributes to successful development of undergraduate leadership skills. It is concluded that by implementing a strategic hybrid instructional plan, business schools will enhance the development of specific leadership skills for undergraduate students.

Learning Management Systems such as Blackboard, Pearson E-College, and MOODLE help to successfully tackle traditional classroom management needs such as attendance and communication. Additionally, these systems can easily be used to interactively assess and enhance the important business leadership skills identified in this presentation that are traditionally addressed in Face-2-Face classes and workshops.

The Ohio Department of Education Subcommittee for Education in the New Global Economy identifies critical thinking, communication, and personal responsibility (accountability) as three of the top 10 business skills for 2020. Communication skills and decision making skills are also listed on Forbes.com “What You Don't Know Will Hurt You: The Top 8 Skills Professionals Need to Master”. Hybrid instruction, or hybrid courses, refers to classes where there is a carefully planned blend of both traditional classroom instruction and online learning activities. Two of the most important educational benefits of hybrid instruction are improved writing and computer skills. In addition, hybrid classes also encourage self-directed learning, time management, problem-solving, and critical-thinking skills in those who participate in the programs.

Teaching Undergraduates Business Decision Making: Theory-Practice Hybridization

Lucy Ojode, Mammo Woldie
Texas Southern University, Houston, TX

We posit that a pedagogy that hybridizes theoretical knowledge with practical experience is more effective in teaching undergraduate students professional skills such as decision making. Decision making is a key function of managers and is a major part of management education. With the professionalization of the business enterprise, management education shifted from apprenticeship to academic. In apprenticeship, a trainee would observe the master, follow the master's instructions, and practice to learn management know-how. In such situations, the trainee may develop know-how proficiency without the necessary theoretical basis that is acquired through exposure to a variety of situations and relevant phenomena that constitute management. Therefore, such management trainees had managerial expertise that were limited to the training organization/industry. On the other hand, in academic environment, a typical didactic approach to learning does not reinforce theoretical knowledge with tangible practice. The result is students who might find challenge using theoretical knowledge from the classroom in the work environment. These two approaches, the *know-how* and *know-what* are dominated by either practice or theory respectively. Yet, employers seek both in well-rounded prospective employees. In this paper, we propose a pedagogical approach that hybridizes the practice and theory or the know-how and know-what in teaching undergraduate students managerial decision making.

Teaching through “Transforming Learning” – An Integrative Model for Business Education

Kevin L. Glasper, Cam Caldwell
Bowie State University, Bowie, MD

Kurt Lewin, the noted social psychologist who had a profound impact on experiential learning, often commented that the best and most practical theories are those which can be applied. Although focusing on the application of theory is widely acknowledged as a highly-valued teaching tool by those who study learning theory, the emphasis on the application of theory is not

consistently incorporated by those who teach or by those who engage in managing business. In this paper, we present a new model of “Transforming Learning (TL),” a teaching model that incorporates key elements of cognitive, affective, conative, and applied behavioral learning, which we suggest will result in student learning that is more complete than the learning that occurs from more traditional cognitively-focused teaching methods. After introducing the TL model as a resource for improving student learning and business education, we compare this TL model with the Theory of Reasoned Action and identify how behavioral intention and the learning process are similar. We then explain the elements which make up TL model and briefly describe the factors which make up cognitive, affective, conative, and applied learning which make up this model. We conclude by encouraging business faculty and administrators to raise the bar to improve the quality of business education by adopting a TL model which enhances business learning and the application of business concepts.

Session A2

An Examination of the Online versus F2F Academic Performance of First Generation, Non-Traditional Undergraduate Business School Students

Rochelle Parks-Yancy, Delonia Cooley
Texas Southern University, Houston, TX

Studies have found that online collegiate education offers many benefits for students. Students have access to higher education that they may otherwise not have because they are not physically close to the institution. Students learn to interact professionally in the online setting, thereby improving their electronic communication skills. They also have the opportunity to “meet” classmates from around the globe, given that online education attracts students from various geographic locations. This increases their network of contacts to whom they may access for future academic and professional endeavors. However, the results are mixed regarding the academic performance of students in online courses, relative to courses that are taught face-to-face. This issue is particularly important for non-traditional, first-generation student populations. They benefit greatly from having access to online education because they often work fulltime and are parents of young children. Online education enables them to earn a degree, in spite of their work and familial obligations. But, these students are generally not online education-savvy. They may require extensive orientation to online learning norms and processes, in addition to large quantities of professor-student online interactions. Failure of a university and/or its professors to recognize these students’ needs and/or to institutionalize the responses to their needs can affect students’ academic performance in online courses, relative to face-to-face courses. This study examines these issues by comparing the academic performance of undergraduate Marketing and Management majors in online and face-to-face courses.

Online Education, Active Learning, Blended Course design, Flipping the class, Gamification of the classroom, and Online assessment: Perspectives and Practices

Balaji Janamanchi
Texas A&M International University, Laredo Texas

There is no denying that online education is here to stay. It may be argued that not all courses of various business disciplines are amenable for online teaching as effectively as their face-to-face counterparts, at least not as yet. However, at the same time, given the current level of effort put in by universities and institutions pioneering online education coupled with the level of technology support tools available in the market, it is indisputable that most every business discipline lends itself to a certain level of hybrid delivery or as a blended course. As is well known in Organizational Behavior (OB) literature, more often than not, employees in organizations resist changes. The same is true of adoption of online education by the university professors and educational administrators. Successful managements find ways and means to defuse such resistance and succeed in implementing the changes that will help organizations to function efficiently and effectively in accomplishing organizational goals and objectives.

Having taught a couple of courses online over four semesters, I have come to appreciate the efficacy of online delivery. More recently, I had the opportunity to attend a series of short lecture sessions organized by our university's Professional Resources and Opportunities for Faculty (PROF) center that were aimed at introducing hybrid delivery and related issues to faculty members interested in learning about online education. Through this presentation, I would like to share my experiences of teaching online as well as some tools and techniques that I picked up from the lecture sessions of PROF center that I intend to implement in future and solicit thoughts and suggestions from peers at the SWBAT Conference.

Using Software for Problem Solving in Online Courses

K. V. Ramaswamy
Texas Southern University, Houston, TX

In this presentation, the use of course related software, OMTOOLS, and EXCEL SOLVER, to assist EMBA students solve relatively complex problems in the Supply Chain Management (SCM) area is discussed. Students in this program are typically middle or upper level managers or entrepreneurs who do not have much spare time to work on these problems. Course related software and EXCEL SOLVER were found to help these students in problem solving and the performance of students in the course confirms its usefulness. The role of on-line and off-line tutorials in this context is also discussed. This presentation was motivated to expand the coverage and depth in the course to busy executives in the corporate environment. The approach presented will facilitate decision analysis through the ability to quickly review various scenarios related to a problem, a feature that made EXCEL the choice decision analysis tool for managers. This approach has been used in quantitative business courses in the past and is particularly suited in EMBA environment.

Session A3

Preparing for the First One Hundred Days

David Hansen

Texas Southern University, Houston, TX

As business academics we are routinely alerted to the importance of preparing students for their careers and for lifelong learning. While these are valuable goals, their long term nature often leads us to neglect one of the most basic aspects of the post-educational life: getting along in that first “real” job. Most students will not have had a career-track type of job when they graduate, but will be looking forward to the experience. However, they need to be as prepared for this “micro-organizational” issue as they will for the long haul. In this paper, we present an overview of what new employees will need to be able to do in those first one hundred days. The seven skills we focus on involve Interpersonal Skills, Learning the Corporate Culture, Establishing Yourself, Using Power Skills, Having a Sense of Perspective, Examining Daily Results, and Being the Measure of the Man or Woman. We will go into each of these briefly to explain what is important. In the empirical part of this project we will survey managers at different levels of responsibility in order to complete and validate this initial skill set. Finally, we propose different ways that students and instructors can work on developing knowledge of and familiarity with these skills.

Student Loans: A Damocles Sword for Higher Education?

Charles F. Hawkins, Frank J. Cavaliere, Kip Glasscock

Lamar University, Beaumont, TX

Student costs associated with obtaining a college education, especially since the Great Recession of 2007-2009, have been growing relentlessly. Among the forces pushing this growth are increases in the demand for college education, decreases in the willingness of states to fund public institutions of higher education, decreases in interest income from endowments supporting grants and scholarships, and increases in administrative and faculty costs of universities. It is feared by many that the continued confluence of these forces will irrevocably change the face of higher education in the United States by limiting college enrollment to the wealthy elite and/or limiting major fields of study to those with a market determined proper cost-benefit ratio. The primary transmission mechanism through which this change will materialize is student loans. The purpose of this paper is to trace the transformation of student loans from a device enabling individuals to benefit themselves and society through advanced education to one with the potential of entangling borrowers in a morass of unanticipated financial and legal problems, mutually detrimental to both individuals and society. The paper presents historical financial data that provide a framework for a quantitative evaluation of student loan growth and increasing default rates since the turn of the century. It then considers contrasting arguments about the seriousness of student debt from both a micro (individual student) and macro (economy as a

whole) perspective. Finally, suggestions are provided to address problems that currently exist and to avoid more serious problems that could develop in the future.

**You Get What You Pay For:
Exploration into Trends toward the Buyer/Seller Mindset of Higher Education**

Ladelle Hyman, Felix Ayadi
Texas Southern University
Houston, TX

Kimberly Cade
Houston Community College
Houston, TX

The economic benefits of a college degree have been well established. Today's students get the message from the workplace that a college degree is critical to their success. Many have begun to view college as an obstacle which must be overcome to move onto a high paying job and a more affluent lifestyle. The mindset among many current college students is to get the degree as soon as possible by any means necessary. Today, higher education institutions face a more competitive environment where student expectations of the educational experience have shifted dramatically. Students today want to be passive learners and in some cases see the higher education process as nothing more than 'buying' a degree. This paper examines the confluence of three different areas of the current student mindset to include:

- The emergence of online education
- The proliferation of for-profit education
- A customer vs. client attitude among students

Session B1

A Summary of Paths: The True Meaning and Long-Term Consequences of Student Loans

Carlton Perkins, Ladelle Hyman
Texas Southern University
Houston, TX

Germaine G. Samuels
The Mosaic Group
Pearland, TX

This is a review of the literature related to student loans and to the effect that the student loan program is having on society as a whole. Data continue to show an increasing reliance by students on borrowing to finance their college education. There is evidence that this shifting toward borrowing by students has negative consequences for college access and retention for minority and low-income students. The student loan program works best for students who want to learn and are learning. Ambitious students who have high aspirations and abilities require professors who make high academic demands. These students suffer when there is a disconnect between students' aspirations and professors' demands. The student loan program is becoming increasingly inadequate and dysfunctional for those students who do not want to learn and are not learning. Many students exhibit evidence of financial illiteracy: no knowledge about the total amount owed, length of time of the repayment period, when the repayment period began, and the monthly amount of the repayment when it begins. Thus, these students are making calculations about educational investment because they believe that earning a college degree is

both a necessary and sufficient condition to landing a great job and a great salary. Unfortunately, some graduates find themselves pursuing unintended careers because they need the job to service their student loan debt. Advisors of students and parents of students have not explained the rationale for student loans in a way that allows the student to make intelligent and logical long-term decisions.

Session B2

Getting Off the Couch: Connecting Entrepreneurship Students to Inter- and Intra-Communities of Practice

Dorothy M. Kirkman
University of Houston-Clear Lake, Clear Lake, TX

Transforming an idea into a new business requires planning, analysis, and practice. The goal of this paper is to describe a series of practice-based assignments that encourage online MBA students to become actively involved in their entrepreneurship community of practice and share their new insights with the learning community within the course. There are three assignments within the series. When completing the first assignment, students must attend an entrepreneurship event and develop contacts. The second assignment uses discussion posting as a medium that facilitates reflection and knowledge transfer. Students must share their insights with classmates via a discussion board forum. The final assignment requires students to interview entrepreneurs they met at the entrepreneurship event. The goals for this assignment series are for the student to understand the practice of starting a new firm, recognize the importance of course topics, and establish deeper connections with classmates.

Theory to Practice: Chances for Progress

Chynette Nealy
University of Houston – Downtown, Houston, TX

This study emerged in part from the findings regarding people with disabilities, which suggest discrimination still exists in terms of equal opportunity under the law. The proposed research would attempt to show how investigating gaps in strategy development and strategy execution might bridge operational planning in terms of clarifying roles and objectives, monitoring operations and performance and improving awareness about operational problems. Specifically, the proposed research aim is to contribute to relevant literature by examining the influences of communication practices regarding the disability culture and organizational commitment.

The proposed study will utilize academic and private sector data focusing on people with disabilities. This includes some 43,000,000 Americans who have one or more physical or mental disabilities (U. S. Bureau of Labor Statistics and U.S. Department of Education, National Center for Education Statistics, 2013). The groups of study participants will include students with disabilities at an urban institution and the designated individuals charged with representing

people with disabilities at various organizations. The proposed study will yield findings that will allow comparisons of best practices (communication practices regarding the disability culture and organizational commitment). Best business practices include putting people and systems in place focusing on continuous improvement mechanisms. An example includes for academic purposes, examining strategies related to student retention and student persistence. I intend for my presentation to share preliminary finding from the study and discuss with the audience data *impacting student learning* that can be applied to the attendees' specific academic setting.

A Holistic Approach to Bridging the Expert-Novice Gap in Teaching Quantitative Methods

Granville M. Sawyer Jr.
Bowie State University, Bowie, MD

One of the most important challenges in teaching quantitative material is the different approaches to the material by the professor and the students. The professor, being the expert, understands the material deeply and thinks as well as talks about it abstractly. The student novice needs a more concrete approach to understanding. This paper describes an approach to bridging the expert-novice gap when teaching quantitative material.

Session B3

AACSB Accreditation – Bang or Bust: A study of student outcomes in relationship to institutional resources

Phyllis Y. Keys
Morgan State University
Baltimore, MD

Wanda L. Owens
Clark Atlanta University
Atlanta, GA

Pamela Queen
Morgan State University
Baltimore, MD

This paper examines the impact of AACSB accrediting guidelines on learning outcomes as measured through the ETS major field test in business (MFTB) for students attending an AACSB accredited institution versus students attending non-AACSB accredited institutions. Prior research on student learning outcomes shows that results on standardized tests in undergraduate business programs are a function of student characteristics. Although individual ability and motivation are key determinants of student success, we contend that institutional resources have significant impact on student outcomes. The purpose of this study is to determine whether institutional support has incremental effect on student outcomes. We suggest that institutional support in the form of program structure, quality of instruction, and financial resources provides added benefit as evidenced by student learning outcomes.

Incorporating Critical Thinking, Integration and Technology into the Managerial Accounting Course

Joseph Boyd
Texas Southern University, Houston, TX

One of the most important courses taken by business majors is the second Principles of Accounting course, managerial accounting. The information taught in this course provides fundamental accounting knowledge essential for marketing, management, finance, entrepreneurship, MIS as well as accounting majors. However, the course is often taught in a fragmented way topic by topic with many students failing to see any relevance for this course. Additionally, there is no significant integration of technology into the course. The purpose of this research project will be to develop a Managerial Accounting Primer. The primer will present a concise and understandable introduction to each major topic to be covered in the course. In addition, the primer will include integrative study problems for each topic and the study problems will require extensive utilization of Excel. Students will also learn how major manufactures utilize SAP to seamlessly integrate all financial and managerial operations.

Context, Content and Collaboration: Facilitating Pedagogy Using Hybrid Learning Multi-Touch Tablet Technology

C. B. Claiborne
Texas Southern University, Houston, TX

Education is changing. The overwhelming movement is toward accessibility. Accessibility is fostered by mobile devices. This movement has changed the focal point of the process from the teacher to the student. We have a greater role, as instructors, in establishing **context**. Our previous role as disseminators of **content** has not only been outsourced but also greatly expanded along the way. We are responsible for creating and providing content and, more and more, pointing to and filtering “outside” content. Forty years ago, the half-life of education was measured in decades. Schooling provided the knowledge to enter a career that would last a lifetime. The amount of knowledge, in the interim, has grown exponentially. The goal is to filter, or make meaning of all the information around us. The main contribution of this project is to present a method of empowering learners based on the emerging pedagogy of context, content and collaboration. Hybrid multi-touch tablet technology and Apple’s iTunes University application software greatly facilitate the use of video, podcast, visual, web and textural materials blended into a seamless experience. The teacher has the ability to curate or filter a vast array of information to shape the course. We will expand on these aspects in the presentation.

Session C1

Creating Learning Activities, Assignments, and Exercises that Touch Student Lives

Dale Rude
University of Houston, Houston, TX

Many faculty members were inspired to become educators by teachers who touched their lives and want to recreate that experience for others. In this session, we will explore the phenomenon of touching student lives through teaching. "Touching student lives" is defined as facilitating a breakthrough in an important area of the student's life. The session will advance the teaching "game" of the participants by raising awareness of the possibility of touching student lives and finding new ways to do so under a variety of classroom conditions. Assignments should focus on a meaningful issue for the student, provide a cognitive framework for thinking about the situation, incentivize and empower students to do the assignment. Any assignment that effectively gets at one of these will touch some lives. Sample assignments which involve career issues and extending one's comfort zone for dealing with people from different backgrounds will be presented. In the "experiential" part of the session, attendees will consider the plight of students who graduated during the great recession. They face diminished career trajectories and are often greatly discouraged. To exemplify activities that touch student lives, as a group, we will devise ways to help students break through these issues.

Effective Teacher Creates an Atmosphere for Students' Achievement

Charles A. Briggs
Southern University, New Orleans, LA

Effective class room communication fosters and stimulates critical and independent thinking skills, promote growth, and motivate students' creativity. Learning could be applied to a diverse group of students, and in most cases designed to meet the needs of beginning, undecided and those students requiring developmental academic support. Creation of positive atmosphere in the classroom stimulates growth and encourage success. Therefore, it is gratifying and fulfilling for a teacher to use his or her mind in quest for knowledge while sharing the knowledge with the students being taught. The environment the teacher creates will arouse curiosity, stimulate thoughts, enhance interest, create interaction that will foster students' learning and ultimately lead to success. The characteristics of effective and superior college teaching fall within the boundaries of stimulation of interest, knowledge of subject matter, creation and maintenance of positive and supportive learning environment, clarity and preparedness, effective assessment of student learning and genuine concern for students' progress and success. These characteristics however, should be aligned with the achievement goals set by the teacher. Despite all these characteristics a teacher may exhibit, there are some regulatory activities that limit the teacher's commitment to care, intensification in teaching, accountability and perfectionism and openness of teaching.

Session C2

Predictors of Academic Performance in Introductory Accounting Courses Among Students at an Urban Four-year University

Chu V. Nguyen, Danya M. Corkin
University of Houston-Downtown, Houston, TX

This study utilized the Ordered Logit model to examine personal and contextual factors that may contribute to academic success in introductory accounting courses across three fall semesters among students attending a large urban minority-serving institution with an open-enrollment policy. This study also investigated the possible impact of the academic status of faculty teaching these courses. The empirical results reveal that the following factors significantly affect students' academic success: (i) the course delivery mode (ii) the individual instructors (iii) whether the students are business majors and (iv) their GPA at the time they take the introductory accounting course. The empirical findings suggest that instructors of hybrid classes rely on educational technologies to deliver the course materials. Moreover, departments are selective in assigning instructors in the first accounting course. The colleges of business should not only use their scholarships and other incentive measures to attract high GPA transfer students but also impose a requirement that students must have a certain minimum GPA before they can take the first accounting course to improve their retention and graduation.

The Use of Mobile Technology to Increase Student Engagement and Improve Learning Outcomes in HBCUs

Karma Sherif
Texas Southern University, Houston, TX

Historically Black Colleges and Universities (HBCUs) are faced with continuous pressures and threats of diminishing funds because of below national average performance, drop in enrollment, retention and graduation. Among the government efforts to increase the number of STEM graduates for underrepresented minorities has been The National Education Technology Plan to incorporate mobile learning in the classroom and create technologically relevant learning experiences. Given the high adoption rate of portable computing devices, reaching 6.9 billion mobile subscribers worldwide in roughly a decade, minority-serving educational institutions are motivated to use the technology. While a number of research studies are examining the impact of mobile technology in education, there is a lack of understanding on the impact of mobile technology on student learning among at risk and minority students. Major obstacles to student learning have been student unpreparedness, lack of motivation, and lack of confidence in successfully completing the requirements. This research examines the impact of mobile technology on improving student learning at HBCUs through experiential learning, situated cognition, and improving self-confidence. Several theoretical lenses are employed to provide an integrated framework of the use of mobile technology to improve learning. The Constructivism theory is implemented to hypothesize that mobile technology will help students construct

knowledge by tying previous experiences to new learning contexts and facilitating experiential learning and the exploration of new knowledge concepts anytime and anywhere. Multiple case studies are designed to investigate and document minority student experiences with mobile technology in a college-level, introductory computer science course at a public state university in the southern United States.

Session C3

What I Wish I Knew Before I Started Teaching

Zahir Latheef, Phillip Jolly, Codou Samba, Ksenia Krylova
University of Houston, Houston, TX

Most teachers look forward to their first experience teaching a classroom full of students ready and eager to learn. However, this first experience can sometimes be more frustrating than enjoyable. Some may even lose confidence in their ability to teach. Most often, these feelings are a result of being placed in the classroom with little or no preparation about what to expect; they are not a reflection of the teacher's abilities. In this session, we share our relevant experiences as doctoral students and first-time teachers. The session will include a discussion on what to expect in the classroom, how to prepare, how to overcome common challenges, and other tips for success. Authors will also provide advice from a recent training they attended with Ken Bain, author of What the Best College Teachers Do, who advocates that good teaching can be learned. The session will conclude with an opportunity for participants to share their experiences and strategies on teaching for the first-time. Ultimately, we hope this session will lead to a better experience for teachers early in their career so they do not have to learn lessons "the hard way".

On Empowering Student Learners: Integrating Logic in the Teaching-Learning-Assessment Cycle

Vera C. King
Prairie View A&M University
Prairie View, TX

Ladelle Hyman
Texas Southern University
Houston, TX

The purpose of this research is to establish a framework which leads to discussions and to developing a model for further study on ways to promote more meaningful student learning outcomes across disciplines. As educators, our quest for optimal student outcomes through improved critical thinking skills historically has been to restructure our academic programs and/or curricula. For centuries, mathematics, because of its structure and usefulness, was perhaps the greatest prey for researchers and other theorists since Thorndike days. Today, mathematics is perhaps the most criticized discipline. It has select courses with so called "gate keeper" status that are perceived to be useless with respect to certain topics taught. It is criticized because "too many" students need remediation and because of successful completers' inabilities to do problem-solving in the various disciplines such as STEM fields, business, arts,

medicine, agriculture, etc. However, it is the researchers' position that mathematics offers a range from the fundamentals to the progression of knowledge acquisition, and reasoning. Once thought of as an art, mathematics is a science which defines the rules or forms of logic and describes the codes of good reasoning. Informal logic is sometimes described as critical thinking.

This research will:

- contrast the strands of formal and informal logic
- align logic types with research in various fields
- discuss the elementary role that mathematics and logic play in problem-solving
- give examples of essential elements often missing from the learner's experience
- propose a model for making logic an integral part of the learning cycle

Session D1

An Active Learning Approach to Teach the Fundamentals of XBRL Usage for Accountants

Richard P. Green

Texas A & M University--San Antonio, San Antonio, TX

This article comprises a complete set of resources for an instructor to adopt in part or in its entirety to provide an active learning unit of study of the eXtensible Business Reporting Language (XBRL), which is a required standard for electronically tagging financial and business data reported to the Securities Exchange Commission. Materials in this teaching unit include a basic discussion of the source, structure and use of XBRL, sample XBRL taxonomies and instances, Microsoft Excel® visual basic code that can be used as a (very) simple example of how taxonomies are used to create XBRL instances, and a complete teachers' manual to simplify the instructor's task of preparing and presenting the unit materials.

Integrating SAP into the Accounting Curriculum: A Comparative Study of the AIS Course

Bettye Desselle

Texas Southern University, Houston, TX

Researchers have noted the importance of integrating current information technology into the accounting curriculum. Bressler pondered how a number of colleges incorporated SAP into their AIS course. Chen, Chiu, and Pai researched the impact of an Enterprise Resource Planning (ERP) system such as SAP on the role of accountants and their qualifications for a job in China. The study of Bingi, Karim and Rassuli determined that employers expect graduates to be actively involved in system selection, development, and implementation. They suggested that business schools offer courses in information technology beyond typical computer courses in Microsoft Office tools. In addition, accounting graduates from the university in this study have reported

that the lack of knowledge of SAP (Systems Applications and Products) has caused them concern in their current positions. This paper seeks to describe a methodology that the author used to incorporate SAP into the accounting curriculum, specifically into the accounting information systems course. I will conduct a survey of local businesses to determine their expectations of new hires as it relates to their knowledge of SAP. Their suggestions will be incorporated into the SAP class exercises. At the end of the class, I will administer a survey to the students who studied SAP within their AIS class about their perceptions of the helpfulness of SAP in relation to their qualifications as a new hire, for a position that involves knowledge of SAP. I will also survey those students who did not study SAP in their AIS class. The students who study SAP within the AIS class should perceive that they can perform as expected by an employer if they are required to use SAP. This research extends the research of Bressler, Bingi, and Chen. It contributes valuable knowledge about the benefits of adding SAP to the study of accounting information systems for students who compete for jobs in the current job market as well as valuable information for those schools that have not yet incorporated SAP into the AIS class.

Session D2

A New Approach to Teach Accrual Accounting and Adjusting Entries

Kun Wang and Sewon O

Accrual accounting and adjusting entries has been one of the most difficult topics to teach and learn in the accounting discipline, especially for beginning learners. Inadequacy to comprehend and master accrual accounting prevents many accounting students from moving smoothly to advanced level classes. It is very important to identify some better methods to facilitate student learning about this topic. In this presentation we develop a new teaching approach to tackle the comprehensive nature of accrual accounting by providing a clear diagram and immediate practices. In contrast to the lengthy lecture in most of the text books, the advantage of our approach is the presentation of all adjustment entries in one single page to help students easily compare the different nature of each adjustment type. In the beginning, the discussion will lead students to differentiate accruals and deferrals by emphasizing the timing difference. Then under accruals and deferrals, further classification will be given to separate revenues and expenses. Finally, practice examples will be provided for each accruals and deferrals to enhance the understanding.

Adopting a Mastery Goal Orientation for Introductory Accounting

Susan Muzorewa
Delaware State University, Dover, DE

Instructors of introductory accounting courses play a key role in influencing student's like or dislike of accounting to an extent that facilitates or hinders the choice of accounting as their major. Studies note that students can be influenced to use surface learning strategies or deep

cognitive strategies depending on the contextual factors presented in the learning and teaching environment. Surface learning strategies are associated with a performance goal orientation while deep learning strategies are associated with a mastery goal orientation. A performance goal orientation is associated with avoidance of task. A mastery goal orientation on the other hand is associated with long-term and high-quality involvement in learning. Thus instructors can structure certain contextual factors of the teaching environment like the task, teaching style, workload, learning activities, evaluation and assessment practices to create a performance or a mastery goal orientation and thereby influence its adoption by the student. This study argues that adoption of a mastery goal orientation for introductory accounting courses would help develop positive mental representations of accounting that would provide a basis for further learning thus attracting more students to like accounting.

Session D3

The Role of Computer Self-Efficacy in Mathematics Achievement

Sulakshana Sen

Bethune Cookman University, Daytona Beach, FL

The study of mathematics and statistics is important in many disciplines, including business. In this research study, we focus on students' attitude in a historically black college towards learning mathematics using computers. The study was conducted using six instruments to measure students' attitude and its impact on their test performance. The variables such as computer self-efficacy, perceived usefulness, perceived ease of use, subjective norms, attitude and actual use of computers were used to measure the effect towards students' achievement in mathematics. The role of computer self-efficacy was the focus of students' perceived usefulness and perceived ease of use to determine how their attitude affects their final exam scores. The data were collected over three different time periods during a semester. The results indicated that computer self-efficacy has major impact on attitude and the perceived usefulness is the most significant predictor of perceived ease of use. The outcome suggested that duration of the actual use of computers in a single session contributed heavily towards students' final exam scores. Additional research endeavors should be devoted to the measurement of system use in different set up with different ethnic backgrounds to further analyze students' acceptance or rejection of computer use for learning mathematics. Similar study could be conducted to measure the impact of using computers in learning statistics.

Impacting College of Business Students through Improving Writing Skills

Isiah D. Brown, Beverly J. Rowe

University of Houston-Downtown, Houston, TX

This paper describes the development of a College of Business writing intervention program designed to impact business student learning through improving writing skills. A group of

courses representing all COB disciplines were selected to participate in the writing intervention. The intervention consists of three points of mediation: 1) a fundamental writing error policy used to enforce a predetermined tolerance level for unacceptable writing skills, 2) a series of discipline-based writing assignments allowing students to improve writing skills by using the dedicated COB Writing Lab (COBWL) resources, 3) use of a common COB writing rubric across the writing assignments to provide students with consistent feedback on writing skills and assess the impact of the writing intervention. The COBWL is staffed by a professional writing tutor who works individually with the student to assist in learning the source of the errors in order to correct the written assignment and improve the student's overall writing skill. Additionally the COBWL website was developed to provide students with a variety of resources to improve writing skills. Trend data shows a continuing increase in number of student sessions and hours of COBWL use. Preliminary assessment results indicate improved writing. Faculty and student surveys reflect satisfaction with the writing program through use of both the online and in-person COBWL resources. Qualitative analysis of the professional writing tutor reports shows an improvement in the level of writing skills addressed during the tutoring sessions. This case study illustrates how a COB can effectively invest resources to impact students through improving their writing skills.

Session E1

Making Marketing Connections (MMC) to Enhance Student Learning

Gwendolyn Catchings
Jackson State University, Jackson, MS

AACSB Standard 8-Curriculum Management and Assurance of Learning (AoL) has a major impact on business program development. It allows for the use of direct measures which include projects, presentations and portfolios as evidence of learning. The consensus is that direct measures that prepare students for real-world experiences will increase learning and aid in their ability to secure employment. The challenge is to “close the loop” between what students learn and what the marketing profession needs. Unfortunately, most marketing students see their marketing program as a series of independent marketing courses, and fail to see the interrelationship among the courses and cumulative effect of the knowledge to be gained, thus limiting their understanding of the comprehensiveness of the marketing profession. Like the “running case” found in some textbooks, “Making Marketing Connections” (MMC) seeks to overcome this challenge by using related projects to connect major marketing courses, enhance learning, and increase the employability of the students. This integrated learning approach has application not only for undergraduate marketing programs, but for every business program.

Coaching for Improved Teaching – A Virtuous Model for Improving Performance and Increasing Commitment

Cam Caldwell, Larry A. Floyd, Ella Carter
Bowie State University, Bowie, MD

The purpose of this research is to introduce and explore a new morally virtuous coaching model for assisting faculty in improving their teaching and their ability to motivate and inspire their students. Current faculty performance assessment programs are severely limited at most academic institutions. Faculty are often evaluated through occasional classroom visits or student evaluation instruments that are typically non-specific to a course and assume that students understand what constitutes effective teaching. Sometimes universities assign new and untenured faculty to a senior faculty mentor who may or may not invest the time to advise or consult with the junior faculty. Occasionally, some universities may conduct training classes for faculty to provide ideas on ways to improve teaching effectiveness. The fact is the majority of new faculty members have not had course instruction on effective teaching and the majority of academic institutions provide limited on-the-job training to faculty teaching at their colleges or universities.

Service Learning: Incorporating Real-Life Experience in Everyday Learning

Alicen Flosi, Rebecca Boone, Jeff Dyson, Darrell Brown, Rachelle Kaufman, Bethany White
Lamar University, Beaumont, TX

As a means to provide college students with real-world experience, students in a Business Communications course volunteered to assist a local not-for-profit in developing their business. The project provided experience working in teams, researching topics related to their field, and presenting ideas to the client. In addition, the project provided students a way to ‘give back’ to the community and become involved in a worthwhile endeavor. The not-for-profit group, Get Fresh Beaumont, plans to find opportunities to provide fresh fruits and vegetables to low-income areas of Beaumont. Since the group was still in the planning stages, they needed help with a variety of items. Students were divided into several teams. For example, the MIS majors developed a website for the organization, the Location and Business Plan team developed a formal business plan for the organization, and the Financial Team developed a realistic budget.

This presentation was developed by three of the students along with the course instructor, the Get Fresh Beaumont representative, and an instructor with experience as a business owner. This presentation will review the project including the origination, steps taken for communicating within teams and with the client, the deliverables, and a look at the success of the project and areas for improvement. During the presentation, students and faculty will elaborate on details, problems and benefits of the project. Attendees will be invited to explore ideas for opportunities for similar projects. In addition, students involved in the project will present their evaluation of the personal benefits derived from participating in the service learning project.

Session E2

Touching Students' Lives in the Age of Globalization: The Importance of Internationalizing Business Education

Toni Mulvaney, Frank Cavaliere, Kip Glasscock
Lamar University, Beaumont, TX

The leading global business school accreditation agency, the Association to Advance Collegiate Schools of Business (AACSB), has long promoted the importance of globalization. In 2011, an AACSB Task Force issued a major report on globalization and its impact on business education, which stated that globalization: i) is one of the most important drivers for change in business; ii) promises to create a major inflection point for business education; iii) is still in its early stages; and iv) is not being handled in a coherent fashion by business educators. It also points out that globalization and internationalization are not synonymous: globalization can be viewed as the condition whereby nations embrace foreign trade and investment, creating world markets, whereas internationalization is a response to globalization involving awareness by business managers of its importance and, hopefully, the evolution of new attitudes and behaviors towards global trading partners. In other words, globalization is an activity, but internationalization is a mindset. This paper will discuss ways that business schools can attempt to go beyond mere teaching about globalization to truly inculcating an international mindset within our students.

Innovative Methodology: Cross-cultural Teaching Approach for US MBAs in China

Jifu Wang, Bingxin Wu, Xingsheng Li
University of Houston, Victoria, TX

This study reports on the success of an innovative program of teaching MBA students at the University of Houston-Victoria (UHV) the Theory and Practice of Leadership Management, where students from the United States moved to China. There were three partners involved in running the program: UHV Business School, CUFU School of Government and Economics, and Shandong Sanzhu Group, a manufacturer of pharmaceutical, health, and cosmetic products. We intended to get the students from business and government together to learn from one another since these are the two sides of the same coin in the modern society. We also included two big firms: Airtech Asia Ltd., one of the most successful US manufacturers in China, and Sanzhu Group, one of the most successful private firms in China. We chose teaching sites very carefully for this program: the capital Beijing, Tianjin where Airtech Asia Ltd., is located, and Jinan the provincial capital of Shandong. Jinan is also the center of Qi-Lu culture, which is the most important source of Chinese traditional culture. In addition to lectures, students visited sites that symbolize and reflect Chinese ancient culture. This program is a dialogue of scholars between the east and the west where knowledge collided, experiences exchanged, learning extended, and Sino-US friendship was developed and strengthened.

Foreign Languages for Business Majors

Haiqing Sun
Texas Southern University, Houston, TX

In the greater Houston area, the study of language and culture is no longer only a highlight for higher education and public education, but a necessity to fulfill the mission of education for students that embraces today's global context, especially in business and other professional fields. We have had many business majors who take Spanish basic language courses as elective courses and some of them have received our scholarships to study abroad in the past. This presentation will discuss resources and courses (sample course of Spanish for Business and the TSU Spanish Study Abroad Program) that the Department of Foreign Languages would like to promote to meet students' need of foreign language education along with their curriculum in major fields of study, which will help students better prepare for today's job market.

Session E3

Online Time and Gender Perceptions of Internet Addictive Disorders

Reginald L. Bell and others
Prairie View A & M University, Prairie View, TX

In this study, the means of 216 male and female community college students in the United States were compared based on their perceptions of time spent online. Students' perceptions were measured by a 20 item instrument adapted from Dr. Kimberly Young's Internet Addiction (IA) Test (Young, 1996). The responses also included a measure of students' perceptions of their time spent over $\leq 1-2$ hours, ≤ 4 hours, ≤ 5 hours, ≤ 8 hours, and ≥ 10 hours. The statistical analysis included data for freshmen, sophomores, and others who did not classify as freshmen or sophomores. Two-Way Analysis of Variance, with a 2×5 factorial design, was used to test for main effects and two-way interaction effects when gender was compared to time spent online. Because there were three derived factors, three separate two-way analysis of variance procedures were conducted. In each analysis, the associated derived factor was used as the dependent variable.

Collective Blogging for Analyzing Wall Street Journal Articles

Shuoyang Zhang
University of St. Thomas, Houston, TX

The rapidly changing business environment makes it necessary for educators to integrate innovative tools and technologies into the curriculum to enhance students learning. Blogging has been found to be an innovative technique for improving students' creativity and communication.

Combining the traditional approach and the growing demands for social media skills, collective blogging as mini-case analysis was employed in two marketing classes at the undergraduate and graduate levels respectively. As a course component, every week each student was required to select one article from the current issues of the Wall Street Journal, analyze its relevance to marketing as a mini-case, and submit the analysis as a blog to a collective class blogging site. Students were expected to apply the concepts and skills learned in the marketing class, such as situation analysis, segmentation and targeting, and marketing mix. In addition, students were encouraged to read each other's blogs and make comments as part of their class participation. Through a whole semester's blogging and analysis, students demonstrated significant improvements in 1) the content quality of the blogs; 2) the ability for written communication; 3) the interaction level of in-class discussions; 4) the overall learning, and 5) the confidence for employment.

Strategic approach to manage business students' perception about critical thinking: An empirical study

Mayur Desai, Bruce Berger
Texas Southern University
Houston, TX

Roger Higgs
Western Carolina University
Cullowhee, NC

The construct "Critical Thinking" (CT) is extensively researched in several disciplines such as education, philosophy, and engineering. However, its presence in business literature is not as extensive as it has been in other disciplines. In order to add to the existing business literature on CT the authors of this paper, in their previous study, conducted an empirical study to investigate if the business faculties teaching in the institutes of higher education share a common perception of the construct CT. As a next step towards closing the gap in the perceptions of the term CT among the business faculty, the present study focuses on the students. The purpose of the current study is to conduct an empirical study similar to their previous study, but replace the target population from faculty to students. The specific objectives of the present study are first, to investigate if there is a gap in the perceptions of CT among students in the business schools, and second, compare the findings from the present study with their previous study and develop a comprehensive strategy that will help alleviate any negative influence the gap in the CT perceptions have on the business curriculum and subsequently on the students learning.

Session F1

Teaching Marketing Metrics to Undergraduate Students in the Online Format

Gopala Ganesh
University of North Texas, Denton, TX

Marketing and Money (M&M) is an undergraduate college core course that seeks to strengthen the analytical (marketing math) and presentation skills of business Students. The 12-module

M&M course was created to develop a marketing accountability mindset. The class was originally taught as a small face-to-face class. Starting Fall 2003, M&M has also been offered as a unique online class, via UNT Blackboard. Enrollment in the course had steadily gone up, with annual enrollment around 400 students and more than 5,000 students completing the class through Spring 2014. Almost half of these are non-marketing majors split between business and non-business majors, indicating the value of the course to non-majors as well. The face to face students are allowed access to the online materials after the topic is discussed in class. Intensive worksheet-based analysis is an integral, innovative, part of the course. A key resource for this is a collection of more than 50 “uniform looking” one-page + questions mini cases. Class discussions as well as graded assignments in the face to face class are centered on these mini cases, with the professor leading the Q&A sessions. In the asynchronous online class, 60 Camtasia Audio+Video resources are made available to the students on a delayed basis, after the topic is covered in the class. Students are graded using a series of Excel-based case data analysis and PowerPoint assignments as well as multiple Respondus-based online quizzes and an online final examination.

The Challenge of Teaching Large Classes

Marina Sebastijanovic
University of Houston, Houston, TX

The main goal of any instructor is to create an effective learning environment. This goal is not easy to achieve, especially when the instructor is faced with a large class. In such classes, students often feel anonymous while instructors feel overwhelmed. Some of the problems identified in teaching large classes by Maryellen Gleason (1986) almost 30 years ago still remain the same: large space, feeling of isolation among students, group size, “sage on the stage” effect and a theater-like setting. However, we have come a long way as educators and have started adopting both technology and non-technology related strategies to deal with these issues. The main goal of this research is to identify the challenges involved in teaching large classes and to suggest some strategies to overcome those challenges.

Session F2

Academic Coaching to Develop Students’ Critical Thinking Skills

Gwendolyn Catchings
Jackson State University, Jackson, MS

The importance of and deficiency in students’ critical thinking skills has been discussed extensively by the U.S. government, commissions, accreditors, researchers and educators. This deficiency is directly linked to students’ academic and career success, but research has shown minimum improvement over the years. With the majority of students’ time spent in their non-education domain, this paper raises a concern regarding the focus of critical thinking skill

development to their education domain, with the premise that what happens in the latter is interrelated to what is happening in the former. Thus, any critical thinking development process must apply to both. For years ‘coaching’, using thought-provoking questions, has been used extensively in the business world for personal development. Just as current questioning techniques have been shown to be invaluable for education purposes, coaching has the potential to do the same in both domains, and with training it can be used successfully by faculty and staff to address the ‘whole’ student. This paper examines the problem and attempts that have been made to solve it. In offering academic coaching as a solution, the field of coaching is explored and guidance is given for using it to develop students’ critical thinking skills.

The Personal Side of Business: Bio Sketches and Self-Branding

Clive Muir

Stephen F. Austin State University, Nacogdoches, TX

In 25 years of college teaching, I have taught and advised thousands of students about their career aspirations. Most of this has been done in business schools in the fields of business communication, marketing, and management, the so-called “softer” side of business education. One area of study that these fields tend to focus on is teaching students the people side of business, so they can develop communication, presentation, and interpersonal skills to complement the technical areas of their studies. The bio sketch assignment is a new and creative way to transform clichéd self-introductions into meaningful exercises that prepare students for reflection and attention to detail while giving them an opportunity to see themselves as persons with valuable experiences that can translate into lessons and values. They realize that they are more than a sum of facts and circumstances, but that they can show how such circumstances have shaped their decisions to go and grow in certain directions toward their ultimate success. Creating a bio sketch helps students to recognize the importance of beginning to define their image and reputation at a time when such practices and techniques are popular in social media and professional networking. Students can be taught to be less fixated on majors and grade points averages. Creating the bio sketch humanizes them beyond the cold facts of their resumes by requiring them to use elements of their experiences to weave informative, persuasive narratives that they can continue to build on as they move from the classroom to the competitive marketplace.