TEXAS SOUTHERN UNIVERSITY
JESSE H. JONES SCHOOL of BUSINESS

# 26th Southwestern Business Administration Teaching Conference

*November 1-2 2018*

***Theme:***
***Informatics: Ethnics, Data Science, Social Media in Business Education***
***Mayur Desai, Conference Chair***
***Professor of MIS***

# *Conference Abstracts*

TEXAS SOUTHERN UNIVERSITY
JESSE H. JONES SCHOOL of BUSINESS

# Keynote Speakers

**Sudhir H. Desai**
**Network Security Engineer, Cisco Systems.**
***Topic: The Weak Link***

**Jamie Belinne**
**Assistant Dean, Bauer College of Business, UH**
***Topic: Gen Z Has Arrived, and They're Not Millennials"***

**Jean Ramsey,**
**Emeritus Professor, Texas Southern University**
***Topic: Reflections on the Evolution of the Southern Business Administration Conference***

# ANALYTICAL DYNAMICS OF EXCHANGE TRADED INSTRUMENTS

**Oscar H. Criner, Ph.D.**
**Texas Southern University**

The milieu of "the market" has changed significantly since the advent of totally electronic trading and the dynamic market access (DMA) systems. Traders today are often required to be computer programmers. Trading ETFs and futures is an enormous zero-sum game that has evolved a business infrastructure that facilitates large-scale fully electronic operations. When viewed this way, there are two player populations called “the Bulls” and “the Bears” in the traditional view of the financial markets. The Bulls believe that the trading instrument is going up in value and the Bears believe that it is going down. Many people believe that the analysis of financial charts provides the information as to whether the particular market is going up or down. Financial charts are old technology but with questionable success, historically. In this twenty-first century, everything is automated or will be, and many financial companies are pursuing the trading advantage with computing algorithms. Driverless cars will soon be a reality as will pilotless commercial airplanes. Smart houses with smart appliances and all manner of intelligent products will be available on the internet of things, and automation becomes an integral part of everyday life. If you can trust your life to an autonomous airplane, then you can surely trust your financial life to an autonomous robotic asset manager (RAM) that can determine “up” from “down” like an autonomous airplane and with astounding results. The days of struggling with vague chart interpretations to predict market directions and trading are gone forever. Competition in the mutual fund industry has led to a close examination of the performance between actively managed funds and passively managed funds. In this paper, we demonstrate that, with artificial intelligence and machine learning, one could construct an active robotic manager that can outperform both types of funds.

# EVOLVING ROLE OF DATA ANALYTICS IN BUSINESS IN GAINING COMPETITIVE ADVANTAGE

**Balaji Janamanchi**
**Texas A&M International University**

There is no denying the importance being ahead of competition in a business environment. Typically, successful business organizations sustain their leadership position due to their core competencies. Core competencies are hard to imitate by other organizations. The latest in the list of business core competencies is the ability to harness the power of data analytics. Very few of us fully realize the role that data analytics is playing in the success of modern day business organizations. From improving customer satisfaction, improving the design features of the product offerings to revolutionizing a given market segment with radical new business model data analytics can facilitate them all. Current day business environment is replete with illustrations of various roles that data analytics is playing in the success of business organizations.

As we all know, large volumes of business and consumer data are being produced on daily basis regardless of the business domain. Along with the increased volumes of data emerged a new generation of data tools that not only help to make sense of these large volumes of data but also to provide useful actionable decision support. So it was but logical for businesses to seize the opportunity to employ data analytics to gain competitive advantage. Inevitably, business organizations created new business models to exploit the obvious new power and insights gained from data analytics.

This study is aimed at providing a broad overview of the evolution of data analytics and its use in business such as descriptive analytics, Predictive Analytics, prescriptive analytics etc. With the help of the illustrations of a few of the successful business organizations that have effectively exploited their analytical capabilities, in manufacturing, entertainment, and retailing, this study provides suggestions for possible uses of data analytics for businesses big and small.  The new and fast emerging axiom in business is, “access to business data is only half the battle won and the other half is to use it in innovative ways to gain competitive advantage therefrom.”

## SHOULD THE UNIVERSITY TEACH STUDENTS “HOW MONEY WORKS?”

**Richard Pitre & Carlton Perkins**
**Texas Southern University**

Personal financial literacy is an imperative life skill that all 21st-century students should have. It is the ability to use knowledge and skills to make effective and informed money management decisions. The objective of this paper is to provide guidance to ensure that upon graduation students will know how to manage money.  As our society has evolved and our economy has become more complex, no one should graduate from college without the ability to understand Money Management. This knowledge will have a profound impact on students and their ability to effectively provide for their future. Students who learn to manage their finances are better equipped to live independently. By teaching students to make good financial decisions, they learn to pay down debt or avoid it altogether. being knowledgeable about money management is no guarantee of success in life, but ignorance can be costly. According to a 2015 global study conducted by Standard & Poor’s Ratings Group and others, the U.S. ranked 14th with a financial literacy rate of 57%.

# SELFIES ON THE CLOCK: SNAPSHOT OF ETHICAL USES AN ABUSES OF CORPORATE SOCIAL MEDIA & EMPLOYEE SOCIAL MEDIA POLICIES (LEGAL CONSIDERATIONS THAT CREATE PARAMETERS THAT RESTRICT OR CONDONE BROAD REACHING BUSINESS PRACTICES IN THE DIGITAL WORLD)

**Kira M. Laws**
**University of Houston- Downtown**

Ethical uncertainty is new normal. The gray areas of law, especially with the rapid pace of emerging technology and shifts in business conventions, has led to a discussion of what behavior is unethical versus illegal. Additionally, academicians and business persons are tasked with determining if there are any legal remedies for unethical behavior alone. When this question is merged with the interconnectivity of business through e-commerce and the landscape of social media, it can be concluded that social media and the use of other multimedia platforms can expose dormant and/or outdated laws and legal practices. This includes data collection, uses of social media for background checks, and organizational social media policies regarding an employee's personal account. As such, maximizing, maintaining/protecting, and increasing profits is a central pillar to running a successful business. Managing and growing business legally as well - with policies that are created to protect the majority - is a widely accepted approach which is deeply entrenched in business. But in a digital world, the numbers that would dictate the majority are not always clear. As a result, the good that the protective measures are endeavoring to accomplish is now relative based upon the culture of a sometimes-undiscernible audience. Likewise, the ongoing controversy regarding online ethical behavior and norms since the inception of the internet requires consistent lookbacks and reviews to develop mailable action plans. Therefore, with the increased growth of digital commerce in social spaces, these “norms” must be concretely outlined while remaining fluid to change within the times. Accordingly, business messaging over multiple digital platforms and employees right to privacy and expression using social media should have clear guidelines for compliance to avoid legal scrutiny while maintaining a public perception that does not impugn profitability. Possible ethical violations and potential breaches of law for a business should be a noteworthy concern in this litigious society.

# REVISITING THE RECESSION OF 2007

**Oscar H. Criner**
**Texas Southern University**

The global economy and its worldwide market activity are made possible by the development and implementation of computing and communications systems and infrastructures. The digital technologies of the last half of the twentieth century have enabled profound changes in the eighteenth and nineteenth-century conceptualizations of how the world works. There appears to be no end in sight to these rapid dynamic changes in epistemology and values, i.e., what we know and how we use what we know.

The computer has turned out to be the grand equalizer and ground leveler in the growing meritocracy, and especially so with the advent of the world wide web and the Internet. No longer is the activity of the markets restricted to the so-called "money centers" like New York, Frankfurt, Paris or London. This activity is truly worldwide, albeit, not yet all-inclusive.

The Great Recession of 2007 primarily involved the markets for real estate and banking, but they too were facilitated by automation. One of the truisms of information science is that any business process can be automated, but that does not mean that it should be automated.

Several financial crises can be attributed to the misapplication of computing and information science since the meltdown of the markets on black Monday, October 19, 1987. The latest black Monday was January 21, 2008, when the world's stock markets declined more than they had since the events of 9/11/2001.

The issues are ethical, and in this paper, I argue that this misuse of science, mathematics, and computing is the essential cause of the massive financial failures in business with the infliction of great suffering of people. The use of computational science in finance has become widespread. The capacity to development highly ingenious mathematical and computational tools and techniques levels the playing field for everyone with the knowledge, the availability of data, and the computational infrastructure. There exists now the capacity for the endless creation of exotic derivative financial instruments. The existence of these exotic instruments brings up issues of the ethical use of the capability. Ethical issues arise in all of science; from the creation of cloned humans, to stem cell research, to genetic engineering in agriculture, to organ harvesting, to data mining for analytic profiteering on the poor.

## USE OF EXPERIENTIAL LEARNING MODEL IN ONLINE COURSES TO ENHANCE BUSINESS EDUCATION

**Madhu Bala Sahoo,**
**Texas Southern University**

Online degree programs are a flexible and popular option in business education. However, the gap between online coursework and actual skill acquisition can be big if it does not provide real experiences and reflections. Existential Learning Model (ELM) is one learning approach which focuses on knowledge creation through the cyclic process of concrete experience, reflective observation, abstract conceptualization and active testing. This paper explores ELM as a way of making online business education a more holistic approach and discusses curriculum building and faculty development as options to include ELM to online education.

## ETHICS & ANALYTIC VISUALIZATION SOFTWARE SOLUTION

**Tahereh Jafari, Syed Ali & Min Bui**
**University of Houston Downtown**

Today's business depends on market data in order to make a data driven decision. As businesses grow in the world of competition, fast access to the data, data analytic, and data visualization are important part of companies to advance success in their organization. All companies want to be the first to discover new ideas, new research, and new opportunities in marketplace to be innovative. Use of analytic tools will help organizations stay ahead of their competitor.

With the IoT (internet of things), data is being generated so fast, that data centers have to continuously purchase hardware and software to keep up with the data storage in cloud and traditional data centers. If businesses don't take advantage of useful data with integrity and reliability, then the big asset (time and money) of companies will be lost.  Big data is being generated every minute by social network such as Facebook, tweeter, snapchat, and etc... By 2020, the data created by people and used will be about 44 trillion Gigabytes by every man, woman, and child on the earth. Adding data generating by using smart phone, network, and IoT will be more 400 zettabytes annually. Therefore, having the right analytics and AI tools to analyzes data, and visualize data the result for the manager to make a better decision will be easier. With massive data being produced particularly from Social Media Business Intelligent software has to extract, transfer, and load clean data for actionable intelligence.

We will discuss in detail Big data (structured and unstructured) in the context of products like Hadoop ecosystem, sometimes called "data lake"; now more than ever organizations are storing, processing, and extracting value from many data sources. Artificial intelligence sometimes uses parts of that big data for training algorithms used in machine learning.

We will look into how data owners and custodians of data govern and secure big data while empowering end users to analyze and visualize data. Overtime these systems will mature to operate well inside of enterprise IT systems and standard, in compliance to global data sharing and security standards such as General Data Protection Regulation (GDPR), a regulation that requires businesses to protect the personal data and privacy of EU citizens for transactions that occur within EU member states, and non-compliance could cost companies dearly, US may have to use GDPR as a starting point to overcome US citizens concerns due to misuse of data by social media companies.

## EMBEDDING CYBER SECURITY MODULE IN BUSINESS INFORMATION SYSTEM COURSES

**Rajkumar P.V., Mayur Desai, and Kamala Raghavan**
**Texas Southern University**

Almost all the businesses today use Internet connected Information Systems to carry out their operations. Tiny Internet of Things like motion sensors, smart cards to high-end data centers like cloud services collect, process, and disseminate information across various entities in the business. Such interconnected systems are now indispensable part of business processes and they house sensitive business data such as employee, customer, and product information in various forms. Cyber-attacks like ransomware and data breaches cause significant financial loss and severe inconvenience. In this study, we propose and emphasize the need of creating cyber security awareness and teaching best practices for business as well as non-business students. We provide a summary of recent ransomware attacks and cybersecurity breaches and their impact on business

and governmental organizations. We present a short cyber security module of 3hrs that will enhance the cyber security awareness and can be easily embedded into the 15-week introductory information system courses.

## COPING WITH DAMAGES IN THE CITY OF HOUSTON IN THE AFTERMATH OF HARVEY

**Sarmistha R. Majumdar**
**Texas Southern University**

In 2017, when hurricane Harvey struck Houston and its surrounding suburbs, little did people know at that time that this epic storm would cause damages in billions of dollars. Although weather alerts helped the city and the suburbs to prepare for the storm, but the preparation seemed inadequate. The storm brought record amount of rainfall, flooding local streets, highways and bridges and made the bayous or water channels to overflow their banks. The Brazos river swelled and recorded an alarmingly high level of water that found its way to nearby communities, causing people to flee their homes. Even water had to be released from a nearby dam that also spilled into residential neighborhoods and caused heavy damages to existing homes.

When the storm water receded, the cost of damages rendered by Harvey was estimated to be 25 billion dollars. Further, investigation into the nature of damages in Houston revealed that the existing land use policy was partly to blame. Hence, this paper will examine the weaknesses in existing land use policy of Houston and to what extent changes have been made in them in the aftermath of Harvey. Also, it will discuss the challenges faced by the city along with the equity concerns that have been raised by many residents and stakeholders in bringing about policy changes. The utility of the study lies in the fact that it will offer valuable insights to other cities in the Gulf coast and help them to avoid the same costly mistakes in their future growth and development.

# ETHICS AND COMPETENCY DIMENSIONS IN CROSS-CULTURAL RESEARCH

**Sujin K. Horwitz**
**University of St. Thomas**

Culture has been conceptualized and defined from a variety of perspectives. Most conceptualizations include both external referents such as artifacts, symbols, ceremonies, customs, and social institutions, and internal referents such as ideologies, belief systems, attitudes, expectations, and values (Hughes, Seidman, & Williams, 1993; Schein, 2004). Culture is also created and transmitted by people. That is, culturally-based values, norms, and behaviors are transmitted from one generation to the next through processes of socialization in a particular cultural setting or ethnic group (Hughes, Seidman, & Williams, 1993). As indicated, no single, universal definition of culture is accepted by cross-cultural researchers. This multi-perspective view of culture mandates cross-cultural researchers' cognitive and behavioral flexibility to re-conceptualize, develop, and further integrate local cultural insights into research (Paige, 1996). Furthermore, cross-cultural researchers should conscientiously understand how culturally distinct processes identified in their research are truly relevant to individual ethnic cultures of their studies.

It is indisputable that culture is deeply embedded in cross-cultural research; for instance, it influences what researchers observe in research, the problems they deem worthy of investigation and their interpretations of empirical observations. Indeed, many have discussed how the selection of a research problem as well as findings are constrained and influenced by Western mindsets and their dominant world views. (Maruyama, 1983). Too often, findings in studies of non-European cultures and subcultures are compared to those from studies of mainstream cultures (Ivanitz, 1999). Consequently, research findings and subsequent interpretations are often affected by the dominant cultures attached to researchers' own views, thereby producing an inaccurate portray of ethnic cultures without a germane understanding of the values systems and behaviors within varying contexts.

For cross-cultural research purposes, conceptual and empirical strategies that provide researchers with insight into the meaning and significance of differing cultures within nonmainstream ethnic communities should be developed (Ivanitz, 1999). In doing so, such strategies should enable researchers to develop a knowledge base less subject to ethnocentric biases and at the same time, contribute to an understanding of people and patterns of behavior in different cultural communities. For example, it is inevitable that researchers use several resources in framing a research problem such as their interests, experiences and perspectives, the findings of previous research, and most importantly their own cultural identities (Paige, 1996). Researchers are not neutral, detached individuals but rather frame research questions and interpret subsequent findings through their own cultural lenses (Patton, 2001). To the extent that researchers' own cultural perspectives differ from the ethnic groups of investigation is more likely to affect the conceptual frameworks and variables in cross-cultural research process and thus reflect their own cultural values and premises rather than those of the target population. Therefore, this sort of cultural blindness frequently yields data that are of limited utility and misrepresent the experiences of ethnic groups (Hughes, Seidman, & Williams, 1993; Mason, 1996). Without researchers' conscientious filtering through a variety of premises and assumptions, a number of errors in conceptualization are bound to multiply from the research process and thereby impeding valid interpretations.

There are also a number of contextual elements that are potential threats to sound cross-cultural research and need to be elucidated prior to conducting research. First, a researcher needs to ensure that both participants and the community understand the research process and are willing to take part in research (Patton, 2014). This is crucial since there is no chance of achieving any sort of meaningful participation unless community members are brought into some type of endorsement process through extensive consultation by the researcher. Additionally, the researcher should help to empower the participants in the process of participants' involvement in order to sustain benefits from interventions after the researcher's departure (Fontes, 1998). As Lather (1991) argues for "catalytic validity (p. 67)," researchers' conscientious efforts to increase the use of research findings can facilitate participants' self-initiatives to make positive changes in their communities by utilizing research findings.

Issues of transparency, particularly regarding potential risks and benefits of research, are also important in cross-cultural settings (Mason, 1996). Benefits and potential outcomes, both positive and negative, must be fully expressed to community members and participants. Without full and open disclosure, the researcher may be subject to criticism that s/he is not truly seeking meaningful participation. If it is deemed necessary, the researcher should make repeated visits to the community, hold numerous meetings, and sit with individuals on a one-to-one basis to outline the project and answer questions from prospective research participants. Furthermore, the researcher should work with participants on identifying specific problems that need to be addressed. The benefits and risks of potential research tools should be also discussed extensively, as all participants in the research require a good understanding of the data collection process and the methods to be used.

Inclusion of a member from the community and culturally competent researchers can also greatly facilitate research process by incorporating both participants' perspectives and researchers' diverse viewpoints (Fontes, 1998). One major advantage of purposely including such diverse viewpoints is that multi-perspectives can help to identify more potential risks involving research. It is self-evident that participants, as insiders familiar with their own practices and customs and as direct beneficiaries of research findings, are the best ones to foresee potential effects of research on their community and thus should be included and consulted. Yet, principal researchers must take responsibility for coordinating and assuring cultural sensitivity of their research (Fontes, 1998).

Another dimension that researchers should understand in cross-cultural settings is varying interpretations of meanings and languages in different cultural contexts. For example, interviewing a group of recently immigrated Mexican workers, there should not be any assumption that these individuals can comprehend English as fully as their native tongue. Although the immigrant workers may speak functional English to communicate with others, they may not be able to detect semantic nuances germane to the language and thus may not fully express their innermost thoughts in English. Furthermore, their interpretations of meanings and the language may be different from what the researcher anticipates. To reduce misunderstandings due to the language barrier, a bilingual translator from the Latino community can be employed to ease the interview process. Inclusion of Mexican American researchers who fully understand Spanish and the Mexican culture would be another solution to reduce potential misunderstandings due to the language barrier. In cross-cultural settings, it is essential to realize that language barriers combined with different interpretations of meanings and symbols can cause irrevocable miscommunication hence hampering the validity of the research findings. At the same time, it is difficult for researchers to discern the boundaries between therapeutic functions and research functions of interviews due to intimate and personal interactions often created during the interview process (Rosenblatt, 1995). Although it is essential for researchers to have core interpersonal skills, such as attentive listening, providing emotional support, and embracing participants' realities with empathetic involvement, researchers cannot, by any means, intervene in participants' situations by assuming the role of a therapist.

In conclusion, cross-cultural researchers need to assume a personal and intentional mindset to assess highly ambiguous cross-cultural setting along with the professional competencies (Paige, 1996). Cross-cultural researchers should be incessant learners with willingness to admit their knowledge incompleteness and thus open to new learning experiences. They should be risk-takers with great enthusiasm for solving intellectual puzzles involving other human beings and posses a sense of firm commitment to understand others with empathy (Paige, 1996). Indeed, open-mindness to ambiguous and heterogeneous nature of human and social phenomena is essential in cross-cultural research settings (Paige, 1996). Interpersonal skills, such as effective communication and building relationships with diverse groups of people are also essential to sound cross-cultural research (Paige, 1996). Yet, most importantly, cross-cultural researchers should understand that there are a huge variety of socially constructed human interactions rather than objective knowledge often emphasized in other areas of scientific research.

## FLIPPING A COURSE ON A SHOESTRING: MAXIMIZING YOUR RETURN ON INVESTMENT

**Michael J. Murray, PhD, PE**
**University of Houston**

Contemporary interest in the flipped or inverted classroom pedagogy has increased dramatically, with the majority of published research occurring in the past three years. As a result there is a demand for a reasonably simple, low-cost method to implement this technique in existing courses so that an instructor can determine whether it benefits the students. After applying the approach outlined in this study to a graduate business course, the author noted increased student engagement, improved learning outcomes and a half-point increase (on a 5-point Likert scale) in his student evaluations. The objective of this paper is to provide instructors who have limited resources with an easy-to-follow 4 step process that takes an existing course and converts it over time to a flipped learning approach. This process uses open-source tools and existing platforms, and requires minimal technical expertise.

## INCORPORATING SAP TO TEACH COST ACCOUNTING

**Kun Wang**
**Texas Southern University**

In recent years, teaching costing accounting has become more challenging majorly due to the effects of new techniques and the widened utilization of enterprise resource planning systems, such as SAP in the real world. The traditional teaching approach of lectures and spreadsheet need to be adapted to these changing business environment. This study provides preliminary analysis on how to incorporate various SAP modules into teaching cost accounting classes, such as material management, revenue and expense analysis, and generating cost reports. The author plans to do empirical test of the SAP teaching in cost accounting in the spring of 2019.

# IMPACT OF VARIOUS MARKETING THEORIES AND SOFTWARE APPLICATIONS ON SMALL COLLEGES

**Melissa Martirano**
**Penn State ~ Schuylkill Campus**

The purpose of this qualitative study was to examine the impact of marketing options on college selection, and of Customer Relationship Management (CRM) tools on marketing efficiency. Five theories of marketing options and efficiency, including Customer Relationship Management, undergird this study. The problem herein is that small colleges must determine ways to market themselves, optimize use of technology, and increase enrollment to compete with other post-high school options. The purpose was achieved using selected theories of marketing options and efficiency as theoretical framework. This study was conducted utilizing qualitative methodology; information-gathering tools used were interviews and questionnaires. Data interpretation was accomplished through thematic analysis influenced by elements of transcendental phenomenology. The participants were 10 current and former administrators/faculty from small colleges in the Mid-Atlantic region, and 286 students enrolled in two such schools. The administrators were interviewed; the students answered questionnaires. All inquiries were drawn from two research questions that reflected the problem, purpose and theoretical framework of this study—marketing options and CRM usage. The results confirmed that internet marketing of the website type (not social media) is most influential among college bound students. Surprisingly, personal contact and word of mouth were deemed more effective than social media, implying they deserve increased attention. Customer Relationship Management (CRM) was confirmed as being very useful in college admissions. These results are presented with recommendations to take advantage of such findings by small colleges. Recommendations were to concentrate on internet marketing focused on nearby students, to emphasize personal contact during recruitment, and to use CRM tools to enhance marketing efficiency.

# #HelpThemLearn: SOCIAL MEDIA INVOLVEMENT AND VIDEO-CREATION ASSIGNMENTS IMPROVE STUDENT PERFORMANCE AND ENGAGEMENT WITHIN AN UNDERGRADUATE BUSINESS COURSE

**Bradley D. Miller, Ph.D.**
**University of Houston**

Professors commonly look for innovative classroom interventions to increase student performance and engagement. Social Media is now providing professors with unique ways to engage students outside the classroom as well. Recently, social media interactions on Twitter, LinkedIn, and Tumblr have been integrated both formally and informally within an undergraduate Supply Chain Management/ Operations Management course at the Bauer College of Business at the University of Houston. Additionally, a video-creation component involving YouTube has been incorporated into homework and projects for the course.

Student engagement with the material and professor has increased. Student excitement levels and enthusiasm has increased. Additionally, student performance in industry-based process improvement projects have received improved reviews from businesses and project performance has substantially increased. Additional, surprising positive outcomes have also been experienced by the professor.

During this session, a step-by-step template for utilizing these innovative strategies will be discussed, allowing widespread application of Social Media interventions within a variety of Business-Related courses regardless of your experience (or inexperience) with Social Media.

# THE EFFECTS OF GLOBAL OIL AND GAS PRICES AND PRODUCTION FLUCTUATIONS ON THE ECONOMY OF NIGERIA

**Dr. G. Solomon Osho, Dr. Oluwagbemiga Ojumu, Dr. Lawrence McNeil, Dr. Suhir Tandon & Cleveland Stiff**

**Prairie View A&M University**

Over the past few years, the world has experienced a continuous sharp and significant drop in oil prices. More importantly, gas price has asymptotically approached zero cents in the global oil and gas market. This is due in part to several emerging factors. Chief among them is hydraulic fracturing technology commonly called 'fracking': a well stimulation technique that uses fluid and material to create and restore small fractures in a reservoir formation to stimulate production and enable increased productivity from new and existing oil and gas wells. Furthermore, the United States which is both the largest importer and consumer of global crude oil has been reducing it's over reliance on foreign crude oil, partly due to its Strategic Petroleum Reserve (SPR) Policy. Specifically, only in the past four years, U.S. oil and gas production has almost quadrupled especially in states like Texas and North Dakota where fracking has become an evolutional phenomenon.

Nigeria's oil supply to the U.S. was the major bulk of its export revenue. In the past decade while oil price averaged about $100/b, Nigeria greatly benefited from this oil windfall and oil accounted for over 90-95 percent of its exports while at the same time contributing about 90 percent of its annual budget revenue. However, as the oil price weakens and the oil production in the U.S. increases, the U.S. oil import from Nigeria has significantly reduced from about 1.5 mb/d in 2006 to about 0.2 mb/d in 2013 and by the early 2014 the U. S. completely stopped oil import from Nigeria. Hence, this research study will attempt to elicit some major frontline challenges in the nation both in the near term and in the long-run. Specifically, this research will examine the effects of recent oil and gas prices fluctuations on major macroeconomic determinants in Nigeria.

## ON DATA ANALYTICS ACROSS THE CURRICULUM FOR BUSINESS STUDENTS

**Marion Smith**
**Texas Southern University**

I will argue that Data Science is an interdisciplinary approach to problem analysis that is well-suited for integration within a traditional undergraduate education. Data Science techniques can be easily incorporated within the courses associated with the well-known functional areas of management, marketing, accounting and finance.

Keywords: Data Science, Curriculum, Business Education

## A TEACHING TOOLBOX: READILY AVAILABLE TECHNOLOGY FOR TEACHING BUSINESS

**Pooya Tabesh & Shuoyang (Sunny) Zhang**
**University of St Thomas - Houston**

Technology has become an integral part of day-to-day practice of teaching across various business disciplines. Technology-enhanced education has proven to facilitate learning through enhanced communication, increased engagement, and improved productivity. In our session, we introduce several technology-related tools and discuss their applications for teaching undergraduate and graduate courses in business. Our goal is not only to demonstrate the use of technology in teaching but also to encourage participants to share their experiences. In this work, we present tools that enhance student engagement, communication and teamwork, as well as critical thinking skills.

- Engagement
    - Kahoot is a game-based platform that can be used for designing fun in-class quizzes. Students use their smart devices (e.g., cellphones) to connect to the game and respond to the questions that are presented to them. Kahoot is available to instructors free of charge.

- Classroom response systems/apps: Clickers and their substitutes (e.g., mobile applications) are not new to academia. Recently, free voting systems have emerged that can boost student learning and increase engagement while providing timely feedback for instructors. These tools are mostly used in large classrooms.
- Blogger enables multiple authors (up to 100) offers a collective blogging platform for students to post assignments, mini case analyses, etc. and to make comments to fellow students' blogs, which helps increase their online interaction.
-

- Communication and Teamwork
    - Instant messaging apps such as WhatsApp, SLACK, and GroupMe offer reliable messaging and calling for free. Instructors can communicate with students in class groups; students can also communicate with their teammates in project groups.
    - Cloud sharing such as Google, Dropbox, OneDrive, etc. not only allow students to collaborate, store, and management data and documents, but also track editing, revisions, and individual contribute to the team project.
    - Project management apps such as Asana and Trello help teams organize, track, and manage their work and thus improve team collaboration.

- Improved Critical Thinking Skills
    - WSJ weekly review are designed to help instructors integrate Journal content into discipline-specific classes offering relevant recent article summaries, discussion questions and multiple-choice quiz questions.
    - Real Time Cases are video-based case studies that let instructors bring real-world business problems into the classroom and let the students resolve real business issues.

## CHANGES IN EMERGENCY MANAGEMENT POLICY BY CITY OF HOUSTON AFTER HURRICANE HARVEY

**Rizwan Hussain**
**Texas Southern University**

Emergencies are often unpredictable at least from results. For example everyone was aware that a huge hurricane is going to hit the coastal areas of Texas. There was hardly anyone who knew the exact catastrophic picture of that hurricane, Harvey. From first response of government to the panic in the system. There were several policy lapses which could have been avoided to perform better. Similarly there were many policy achievements which led the Houston area to fight back and stand firm against such a big disaster. Few changes were made to improve the situation and be ready for future situations.

Emergency Management task forces or the departments always need a heads up thinking with futuristic approach. We will analyze the policy changes made by city of Houston to its emergency management approach in post Harvey times. This paper will identify the weak and strong points of city of Houston's emergency management policy. This paper will also see the preparedness of emergency management department, if a catastrophe of same magnitude is to be faced by the city again. Challenges faced by the department towards its goals will also be discussed.

# SERVICE LEARNING PROJECTS IN FINANCE AND STUDENT LEARNING OUTCOMES-AN EXPLORATION FROM AN INTERNATIONAL FINANCIAL MANAGEMENT COURSE

**Sidika Gulfem Bayram**
**University of St. Thomas-Houston**

Heffernan (2001) states that “service-learning is a reflective, relational, pedagogy that combines community or public service with structured opportunities for learning”. Thus, service learning projects aim to mix community engagement and learning goals to provide an effective and meaningful tool for students and instructors. In this sense, this paper focuses on an implementation of a service learning project in international financial management course at the undergraduate level.

Service learning projects are not widely used in finance courses. A study by Philipot and Wright (2002) show that students engaged in service learning projects demonstrate a better understanding of time value of money concepts than the ones that are only taught these concepts by lectures. Moreover, pedagogical research shows that one of the most effective ways to learn a subject is to teach it to others (Puchner, 2003; Slavin, 1996). With this idea of "learn to teach" in mind, a service learning project was designed for an undergraduate level finance course at the University of St. Thomas-Houston in collaboration with Lamar High School (LHS) in Houston, TX. Lamar High School is an International Baccalaureate World School and is one of the HISD magnet high schools that specializes in offering business, management, and administration courses.

In Spring 2018, students that were enrolled in the International Financial Management course at the University of St. Thomas-Houston prepared lectures on foreign exchange markets and exchange rates for the senior business and management students at LHS. Following outcomes were expected from the exercise:

- Increase knowledge and awareness in the subject matter among all students involved via peerto-peer interaction
- increases students’ accountability for their learning via teaching
- nurtures student creativity by allowing them to develop their own teaching materials
- exposes UST students to high school students as role models

- enhances the prestige and reputation of UST in the community
- creates potential recruiting tools for prospective students

The result of the service learning project indicated that student experience in the course was enhanced compared to previous years. Feelings of engagement and accountability were the main factors that contributed to this increased student satisfaction in the course.

# SECURITIES REGULATION STUDY AS CAREER CREDENTIALS-PREPARATION: THAT SECURITIES INDUSTRY ESSENTIALS EXAMINATION OPPORTUNITY

**George Steven Swan**
**NC A&T State U. College of Business & Economics**

The 2013 Business Accreditation Standards of the Association to Advance Collegiate Schools of Business International (updated September 22, 2017) address in Standard 1 the college of business's mission, its anticipated impact, and its specific fix upon innovations comporting therewith:

> *The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.*

However, at a juncture when business law scholarship denominates everyone's laborforce-role as merely contingent (McClure, 2018), what are, e.g., business law professors supposed to *do*? Given Standard 1, to fuel business college-undergraduates' capacity to pass professionally prepared examinations evincing comprehension of a particular industry's entry-level knowledge (Swan, 2017) has been advanced as a realistic reinforcement of teaching. As an attention-attracting backdrop to professors' classroom undertakings, building students' ability to command career-certifications might enrich business law professors' classroom-inputs and student-outcomes (Swan, 2017). Judge whether business college educators could execute this tactic across institutional disciplines.

Some such propect proves timely given the October 5, 2017, Regulatory Notice 17-30 of the Financial Industry Regulatory Authority (FINRA): the Securities and Exchange Commission (SEC) had approved FINRA *rules*-revision creating a Securities Industry Essentials (SIE) examination, effective October 1, 2018 (FINRA*,* 2017c). FINRA is a broker-dealer self-regulatory organization (SRO) some 3,700 members strong (Schoeff, 2018), overseen by the SEC (Schoeff, 2018: 10). The SIE exam becomes the gateway to the respective "top-off" examinations toward registration as a representative via Series licensures including: 6, 7, 22, 57, 79, 82, 86/87 and 99 (FINRA 2018a). SIE constitutes the first step into serious occupational-slots.

Weigh a recent example from the frontlines of business. The 2017 InvestmentNews Adviser Compensation & Staffing Study of 353 independent financial advisory firms found that of persons in a Lead Adviser position, 35.8 percent held the Series 7 license ("How Does?," 2017). A Lead Adviser well might be a partner (Sirindes, 2017a). Moreover, of those in a Service Adviser position, 27 percent held the Series 7 license ("How Does?," 2017). Service Advisers are those commanding, e.g., between three and five years of experience (Sirindes, 2017b) and specializing professionally in investment advice or financial planning delivery (Sirindes, 2017c). And of persons in a Support Adviser position, 20.4 percent held the Series 7 license ("How Does?," 2017). Support Adviser represents that entry-level position, characteristically focusing upon supporting and implementing advice (Sirindes, 2017c).

That October 2017 announcement followed a July 7, 2017, order of the SEC (82 FR 32419). That order approved the FINRA-proposed SIE examination of persons aspiring to register with FINRA preliminarily to their service in, e.g., certain investment banking or securities business positions (82 FR 32419-32431). Of this *policy*-shift it was proclaimed at once:

> *The change should open the door to more people who are attracted to the securities industry but are not yet employed in it. For instance, students about to graduate from college could put the SIE on their resumes while job hunting.*
>
> *"It makes that individual a more attractive hiring candidate to a firm," said Brian Marks, senior managing director at Knopman Marks Financial Training. "They have raised their hands and enthusiastically shown that they're interested in getting into the securities business"* (Schoeff, 2017).

But can America's business college undergraduates, or in any case the business law students among them, possibly be rallied to shoulder a burden like reinforcing their employability via conquest of the SIE? The former Dean of the E. Craig Wall, Sr., College of Business Administration (Carolina Coastal University) and former Dean of the School of Business and Public Administration of California State University (Bakersfield), Henry Lowenstein, waxed encouragingly during 2013:

> *Ironically, some of the most influential voices in support of the need for greater educational tools of knowledge in business law are the students themselves.*

> *Career-driven, savvy, today's students do their homework on the job market and increasingly recognize career opportunities that are created primarily to address growing regulatory and legal requirements within business and other organizations* (Lowenstein, 2013).

During 2017, the University of California, Los Angeles, Higher Education Research Institute published its 2016 Freshman Survey. The Institute's annual Freshman Survey delivers data on new college students in the United States more comprehensive than are obtainable anywhere else (Eagan et al., 2017). That investigation of student norms drew upon 137,456 among autumn 2016's first-time, fulltime students entering 184 American universities and colleges; data were weighted whereby the survey could reflect over 1.5 million such undergraduates at 1,568 such institutions that autumn (Eagan et al., 2017). The 2016 Freshman Survey disclosed the proportion of students denominating earning more money as very important reason for college matriculation at 72.6 percent (Eagan et al., 2017). The proportion identifying attainment of superior employment as concern behind college attendance was 84.8 percent; such opinion's *alltime peak* in 2012 did not exceed 87.9 percent (Eagan et al., 2017). Freshmen entering fulltime, four-year degree programs in autumn 2016 would have been anticipated to finish their junior year in spring 2019. Thereby they were scheduled exactly on-time for summer 2019 pre-senior year internship-employment.

# SOCIAL RESPONSIBILITY: PREPARING STUDENTS FOR THE REAL WORLD

**Jeff Dyson, Alicen Flosi & Gisele Moss**
**Lamar University**

Ethics and corporate social responsibility are widely discussed in business and in the classroom. In fact, many mission statements for Colleges of Business include ethics as a major component. As corporations become increasingly aware of their impact on the environment, sustainability and social responsibility have become significant issues for many executives.

How to "teach" ethics and social responsibility is a dilemma that has been addressed with no definitive solution. Research shows that the traditional model of teaching and/or learning is outdated. In many disciplines, instructor/lecture and student note-taking amount to an ineffective means of teaching. To increase student engagement and to reach a new generation of students, college courses must incorporate new models that lead to active engagement.

Service learning has been defined as "a form of experimental education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Johnson 2013). Based on the idea of service learning and the need for students to be socially responsible on campus, students in an MBA course were assigned a field project to support a university organization, the LU Green Squad.

The Green Squad focuses on interacting with the campus and surrounding community on environmental and sustainability efforts. The student/instructor team guided the organization through the goal setting and execution process. Students acted as managers and executed plans to help the organization develop a plan for achieving its goals. The experiential component of the project enabled students to determine that ideas that seem perfect in theory often do not work in the real world. Applying what they learned in the classroom in a real setting anchored student's learning and produced a high level of engagement.

This paper reviews the learning experience including course content, the role of the instructor, student and client feedback, and a look at the success of the project and areas for improvement.

# BEHAVIORAL ECONOMICS AND DATA SCIENCE

**Swati Basu**
**University of Houston**

The opening scene in the blockbuster movie “Crazy Rich Asians” shows Rachel Chu, a Professor of Economics at NYU, explaining Game Theory through a poker game. As she wins by betting on the behavior of her opponent, she comments on the strategies of “playing to win” as opposed to “playing not to lose”.

The study of human behavior in making social, economic, and business decisions is indeed important. Several leading scholars studying Game Theory, Experimental Economics and Behavioral Science have received the Nobel Prize in Economics in recent years.

Since the success of the movie “A Beautiful Mind” depicting the life of the famous scholar John Nash there has been a lot of interest in the field of human behavior from both the academic and non-academic audience. It can be used to develop decision making algorithms that have the ability to model, predict and possibly influence human, organization and institutional behavior. It may even give agents the ability to anticipate others’ responses in advance to determine the next steps of action.

Businesses can benefit widely from the application of Game Theory and Behavioral Sciences. Anticipating the competitor’s behavior and making credible commitments can vastly improve business solutions such as optimizing sales and profits.

Moreover, with the advent of Big Data and cheap computing and storage, we now have access to various forms of business and behavioral data that can be used to create decision making algorithms. This decision support platform can also utilize self-learning algorithms that can continually learn based on the data that is fed to the algorithm and can learn to offer different outcome as source data changes.

This makes the relevance and reach of Game Theory and Behavioral Sciences endless and students can benefit not only from understanding theory but also by applying the theory to various types of data.

## WHAT IS THE IMPACT OF PERSONALITY SELF-ASSESSMENTS ON STUDENTS?

**Marina Sebastijanovic & Dale Rude**
**University of Houston**

What is the Impact of Personality Self-assessments on Students?

Personality traits are individual characteristics that are stable over time. They provide cues about one's patterns of thinking, preferences and behaviors. Many management and organizational behavior textbooks discuss personality traits, because they are such an integral component of organizational life. In addition to simply providing a definition of a personality trait such as narcissism or extraversion, textbooks often include self-assessments of those traits. Students are instructed to answer a series of questions and their answers are then scored, indicating a high or low level of a given trait. Some of the benefits students get from taking a personality self-assessments are: 1) getting a better understanding of various personality traits 2) learning about their own scores across those traits 3) identifying which occupations fit their personalities the best. However, there are some downsides to this teaching technique, as we have learned from years of our experience. As a part of the Personality lecture in an Introduction to Management course, students are required to complete an online Big 5 personality trait assessment. Each student is instructed to complete an online questionnaire after which he/she gets a score on the five dimensions: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Emotional Stability. While most students enjoy this type of self-reflective assignments, some concerning comments from students have emerged over time. We will discuss some of the potential negative consequences use of personality self-assessments may lead to. We finish the presentation by offering several best practices to ensure that instructors maximize the learning experience that can come from participating in a personality self- assessment exercise. We will also address the role that technology plays in the achievement of this goal.

# A THREAT TO OUR VERY EXISTENCE: A MULTI-DISCIPLINARY PANEL EXAMINES THE SHOCKING STUDENT LOAN BUBBLE AND THE FOIBLES OF THE VARIED PROPOSED SOLUTIONS

**Johnnie Williams, Carlton Perkins, O. Felix Ayadi & Ladelle M. Hyman**
**Texas Southern University**

Student loan debt in the U.S. has expanded into a voluminous financial bubble that experts believe if it pops, it may produce an economic downturn similar to the 2008 global financial crisis that was brought on by catastrophic losses in the subprime mortgage market. Today, student loan debt is the second highest behind mortgage debt. It is even higher than both credit cards and auto loans. In fact, student loan debt is estimated at a whopping $1.52 trillion, exceeding the $1 trillion U.S. credit card debt market by slightly more than 50 percent (Frankel, 2018; Friedman, 2018; Gallik, 2018; Dvorkin, 2017; LaTrec, 2017; Jacobs, 2015). As academics, we have sat in the ivory tower of complacency, flouting this looming debacle that, at its core, may threaten our very existence.

Generally, higher education in America has proven to be one of the most resilient industries. The U.S. Bureau of Labor Statistics has shown that the education sector stands strong during a recession. However, with a mounting 10.2% delinquency rate (Kantrowitz, 2018), the highest of any type of consumer debt, a disruption of the student loan system would shake the financial bedrock of colleges and universities across the country given that 70 percent of students graduating from four-year colleges have a significant amount of loans (Hess, 2018). Consequently, the threat of a financial aid crisis is not a “them,” but an “us” problem.

This panel discussion will present a multi-disciplinary examination of the student loan problem, a number of the solutions that have been recommended by experts in the area, as well as a critique of these recommendations by professors from the Accounting, Law, Finance and Strategy disciplines. The objective of the panel discussion is to stimulate discussions about robust solutions from the audience to address “our” student loan problem.

# BLOCKCHAIN AND SUPPLY CHAIN INNOVATION

**Dr. Kamala Raghavan & Dr. Mayur Desai**
**Texas Southern University**

The supply chain can span over multiple stages, geographical locations, invoices and payments, with many individuals and entities involved over long periods of time. Due to the complexity and lack of transparency of the current supply chains, the potential for using blockchain technology to transform the supply chain and logistics is of interest to many industry sectors. This paper looks at the use of blockchain technology in 2 sectors essential to consumers- food and healthcare.

When an E. coli outbreak at Chipotle Mexican Grill outlets left 55 customers ill, in 2015, sales plummeted, and Chipotle's share price dropped 42% to a three-year low, where it has languished ever since. At the heart of the company's crisis was the problem faced by companies that depend on multiple suppliers to deliver parts and ingredients: a lack of transparency and accountability across complex supply chains. Unable to monitor its suppliers in real time, Chipotle could not prevent the contamination or contain it in a targeted way after it was discovered.

When tainted medicines make people sick, often it results in death or debilitating illnesses to the patient. The legal and reputational risks can be severe enough for the pharmaceutical manufacturer to go out of business. Regulators search to find the source of the tainted drug and the process is long, expensive, and inconclusive with some patients being deprived of the medicines needed.

Blockchain technology can trace the movement of the item through the supply chain and help identify the source of the contamination, so that untainted batches can still be given to patients as needed. This paper seeks to explore and understand the fundamental concepts of supply chain management and blockchain, and how these two concepts can be integrated in an innovative way to alleviate the "complexity" and "trust" issues present in the complex supply chains.

## SENATOR CARLOS URESTI: ETHICAL LAPSES RUIN LIVES IN TWO SHORT YEARS

**Dennis Elam & Richard Green**
**Texas A & M University San Antonio**

This case illustrates multiple ethical failures between a fiduciary and his client, a fraudulent business start-up, and the arrogance of denying responsibility.

Texas State Senator Carlos Uresti maintained a law practice. In 2013, he obtained a $900,00 settlement for his client Denise Cantu, as well as himself for representation. He persuaded Ms. Cantu to invest the amount in Four Winds Logistics. Four Winds was supposedly organized to buy and sell sand to support oilfield fracking operations in the Eagle Ford Shale south of San Antonio, TX. Stan Bates, CEO of Four Winds, began re-paying prior investors with the money of later investors, the classic definition of a Ponzi Scheme. In addition, Bates acted in a negligent manner with excessive expenditures on automobiles and 'expansive' lifestyle.

Senator Uresti did not reveal to Cantu he was paid a finders' fee for providing her investment. In addition, Uresti began pursuing an expansive lifestyle himself. Both Uresti and Bates took advantage of Cantu in multiple ways.

Prosecutors charged Uresti with eleven counts of wrong doing in the Four Winds Case and another two in an unrelated bribery case. Four Winds took bankruptcy only two years after it began as did Bates. Jurors returned guilty verdicts on all counts for Uresti after just two days of deliberations.

This case provides numerous examples for accounting and finance students of just how quickly life can unravel through ethical failures.

# USING CONSEQUENCES TO DEVELOP EMOTIONAL INTELLIGENCE

**Chynette Nealy**
**University of Houston Downtown**

The purpose of this proposal is to offer insight about bridging the gap between ***theory*** and ***practice*** in terms of helping business students understand consequences of using technology-mediated communication. For theoretical purposes, consequences are explored using factors linked to Emotional Intelligence (EI), i.e. managing emotions in terms of developing applicable workplace behaviors and business skills (Cardon, 2018; Bradberry & Greaves, 2009; Clark et al., 2003). In general, the goal is to share best practices for improving EI given actions planned - "angry post" or unplanned – "questionable word choice." Both of these actions have "consequences" given the pervasiveness of information technology (IT) in facilitating most business communications. It is of little surprise that computer-mediated communication (CMC) is also frequently used to transmit deceitful information in business (Abbasi & Chen, 2008; Ludwig et al., 2016; Tassabehji & Vakola, 2005; Herring, 2002). While these findings are disturbing, they point to applicable reality-based scenarios which might help business programs "lessen the gap" between ***theory*** and ***practice.***

It is reasonable to suggest findings from industry provide opportunities to examine business programs and pedagogy. By doing so, business students should be able to apply EI and identify unethical practices or miscommunications which might lead to consequences such as termination or damage to one's personal brand –credibility. Strategically, the Business Communication course is a practical starting point. This course routinely serves as a required skill based core course for all undergraduate business majors (e.g. general business, marketing, supply chain management, accounting, management, finance and management information systems).

To explore the opportunity, this author developed course material designed to help students reflect as a practical guide for developing EI as it relates to improving effective communication practices. Drawing from Problem-based learning (PBL), students –first do -then learn (Pennell & Miles, 2009; Smith, 2005). In this application, we started with realistic problems -consequences (planned/unplanned) and examined actions which might mitigate and/or solve the problems. The objective was for students to apply critical reflection, i.e. self- assessment of writing/posting practices. By practicing, students should be able to improve their EI understanding and exercise judgment in the face of uncertainty and to create/practice applicable actions in the presence of constraints and unpredictability (Shulman, 2002).

## SOCIAL MEDIA AND DATA SCIENCE IN THE C-SUITE: OH WHAT A TANGLED WEB WE HAVE WEAVED

**Melissa Baldo, Frank Cavaliere, Toni Mulvaney, Marleen Swerdlow**

**Lamar University**

The last twenty years has seen phenomenal growth of social media, with companies such as Facebook, Linked In, and Twitter seeing their registered users growing into the hundreds of millions worldwide (and, in the case of Facebook, over a billion). The advantages of using social media have been touted by many and fortunes have been made by savvy practitioners with a deft hand at using social media to their advantage. However, there is a flip-side, and as with any "new" thing unintended consequences have begun to reveal themselves concerning this social media frenzy. These consequences have been thrust to the forefront as several high-profile executives and celebrities have sabotaged their own success and the success of their companies by unwise, unfiltered use of social media. This paper will delve into those consequences as well as an examination of the ethical and legal implications associated with the unbridled use of social media in the business and employment arena. It will also offer some solutions to attempt to limit future damage to companies and their shareholders.

## THE FUTURE OF ARTIFICIAL INTELLIGENCE (AI) AND ITS IMPACT ON EDUCATION

**Antoinette S. Christophe**

**Texas Southern University**

"Artificial intelligence is that activity devoted to making machines intelligent, and intelligence is that quality that enables an entity to function appropriately and with foresight in its environment." With the innovation of computers and artificial intelligence (AI) devices and our dependence on them, some questions that may arise are: What is the future of AI in the area of education? How will the command and understanding of AI deep learning impact student learning? What are the pros and cons of immersing AI-devices into the academy? AI use computational technologies/machineries that mimic how people's nervous system and body sense, learn, reason and take actions. Millennials grew up during and are a product of the computer age. This paper explores the possible outcomes of the immersion of artificial intelligence into the lives of millennials and the resulting impacts, good and not so good, as it becomes a way of life for this generation and generations to come.

## MULTIMODAL ENGAGEMENT OF DIVERSE LEARNERS IN THE DIGITAL AGE

**Emese Felvégi & Lois K. Hamburger**
**University of Houston**

In this faculty and student led presentation, we describe the challenges and opportunities that stem from teaching mass sections with a total enrollment of over 1440 made up of learners with diverse interests, attitudes, and attention spans. The presenters will highlight best practices and lessons learned through integrating the following technologies in class and outside of class via Tutoring Services and online office hours:

- Instructor created polls to view student responses in real time using the MindTap app

- Lecture capture technologies, integrating recordings and corresponding materials into coursework
- Projecting to a wireless display with Miracast using Windows 10,
- Using pencasts and overhead display in class through the wired podium display
- Integrating TED Talks, YouTube, and Netflix content into course materials for synchronous and asynchronous learning
- MindTap labs, flashcards, trainings, and projects for guides practice
- Synchronous chat, demos, workshops through Blackboard Collaborate
- Synchronous text, voice, or video chat through Lync for Business

## INFORMATION & COMPUTER LITERACY LESSONS LEARNED IN UNDERGRADUATE BUSINESS MASS SECTIONS

**Emese Felvégi & Robert McCarn**
**University of Houston**

In this faculty and student led presentation, we share lessons learned from creating and deploying an assignment via Blackboard set to evaluate students' ability to apply their classroom/textbook learning on a larger real-life oil and gas industry related government dataset. Our case highlights the trials of creating meaningful and challenging learning experiences for 1440 students and offer recommendations for scalable assessment practices with the inclusion of tutoring services, academic support assistants, multimedia content, online readings, and other free resources.

## OPT INTO SUCCESS - STUDENT CHOICE AND LEARNING OUTCOMES IN FACE-TO-FACE AND HYBRID ENVIRONMENTS

**Olivia Miljanic & Emese Felvégi**
**University of Houston**

This study examines experiences, performance, and satisfaction of undergraduate students as they engage with a variety of multimedia content and assignments in face-to-face and hybrid business courses. The subjects are undergraduate business students enrolled into two core business courses, in the areas of management information systems and international business. The project traces the process of adapting course material from a face-to-face to a hybrid mode of delivery, including the implementation of applied assignments as a substitute for traditional test-format assignments. Focus groups and surveys are utilized to evaluate the impact of the different types of assignments on learning outcomes and student choice of traditional versus applied assignments. The study aims to expand on the existing knowledge of learner motivation and assessment types by examining the role of choice in a business education setting.

## BE YOUR BEST BRAND

**Dr. Rochelle Parks-Yancy**
**Texas Southern University**

Jobs come and jobs go. Companies come and companies go. Therefore, individuals need see themselves as their best career architect. In this session, participants will learn how to stay marketable, develop relationships and overcome professional obstacles towards obtaining and keeping the career(s) that they want.

## DO STUDENTS REALLY ONLY LEARN IN THE CLASSROOM? USING STUDENT ORGANIZATIONS AND COMPETITIONS TO ENRICH THE EDUCATIONAL EXPERIENCE

**Delonia Cooley**
**Texas Southern University**

It has been shown that students are aware that they are expected to learn in the classroom, but many students express their disbelief in how very little of the information that they learn in class is actually implemented in the workspace upon their entry. What has been expressed as a richer learning experience, is the actual real-world situations that they were able to participate in that helped their level of understanding for what they would be expected to do in the workspace.

From internships to field trips, many students still feel that their exposure to different companies and competitions they participated in during their membership in a student organization has helped to shape their understanding of how to be a professional and how to navigate the workspace. There are distinct relationships to the level of success a student will achieve with whether or not they participated in a Major-affiliated student organization, as well as, their level of leadership in that organization.

Drs. Parks-Yancy and Minor-Cooley (2016) stated that employers are looking to hire candidates that have displayed some form of leadership skills whether through internships or student organization leadership. The soft skills gained from these experiences are invaluable, but necessary to be competitive coming out of college. The goal of successful student organizations should be to instill the necessary skills, but also provide an outlet for the students to hone their skills outside of the classroom.

## APPEALS TO ETHICS TO STOP CHEATING

**David E. Hansen & Lucy A. Ojode**
**Texas Southern University**

Student cheating is one of the most widely studied issues in educational research. Most of these studies focus on 1) why students cheat, and 2) the prevention of cheating by a) making cheating more difficult or b) issuing stern warnings about the consequences of cheating. In this paper, we review these ideas and then turn to an old idea with a twist, the use of ethical and moral appeals on students, and on faculty. We develop support for this approach and present appeals to morality as a tool that, used well, can sway students toward responsible behavior and away from counterproductive behaviors such as cheating, by linking their impacts on reputation, knowledge acquired, character, career skills, etc. We also argue that motivation for cheating can emanate from instructors, classroom atmosphere, and from students' own reasons (e.g., higher grades, dislike of studying, etc.). Similarly, we discuss the perception of fairness (e.g., reciprocal sharing), equity, or justice and how this correlates with ethical behavior. Finally, we suggest how instructors can maintain a more ethical and morally upright classroom by focusing on developing fairness through practices such as: explaining the goals and purposes for each assignment,

improving transparency of grading policy and methods, providing explanations for all class procedures, outside class contact time, and importantly, by modelling the work ethic expected of students.

## GEN Y AND GEN Z COLLEGE STUDENTS IMPLICATIONS FOR RECRUITING, RETENTION, AND, PLACEMENT

**Mahesh Vanjani & Mayur Desai,**
**Texas Southern University**

In general the students at US campuses of higher education are Gen Y (Millennials) or Gen Z while the faculty are Gen X or Baby Boomers. This generational divide is magnified vis-à-vis expertise, proficiency and comfort with the use of technology for education and communication. As Generation Y matures in the workplace and Generation Z arrives on campus an evolutionary shift must occur. For institutions of higher education, and, particularly for college professors it is imperative to adapt such that they are able to recruit, educate, retain, graduate and place their students. There is increasing sensitivity to the rising cost of education and the ROI. Universities and colleges are now being measured and assessed on the basis of their ability to attract, educate, graduate and place their students. These measures of success are also being included in the assessment and reporting requirements for the various accreditations bodies such as SACSCOC and AACSB.

Educational Institutions and Educators will need to adapt to cater to the needs of these generations of students considering and entering college campuses. Educational institutions will need to revisit their marketing and retention strategies. Educators will have to get creative in leveraging technology to engage, motivate, educate, and, entertain, these generations of students. During this process it is important to recognize and understand that while Gen Y and Gen Z are similar, they are not the same. Each generation has a different work ethic and a different approach to learning. Each generation has a different set of experiences and values that drive their choices, goals, and, approaches to learning and, their thoughts, perceptions and views about higher education and the value thereof. Institutions of higher learning and college professors need to understand how to communicate and connect with their students to educate and graduate them with marketable skills ergo there is an imperative need to evolve and adapt to stay relevant for these current and incoming generations of students.

**Keywords:** Gen X, Gen Y, Millennials, Gen Z, Higher Education

## STRATEGIES FOR TEACHING DATA SCIENCE COURSES

**Robert Vinaja**
**Texas A&M University-San Antonio**

Teaching data science courses in a business curriculum involves some important challenges that are unique. Some of the data science oriented courses in business include business intelligence, data analytics and data mining. These course are also taught in Computer Science departments, but the focus of the course and tools and software used in the course can vary significantly.
This presentation describes the implementation of a series of technology tools to enhance the delivery of data science related courses. The presentation is based on lessons learned during the implementation of these tools during a semester offering of this course. The tools include: recorded lectures, video tutorials, web conferencing, interactive simulations, electronic textbook, a class response system and virtualization and remote servers.
This presentation also provides a critical evaluation and a comprehensive comparison of the features and limitations of several software platforms for data science and includes a discussion of the features and benefits of each alternative. A class response system is also used to enhance the level of interaction during class and to assess the level of understanding by improving the quality of participation in class.
The presentation identifies the strengths and limitations of the different alternatives, an overview of the features of each platform and it reviews some of the implementation issues, examples of best practices, and advanced techniques.
Faculty members need to identify the most appropriate software to teach this class. This presentation will provide attendants with a demonstration of alternatives of software for data science and data analytics, mining and BI. These software programs include options to conduct

both basic analysis and also advanced analysis. Faculty members will find important insights in this presentation for the use of data science software. Faculty members will also learn the similarities and differences of these alternatives. The presentation will include a comparison of the software options, followed by instructions for installing the software, and an overview of the features of each software and a demonstration.

This presentation will appeal to any faculty member interested in enhancing delivery effectiveness by implementing technology-based tools. This presentation provides important insights, because new technology developments and the availability of new tools will continue to enhance the delivery of data science courses.

# TEAM-BASED PROBLEM-SOLVING DYNAMICS: A CASE STUDY FROM AN HBCU


**Olusegun Felix Ayadi, Mammo Woldie, Jakeun Koo & Anthonia Allagoa-Warren**

**Texas Southern University**


There are different ways educators use groups to promote learning. Johnson et al. (1991), Millis and Corttell (1998) and Slavin (1996) identify three general approaches that educators employ. These include cooperative learning, problem-based learning and team-based learning. Cooperative learning approach uses small groups to complete specific activity within and existing course structure. On the other hand, problem-based learning involves a major restructuring of a course in which groups of students are given a problem prior to the exposition of relevant concepts by instructors. Team-based learning is an approach resides in the middle of the aforementioned approaches. In a team-based learning setting, Fink (2002) and Michaelsen et al. (1996) argue that students become motivated to engage in high-quality learning.

According to Szetela and Nicol (1992), problem solving refers to a process of addressing a situation by formulating connections among available facts in order to explore strategies needed to achieve identified goals. The National Council of Teachers of Mathematics (NCTM) represents a major advocate of making problem-solving as a focus of any effective and active curriculum. Garofalo and Lester (1985) opine that a successful approach to problem solving depends critically on metacognitive processes. In the current

educational environment, problem solving complexity is better addressed by teams because the cognitive capacity required is beyond what individuals can handle (Hung, 2013).

Vye et al. (1997) conclude that in order to prepare students for the challenges of the workplace, the education process has shifted away from rote learning which is a simple transfer of knowledge to problem solving as well as the development of thinking skills. The shift has resulted in introduction of several instructional methods, including, problem-based learning as described in Norman and Schmidt (1992). Other methods are anchored instruction (Cognition and Technology Group at Vanderbilt, 1990), project-based learning (Helle et al., 2006), and case-based learning

(Kolodner et al., 2003). The unifying thread in all of these instructional methods is the use of real problems as the primary drivers of instruction. In reality, problems reflect complex interactions and generally require complex cognitive processing in search of solutions. Bierhals et al. (2007) and Kearney et al. (2009) argue that effective solutions to real-life complex problems require a team since the necessary cognitive capacity is beyond what an individual possesses. May and Wood conclude that team-based learning enhances problem-solving skills, creates energy in the classroom, nurtures the development of group cohesion and ensures that students prepare for class.

The nucleus of team-based learning is teamwork which produces individual and group accountability (McInerney and Fink, 2003). Mosher (2013) notes that team-based learning has drawbacks which include the management of conflicts and reconciliation of differing levels of efforts by individual team members. Thus, team formation is a critical ingredient in achieving the benefits of team-based learning. Hansen (2006), Shimazoe and Aldrich (2010), and Michaelsen et al. (2004) argue that instructors should be guided in the formation and management of teams. They should be purposeful in reducing any barriers to team effectiveness and cohesiveness.

The objective of this study is to explore the possibility of improving group performance in problem-solving courses by forming teams based on hemispheric preferences in an HBCU. This is premised on the assumption that team effectiveness and cohesiveness can be achieved if cognitive processing characteristics of team members are considered in team formation.

## INFORMATION SECURITY RISKS: WHO TO TRUST?

**Richard G. Taylor**

**Texas Southern University**

Information security risks continue to be a growing concern in the business environment. Even with sophisticated security countermeasure at a company's disposal, security incidents still occur. Trust becomes an important factor in securing a company's information. Knowing who to trust becomes a challenging problem. Ethnocentric views result in companies focusing more on the outside threats; however internal threats can be just damaging. This study looks at the groups who threaten a company's information security, both from the outside and from within.

## MARKETING PROFESSOR RUNNING FOR OFFICE AGAINST ESTABLISHMENT

**Prof. G Puente & Julianna Owen**
**Lone Star College**

On November 6th, the midterm elections will decide the seats of plenty of public officials. There will also be an seat for the Lone Star College Board of Trustees - District #8. An established career long Republican with plenty of electoral experience (Mike Sullivan) will run against an LSC Adjunct Marketing Professor (G. Puente). This is supposed to be a non-partisan election, but the well known GOP candidate changes that perception. Some would say that there is very little hope for the young Professor. This is even due to the fact that the Professor is in his fourth year of PhD school, and his opponent only has a Bachelors in Political Science. Being that this is a Board seat that is in charge of one of the biggest college institutions in enrollment (95,000), one would think candidate education is highly valued. But this becomes more of a question of the Social Media influencer vs the Establishment.

The electoral area of District 8 includes eastern parts of The Woodlands, Kingwood and Atascocita. This area is known to be highly conservative, and with a very strong older election participants. The Professor plans to use Facebook and Twitter strategies that will be boosted in this community. The case study will involve some of the numbers that show proper reaction to the promotion of the Professor's campaign. He has chosen one Marketing focus, bringing Junior College Football to Lone Star College. All of the sudden the battle is between GOP vs Sports Enthusiast.

This case analysis will look into:

-Which posts on Facebook and Twitter made the biggest impact?

-What medium was more effective in spreading the word?

-Will the presence of a focus on Football change the conservative minds of the area?

-How are Professors seen in the mind of the population?

-Is education valued in the eye of the conservative group?

-Did print media (signs, flyers, etc) work better on this area than social media?

-How was a budget spent?