Joint Meeting of
Academic Business World International Conference
&
International Conference on Learning and Administration in Higher Education

Program and Abstracts

Holiday Inn Vanderbilt
Nashville, TN
May 20-May 22, 2015

Table of Contents

Overview 3

Schedule of Presentations 5

Abstracts (Alphabetical by title) 17

List of Authors 85

Board of Reviewers 91

Moderators 99

Joint International Conferences 2015
Academic Business World International Conference
&
International Conference on Learning and Administration in Higher Education

Conference Overview

Tuesday (May 19):
3:00pm-5:00pm Registration (registration will continue throughout the conference)

Wednesday and Thursday (May 20 and 21):

06:30-08:00	Breakfast Buffett (Hotel Restaurant)
08:00-09:30	Concurrent Sessions
09:30-09:45	Break with refreshments
09:45-11:15	Concurrent Sessions
11:15- 1:30	Lunch Break (on your own)
1:30- 3:00	Concurrent Sessions
3:00- 3:15	Break with refreshments
3:15- 4:45	Concurrent Sessions
4:45	On your own to enjoy the Nashville area.

Friday (May 22):

06:30-08:00	Breakfast Buffett (Hotel Restaurant)
08:00-09:30	Concurrent Sessions
09:30-09:45	Break with refreshments
09:45-11:15	Concurrent Sessions
11:15	Conference concludes

Note:
All conference activities will be in the immediate vicinity of Centennial Rooms A, B, and C.

Wednesday, May 20, 2015 08:00-09:30 am

Room	Moderator
Centennial A	**Cooper Johnson, Delta State University**

Design of an Incentive Based Carbon Tax System
- Joseph L. Boyd, Texas Southern University

Exploring the Common Relationships between the Country Liquidity Index, Marketing Potential Index, Sovereign Credit Ratings and Corruption Perception Index
- Roland J. Sparks, Johnson and Wales University
- Nick Desai, Johnson C. Smith University
- Perumal Thirumurthy, Johnson C. Smith University

Organizational Wellness Programs' Effect on Business Practices
- Jamye Long, Delta State University
- Cooper Johnson, Delta State University
- Sam Clyde Faught, University of Tennessee at Martin
- Jonathan Street, Frager Law Firm

Nomological Evolution of the HR Turnover Model: Normal Science or Paradigm Shift?
- Tom J. Sanders, University of Montevallo

Room	Moderator
Centennial B	**Tom J. Sanders, University of Montevallo**

Organizational Stakeholders: Student Perceptions on Ranking the Most Critical to Success
- Charles M. Coco, Tuskegee University

Cracking the Career Identity Code
- Kristen Claiborne Tompkins, Vanderbilt University
- Heather Lefkowtiz, Vanderbilt University

Comparison of the 2004 & 2014's Best Undergraduate Accounting Programs
- Paula H. Moore, University of Tennessee at Martin
- B. Wynne Griffin, E.I. du Pont de Nemours and Company
- Richard Griffin, University of Tennessee at Martin

Room	Moderator
Centennial C	**Denise Williams, University of Tennessee at Martin**

Can the Middle Class Survive the Twenty First Century?
- Justin Dermon, Fresno Pacific University
- Breck Harris, Fresno Pacific University
- Jim Bryan, Fresno Pacific University
- Rojelio Vasquez, SCCCD-Fresno City College

The Resume Project
- Denise Williams, University of Tennessee at Martin
- Ashley P. Kilburn, University of Tennessee at Martin

An Integrated and Active Learning Approach to an Introductory Business Course
- Kathleen Simione, Quinnipiac University

Wednesday, May 20, 2015 09:45-11:15 am

Room	Moderator
Centennial A	**Michelle Clément, Camosun College**

In Pursuit of Social Entrepreneurship and Service Learning

Michelle Clément, Camosun College

Website Study: What Information are Prospective Graduate Students Seeking?

James Lampley, East Tennessee State University

Megan E. Owens, East Tennessee State University

Enhancing Pre-Service Teachers' Instructional Strategies Using Cross-Curricular Technology Integration

Kimberly G. Williams, University of Tennessee at Martin

Karen S. DiBella, University of Tennessee at Martin

Louis C. Glover, University of Tennessee at Martin

Room	Moderator
Centennial B	**Stephanie R. Tweed, East Tennessee State University**

Does Homework Really Matter for College Students in Quantitatively-based Courses?

Nichole Young, Ferrum College

Amanda Dollman, Ferrum College

N. Faye Angel, Ferrum College

Legal Considerations for the Use of Social Media by Public School Educators

Pamela Howell Scott, East Tennessee State University

Stephanie R. Tweed, East Tennessee State University

Efforts to Thwart and Expose On-line Exam Cheating

Paula H. Moore, University of Tennessee at Martin

J. Derrick Head, University of Tennessee at Martin

Richard Griffin, University of Tennessee at Martin

Wednesday, May 20, 2015 09:45-11:15 am

Room	Moderator
Centennial C	**Breck Harris, Fresno Pacific University**

Five Effective Teaching Approaches for the Millennial Student

Breck Harris, Fresno Pacific University
Justin Dermon, Fresno Pacific University
Jim Bryan, Fresno Pacific University
Rojelio Vasquez, SCCCD-Fresno City College

Behind the Scenes: Directors' Perspectives of Designing and Implementing New Online Degree Programs

Kelly Price, East Tennessee State University
Julia Price, Carson-Newman University

Audit of AMG

Aamer Sheikh, Quinnipiac University
Kathleen Simione, Quinnipiac University

Evolution of a Liberal Arts MBA Program: A Case Study in Change and Resilience

Meg Pepper, University of Montevallo
Tom J. Sanders, University of Montevallo

Wednesday, May 20, 2015 1:30-3:00 pm

Room	Moderator
Centennial A	**Peggy Hedges, University of Calgary**

Performance Accountability and the Community College: Using Institutional Performance to Determine Faculty Salaries

Douglas A. Smith, University of South Carolina
Henry Tran, University of South Carolina

Testing Major Factors for Reducing Obstacles to Product Innovation Success

Tor Guimaraes, Tennessee Technological University
Marcelo Seido Nagano, University of São Paulo
Curtis Armstrong, Tennessee Technological University

Acceptance of Change: Exploring the Relationship among Psychometric Constructs and Employee Resistance

Brian Dunican, Western Kentucky University
Ric Keaster, Western Kentucky University

Success Factors to SAP® Implementation in University Alliance Programs

Sam Khoury, Athens State University
Lisa Rich, Athens State University
Kouroush Jenab, Embry Riddle Aeronautical University

Room	Moderator
Centennial B	**Virginia P. Foley, East Tennessee State University**

The Relationship between Growth Scores and the Overall Observation Ratings for Teachers in a Public School System in Tennessee

Joshua Davis, Sullivan County (Tennessee) School System
James Lampley, East Tennessee State University
Virginia P. Foley, East Tennessee State University

Pre-Service Teachers' Preparedness for Technology-Based Instruction

Kimberly G. Williams, University of Tennessee at Martin
Karen S. DiBella, University of Tennessee at Martin

Transitioning Students from a Fixed to a Growth Mindset: An Initial Report from a College Classroom

Thomas Keefe, Indiana University Southeast
David M. Eplion, Indiana University Southeast

Thinking Out Loud: The "Wicked" Problem of Public Education Funding

Linda M. Murawski,

Wednesday, May 20, 2015 3:15-4:45 pm

Room	Moderator
Centennial A	**Robert J. Lahm, Western Carolina University**

The Impact of an Incentive Based Carbon Tax System to Reduce Carbon Emissions from Fossil-Fired Power Plants in Texas

Joseph L. Boyd, Texas Southern University

Where Can Free Accounting News Be Found?

Dan Meyer, Austin Peay State University
Pamela S. Meyer, Austin Peay State University

Small Business and Obamacare: New Portal, New Costs, Same Old Shell Game

Robert J. Lahm, Western Carolina University

Room	Moderator
Centennial B	**Valerie Vogt Pape, Bradley University**

A Perspective on Student Evaluations, Teaching Techniques, and Critical Thinking

Prashant Tarun, Missouri Western State University
Dale Krueger, Missouri Western State University

Teaching Ethics: Clickers, Cases and the Ethics Reflex

Valerie Vogt Pape, Bradley University

Course and Program Level Outcomes Assessment using Microsoft® Access

Sam Khoury, Athens State University
Lisa Rich, Athens State University
Mike Haghighi, Athens State University

Room	Moderator
Centennial C	**Denise Williams, University of Tennessee at Martin**

P3— Pathfinding, Preparation & Personality for MBAs

Denise Williams, University of Tennessee at Martin
Ashley P. Kilburn, University of Tennessee at Martin
Brandon Kilburn, University of Tennessee at Martin
Melanie Young, University of Tennessee at Martin
David Williams, University of Tennessee at Martin
Michelle Merwin, University of Tennessee at Martin

Setting the Stage for Effective Student Group Work: A Group Forming Exercise

Norm Althouse, University of Calgary
Jaana Woiceshyn, University of Calgary
Peggy Hedges, University of Calgary

Educational Leadership and Policy Analysis Support and Encouragement Study

Jenny Lee, East Tennessee State University
Megan E. Owens, East Tennessee State University
James Lampley, East Tennessee State University

Summarize Your Class: Let Your Students Do It

William E. Rayburn, Austin Peay State University

Thursday, May 21, 2015 08:00-09:30 am

Room	Moderator
Centennial A	**Daniel Adrian Doss, The University of West Alabama**

A Mathematical Equation to Calculate Stock Price of Different Growth Model
Weiping Liu, Eastern Connecticut State University

A Violation of the Principal-Agency Agreement: The FBI's "Mississippi Hustle" Investigation of the Mississippi Department of Corrections
David McElreath, University of Mississippi
Daniel Adrian Doss, The University of West Alabama
Carl J. Jensen, University of Mississippi
Michael P. Wigginton, University of Mississippi
Stephen Mallory, University of Mississippi
Leisa S. McElreath, University of Mississippi
Williamson Lorri, University of Mississippi
Terry Lyons, University of Mississippi
Walter Flaschka, University of Mississippi

Optimal Portfolios and the R Programming Language
Jim Turner, Weber State University

Room	Moderator
Centennial B	**Timothy W. Scales, Indiana University East**

Guiding students through active problem solving: Using Kolb's Learning Cycle as a Framework for Writing
Allison McGuire, Vanderbilt University

Active Learning through Instructor-Student Collaboration
Hassan Pournaghshband, Kennesaw State University

Service Learning, Marketing Your Success—Lemonade Day and Beyond
Timothy W. Scales, Indiana University East
Kim DeSantis, Indiana University East

Room	Moderator
Centennial C	**Jason G. Caudill, King University**

College Students' Perceptions of Ethic
Kirk Atkinson, Western Kentucky University
Phillip D. Coleman, Western Kentucky University
Sashie Waduge, Western Kentucky University

Building Higher Doctoral Programs to Drive Faculty Development: Concepts for Integrating a European Model in the U.S. Higher Education System
Jason G. Caudill, King University

How Spheres of Influence Impact Business Students' Willingness to Engage in Unethical Behavior
Karie Barbour, Bridgewater College
Nancy Niles, Rollins College

Thursday, May 21, 2015 **09:45-11:15 am**

Room	Moderator
Centennial A	**Jason G. Caudill, King University**

Successful Approaches to Workplace Learning Across Employee Categories
Jason G. Caudill, King University

The Origin and Construct of Cloud Computing
Nozar Daylami, California Lutheran University

Commercial Crime Insurance for Coverage of Employee Fraud
Ed Fenton, Eastern Kentucky University
Siwei Gao, Eastern Kentucky University

Room	Moderator
Centennial B	**Mary C. Falkey, Prince George's Community College**

Organizational Communication: Perceptions of Staff Members' Level of Communication Satisfaction and Job Satisfaction
Priti Sharma, East Tennessee State University
James Lampley, East Tennessee State University
Don Good, East Tennessee State University

Teaching Portfolio Diversification: How Much Do Undiversified Investors Lose?
Jim Turner, Weber State University

An Emerging Population: Student Veterans in Higher Education in the 21st Century
Mary C. Falkey, Prince George's Community College

Room	Moderator
Centennial C	**Jennifer Vincent, Champlain College**

Developing a Creativity and Problem Solving Course In Support of the Information Systems Curriculum
Ben Martz, Northern Kentucky University
Jim Hughes, Northern Kentucky University
Frank D. Braun, Northern Kentucky University

Beyond Problem-Based Learning: How a Residency Model Improves the Education of Pre-Service Teachers
Ryan Andrew Nivens, East Tennessee State University
Renée Rice Moran, East Tennessee State University

From Classroom to Conference: An Interdisciplinary Approach to Senior Capstones
Jennifer Vincent, Champlain College

Thursday, May 21, 2015 1:30-3:00 pm

Room	Moderator
Centennial A	**Richard J. McGowan, Butler University**

The Skeleton of a Data Breach: Morality, Liability, and Technology, Part 1

Jason Davidson, Butler University
Hilary Buttrick, Butler University
Richard J. McGowan, Butler University

Smart Power Management—A New Approach to Global Trade between Powerful Companies and the Developing Nations

Emmanuel Chekwa, Miles College
Angelia Divine, Miles College
Alana Daniel, Miles College

Supranational Culture III: Comparison of the Trompenaars Model of National Culture against the Hofstede, GLOBE, Minkov, and Schwartz Models as Predictors of Civilizational Affiliation

Richard Steven Voss, Troy University
Aaron D. Lucas, Troy University, Global Campus
Shakoor A. Ward, Jubail Industrial College

Room	Moderator
Centennial B	**Marilyn L. Grady, University of Nebraska-Lincoln**

Common Core, Socioeconomic Status, and Middle Level Student Achievement: Implications for Teacher Preparation Programs in Higher Education

Lauren Dotson, Hardin Park School
Virginia P. Foley, East Tennessee State University

Are College Freshmen Ready for Blended and Flipped Courses?

Paul R. Stephens, Bradley University
Valerie Vogt Pape, Bradley University
Matthew K. McGowan, Bradley University

Experiences Sustaining a Conference and Building a Network

Marilyn L. Grady, University of Nebraska-Lincoln

Room	Moderator
Centennial C	**Darrell Bowman, University of Indianapolis**

Improving Students' Writing Skills without Increasing Instructor Workload

Lajuan Davis, University of Tennessee at Martin
Brannon Johnson, West Wortham Elementary/Middle
Mary K. Cook-Wallace, University of Tennessee at Martin

The Use of Debate as a Method for Learning in an MBA Program

Darrell Bowman, University of Indianapolis

The Value of Experiential Learning in a Graduate Course in Human Resource Management

Greg Lowhorn, Pensacola Christian College

Thursday, May 21, 2015 **3:15-4:45 pm**

Room	Moderator
Centennial A	**Richard J. McGowan, Butler University**

Exploring Seasonal Sales Patterns Reported by Non-Seasonal Firms
Martin Gosman, Quinnipiac University

What Bank Deposit Rate Would Be Right?
Mahmoodul Islam, West Virginia State University

The Skeleton of a Data Breach: Morality, Liability, and Technology, Part 2
Jason Davidson, Butler University
Hilary Buttrick, Butler University
Richard J. McGowan, Butler University

Room	Moderator
Centennial B	**Eva Burns Bachman, University of Nebraska-Lincoln**

Teaching Introductory Programming with a Business Attitude
Ben Martz, Northern Kentucky University
David Manning, Northern Kentucky University

Engaging Business Students with Data Mining
Daniel J. Brandon, Christian Brothers University

Invisible Roles of Doctoral Program Specialists
Eva Burns Bachman, University of Nebraska-Lincoln
Marilyn L. Grady, University of Nebraska-Lincoln

Room	Moderator
Centennial C	**Saied Sarkarat, West Virginia University at Parkersburg**

A Design Theory for Vigilant Online Learning Systems
Martin Wright, University of Houston, Downtown

Review of Quality Assessment for Online Courses
Saied Sarkarat, West Virginia University at Parkersburg

Designing Online Courses Using the Quality Matters Rubric: Design Characteristics and Design Evaluation
Ed Fenton, Eastern Kentucky University

Friday, May 22, 2015 08:00-09:30 am

Room	Moderator
Centennial A	**Aaron D. Lucas, Troy University, Global Campus**

Business Models in the Automotive Industry: The Future of Full Electric and Plug-In Hybrid Electric Vehicles

Manfred Minkah, Vrije Universiteit Brussel

The Effect of Organizational Characteristics, Technology Characteristics, and Diversification Strategies on Business Innovation

Said Ghezal, Western Kentucky University

The Microeconomic Construal of Porter's Generic Strategies: Conceptual Refinement for Today's Global Reality

Aaron D. Lucas, Troy University, Global Campus
Richard Steven Voss, Troy University

Room	Moderator
Centennial B	**Murat Arik, Middle Tennessee State University**

Blended Learning and Collectivistic International Students in the United States

Hussian Sama, University of the Incarnate Word

The Effect of Company Support and Cross-Cultural Adjustment in a Foreign Assignment on Employee Organizational Commitment

Don A. Larsen, Montana State University-Billings

Dynamics of Risk-Taking Behavior: How do crime rates and entrepreneurial activities vary across counties?

Murat Arik, Middle Tennessee State University
Taylor Eidson, Middle Tennessee State University
Suzan Odabasi, Middle Tennessee State University

Room	Moderator
Centennial C	**William Kresse, Governors State University**

An Analysis of Graduate vs. Undergraduate Opinions of Business Students Regarding Plagiarism

Daniel Adrian Doss, The University of West Alabama
Aliquippa Allen, The University of West Alabama
Russ Henley, The University of West Alabama
David McElreath, University of Mississippi
Lauren Miller, The University of West Alabama
Quiqi Hong, The University of West Alabama

Thinking Outside of the Box Office: Using Movies to Build Shared Experiences and Student Engagement in Online or Hybrid Learning

William Kresse, Governors State University
Kathleen H. Watland, Saint Xavier University

Metacognition Lab at Miles College Takes Peer Mentoring to a Higher Level

Emmanuel Chekwa, Miles College
Tina Dorius, Miles College

Friday, May 22, 2015 09:45-11:15 am

Room	Moderator
Centennial A	**Charles M. Carson, Samford University**

Success Products: Success or Failure
Charles M. Carson, Samford University

Revenue Recognition Violation & Convergence between U.S.GAAP & IFRS
Behnaz Quigley, Marymount University
Bolormaa Tumurbat, Marymount University

The Role and Challenge of Measuring Productivity and Efficiency in Physician Delivered Healthcare Services
Ebru Isik, Temple University
Ihsan Isik, Rowan University
Daniel J. McFarland, Rowan University

Room	Moderator
Centennial B	**Sharman Siebenthal Adams, The University of Michigan-Flint**

Cognitive Apprenticeship Instructional Models and Students' Performance in Financial Accounting in Nigeria
Eno Gregory Ukpong, Akwa Ibom State University-Obio Akpa Campus

The Value of a Balanced Scorecard in Small to Medium Enterprises
Nelson Alino, Quinnipiac University
Scott J. Lane, Quinnipiac University

Fractality in Four Dimensions: A Framework for Understanding Organizations as Fractal Entities
Roger Alan Voss, Institute of Production Control
Dennis Krumwiede, Idaho State University
Aaron D. Lucas, Troy University, Global Campus

Examining 'Available' Technology Resources vs. Student Accessibility Issues Within Online Learning Environments in Higher Education
Sharman Siebenthal Adams, The University of Michigan-Flint

Friday, May 22, 2015 | 09:45-11:15 am

Room	Moderator
Centennial C	**Daniel Adrian Doss, The University of West Alabama**

Assessing Perceptions of Plagiarism: An Analysis of Domestic vs. International Opinions Among Business Students

Aliquippa Allen, The University of West Alabama
Daniel Adrian Doss, The University of West Alabama
Russ Henley, The University of West Alabama
David McElreath, University of Mississippi
Lauren Miller, The University of West Alabama
Quiqi Hong, The University of West Alabama

In Search of Research Literacy: Toward Development and Validation of an Ed.D. Dissertation Rubric

Celia M. Wilson, Texas Wesleyan University
Kary A. Johnson, The Reading Connection
Pamela M. Cooper, Texas Wesleyan University
Michael J. Wright, Tarleton State University

Study of Students' International Partnership Skills in International Tele-Collaboration Interaction

Ludmila A. Mokretsova, Altay State Academy of Education
Natalya A. Shvets, Altay State Academy of Education
Ken Snow, American Public University System
Natasha Snow, American Public University System

A Mathematical Equation to Calculate Stock Price of Different Growth Model

Weiping Liu
Eastern Connecticut State University

ABSTRACT

Stock price computation is one of the most important topics in finance. The most popularly used method is known as the discounted cash method. When this method is used, we assume that a company will pay dividends in a certain pattern and these patterns are summarized as three models: zero growth model, constant growth model and different growth model (also known as supernormal growth model, or non-constant growth model).

A Violation of the Principal-Agency Agreement: The FBI's "Mississippi Hustle" Investigation of the Mississippi Department of Corrections

David McElreath
University of Mississippi

Walter Flaschka
University of Mississippi

Terry Lyons
University of Mississippi

Williamson Lorri
University of Mississippi

Leisa S. McElreath
University of Mississippi

Stephen Mallory
University of Mississippi

Michael P. Wigginton
University of Mississippi

Carl J. Jensen
University of Mississippi

Daniel Adrian Doss
The University of West Alabama

ABSTRACT

This paper examines the "Mississippi Hustle" criminal investigation that targeted financial corruption in the Mississippi Department of Corrections. The "Mississippi Hustle" represented an egregious violation of the principal-agency agreement with respect to financial fraud and contract scandal. As a result of the investigation, the former corrections director and a former legislator each face over two decades in prison.

Acceptance of Change: Exploring the Relationship among Psychometric Constructs and Employee Resistance

Brian Dunican
Western Kentucky University

Ric Keaster
Western Kentucky University

ABSTRACT

Change is inevitable and can influence numerous events inside and outside an organization. The contrasting attitudes of acceptance and resistance to change are an increasingly interesting topic in today's global, ever-changing, and competitive environment. Discovering the behavioral origins of employees' reactions to change is an integral part of understanding the way in which individual mindset may play a role in coping with organizational change and resistance. This body of knowledge may give organizations insight for creating a competitive advantage over their counterparts.

Conceivably, it can be argued that some researchers view change as a process of gradual adaptation that is largely influenced by people in organizations who react to internal and external pressures, while others view it as an emergent event due to environmental selections (Demers, 2007). Through both concepts, successful navigation through change events relies on the manner in which humans respond to these occasions.

The current study employed a descriptive, non-experimental, correlational design to examine individuals' self-rating of their level of mindfulness, tolerance of ambiguity, and resistance to change in four industries located in Kentucky. The quantitative study sought to identify the strengths of the relationship of the chosen variables using validated instruments – Langer's (Pirson, Langer, Bodner, & Zilcha-Mano, 2012) Langer Mindfulness Scale (LMS14), Budner's (1962) Tolerance of Ambiguity Scale (TOA), and Oreg's (2003) Resistance to Change Scale (RTC). Regression models were utilized to evaluate multivariate relationships among the variables. Based on the findings in the current study, the results indicated that no differences lie between group comparisons of organizational or demographic factors when examining the relationship among the elements of mindfulness, tolerance of ambiguity, and resistance to change. Bivariate correlations yielded both strong positive and negative relationships among the three scales assessed by salary (exempt and non-exempt) employees located across the different industries (p .01).

An Analysis of Graduate vs. Undergraduate Opinions of Business Students Regarding Plagiarism

Russ Henley
The University of West Alabama

Daniel Adrian Doss
The University of West Alabama

Lauren Miller
The University of West Alabama

Quiqi Hong
The University of West Alabama

David McElreath
University of Mississippi

Aliquippa Allen
The University of West Alabama

ABSTRACT

This study examines the perceptions of plagiarism that exist within the settings of a rural, Division II, master's level teaching institution within the U.S. southeast. This study employed a five-point Likert-scale to examine differences of perceptions between graduate versus undergraduate students. A statistically significant outcome was observed regarding the notion that plagiarism is perceived as a necessary evil, and the analyses of the means showed that respondents tended toward disagreement concerning this notion.

Business Models in the Automotive Industry: The Future of Full Electric and Plug-In Hybrid Electric Vehicles

Manfred Minkah
Vrije Universiteit Brussel

ABSTRACT

The European automotive industry including car makers, suppliers and after-market services employs approximately 12 million people (European Commission, 2012), which represents around 5% of the total employed population in the EU (ACEA, 2012). It is also the largest private investor in research and innovation with 28 billion EUR in 2009 (European Commission, 2012). Undoubtedly, it is a sector of strategic importance, which is connected to various fields such as employment, research, education, environmental issues and business. It is so pervasive in our everyday lives that we are all affected by any changes or developments in this sector. That is the main reason why I have become interested in this topic. The automotive industry will, nevertheless, be facing a number of challenges in the near future such as the increasing pressure to decrease pollutant emissions, experiments with alternative fuels and powertrains, or changing business models due to new technologies and modified consumer preferences.

Total new vehicle sales reached 12.053.904 units in 2012, the lowest level recorded since 1995 (ACEA, 2013a). Forecasts show that annual sales in the EU are not likely to grow significantly in the next few years (Collins, 2013) and will remain around 12 million units annually. In emerging markets, however, the picture is quite different. In China, for instance, annual sales are expected to increase from 19 million to a staggering 31 million by 2020 (ibid.). These trends may lead some car makers to rethink priorities and re-examine their current business models.
Although the first electric vehicles (EV) were already developed in the 19th century, only recently did they become popular due to new technological developments and changing consumer preferences. This relative popularity means that EVs still constitute a small fraction of the market with only 9.132 new vehicles registered in 2011 (ACEA, 2013b). According to estimates the market share of EVs can reach 2-8% by 2020-2025 (ibid.), which would mean approximately 240.000 to 960.000 new EV registrations in the EU every year. The use of EVs and plug-in hybrid electric vehicles (PHEVs) would result in environmental and financial benefits for consumers, but there are a number of technological, sociological and financial obstacles to the wide diffusion of these vehicles that need to be considered by all stakeholders before deciding on research funding, incentives or business models.

Can the Middle Class Survive the Twenty First Century?

Justin Dermon
Fresno Pacific University

Breck Harris
Fresno Pacific University

Jim Bryan
Fresno Pacific University

Rojelio Vasquez
SCCCD-Fresno City College

ABSTRACT

Recent studies determining how capital has changed since the 18th century (Piketty, 2013) show how capital has traditionally been concentrated into the hands of the rich. Class structure was rigid, although industrialization contributed to increasing wages for the working class. The chaos of the Great Depression beginning in 1929, two world wars, and the Great Recession beginning in 2007 disrupted this pattern. Wealth and income were then more equally distributed. However, by the end of the 20th century, the trend was reversed, and the share of wealth was back to levels observed prior to World War 1. Recent contributions that we will examine confirm this erosion. Thus the question: “Can the middle class survive the 21st century?”

Commercial Crime Insurance for Coverage of Employee Fraud

Ed Fenton
Eastern Kentucky University

Siwei Gao
Eastern Kentucky University

ABSTRACT

Employee fraud continues to exist for many businesses even with numerous preventive measures in place. Forensic accountants and financial statement auditors assess the potential risks faced by clients, and recommend internal control procedures to help prevent fraud losses. But with annual losses from employee fraud rising each year, totaling billions of dollars, and possibly trillions world-wide, it is quite evident that while internal controls may reduce potential losses, actual losses will occur for a large number of businesses. After the internal controls fail and losses from employee actions occur, attention turns to recovery: either from the employee who caused the loss, or from the insurance carrier if a policy covering employee theft is in place. Typical business insurance policies cover losses from liability claims, outsider theft, and property damage from fire, lightning and windstorm (typical insurance does not cover flooding). Losses from employee theft, however, are covered by insurers under a specialized policy called “commercial crime insurance” which is not part of a typical property policy. This paper discusses the important aspects of commercial crime insurance coverage related to employee theft where the definitions of “employee,” “occurrence,” and “discovery” are very important for coverage to be present. Litigation between policy holders and the insurance provider have been numerous, and a number of those cases are discussed to provide insight how this type of coverage is implemented.

Design of an Incentive Based Carbon Tax System

Joseph L. Boyd
Texas Southern University

ABSTRACT

This article describes a revenue neutral approach to reducing greenhouse gas emissions. The revenue from the carbon taxes is used to finance an environmental earned income credit. Different from other proposals, the proposal would be guaranteed for taxpayers with income under $ 50,000. For taxpayer with income in excess of these amounts they would receive the credit only if greenhouse emissions in their state of residence were reduced to a predetermined level. The advantage of this approach is to provide motivation for states, corporation and high income individuals to actively reduce greenhouse emissions. Current revenue neutral proposals that allow corporations to pass the tax to individuals with the individual receiving an equal credit may not provide sufficient motivation for a significant reduction in greenhouse gas emissions. This proposal encourages states to actively reduce greenhouse emissions so that all its citizens would receive the environmental credit.

Developing a Creativity and Problem Solving Course in Support of the Information Systems Curriculum

Frank D. Braun
Northern Kentucky University

Jim Hughes
Northern Kentucky University

Ben Martz
Northern Kentucky University

ABSTRACT

This paper looks at and assesses the development and implementation of a problem solving and creativity class for the purpose of providing a basis for a Business Informatics curriculum. The development was fueled by the desire to create a broad based class that 1.) Familiarized students to the underlying concepts of problem solving; 2. Introduced students to problem solving and creativity techniques; and, 3. Could act as a foundational basis for the 2010 AIS Information Systems curriculum (Topi et al., 2010). One student learning goal of the class is to have students be able to describe at least five problem solving methods or activities. Results show students satisfied this short term goal and provide support for a claim of more long term learning. The paper ends with a discussion concerning the potential for integration of problem solving and creativity into a business information systems curriculum.

Dynamics of Risk-Taking Behavior: How do crime rates and entrepreneurial activities vary across counties?

Murat Arik
Middle Tennessee State University

Taylor Eidson
Middle Tennessee State University

Suzan Odabasi
Middle Tennessee State University

ABSTRACT

This paper looks at the variations in risk-taking behaviors (criminal and entrepreneurial) across large counties in the United States and explores possible linkages between these behaviors. The conceptual framework used in this study is informed by the following five theoretical perspectives widely used in the social science literature to examine variations across several crime types: economics of crime theory, strain theory, social disorganization theory, social capital theory, and routine activity theory. This paper develops a conceptual framework that analyzes selected socio-economic variables across 246 counties with population over 250,000 and determines their correlation with the criminal and entrepreneurial risk-taking behaviors.

Effective Managers in Culturally Diverse Environments

James B. Box
Northcentral University

ABSTRACT

Manager Competence in the 21st century must include leading employees from all cultures and backgrounds. This study determined that there was a correlation between cultural intelligence (CI) and transformational leadership (TL) attributes of managers at American Fortune 500 companies. The results also indicated that there was a statistically significant positive relationship between the CI and the TL abilities of managers. The conclusion drawn from the findings provide a new paradigm for the theory of cultures when CI and TL constructs are compared. It was recommended that American Fortune 500 managers continue to extinguish culture-specific biases through educational and workplace integrations.

Executive Compensation and Corporate Social Responsibility: The Effect of the Golden Parachute

Collins E. Okafor
Texas A&M International University

Nacasius Ujah
University of Nebraska at Kearney

ABSTRACT

The campaign for Corporate Social Responsibility (CSR) has escalated in recent times given the rise in increased attention in academia, corporate and government purviews. In a corporate setting, top managers' acceptance and willingness to pursue CSR is vital to its success. An optional level of investment in CSR projects could improve shareholders' value. In contrast, the overinvestment in CSR projects by a self-serving manager could have an adverse effect on firm performance. It is crucial that managers are rightfully compensated and strategically incentivized to promote value-enhancing CSR projects. CEO compensation and job security are critical factors that could greatly influence managerial decisions regarding CSR. In this study, using a large sample of 1301 unique US firms for the period of 1992 to 2013, the effect of a particular form of executive compensation clause, Golden Parachute (GP), on CSR is examined. We contribute to the literature on executive compensation structure and CSR by examining the moderating effect of GP.

Our findings suggest that there exist an inverse relationship between current (long-term) compensation and firms' CSR performance. While the direct association between the golden parachute and CSR is also negative, the test for a moderating effect reveals that the GP and long-term compensation jointly and positively increase firms' CSR performance. This is consistent with our expectation that executives with a GP clause would desire to maximize their long-term wealth by approving of only value-enhancing CSR projects that positively enhance firm financial performance. Furthermore, our results also suggest that female executives are more likely than their male counterparts to promote CSR engagements. Older executives are less willing to engage in CSR even with the GP clause, and current compensation increases CSR concerns at a greater magnitude than long-term compensation. Our findings are robust to model specification, endogeneity and selection bias issues, and sufficient control variables.

Exploring Seasonal Sales Patterns Reported by Non-Seasonal Firms

Martin Gosman
Quinnipiac University

ABSTRACT

A firm's line of business should frame expectations concerning the degree of seasonality, if any, reflected in its reported pattern of quarterly sales. For example, one would expect that sales to be especially concentrated in the early calendar months for the tax preparer H&R Block and much later in the year for the toy retailer Toys "R" Us. In contrast, sales for a supermarket, auto-parts retailer, or restaurant might be expected to remain relatively constant from quarter to quarter during the year. Therefore, it would seem puzzling at first glance if any firms in those business lines were to report a sizable sales conentration within a given quarter, all the more so if it were Quarter 1 for several of those firms and Quarter 2, 3, or 4 for their peers. In this paper, sesonal sales patterns are analyzed and contrtasted for twenty-six publicly-held firms, using data reported on their SEC Forms 10-K. A major focus is on exploring how some, but not all, firms operating within a non-seasonal business line present quarterly financial data that suggest seasonal sales patterns when none actually exist. The rationale for such reporting and the challenges facing analysts when they compare peer firms are also considered.

Exploring the Common Relationships among the Country Liquidity Index, Marketing Potential Index, Sovereign Credit Ratings and Corruption Perception Index

Roland J. Sparks
Johnson and Wales University

Perumal Thirumurthy
Johnson C. Smith University

Nick Desai
Johnson C. Smith University

ABSTRACT

Government transparency is used as a modeling factor in building the Marketing Potential Index, Sovereign Credit Ratings for the Standard & Poor's and the Moody Credit Scales, and as the basis for the Country Liquidity Index. The most common measure of government transparency is by the organization Transparency International with its Corruption Perception Index.

During the development of the Country Liquidity Index, the Corruption Perception Index emerged as the number one factor (63%) in establishing government liquidity in the financial markets. However, transparency was only listed to account for 7.5% of the Marketing Potential Index and 5%-7% of the S & P and Moody Credit Scales. This paper found that government transparency was underreported in these models.

This paper regressed the Corruption Perception Index onto the Country Liquidity Index, the Marketing Potential Index and the Standard & Poor's Sovereign Credit Rating to find the true influence of government transparency on these indices. Moreover, it regressed these models onto each other and found all models to be significantly related.

Results showed that the Corruption Perception Index explained: 34.9% of the Marketing Potential Index; 47.5% of the Standard & Poor's Sovereign Credit Rating; and 38.0% of the Country Liquidity Index. Additional analysis found the correlation between Country Liquidity Index and the Marketing Potential Index to be 80.6%, and between the Standard & Poor's Sovereign Credit Rating and the Marketing Potential Index to be 65.6%.

The results indicate that government transparency is a much larger factor then reported by the Marketing Potential Index and the Sovereign Credit Ratings, and a smaller factor as reported by the Country Liquidity Index. In addition, all the indices using transparency seem to be highly correlated with each other.

This paper contends that government transparency is the number one factor in a country's financial and marketing potential success. Moreover, that models that measure country success are underreporting the effect of transparency in their model development.

Fractality in Four Dimensions: A Framework for Understanding Organizations as Fractal Entities

Roger Alan Voss
Institute of Production Control

Aaron D. Lucas
Troy University, Global Campus

Dennis Krumwiede
Idaho State University

ABSTRACT

The fractal conception of organizations recognizes a universal law of self-organization based on a natural dynamic of self-similar structuration. Since Mandelbrot's discovery of fractality as a mathematical property of structuration in nature, the study of this phenomenon in the context of human organizations has proceeded slowly and speculatively for the most part. One reason for its hesitating advance seems to be the fact that the dimensionality of human organizations is of a higher order than that of the one-, two-, and three-dimensional representations that constitute the most common objects of analysis in this domain. Because fractality explicitly addresses the mathematical property of dimensionality, the specification of the correct level of dimensionality is essential to the aim of building a robust conceptual model. Nevertheless, despite the difference in complexity, fractal processes in human organizations are fundamentally the same as those in the natural world. As a basic principle of human self-organizing, it is ordinary rather than novel, common rather than rare, and ubiquitous rather than idiosyncratic. Indeed, a fractal conception of human self-organizing reveals the physical laws underlying human organizations, as opposed to merely serving as a metaphor of convenience or a model borrowed in analogy from another science. Moreover, fractality clarifies the workings of systems theory manifest in organizations by focusing on the singular element from which the commonly accepted characteristics of open systems emerge. Fractality removes the mystery from questions of organizational development, demonstrating lucidly where the difficulty in managing organizational change resides and laying a basis for addressing it rationally. In view of these observations, the present paper has the goal of clarifying the principles of fractal self-organizing in human organizations, while advancing an updated conceptual refinement of fractal exchange quality and fractal vertical polarization.

In Pursuit of
Social Entrepreneurship and Service Learning

Michelle Clément
Camosun College

ABSTRACT

This paper identifies a profile of best practices for social entrepreneurial curriculum designed by “experts” as determined through Ashoka U. Social entrepreneurs are people who create a product, service, company or idea that eliminates a social problem worldwide (Arribas, Hernandez, Urbano and Vila, 2012; Bloom & Chatterji, 2009) yet is economically sustainable. It is important to understand the different motivations of social entrepreneurs to traditional entrepreneurs as social entrepreneurs are not spurred purely by money but by altruism. For pedagogy design, social entrepreneurial curriculum then needs to motivate students from an altruistic perspective and not simply from an economic one.

Research shows that there is a large gap in curriculum offerings and a significant opportunity for business schools to educate and further the role of social entrepreneurs in the community (Plakoff, 2013; Tracey & Phillips, 2007).
Exploratory research for this presentation includes unstructured interviews and a thorough examination of current syllabi concerning best practices in curriculum design around social entrepreneurship. Results will be presented as guidelines to social entrepreneurial pedagogy design.

Multi-Level Committees Structure for Improved Departmental Activities Operations

Abdulrahman Mirza
King Saud University

ABSTRACT

This abstract presents a new approach adopted by the Information Systems department for managing the different activities of the department. This approach divided the main types of activities into six major areas. These areas are: department affairs, faculty affairs, student affairs, undergraduate academic affairs, graduate studies, and quality & accreditation. For each of these six areas, a “supervising committee” was created which includes three or four faculty members. Smaller “subcommittees” consisting of two to three members were created under each main area. The number of subcommittees belonging to each area ranged between five and nine different subcommittees.

Members of subcommittees may include members of the supervising committee, however, other faculty members may also be involved in the subcommittees of a given area. A faculty member is mostly active in committees of one area, however, it is not uncommon to find a faculty belonging to two or three areas.

The chairman of the department communicates directly with the head of each of the six supervising committees, who in turn meets with other members of the supervising committee for any required high-level activities, or, in cases where further action is needed at more detailed levels, the appropriate subcommittee may be communicated with to perform the needed activities. This communication is expected to be between the head of the supervising committee and the head of the related subcommittee, but at times when quick action is needed, the chairman may communicate directly with the head of a subcommittee with a cc to the related main area supervising committee head.

This level of work division and distribution was successfully implemented and proved very effective in the quality & accreditation area of departmental activities. The IS department at King Saud University completed the ABET accreditation review with great praise and without any deficiencies, comments, nor observations.

Nomological Evolution of the HR Turnover Model: Normal Science or Paradigm Shift?

Tom J. Sanders
University of Montevallo

ABSTRACT

Turnover of human resources is a significant issue in the operation of most organizations and as such has long been studied by management scholars. Voluntary separation/exit of personnel from the employment relationship imposes increased operating costs, at least in terms of recruiting, hiring, and training; in addition to increased human capital costs related to loss of tacit knowledge, institutional memory, unique skills, and other collaborative relationships and synergistic capabilities that are difficult if not impossible to explicitly replicate. Indeed, some of the earliest HR activities in organizations focused on employment management aimed at reducing employee turnover and giving rise to many common compensation, benefit, and employment relations practices taken for granted today. While HR turnover has been widely measured, assessed and addressed through a broad range of management practices from the earliest day of industrialization, it was not the subject of scholarly theorizing in the United States until the 1950s. Since that time it has been the subject of a continuing stream of empirical research and theoretical advances in accord with practices of positivist scientific methods. This longitudinal stream of scholarly contributions provides an opportunity to examine foundational concepts concerning the advancement of scholarly knowledge in this area and addresses the potential need for alternative directions in future theorizing and empirical research related to HR turnover.

In his famous book, The Structure of Scientific Revolutions (1962, 1970), the well-known historian of science, Thomas S. Kuhn, proposed that science advances though simultaneous processes that are both complimentary and competitive with each other, in a type of punctuated equilibrium. The complimentary phase of scientific advancement is represented by what Kuhn called "normal science” that sees science advancing through the continuing accumulation of research findings that extend and elaborate on normative theoretical models. The competitive phase Kuhn labeled as "scientific revolutions" that emerge when the accumulation of research findings, usually arising from normal science, do not accord with widely accepted models to the point that a new model or "new paradigm" is needed and then developed to theoretically accommodate the accumulated empirical findings. In the case of the accumulation of research findings related to the HR turnover model, the question can be reasonably raised as to whether this model has nomologically evolved through normal science to a punctuated equilibrium transition point where a new paradigm is needed to fundamentally advance meaningful scholarship in this area in the future.

This research draws on major research studies that have advanced the HR turnover model since its early emergence in the 1950s. The contributions of representative major studies to the model are reviewed within the framework of normal science, noting the potential diminishing marginal utility of additional contributions from continuing on the path of normal science. The need for a new paradigm to guide HR turnover research is discussed by re-contextualizing HR turnover in light of significant changes in external macro-environmental pressures and internal strategic and structural realignments that represent a new reality for modern organizations. Recommendations and future research directions are given.

Optimal Portfolios and the R Programming Language

Jim Turner
Weber State University

ABSTRACT

This paper develops a program in the freely available open-source R programming language to calculate weights for optimal stock portfolios. The program retains the advantages the Thompson and El-houbi (2012) SAS program has over similar programs in Excel, but avoids the potential problem of limited access to SAS that some students and researchers may face. The R program also extends the Thompson and El-houbi program by including the ability to accommodate short-sale restrictions and position limits.

Organizational Stakeholders: Student Perceptions on Ranking the Most Critical to Success

Charles M. Coco
Tuskegee University

ABSTRACT

Stakeholders play a critical role in the success of an organization. Determining, however, which stakeholder should take the prominent position can be challenging. Students enrolled in a college business course during the spring semester 2015 were asked to rank organizational stakeholders. The students considered investors, customers, employees, and suppliers. Interesting discussion ensued after the selections were revealed in class. Students in this particular course mainly chose customers as most critical to organizational success.

Organizational Wellness Programs' Effect on Business Practices

Jamye Long
Delta State University

Cooper Johnson
Delta State University

Jonathan Street
Frager Law Firm

Sam Clyde Faught
University of Tennessee at Martin

ABSTRACT

A growing number of employers are beginning to realize the positive effects a healthy workforce has on the business' bottom line. Additionally, the growing rate of individuals affected by chronic conditions has had a direct effect on the workforce. As wellness programs become more popular among employers, they should consider choosing a holistic approach to their wellness programs in order to shape a well-rounded and productive workforce. Holistic wellness programs allow employers to provide employees with options as it relates to their future well-being. This choice is generally better received and produces more desirable results for the employer as employees view it as their decision rather than as a directive.

Revenue Recognition Violation & Convergence between U.S.GAAP & IFRS

Behnaz Quigley
Marymount University

Bolormaa Tumurbat
Marymount University

ABSTRACT

Since 2002, the Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB) have begun the bi-lateral convergence program seeking more compatible global accounting standards while reducing the differences among those standards. Due to the nature of the complexity of this convergence, the standard setters have worked through topic-by-topic basis on the main accounting standards, such as Consolidation, Fair Value Measurement, Revenue Recognition, and Leases, etc. One of FASB's most recently completed projects was its Revenue Recognition principle with the issuance of ASU No. 2014-09, Revenue from Contracts with Customers (Topic 606). With this guidance, both public and private companies, as well as non-profit organizations, will have simplified form of preparing financial statements by reducing the number of requirements to which the organization must refer. These bodies believe that the convergence will remove the inconsistencies and weaknesses in existing revenue requirements, provide a more robust framework for addressing revenue issues, and provide more useful information to users of financial statements through improved disclosure requirements. This paper discusses the impacts of convergence on the organizations' revenue recognition process, and how business entities can learn from commonly violated revenue recognition principle and avoid them.

Small Business and Obamacare: New Portal, New Costs, Same Old Shell Game

Robert J. Lahm Jr.
Western Carolina University

ABSTRACT

The Patient Protection and Affordable Care Act (Obamacare) portends a system of health care delivery that is at best inadequate to address the needs of citizens in a manner that is consistent with either its namesake or the promises that were made prior to the law's passage. Millions are left to contend with the fact that access to health insurance is not the same thing as access to health care itself. Once one has insurance, then the questions become what claims can be denied; exactly, on a person-by-person, location-by-location basis, who is in a provider network; and how high are the premiums, deductibles, co-pays and other expenses (many of which do not count toward total out-of-pocket expenses)? Many analysts have dug into slices of Census data only to proclaim that in the context of the small business environment, only a small percentage of firms are affected. To the contrary, due to the individual mandate and the taxation of health insurers (which is passed on to consumers), every business, and every citizen, is in some way impacted by Obamacare. So far it costs more in both dollars and a less understood but nevertheless very real compliance burden.

Smart Power Management:
A New Approach to Global Trade between Powerful Companies and the Developing Nations

Alana Daniel
Miles College

Angelia Divine
Miles College

Emmanuel Chekwa
Miles College

ABSTRACT

Smart power is an integration of both hard and soft power, maintaining economic strength while using humanitarian outreaches to build goodwill, human rights and other progressive ideas throughout the world. Smart power is assisting countries with education, science and mathematics, agriculture, sanitation, roads, and drinking water. It is helping to develop small businesses and manufacturing.organizations. It is improving developing countries' difficult attempts at building strong economic bases; this is the very definition of smart power. Smart power is the use of the full range of tools at a global company's disposal: economic, humanitarian, philanthropic and increased cultural understanding. Smart power expands goodwill and thus expands the field for a much richer global participation.

Microsoft Corporation can be said to have a global and dominant economic power, the equivalence of American military power. But to reach the world, Microsoft's Bill Gates is spending billions of dollars trying to improve the health of people in the poorer regions of the world. This combination of hard power (economic power) and soft power (humanitarian outreach) is smart power. It increases goodwill and opens the gates to prosperity for many more people around the world. Smart power may lead to greater understanding among nations and thus mitigate the threats of war.

We therefore argue that when big and powerful businesses increase their efforts at addressing the basic necessities of people's lives, understanding their challenges and motivating them to help themselves, more participants from the poorer regions of the world can join the global trade. Could it be possible that powerful businesses can help usher in a more peaceful environment conducive to a robust global economic growth by applying the tool of smart power?

Social Isolation:
Does it matter for performance?

Hong Ren
University of Wisconsin-Milwaukee

ABSTRACT

Loneliness is an emotional state that has been described as “a gnawing and chronic disease without redeeming features” (Weiss, 1975, p.15) and afflicts approximately 60 million people in the U.S. alone (Cacioppo & Patrick, 2008). Feeling the pangs of loneliness is not uncommon for individuals. It can be brief and superficial such as being the last one chosen for a team on the playground or can be accurate and severe such as suffering the death of a dear friend. Feeling of loneliness is not limited to the non-work domains. Individuals can feel lonely when they think that they are isolated (e.g., my coworkers are like strangers and I have no one to talk with at work) and helpless (e.g., no one is able to help me on my task) at work. Feeling of loneliness and isolation has been found to be associated with a variety of problems such as alcoholism (Akerlind & Hornquist, 1992), depressive symptoms (Shaver & Brennan, 1991), impaired sleep (Hawkley, Burleson, Berntson, & Cacioppo, 2003), and suicide (Wenz, 1977).

In this paper, we propose and test a model of the mechanism among social loneliness, workplace strains, and performance. In particular, we examine the mediation role of workplace strains on the social loneliness - performance association. In doing so, this study contributes to the literature by (a) linking social loneliness, workplace strains, and employee performance altogether, (b) proposing that workplace strains mediate the association between social loneliness and employee performance.

Social Network Analysis: Interprofessional Collaboration in American Journal of Nursing (AJN) 2004 and 2014

Gaurav Bansal
University of Wisconsin-Green Bay

Brenda Tyczkowski
University of Wisconsin-Green Bay

ABSTRACT

<div>Interprofessional collaboration (IPC) brings together expertise from various professions for the purpose of accomplishing something that could not be accomplished alone (Haddara & Lingard, 2013). Many disciplines, including nursing, use this concept when co-authoring articles. This approach fosters innovation, growth and dissemination of ideas, adding richness to the depth and breadth of findings. This study explored changes in IPC, through co-authorship, in one nursing journal (American Journal of Nursing [AJN]), from 2004 and 2014. The analysis was completed considering the author and their degrees or certifictions, called designations in this study. Bibliometric and statistical analysis were used, in conjunction with Social Network Analysis (SNA), to examine networks and patterns across time. Measures of centrality associated with SNA, including betweenness, closeness and eigen vector were utilized in this analysis. A comparison of 2004 and 2014 data indicated a decrease in the number of designations and number of clusters. The modularity or number of connecting nodes increased, as did the density of the graph, indicating a tightening of connections between nodes or designations. The designations have shifted from an inpatient to an outpatient focus. This follows trends seen in healthcare, where the average length of stay for inpatient care has dropped from 7.0 days in 1993, to 5.4 days in 2013 (AHA). There are opportunities to involve others, both within additional nursing specialty areas and outside of nursing, to build a rich body of knowledge for the profession, by utilizing IPC concepts and co-authorship to enhance our understanding of healthcare and improve the quality of care.</div>

Success Products: Success or Failure

Charles M. Carson
Samford University

ABSTRACT

Success Products, a company that specialized in generating sales leads for small business owners, had entered the market at just the right time in 1997 to experience strong growth and profits. However, due to the economic downtown, conditions had worsened dramatically. Since the change in the economy, Success Products had seen dwindling revenues and enormous customer turnover. The founder and owner of Success Products, Beatty Carmichael was faced with a huge dilemma. The challenge that faced Beatty as he looked to the future of his business was to find sound business solutions immediately. He had to get his company back on track in order to stay in the market. Efforts in researching, defining and expanding to a new target market was of upmost priority in generating revenue. Developing a strategic plan on how to reach those customers must be executed successfully or Success Products may have to simply shut its doors to the business.

Successful Approaches to Workplace Learning Across Employee Categories

Jason G. Caudill
King University

ABSTRACT

Workplace learning is increasingly important in the dynamic competitive environment faced by organizations throughout the world. As the needs of a successful organization continually change there is a need for the employees of that organization, at every level, to update and expand their skills to match the needs of the organization. This places workplace learning in the position of serving employees at different levels of the organization and with different professional skills and responsibilities. In order to best ground workplace learning design as an aspect of the organization's overall strategy it is important to recognize the common elements of all workplace learning design and their importance in supporting the success of the firm. This paper will examine workplace learning as a strategic focus of the modern firm and the common elements that are present across all types of training in the workplace.

Supranational Culture III: Comparison of the Trompenaars Model of National Culture against the Hofstede, GLOBE, Minkov, and Schwartz Models as Predictors of Civilizational Affiliation

Richard Steven Voss
Troy University

Aaron D. Lucas
Troy University, Global Campus

Shakoor A. Ward
Jubail Industrial College

ABSTRACT

Methodical comparisons of the empirical properties of the Hofstede, GLOBE, Minkov, and Schwartz models of national culture against the Toynbee-Huntington civilization model have demonstrated both the statistical validity of each of these models and the feasibility of this kind of comparative validation as a way to assess the theoretical strength of such models against a common criterion. To extend this line of inquiry further, the present study seeks to apply the same comparative analysis to the Trompenaars model of national culture. This model includes theoretically robust cultural attributes that are either absent in the other models or present under alternative nomenclature. They therefore merit the same level of attention in the quest for a universal model of cultural dimensions as do those dimensions that have already benefited from this line of empirical inquiry. Moreover, in the same way that the empirical history and semantic structure of the Hofstede, GLOBE, and Minkov models differ from those of the two Schwartz models without affecting validity, an analogous distinction exists in the Trompenaars model. Therefore, an important question is whether the Trompenaars structure has any effect on validity. Accordingly, the present study replicates the validity analyses previously undertaken in testing the Hofstede, GLOBE, Minkov, and Schwartz models, to include the Trompenaars model. The study concludes with implications for the next phase of the larger research agenda involving the civilizational conception of human culture.

Testing Major Factors for Reducing Obstacles to Product Innovation Success

Marcelo Seido Nagano
University of São Paulo

Tor Guimaraes
Tennessee Technological University

Curtis Armstrong
Tennessee Technological University

ABSTRACT

The literature on strategic leadership, competitive intelligence, management of technology, and specific characteristics of the company’s change process propose their importance in successfully implementing business innovation. While these factors may indeed be important to enhance company competitiveness, the existing literature contains practically no empirical evidence supporting their relationship to reducing the many problems companies encounter implementing product innovation (PI). A field test was designed with the primary objective of empirically testing the theoretical model addressing which factors, if managed appropriately, will help reduce the obstacles to PI in practice. A questionnaire was developed, pilot tested, and used to collect data from 47 product innovation managers. The results support the theoretical importance of strategic leadership, competitive intelligence, management of technology, and specific characteristics of the company’s change process to reducing the problems/obstacles to successful PI. The items used for measuring the main constructs provide further insights into how managers should go about developing these areas within their organizations.

Based on the results recommendations are made to practitioners and researchers in this important area.

The Determinants and Characteristics of Internal Control Disclosure: Evidence from Finland

Aminah Nalikka
University of Vaasa

ABSTRACT

The study investigates the extent to which companies listed on the Helsinki Stock Exchange disclose information about internal control in their annual reports. In particular, the study examines whether corporate culture and a number of corporate characteristics are potential determinants of disclosures pertaining to internal controls. The study employs regression analysis to investigate the relationship. The results from the study confirm that corporate culture and two corporate characteristics (multinationality and profitability) are associated with internal control disclosures. Company size, industry, liquidity and leverage have no effect on disclosure level.

The Effect of a Diversified Accounting Strategy on Market Performance: An Oil and Gas Perspective

Calvin D. Fogle
Strayer University

ABSTRACT

Economic viability in the global competitive landscape requires firms to utilize and leverage resources beyond traditional products and services rendered. The value proposition now extends beyond the outputs created, to non-tangible ways of value development. The strategic direction of firms using a particular accounting strategy may capitalize the market performance of oil and gas firms. Strategic accountants are tasked with identifying and developing non-linear disruptive, innovative techniques as it pertains to accounting. This study examines the correlation between a diversified accounting disclosure strategy and the impact on market performance of oil and gas firms in the gulf region. Using a sample of 10 industry companies' annual reports and observations of 25 oil and gas firms listed on the Ney York Stock Exchange (NYSE) from 2004 to 2014, the Entropy method is adopted to measure the degree of group diversification. Content analyses of the annual reports were utilized from 2004 to 2014 to qualify the degree of accounting information disclosures. This study sought to identify if and to what extent does the impact of accounting information disclosure have on the market performance of firms empirically. The findings provide useful insights for industry leaders, accounting professionals and firms in formulating long-term accounting strategies.

The Effect of Company Support and Cross-Cultural Adjustment in a Foreign Assignment on Employee Organizational Commitment

Don A. Larsen
Montana State University-Billings

ABSTRACT

More research is needed on how expatriate experiences overseas impact attitudes towards their organizations. In particular, while much research exists examining the repatriation experience and organizational commitment, less has been done on the effect of the expatriation experience. The main purpose of this study is to examine the effect of company support provided an employee on a foreign assignment as well as the employee cross-cultural adjustment on the employee's organizational commitment.

Research has shown organizational commitment to be negatively related to turnover (Cohen, 1993), and according to Black, Gregersen, and Mendenhall (1992 p, 263) it is a key factor for "keeping high-performing [expatriates] in the firm after global assignments." With turnover at potentially 25 percent within the first year of repatriation (Black, 1992; Boyle, 1989) and one study indicating that expatriate turnover rates were slightly more than twice the turnover rates among the general employee populations (GMAC 2005), more research is needed on factors affecting expatriates' attitudes like organizational commitment.

This study examined the relationship between previous international assignment experience and organizational commitment. More specifically, the study examined the effect of organizational foreign-assignment support on the expatriate employee's commitment to the organization. The study also examined the effect of the expatriate employee's cross-cultural adjustment in the foreign country of assignment on the employee's organizational commitment.

Survey responses were gathered from 185 employees at 8 large multinational corporations who had recently repatriated to the United States. Employees assessed 37 items relating to the nature of support provided by their organizations during their international assignment. Factor analysis indicated that these items loaded on three factors (cultural adjustment support, financial support, and career support). Information was also collected on one measure of organizational commitment and three measures of cross-cultural adjustment (general adjustment, interaction adjustment, and work adjustment) used in previous studies. Data on several control variables was gathered.

The results of hierarchical regression analysis found effects of employee current position on organizational commitment. In addition, career support provided by the organization was found to be positively related to employee organizational commitment, while no effects were found for cultural adjustment support and financial support as well as the three cross-cultural adjustment measures. The adjusted R2 for the regression model was 0.30 and the change in R2 attributed to the cross-cultural adjustment factors and the organizational support factors was 0.26. Practical contributions of the study as well implications of the findings on global managers are discussed in the paper.

The Effect of Organizational Characteristics, Technology Characteristics, and Diversification Strategies on Business Innovation

Said Ghezal
Western Kentucky University

ABSTRACT

Business innovation is more than ever important for firms' survival. It positively affects a firm's capability to face the threats of an increasingly dynamic market. It is crucial for all types of business enterprises: small or large, new or well-established. Large organizations need to innovate to preserve their competitive position; whereas, new firms need to enter the market with new products and/or services. This research in progress will use a sample of patents registered at the U.S.P.T.O to empirically investigate the role of organizational and technology characteristics, and diversification strategies on a firm's successful innovation activity. Of particular interest, however, is to account for the failed innovation, which constitutes most of the innovation activity. This is important as it addresses a selection bias and enhances our understanding of successful innovation activity.

The Impact of an Incentive Based Carbon Tax System to Reduce Carbon Emissions from Fossil-Fired Power Plants in Texas

Joseph L. Boyd
Texas Southern University

ABSTRACT

This research proposal will analyze the impact of a revenue neutral approach to reducing greenhouse gas emissions in Texas. The revenue from the carbon taxes would be used to finance an environmental earned income credit as well as provide funs to assist power plants in making carbon emission reduction renovations. The topic is particularly relevant to Texas, as the EPA's Proposed Clean Power Plan will require Texas to reduce CO_2 emissions by 38%.

The Microeconomic Construal of Porter's Generic Strategies: Conceptual Refinement for Today's Global Reality

Richard Steven Voss
Troy University

Aaron D. Lucas
Troy University, Global Campus

ABSTRACT

Although textbooks in business strategy treat Porter's model of generic strategies as required reading, critics in academic circles and practitioners in the field often dismiss the model as too simple to capture today's range of complexity in business. Conversely, applications of Porter's model often suffer from simplistic interpretation, thereby undermining its explanatory power and creating the appearance of that inutility that seems to justify its rejection. Misinterpretation often begins in the textbooks themselves, where authors may fail to do justice to the model due to the constraints of space and inadvertently obscure key facets of the intended conception. Meanwhile, mistaken assumptions have interfered with objective analysis and compromised tests of validity. One common assumption is that the model amounts to a typology of structures, akin to Miles and Snow's model. In truth, the dynamics represented within it drive certain structural forms, but the model is correctly economic in its assumptions, hence accommodative of new structural forms as the economic landscape changes over decades or across national boundaries. Another common assumption is that the model amounts to a typology of sources of marketplace appeal, similar to Mintzberg's market-oriented model. In truth, it constrains both the range of acceptable market-oriented practices and the range of acceptable supplier-oriented practices but is more basic in its conception than merely a typology of tactics for attracting customers. Yet another common assumption is that the model exists in isolation, apart from Porter's other models. In truth, all of Porter's models are aspects of a higher-order meta-model built upon a common microeconomic substrate, whose principles are simple to apply and whose application, when constructed on the correct premise, is powerful. In light of these observations, the aim of this paper is to advance a refined, updated presentation of the microeconomic construal of Porter's generic strategies, with lucid examples to support the continued relevance of Porter's model to today's global reality.

The Origin and Construct of Cloud Computing

Nozar Daylami
California Lutheran University

ABSTRACT

Cloud computing is one of the most talked about information technology topics these days. A literature review reveals an endemic confusion of what cloud computing stands for. This paper tries to shed light on why the term is so confusing. We try to find where the phrase cloud computing came from and how it found currency in the IT community. We trace cloud computing to early timesharing and Application Service Provider (ASP) in the last decade, and posit a future of utility computing.

This paper also provides a comprehensive definition of the term and its main building blocks

The Role and Challenge of Measuring Productivity and Efficiency in Physician Delivered Healthcare Services

Daniel J. McFarland
Rowan University

Ihsan Isik
Rowan University

Ebru Isik
Temple University

ABSTRACT

Regulators, insurance carriers, healthcare managers, shareholders and the general public are interested is seeing unbiased, quantitative productivity metrics for physicians. However, developing and assessing such measures is challenging. This exploratory paper employs Data Envelopment Analysis (DEA), a non-parametric approach, to develop a model to assess the productivity and efficiency of physicians in a university practice in New Jersey, USA. The ultimate goal is to identify best practices for physician delivered healthcare services. Moreover, macroeconomic perspectives are offered to assess system-wide implications of physician efficiency.

The Skeleton of a Data Breach: Morality, Liability, and Technology, Part 1

Richard J. McGowan
Butler University

Jason Davidson
Butler University

Hilary Buttrick
Butler University

ABSTRACT

Technological development often proceeds faster than ethical thought and legal codes can develop. That is certainly true of the fraudulent but recurring problem of a data breach. In fact, though Google Scholar lists over 82,000 entries under ‘ethics of a data breach,’ very few combine both terms in the title. The one article that does so notes a “dearth of prior organizational-level privacy research, which has largely overlooked ethical issues or personal harms caused by privacy violations.”

We propose to provide a structure and guidelines for cases of data breach activity. We begin with an introduction of the technology of a data breach. That is, the various means of breaching data are identified.

The Skeleton of a Data Breach:
Morality, Liability, and Technology, Part 2

Jason Davidson
Butler University

Richard J. McGowan
Butler University

Hilary Buttrick
Butler University

ABSTRACT

We identify the ethical dimensions of data breaches. While privacy is a key topic in any ethical analysis of a data breach, other issues are involved, such as the responsibility of organizations to prevent and to repair consequences of data breach.

Then we examine the legal codes regarding the problem of a data breach. We note immediately that the laws of various states are exactly that, namely, various eclectic. No consistent and stable legal understanding appears to have availed itself.

We hope to provide a more systematic accounting of data breach cases.

The Value of a Balanced Scorecard in Small to Medium Enterprises

Scott J. Lane
Quinnipiac University

Nelson Alino
Quinnipiac University

ABSTRACT

There is a significant body of research about the use of the Balanced Scorecard (BSC) in large organizations. Much less has been written about the use of the BSC in smaller organizations where the value, cost, and impact may be significantly different. This paper reviews survey and case study research into the use of the Balanced Scorecard (BSC) in Small to Medium Enterprises (SMEs) and entrepreneurial firms to identify the costs and benefits of adoption. In addition, we study factors that can help identify when it makes sense for a SME to adopt a BSC.
Studies of performance management (PM) system adoption in SMEs indicate that there is a pattern to PM system adoption based on information needs created by the increasing complexity of a business driven by factors such as size, growth rates, the presence of outside stakeholders, and competition. Surveys of the BSC in SME have found limited results in practice, perhaps driven by responses from SMEs that do not yet have the complexity and coordination issues that would benefit from a BSC. Case studies show more promising implementations but the firms studied are generally larger and have self-selected into a BSC adoption. We seek to identify the aspects of the BSC that may prompt this selection.

The use of the BSC could benefit fast growing SMEs deal with rising complexity by helping to clarify and develop strategy, tie strategy to operational measures, and communicate performance to stakeholders. Assisting fast growing SMEs to successfully navigate difficult organizational transitions may be of general benefit as fast growth SMEs are the most likely to provide new jobs and other economic benefits.

Thinking Outside of the Box Office:
Using Movies to Build Shared Experiences and Student Engagement in Online or Hybrid Learning

Kathleen H. Watland
Saint Xavier University

William Kresse
Governors State University

ABSTRACT

Movies and films are widely recognized as valuable pedagogical tools. Motion pictures provide concrete and illustrative examples of important concepts and can improve students' understanding of course material as well as increase their satisfaction with courses.

Online learning is becoming an increasing dominant facet of higher education. Online learning is preferred by many students for various reasons, many related to the flexibility and format of the course work; students can engage in learning when it is convenient for them.

While the flexibility of time and format is a major appeal of online learning, it also serves as a major impediment. Student retention is a significant challenge in the online learning environment. Research shows that students in online courses are more likely to feel a sense of "disconnectedness" and miss having a common shared experience with other students. As a result, students in online courses are more likely to withdraw from the course because they miss the opportunities for shared experiences.

This paper explores the use of movies in online and hybrid business courses for the purpose of providing a shared experience around which students can discuss course content. This paper describes the process for creating a shared student experience and creating the related discussions among students centering on particular concepts illustrated in the selected films. The students view the particular movies, and then, with either a lens of management and leadership strategies, or of business ethics concepts, discuss specific questions within their team, the whole class, and then again with their team. This paper discusses the value of that shared movie experience and discusses the need for additional pedagogical strategies to establish and promote online opportunities for student interactions.

What Bank Deposit Rate Would Be Right?

Mahmoodul Islam
West Virginia State University

ABSTRACT

The U.S. Federal Reserve has been paying 0.25% interest on deposits that banks hold with it, (called bank reserves) for the last few years. The interest cost of this practice, which has no historical precedence or present justification, currently runs into a few billion dollars per year.

One idea behind the Fed paying interest on bank reserves is to use it as an anti-inflationary tool by providing a strong disincentive for banks to make excessive consumer and business loans, should that need arise in the foreseeable future. Banks would prefer to hold their reserves at the Fed, instead of making loans, because the money would draw interest at the same time avoid risks associated with loans to private businesses, investors, or households. No bank loans, therefore no inflation.

This paper attempts to outline the factors that must be taken into consideration by the Federal Reserve when deciding on the appropriate deposit rate. At the present, this rate appears to be determined somewhat arbitrarily, unless it is being used to provide a floor to the federal funds rate.

Alternatively, the Fed may decide to gradually arrive at the correct rate by trial and error, or learn from the experience of other central banks. However, these alternatives are not without risks. This paper sheds light on those risks also.

Where Can Free Accounting News Be Found?

Pamela S. Meyer
Austin Peay State University

Dan Meyer
Austin Peay State University

ABSTRACT

Free sites on the Internet can provide either a primary source or a valuable supplement for news about important developments in accounting and taxation. Possible sources include websites of governmental agencies and professional organizations and three dedicated news sites: Accounting Today, Accounting Web and Smartpros. Additionally, a number of accounting blogs can be a valuable source of accounting news, particularly in regard to court cases.

A Design Theory for Vigilant Online Learning Systems

Martin Wright
University of Houston, Downtown

ABSTRACT

There is now a preponderance of evidence suggesting that the types of online course management software (OCMS) used in purely online undergraduate college courses, do not meet the needs of younger immature students. These students often lack the learning skills necessary to succeed in such courses, nor do the popular OCMS include the vigilance mechanisms to guide such students to successful course completion in the absence of face-to-face human instruction. This paper explores the literature relevant to design theory, learning theory, decision support, and vigilance, to develop a design theory as a guide to software developers and academics studying how to design future systems for the immature student in accordance with the latest research.

A Perspective on Student Evaluations, Teaching Techniques, and Critical Thinking

Dale Krueger
Missouri Western State University

Prashant Tarun
Missouri Western State University

ABSTRACT

In the United States System of Education the growth of student evaluations from1973 to 1993 has increased from 29% to 86% which in turn has increased the importance of student evaluations on faculty retention, tenure, and promotion. However, the impact student evaluations have had on student academic development generates complex educational issues. These issues involve teaching critical thinking skills, teaching to the student evaluations, types of tests, grade inflation, student interest in the subject matter, and a student's sense of entitlement. To avoid the moral and ethical issues associated with educational development and student evaluations, this research compared an existing student evaluation instrument with a new type of student evaluation instrument, which explains and reduces student evaluation distortions, biases and encourages academic development at the same time offers information on other variables that affect student evaluations.

Active Learning through Instructor-Student Collaboration

Hassan Pournaghshband
Kennesaw State University

ABSTRACT

One effective technique to encourage students to pay attention to their own education which can boost their learning is to provide them with the opportunity so they can think creatively, get a good grasp of critical thinking and solving problems intellectually. This can be done more effectively if there is positive collaboration between students and their professors throughout the semester. Students should be taught not only the subject matter, but they also should learn how to think effectively about it. In other words, the mere knowledge transformation from the instructor to students is not adequate, and critical thinking should be infused into the content of the course [1.] Teaming together, professors and students can constructively communicate, which in turn can result to improved planning and implementing of some of the variables that underlie student reasoning and thinking. In this paper, we examine issues related to the partnership among students and their instructor and propose an approach for effective development and implementation of this teamwork. We also explore the major collaboration strategies that we believe are crucial to consider for any effective “partnership” course.

An Emerging Population: Student Veterans in Higher Education in the 21st Century

Mary C. Falkey
Prince George's Community College

ABSTRACT

This paper, based on a qualitative study, explores the transition experiences of Post-9/11 Era military veterans from active duty military service to college students for the purpose of adding to the body of knowledge about this student population. The subjects, who voluntarily offered to participate, were 15 community college student/veterans and 10 four-year institution student/veterans. The themes which emerged from analysis of the interview transcripts were financial issues, interpersonal issues, academic issues, community issues, isolation, and inconsistency of information received from academic institutions.

Community college students reported high levels of interaction with faculty and virtually no interaction with other students, including other student/veterans, while the four-year institution students reported low levels of interaction with faculty, high levels of interaction with other student/veterans, and minimal interaction with nonveteran students. The information suggests the need and opportunity for continued in-depth studies of the student/veteran transition experience.

An Integrated and Active Learning Approach to an Introductory Business Course

Kathleen Simione
Quinnipiac University

ABSTRACT

Providing students with more active participatory activities increases student engagement and better facilitates learning. In addition, business students need to understand the relationship and interdependence of the business disciplines. In our Introduction to Business course, the cornerstone freshmen course, students are introduced to the accounting, management, finance, and marketing disciplines. Integration of the business disciplines and a more active learning environment are achieved by using a business management simulation. The simulation is an internet-based simulation of the bicycle manufacturing industry that provides a cross-disciplinary introduction to business concepts. MikesBikes Intro® allows multi-team competition and offers students hands-on experience at running their own business in the bicycle industry. It includes a variety of decisions that require analysis of information, identification of different causes of action, and evaluation of alternatives. The decisions involve various disciplines such as marketing, distribution, product levels, capacity planning, the manufacturing process, product design and development and financing. In this paper, I will describe the simulation related activities and decisions that students' make.

Are College Freshmen Ready for Blended and Flipped Courses?

Matthew K. McGowan
Bradley University

Valerie Vogt Pape
Bradley University

Paul R. Stephens
Bradley University

ABSTRACT

This study examines the design of offering an introductory systems and business application course as a blended (flipped) course. The study describes the design of the course and reports on student perceptions of the value and satisfaction with the blended course approach. Learning outcomes from the blended course are compared to the learning outcomes in a traditional face-to-face course. Students perceived positive value and satisfaction with the blended course, but student performance was lower than in a comparable face-to-face

Assessing Perceptions of Plagiarism: An Analysis of Domestic vs. International Opinions among Business Students

Lauren Miller
The University of West Alabama

David McElreath
University of Mississippi

Aliquippa Allen
The University of West Alabama

Quiqi Hong
The University of West Alabama

Daniel Adrian Doss
The University of West Alabama

Russ Henley
The University of West Alabama

ABSTRACT

This study examines the perceptions of plagiarism that exist within the settings of a rural, Division II, master's level teaching institution within the U.S. southeast. This study employed a five-point Likert-scale to examine differences of perceptions between domestic versus international students. Statistically significant outcomes were observed regarding the notions that plagiarism is a necessary evil and that plagiarism is illegal. Respectively, the analyses of the means showed that respondents tended toward disagreement concerning the former notion and neutrality regarding the latter notion.

Audit of AMG

Kathleen Simione
Quinnipiac University

Aamer Sheikh
Quinnipiac University

ABSTRACT

During June 2010, the Securities and Exchange Commission (SEC) filed an Administrative Proceeding against Fei-Fei Catherine Fang, CPA. In this Administrative Proceeding, the SEC alleged that Fang, in her role as auditor for Advanced Materials Group ("AMG"), failed to follow a number of the audit standards promulgated by the Public Company Accounting Oversight Board (PCAOB). Use of these proceedings as a case in an undergraduate or graduate auditing course, either online or on ground and on an individual or team basis allows students to access the PCAOB standards to determine which specific professional audit standards were allegedly violated, and comment on how such alleged violations could have been avoided. Students are also asked to comment upon whether the lessons learned in this case apply to audits of private clients. As such, this case provides students with a real world example of an audit failure and its consequences. DISCLAIMER: This case is written using publicly available information to provide a setting for student learning. It is not intended to provide commentary on or evaluation of the effectiveness or appropriateness of any party's handling of the situation described.

Behind the Scenes:
Directors' Perspectives of
Designing and Implementing New Online Degree Programs

Kelly Price
East Tennessee State University

Julia Price
Carson-Newman University

ABSTRACT

The landscape of higher education is changing in many ways, including the continued growth of online courses, certificates and degree programs. As a result of this exceptional growth, concerns have arisen regarding the quality and rigor of such programs. The formation of these programs often requires online offerings to be subjected to rigorous institutional and state approval. Program need, development, implementation, and numerous other related matters are only a few possible issues faced by those who are tasked to cultivate the offering for approval by formal accrediting entities and the universities for which they will be implemented. Both presenters were given the opportunity to develop new graduate degree programs at their respective universities. While designing different topical graduate programs simultaneously, the presenters found that several similarities emerged during the development process. In addition, notable differences were observed. It is the intent of this presentation to inform others about the challenges, protocols and occasional surprises of this arduous, yet rewarding process of designing and implementing new online degree programs. It is also the intent to educate others regarding the process for adaptation at other academic institutions.

Beyond Problem-Based Learning: How a Residency Model Improves the Education of Pre-Service Teachers

Ryan Andrew Nivens
East Tennessee State University

Renée Rice Moran
East Tennessee State University

ABSTRACT

In 2010, the state of Tennessee embraced the call to overhaul teacher education and required programs to adopt a residency model within K-12 schools. This paper provides a description of how two methods courses have shifted from simulation-style projects to projects that involve working with actual K-6 students throughout the semester. We present an overview of the new residency style methods courses, along with how major assignments shifted to utilize the residency placement in the K-6 classroom.

After the implementation of Ready2Teach, simulation assignments in the Language Arts methods course were adapted to occur in the residency placement. Two specific assignments were modified to fit the residency model. Lesson planning moved from planning for a fictional class to planning for real students in conjunction with their mentor teacher and professor. In doing so, pre-service teachers were able to consider real life modifications and make data driven decisions in their planning. Additionally, pre-service teachers were given the opportunity to carry out a close reading lesson plan in their field placement, leading to more opportunities for engagement and reflection.

Similarly, in the mathematics methods course, simulation assignments shifted from being major course assignments into residency-based assignments used to model what the pre-service teachers would do in the K-6 classroom. Specifically, the analysis of student work and remediation planning became a meaningful activity with actual K-6 students and the potential to improve their mathematical proficiency. Additionally, an assessment project shifted into an actual assessment used in the residency placement within the K-6 classroom. We demonstrate successful transition of two methods courses from traditional college coursework into residency-based activity that meets the needs of both the university as well as the school district partners. Our pre-service teachers gain meaningful experience in the K-6 classroom and are able to make appropriate connections to research-based literature.

Blended Learning and Collectivistic International Students in the United States

Hussian Sama
University of the Incarnate Word

ABSTRACT

This paper explores different teaching methods, traditional and non-traditional methods, due to the fact that blended learning covers different teaching styles. The literature shows that there is a connection between students' cultural backgrounds and their learning method preferences. Collectivistic international students are interested in a traditional learning method, however the higher education in the United States is transforming to non-traditional online and blended learning. Blended learning combines both a traditional face-to-face method and a non-traditional online learning method. In addition, blended learning can be an effective learning method for collectivistic international student because it incorporates both their preferred learning method and the benefits of online learning tools. Therefore, American universities should offer more blended courses to the collectivistic international students rather than online courses.

Building Higher Doctoral Programs to Drive Faculty Development: Concepts for Integrating a European Model in the U.S. Higher Education System

Jason G. Caudill
King University

ABSTRACT

This paper provides an introductory discussion of the value and theoretical structure of a higher doctorate in American academia. The theory is that such a structure would help to guide academic careers and provide a credentialing system that is absent in most accrediting processes and disappearing with the decline of tenure. The goal is to ignite discussion about how to better support and recognize faculty in a dynamic, complex educational market.

Cognitive Apprenticeship Instructional Models and Students' Performance in Financial Accounting in Nigeria

Eno Gregory Ukpong
Akwa Ibom State University-Obio Akpa Campus

ABSTRACT

This study investigated the effect of scaffolding, modeling and expository method of instruction on students' performance in Financial Accounting in Nigeria. Three specific objectives, three research questions and three null hypotheses guided the study. A quasi-experimental and non-equivalent control group design was used for the study. The population consisted of 2050 Senior Secondary II students of which 249 were drawn as sample using criterion sampling technique. The schools were further randomly assigned to experimental groups 1(Scaffolding) group 2 (modeling) and control group (expository). The experimental and control groups were taught Financial Accounting topics form SS 2 syllabus. The validated instrument, Financial Accounting performance Test (FAPT) was used for data collection, Kuder Richardson formula-21(KR-21) was used to determine the reliability of (FAPT) and the results gave a reliability coefficient of .82. Data generated were analyzed using mean and standard deviation to answer the research questions while Analysis of Covariance (ANCOVA), was used to test the full hypotheses at .05 alpha level. The results reveals that Financial Accounting students taught using scaffolding performed significantly better than their counterpart taught using modeling and expository method. There was no significant difference between the performance of male and female students taught using scaffolding, modeling and expository methods. It was also observed that students taught depreciation and depreciation methods, disposal of assets, manufacturing accounts, account of non-profit making organization, control account, single entry and incomplete records using scaffolding and modeling methods performed better than those taught using expository method. Based on the findings, it is concluded that the use of scaffolding in teaching of Financial Accounting enhance the learning and understanding of Financial Accounting topics. It is recommended, among others, that Financial Accounting teachers in secondary schools should adopt scaffolding method in teaching the subject since it facilitates students' performance.

College Students' Perceptions of Ethics

Sashie Waduge
Western Kentucky University

Phillip D. Coleman
Western Kentucky University

Kirk Atkinson
Western Kentucky University

ABSTRACT

A questionnaire developed by two associate professors to determine general attitudes and perceptions of college student's views on ethics was distributed on a medium-sized, Midwestern public university campus. The questionnaire was distributed by email to the entire university population of nearly twenty thousand students, there were 654 responses. The question ranged in nature from how students perceive universities roles in ethics awareness, to the role of faculty, to student assessment of what behaviors define academic dishonesty. The findings include ….

Common Core, Socioeconomic Status, and Middle Level Student Achievement: Implications for Teacher Preparation Programs in Higher Education

Lauren Dotson
Hardin Park School
Virginia P. Foley
East Tennessee State University

ABSTRACT

This paper provides a history of the standardized testing and accountability movement, the curriculum standards attached to the accountability movement, and the attempted shift to common core. Student poverty and its impact on student achievement the focus of this paper. Recognizing the impact of poverty on student achievement as measured by standardized tests the authors question the explicit practices of teacher preparation programs in preparing teacher candidates to work with students of poverty.

Comparison of the 2004 & 2014's Best Undergraduate Accounting Programs

B. Wynne Griffin
E.I. du Pont de Nemours and Company
Paula H. Moore
University of Tennessee at Martin
Richard Griffin
University of Tennessee at Martin

ABSTRACT

This paper describes and compares profiles of the top accounting programs in the United States as identified by U.S. News and World Report in 2004 with those identified by the Accounting Degree Review in 2014. The Accounting Degree Review's list is a weighted average based on the rankings U.S. News and World Report, Bloomberg Business Week, and Public Accounting Report. A thorough examination of each schools web site has been conducted to gather information concerning the requirements for an undergraduate degree in accounting from two points in time over a ten year span (2004 and 2014). Course descriptions rather than simply course titles have been evaluated for each accounting course included in the business core and requirements of the accounting major. The emphasis of the study is not only to develop a profile of top programs but also to determine changes within accounting programs during the period from 2004 to 2014.

Computer-based Pedagogical Tools,
Conceptual Reasoning Ability, and Statistical Understanding:
A Literature Review

James Michael Ramey
Northeast State Community College

Bethany Flora
East Tennessee State University

ABSTRACT

Computer-based pedagogical tools can promote improved conceptual reasoning ability (Trumpower & Sarwar, 2010; Van der Merwe, 2012). A significant relationship exists between formative quiz access and student achievement (Stull, Majerich, Bernacki, Varnum, & Ducette, 2011; Wilson, Boyd, Chen, & Jamal, 2011). Additionally, access to multimedia objects has been linked to student achievement (Bliwise, 2005; Miller, 2013). Online tutorial sites and Massive Open Online Courses (MOOCs) appear frequently in the headlines (Christensen & Weise, 2014; Matthews, 2013; Swartz, 2015). The practice of combining short videos and formative quizzes as pedagogical tools for online instruction is increasingly more popular and expectations for academic outcomes from these online practices have swelled (Kessler, 2011; Lewin, 2013; Noer, 2012). The combination of videos and quizzes approximates an instructional feedback-corrective loop that correlates with significant gains in student achievement (Bloom, 1984; Kulik, Kulik, & Bangert-Drowns, 1990). Researchers often operationalize student achievement in terms of exam grades (Larwin & Larwin, 2011; Limniou & Smith, 2014; Sosa, Berger, Saw, & Mary, 2011). However, exam grades do not always capture student understanding of important concepts; students can generate accurate results without understanding the meaning of the results and how they influence decision-making (Ben-Zvi & Garfield, 2004; Tugend, 2013).
Studies involving Computer Assisted Instruction (CAI) indicate that computer-based pedagogical tools promote improved conceptual reasoning ability (Trumpower & Sarwar, 2010; Van der Merwe, 2012), a highly desired skill expressed by employers (NACE, 2013).

Course and Program Level Outcomes Assessment using Microsoft® Access

Sam Khoury
Athens State University

Lisa Rich
Athens State University

Mike Haghighi
Athens State University

ABSTRACT

Assessment of program outcomes is an essential task all programs of study must undertake to meet accreditation requirements and to ensure continuous improvement. Unfortunately, some instructors do not assess their courses or programs on a continuous basis and instead wait until they are required to produce accreditation reports or to prepare for upcoming visits before they begin to gather and analyze assessment data. Also, faculty may not be linking course outcomes to program level outcomes, making it difficult to determine if course objects are actually addressing program level outcomes. Demonstrating continuous improvement and a total quality management (TQM) approach to program assessment becomes problematic using this approach to outcomes assessment. To address the problem, a proposed solution is presented that allows instructors to continuously record course level assessment data and to link this data to program level outcomes using Microsoft® Access, a readily available tool. This paper will present a detailed description of the proposed solution that could be developed using a more powerful database management system (DBMS), such as Microsoft® SQL Server.

Cracking the Career Identity Code

Kristen Claiborne Tompkins
Vanderbilt University

Heather Lefkowtiz
Vanderbilt University

ABSTRACT

In today's complex and volatile economic environment balancing career direction and demand for skills is a significant challenge. Persistently high unemployment rates have forced us to reevaluate how we define and develop our own career identity (i.e. an essential stage of self-development where individuals identify values, motivated skills, personality and interests and align the results with best fit industries and career goals).
We at Peabody College in the Human and Organizational Development (HOD) HOHprogram at Vanderbilt University are striving to assist students with how to navigate this complex process. In response we have developed a course – Talent Management and Organizational Fit - that attempts to "crack the code" of balancing career direction with workforce demand. This presentation will map out the specific tools and techniques used to train students on how to "crack the code" of creating and maintaining a career identity.

Designing Online Courses Using the Quality Matters Rubric: Design Characteristics and Design Evaluation

Ed Fenton
Eastern Kentucky University

ABSTRACT

Designing an effective online course has many challenges due to the distance learning environment where there may be limited synchronous collaboration among the participants. Clear expectations are essential which are bolstered through well-organized delivery platforms and stated learning objectives, along with identification of minimum prerequisites knowledge and skills. Just as important are the instructional materials provided, the course technology used, and the tools for assessment and measurement of performance. With online courses not being held in the typical classroom setting, learner interaction and engagement, even when not synchronous, allows participants to have the sense of being in a welcoming community, thus promoting increased learning effort. One method to evaluate online course design is to apply the Quality Matters standards which are presented in the form of a rubric, and used by faculty peers to determine the potential effectiveness of course design. The application of the Quality Matters rubric for online courses at the author's university is discussed, as well as the template used in the delivery platform. Adoption of these standards is mandatory to provide a consistent learning experience for those participants enrolling on more than one online course at this institution. The author's more than ten years of offering online courses and implementation of the required design standards are also discussed.

Do Faculty Members Foster Reading Speed of Their Students?

Abeer Mohammad Alarfaj
King Saud University

ABSTRACT

The current study aims to describe the practices and efforts of the faculty members of King Saud University to increase the reading speed of their students.It measured the speed of reading among university students and their awareness of both concept of reading speed , and skills necessary to increase reading speed. It also measured the interest of faculty members in the development of these skills from the perspective of study sample. 56Bachelor students in King Saud University participated in the study. An investigator –developed reading speed test was used to measure students' reading speed. An investigator –developed questionnaire was also used to investigate students' awareness of the concept of reading speed and its skills. Data were collected and analyzed using SPSS program. Results revealed that students' reading speed was beneath the average level and that they lack the required skills to increase their reading speed. Results related to student perspective of faculty members interest in developing students reading speed revealed that 93% of the study sample believed that faculty members were not interested in or caring enough to develop their reading speed ,02% believed that faculty members were interested in developing it , while .05% of the study sample were neutral . Faculty work load ,their lack of training courses to train them how to imbed reading speed skills in their courses ,as well as their lacking of reading speed were the most prominent barriers stated by student as barriers preventing faculty members from fostering and developing students reading speed. Suggestions and future directions of research were also considered.

Does Homework Really Matter for College Students in Quantitatively-based Courses?

N. Faye Angel
Ferrum College

Amanda Dollman
Ferrum College

Nichole Young
Ferrum College

ABSTRACT

This investigation was initiated by two students in an Advanced Computer Applications course. They sought to examine the influence of graded homework on final grades in quantitatively-based business courses. They were provided with data from three quantitatively-based core business courses over a period of five years for a total of 10 semesters of data. The results indicated that graded homework grades were highly correlated with final course grades, but the paired t-test showed significant difference between the graded homework and final course grades. The R-squared value of .463 showed that graded homework accounted for a significant portion of the final course grade. This finding is important as instructors search for pedagogy that can positively impact final grades and facilitate necessary and timely progress toward graduation.

Educational Leadership and Policy Analysis Support and Encouragement Study

Megan E. Owens
East Tennessee State University

James Lampley
East Tennessee State University

Jenny Lee
East Tennessee State University

ABSTRACT

Among doctoral programs, attrition rates and student feelings of isolation are high. In an attempt to determine the current levels and sources of support and encouragement from students enrolled in a Doctor of Education program, a survey was sent to students. There were 94 respondents to the online survey. Fifty-two (65%) of the respondents were female, and 28 (35%) were male. Fourteen respondents did not self-identify. Using an independent samples t-test, it was determined that female and male doctoral students report very similar experiences in support and encouragement. The majority of doctoral students reported the highest level of support (Total Support) for almost all of the areas of survey.

When asked to rank a list of sources of support and encouragement, over 71% ranked Spouse, Partner, or Significant Other as being most important. Other sources that were ranked as important were Immediate Supervisor, Children, and Workplace Peers. Most financial support for doctoral students came from a combination of Self (72%), Employer (66%), and Financial Aid/Scholarships (59%).

Efforts to Thwart and Expose On-line Exam Cheating

Paula H. Moore
University of Tennessee at Martin

J. Derrick Head
University of Tennessee at Martin

Richard Griffin
University of Tennessee at Martin

ABSTRACT

This paper identifies ways students cheat taking on-line exams. While BlackBoard is used at the authors' university, other than for exams preparation, the discussion will focus on ways to inhibit cheating which may be used with most on-line course platforms. Problems encountered in administering on-line exams involve: (1) identifying the test taker, (2) preventing the theft of the exam, (3) combating the unauthorized use of textbooks and/or notes, (4) preparing on-line exams and exam set up, (5) realizing students may have access to test banks, (6) preventing the use of cell phones, hand-held calculators, and/or blue tooth devices, (7) limiting access to other individuals during the exam time, (8) insuring a student is using a computer with adequate uploading and downloading capabilities, (9) identifying intentional computer crashes, and (10) differing methods of proctoring exams. The authors are full-time educators but are not primarily on-line teachers; however, they regularly teach one or more courses either in-load or as an over-load. This papers draws on the authors' experiences and efforts to teach on-line at both the lower and upper division undergraduate levels, as well as, graduate levels in effort to give students a comparable experience to a live classroom.

Engaging Business Students with Data Mining

Daniel J. Brandon
Christian Brothers University

ABSTRACT

The Economist calls it "a golden vein", and many business experts now say it is the new science of winning. Business and technologists have many names for this new science, business intelligence (BI), data analytics, and data mining are among the most common.

The job market for people skilled in this area is growing rapidly. ComputerWorld's Survey of its 100 IT leaders ranked it as their top file priority for 2014, and a Gartner survey of 1,400 chief information officers suggests that business intelligence is the number one technology priority for IT organizations.

For these reasons, colleges are rushing to develop curriculums, courses, and teaching methods to prepare students for this field. Teaching business students this new science is challenging for a number of reasons including the fact that it uses a variety of disciplines, many traditionally outside of the business school including sophisticated computer algorithms. Thus "engaging" business students with lessons about data mining can be challenging. In this paper, a method of such teaching engagement is discussed and illustrated.

Enhancing Pre-Service Teachers' Instructional Strategies Using Cross-Curricular Technology Integration

Kimberly G. Williams
University of Tennessee at Martin

Karen S. DiBella
University of Tennessee at Martin

Louis C. Glover
University of Tennessee at Martin

ABSTRACT

Today's students are twenty-first century learners who live in a technology-rich world. Educators must embrace the change that is taking place in classrooms around the globe and find strategies that promote instruction that is relevant and meaningful to this group of students. Pre-service teachers must not only be exposed to the resources that are available, but must also have opportunities to engage in authentic learning through hands-on exploration. This study investigated the effect of a technology integration workshop on pre-service teachers' perceptions of integrating technology into their cross-curricular teaching methodologies using a pre- and post-test model. Data supports that pre-service teachers' perceptions do change after exposure to a hands-on technology workshop.

Evolution of a Liberal Arts MBA Program: A Case Study in Change and Resilience

Meg Pepper
University of Montevallo

Tom J. Sanders
University of Montevallo

ABSTRACT

Business schools and their constituent programs are facing a plethora of pressures for change in their external societal and internal organizational environments. Commonly cited societal demands include those for program quality, accountability and cost-effectiveness. For example, business school accreditors want programs to demonstrate “impact” in teaching, research and service. Students want flexibility, technological enablement, and low cost/debt accumulation. Universities frequently seek revenue generation and cost-effectiveness among other performance demands. Publically supported schools are under enhanced pressure due to governmental budget constraints, demands for accessibility to students, and on-time completion. These and many other stakeholder demands are increasing competitive pressures on business schools in general and their constituent programs in particular. All of these factors demand proactive adaptive responses for schools to survive and thrive.

Strategic adaptation by business schools has been lightly studied in the scholarly literature. Such studies as are available have primarily focused on histories of business schools over longer periods of time, with a broad macro focus, looking at sweeping institutional developments. Shorter term studies at a more micro level of analysis, such as specific business school programs, are particularly rare. Case studies are a rich vehicle for examining adaptive responses of business schools via their constituent programs over shorter run time periods. Such case studies can be particularly robust when guided by a theoretical framework for the analysis.

This case research examines the master of business administration (MBA) program at the University of Montevallo (UM), Alabama’s state public liberal arts university. This MBA program is unique in its liberal arts orientation that draws upon the University’s highly regarded faculty and programs to support UM’s legislatively mandated liberal arts mission. The UM|MBA program was developed over a three year period of internal and external review before approval and ultimate implementation in the Fall semester of 2010. As the program now approaches the completion of five years of operation, a number of external and internal issues related to adaptive fit are increasingly apparent. What were the original goals and objectives? What has UM done to meet or exceed these aspirations of the MBA program? What strengths and weaknesses have been identified? Have opportunities and threats been appropriately engaged? Where does the UM|MBA program stand now? What strategic initiatives does it need to pursue in the coming years to better align its internal capabilities with its external possibilities?

Systems and contingency theory from a strategic choice perspective are used as a research framework to examine the evolution to date and future direction of the UM|MBA program in three stages: an analysis of planning and implementation of the program; operations during the first five years of its existence; and implications for the future of the program. This case study provides a micro level programmatic analysis of the strategic evolution of a unique business school program as it seeks to adapt to complex demands from multiple stakeholders. Recommendations are developed and implications given for future research. Aside from immediate utility to the UM|MBA program, findings are potentially useful in strategic adaptation considerations related to other academic programs.

Examining 'Available' Technology Resources vs. Student Accessibility Issues within Online Learning Environments in Higher Education

Sharman Siebenthal Adams
The University of Michigan-Flint

ABSTRACT

Within higher education, colleges and universities continue to strive for delivering ever evolving technological resources that meet the needs of students and faculty. This drive for continuous growth and development in the area of providing students with technological learning resources is present across 'in-person', 'mixed mode/hybrid', and 'Fully Online' courses. As educators continue to advance technological learning platforms that provide students with increasing interactive opportunities, further examination of students' 'actual' use of such resources needs to be examined across institutions.

In particular, as technologies within higher education have advanced, so too has the assumption that such technologies are readily 'accessible' to all students. As online teaching and learning environments are further enhanced, colleges and universities commonly also develop policies that mandate students' use of such technological resources across students' coursework. However, as often occurs between policy and practice, research findings indicate that discrepancies in students' actual accessibility and use of technology can differ dramatically with that of official policies. Findings indicate that such differences occur not only across students' abilities and backgrounds, but also in relationship with the technological interface that exists between students' technology resources and the teaching and learning platforms used within higher education.

In taking into consideration that students' technological accessibility discrepancies can be related to socio-economic conditions, this study argues that technology itself poses yet additional potential challenges for 'all' users. Through examples of teaching and learning, this research encourages educators to more closely examine potential differences between 'available' (as determined by colleges and universities) and 'accessible' technology resources for students.

Experiences Sustaining a Conference and Building a Network

Marilyn L. Grady
University of Nebraska-Lincoln

ABSTRACT

The Women in Educational Leadership Conference (WELC) was founded at the University of Nebraska-Lincoln in 1987. The 28th conference was held in October 2014. A database related to the conference has been maintained throughout these years. Using these data, the following report includes the factors that have sustained the conference, the network that has developed through conference attendance, the research studies that are underway related to the conference and conference attendees, the successes and challenges experienced by conference attendees, and the unintended benefits and opportunities provided through the conference.

Five Effective Teaching Approaches for the Millennial Student

Rojelio Vasquez
SCCCD-Fresno City College

Breck Harris
Fresno Pacific University

Jim Bryan
Fresno Pacific University

Justin Dermon
Fresno Pacific University

ABSTRACT

The Millennial students (also called Generation Y or the echo boomers) are one of the largest generations of Americans to attend college and are very unique in terms of their learning needs in a college classroom environment (Monaco & Martin, 2007). Born between 1977 and 2000, Millennial students number approximately 83 million and are the children of the Baby Boomer generation (Armstrong & Kotler, 2014). Based on a review of recent literature and previous teaching experiences with Millennial students, five effective teaching approaches for working with the Millennial student will be presented.

From Classroom to Conference: An Interdisciplinary Approach to Senior Capstones

Jennifer Vincent
Champlain College

ABSTRACT

This paper and presentation will take you on a journey through the development, implementation and ultimate success of an interdisciplinary senior-level Capstone course designed for accounting students, but with applications to any area. In 2006, Champlain College, an accredited, professionally-focused 4 year baccalaureate-granting institution, completely revised their general education core transforming over 40 credits of the 120 credit undergraduate degree requirements into a set of interdisciplinary learning experiences. The last class in this series was called the Capstone class; defined as the "pinnacle of the student's experience", it is meant to bring together and showcase all four years of student learning. Each Capstone class taught is major-specific, and team-taught - one faculty from the students' major, and one faculty from the general education core. Dr. Vincent spent several years serving on a team of three faculty that created the series of interdisciplinary courses that serves as the general education at the College. She co-wrote the Accounting Capstone with Nicole Morris, MBA, licensed CPA and experienced accounting instructor. Together they faced the challenge of integrating the students' entire college experience into one meaningful class. The result was a class centered around deep critical research and presentation of each students' chosen area of interest within current accounting issues, paired with individual student reflection on the learning process, strengths assessment and skill building exercises. The students learn how to reduce deep research into a 50 minute presentation to professionals while focusing on soft skill development. Personal reflection as well as professional roundtable discussion provides the student with critical insights into their learning experience. The class culminates with a conference offered to local accounting practitioners where student teams present on their research around current accounting issues and pronouncement changes. Attendees of the conference earn continuing education credit toward maintaining their CPA licensure. Based on conference attendee, student and employer feedback, the course experience has proven to be invaluable for the students as a first step into the professional world, a showcase of an area of student expertise, and a networking opportunity with soon-to-be colleagues. Spurred by the success of this model, the Business School has just adopted this model for each of their majors. The author will end with her current work on scaling this model to a Business School-wide capstone experience at her college. She hopes the audience will find the experience of creating such interdisciplinary curriculum can be easily transformed/modified to suit any field of study, and can be something that could be applied to any curriculum.

Guiding students through active problem solving: Using Kolb's Learning Cycle as a Framework for Writing

Allison McGuire
Vanderbilt University

ABSTRACT

The purpose of the paper is to demonstrate how Dewey's (1933, 1938) philosophy of experiential education, operationalized using Kolb's (1984) learning cycle, can serve as a framework for student learning across four distinct modes of thinking. The four different approaches to understanding are structured through four distinctly different course deliverables, each requiring its own unique style and approach to writing. This paper will discuss the theoretical orientation of Dewey and Kolb, how this theoretical approach is applied to course deliverables, and challenges to supporting students across this learning cycle.

How Spheres of Influence Impact Business Students' Willingness to Engage in Unethical Behavior

Karie Barbour
Bridgewater College

Nancy Niles
Rollins College

ABSTRACT

The literature on ethics contains contradictory views about the types of factors that influence individuals in their business ethics decision making. This study contributes to this debate by exploring the impact of personal spheres of influence on the ethical decision making of college business students. We administered a survey to over 400 undergraduate students at two different colleges. All respondents were asked to agree or disagree with twenty business ethics behavioral vignettes using a 4-point Likert type scale. In addition to these responses, we collected demographic information including gender, age, marital status, and academic major. Respondents were also asked to rank their personal spheres of influence: family, friends, religion, education and work environment. They were also required to categorize themselves as "religious" or "not religious". Preliminary results show that although students might identify a scenario as being unethical, some go on to indicate surprisingly that they would, however, engage in the described behavior. The objective of this paper is to explore which spheres of influence indicate that students are more likely to engage in behaviors that are inconsistent with their perception of ethics. We use a Heckman selection model to identify the impacts of independent variables, including the spheres of influence and demographic characteristics of survey participants, on the probability that a student would choose to engage in the specified activity even though he/she perceived the activity to be unethical. The results of this paper may be helpful to professors teaching business ethics courses as it will provide insights on students' ethical foundations as they embark on a systematic study of course content and perhaps challenge their students' perception of ethical behavior.

Improving Students' Writing Skills Without Increasing Instructor Workload

Mary K. Cook-Wallace
University of Tennessee at Martin

Brannon Johnson
West Wortham Elementary/Middle

Lajuan Davis
University of Tennessee at Martin

ABSTRACT

This presentation focuses on the already overburdened instructor/professor who would like for his/her students to improve their writing skills without adding to the instructor's grading (or research) workload. Simple, non-invasive instructional techniques and methods will be discussed and described for helping students to improve their writing skills by tweaking current assignments, utilizing D2L or Blackboard, Turnitin or Safe Assignment, Twitter, Microsoft Word features, and by empowering students to become active learners who will think before they write.

Technological and non-technological teaching methodologies and best practices will be included in this presentation. The participants will be invited to participate in a dialog on writing as a reflection of critical thinking and self-actualization that transcends cultural and socioeconomic boundaries. Handouts will be provided to presentation attendees.

In Search of Research Literacy: Toward Development and Validation of an Ed.D. Dissertation Rubric

Celia M. Wilson
Texas Wesleyan University

Kary A. Johnson
The Reading Connection

Michael J. Wright
Tarleton State University

Pamela M. Cooper
Texas Wesleyan University

ABSTRACT

The purpose of this study was to develop and validate the inferences made from an Ed.D. dissertation rubric, generated from the Standards for Reporting on Empirical Social Science Research in AERA Publications (AERA, 2006). To that end, dissertations from doctor of education (Ed.D.) programs from four southwest universities in the United States were evaluated using the Ed.D. dissertation rubric in an initial effort to develop a collective dissertation evaluation tool. The development process is explained, including the initial rubric (2013) and a recently revised version (2015). As a result of this study, dissertation advisors will have a valuable tool for not only evaluating dissertation quality, but also a mechanism to guide student progress during the dissertation journey.

Increasing Instructor Presence in Online Discussion

Peggy Bloomer
Southern New Hampshire University

ABSTRACT

The early observations about online discussions focused the democratic participation of all students in the discussion forum. Mandatory online participation is enforced through the discussion rubric with a resulting stress on quantitative rather than qualitative postings on the course material. In general, the nature of the asynchronous classroom tends to measure the interaction of the learner to content, while minimizing learning from the relationship between learner to learner and learner to teacher, which are important in promoting deeper learning for students (Moore 1989). These classroom social interactions occur naturally in the traditional classroom and reinforce cognition learning skills (Anderson 1997) and they can strongly influence learning outcomes. According to research done by Wu and Hiltz (2004) students perceive that learning success increases with the teacher presence. Perhaps, the presence of the teacher in the asynchronous online classroom can be mimicked through the employment of personalized responses and well-crafted discussion topics. However it would be beneficial to incorporate synchronous discussion through real-time, open-source video software to provide live interaction among students and teacher through multiple feeds. These more interactive discussions would foster deeper learning with direct interaction with the instructor and fellow classmates.

Invisible Roles of Doctoral Program Specialists

Eva Burns Bachman
University of Nebraska-Lincoln

Marilyn L. Grady
University of Nebraska-Lincoln

ABSTRACT

The purpose of this study was to investigate the roles of doctoral program specialists in Big Ten universities. Face-to-face interviews with 20 doctoral program specialists employed in institutions in the Big Ten were conducted. Participants were asked to describe their roles within their work place. The doctoral program specialists reported their work interactions with other administrative offices, faculty and students. Their roles as problem-solvers, bridge-builders and being anonymous were dominant descriptors of their work. Based on the findings of the study, recommendations are offered for administrators, departments, faculty and students. Future research directions are suggested as well.

Lois J. Smith
University of Wisconsin-Whitewater

ABSTRACT

High-impact practices are in-class and co-curricular activities that lead to student success as identified by grade point average, engagement, and retention. Through extensive research, George Kuh identified a number of practices that led to these positive results. Kuh's original list of high-impact practices was: first year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service and community-based learning, internships, and capstone courses and projects. These practices had a common thread of characteristics including: they required sustained time, effort and involvement; they involved considerable engagement with faculty, staff, or peers; they involved experience with diversity through human interaction; they provided frequent feedback; and they allowed students to synthesize, integrate, and apply learning in multiple contexts. Though high-impact practices were important to all student success, later research indicated that for high risk or under-represented minority students, the activities were even more valuable than for majority, lower risk students. Given federal government exploration into the use of comparative metrics and resulting scorecards for higher educational institutions, finding and employing high-impact practices that would lead to better retention, especially for under-represented minority students, becomes even more important.

Aside from those practices that Kuh already identified, other activities might produce similar results, and Kuh challenged academics to study additional practices and to determine if other activities have the results that these practices provide. In one large business school, a majority of graduating seniors reported that they had actively engaged in student organizations, beyond simple membership. This engagement led to more positive self-assessments of their leadership skills and relational behaviors. Because student organization involvement required sustained time, effort and involvement; sustained engagement with faculty advisors and peers; diversity experienced through interactions; frequent feedback; and opportunities to apply learning, this research questions whether student organization involvement should also be identified as a high-impact practice.

Learning Process and Administration of Nigerian Education System: Problems, Challenges, and the Way Forward

Lawal Seun Isaac
Akwa Ibom State University-Obio Akpa Campus

ABSTRACT

Taking into account the magnitude and significant impact of the roles and contributions of education to meaningful human capital, social and national development, neglecting the management of proper process and effective administration of educational system poses a threat on the developmental process of any nation. Education is the bedrock of development. But unfortunately, education in Nigeria is bisected with myriads of problems. This paper attempts to examine learning process and administration in Nigeria by highlighting on some of the problems facing Nigeria education system. These includes; poor funding and thus poor educational infrastructures, inadequate classrooms, teaching aids (projectors, Computers, laboratories and libraries), paucity of quality teachers and poor / polluted learning environment. In addition to these inadequacies, our school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption. The paper further discusses the challenges and the way forward with a view to restoring the depleted efficiency and effectiveness of the nation's education system, especially in the areas of relevance, equity, quality and standard. However, for meaningful development to take place in the educational sector; the government needs to re-address the issue of funding. Private educational investors, teachers Parents/guidance and students/pupils need a reorientation towards achieving the goals of education. Also education must be made affordable for all and sundry. The current monopolistic approach to knowledge acquisition must be changed. The paper further recommends that there is need for adequate training and re-training of all education managers and provision of sufficient fund for the sector.

Legal Considerations for the Use of Social Media by Public School Educators

Stephanie R. Tweed
East Tennessee State University
Pamela Howell Scott
East Tennessee State University

ABSTRACT

An understanding of the basic principles of freedom of expression and the right to privacy are important for public school educators' understanding in the use of social media whether for personal or professional reasons. Court rulings have not provided explicit guidelines on the use of social media and the circumstances in which a violation of rights might have occurred. The complexity of these issues requires educators to be cognizant of the potential negative outcomes of the misuse of social media. In this paper, a concise examination the concepts of freedom of expression and the right to privacy as they impact educators' use of social media and the potential pitfalls that may occur as a result of an inappropriate understanding are presented. How do public school educators balance their right of freedom of expression with not only their individual right of privacy, but also with students' rights of privacy? A brief review of court decisions related to the use of social media by educators may offer insight as educators consider their individual personal or professional use of social media. Finally, suggestions for consideration concerning the use of social media by public school educators are presented.

Metacognition Lab at Miles College Takes Peer Mentoring to a Higher Level

Tina Dorius
Miles College

Emmanuel Chekwa
Miles College

ABSTRACT

Albert Einstein famously said, "I never teach my students. I only attempt to provide the conditions in which they can learn." At the Miles College Metacognition Lab, we follow a similar philosophy. In the Metacognition Lab, we teach our students to think about how they are thinking. We have created a system of student interactions that monitors and assesses student progress and concurrently teaches our students how to monitor and assess their own progress. To this end, we have four main focuses: 1) Creating meaningful relationships of trust based on honest communication 2) Emphasizing the importance of short term and long term goals 3) Teaching students the Study Cycle and how to do Intense Study Sessions and 3) Creating Action Plans that outline simple steps for the students to follow on their own.

rganizational Communication: Perceptions of Staff Members' Level of Communication Satisfaction and Job Satisfaction

James Lampley
East Tennessee State University

Priti Sharma
East Tennessee State University

Don Good
East Tennessee State University

ABSTRACT

The purpose of this research study was to explore the topic of organizational communication in higher education and examine staff members' perceptions about their level of communication and job satisfaction in their workplaces. This study was also designed to test the relationship between communication satisfaction and job satisfaction by analyzing the significance of different dimensions of Communication Satisfaction with the view that satisfaction is multifaceted.

The results of the study indicated that gender differences and the number of years in service do not seem to make a significant difference in the level of satisfaction among staff members, but the level of education and job classification seem to make a significant difference in the level of satisfaction among staff members. There were strong positive relationships found among all 8 dimensions of Communication Satisfaction Questionnaire (CSQ), which indicated that staff members when felt positive about 1 dimension of CSQ, also tended to feel positive about other dimensions of CSQ. A strong positive relationship and statistically significant correlation was found between overall communication satisfaction and job satisfaction scores, indicating that when staff members feel satisfied with communication in their workplace, they also tend to feel satisfied with their job in their workplace.

P3— Pathfinding, Preparation & Personality for MBAs

Melanie Young
University of Tennessee at Martin

Michelle Merwin
University of Tennessee at Martin

Brandon Kilburn
University of Tennessee at Martin

Ashley P. Kilburn
University of Tennessee at Martin

David Williams
University of Tennessee at Martin

Denise Williams
University of Tennessee at Martin

ABSTRACT

This research in progress describes a career development program to support MBA students and is currently in development by the authors. The goal of the program will be to assist students in identifying potential career paths and industries that may be most meaningful, as well as to help students prepare for career opportunities. Students who volunteer to participate in this program will learn more about their Myers-Briggs Personality Type and Holland Code classification. Students in this program may also take advantage of more experiential learning opportunities such as internships, travel study, or conference participation. This program is expected to prove most helpful for those students whose undergraduate degrees are not in business, as well as students who are uncertain about their potential career paths post-MBA.

Henry Tran
University of South Carolina

Douglas A. Smith
University of South Carolina

ABSTRACT

Performance accountability systems are increasingly utilized by state legislatures to hold community colleges more accountable for student outcomes and responsible spending through the linking of state funding to specific outputs. Through these actions, it is reasonable expect an emphasis on institutional performance to permeate into a community colleges' operations, decisions, and spending. Specifically, full-time faculty salaries are the largest and most significant expenditure. Salaries are determined by the selection of a labor market whereby employers compete for employees through competitive compensation. The purpose of this paper is to explore the feasibility of determining full-time community college faculty salaries using a performance based labor market. A multivariate analysis of variance (MANOVA) was conducted to compare beginning and average faculty salaries as determined from both the performance based labor market and the actual negotiated labor market used by community college districts. The findings of our research are discussed as they relate to employees and employers and the principles of distributive and procedural justice within a performance accountability framework.

Pre-Service Teachers' Preparedness for Technology-Based Instruction

Kimberly G. Williams
University of Tennessee at Martin

Karen S. DiBella
University of Tennessee at Martin

ABSTRACT

Teaching and learning in the twenty-first century calls for greater student engagement, enhanced critical thinking, and authentic, real-world application. Utilizing technology tools in the classroom provides effective hands-on learning, positively impacts literacy, encourages meaningful collaboration, and meets the needs of diverse learners. While students are performing such tasks at astonishingly younger ages than in previous years, it is imperative that pre-service teachers be adequately prepared, knowledgeable, and ready to take on such dynamic, technology-enhanced classrooms. Researchers conducted a 2014 study to determine the preparedness of pre-service teachers to effectively integrate technology into instruction. Results from the initial study indicated that approximately 90 percent of participants recognized a changing digital world for students and the need to evaluate existing teaching practices; however, less than 50 percent of our pre-service teachers felt adequately prepared to utilize technology in their future classrooms. These findings were not only alarming to researchers, but also indicated a need for further research. The current research study expanded initial findings and the sample population targeted pre-service teachers who were completing their student teaching practicum. Results obtained from this study indicate that the majority of students are confident in their ability to choose technologies that enhance teaching and student learning. Additionally, the majority of participants agree that their teacher education program has caused them to think more deeply about how technology can influence their teaching approaches in the classroom. Further analysis of the data reveals a wide range of discrepancies between programs of study, indicating the need for consistency of technology integration into all aspects of teacher preparation programs. University instructors must model and incorporate technology into all aspects of the program of study to ensure future teachers are prepared to meet the challenges of twenty-first century learners.

Review of Quality Assessment for Online Courses

Saied Sarkarat
West Virginia University at Parkersburg

ABSTRACT

As the demands for online education increase in colleges and universities, educational institutions must demonstrate quality within their online courses. While assessment of quality may be difficult to quantify, there have been several recommendations for identifying and defining the quality of online education. This study will attempt to explore several recommendations listed in the literature for identifying and evaluating the quality of online education courses in higher education.

Service Learning, Marketing Your Success—Lemonade Day and Beyond

Timothy W. Scales
Indiana University East

Kim DeSantis
Indiana University East

ABSTRACT

Creating an environment where learning has become meaningful, fun and beneficial for the entire community. Service Learning, Internships, Professional Development and stewardship are just of the few of the many ways students apply learning from the boardroom to the emergency room. Thousands of hours, hundreds of projects and tireless efforts for student development.

Service Learning, Marketing Your Success – Lemonade Day and Beyond creates the environment for future success. Students are provided the opportunities to be involved in the community, campus and international projects. Projects reviewed in this paper include a television show, podcasting, numerous internships, a tobacco correlation project, professional showcase exhibits, international partnerships, clinical studies and organized leadership projects.

Setting the Stage for Effective Student Group Work: A Group Forming Exercise

Peggy Hedges
University of Calgary

Norm Althouse
University of Calgary

Jaana Woiceshyn
University of Calgary

ABSTRACT

Group work is widely used in post-secondary courses to enhance student learning. Unfortunately, groups do not always work effectively as a result of inadequate preparation and understanding of the group dynamic process. We have developed a structured group forming exercise that helps students to perform more effectively in their groups; they are able to spend less time dealing with conflicts and more time on learning the subject matter. We provide a description of the two-part exercise: an in-class group skills inventory, and homework that entails development of a vision statement and ground rules for the group.

Study of Students' International Partnership Skills in International Tele-Collaboration Interaction

Ludmila A. Mokretsova
Altay State Academy of Education

Natasha Snow
American Public University System

Ken Snow
American Public University System

Natalya A. Shvets
Altay State Academy of Education

ABSTRACT

The professional competence of 160 students of a Russian university is a proposed study in the international tele-collaboration interaction with the students-partners of the similar departments from foreign universities. The authors plan to study the effects of the management technology made on international partnership skills (IPS). The article presents a management technology as well as the structure and logic of the instruction system integrated into the learning process. The indicators based on the criterion IPS in the experimental group increased by involving students in the planning, organization, control and analysis of the project work. The mentioned management technology allows them to reach a high level of self-management. A higher increase in the levels of these skills in the experimental group compared to the level of the control group supports the hypothesis.

Success Factors to SAP® Implementation in University Alliance Programs

Lisa Rich
Athens State University

Kouroush Jenab
Embry Riddle Aeronautical University

Sam Khoury
Athens State University

ABSTRACT

One of the most popular enterprise resource planning (ERP) systems is SAP®. It has been implemented in academic programs throughout the world through the SAP® University Alliance (UA) program. An online survey of UA faculty was conducted to identify faculty perceptions of the UA program. The study identified obstacles to its implementation within programs of study. These obstacles include software complexity, limited support from universities and SAP®, limited faculty computer and/or SAP® skills, and a lack of standardized curriculum. The study also identified a group of success factors essential to successful SAP® implementation within academic programs. This paper will detail these success factors that are considered essential to successful implementation of SAP® and will present a proposed model for future implementations.

Suggestions for Integrating Service Learning into Education in Nigeria

Oluwatoyin A. Odeleye
Federal College of Education

ABSTRACT

This paper examines Service Learning (SL) in the light of basic and high school education service delivery in Nigeria. Relevant literatures are reviewed and feedback from some of the author's SL seminars and workshops are also integrated into the work. Integrating SL into basic and high school education would imply some paradigm shift in terms of Nigeria's educational philosophy. The mindset of policy makers, teachers, learners, parents, indeed the entire community may need to be altered. For SL to become embedded in the curriculum may imply that both the teachers and the learners would need to be consumed by the passion of initiating the concept of lending a hand to community development from the classroom, go out into the community to execute the concept and come back to the classroom to analyze the success of the executed concept. This is a position that was alien to the typical Nigerian mind. The paper concludes that integrating SL into Nigeria's educational system would have far-reaching effects on educational service delivery, produce better citizens and provide a platform for the socioeconomic transformation of Nigeria.

Summarize Your Class: Let Your Students Do It

William E. Rayburn
Austin Peay State University

ABSTRACT

How can you help your students to retain what they learn in your class? One technique is to let students as individuals or groups create their own summaries of what the class means to them. Drawing on experience from using this teaching technique in Leadership Science and Business classes, the author will:

1. Describe a summation assignment.
2. Demonstrate how an instructor can relate the summation assignment to other class activities.
3. Offer an assignment template that instructors can modify for their own class use.
4. Provide examples of the summation assignment from various courses.

Teaching Ethics:
Clickers, Cases and the Ethics Reflex

Valerie Vogt Pape
Bradley University

ABSTRACT

Researchers continue to study and debate the effectiveness of ethics education outcomes. Current AACSB curriculum standards include: pedagogical innovation; student engagement; ethical behavior and approaches to management as a business and management knowledge area; and ethical understanding and reasoning as a skill area. From these standards, it is clear that student learning in ethics should go beyond comprehension of various approaches and theories to developing application and analysis skills.

The presentation will outline specific tools and techniques to teach ethics in an undergraduate business classroom. Classroom response systems (clickers) help students increase their awareness of others' responses to workplace ethics scenarios. Short ethical cases from the Markkula Center for Applied Ethics at Santa Clara University and professional society sources are used to illustrate ethical dilemmas. Every student participates in the clicker exercise and the divergent answers provide a framework for making students aware of common ethical dilemmas and the importance of being able to explain their ethical reasoning to others. A specific skill-building decision model "the ethics reflex" (from the Markkula Center) is reviewed, discussed and applied to one or two business ethics cases. The "ethics reflex" model is later incorporated into an individual case-based written assignment to give students a chance to practice and explain their ethical reasoning after reflection and analysis.

Teaching Introductory Programming with a Business Attitude

Ben Martz
Northern Kentucky University

David Manning
Northern Kentucky University

ABSTRACT

One million programming jobs in the United States could go unfilled by 2020 due to the enormous mismatch between the supply and demand for computer programmers, according to the U.S. Bureau of Labor Statistics. (Mims, 2015)

Companies have and will continue to invest big in information systems. In the area of enterprise software, 2013 estimated worldwide expenditures topped $300B (Columbus, 2013). One subarea - Business Intelligence - is predicted by IDC to top $59.2B annually by 2018 (Columbus, 2014). While these areas can bring major improvements to a company's bottom line, they also increase the demand for employees who understand how the programs are designed to work. Clearly computer programmers - "coders" - with detailed programming knowledge and skills will be in demand but the corresponding demand for "translators" will grow also. The translator is the person in an organization that understands the programming concepts underlying the need for the information system well enough to translate between the business operations and software development. The translator can explain the business rule to the coder. More than likely the "translators" will evolve from the business school as that is the likely domain for those learning the foundations for the business rules. It seems logical then that the industry demand for this role should be acknowledged within a business curriculum to better prepare the business student (Ives et al. 2002). This paper describes four generic teaching exercises used in an introductory business programming class and ties tips about these exercises to the core IS 2010 curriculum using Table 1 and to typical IS career characteristics in the discussion.

Teaching Portfolio Diversification: How Much Do Undiversified Investors Lose?

Jim Turner
Weber State University

ABSTRACT

The concept of reducing risk through portfolio diversification is the hallmark of modern portfolio theory. It is vital that finance students understand portfolio diversification thoroughly. Although most students easily understand the basic idea of risk reduction through portfolio diversification, many do not have a deeper understanding of the differences between diversifiable and non-diversifiable risk. In particular, student responses to an in-class survey show that many students do not understand what it means to say investors will not be compensated for facing diversifiable risk.

This paper will develop a simple mathematical model that aids in showing exactly how lack of portfolio diversification leads investors to pay more than they should for securities with a given level of risk. The model also allows students to determine the monetary loss associated with holding an undiversified portfolio. Instructors can use the model to demonstrate that undiversified investors are harmed because they earn lower expected returns or equivalently, because they pay too much for a given expected cash flow relative to diversified investors. An accompanying spreadsheet model allows users to calculate the exact loss of expected return (or the exact monetary loss) of holding undiversified portfolios with different user-specified risk/return characteristics.

The Relationship between Growth Scores and the Overall Observation Ratings for Teachers in a Public School System in Tennessee

James Lampley
East Tennessee State University

Virginia P. Foley
East Tennessee State University

Joshua Davis
Sullivan County (Tennessee) School System

ABSTRACT

The purpose of this study was to investigate the relationship between the TVAAS growth score given by the Tennessee Department of Education and the overall Tennessee Educator Assessment Model (TEAM) observation rating for teachers in grades 3 through 8. The participating county public school system for this study is located in Northeast Tennessee. Participants were teachers in the school system teaching Math, English/Language Arts, Science, and Social Studies in grades 3 through 8 in 10 elementary schools, 6 middle schools, and 2 K-8 schools. Specifically, this research examined the relationship between the TEAM observation scores and overall TVAAS growth score given to the teacher from the Tennessee Department of Education based upon yearly-standardized test scores. Research reinforced mixed views about the validity and purpose of teacher evaluation systems and the use of Tennessee Value-Added Assessment System. Five research questions guided this study and quantitative data were analyzed using a Pearson correlation, one-way MANOVAs and a one-way ANOVA. Results indicated a moderate positive relationship between a teacher's TEAM observation score and the TVAAS growth score given by the Tennessee Department of Education.

The Resume Project

Denise Williams
University of Tennessee at Martin

Ashley P. Kilburn
University of Tennessee at Martin

ABSTRACT

The Resume Project is the result of a conversation between the authors about concerns relating to student resumes. One author expressed her concern that some students were not maintaining their resumes, that some students did not have a resume, and that some students were not creating resumes that would be likely to impress potential employers. While many students are, in fact, doing all of the things that college students traditionally are advised to do to increase their employment opportunities after graduation, this author maintained concern for those who might not or who may not know how to incorporate all of their relevant experiences and skill development into their resume. Both authors shared the concern about how to improve the resume skills and resume habits of students. After reflecting on this potential problem, one of the authors decided to embark on The Resume Project.

The Use of Debate as a Method for Learning in an MBA Program

Darrell Bowman
University of Indianapolis

ABSTRACT

Inspiring learning through active participation in a Master in Business Administration (MBA) technology course is difficult. The traditional lecture and testing method reduces student learning to a passive experience. For three years debates have integrated into an MBA course at the University of Indianapolis to promote more participation for students and present more challenge to learning. This paper presents the findings of research which investigated the effectiveness of debates in the classroom.

The Value of Experiential Learning in a Graduate Course in Human Resource Management

Greg Lowhorn
Pensacola Christian College

ABSTRACT

Graduate business education should prepare students for life-long learning. Schwartz and Black (1999) advocate a progression of learning, or knowing, in the professions. They begin their progression of learning with knowing by description, advance to knowing by viewing, and culminate in knowing by doing. Much education is either knowing by description or knowing by viewing. However, these approaches are insufficient for developing capable practitioners.

This exploratory study compares and contrasts two forms of knowing. The first assignment was a writing exercise, which is a form of knowing by description. The student was asked to write a white paper on “how to train someone.” The second assignment was to develop a training seminar.

Afterward, students were asked a question regarding the two experiences: “What was your biggest surprise from writing the white paper on training and then actually doing a training session?” The answers were analyzed textually for recurring themes and ideas. The class consisted of 31 MBA students (N = 31) enrolled in a graduate level human resource management class; nine were female and 22 were male, 9 were graduating and 22 had at least one additional semester of study before graduating.

The most common observation (35.48%) by the students was “the difference between writing and presenting.” The students had expected writing and presenting to be similar. The students had expected writing a paper on the subject to be sufficient preparation; however, they found knowledge and skills to be dissimilar. Of those students expressing this concern, 64% were male and 91% were non-graduating. The high percentage of non-graduating students finding this dissimilarity suggests that less experienced graduate students were more likely to see the disparity between knowing and doing. The more experienced graduating students were more cognizant of the disparity, perhaps through more prior activities demonstrating this difference.

The second most frequent observation (32.25%) was the difficulty of getting the audience involved and to be attentive. This did not seem to be a concern while writing the paper. Of those students expressing this concern, 60% were female and 70% were non-graduating. Again, more experience gained by graduating students may account for less disparity recognition.

The third most frequent concern (19.35%) was the lack of preparation. All observers learned that preparation was important because they were insufficiently prepared to do the live training based on writing the paper. According to the results, 16.13% did feel that the white paper prepared them for the presentation, which is encouraging but seemingly insufficient. A total of 16 distinct ideas were offered in response to the question. Therefore, there was considerable diversity of opinion, but three responses in particular were sufficiently abundant to warrant further consideration.

Writing about a topic is insufficient in preparing one to engage that topic and to be able to demonstrate it at a professional level. Opportunities for return demonstration of professional competencies should be provided to solidify learning.

Abbreviated Bibliography

Schwartz, D. L. and Black, T. (1999). Inferences through imagined actions: Knowing by simulated doing. Journal of Experimental Psychology, Learning, Memory, and Cognition. 25(1). 116-136.

Thinking Out Loud:
The “Wicked” Problem of Public Education Funding

Linda M. Murawski

ABSTRACT

This paper examines the “wicked” problem of public education funding. Wicked problems are those which are difficult to describe (e.g. they are messy), they are the subject of considerable political debate, and they are unlikely to have an optimal solution. Funding for America's public education systems is complex; it is a “wicked” problem. Of that, there is little doubt. Yet the need to "bandage" the hemorrhaging of public education's funding issues and their associated impacts is imperative. The potential solutions lie in the abilities of educators, elected officials, and citizens to dialogue openly and effectively to stop the hemorrhaging.

Transitioning Students from a Fixed to a Growth Mindset:
An Initial Report from a College Classroom

David M. Eplion
Indiana University Southeast

Thomas Keefe
Indiana University Southeast

ABSTRACT

Recent research on learning has suggested that student mindsets can play an important role in overall student performance (i.e., Dweck 2007). Specifically, Dweck argues that students who possess a fixed mindset are much less likely to experience success than those who have growth mindsets. Perhaps more importantly, the field of neuroplasticity has very recently provided evidence that mindsets are not nearly as fixed as was once thought – even in adults (Doidge, 2014).

These findings prompted the authors to seek out ways to move their students from fixed to growth mindsets. This paper describes their approach, provides an initial report on their results, and includes practical suggestions for others who may want to try to build growth mindsets in their own classes.

Website Study:
What Information are Prospective Graduate Students Seeking?

Megan E. Owens
East Tennessee State University

James Lampley
East Tennessee State University

ABSTRACT

The purpose of this website study was to get feedback from recently admitted students to discover if the site was meeting their needs and expectations for information regarding the program and processes. Websites are often the first contact a student has with a university and, especially for those seeking a degree online, could potentially leave students with more questions than answers. After a thorough examination of the current website, an open-ended survey was created and distributed through SurveyMonkey in an attempt to gather information regarding the content and usability of the current site.

Because of the responses, changes were made to the content and layout of the website including links to provide easy access to the application, tuition information, and academic calendar. Included in this paper is background information on websites and the department, as well as the purpose, results, list of improvements, and future planned phases. As a result of this study it was anticipated that issues would be brought to light and would lead the department to make effective changes that would improve the experiences of online students that rely on internet based resources for their information.

Authors

Name	Country	State	Affilitation
Siebenthal Adams	United States	MI	The University of Michigan-Flint
Nelson Alino	United States	CT	Quinnipiac University
Aliquippa Allen	United States	AL	The University of West Alabama
Norm Althouse	Canada	Alberta	University of Calgary
Faye Angel	United States	VA	Ferrum College
Murat Arik	United States	TN	Middle Tennessee State University
Curtis Armstrong	United States	TN	Tennessee Technological University
Kirk Atkinson	United States	KY	Western Kentucky University
Eva Bachman	United States	NE	University of Nebraska-Lincoln
Karie Barbour	United States	VA	Bridgewater College
Darrell Bowman	United States	IN	University of Indianapolis
Joseph Boyd	United States	TX	Texas Southern University
Daniel Brandon	United States	TN	Christian Brothers University
Frank Braun	United States	KY	Northern Kentucky University
Jim Bryan	United States	CA	Fresno Pacific University
Hilary Buttrick	United States	IN	Butler University
Chad Carson	United States	AL	Samford University
Jason Caudill	United States	TN	King University
Emmanuel Chekwa	United States	AL	Miles College
Michelle Clément	Canada	BC	Camosun College
Charles Coco	United States	AL	Tuskegee University
Phillipe Coleman	United States	KY	Western Kentucky University
Mary Cook-Wallace	United States	TN	University of Tennessee at Martin
Pamela Cooper	United States	TX	Texas Wesleyan University
Alana Daniel	United States	AL	Miles College
Jason Davidson	United States	IN	Butler University
Josh Davis	United States	TN	Sullivan County (Tennessee) School Syste
Lajuan Davis	United States	TN	University of Tennessee at Martin
Nozar Daylami	United States	CA	California Lutheran University
Justin Dermon	United States	CA	Fresno Pacific University
Nick Desai	United States	NC	Johnson C. Smith University
Kim DeSantis	United States	IN	Indiana University East
Karen DiBella	United States	TN	University of Tennessee at Martin
Angelia Divine	United States	AL	Miles College
Amanda Dollman	United States	VA	Ferrum College
Tina Dorius	United States	AL	Miles College
Adrian Doss	United States	AL	The University of West Alabama
Lauren Dotson	United States	NC	Hardin Park School
Brian Dunican	United States	KY	Western Kentucky University

Joint International Conferences
Academic Business World--Learning and Administration
2015

Authors

Name	Country	State	Affilitation
Taylor Eidson	United States	TN	Middle Tennessee State University
David Eplion	United States	IN	Indiana University Southeast
Mary Falkey	United States	MD	Prince George's Community College
Sam Faught	United States	TN	University of Tennessee at Martin
Ed Fenton	United States	KY	Eastern Kentucky University
Walter Flaschka	United States	MS	University of Mississippi
Virginia Foley	United States	TN	East Tennessee State University
Siwei Gao	United States	KY	Eastern Kentucky University
Said Ghezal	United States	KY	Western Kentucky University
Louis Glover	United States	TN	University of Tennessee at Martin
Don Good	United States	TN	East Tennessee State University
Martin Gosman	United States	CT	Quinnipiac University
Marilyn Grady	United States	NE	University of Nebraska-Lincoln
Wynne Griffin	United States	VA	E.I. du Pont de Nemours and Company
Richard Griffin	United States	TN	University of Tennessee at Martin
Tor Guimaraes	United States	TN	Tennessee Technological University
Mike Haghighi	United States	AL	Athens State University
Breck Harris	United States	CA	Fresno Pacific University
Derrick Head	United States	TN	University of Tennessee at Martin
Peggy Hedges	Canada	Alberta	University of Calgary
Russ Henley	United States	AL	The University of West Alabama
Quiqi Hong	United States	AL	The University of West Alabama
Jim Hughes	United States	KY	Northern Kentucky University
Ebru Isik	United States	PA	Temple University
Ihsan Isik	United States	NJ	Rowan University
Mahmoodul Islam	United States	WV	West Virginia State University
Kouroush Jenab	United States	FL	Embry Riddle Aeronautical University
Carl Jensen	United States	MS	University of Mississippi
Bronnan Johnson	United States	MS	West Wortham Elementary/Middle
Cooper Johnson	United States	MS	Delta State University
Kary Johnson	United States	TX	The Reading Connection
Ric Keaster	United States	KY	Western Kentucky University
Thomas Keefe	United States	IN	Indiana University Southeast
Sam Khoury	United States	AL	Athens State University
Ashley Kilburn	United States	TN	University of Tennessee at Martin
Brandon Kilburn	United States	TN	University of Tennessee at Martin
William Kresse	Unted States	IL	Governors State University
Dale Krueger	United States	MO	Missouri Western State University
Dennis Krumwiede	United States	ID	Idaho State University

Authors

Name	Country	State	Affilitation
Robert Lahm	United States	NC	Western Carolina University
James Lampley	United States	TN	East Tennessee State University
Scott Lane	United States	CT	Quinnipiac University
Don Larsen	United States	MT	Montana State University-Billings
Jenny Lee	United States	TN	East Tennessee State University
Heather Lefkowtiz	United States	TN	Vanderbilt University
Weiping Liu	United States	CT	Eastern Connecticut State University
Jamye Long	United States	MS	Delta State University
Lorri Williamson	United States	MS	University of Mississippi
Greg Lowhorn	United States	FL	Pensacola Christian College
Aaron Lucas	United States	GA	Troy University, Global Campus
Terry Lyons	United States	MS	University of Mississippi
Stephen Mallory	United States	MS	University of Mississippi
David Manning	United States	KY	Northern Kentucky University
Ben Martz	United States	KY	Northern Kentucky University
David McElreath	United States	MS	University of Mississippi
Leisa McElreath	United States	MS	University of Mississippi
Daniel J. McFarland	United States	NJ	Rowan University
Matthew McGowan	United States	IL	Bradley University
Richard J McGowan	United States	IN	Butler University
Allison McGuire	United States	TN	Vanderbilt University
Michelle Merwin	United States	TN	University of Tennessee at Martin
Pamela Meyer	United States	TN	Austin Peay State University
Pamela Meyer	United States	TN	Austin Peay State University
Lauren Miller	United States	AL	The University of West Alabama
Manfred Minkah	Belgium		Vrije Universiteit Brussel
Ludmila Mokretsova	Russia		Altay State Academy of Education
Paula H. Moore	United States	TN	University of Tennessee at Martin
Renée Moran	United States	TN	East Tennessee State University
Linda Murawski	United States	TN	
Marcelo Seido Nagano	Brazil		University of São Paulo
Nancy Niles	United States	FL	Rollins College
Ryan Nivens	United States	TN	East Tennessee State University
Suzan Odabasi	United States	TN	Middle Tennessee State University
Megan Owens	United States	TN	East Tennessee State University
Valerie Pape	United States	IL	Bradley University
Meg Pepper	United States	AL	University of Montevallo
Hassan Pournaghshband	United States	GA	Kennesaw State University
Julia Price	United States	TN	Carson-Newman University

Authors

Name	Country	State	Affilitation
Kelly Price	United States	TN	East Tennessee State University
Behnaz Quigley	United States	VA	Marymount University
William Rayburn	United States	TN	Austin Peay State University
Lisa Rich	United States	AL	Athens State University
Hussian Sama	United States	TX	University of the Incarnate Word
Tom J. Sanders	United States	AL	University of Montevallo
Saied Sarkarat	United States	WV	West Virginia University at Parkersburg
Timothy Scales	United States	IN	Indiana University East
Pamela Howell Scott	United States	TN	East Tennessee State University
Priti Sharma	United States	TN	East Tennessee State University
Aamer Sheikh	United States	CT	Quinnipiac University
Natalya Shvets	Russia		Altay State Academy of Education
Kathleen Simione	United States	CT	Quinnipiac University
Douglas Smith	United States	SC	University of South Carolina
Kenneth Snow	United States	WV	American Public University System
Natasha Snow	United States	WV	American Public University System
Roland Sparks	United States	NC	Johnson and Wales University
Paul Stephens	United States	IL	Bradley University
Jonathan Street	United States	TN	Frager Law Firm
Prashant Tarun	United States	MO	Missouri Western State University
Perumal Thirumurthy	United States	NC	Johnson C. Smith University
Kristen Tompkins	United States	TN	Vanderbilt University
Henry Tran	United States	SC	University of South Carolina
Bolormaa Tumurbat	United States	VA	Marymount University
Jim Turner	United States	UT	Weber State University
Stephanie Tweed	United States	TN	East Tennessee State University
Eno Gregory Ukpong	Nigeria		Akwa Ibom State University-Obio Akpa
Rojelio Vasquez	United States	CA	SCCCD-Fresno City College
Jennifer Vincent	United States	VT	Champlain College
Richard Voss	United States	AL	Troy University
Roger Voss	United States	TX	Institute of Production Control
Sashie Waduge	United States	KY	Western Kentucky University
Shakoor Ward	Saudi Arabia		Jubail Industrial College
Kathleen Watland	United States	IL	Saint Xavier University
Michael Wiggington	United States	MS	University of Mississippi
David Williams	United States	TN	University of Tennessee at Martin
Denise Williams	United States	TN	University of Tennessee at Martin
Kimberly Williams	United States	TN	University of Tennessee at Martin
Celia Wilson	United States	TX	Texas Wesleyan University

Joint International Conferences
Academic Business World--Learning and Administration
2015

Authors

Name	Country	State	Affilitation
Jaana Woiceshyn	Canada	Alberta	University of Calgary
Martin Wright	United States	TX	University of Houston, Downtown
Michael Wright	United States	TX	Tarleton State University
Melanie Young	United States	TN	University of Tennessee at Martin
Nichole Young	United States	VA	Ferrum College

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Ahmad Abareshi	Victoria	Australia	
Roger Adkins	WV	United States	Marshall University
Ali Ahmadi	KY	United States	Morehead State University
Mesut Akdere	WI	United States	University of Wisconsin-Milwaukee
Bates Allen	IL	United States	University of Illinois at Urbana-Champaign
Jerry Allison	OK	United States	University of Central Oklahoma
Barbara Altman	TX	United States	University of North Texas
Dan Anderson	WI	United States	University of Wisconsin-Madison
Ismet Anitsal	TN	United States	Tennessee Technological University
Frank Appunn	FL	United States	
Janna Arney	TX	United States	The University of Texas at Brownsville
Winston Awadzi	DE	United States	Delaware State University
Vickie Bain	WI	United States	University of Wisconsin-La Crosse
Kevin Barksdale	TN	United States	Grand Canyon University
Marcelo Barrios		Argentina	EDDE-Escuela de Dirección de Empresas
James Beaghan	WA	United States	Central Washington University
Santos Behera		United States	
Zakri Bello	CT	United States	Central Connecticut State University
Harold Benson	FL	United States	University of Florida
Mirjeta Beqiri	WA	United States	Gonzaga University
Sam Berry	SC	United States	College of Charleston
Dustin Bassette	MA	United States	The National Graduate School
Ray Blankenship	KY	United States	Western Kentucky University
Katherine Boswell	TN	United States	Middle Tennessee State University
Tina Bridges	LA	United States	Northwestern State University
Thomas Buchman	CO	United States	University of Colorado at Boulder
Jodi Burchell	TN	United States	Walden University
Darrell Norman Burrell	MA	United States	The National Graduate School
E. Burton	TN	United States	Middle Tennessee State University
Sharon Burton	DE	United States	The National Graduate School
James Bush	TN	United States	Middle Tennessee State University
Cynthia Cano	GA	United States	Augusta State University
Mary Catherine Carey	KY	United States	Western Kentucky University
Mark Case	KY	United States	Eastern Kentucky University
Macgorine Cassell	WV	United States	Fairmont State University
Jason Caudill	TN	United States	King University
Joan Cezair	NC	United States	Fayetteville State University
Louis Chan	IL	United States	University of Illinois at Urbana-Champaign

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Semoon Chang	AL	United States	University of South Alabama
Fangruo Chen	NY	United States	Columbia University
SJ Clayden	AZ	United States	University of Phoenix
Michelle Clément	BC	Canada	Camosun College
Howard H. Cochran Jr.	TN	United States	Belmont University
Alfredo Coelho		France	UMR MOISA-Agro Montpellier
Michael Collins	LA	United States	Northwestern State University
Dana Cosby-Simmons	KY	United States	Western Kentucky University
David Cox	CO	United States	University of Denver
Bryan Dennis	ID	United States	Idaho State University
Hui Di	LA	United States	Louisiana Tech University
Wayne Dwyer	lew South Wales	Australia	University of Western Sydney
Mohamed El-Kaissy	AZ	United States	University of Phoenix
Noory Etezady	Ostan-e Tehran	Iran	Nova Southeastern University
Jack Ethridge	TX	United States	Stephen F. Austin State University
Eveline M. Fallshaw		Australia	RMIT University
Carolyn J Fausnaugh	FL	United States	Florida Institute of Technology
Scott Fay	FL	United States	University of Florida
Troy Festervand	TN	United States	Middle Tennessee State University
Byron Finch	OH	United States	Miami University--Richard T. Farmer School
Nikki Finlay	GA	United States	Clayton College and State University
Greg Flanagan	Alberta	Canada	University of Lethbridge
Greg Fleet	New Brunswick	Canada	University of New Brunswick in Saint John--
Avanti Fontana		Indonesia	University of Indonesia
Benjamin Foster	KY	United States	University of Louisville
Elaine Fry	LA	United States	Nicholls State University
John Garlick	NC	United States	Fayetteville State University
Michael Garrison	ND	United States	North Dakota State University
Thomas Garsombke	SC	United States	Claflin University
Alison Gates	WI	United States	University of Wisconsin-Green Bay
Denise Gates	CO	United States	Gates To Success Consulting Group
Nancy Gautier	AL	United States	University of Mobile
Daniel Gifondorwa	NM	United States	Eastern New Mexico University
Leslie Glickman	AZ	United States	University of Phoenix
Mary Goodrich	TX	United States	The University of Texas at Dallas
Marilyn Grady	NE	United States	University of Nebraska-Lincoln
Clayton Grant	GA	United States	North Georgia College and State University
Abbie Griffin	IL	United States	University of Illinois at Urbana-Champaign

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Brian Grizzell	Online	United States	Walden University
Dexter Gulledge	TX	United States	Texas Woman's University
Rajendra Gupta	Newfoundland	Canada	Memorial University of Newfoundland
Michael Hadani	NY	United States	Long Island University - C.W. Post Campus
Pierre Hadaya		Canada	
Georgia Hale	AR	United States	University of Arkansas at Fort Smith
Mary Haley	TN	United States	Cumberland University
Kevin Hallock	IL	United States	University of Illinois at Urbana-Champaign
Craig Hanke	WI	United States	University of Wisconsin-Green Bay
Mahfuzul Haque	IN	United States	Indiana State University
Bett Harper	TN	United States	Middle Tennessee State University
Edward Harris	KY	United States	Morehead State University
Gy Hashim	Selangor	Malaysia	Universiti Teknologi MARA
John Hasty	TN	United States	Tennessee State University
Levon Hayrapetyan	TX	United States	Houston Baptist University
Oliver Hedgepeth	AK	United States	University of Alaska Anchorage
Ann Henderson	TN	United States	Austin Peay State University
Brook Henderson	CO	United States	Colorado Technical University
Harry E Hicks	IN	United States	Butler University
Iwu Hilary	KY	United States	Morehead State University
Stacey Hills	UT	United States	Utah State University
Jene Hillyer	KS	United States	Washburn University
Ellen Hoadley	MD	United States	Loyola College in Maryland
Christopher Hodgdon	VT	United States	University of Vermont
Jeff Houghton	TX	United States	Abilene Christian University
James Hu	LA	United States	Southeastern Louisiana University
Muhammad Islam	MO	United States	Saint Louis University
Hilary O. Iwu	KY	United States	Morehead State University
Sheena Iyengar	NY	United States	Columbia University
Uma Iyer	TN	United States	Austin Peay State University
Eric Jack	AL	United States	University of Alabama at Birmingham
Kevin Jackson	IL	United States	University of Illinois at Urbana-Champaign
Kalinga Jagoda	Alberta	Canada	Mount Royal College
Alegra Jennings	NY	United States	Sullivan County Community College
Eric Johnson	NY	United States	Columbia University
James Johnston	CO	United States	University of Denver
Valencia Jones	GA	United States	Clayton College and State University
Brenda Joyner	LA	United States	Loyola University New Orleans

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Edd Joyner	TN	United States	Academic Business World
Halil Kaya	KY	United States	Eastern Kentucky University
Stuart Keller	KY	United States	University of Kentucky
Martha Kennedy	CA	United States	San Diego State University
Dan Kent	KY	United States	Northern Kentucky University
Pam Kephart	IN	United States	University of Saint Francis
Ashley Kilburn	TN	United States	University of Tennessee at Martin
Ron Kilgore	TN	United States	University of Tennessee at Martin
Teresa King	GA	United States	Clayton College and State University
Bernhard Kitous		France	
Annette Kluge	St. Gallen	Switzerland	University of St. Gallen
Leslie Korb	NJ	United States	Georgian Court University
Leon Korte	SD	United States	University of South Dakota
Melinda Korzaan	TN	United States	Middle Tennessee State University
Gloria Kray	AZ	United States	University of Phoenix
John Kuforiji	AL	United States	Tuskegee University
John Lamb	TX	United States	The University of Texas at Tyler
Ehsan Latif	British Columbia	Canada	University College of the Cariboo
Dong Lee	KY	United States	University of Kentucky
Ana Leonard	OH	United States	Miami University--Richard T. Farmer School
Christopher Leupold	NC	United States	Elon University
Chi Lim	MO	United States	Northwest Missouri State University
Chang-Yang Lin	KY	United States	Eastern Kentucky University
Grant Lindstrom	WY	United States	University of Wyoming
Brett Long	IN	United States	University of Southern Indiana
Greg Lowhorn	FL	United States	Pensacola Christian College
Doyle Lucas	IN	United States	Anderson University
Barbara Lyons	KY	United States	Morehead State University
Linda Marquis	KY	United States	Northern Kentucky University
Richard Mason	NV	United States	University of Nevada, Reno
Rachel Mathews	VA	United States	Longwood University
Nicholas Mavengere		Finland	University of Tampere
Cynthia Mayo	DE	United States	Delaware State University
Darlene McDonough	NY	United States	St. Bonaventure University
Robert McGowan	CO	United States	University of Denver
McKechnie		United Arab	American University of Sharjah
Bruce McManis	LA	United States	Nicholls State University
Rose McNeese	MS	United States	University of Southern Mississippi

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Carmen I. Figueroa Medin	PR	Puerto Rico	University of Puerto Rico, Mayaguez
Antonio Mello	WI	United States	University of Wisconsin-Madison
Pamela Meyer	TN	United States	Austin Peay State University
Mike Mitchell	NV	United States	University of Nevada, Reno
Nhlanhla Mlitwa		South Africa	
Kelly Mollica	TN	United States	The University of Memphis
Louella Moore	AR	United States	Arkansas State University
André Moraes dos Santos	le Santa Catarina	Brazil	Universidade do Vale do Itajaí
Donald Mosley	AL	United States	University of South Alabama
Inty Mosquera	Villa Clara	Cuba	Universidad Central "Marta Abreu" de Las V
Brian Motii	AL	United States	University of Montevallo
Adil Mouhammed	IL	United States	University of Illinois at Springfield
Peter Munger	MD	United States	University of Maryland University College
Anthony Negbenebor	NC	United States	Gardner-Webb University
Hillar Neumann	SD	United States	Northern State University
Stephanie Newport	TN	United States	Austin Peay State University
Susanne Ninassi	VA	United States	Marymount University
Robert Nixon	KY	United States	University of Louisville
Festus Oguhebe	MS	United States	Alcorn State University
Collins Okafor	TX	United States	Texas A&M International University
W. Timothy O'Keefe	FL	United States	University of West Florida
Christie Onwujuba-Dike	IN	United States	University of Saint Francis
Kathy Otero	TX	United States	The University of Texas at El Paso
Lisa Owens	TN	United States	Middle Tennessee State University
James Packer	AR	United States	Henderson State University
Jonathan Palmer	VA	United States	The College of William & Mary
Barba Patton	TX	United States	University of Houston-Victoria
Gary Payne	KY	United States	University of Kentucky
Leticia Peña	WI	United States	University of Wisconsin-La Crosse
Olga Petkova	CT	United States	Central Connecticut State University
Krassie Petrova		New Zealand	Auckland University of Technology
Melodie Phillips	TN	United States	Middle Tennessee State University
Anthony Pittarese	TN	United States	East Tennessee State University
Paula Potter	KY	United States	Western Kentucky University
Richard Powers	KY	United States	Eastern Kentucky University
Leonard Presby	NJ	United States	William Paterson University
Thurasamy Ramayah		Malaysia	
Arnold Redman	TN	United States	University of Tennessee at Martin

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Elizabeth Regimbal	WI	United States	Cardinal Stritch University
Carolyn Reichert	TX	United States	The University of Texas at Dallas
Louie Ren	TX	United States	University of Houston-Victoria
Richard Riley	WV	United States	West Virginia University
Hong Rim	PA	United States	Shippensburg University
A. Rood	MI	United States	Grand Valley State University
Ebrahim Roumi	New Brunswick	Canada	University of New Brunswick
Melvin Roush	KS	United States	Pittsburg State University
Joe Sanders	IN	United States	Indiana State University
John Sands	WA	United States	Western Washington University
Samiaji Sarosa		Indonesia	Atma Jaya Yogyakarta University
Donna Schaeffer	VA	United States	Marymount University
Gregory Schechtman	OH	United States	Air Force Institute of Technology
Terry Schindler	IN	United States	University of Indianapolis
Jeffrey Schmidt	IL	United States	University of Illinois at Urbana-Champaign
Barb Schuldt	LA	United States	Southeastern Louisiana University
Derek Sedlack	FL	United States	Nova Southeastern University
Patricia Selvy	KY	United States	Bellarmine University
Bill Service	AL	United States	Samford University
Dale Shao	WV	United States	Marshall University
Margaret Shipley	TX	United States	University of Houston-Downtown
D. Shores	WA	United States	University of Washington
Carolyn Siegel	KY	United States	Eastern Kentucky University
Laurette Simmons	MD	United States	Loyola College in Maryland
Leo Simpson	KY	United States	Western Kentucky University
Gangaram Singh	CA	United States	San Diego State University
Georgi Smatrakalev	FL	United States	Florida Atlantic University
Kim Smith	VA	United States	The College of William & Mary
Kathleen Sobieralski	MD	United States	University of Maryland University College
Amir Soheili-Mehr	Ontario	Canada	University of Toronto
Uma Sridharan	SC	United States	Lander University
Linda St Pierre	WI	United States	Edgewood College
Lorrie Steerey	MT	United States	Montana State University-Billings
Kristie Stover	VA	United States	Marymount University
Harborne Stuart	NY	United States	Columbia University
Paul Stumb	TN	United States	Cumberland University
Dindayal Swain		India	International Management Institute, Bhuban
Beverly Swisshelm	TN	United States	Cumberland University

Joint International Conferences
Academic Business World--Learning and Administration
2015
Board of Reviewers

Name	Location		Affilitation
Laura Talbott	AL	United States	University of Alabama at Birmingham
Jesús Tanguma	TX	United States	The University of Texas-Pan American
Robert Terrell	TN	United States	Carson-Newman University
Eric Terry	CT	United States	Central Connecticut State University
Duke Thompson	KY	United States	Eastern Kentucky University
Bruce Throckmorton	TN	United States	Tennessee Technological University
Jeff Totten	LA	United States	McNeese State University
Dan Tracy	SD	United States	University of South Dakota
Hang Tran	TN	United States	Middle Tennessee State University
James Trebby	WI	United States	Marquette University
Sheila Trzcinka	IN	United States	Indiana University Northwest
Benny Udemgba	MS	United States	Alcorn State University
Nacasius Ujah	NE	United States	University of Nebraska at Kearney
Julie Urda	RI	Inited States	Rhode Island College
Marie-Louise Van Der Klo	Victoria	Australia	Deakin University
Anthony Varnon	MO	United States	Southeast Missouri State University
Charles Vehorn	VA	United States	Radford University
Swapna Veldanda		India	
Roger Voss	TX	United States	Institute of Production Control
James Wade	WI	United States	University of Wisconsin-Madison
Richard Walter	KY	United States	University of Louisville
Stephen WALTERS	MD	United States	Loyola College in Maryland
Ricky Warner	MS	United States	Jackson State University
D.J. Wasmer	IN	United States	Saint Mary-of-the-Woods College
Charles Watson	OH	United States	Miami University--Richard T. Farmer School
Arthur Williams	NY	United States	Columbia University
Harold Wilson	TN	United States	Middle Tennessee State University
Kathryn Woods	TN	United States	Austin Peay State University
Mehdi Zahaf	Ontario	Canada	Lakehead University
Tao Zeng	Ontario	Canada	Wilfrid Laurier University
Wendy Ziems	OH	United States	Stautzenberger College

Joint International Conferences
Academic Business World--Learning and Administration
2015

MODERATORS

Name	Country	State	Affilitation
Adams, Sharman	United States	MI	The University of Michigan-Flint
Arik, Murat	United States	TN	Middle Tennessee State University
Bachman, Eva	United States	NE	University of Nebraska-Lincoln
Bowman, Darrell	United States	IN	University of Indianapolis
Carson, Chad	United States	AL	Samford University
Caudill, Jason	United States	TN	King University
Clément, Michelle	Canada	BC	Camosun College
Doss, Adrian	United States	AL	The University of West Alabama
Falkey, Mary	United States	MD	Prince George's Community College
Foley, Virginia	United States	TN	East Tennessee State University
Grady, Marilyn	United States	NE	University of Nebraska-Lincoln
Harris, Breck	United States	CA	Fresno Pacific University
Hedges, Peggy	Canada	Alberta	University of Calgary
Johnson, Cooper	United States	MS	Delta State University
Kresse, William	Unted States	IL	Governors State University
Lahm, Robert	United States	NC	Western Carolina University
Lucas, Aaron	United States	GA	Troy University, Global Campus
McGowan, Richard	United States	IN	Butler University
Pape, Valerie	United States	IL	Bradley University
Sanders, Tom	United States	AL	University of Montevallo
Sarkarat, Sy	United States	WV	West Virginia University at Parkersburg
Scales, Timothy	United States	IN	Indiana University East
Smith, Douglas	United States	SC	University of South Carolina
Tweed, Stephanie	United States	TN	East Tennessee State University
Vincent, Jennifer	United States	VT	Champlain College
Williams, Denise	United States	TN	University of Tennessee at Martin