

The Thomas J. Hindelang
**BUSINESS
PROFESSOR
TEACHING
SUMMIT
2015**



Philadelphia, PA
May 14, 2015

BUSINESS PROFESSOR TEACHING SUMMIT



DREXEL UNIVERSITY

LeBow

College of Business

Center for Teaching Excellence



Welcome!

It is my pleasure to welcome you to the LeBow College's fifth annual BPTS conference.

It is hard to believe that it was five years ago that a small group of faculty planned and organized our first BPTS conference. Since its inception, BPTS has fostered a dialogue about instructional issues that relate specifically to business pedagogy. This idea was inspired by our former vice dean, the late Dr. Tom Hindelang, whose passion for excellence in teaching remains unmatched. Fittingly, we officially named the conference after Tom last year. Since these early beginnings, more of our faculty and staff have embraced the spirit of the BPTS, and are now involved in the planning and execution of this wonderful day.

I hope that you learn from the conversations and dialogue you have with your colleagues who are here today. That is what Tom would have wanted all of us to do.

Enjoy the conference!

Frank Linnehan, PhD
Dean
R. John Chapel Jr. Chair in Leadership

Thank you
*to the following people
for their significant
contributions and support.*

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We are inspired by Tom Hindelang's passion for excellence in teaching. With this inspiration and in connection with this fifth year of the conference, this year we focus on the theme of collaboration. As faculty, there are many opportunities to collaborate—with students, with other faculty, across disciplines, and also with the private and government sector. Look for these collaborations and that theme woven throughout the conference. We hope that you find these examples to be a catalyst for your own future collaborations.

We embraced this theme whole-heartedly, developing a collaboration of our own. LeBow's Dornsife Office of Experiential Learning is co-sponsoring our breakfast roundtable, during which we will explore the varied aspects of experiential learning. In that session, we will explore how we each bring different views of experiential learning to the classroom and how we can each expand our use of this method to enhance student learning.

Speaking of collaboration, I can't help but note that this conference itself would not have happened without a tremendous amount of it. I would like to thank our wonderful co-chairs, Dana D'Angelo and Jennifer Wright, for their excellent leadership, and also thank the entire BPTS Advisory Board and Proposal Review committee for all of their hard work. Thanks for making this conference such a success!

Teresa D. Harrison, PhD
Associate Dean for Academic Affairs
Director, Center for Teaching Excellence



Thomas J. Hindelang, PhD

1943-2011

Thomas J. Hindelang spent nearly 40 years on the Drexel University faculty for two reasons: his love for this institution and his love for teaching. Known as a tough but fair professor, he often told his students: "Do your part, and I'll do mine." Among his many roles, he was vice dean of the College for more than 15 years, and he also held the title George B. Francis Distinguished Professor of Finance.

Respected for his intellect and research in finance, Dr. Hindelang brought a collaborative spirit, tireless enthusiasm and an ability to see everything in a positive light to every role he held at Drexel. He was recognized universally as a man of character and integrity, and he was instrumental in helping Drexel University emerge as a preeminent private research university.



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KEYNOTE SPEAKER



Mark Higgins

Mark Higgins, Ph.D., is the Dean of the John Cook School of Business at Saint Louis University, a position he assumed in January 2015. Prior to his appointment, he had served since 2006 as the Dean and Alfred J. Verrecchia Hasbro Inc. Leadership Chair in Business at the University of Rhode Island.

Dr. Higgins began his academic career at the University of Rhode Island as an Assistant Professor in 1988. He earned his doctorate from the University of Tennessee and is a CPA (inactive). Prior to his tenure at URI, he was a Tax Manager for Ernst and Young (formerly Arthur Young) in New York City. He currently serves as co-Chair of The Implementation Phase of the Pathways Commission -- Charting a National Strategy for the Next Generation of Accountants, a jointly sponsored effort of the American Accounting Association (AAA) and American Institute of Certified Public Accountants (AICPA). Previously, he served as a Supply Chain leader for the initial Pathways Commission.

Dr. Higgins has served as President of the American Taxation Association (2006-2007) and on the Executive Committee of the American Accounting Association as Vice President for Sections and Regions (2006-2008). He has twice served as the Program Chair and as President for the Northeast Region. In 2006, he was

inducted into the Hall of Fame for the Northeast Region of the American Accounting Association and in 2009 received the American Taxation Association Outstanding Service Award. In 2011, he served at the request of the Rhode Island State Treasurer as part of a 12 member advisory group to offer recommendations on Rhode Island's \$7.5 billion unfunded pension liability. In 2008, he served on the Rhode Island Governors Tax Policy Workforce. He was a member of the Board of Directors for Beta Alpha Psi from 2008-2011.

Since 2012 he has served on the Accounting Accreditation Committee of the AACSB. Currently, he is a Trustee on the Providence Chamber of Commerce. He also serves on their Innovation Policy Council. He is a member of the Investment Committee for the University Rhode Island Foundation and is a member of the Audit and Finance Committee for South County Hospital. He also is a member of the governing council and audit chair for the Rhode Island Joint Reinsurance Association.

He is the co-author, along with Kevin Murphy, of Concepts in Taxation in its twentieth edition. His research has been published in the Journal of Accounting Education, Critical Perspectives in Accounting, The Accounting Historians Journal, The Tax Adviser, Journal of Legal Tax Research, and Tax Notes.

AGENDA

- 8 A.M.** REGISTRATION, BREAKFAST AND NETWORKING
- 8:30 A.M.** WELCOMING REMARKS AND ROUNDTABLE DISCUSSIONS
- 9:25 A.M.** PLENARY PANEL 1
- 10:15 A.M.** CONCURRENT SESSIONS I
- 10:55 A.M.** CONCURRENT SESSIONS II
- 11:30 A.M.** LUNCH & NETWORKING
- 12:00 P.M.** KEYNOTE PRESENTATION
- 1:10 P.M.** CONCURRENT SESSIONS III
- 1:50 P.M.** CONCURRENT SESSIONS IV
- 2:30 P.M.** CONCURRENT SESSIONS V
- 3:10 P.M.** PLENARY PANEL 2
- 3:50 P.M.** RECEPTION

Registration Desk

Information about the conference is available at the registration desk located outside Room 220 in Gerri C. LeBow Hall (GHall). In addition, the LeBow College of Business staff are available to provide assistance throughout the day.

Attending Sessions

We do our best to schedule topics, rooms, and presentations in ways to maximize conference space. There are many times when sessions will draw more participants than expected. In those instances, please understand our space limitations and consider another concurrent session.

CPE Credits

Participants who would like to receive CPE credits will need to complete and submit the CPE form by the end of the conference. CPE forms may be obtained at the registration desk.

Wireless Internet

Service is available through Drexel University's Dragonfly access. Log on as "Drexel guest."

Restrooms

Restrooms are located on every floor but the first one of GHall.

CPE

Drexel University's LeBow College of Business is registered with the National Association of State Boards of Accountancy (NASBA) as a sponsor of continuing professional education on the National Registry of CPE Sponsors. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit. Complaints regarding registered sponsors may be submitted to the National Registry of CPE Sponsors through its website: www.learningmarket.org.



PLENARY SESSIONS

Global Classrooms: Collaborative Initiatives and Success Factors

9:25 a.m. GHall 220

This session will feature three examples of effective global classrooms in business curricula, and open up discussion for designing and executing such programs and experiences for students. Steven Pyser (Rutgers University) will highlight trends and success stories for leveraging learning by the “Internet of Things” (IoT), Web 3.0, mobile connectivity and online LMSs, which allow augmented teaching with online components to “make social worlds” to engage students and support career development. Emilee Simmons (Leeds University, UK) will present her work with Drexel LeBow on using virtual global student teams in an entrepreneurial project competition (like Shark Tank and Dragon’s Den). Samir Shah (Drexel University) will review his MIS course consulting projects, done in conjunction with students in India, for real world clients. The overall session will be facilitated by Dana D’Angelo (Drexel University), who has had various experiences with global classrooms and international study tours.


Case Initiative: Reflections from an Award Winning Case Writer

3:10 p.m. GHall 220

This session will feature Janis Gogan (Bentley) whose case on Obamacare roll out won the PMI (Project Management Institute) designated best case award in North East Decision Sciences Institute. Dr. Gogan, who is also the president of North American Case Research Association, will reflect on her experiences on developing and teaching the case. VK Narayanan, Deloitte & Touche Stubbs Professor of Strategy & Entrepreneurship, and currently the Associate Dean for Research at LeBow, will moderate the session, reflecting on his experiences with the Advanced Case Teaching Workshop at Harvard Business School and the importance of cases in business schools.

CONCURRENT SESSIONS I | 10:15 to 10:45 A.M.

Paper Title	Presenter, Institution	Room
Integrating client-sponsored projects into MBA classes	Ellen Thomas Cesar Bandera NJIT	GHall 031
Using Debates to Develop Critical Thinking Skills in a Business Ethics Course	Scott Jeffrey Monmouth University	GHall 939
Stockton College and FEMA Partnership Provides a Unique Learning Platform for Marketing Students	Jennifer Barr Diane Holtzman Marilyn Vito Richard Stockton College	GHall 409
Business Across Borders	Janice Warner Ashley Elmore-Bosonac Georgian Court University	GHall 220
Turnitin - It's Not Just for Plagiarism Detection Anymore	Mike Scheuermann Drexel University	GHall 1139

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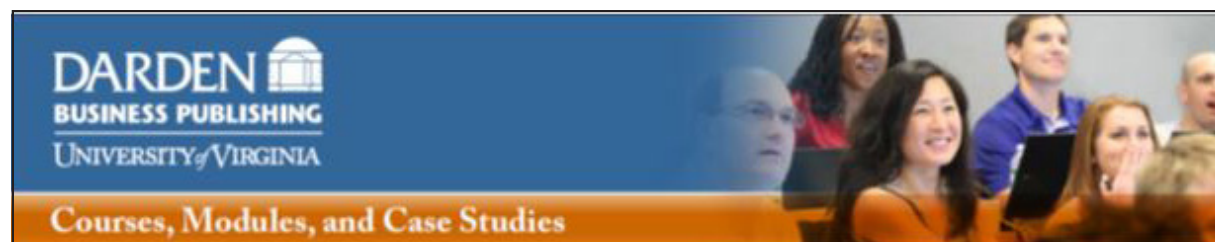


CONCURRENT SESSIONS II | 10:55 to 11:25 A.M.

Paper Title	Presenter, Institution	Room
Putting a Pig in the Classroom - A Five-Year Collaboration	Carolyn Todd Pennsylvania State University	GHall 205
A Business-School Course for Teaching Spiritual Growth	Robert Schindler Rutgers University	GHall 939
Realizing the Potential of Collaborative Partnerships: Exploring and Implementing Learning-Centered Pedagogy and Technology	Ken Weidner Stephanie Mosher Joe Montcalmo Saint Joseph's University	GHall 409
Orchestrating Multidisciplinary Global Classroom Collaborations: Opportunities & Challenges for Students & Faculty	Samir Shah Heidi West Anne Cecil Stanley Ridgley Drexel University	GHall 220
Using PollEverywhere.com as an Active Learning Device	Virginia Rich Caldwell University	GHall 1139

CONCURRENT SESSIONS III | 1:10 to 1:40 P.M.

Paper Title	Presenter, Institution	Room
Partners for Success: Student Clubs and Case Competitions	Christine Lombardo-Zaun Cedar Crest College	GHall 939
Improving Student Collaboration on Team Projects for More Effective Outcomes	Leon Fraser Rutgers Business School	GHall 1139
Learning from the Experts: Service Learning in Marketing Research and Statistics	Lisa Wilder Albright College	GHall 220
Cross-Cultural Experiential Learning for Developing International Managerial Skills through Collaborative Partnership with English Learning Programs	Sangcheol Song Alfredo Mauri John Neiva Saint Joseph's University	GHall 031
Experience-Driven Learning with Technology: Measurement and Results	Ali Poorani University of Delaware	GHall 205



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CONCURRENT SESSIONS IV | 1:50 to 2:20 P.M.

Paper Title	Presenter, Institution	Room
A Flexible Approach to Developing An Undergraduate Program in Project Management	Carla Messikomer Project Management Institute Vijay Kanabar Boston University	GHall 409
Interactive Classroom Exercises to Engage Contemporary Learners	Marilyn Vito Jean Abbott Richard Stockton College	GHall 220
Performance of On-Campus Students in an Online Classroom Designed for Distance Learners	Patricia Awerbach Drexel University	GHall 031
Case Study on Collaborative Learning in Experiential Student Engagement Projects Abroad	Anu Ghai Lafayette College	GHall 027
Digital Writing Platforms: New Directions, New Findings	Andrew McCarthy William Paterson University	GHall 939

CONCURRENT SESSIONS V | 2:30 to 3:00 P.M.

Paper Title	Presenter, Institution	Room
Embedding a 'Career Preparedness' Theme Into a Modern MBA Program Through Experiential Learning and Skill Set Development	Robert Laud Michael Yabukov Stephen Betts William Paterson University	GHall 031
Using a Real-World Business Case to Develop Students' Problem Solving and Analytical Skills in Accounting	Kevin Jones Drexel University	GHall 409
Teaching Hybrid Without Going Mongrel: Saving the Best for Class	Gwendolyn Yvonne Alexis Monmouth University	GHall 027
Taking the training wheels off – small student groups use SBA.gov resources to build and pitch their own business	David Mcgarvey Rowan University	GHall 939
Data Visualization and Social Media Analytics – Measuring Marketing Effectiveness: A Collaborative Experiential Project for Marketing and MIS Undergraduate Business Students	Jayanthi Rajan Bonnie Rohde Albright College	GHall 220

Concurrent Sessions I:

Integrating client-sponsored projects into MBA classes

Academics in business education are increasingly aware that, while theory based knowledge is an important part of learning, traditional lecture and case-based approaches are often insufficient. In particular, marketing and entrepreneurship are applied disciplines that students need to practice in order to become proficient. In order to address this, client-sponsored projects were introduced to two MBA classes. This proposal outlines the process with which the projects were integrated, the challenges encountered, outcomes, and future plans.

Using Debates to Develop Critical Thinking Skills in a Business Ethics Course

Hannah Arendt said “The sad truth is that most evil is done by people who never make up their minds to be good or evil.” Philosophy professor Damon Horowitz added to this quotation by saying “it (evil) arises from not thinking.” Based upon these statements, I believe that the most important role of business ethics class is to encourage thinking. This session describes the introduction of structured debates in an ethics course to encourage critical thinking.

Stockton College and FEMA Partnership Provides a Unique Learning Platform for Marketing Students

Community engagement has been central to the mission of Richard Stockton College since its founding in 1969. Formal recognition was validated through the Carnegie Classification in 2010 and subsequent formation of the Stockton Center for Community Engagement (SCCE) in 2012. The first phase of an innovative model for adopting a town involved two South Jersey communities impacted by Hurricane Sandy. Student teams from two marketing classes engaged in projects that enabled them to apply marketing concepts to real-world issues, propose solutions for community problems and gain valuable experience in working with community leaders. The second phase of the initiative includes branding, retail design and social media planning for the Tuckerton Seaport as well as development of a marketing plan for a full-fledged supermarket in Atlantic City. This presentation will discuss the evolution of the Adopt a Town idea, student learning outcomes and benefits to community partners.

Business Across Borders

Inspired and supported by an anonymous donation and a new high tech International Collaboration Center (ICC), Georgian Court is equipping business students to conduct business across borders using collaborative technology. At BPTS, we will discuss what makes a cross-border virtual team effective, provide a framework for designing and implementing “collaborative online international learning” components in business classes, and describe the outcomes in terms of developing 21st Century collaboration skills necessary in business.

Turnitin - It's Not Just for Plagiarism Detection Anymore

This presentation will highlight ALL THREE features of Turnitin – from the perspective of a seasoned practitioner. Most educators who know of or have used Turnitin are focused on the plagiarism detection functionality. That is more than understandable. However, there are two other, quite robust, features in the Turnitin suite: GradeMark, which facilitates electronic mark-up of student work; and PeerMark, which enables practitioners to introduce peer review into their course(s). The presenter will discuss and demonstrate all three “legs of the stool,” so to speak – from the perspective of one who has used all three of them in online graduate-level course sections. The presenter will share some tips and tricks as well as some student feedback from their Turnitin experiences, and close with a list of benefits that the Turnitin suite brings to both instructors and students. There will be time at the end of the presentation for questions from those in attendance.

Concurrent Sessions II:

Putting a Pig in the Classroom - A Five-Year Collaboration

Carolyn Todd, Instructor in Marketing at Penn State's Smeal College of Business, and Andy James, Sustainability Manager for New Pig Corporation, will discuss the details of how a five-year teaching collaboration has evolved as student teams each fall are challenged to create comprehensive marketing plans for New Pig product lines. The benefits of the collaboration for both Smeal College and New Pig will be discussed, as well as the results in creating engaging content for students

A Business-School Course for Teaching Spiritual Growth

A continuing challenge in business education is the task of educating the student as a whole person. To approach this challenge, I describe my work to develop and evaluate a course that draws on traditional sources of human wisdom -- folklore, religion, rhetoric, and successful businesses -- to articulate basic spiritual fundamentals. I describe these spiritual fundamentals and how they can be applied to help students better serve customers, more smoothly interact with colleagues, and more effectively pursue their career goals.

Realizing the Potential of Collaborative Partnerships: Exploring and Implementing Learning-Centered Pedagogy and Technology

This session shares our collaborative partnership implementing new learning-centered pedagogy and technology. Our goal was to create an environment that would enable students to focus on the learning goals of their assignments rather than the new technology. During our iterative development and design process, we explored a variety of technologies before finding a practical solution. Our collaboration included initial implementation of the chosen solution and ongoing support throughout the course; our experience will improve the process in the future.

Orchestrating Multidisciplinary Global Classroom Collaborations: Opportunities & Challenges for Students & Faculty

Two distinct Global Classroom projects between Drexel students and students from major universities abroad offer opportunities to test and evaluate both technologies and pedagogical methodologies in a rigorous teaching setting. This presentation relates the actual experience of two Drexel multi-disciplinary Global Classroom projects that engaged students from across the globe in attacking and solving business cases presented by real-world clients. The results obtained in these projects suggest that the multiple technologies and pedagogical approaches used, while challenging, can be highly effective in preparing students to enter the workforce. Faculty, likewise, acquire skills in integrating multifarious technologies in a multicultural environment.

Using PollEverywhere.com as an Active Learning Device

Don't fight smartphones in class: use them! When professors activate instantaneous polls during class, the distracting use of a student's cell phone or mobile device can be leveraged into an effective active learning tool and formative assessment instrument. Using a free online audience polling web service, www.PollEverywhere.com, faculty can initiate discussion, engage students in subject matter, and instantly analyze student mastery of content. This online poll service relies on the pedagogy associated with ARS (audience response systems or “clickers”), but is more cost effective and mobile. This session explains how to use Poll Everywhere with step-by-step instructions and recommendations for best practices.

Concurrent Sessions III:

Partners for Success: Student Clubs and Case Competitions

The presenter shares a best practice of using student clubs to connect students with the business world. This student club entered an ethics case competition where they earned first place, established strong networks, and one student landed a paid internship. The information in this session is applicable and valuable to any other institution or professor who wishes to learn new methods. Presenter will use PowerPoint. Hear this amazing story.

Improving Student Collaboration on Team Projects for More Effective Outcomes

Leading teams and working in teams are important skills that students need to master in order to be productive in today's workplace. Yet, many students would say that they hate working in teams due to slackers, conflict, and poor time management. This presentation will provide a framework for instructors to use that will help them better guide student teams for a short-term assignment, a term project, or a case competition.

Learning from the Experts: Service Learning in Marketing Research and Statistics

Unlike most faculty, our students turn to institutions of higher education for their needs including housing, entertainment, health care, food services and more. While considering students as customers inside the classroom is contentious, viewing our students as customers in other aspects of campus life opens vast opportunities for mutually beneficial service learning. Institutional research can serve as a springboard for learning research methods while also providing valuable insight on student life from those who know the student experience best – the students. Students improve interpersonal skills and demonstrate the ability to collect and analyze data. In this session, you will see how on-campus research can be used in a marketing research, research methods or statistics course including online survey creation and analysis and focus groups. Example projects highlight the methodological, logistical and ethical questions surrounding implementation of service learning courses.

Cross-Cultural Experiential Learning for Developing International Managerial Skills through Collaborative Partnership with English Learning Programs

The cross-cultural practice helps students develop international managerial skills in a globalized business world. This is done through experiential learning in joint projects with ESL (English as a Second Language) students within a university or in an affiliated ELS (English Language Services) program. Augmented teams of U.S.-based students and foreign students work together in a structured process that can increase awareness of and enhance contact with other cultures.

Experience-Driven Learning With Technology: Measurement and Results

The objective of this study was to investigate and evaluate how faculty and students can effectively incorporate single-loop, double-loop and experience-driven learning to management and leadership courses and measure student feedback and results. I will also make recommendations as how crowdsourcing technologies could effectively be incorporated to achieve feedback sharing. Finally, the results of a one-year study and student feedback will be presented. Implications to other disciplines will also be discussed.

Concurrent Sessions IV:

A Flexible Approach to Developing an Undergraduate Program in Project Management

The PMI 2014 Talent Gap Report indicates that more than 15 million new jobs in a number of project-based industries will be created between 2010 and 2020. In response, an initiative was launched to develop a set of undergraduate curriculum guidelines to assist schools that are interested in developing courses or full programs in project management. This presentation will discuss the curriculum development process and selected dimensions of the guidelines: key characteristics; essential knowledge modules; categories of knowledge; and options for use. The session will be valuable to educators interested in introducing the management of projects into their curriculum or in incorporating new content into existing courses in allied disciplines.

Interactive Classroom Exercises to Engage Contemporary Learners

This presentation will discuss the various interactive experiential learning techniques used in multi-level Accounting courses, both in the classroom, on Blackboard and as group or individual assignments and research projects. Samples of student work will be shared, along with student comments on their appreciation for the learning experiences.

Performance of On-Campus Students in an Online Classroom Designed for Distance Learners

Test performance of on-campus undergraduate students in traditional and online versions of the same course was compared over a four-year period. Little or no research exists for traditional students using for convenience the online version of a course designed for distance learners. Our study found that traditional students do not perform as well as their in-class peers in this setting, and upward trends in test scores over time may suggest erosion of academic integrity.

Case Study on Collaborative Learning in Experiential Student Engagement Projects Abroad

This paper presents, in case study form, the collaborative work of engineering and economics Faculty to present a feasibility study of power plants using Geo-Thermal Energy in the Central American country of Honduras. Student selection, appropriateness of work, and collaborating across the campus and across nations, with the goal of presenting the work to a community are the prime factors of this course of study.

Digital Writing Platforms: New Directions, New Findings

The wave of digital writing interventions continues to overtake the university landscape. Business Schools are now faced with the need to use digital writing portals for editing and rewriting purposes. In this presentation, Andrew J. McCarthy, MBA, MA, M Ed, continues his assertion that conventional writing centers are anachronisms. The digital approach is now the tidal wave of change, spelling the end of old fashioned, conventional writing centers. Drawing from his research being conducted through digital writing programs at William Paterson University, Essex County College, and Middlesex County College, Professor McCarthy presents the upside of the new technologies and what it means for the student-professor writing and editing dynamic.

Concurrent Sessions V:

Embedding a ‘Career Preparedness’ Theme Into a Modern MBA Program Through Experiential Learning and Skill Set Development

In this workshop we will examine a comprehensive and integrated MBA redesign, with a primary theme of ‘career preparedness.’ The principle focus of the redesign is skill set development with an emphasis on experiential learning. We will ask participants for suggestions and lead a discussion of the strategies that we are considering such as self-assessments, career planning portfolio, capstone consulting projects, multiple concentrations, interdisciplinary programs, and current topic electives.

Using a Real-World Business Case to Develop Students’ Problem Solving and Analytical Skills in Accounting

This paper addresses how to improve the students’ problem solving and analytical skills by integrating a real-world case using the Starbucks Corporation to raise the level of student engagement and improve their mastery and comprehension of accounting concepts. An additional benefit derived from this approach is that allows students to become better business professionals by strengthening their critical thinking skills.

Teaching Hybrid Without Going Mongrel: Saving the Best for Class

This session will present a step-by-step guide to converting a traditional business course with both experiential and pedagogical components into interactive synchronous and asynchronous distance education. We will work with a syllabus that has four learning objectives (LOs): (a) management training, (b) ethics development, (c) writing skills enhancement, and (d) experiential collaborative work. Additionally, techniques for developing a complementary Grading Schematic as well as appropriate assessment artifacts to reinforce the LOs will be covered.

Taking the Training Wheels Off – Small Student Groups Use SBA.gov Resources to Build and Pitch Their Own Business

This session describes the formation of small, collaborative student groups to provide the simulated experience of building or turning around their own business. They incorporate most of the key control areas of business, and then make use of a great online interactive business plan builder available from SBA.gov. They present their plan to the class and have their peers evaluate their presentation. This allows a partnership between the class, and the resources of SBA.gov.

Data Visualization and Social Media Analytics – Measuring Marketing Effectiveness: A Collaborative Experiential Project for Marketing and MIS Undergraduate Business Students

Using a combination of Piktochart (an infographic creating tool) and Social Media platforms, students from the marketing senior seminar and MIS courses collaborate to design, host and analyze metrics of infographics created by them, specific to Health and Fitness. By designing a semester-long experiential project that involved data visualization, research, and social media marketing, two instructors collaborate to teach how to create, implement and measure infographics in a real-world application project. This paper reflects how data visualization tools and social media platforms were used to enhance collaborative learning in business classes through cooperative learning groups formed across two classes.

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