Master of Professional Accounting

Appendix A

Workforce Analysis Request Form
Workforce Analysis Request Form

Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document AHECB Policy 5.11 Approval of New Degree Programs and Units, which prescribes specific requirements for new degree programs. Note: This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages.

<table>
<thead>
<tr>
<th>Program Information for Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Institution:</strong> University of Arkansas – Fayetteville – Department of Accounting</td>
</tr>
</tbody>
</table>
| 2. **Program Name** – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration or Associate of Science in Accounting):
Master of Professional Accounting |
| 3. **Proposed CIP Code:** If the proposed program does not fit easily into one CIP Code, provide the code it most closely falls into and explain differences / nuances of your program
52.0301 - Accounting |
| 4a. **Standard Occupational Classification (SOC) from CIP-SOC Crosswalk:**
Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation) (See Appendix A)
| 52.0301 Accounting. | 13-2011 | Accountants and Auditors |
| 52.0302 Accounting Technology/Technician and Bookkeeping. | 13-2082 | Tax Preparers |
| 52.0304 Accounting and Finance. | 11-3031 | Financial Managers |
| 52.0304 Accounting and Finance. | 13-2051 | Financial Analysts |
| 4b. **Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional):** If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in. (See Appendix A) |
| 5. **Brief Program Description** – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.
The Master of Professional Accounting (MPACC) provides rigorous preparation at the graduate level for students to achieve success in their chosen professional accounting career path. The MPACC foundation includes coursework related to accounting professionalism, analytic skillsets, and advanced financial accounting. Students choose to specialize in one of three concentrations: Analytics & Assurance, Taxation, and Corporate Accounting. All concentrations provide opportunity for professional internship credit and lead to qualifications for the Certified Public Accounting exam.
The Assurance & Analytics concentration provides students with a foundation for applying technology and analytical methodologies to data-centric accounting environments. Students will be able to navigate data environments, employ analytical tools, and apply them to business decisions and risk analysis.

The Tax concentration provides students a broad foundation for understanding the taxation of entities and the relationship of taxes to the overall business decision process. Students will be able to analyze tax problems, interpret the relevant tax code, and identify tax strategies for complex tax situations and business scenarios.

The Corporate Accounting concentration provides students a broad foundation for understanding the production and use of accounting information in corporate business environments. Students in this concentration will acquire skills to navigate public reporting environments, internal business operations, and financial decision making.

Existing resources on campus will be used. Existing faculty in Accounting, Finance, Supply Chain Management, and Information Systems will teach the courses. Except for the new proposed courses, the other courses are already offered on a regular basis. For the new Tax courses, the department has plans to re-organize faculty teaching to be able to fully staff these. Marketing and recruiting costs for the program will be supported by the College.

6. **North American Industry Classification System (NAICS) –** List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome. [Lookup NAICS Code]

Examples of Companies most likely to recruit students from the MPACC

- BakerTilly
- Hogan Taylor LLP
- Tyson Foods
- EY LLP
- PWC LLP
- J.B. Hunt Transport LLP
- KPMG LLP
- EY LLP
- BKD LLP
- P66
- Walmart Inc
- Arvest

7. **Region of Possible Position(s) –** Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:

Examples, not limited to:

- Northwest Arkansas
- Dallas / Fort Worth
- Tulsa
- Houston
- Little Rock

8. **Existing Data –** Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.
The MPACC is responsive to the shifting skillset and additional demands within the Accounting Profession. More Universities are adapting specialized content into their graduate accounting degrees. Whereas past accounting Master degrees tended to be general in nature, more specialized degree paths and skills are being sought by career entrants. Emerging technology is changing the core ways that the accounting profession is providing services. As a result, new skills that involve data & analytics are needed. Complementing these technical skills, the workplace has increased its emphasis on the development of soft skills, such as leadership and professionalism. The complexity of business environments that accounting professionals face has also increased the demand for richer content, including complex tax issues, technology environments, regulatory reporting requirements among others. The importance of Internships has also increased. We are also seeing a greater number of our students take initial accounting employment outside of traditional public accounting roles.

9. Proposed Implementation Date – (MM/DD/YY):

August 1, 2020

10. Contact Person – Provide contact information for the person who can answer specific questions about the program:

   Name: Dr. Gary Peters
   Title: Professor and Department Chair
   E-mail: peters@uark.edu
   Phone: 479-871-4562 Cell / 479-575-4117 Office

Email the completed form: Dr. Nathan Smith  (Nathan.Smith@adfa.arkansas.gov)

After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.
APPENDIX A. CIP-SOC MATCHING AND THE NCES CROSSWALK (Question 4a & 4b)

Labor market analysis for academic program requires the combination of diverse data sources. The National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) developed a “CIP-SOC crosswalk” linking fields of study, classified by a well-established classification scheme called Classification of Instructional Programs (CIP), with occupations, classified by a well-established classification scheme called Standard Occupational Classifications (SOC). The CIP-SOC crosswalk is available here, and guidelines on how to use the scheme are posted online here.

In question 4a of the form, institutions are asked to copy and paste a list of occupations that match with their instructional programs, taken directly from the NCES CIP-SOC crosswalk, which can be downloaded here: https://static.ark.org/eeuploads/adhe/CIP-SOC_Crosswalk_for_Workforce_Analysis_Form.xls

To use this file to answer question 4a:

1. Select Column A.
2. In the Home ribbon, Editing section of the toolbar, click Find & Select to get a drop-down menu, and select the Find command. As you do this, your screen should look something like this:

   ![Image of spreadsheet with column A selected](https://example.com/Spreadsheet.png)

3. In the Find and Replace dialog box, enter the CIP code that you’re interested in, and click “Find Next.” Your screen should then look like this:

   ![Image of spreadsheet with find result](https://example.com/FindResult.png)
4. Since the CIP-SOC crosswalk file is already sorted by row, you can find all the rows corresponding to your CIP simply by starting from the first cell selected and then reading down in column A until you encounter a different CIP code.

5. Select all of these rows, columns A through D, this will form a table that can be pasted directly into the response field for question 4a.

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Occupation</th>
<th>SOC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>11-3031</td>
</tr>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>13-2031</td>
</tr>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>13-2051</td>
</tr>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>25-1011</td>
</tr>
</tbody>
</table>

6. If desired, ask a faculty or staff member to sort the matched occupations from the CIP-SOC crosswalk by relevancy/importance, with the occupations that seem most likely to employ your graduates ranked first.

7. Missing occupations from the list should be addressed in question 4b.

Question 4b, is requesting information from your local staff/workforce experts at your institution on the applicability of the NCES list. We are aware that the NCES might be “globally” wrong—the CIP/SOC match may never have been very accurate, or may become obsolete as fields and occupations evolve—or “locally” wrong—the CIP/SOC match may be reasonably robust in general, but fail to capture the role your particular program plays in students’ career paths. Graduates of a particular program may be over or underqualified for some of the matched occupations. Also, there may be SOCs not matched to your CIP by NCES for which, however, your program does help to prepare students, and which are likely to provide gainful employment for your graduates. Question 4b is the place to tell us about those as well.
Master of Professional Accounting

Appendix B

Standard Purdue Course Evaluation
Demographics

UofA Student Demographics

Your class

Freshman  Sophomore  Junior  Senior  Graduate  Other

Expected grade

A/PASS  B  C  D  F/FAIL

Your college:

College of Education and Health Professions
College of Engineering
Dale Bumpers College of Agricultural, Food and Life Sciences
Fay Jones School of Architecture
J. William Fulbright College of Arts and Sciences
Sam M. Walton College of Business
School of Law
Graduate School
UNDECLARED

Course required

Yes  No
**University Core Course**

Overall, I would rate this course as:

- Excellent
- Good
- Fair
- Poor
- Very Poor

**University Core Instructor**

Overall, I would rate this instructor as:

- Excellent
- Good
- Fair
- Poor
- Very Poor

My Instructor is fluent in English

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

**WCOB College Core: Course Questions**

**Course Based Questions**

When I have a question or comment I know it will be respected.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

**WCOB College Core: Instructor Questions**

**Instructor Based Questions**
My instructor displays a clear understanding of course topics.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

My instructor is actively helpful when students have problems.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

My instructor displays enthusiasm when teaching.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

My instructor seems well-prepared for class.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree
Master of Professional Accounting

Appendix C

Faculty CVs
T.J. Atwood  
University of Arkansas  
Accounting  
WCOB 453  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-6113  
Email: tjatwood@uark.edu

**Brief Biography**

T.J. Atwood is an Associate Professor of Accounting at the University of Arkansas. She received her PhD from the University of Illinois at Urbana-Champaign and her MBA from the University of Texas at Austin. She has published in the Journal of Accounting Research, The Accounting Review, the Journal of Accounting and Economics, Contemporary Accounting research, the Journal of the American Taxation Association, the Journal of Accounting and Public Policy, Review of Accounting and Finance and Managerial Finance, and is past Editorial Board Member at the Journal of the American Taxation Association. She received the Journal of the American Taxation Association’s Outstanding Paper Award in 2008, the Emerald Literati Network Highly Commended Paper Award in 2011 and the American Taxation Association’s Best Discussant Award in 2012. Her research interests are primarily in the taxation area, specifically in international taxation, book-tax conformity, compensation, implicit taxes, and accounting for income taxes. T.J. has taught a variety of taxation courses at the undergraduate and graduate levels. She currently teaches Advanced Taxation and Multijurisdictional Tax Issues to Masters of Accounting students and a PhD. seminar in archival tax research.

**Education**

- PhD, University of Illinois at Urbana-Champaign, 1995.  
  Emphasis/major: Accountancy
- MBA, University of Texas at Austin, May, 1990.
- BSBA, Western Kentucky University, 1980.  
  Emphasis/major: Accountancy

**Professional Licenses and Certifications**

- Certified Public Accountant, Texas. (March 1984 - Present).  
  Currently licensed

**WORK EXPERIENCE**

**Professional Positions**

- **Academic - Post-Secondary**  
  Academic - Post-Secondary, Assistant Professor, Sam M. Walton College of Business. (August 18, 2014 - Present).  
  Academic - Post-Secondary, Associate Professor, Florida State University. (June 2008 - August 2014).

**Teaching Experience**
University of Arkansas
ACCT 310VH - HON ACCOUNTING INTERNSHIP, 1 term.
ACCT 535V - ACCOUNTING INTERNSHIP, 1 term.
ACCT 549V - SPECIAL TOPICS IN ACCOUNT, 1 term.
ACCT 5873 - ADVANCED TAXATION, 10 terms.
ACCT 5893 - MULTI-JURISDICTIONAL TAX, 4 terms.
ACCT 6133 - ACCT RESEARCH SEMINAR II, 2 terms.
ACCT 700V - DOCTORAL RESEARCH DISSERTATION, 5 terms.
WCOB 4993H - HONORS THESIS, 1 term.

RESEARCH

Editorial Activities

Appointed to Editorial Board in November 2015 for a four-year term

Presentations Given

Atwood, T.J. (Presenter & Author), American Accounting Association Annual Meeting, "The Complementarity Between Tax Avoidance and Manager Diversion: Evidence from Tax Haven Firms," American Accounting Association, New York, NY. (August 10, 2016). We examine the association between tax avoidance and manager diversion of corporate resources among multinational corporation (MNCs) across 28 home countries. We further examine whether this association differs for tax haven firms compared to other MNCs. We define “tax haven firms” as MNCs with parent firms incorporated in tax haven countries that are not the countries where their headquarters or primary operations are located. We provide evidence that tax avoidance is significantly associated with overinvestment, lower future performance, and lower shareholder payouts among MNCs. However, we find little evidence that the relation between tax avoidance and manager diversion is more severe for tax haven firms. We conclude that a complementarity exists between tax avoidance and rent extraction among MNCs across home countries. Our results are consistent with the theory of tax avoidance within an agency framework first set forth in Desai and Dharmapala (2006).

Atwood, T.J. (Author Only), 2015 Arkansas Research Conference, "The Usefulness Of the Tax Fundamental for Predicting Future Changes in Earnings and Cash Flows Under IFRS Versus U.S. GAAP," University of Arkansas Accounting Department, Fayetteville, AR. (July 17, 2015). We examine whether the tax fundamental, which was first studied by Lev and Nissim (2004), is differentially useful for predicting changes in future earnings and future cash flows for firms reporting under International Financial Reporting Standards (IFRS) compared to firms reporting under U.S. Generally Accepted Accounting Principles (U.S. GAAP). For both IFRS and U.S. GAAP firms, we find a positive association between the tax fundamental ranking and changes in future earnings and future cash flows. We further find that these associations are more positive for firms reporting under IFRS than for firms reporting under U.S. GAAP but only after the adoption of Financial Accounting Standards Board Interpretation No. 48, Accounting for Uncertainty in Income Taxes (FIN 48).
results suggest that, for firms reporting under both IFRS and U.S. GAAP, the tax fundamental is associated with changes in future earnings and future cash flows after controlling for both current year accruals and cash flows; however, the tax fundamental is more closely associated with changes in future earnings and future cash flows for firms reporting under IFRS than for firms reporting under U.S. GAAP after the U.S. adopted FIN48.


Atwood, T.J., American Taxation Association Mid-Year Meeting, "Discussion of "Data Truncation Bias and the MisMeasurement of Corporate Tax Avoidance"." (February 2014).

Atwood, T.J. (Presenter & Author), Florida State University, "The Usefulness Of Income Tax Disclosures Under IFRS Versus U.S. GAAP for Predicting Changes in Future Earnings and Cash Flows." (November 2012).

Atwood, T.J. (Presenter & Author), ATA mid-year meeting, "Discussion of “One-Book versus Two-Book System: Learnings from Europe” by C. Watrin, N. Ebert, and M. Thomsen." (August 2012).

Atwood, T.J. (Presenter & Author), AAA Annual Meeting, "Discussion of “The Relation Between CEO Retirement on Tax Reporting Aggressiveness,”." (August 2010).

Atwood, T.J. (Presenter & Author), AAA Annual Meeting, "The Cross-country Determinants of Corporate Tax Aggressiveness,”." (August 2010).

Publications - Research Related

Journal Article (Accepted)
Atwood, T.J. “The Complementarity Between Tax Avoidance and Manager Diversion: Evidence from Tax Haven Firms”. Toronto, Canada. (Forthcoming).

We investigate whether tax avoidance and manager diversion are complementary when the costs of diversion are low by comparing dividend payouts, performance, and overinvestments of tax haven firms versus other multinational firms based in countries with weak and strong investor protections. Desai and Dharmapala (2006, 2009a, 2009b) and Desai et al. (2007) set forth a theory of tax avoidance within an agency framework (the D&D theory) based on the assumption that tax avoidance and manager diversion are complementary when the corporate governance system is “ineffective” (i.e., the manager’s expected costs of diversion are low). Studies developing the D&D theory provide indirect evidence consistent with the model’s predictions but do not directly test this complementarity assumption. Recent studies of U.S. firms find no complementarity or find evidence inconsistent with this complementarity. Tax haven firms are corporate groups whose parent firms are incorporated in tax haven countries that are not the countries where the groups’ headquarters or primary operations are located (i.e., their “base” countries). We argue that tax haven incorporation potentially lowers the costs of diversion for managers of firms based in countries with weak investor protections. Using a sample from 28 base countries, we provide evidence that manager diversion and tax avoidance are complementary for tax haven firms based in countries with weak investor protections but not for tax haven firms based in countries with strong investor protections. Our results are consistent with the complementarity assumption underlying the D&D model and provide additional insights into the potential impact of the decentralization of the global firm.

Journal Article (Accepted)

Journal Article (Published)
Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Calls for eliminating differences between accounting earnings and taxable income in the U.S. have been debated extensively. Proponents of increased book-tax conformity argue that tax compliance will increase and earnings quality will improve. Opponents argue that earnings quality will decline. We examine whether the level of required book-tax conformity affects earnings persistence and the association between earnings and future cash flows. We develop a comprehensive book-tax conformity measure and find that earnings have lower persistence and a lower association with future cash flows when conformity is higher. Our evidence suggests that increased book-tax conformity may reduce earnings quality.

Research Honors and Awards


SERVICE

University Service

Department
Faculty Advisor, Southeast Regional Tax Challenge Competition. (2017 - Present).
Recruit and advise teams for tax case competition.

Peer Review Committee. (2017 - Present).

MAcc Committee. (2014 - Present).

Promotion and Tenure Committee. (2014 - Present).

Committee Chair, Accounting Department Recruiting Committee. (2017).
Brief Biography

Dr. Susan Bristow has enjoyed teaching at the University of Arkansas Sam M. Walton College of Business since 2002. She is the faculty advisor for the University of Arkansas Association of Information Systems Chapter (AIS), Alpha Iota Delta Honorary Society, and Phi Mu Fraternity. Her teaching interests include: Enterprise Resource Planning (ERP), Systems Analysis and Design, End-User Computing, and Service-Learning. Research interests include: Mental Models, Workforce Development, Enterprise Resource Planning (ERP), Functional Roles in Teams, and Women in Information Technology. Dr. Bristow was honored as an Outstanding Mentor for 2013, 2013 University of Arkansas Outstanding Faculty Advisor, 2013 Faculty of the Year Award by the University of Arkansas Associated Student Government and Residents' Interhall Congress, 2014 Sam M. Walton College of Business Excellence in Teaching Award, and 2015 Sam M. Walton College of Business Excellence in Service Award. In Fall 2014, she was inducted into the University of Arkansas Teaching Academy.

Education

EdD, University of Arkansas, 2013.
  Emphasis/major: Human Resource and Workforce Development Education
  Dissertation Title: Workforce Preparedness of Information Systems Students: Perceptions of Students, Alumni, and Employers

MBA, University of Arkansas, 2003.
  Emphasis/major: Master of Business Administration

BSBA, University of Arkansas, 1999.
  Emphasis/major: Information Systems

BSBA, University of Arkansas, 1996.
  Emphasis/major: General Business

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
  Academic - Post-Secondary, Clinical Assistant Professor, University of Arkansas. (August 15, 2013 - Present).

Teaching Experience

Report Generated on August 22, 2019
University of Arkansas

ISYS 2103 - BUSINESS INFORMATION SYSTEMS, 2 terms.
ISYS 3293 - SYSTEMS ANALYSIS & DESIGN, 7 terms.
ISYS 4213 - ERP FUNDAMENTALS, 4 terms.
ISYS 4223 - ERP CONFIG & IMPLEMENTATION, 23 terms.
ISYS 5223 - ERP CONFIG & IMPLEMENTATION, 9 terms.
WCOB 1111 - FRESHMAN BUSINESS CONNECTION, 19 terms.
WCOB 1120 - COMPUTER COMPETENCY REQMT, 4 terms.
WCOB 4213 - ERP FUNDAMENTALS, 9 terms.
WCOB 4223 - ERP CONFIG & IMPLEMENTATION, 23 terms.
WCOB 455 - SERVICE LEARNING PRACTICU, 1 term.
WCOB 455V - SERVICE LEARNING PRACTICUM, 9 terms.
WCOB 4993H - HONORS THESIS, 7 terms.
WCOB 5213 - ERP FUNDAMENTALS, 2 terms.
WCOB 5223 - ERP CONFIG & IMPLEMENTATION, 8 terms.

Non-Credit Instruction Taught

College, Department of Information Systems, 1 participant. (August 2018 - December 2018).
ISYS 5223 Independent Study for Ms. Cynthia Cooper, ERP Graduate Certificate Student

Information Technology Research Institute and Office of Diversity and Inclusion, 25 participants. (June 2018).
Co-coordinated and taught with Professor Beverly Hodges-McDaniel the Technology Awareness Program (TAP).

Information Systems Department, 1 participant. (February 2018).
Provided ERP Simulation Game Level 1 Training to Andrew Mackey who would be teaching the simulation game in his ERP Fundamentals course.

Information Systems Department, 16 participants. (September 2017).
Professor Jeff Mullins and I provided ERP Simulation Game Level 1 Training to faculty and Ph.D. students who would be teaching the simulation game in their courses.

Information Technology Research Institute and Office of Diversity and Inclusion, 25 participants. (June 2017).
Co-coordinated and taught with Professor Beverly Hodges-McDaniel the Technology Awareness Program (TAP).

Information Technology Research Institute and Office of Diversity and Inclusion, 12 participants. (June 2016).
Co-coordinated and taught with Ms. Beverly McDaniel the Technology Awareness Program (TAP).

Phi Mu Fraternity, 300 participants. (November 2014).
Provided Chapter Development presentation on academic success best practices.

Electric Meter School, 25 participants. (October 2014).
Taught MS Windows and MS Excel skills to participants.

Information Technology Research Institute and Office of Diversity and Inclusion, 35 participants. (June 2014).
Co-coordinated and taught with Ms. Beverly McDaniel the Technology Awareness Program (TAP).

Electric Meter School, 25 participants. (October 2013).
Taught MS Windows and MS Excel skills to participants.

Phi Mu Fraternity, 125 participants. (September 2013).
Provided Chapter Development presentation on academic success best practices.

Information Technology Research Institute and Office of Diversity and Inclusion, 25 participants. (July 2013).
Co-coordinated and taught with Ms. Beverly McDaniel the Technology Awareness Program (TAP).

Electric Meter School, 25 participants. (October 2012).
Taught MS Windows and MS Excel skills to participants.

Undergraduate Programs Office, 50 participants. (August 2011 - December 2011).
Taught two classes of FBC - WCOB 1111 for Undergraduate Programs Office.

Electric Meter School, 25 participants. (October 2011).
Taught MS Windows and MS Excel skills to participants.

Information Technology Research Institute and Office of Diversity Programs, 25 participants. (July 2011).
Co-coordinated and taught with Ms. Beverly McDaniel the Technology Awareness Program (TAP).

Electric Meter School, 25 participants. (October 2010).
Taught MS Windows and MS Excel skills to participants.

**Professional Development**

"University of Arkansas AIS IT Guiding Principles Workshop Series," AIS and ITRI, Fayetteville, AR. (February 2017 - Present).
With the help of ITRI Board Members, AIS has partnered to present an IT Guiding Principles Workshop Series regarding the Top 10 Guiding Principles set forth by the ITRI Board Members.

Workshop Luncheon, "Teaching Academy Luncheon," Teaching Academy, Fayetteville, AR. (February 2015 - Present).
The Teaching Academy has workshop luncheons once a month during the Spring and Fall semesters. Workshop topics vary from month to month.

"Online Teaching Support Group," University of Arkansas, Fayetteville, AR. (January 2012 - Present).
The Online Teaching Support Group meets every month to discuss issues related to online teaching.

"AIS Cybersecurity Workshop," University of Arkansas AIS Student Chapter, Fayetteville, AR, United States. (April 2019).
AIS Student Chapter hosted a Cybersecurity Workshop.

"Apple Workshop for Faculty and Staff," Walton Career Services, Fayetteville, AR, United States. (April 2019).
April is Tech Month hosted by Walton Career Services. As a part of Tech Month, on Thursday, April 4th from 9:00-10:00 am in the Reynold Center Auditorium, faculty and staff are invited to attend a workshop presented by Apple, Inc. It is also a part of the Everyone Can Code (ECC) initiative created through a partnership with Apple and the AACSB.

This workshop will provide an overview of iOS mobile technology in business and how the speed of digital transformation, in companies of all sizes and across industries, is redefining career readiness. The resulting ‘app economy’ is at the intersection of several mega trends, from big data to machine learning and augmented reality, which are redefining how we work, communicate and create. The discussion will provide a framework for understanding the technical building blocks of the app economy and the emerging skill sets that companies need to advance these areas of innovation.

Leading the workshop is Dr. Andrew Currah. He holds an MA, MPhil and Ph.D. in economic geography from Downing College, University of Cambridge, England, and is a Development Executive with
Apple Inc, where he provides strategic thought leadership around the transformation of teaching, learning and research with technology.

Forum, "Non-Tenure Track Faculty Lunch Forum," Wally Cordes Teaching Faculty Support Center (TFSC), Fayetteville. (March 2019).
The forum focused on a discussion of issues pertaining to faculty in non-tenure track lines.

CLSS Training, "CLSS Training Session," University of Arkansas Registrar, Fayetteville, AR, United States. (November 2018).
Training on the new class scheduling system for the University of Arkansas.

Conference Attendance, "SAS Day," University of Arkansas Information Systems Department, Fayetteville, AR, United States. (September 2018).
SAS Day is an opportunity for students, faculty and staff to learn about SAS's data mining, text analytics, and machine learning tools as they apply to academic research and various industries.

"Baum Teaching Workshop," Office of the Provost and University of Arkansas Teaching Academy, Fayetteville, AR. (August 2018).
Half-day workshop to provide best practices for teaching development.


Teaching/Learning Workshop, "SAP Training," SAP University Alliances, Milwaukee, WI, United States. (July 2018).
SAP Training on S/4 HANA to prepare curriculum changes for the ERP Configuration and Implementation Seminar in ERP Development courses.

Join us for a full-day of panels and presentations with industry leaders from ArcBest, IBM, J.B. Hunt, Tyson, and Walmart, to help you navigate the strategic use and deployment of Blockchain in your company's ecosystem.

UAConnect Training provided to faculty and staff to learn the new interface of the UAConnect application.

"University of Arkansas TFSC Winter Teaching Symposium," Wally Cordes Teaching and Faculty Support Center, Fayetteville, AR. (January 2018).
Symposium for faculty members to learn more about deep and flexible learning, course-embedded assessment, and instructional/assessment integrated strategies.

Seminar, "The Business of Blockchain as the New World Order," Information Systems Department, Fayetteville, AR. (September 2017).
“The Business of Blockchain as the New World Order”
“A blockchain is a decentralized, peer-to-peer system for validating, time-stamping, and permanently storing transactions on a distributed ledger that uses encryption protocols to authenticate digital asset ownership and consensus protocols to add validated transactions to the ledger and to ensure the ongoing integrity of the complete transaction history. Some blockchains also use smart contracts that apply rules to automatically execute transactions based upon pre-agreed conditions.”
“It’s a whole new game, played by new rules.” Perhaps no other technology will change the rules of business more than Blockchain. Technically, a blockchain is a shared, “one version of the truth”, peer-to-peer distributed record that validates and permanently stores transactions based on encryption and community consensus. Blockchain is to transactions as the Internet is to information: it promises to decentralize, democratize, and disintermediate transactions. How will financial services be disrupted when blockchains authenticate ownership and prevent double spending? How will auditing be
transformed in a blockchain world where EVERY transaction is public and verified over and over again? How will law and legal compliance change when blockchains facilitate and execute smart contracts? How will supply chain management be transformed when the precise location and current status of each asset is visible to every partner? Is your organization ready? Lacity will present research findings on actual blockchain developments and the hard-fought lessons learned. She will parse the reality from the hype and present an action plan for preparing for the future today.

"Baum Teaching Workshop," Office of the Provost and University of Arkansas Teaching Academy, Fayetteville, AR. (August 2017).
Half-day workshop to provide best practices for teaching development


Conference Attendance, "Women in IT Conference," University of Arkansas Information Technology Research Institute, Fayetteville, AR. (April 2017).

Attended the SAP University Alliance Winter Workshop regarding ERPSim updates and Analytics training.

"University of Arkansas TFSC Winter Teaching Symposium," Wally Cordes Teaching and Faculty Support Center, Fayetteville, AR. (January 2017).
Symposium for faculty members to learn more about deep and flexible learning, course-embedded assessment, and instructional/assessment integrated strategies

"Information Systems Department Faculty Retreat," Sam M. Walton College of Business, Information Systems Department, Fayetteville, AR. (September 2016).
Professional Development provided by the Information Systems Department


Conference Attendance, "Women in IT Conference," University of Arkansas Information Technology Research Institute, Fayetteville, AR. (April 2016).

SAP University Alliance members come together to discuss research, best practices, and to receive news regarding SAP endeavors.

Conference Attendance, "Women in IT Conference," University of Arkansas Information Technology Research Institute, Fayetteville, AR. (April 2015).

"University of Arkansas TFSC Winter Teaching Symposium," Wally Cordes Teaching and Faculty Support Center, Fayetteville, AR. (January 2015).
Symposium for faculty members to learn more about civility and collegiality in higher education, distance learning at the University, as well as other topics.

"Baum Teaching Workshop," Wally Cordes Teaching Faculty Support Center, Fayetteville, AR. (August 2014).
Half-day workshop to provide best practices for teaching development

Conference Description: Join us and gain new knowledge, grow new networks, and lend your voice to how women will continue to forge new ground in IT. Learn new ways to think about and apply your
skills to the most significant challenges facing IT, all while developing your role in advancing women in the industry.

Credit hours towards doctoral dissertation completion.

"Baum Teaching Workshop," Wally Cordes Teaching Faculty Support Center, Fayetteville, AR. (August 2013).
Half-day workshop to provide best practices for teaching development

"Wally Cordes Teaching and Faculty Support Center Teaching Camp," Wally Cordes Teaching and Faculty Support Center, Petit Jean, AR. (August 2013).
The teaching camp is a 3-day workshop on a special topic (Developing Deep Learners) as well as smaller breakout sessions to share best practices among University faculty.

Continuing Education to teach attendees how to speed read. The class will be used for research assistance.

Credit hours towards doctoral dissertation completion.

"TTAGG Software Training," Information Systems Department, Fayetteville, AR. (May 2013).
A TTAGG Software representative provided a presentation and demonstration about the TTAGG Software.

Credit hours towards doctoral dissertation completion.

Training for academic advising of Freshman Business Connections students for the May and August Intersessions, Summer Sessions, and Fall 2013 semester.

Conference Description: Join us and gain new knowledge, grow new networks, and lend your voice to how women will continue to forge new ground in IT. Learn new ways to think about and apply your skills to the most significant challenges facing IT, all while developing your role in advancing women in the industry.

Conference Attendance, "SAP Academic Conference," SAP, Milwaukee, WI. (February 2013).
Yearly academic conference hosted by SAP University Alliance to present SAP development news and provide training for the attendees.

"SAP University Alliances Winter 2013 Workshops," SAP University Alliances, Huntsville, TX. (January 2013).
Professors from SAP University Alliances member schools are invited to participate in four days of train-the-trainer coursework to become better acquainted with SAP functionality and best practices being introduced in the classroom.

ERP Simulation Game Level 2 – Find advanced techniques that can help you teach other faculty to use ERP simulation.

"University of Arkansas TFSC Winter Teaching Symposium," Wally Cordes Teaching and Faculty Support Center, Fayetteville, AR. (January 2013).
Symposium for faculty members to learn more about civility and collegiality in higher education, distance learning at the University, as well as other topics.


"Wellbeing: Developing Your Students and Yourself," University of Arkansas Academic Advising Council, Fayetteville, AR. (October 2012). Academic Advising Workshop to help with academic advising improvements.


Conference Attendance, "SAP Academic Conference," SAP University Alliance and SAP, San Antonio, TX. (March 2012). The event shares SAP’s strategic direction and showcases opportunities for faculty to leverage SAP University Alliances offerings to enhance student academic and career outcomes.

Conference Attendance, "Women in IT Conference," University of Arkansas Information Technology Research Institute (ITRI), Fayetteville, AR. (March 2012). Conference Description: Join us and gain new knowledge, grow new networks, and lend your voice to how women will continue to forge new ground in IT. Learn new ways to think about and apply your skills to the most significant challenges facing IT, all while developing your role in advancing women in the industry.

"CTE - Lunch N' Learn," Sam M. Walton College of Business Center for Teaching Effectiveness, Fayetteville, AR. (March 2012). This lunch n' learn featured Dr. Dub Ashton and his philosophy on teaching. New ideas on how to teach material and make the classroom an exciting place to learn were presented.

"TFSC February Not-So-New Faculty Lunch Discussion - Resources on Campus," Wally Cordes Teaching and Faculty Support Center, Fayetteville, AR. (February 2012). Karen Hodges, Office of Academic Success Director, discussed the campus resources that are valuable to the faculty to help students.


Tutorial, "AdvisorTrac Training," Sam M. Walton College of Business, Undergraduate Programs Office, Fayetteville, AR. (October 2011). Training to use the Advisor Trac software as a faculty advisor.

"Blackboard Collaborate (Elluminate) Training," University of Arkansas UITS, Fayetteville, AR. (August 2011). This workshop will demonstrate how to use the Blackboard Collaborate in Blackboard. This application is formerly known as Elluminate.

"Blackboard Training," University of Arkansas UITS, Fayetteville, AR. (August 2011).
This individual workshop provided training on individual needs in Blackboard. Respondus and group assignments were the primary training points.

"Coaching Training," University of Arkansas Human Resources, Fayetteville, AR. (August 2011). Training on how to provide coaching to individuals and to learn how to be a coach for students and employees.


"Information Systems Department Faculty Retreat," Sam M. Walton College of Business, Information Systems Department, Fayetteville, AR. (August 2011). Professional Development provided by the Information Systems Department

"MIS Faculty Development Session," Sam M. Walton College of Business, Information Systems Department, Fayetteville, AR. (August 2011). Workshop to gain knowledge of the MIS new blended format and to learn tips for teaching online courses.

"Wally Cordes Teaching and Faculty Support Center Teaching Camp," Wally Cordes Teaching and Faculty Support Center, Petit Jean, AR. (July 2011 - August 2011). The teaching camp is a 3-day workshop on a special topic (Academic Integrity Policy) as well as smaller breakout sessions to share best practices among University faculty.


"ERP Fundamentals - GBI 2.0 Training," Sam M. Walton College of Business, Information Systems Department, Fayetteville, AR. (July 2011). Dr. Ross Hightower visited our campus to show ERP Fundamentals faculty the new lab material for the new text.

Conference Attendance, "SAP SAPPHIRE NOW and ASUG Annual Conference," SAP, Orlando, FL. (May 2011). SAPPHIRE NOW and ASUG Annual Conference bring together unparalleled insights and opportunities from the world’s premier business technology conferences in one place. From customer-driven education and best practices to visionary technology and business strategies, the conferences offer a unique platform for attendees to see their business from all angles providing invaluable knowledge sharing and networking opportunities for SAP customers, partners, business team members, and industry experts. (From: http://www.sapandasug.com/agenda.html)


Conference Attendance, "SAP Curriculum Congress," SAP, Monterey, CA. (March 2011). The 14th annual SAP Curriculum Congress brings together leading educators representing 14 countries and 134 organizations to exchange ideas and information exploring innovative curricula and use of technology in the classroom. Each session topic is chosen to help University Alliances member schools run better. (From: http://www.sdnap.com/irj/uac/ua-events?rid=/webcontent/uuid/30262b82-87d8-2d10-fa86-86ca8a9751dc#section8)

"Having trouble putting all the advising pieces together?," Academic Advising Council and Office of the Registrar, Fayetteville, AR. (February 2011).
The Academic Advising Council and Office of the Registrar present and discuss complicated advising issues such as interpreting the ISIS AA reports, understanding test credit/credit vs. exemption, understanding the transfer credit report and other transfer issues, and preparing for the ISIS upgrade.

"University of Arkansas Winter Teaching Symposium," Wally Cordes Teaching and Faculty Support Center, Fayetteville, AR. (January 2011).
Symposium for faculty members to learn more about how to teach with technology.

Conference Attendance, "ICIS," Association for Information Systems, St. Louis, MO. (December 2010).
ICIS is the premier professional meeting in the IS field and provides access to the highest caliber scholarship in the IS discipline, including IT leadership, systems development, enterprise resource planning, cross-cultural issues and social and economic impacts of information technology.

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools.

Key Note Speaker Presentation, "'Age of Analytics: Competing in the 21st Century'," University of Arkansas Information Systems Department, Fayetteville, AR. (November 2010).
Dr. Jim Goodnight, CEO of SAS, presents: SAS customers are harnessing their data for competitive advantage, jobs in analytics are on the rise, how to attract and retain knowledge workers, and his concerns about the future of innovation in the U.S..

ISYS Department Colloquium, "ERPsim: A platform for multi-method experimental research in IS," University of Arkansas Information Systems Department, Fayetteville, AR. (September 2010).

The Americas Conference on Information Systems (AMCIS) is an annual research conference in the information systems discipline held in the region. AMCIS attracts up to a thousand or more attendees principally from North America but increasingly from other regions of the world as well. It is conducted under the auspices of AIS. Colleagues from prominent local universities take responsibility for organizing and making local arrangements associated with the conference.

Continuing Education Program, "WDED 5563 - Introduction to Distance Learning," University of Arkansas, Fayetteville, AR. (July 2010 - August 2010).
This course is designed to build a knowledge base about distance learning environments, especially online learning. This course emphasizes interaction among pedagogical models, instructional models, and learning technologies. The content is contextualized within higher learning, k-12 school, and corporate training.

"Blackboard 9.1 - Assessment," University of Arkansas UITS, Fayetteville, AR. (July 2010).
This workshop will demonstrate how to use assessment tools, such as assignments, tests, and quizzes in Blackboard. Participants will also be introduced to Respondus, a third-party software application that simplifies test creation and enhances the security of the online testing environment within Blackboard.

"Blackboard 9.1 - Content Management," University of Arkansas UITS, Fayetteville, AR. (July 2010).
This workshop will provide instruction on incorporating course content into Blackboard, including plain text, HTML, Microsoft Word text and documents, PDFs, video, audio, and more. Participants will also learn how to create an Elluminate virtual classroom session from within a Blackboard course – complete with a common whiteboard, chat, voice-over-IP, and up to six simultaneous webcams.
"Blackboard 9.1 - Introduction," University of Arkansas UITS, Fayetteville, AR. (July 2010).
This workshop will introduce participants to the new navigational features and outline the wide range of tools available to faculty and students in Blackboard 9.1. Current Blackboard users will benefit from learning about the recent upgrade and new users will benefit from an overview of the course management system.

This course addresses the principles and techniques underlying organizational research, both experimental and non-experimental. It covers the basic philosophy of science and research methods and gives attention to the practical problems of design, data collection sampling, and data analysis.

This course is designed to introduce WDED students to qualitative research design, data collection and data analysis. Course content includes data collection through interviews, field observation, records research, ethical issues associated with conducting research in organizational settings, and internal and external validity problems.

The conference will provide an informal setting for networking and will center around research presentations by junior faculty members and Ph.D. students. Prominent researchers from Big XII+ IS programs will attend the meetings and participate in both panels and general discussions.

Conference Attendance, "Women in IT," University of Arkansas Information Technology Research Institute, Fayetteville, AR. (March 2010).
Whether you are an executive, a manager, at entry level, or an entrepreneur learn new ways to think about and apply your skills to the most significant challenges facing IT while developing your role in advancing women in the industry. Gain new knowledge, grow new networks, and lend your voice to how women will continue to forge new ground in IT. The first half of the conference will consist of a keynote speaker and break-out sessions. The second half of the day will be a facilitated session/workshop where attendees will Build on the first half of their day and what they understand about their own needs and the needs of women in IT Imagine what they can do as a collective-individuals and companies/organizations And create a plan to fulfill their goal (Maybe a regional networking group aligning with other groups/chapters, a speaker series, etc.)

"Grant Writing Workshop," University of Arkansas Graduate School, Fayetteville, AR. (February 2010).
Graduate School hosted a grant writing workshop for doctoral students. Information to be used for doctoral program and to help SIFE write grants for funding.

Teaching Honors and Awards

Dr. John and Mrs. Lois Imhoff Award for Outstanding Teaching and Student Mentorship, University of Arkansas Teaching Academy, Teaching, University, (2018).

Sam M. Walton College of Business Outstanding Teaching Faculty Award, Sam M. Walton College of Business, Teaching, College, (2018).

Invited by one of my students to attend the Banquet.

The Teaching Academy and the Wally Cordes Teaching and Faculty Support Center recognized and honored 2013-2014 Faculty Teaching Award Recipients at a reception.


Teaching Academy Fellow, Teaching Academy, Teaching, (2014).

One of six University of Arkansas faculty members selected by the Teaching Academy to become inducted into the Teaching Academy as a Teaching Academy Fellow.

2013 Beta Gamma Sigma Favorite Professor Invitation, Beta Gamma Sigma, Teaching, (2013).

Recognized by Ms. Devyn Grathwohl as Favorite Professor for the 2013 Beta Gamma Sigma Initiation Banquet.

2013 Faculty of the Year, The University of Arkansas Associated Student Government and Residents' Interhall Congress, Teaching, (2013).

One of three faculty members at the University of Arkansas selected by the Associated Student Government (ASG) and Residents' Interhall Congress (RIC) to receive the award.

Certificate of Appreciation for Outstanding Teaching, The Teaching Academy and the Wally Cordes Teaching and Faculty Support Center, Teaching, (2013).

The Teaching Academy and the Wally Cordes Teaching and Faculty Support Center recognized and honored 2012-2013 Faculty Teaching Award Recipients at a reception.


University of Arkansas State and National Awards Reception

University of Arkansas Outstanding Faculty Advisor, Provost Office and Academic Advising Council, Teaching, (2013).

Recipients were selected from a pool of nominees by the Academic Advising Council for their overwhelming evidence of qualities and practices that distinguished them as outstanding advisors.

2012 Beta Gamma Sigma Favorite Professor Invitation, Beta Gamma Sigma, Teaching, (2012).

Recognized by Ms. Mohimeenu Razzack as Favorite Professor for the 2012 Beta Gamma Sigma Initiation Banquet.

International Women's Day, University of Arkansas International Students and Scholars, University Programs, Teaching, (2012).

International Women's Day honors faculty and staff for their achievements, hard work, and dedication at the University of Arkansas.


University of Arkansas State and National Awards Reception


Selected as one of the Outstanding Faculty members for the Eleventh Annual Faculty Appreciation Banquet.


University of Arkansas State and National Awards Reception
University of Arkansas and Student Alumni Association "Featured Faculty" at Homecoming Pep Rally, University of Arkansas and Student Alumni Association, Teaching, (2010). Invitation to participate in 2010 Homecoming Festivities in the Student/Faculty Trivia Challenge because selected by University students as being one of their favorite teachers on campus.

RESEARCH

Editorial Activities


Presentations Given

Freeze, R. D., Bristow, S. E., Global Shop Solutions User Conference, "Enhancing Program Growth for Workforce Impact," Global Shop Solutions, The Woodlands, TX, United States. (March 6, 2018).


Bristow, S. E. (Presenter & Author), Serrano, C. I. (Author Only), Mullins, J. K. (Presenter & Author), SAP Academic Conference Americas, "Online versus Flipped Learning: Understanding Factors that Shape Student Success in an ERP Fundamentals Course," San Diego, CA. (February 17, 2016).

Bristow, S. E. (Presenter & Author), ITRI Advisory Board Meeting, "Workforce Preparedness of Information Systems Students: Perceptions of Students, Alumni, and Employers," Information Technology Research Institute (ITRI). (September 24, 2013). *Further research into workforce readiness gap *Explore competencies employers desire *Discover relationship between preparedness and current students and alumni *Ascertain employers' perception of the ISYS program students' workforce preparedness


Abstract

Employers of newly hired higher education graduates report their new workforce is not prepared. Further research was required to discover insights to the workforce readiness gap. This concurrent mixed methods study explored what competencies influenced employer’s perceptions of the work-readiness of Information Systems (ISYS) undergraduate students and discovered ISYS graduates’ and current ISYS students’ perceptions of their work-readiness. Participants consisted of a convenience sample including 69 ISYS program upperclassmen, 20 ISYS program alumni, and 8 employers of the ISYS
program graduates. ISYS program alumni completed an online Qualtrics survey to measure the participants’ perception of their workforce preparedness. ISYS program upperclassmen completed a similar paper-based survey to measure the students’ current perception of their workforce readiness. Employers of ISYS program graduates were interviewed to determine (1) how they defined workforce readiness, (2) the competencies associated with being workforce-ready, and (3) the degree to which the Sam M. Walton College of Business graduates demonstrated workforce readiness. The instrument used in this study was adopted from the employer survey used in the Are They Really Ready to Work?: Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce report by Casner-Lotto, Barrington, & Wright (2006) and the Ill-Prepared U.S. Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training report by Casner-Lotto, Rosenblum, & Wright (2009). The reports were produced by ASTD, The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and SHRM.

Research findings demonstrated 91% of ISYS program alumni and 86.9% of upperclassmen believed they were adequately to well prepared for the workforce by the ISYS program. Additionally, 75% of ISYS graduates’ employers felt the students were adequately to somewhat well prepared for the workforce. Workforce readiness skills measured in this study included English Language (spoken), Writing in English, Problem Solving, Critical Thinking, Collaboration/Working with Others, Computer/Technical, Project Management, Knowledge within Major, General Business Knowledge, Willingness to Learn, Ability to Learn, Responsibility/Dependability, Initiative, Attitude Toward Work, Attendance/Punctuality, and Other skills not mentioned.


Immersive learning amplifies teamwork and functional role orientation in the acquisition of Enterprise System knowledge. In this teaching case, pedagogy and learning assurance demonstrate how knowledge transfer occurs for students to understand ERP concepts. The ERPSIM game provides the authentic context and team interaction to prepare graduates for future careers in a global business environment.

Publications - Teaching Related

Conference Proceeding (Accepted)
Harden, G., Fagan, M. H., Swimberghe, K., Bristow, S. E., Rogers, P. "Integrating Enterprise Resource Planning (ERP) knowledge and skills into the curriculum using SAP: Best practices and lessons learned". Southwest Decision Sciences Institute.

Conference Proceeding (Accepted)

Conference Proceeding (Accepted)
Freeze, R. D., Bristow, S. E. "ERP Knowledge: Enhancing Program Growth for Workforce Impact".
Paper was accepted to the Hawaii International Conference on System Sciences (HICSS-51) on August 18, 2017. Paper was presented at the HICSS Conference on January 6, 2018.

Conference Proceeding (Accepted)
Bristow, S. E., Serrano, C. I., Mullins, J. K. "Game Play: Online Delivery of ERP Simulation Game".
2016.

Conference Proceeding (Published)
Book Chapter (Published)

Book Chapter (Published)

Book Chapter (Published)

Conference Proceeding (Published)

Publications - Research Related

Conference Proceeding (Accepted)
Bristow, S. E., Serrano, C. I., Mullins, J. K. "Online versus Flipped Learning: Understanding Factors that Shape Student Success in ERP Courses". 2016.

Educationally Related Presentations and Workshops

"University of Arkansas ERP Program", presented at ASUG Oklahoma Chapter Meeting, Sponsored by America's SAP Users' Group (ASUG), Invited. (October 24, 2018).

"Online Delivery of ERPsim", presented at HEC Montreal Luncheon, Local, Sponsored by HEC Montreal, Accepted. (July 14, 2016).
Sharing experiences from online delivery of the ERPsim game. Joined via Skype by Susan Bristow and Christina Serrano.

"Game Play: Online Delivery of ERP Simulation Game", presented at SAP Academic Conference Americas, International, Accepted, Published in Proceedings. (February 18, 2016).


"How to Engage Students in Large Classes", presented at TFSC Not-So-New Faculty Presentation, Invited. (September 19, 2014).

"Pen & Paper/iPad/Smart Phone", presented at Dead Day Teaching Symposium, Local, Sponsored by University of Arkansas TFSC, Accepted. (May 2, 2014).
Discussing and illustrating how technology can enhance curriculum and learning, covering options for different levels of technology comfort and different ways in which technology can be used.

"Digging Deeper: Techniques to Help Students Go Below the Surface of Learning", presented at TFSC New Faculty Luncheon, Local, Sponsored by Wally Cordes Teaching Faculty Support Center, Invited. (November 22, 2013).
Presented techniques to help promote deep learning in place of surface learning. Based on the key note speaker, Dr. Ken Bain, presentation at the TFSC Teaching Camp 2013.

"Digging Deeper: Techniques to Help Students Go Below the Surface of Learning", presented at TFSC New Faculty Luncheon, Local, Sponsored by Wally Cordes Teaching Faculty Support Center, Invited. (November 21, 2013).
Presented techniques to help promote deep learning in place of surface learning. Based on the key note speaker, Dr. Ken Bain, presentation at the TFSC Teaching Camp 2013.

"Digging Deeper: Techniques to Help Students Go Below the Surface of Learning", presented at TFSC New Faculty Luncheon, Local, Sponsored by Wally Cordes Teaching Faculty Support Center, Invited. (October 4, 2013).
Presented techniques to help promote deep learning in place of surface learning. Based on the key note speaker, Dr. Ken Bain, presentation at the TFSC Teaching Camp 2013.

"Digging Deeper: Techniques to Help Students Go Below the Surface of Learning", presented at TFSC New Faculty Luncheon, Local, Sponsored by Wally Cordes Teaching Faculty Support Center, Invited. (October 3, 2013).
Presented techniques to help promote deep learning in place of surface learning. Based on the key note speaker, Dr. Ken Bain, presentation at the TFSC Teaching Camp 2013.

"Online Learning Methodology", presented at Teaching Camp, Local, Sponsored by University of Arkansas TFSC, Accepted. (August 6, 2013).
Sharing experiences from blended and online delivery courses, emphasizing a "no compromise" approach to developing and teaching online while recognizing the strengths and limitations of online delivery.

"Flash Talk - Research and Panel Discussion", presented at Women in IT Conference, National, Sponsored by University of Arkansas Information Technology Research Institute, Invited. (March 8, 2013).
Participated in the Flash Talk portion of the Conference - presenting research regarding workforce readiness and dissertation research related to our ISYS Program students. Also participated as a panelist on the Panel Discussion related to Innovation.

A pedagogy-to-technology stance by identifying four key things to accomplish in classes (promote academic integrity; build a community of learners; encourage engagement; and improve motivation/interest). Within each of these areas identification of a few key steps/practices are presented. Methods/actions and a list of supporting technologies are identified. Pedagogy is tracked to show how the steps, methods, and tools can work together to enhance the learning environment.

"Teaching Honors and High Achieving Students", presented at Wally Cordes Teaching and Faculty Support Center Teaching Camp, Local, Sponsored by Wally Cordes Teaching and Faculty Support Center, Invited. (July 31, 2012).
The presentation discussed characteristics of honors and high achieving students as well as methodologies for working with mixed classes.

"Enhancing the Learning Environment - There's an App for That!", presented at Wally Cordes Teaching and Faculty Support Center Teaching Camp, Local, Sponsored by Wally Cordes Teaching and Faculty Support Center, Invited. (August 2, 2011).
A pedagogy-to-technology stance by identifying four key things to accomplish in classes (promote academic integrity; build a community of learners; encourage engagement; and improve motivation/interest). Within each of these areas identification of a few key steps/practices are presented. Methods/actions and a list of supporting technologies are identified. Pedagogy is
tracked to show how the steps, methods, and tools can work together to enhance the learning environment.

"ERPsim Distribution Game with Guest Faculty", presented at ConocoPhillips Guest Faculty - ERPsim Distribution Game, Regional, Sponsored by ISYS Dept, Invited. (July 16, 2010).
I assisted Mary Dunaway with facilitating the ERPsim Distribution Game to Regional Faculty members visiting during the ConocoPhillips ERPsim Training.

SERVICE

University Service

College/School

Committee Member, Sam M. Walton College of Business Scholarship Committee. (February 2018 - Present).
Review Walton College scholarship applications and assist with selection.

Walton Card Campaign Volunteer. (February 2018 - Present).
Assist the Walton College by writing personal letters to our prospective students who have been admitted to Walton College for the Fall 2018 semester. The purpose is to show students and their families that our faculty and staff are genuinely interested in their success at the U of A and at Walton.

Committee Member, Student Scholarship Committee. (August 2017 - Present).

Committee Member, Schedule of Classes Subcommittee. (January 2016 - Present).
The scheduling of classes process is discussed, input is given to the administration, and improvements are put into place.

Committee Member, Degree Completion/Retention Task Force. (October 2015 - Present).
The charge to the Task Force is to
1. review/enhance Freshman Business Connections with the goal of enhancing Walton business students preparation and readiness to be successful in a Walton degree program (and, as a consequence enhance retention) and
2. review Walton College Degree Completion/Retention with the goal of developing a plan for enhancing completion and retention.

Student Recruiter, University of Arkansas Athletics Recruiting. (September 2013 - Present).
Meet with prospective University of Arkansas athletes and their families to present the Sam M. Walton College of Business offerings and to help recruit student athletes to the Walton College and University of Arkansas.

Co-Coordinator, Technology Awareness Program (TAP). (January 2003 - Present).
As co-coordinator with Ms. Beverly Hodges-McDaniel, we developed the program from the instructional perspective. Also, assistance is given to the ITRI and Office of Diversity and Inclusion to help coordinate speakers and program schedule.

Provide information to students on the first couple of days of the Fall and Spring Semesters

Committee Member, ITRI Task Force. (July 2017 - October 2018).

Faculty Advisor, Walton College New Student Orientation 2018. (June 2018 - August 2018).
Meet with incoming freshman to advise what classes to take for the Fall semester and answer any questions the incoming students may have.


Attendee, Award Ceremony, Walton College Honors Awards Banquet. (April 2018).

Attendee, Information Systems Department and Information Technology Research Institute (ITRI). (February 2018). Meeting to discuss future events and strategic initiatives for both the department and the ITRI.


Attendee, Award Ceremony, Walton College Awards Banquet. (April 2017).

Guest Speaker, Walton Workshops. (August 2016). Presented information to freshman students at the Walton Workshops in regards to the ISYS 1120 and ISYS 1123 to help them get started with the class and to be successful in the course.

Faculty Advisor, Walton College New Student Orientation 2016. (June 2016 - August 2016). Meet with incoming freshman to advise what classes to take for the Fall semester and answer any questions the incoming students may have.


Committee Member, Fleischer Scholars Committee. (April 2016). Help to identify Fleischer Scholars and explore ways of marketing the Program

Attendee, Graduation, Fall 2015 Commencement. (December 2015). Represented the Information Systems Department and the Walton College at the Fall 2015 Commencement.

Member, Walton College Student Leadership Award Committee. (August 2004 - April 2014).

Guest Speaker, Alpha Kappa Psi. (March 2013). Presented information on the Information Systems Program, the offerings, the types of jobs available, and the trends. Questions were also answered during the session.

Committee Member, Walton College Special Events Committee. (July 2011 - June 2012). As a member of the committee, I help to plan the special events the College hosts such as the Welcome Back Block Party and the Holiday Party.

Attendee, Meeting, Adjunct/Instructors Sub Committee. (May 2010 - December 2010). To participate in researching, discussing and implementing a broad array of best practices that will make the adjunct/instructor experience at the Walton College more meaningful, enjoyable and inclusive.

**Department**

Committee Member, Diversity and Inclusion Task Force. (March 2019 - Present). Define goals and strategies for Diversity and Inclusion within the department and for the Walton College.
Advisory Board Member, Northwest Arkansas Community College Advisory Board. (April 2018 - Present).

Committee Member, Clinical Assistant Professor Search Committee. (October 2017 - Present). Clinical Assistant Professor Search for the Information Systems Department.

Student Org Advisor (Non-Professional Org), Upsilon Alpha Chapter of Alpha Iota Delta. (April 2017 - Present). I serve as Faculty Advisor for the Alpha Iota Delta Honorary Society.

Committee Member, ISYS FBC Video Creation Team. (December 2014 - Present). Working with Jim Goodlander and Rajiv Sabherwal to create the ISYS Departmental promotional video for the Freshman Business Connections (FBC) classes.

Committee Member, Girls In IT Event Planning Committee. (August 2013 - Present). Created, developed, and implemented the first Girls In IT event to assist with recruiting females into the Information Systems field. Developed the event project with Dr. Christina Serrano.

Committee Member, Springdale High School Information Technology Academy Board. (March 2013 - Present). The advisory board will be comprised of business people and academia in our community who work in fields closely tied to the curriculum we teach. The responsibilities of the board members include: bi-annual meetings; and, willingness to provide input and advice. Input regarding post-secondary education preparation, workforce readiness, and soft skills is requested and most importantly, input from the perspective of the Information Technology is key.

Committee Member, Har-Ber High School Business & Marketing Technology Advisory Board. (January 2013 - Present). The advisory board will be comprised of business people and academia in our community who work in fields closely tied to the curriculum we teach. The responsibilities of the board members include: bi-annual meetings; and, willingness to provide input and advice. Input regarding post-secondary education preparation, workforce readiness, and soft skills is requested and most importantly, input from the perspective of the Information Technology is key.

Committee Member, ISYS Course Scheduling Committee. (2013 - Present). An informal committee consisting of Drs. Sabherwal, Cronan and Keiffer, Professor Mullins, Alice Frizzell, and myself to plan course scheduling at the undergraduate, masters, and doctoral levels.

Co-Chair, ISYS Undergraduate Program Committee. (December 2012 - Present). The purpose of the committee is to address undergraduate curriculum issues and discuss strategic planning.

Committee Member, ISYS Scholarship Committee. (May 2011 - Present). As a member of this committee, I help make recommendations and decisions as to what student should be awarded an ISYS Departmental scholarship.

Attendee, Award Ceremony, Beta Gamma Sigma Banquet. (March 2019). Attended the Beta Gamma Sigma Banquet to support Information Systems undergraduate and graduate students and to represent the Information Systems Department.

Chair, Daniel Ferritor Award Task Force Committee. (October 2018 - December 2018). Committee is responsible for completing Ferritor Award application on behalf of the Information Systems Department.

Attendee, Information Technology Research Institute (ITRI) Fall Advisory Board Meeting. (November 2018).
Representing the Information Systems Department at the ITRI Advisory Board Meeting. Gain insights from our business partners to assist with our undergraduate and graduate programs.

Attendee and Guest Speaker, Arkansas Academy of Computing (AAOC) Annual Meeting. (November 2018).

Presented a report of the Information Systems Department to the AAOC Board Members

Coach, ERPsim International Competition Coach. (June 2018).

Professor Jeff Mullins and I co-coach the University of Arkansas ERPsim International Competition team. We help prepare the team, coordinate practices, and complete competition day event logistics.


Presented a report of the Information Systems Department to the AAOC Board Members

Coach, ERPsim International Competition Coach. (June 2018).

Professor Jeff Mullins and I co-coach the University of Arkansas ERPsim International Competition team. We help prepare the team, coordinate practices, and complete competition day event logistics.

Attendee, Business Analytics Graduate Certificate Ceremony. (April 2018).

Attendee, Information Technology Research Institute (ITRI) Spring Advisory Board Meeting. (March 2018).

Representing the Information Systems Department at the ITRI Advisory Board Meeting. Gain insights from our business partners to assist with our undergraduate and graduate programs.

Attendee, Award Ceremony, Beta Gamma Sigma Banquet. (March 2018).

Attended the Beta Gamma Sigma Banquet to support Information Systems undergraduate and graduate students and to represent the Information Systems Department.

Committee Member, NTTT Peer Review Committee. (February 2015 - January 2018).

Member of the NTTT Peer Review Committee for the Annual Faculty Performance Review (AFPR) process.


Responsible for facilitating Instructor Search.

Coach, ERPsim International Competition Coach. (June 2017).

Mr. Jeff Mullins and I co-coach the University of Arkansas ERPsim International Competition team. We help prepare the team, coordinate practices, and complete competition day event logistics.

Coach, Assisted Dr. Christina Serrano with the online ISYS 4213 Class as a Team Coach. (March 2017 - May 2017).

I assisted Dr. Serrano with the setup of the synchronous ERPsim sessions and as acting as one of the team's coach.

Attendee, Award Ceremony, Beta Gamma Sigma Banquet. (March 2017).

Attended the Beta Gamma Sigma Banquet to support Information Systems undergraduate and graduate students and to represent the Information Systems Department. Additional was invited to attend by Ms. Miranda Corwin

Guest Speaker, Business Living Learning Community. (March 2017).

Invited to be a part of a Q & A Panel of Professors for the Business Living Learning Community. Representing and answering questions on behalf of the Department of Information Systems.

Committee Chair, Information Systems Department Instructors Search. (July 2016 - November 2016).

Responsible for facilitating the two Instructors search.

Committee Chair, Instructors Search Committee. (July 2016 - November 2016).

Two Instructor Search for the Information Systems Department - one for introduction Information Systems classes including the computer competency courses and one for upper level Information Systems classes.

Attendee, Meeting, ITRI Fall Advisory Board Meeting. (September 2016).
Attended the Fall ITRI Advisory Board Meeting. At the meeting industry perspective was gathered and departmental/college information was disseminated.

Coach. Assisted Dr. Christina Serrano with the online ISYS 4213 Class as a Team Coach. (February 2016 - May 2016).
I assisted Dr. Serrano with the setup of the synchronous ERPSim sessions and as acting as one of the team's coach.

Attended Sam M. Walton College of Business Spring 2015 Commencement and served as an ISYS Department Marshall.

Committee Member, Clinical Assistant Professor Search Committee. (October 2014 - April 2015).
Member of the search committee to identify a new Clinical Assistant Professor for the Business Analytics area of teaching.

Attendee, Award Ceremony, Beta Gamma Sigma Banquet. (March 2015).
Attended the Beta Gamma Sigma Banquet to support Information Systems undergraduate and graduate students and to represent the Information Systems Department.

Attendee, Graduation, May 2014 Commencement. (May 2014).
Attended Sam M. Walton College of Business Spring 2014 Commencement and served as an ISYS Department Marshall.

Mr. Jeff Mullins and I co-coach the University of Arkansas ERPSim International Competition team. We help prepare the team, coordinate practices, and complete competition day event logistics.

Coach, ERPSim International Competition Coach. (June 2013).
Mr. Jeff Mullins and I co-coach the University of Arkansas ERPSim International Competition team. We help prepare the team, coordinate practices, and complete competition day event logistics.

Committee Member, Annual Performance Evaluation Peer Review Committee. (October 2010 - December 2012).
Help with the review of non-tenure track colleagues' performances for the year.

Research is a departmental initiative that our Department Chair has requested we work on throughout the year. I have been appointed to the Research Committee.

Committee Member, Department Chair Search Committee. (September 2010 - May 2011).
Help with the facilitation of the Department Chair Search process.

Volunteer, IT Day. (March 2011).
Volunteered to help with the IT Day event.

Volunteer, IT Day. (April 2010).
Volunteered to help with the IT Day event.

**Student Organization**

Student Org Advisor (Non-Professional Org), Phi Mu Fraternity. (August 2013 - Present).
Faculty Advisor for the Phi Mu Fraternity on campus. I am to assist with chapter development of academic excellence and advising for the ladies of the Phi Mu Fraternity.

Student Org Advisor (Professional Org), Association for Information Systems (AIS). (August 2008 - Present).
AIS is a registered student organization for Information Technology students. As faculty advisor, the charge is to assist the AIS chapter in planning, organizing, and conducting chapter programs and business. Meetings are held monthly and Leadership Team meetings are weekly.

Student Org Advisor (Non-Professional Org), Student Leaders Impacting Communities (SLIC). (August 2014 - May 2017).
I serve as faculty advisor for the SLIC organization. The purpose of the student organization is to provide community service.

Student Org Advisor (Professional Org), Enactus (formerly Students In Free Enterprise (SIFE)). (July 2004 - October 2014).
Enactus is a registered student organization at the University of Arkansas. As a faculty advisor, the charge is to assist the SIFE team in planning, organizing, and conducting team projects, programs, and business. Meetings are held weekly (Leadership Team Meeting and Member Meetings on Wednesdays)

University
Attendee, Meeting, University of Arkansas General Education Curriculum Committee. (July 2015 - Present).
Establishes the objectives of the general education core curriculum for the Fayetteville campus; reviews courses requested by the college faculties to be added to the state-approved list of courses and recommends additions and deletions from that list; reviews the performance of UA students on the Rising Junior Exam and other assessments of achievement in general education in relation to the core to assess educational needs; and explores alternative ways to satisfy core curriculum objectives. The Committee monitors the effectiveness of the general education core curriculum to detect the need for, or possibility of, variances and undertakes other duties as required to ensure that the core meets the needs of this campus and its students.

Attendee, Teaching Academy. (December 2018).
University of Arkansas Teaching Academy Annual Induction Banquet
Volunteer, Blockchain Hackathon Event. (September 2018).
Help with coordination of volunteers, check-in, and competition.

Committee Member, University of Arkansas Academic Advising Council. (December 2014 - September 2018).
Help with determining University advising guidelines. Help with the development of programs to help with students' academic success.

Committee Member, Associate CIO Search Committee. (January 2016 - May 2016).
Participate in the Associate CIO for Academic Technologies and Shared Services Search process. Review applications, attend meetings, and make a recommendation for the hire.

Committee Member, University of Arkansas Faculty Senate Teaching Council. (July 2012 - June 2015).
The Teaching Council devises policies and procedures to protect and improve the quality of teaching at the institution and serves as an advisory body for the Teaching and Faculty Support Center. Issues may be referred to the committee by the Chair of the Faculty, the Chair of the Faculty Senate, the President of the Associated Student Government, the Chair of the Campus Council, the Vice Chancellor for Academic Affairs, or the Chancellor. The Council reports to the Chair of the Faculty Senate and is advisory to the Vice Chancellor for Academic Affairs.

To assess the current state of classroom technology across the University of Arkansas campus including technology for distance education and the scheduling system used to assign classrooms,
and to make a recommendation for the management, ownership, financing and continuous improvement of classroom technology to meet faculty, staff and student needs.

Guest Speaker, Wally Cordes Teaching and Faculty Support Center. (May 2014).
Presenter at the University of Arkansas Dead Day Symposium. Presented the "Pen & Paper/iPad/Smart Phone" break out session with Jeff Mullins.

Faculty Mentor, Wally Cordes Teaching and Faculty Support Center. (April 2014).
Invited to serve as Faculty Mentor for the Faculty Enrichment Series - Teaching and Technology in the 21st Century.

Committee Member, University of Arkansas Academic Advising Council. (July 2012 - June 2013).
Help with determining University advising guidelines. Help with the development of programs to help with students' academic success.

Attendee, Meeting, Enrollment Advisory Committee. (October 2011 - June 2013).
The Enrollment Advisory Committee functions as an advisory group for the Division of Enrollment. The committee is charged with assessing and advising on processes connected with enrollment including recruitment (strategic recruitment and communications plans, materials, data, growth), registration (priority registration, the schedule of classes, classroom assignments, academic action, graduation), financial aid (packaging schedules, verifications, scholarships, disbursements), and retention. The group will also provide assistance in the coordination and implementation of academic information systems.

Committee Chair, University of Arkansas Academic Advising Council. (November 2009 - June 2012).
Help with determining University advising guidelines. Help with the development of programs to help with students' academic success.

Council Vice Chair, SIFE USA Faculty Advisory Council. (August 2009 - May 2012).
I am one of sixteen faculty members in the United States to serve on the Council. We play an advisory role to SIFE USA Headquarters to guidelines, policies, new programs, and program development. As of May 11, 2010, I am now serving as Vice Chair for the Committee.

Committee Chair, University of Arkansas Calendar Committee. (August 2008 - June 2011).
As a member of the committee I help in the planning and decision-making process for the University of Arkansas calendar. Became Vice Chair for the 2009-2010 academic year. Serving as Chair for the 2010-2011 academic year.

**Professional Service**

AIS Student Leadership Conference Blockchain Track Final Round Judge, AIS Student Leadership Conference. (April 2018).
Judge a Blockchain Final Round Competition during the AIS Student Chapter Leadership Conference.

Conference Track Final Round Judge, AIS Student Leadership Conference. (April 2015).
Judge a IT Security Final Round Competition during the AIS Student Chapter Leadership Conference.

Conference Track Final Round Judge, AIS Student Leadership Conference. (April 2013).
Judge a Systems Analysis and Design Final Round Competition during the AIS Student Chapter Leadership Conference (http://scweb.aisnet.org/) taking place together with the 2013 Wal-Mart IT Summit

**Public Service**

Judge, Kappa Delta Pi International Honorary Society in Education Scholarship Selection Committee, Indianapolis, IN. (April 2018 - Present).
Review scholarship applications for the Kappa Delta Pi 2018 year.

Board Member, Alpha Iota Delta, Detroit, MI. (November 2017 - Present). Serve as Vice President of Chapter Relations

Attendee, Meeting, Rogers New Tech High School CTE Business Advisory Council. (November 2013 - Present). As an advisory council member I serve to represent the University of Arkansas and specifically the Information Systems Department. Serving on the Council develops the relationship between the University, the Rogers New Tech High School, and business leaders.

Member of Professional Organization, Alpha Beta Phi Mu Alumnae Advisory Council. (August 2012 - Present).

Member of Professional Organization, Alpha Beta Phi Mu Alumnae Chapter Association. (September 2005 - Present).

Guest Speaker, Americas’ SAP Users’ Group (ASUG), Tulsa, OK. (October 2018). Presented with Dr. Ron Freeze at the Fall 2018 ASUG Oklahoma Chapters meeting. Presented information about the department's ERP Program.

Guest Speaker, National Center for Women in IT (NCWIT) Aspirations in Computing Award Dinner. (April 2018). Introduced four NCWIT Award Winners and provided closing remarks for the ceremony.

Guest Speaker, National Center for Women in IT (NCWIT) Aspirations in Computing Award Dinner. (April 2017). Introduced five NCWIT Award Winners and provided closing remarks for the ceremony.


Guest Speaker, IT Day. (March 2017). Assisted ITRI with the delivery of the IT Day at Newport, Arkansas. Participated as Moderator for Panel Discussion, Co-Presenter of the Mini-Project with Dr. Christina Serrano, and provided Closing Remarks.

Guest Speaker, NCWIT - National Center for Women & Information Technology. (April 2016). NCWIT had an awards ceremony called Aspirations in Computing. I was asked to provide closing remarks for the ceremony.

Guest Speaker, Women in IT Conference Guest Speaker. (April 2016). Provided an in-progress research presentation as part of the Conference.

Guest Speaker, NCWIT - National Center for Women & Information Technology. (April 2015). NCWIT had an awards ceremony called Aspirations in Computing. I was asked to provide closing remarks for the ceremony.

Committee Member, NCWIT - National Center for Women & Information Technology Award Selection Committee. (December 2013). I was asked to review NCWIT Aspirations in Computing applications to assist with the selection of the award winners.

Guest Speaker, NCWIT - National Center for Women & Information Technology. (March 2013). NCWIT had an awards ceremony called Aspirations in Computing. I was asked to introduce and present the bio of one of the award winners.
Service Honors and Awards

Service, University
- Sam M. Walton College of Business Excellence in Service Award, Sam M. Walton College of Business, Service, University, (2015).
- Sam M. Walton College of Business Innovation Award, Sam M. Walton College of Business, Service, University, (2014).
- The Information Systems Department received the WCOB Innovation Award for the academic year. Enactus Regional Champions, Enactus World Headquarters, Service, University, (2013).
- University of Arkansas Enactus Team named Regional Champions at the 2013 Enactus Regional Competition held in Dallas, TX.
- Outstanding Mentor 2013, University of Arkansas, Service, University, (2013).
- University of Arkansas Office of Nationally Competitive Awards Reception recognizing Outstanding Mentors and Students for Enactus Regional Competition Win.
- Enactus Team received the Silver Spoon Award for the Let's Can Hunger Challenge Competition by collecting over 5,000 pounds of food items for the Full Circle Pantry and NWA Food Bank.
- SIFE Team received the Silver Spoon Award for the Let's Can Hunger Challenge Competition by collecting over 5,000 pounds of food items for the NWA Food Bank.
- Outstanding Mentor 2011, University of Arkansas, Service, University, (2011).
- University of Arkansas Office of Nationally Competitive Awards Reception recognizing Outstanding Mentors and Students for SIFE.
- Sam's Club Environmental Sustainability Challenge Students In Free Enterprise Finalist, Sam's Club and Students In Free Enterprise USA, Service, University, (2011).
- The University of Arkansas Students In Free Enterprise was named a top 8 finalist in the United States for the Sam's Club Environmental Sustainability Challenge.
- Sam's Club Environmental Sustainability Challenge Students In Free Enterprise People's Choice Award, Sam's Club and Students In Free Enterprise USA, Service, University, (2011).
- Sam's Club Associates voted the University of Arkansas Students In Free Enterprise as the People's Choice for the Sam's Club Environmental Sustainability Challenge.
- SIFE Team named winner of the Regional Competition Let's Can Hunger Challenge Competition by collecting over 8,000 pounds of food items for the NWA Food Bank.
- Named a top 20 finalist in the Waste Management Environmental Sustainability Individual Topic Competition
- Outstanding Mentor 2010, University of Arkansas, Service, University, (2010).
- University of Arkansas Office of Nationally Competitive Awards Reception recognizing Outstanding Mentors and Students - For SIFE and Honors Thesis SURF Grant
- University of Arkansas SIFE Team placed 2nd runner up in their league at the 2010 SIFE National Exposition (in the top 10% in the United States).
- SIFE Regional Champions, SIFE World Headquarters, Service, University, (2010).
- University of Arkansas SIFE Team named Regional Champions at the 2010 SIFE Regional Competition held in Dallas, TX.
- Named Third Place Winner in the Waste Management Environmental Sustainability Individual Topic Competition for the United States
Top 20 in the Nation - SIFE World Headquarters and Campbell's Let's Can Hunger Challenge, Campbell's Foods and SIFE World Headquarters, Service, University, (2010). SIFE Team named in the Top 20 for the Let's Can Hunger Challenge Competition by collecting over 12,000 pounds of food items for the NWA Food Bank

**Other**

Association for Information Systems (AIS) Outstanding Chapter Award, Association for Information Systems (AIS), International, (2018). The Outstanding Chapter Award is given to chapters who have shown excellence in at least three areas of chapter activities.
Michael Crawley  
University of Arkansas  
Accounting  
WCOB 454  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-6132  
Email: mjcrawle@uark.edu

Education

PhD, The McCombs School of Business, University of Texas at Austin, Austin, TX, 2010.  
Emphasis/major: Accounting  
Dissertation Title: Macroeconomic Consequences of Accounting: The Effect of Accounting  
Conservatism on Macroeconomic Indicators and the Money Supply

BS, The Kelley School of Business, Indiana University, Bloomington, IN, 2002.  
Emphasis/major: Accounting

MBA, The Kelley School of Business, Indiana University, Bloomington, IN, 2002.  
Emphasis/major: Accounting

Professional Licenses and Certifications

Inactive

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
Academic - Post-Secondary, Assistant Professor of Accounting, Indiana University. (June 1, 2010 - May 31, 2016).  
Courses taught: Intermediate Financial Accounting

Teaching Experience

University of Arkansas
ACCT 3753 - INTERMEDIATE ACCT II, 8 terms.  
ACCT 5463 - FINANCIAL STATEMENT ANALYSIS, 1 term.  
WCOB 4993H - HONORS THESIS, 1 term.

Non-Credit Instruction Taught

(March 2018).  
I served as a guest lecturer in ACCT 6133 (Accounting Research Seminar II) in Spring 2018. I led first  
and second year doctoral students in a discussion of research in the intersection of accounting and  
macroeconomics.  

(October 2017).
Guest lecture for Jason Fowler's ACCT 3723 (Intermediate Accounting I) class

Professional Development

Discussed “Contagious Stock Price Crashes”


Conference Attendance, "2018 Oklahoma State University Accounting Research Conference," Oklahoma State University, Stillwater, OK, United States. (April 2018).
Presentation of "The Impact of Linguistic Distance and Financial Reporting Readability on Foreign Holdings of U.S. Stocks"


Discussion of “Real and Accounting Effects of Mandatory Derivative Disclosures”


Attended teaching seminar conducted by U. of A. Teaching and Faculty Support Center (TFSC)


Discussion of “On the Association Between Stock Returns and GDP Growth Forecast Errors: Implications for Interdisciplinary Capital Markets Research in Accounting”


Discussion of “The Role of Non-Financial Measures in Management Forecasts”


Conference Attendance, "University of Texas Research Conference," University of Texas, Austin, TX. (2012).


Discussion of “Earnings Announcements and Attention Constraints: The Role of Market Design”


Conference Attendance, "University of Texas Spring Conference," University of Texas, Austin, TX. (2011).


Teaching Honors and Awards

Indiana University Trustee Teaching Award (Nomination), Indiana University, Teaching, (2015). Nominated for university-level teaching award

Indiana University Trustee Teaching Award (Nomination), Indiana University, Teaching, (2014). Nominated for university-level teaching award

RESEARCH

Editorial Activities


"Reviewed 1 paper(s) for acceptance to American Accounting Association - Financial Accounting and Reporting Section Midyear Meeting", American Accounting Association - Financial Accounting and Reporting Section Midyear Meeting, Ad Hoc Reviewer. (2019).


"Reviewed 1 paper(s) for acceptance to American Accounting Association - Financial Accounting and Reporting Section Midyear Meeting", American Accounting Association - Financial Accounting and Reporting Section Midyear Meeting, Ad Hoc Reviewer. (2014).


Presentations Given


Using a sample of 75 countries, we show that foreigners invest less in U.S. stocks when they are from countries with greater linguistic distances and when U.S. financial reports are more difficult to read. This suggests that linguistic distance and financial reporting readability act as significant frictions for foreign investors, even in the U.S. market where foreign investors should have the greatest ability, resources, and economic incentives to overcome language translation and readability issues. Additionally, we show that foreigners invest more in U.S. Treasuries and consume more when facing greater linguistic distance and financial reporting readability difficulties. These results are consistent with a “substitution effect” where foreigners who want to invest in U.S. stocks, but are sufficiently deterred by linguistic distance and financial reporting readability frictions, appear to (1) seek the relative ease of investing in Treasury securities and/or (2) simply invest less and consume more.


Using a sample of 75 countries, we show that foreigners invest less in U.S. stocks when they are from countries with greater linguistic distances and when U.S. financial reports are more difficult to read. This suggests that linguistic distance and financial reporting readability act as significant frictions for foreign investors, even in the U.S. market where foreign investors should have the greatest ability,
resources, and economic incentives to overcome language translation and readability issues. Additionally, we show that foreigners invest more in U.S. Treasuries and consume more when facing greater linguistic distance and financial reporting readability difficulties. These results are consistent with a “substitution effect” where foreigners who want to invest in U.S. stocks, but are sufficiently deterred by linguistic distance and financial reporting readability frictions, appear to (1) seek the relative ease of investing in Treasury securities and/or (2) simply invest less and consume more.

Allee, K., Crawley, M., Anderson, L., "The Impact of Linguistic Distance and Financial Reporting Readability on Foreign Holdings of U.S. Stocks." Sungkyunkwan University, South Korea. (2018). Using a sample of 75 countries, we show that foreigners invest less in U.S. stocks when they are from countries with greater linguistic distances and when U.S. financial reports are more difficult to read. This suggests that linguistic distance and financial reporting readability act as significant frictions for foreign investors, even in the U.S. market where foreign investors should have the greatest ability, resources, and economic incentives to overcome language translation and readability issues. Additionally, we show that foreigners invest more in U.S. Treasuries and consume more when facing greater linguistic distance and financial reporting readability difficulties. These results are consistent with a "substitution effect" where foreigners who want to invest in U.S. stocks, but are sufficiently deterred by linguistic distance and financial reporting readability frictions, appear to (1) seek the relative ease of investing in Treasury securities and/or (2) simply invest less and consume more.

Allee, K., Crawley, M., Anderson, L., "The Impact of Linguistic Distance and Financial Reporting Readability on Foreign Holdings of U.S. Stocks." University of Essex, United Kingdom. (2018). Using a sample of 75 countries, we show that foreigners invest less in U.S. stocks when they are from countries with greater linguistic distances and when U.S. financial reports are more difficult to read. This suggests that linguistic distance and financial reporting readability act as significant frictions for foreign investors, even in the U.S. market where foreign investors should have the greatest ability, resources, and economic incentives to overcome language translation and readability issues. Additionally, we show that foreigners invest more in U.S. Treasuries and consume more when facing greater linguistic distance and financial reporting readability difficulties. These results are consistent with a "substitution effect" where foreigners who want to invest in U.S. stocks, but are sufficiently deterred by linguistic distance and financial reporting readability frictions, appear to (1) seek the relative ease of investing in Treasury securities and/or (2) simply invest less and consume more.


Publications - Research Related

*Journal Article (Working Paper)*

*Journal Article (Working Paper)*
Crawley, M., Bagnoli, M., Clement, M., Watts, S. "The Relative Profitability of Analysts’ Stock Recommendations: What Role Does Investor Sentiment Play?".
Journal Article (Paper Under Review)
Crawley, M. "Using the Federal Reserve’s Balance Sheet to Predict Macroeconomic Outcomes". Under review at Journal of Accounting Research.

Journal Article (Paper Under Review)

Using a sample of 75 countries, we show that foreigners invest less in U.S. stocks when they are from countries with greater linguistic distances and when U.S. financial reports are more difficult to read. This suggests that linguistic distance and financial reporting readability act as significant frictions for foreign investors, even in the U.S. market where foreign investors should have the greatest ability, resources, and economic incentives to overcome language translation and readability issues. Additionally, we show that foreigners invest more in U.S. Treasuries and consume more when facing greater linguistic distance and financial reporting readability difficulties. These results are consistent with a “substitution effect” where foreigners who want to invest in U.S. stocks, but are sufficiently deterred by linguistic distance and financial reporting readability frictions, appear to (1) seek the relative ease of investing in Treasury securities and/or (2) simply invest less and consume more.

Journal Article (Published)

Journal Article (Published)

SERVICE

University Service

College/School

Committee Member, Indiana University Kelley School of Business (Academic Misconduct Committee). (2014 - 2015).

Member of panel reviewing appeals of Academic Misconduct cases

Department
Attend University graduation ceremonies. (2018 - Present).

Attend annual Accounting Banquets. (2017 - Present).

Ph.D. Student Comprehensive Exam grader. (2017 - Present).


Ph.D. Student Recruiting (volunteer). (2016 - Present).

Reviewed Ph.D. student applications and interviewed prospective Ph.D. students (office visits and meals)


Committee Member, Accounting Department Faculty Recruiting Committee. (2017 - 2018).

Review vitas and applications from faculty recruit candidates

Committee Member, Accounting Department Scholarship Committee. (2017 - 2018).
Reviewed students for undergraduate and masters level scholarships

Interaction with Industry, Attend Pricewaterhouse Coopers "Lunch with the Faculty" event. (2017).

Faculty Recruiting, Indiana University Accounting Department (Faculty Recruiting). (2010 - 2015).
Reviewed faculty applications and interviewed prospective faculty members

Ph.D. Student Recruiting, Indiana University Accounting Department (Ph.D. Student Recruiting). (2010 - 2015).
Reviewed Ph.D. student applications and interviewed prospective Ph.D. students

Organized 2012-2013 Accounting Workshop Calendar for Indiana University's Accounting Department


**Student Organization**

Faculty Advisor and Alumni Board Member, Delta Upsilon Fraternity (Indiana University Chapter). (2011 - 2015).

**Public Service**


People and Animal Learning Services (PALS) is a charity organization in Bloomington, IN that provides therapeutic horseback riding services for children and adults with physical and mental disabilities. My wife and I helped provide food, water, and basic grooming care to the horses. We also helped to raise money for the PALS “Mane Event” charity auction. I also paced a former PALS client (a wheelchair athlete) in local 5K and 10K running races.
Paul Cronan
University of Arkansas
Information Systems
WCOB 215
Qualifications: Scholarly Academic
Sufficiency: Participating
Phone: (479)-575-6130
Email: PCronan@walton.uark.edu

Brief Biography

Dr. Cronan is Professor of Information Systems and holds the M. D. Matthews Chair in Information Systems - cronan@uark.edu. Dr. Cronan received the doctorate degree from Louisiana Tech University and is currently Director of the Master of Information Systems degree program and Co-Director of the University of Arkansas Teaching and Faculty Support Center. In the past he has served as Vice Chair of the Information Systems department.

He is an active member of the Association for Information Systems, the Decision Sciences Institute, and the Association for Computing Machinery. He has served as Regional Vice President and on the Board of Directors of the Decision Sciences Institute and as President of the Southwest Region of the Institute. In addition, in the past he has served as Associate Editor for MIS Quarterly.


Education

DBA, Louisiana Tech University, 1979.
   Emphasis/major: IS/Quantitative Analysis/CS

MS, South Dakota State University, 1975.
   Emphasis/major: Economics

BS, University of Southwestern Louisiana, 1972.
   Emphasis/major: Computer Science

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
Academic - Post-Secondary, Professor & M.D. Matthews Chair in Information Systems, University of Arkansas. (August 2011 - Present).
Academic - Post-Secondary, Director, Information Systems Graduate Programs, University of Arkansas. (1997 - Present).
Academic - Post-Secondary, Professor, Information Systems, University of Arkansas. (1986 - Present).
Academic - Post-Secondary, Co-Director, UA Teaching and Faculty Support Center. (August 2011 - August 2014).
Academic - Post-Secondary, Vice Chair, Information Systems Department, University of Arkansas. (April 2006 - August 2010).

Teaching Experience

University of Arkansas
- ISYS 4363 - BUS PROJECT DEVELOPMENT, 13 terms.
- ISYS 535 - IT INTERNSHIP EXPERIENCE, 4 terms.
- ISYS 535V - INTERNSHIP EXPERIENCE, 39 terms.
- ISYS 5423 - SEMINAR SYSTEMS DEVELOP, 2 terms.
- ISYS 5503 - DEC SUPPORT ANALYTICS, 7 terms.
- ISYS 5713 - SEMINAR IN IS TOPICS, 13 terms.
- ISYS 5833 - DATA MANAGEMENT SYSTEMS, 4 terms.
- ISYS 5933 - GLOBAL IT/ANALYTICS SEMINAR, 6 terms.
- ISYS 636V - SPECIAL PROBLEMS, 9 terms.
- ISYS 700V - DOCTORAL DISSERTATION, 1 term.
- WCOB 3003H - HONORS COLLEGE COLLOQUIUM, 1 term.
- WCOB 410 - SPECIAL TOPICS - BUSINESS, 1 term.
- WCOB 410V - SPECIAL TOPICS - BUSINESS, 1 term.
- WCOB 4993H - HONORS THESIS, 3 terms.
- WCOB 510V - SPECIAL TOPICS - BUSINESS, 1 term.

Non-Credit Instruction Taught

- True Blue, 30 participants. (May 2014).
- Predictive Analytics and Diversity & Inclusion Conference

Professional Development

  Reviewed by committee and re-appointed for five-year term beginning Fall 2014 thru Fall, 2019
  Attended Blockchain Expo Conference
  As a part of AACSB Curriculum Development Series, worked with AACSB on Data Analytics Summit
- Committees/Presentations -- AACSB Analytics Curricula Development
  Workshop Presentation
Presentations -- AACSB Analytics Curricula Development

Analytics Global Immersion Experience in Ireland and Germany (as a component of ISYS 5933)

Hawai'i EPSCoR NSF Grant - External Advisory Board Meeting, "Hawai'i EPSCoR External Advisory Board Meeting," NSF, Honolulu, HI. (April 2017).
NSF Grant External Advisory Board

Workshop Presentation

Presented AACSB Analytics Curriculum Development Workshop

As a part of AACSB Curriculum Development Series, developed and presented Analytics Curriculum Development Workshop

Curriculum and Course Development, "Business Analytics Track/Minor -- Implemented Curriculum and Course Development." (January 2016 - December 2016).
Implemented/Advised students in Business Analytics Concentration (ISYS major)

Course Requirements in the Major for All Concentrations

ISYS 2263  
Introduction to Information Systems
ISYS 3293  
Systems Analysis and Design
ISYS 3393  
Business Application Development Fundamentals
ISYS 4283  
Business Database Systems
ISYS 4363  
Business Project Development
WCOb 4213  
ERP Fundamentals

Note: These required courses represent a common body of knowledge for all information systems majors. Majors must select one of the following concentrations and must complete six additional hours of coursework in the elected concentration.

(added) Concentration III: Business Analytics
ISYS 4193  
Business Analytics & Visualization
ISYS 4293  
Business Intelligence
Business Analytics Minor

The Walton College offers an interdisciplinary minor in Business Analytics. Analytics are currently used by many companies for applications ranging from strategic management of date to day operations to customer insights to retail analytics to developing and maintaining a competitive edge. The minor requires completion of 15 hours of study with all of the upper division courses applied toward the minor taken in residence. The 15 hours include:
ISYS 4193  
Business Analytics & Visualization (new course)
ISYS 4293 Business Intelligence 3
ISYS 4393 Applied Analytics (new course)

Select two approved courses

Leadership in Teaching/Learning/Curriculum Scholarship –

o(with D. E. Douglas and AACSB Analytics Curriculum Advisory Group) Established and developed an AACSB Analytics Curriculum Workshop. The goal of the Advisory Group is to accelerate the development of AACSB Analytics Curricula with two guiding principles - 1) Analytics Curricula must intersect with practice and 2) the Advisory Group schools should represent diversity in terms of geography and types of programs. The purpose of the Group, working with AACSB, is to be a catalyst in the development of analytics curricula for AACSB schools. The Group members represent a diversity of programs and constituent stake holders which importantly supports input from a broad range of industries. The insights from the various industries are invaluable in ensuring the developed curricula are academically rigorous and also meets the future needs in the workplace. The Work Group has four US universities and four international universities – University of Arkansas, Michigan State University, Arizona State University, North Carolina State University, IESEG France, University College Dublin, National University College of Singapore, Warwick University, and City University of Hong Kong.

o(with D. E. Douglas) Developed IBM, SAP, SAS, Microsoft, and Teradata Gift Proposals - gifts in-kind requested.

o Waltons Courses and Programs developed/enhanced –
  □ Developed ISYS 5933 (Global IT/Analytics) Global Immersion Experience in Ireland (Analytics/ERP) and Germany (ERP/Analytics)
    - Developed ISYS 4193 (Business Analytics and Visualization)
  □ Developed ISYS 4393 (Business Analytics Practicum)
  □ Developed ISYS 599V (Analytics Practicum)
□ MS, Statistics and Analytics, Business Administration Track – course alignment, coordination, and advising for Fall 2015
  • Executive MBA Business Analytics Tracks and Graduate Certificate in Business Analytics
  • Global IT/Analytics – initiated the redesign of ISYS 5933 (Global IT) and developed a 10-day Global Immersion experience to introduce students to global technology.

Conference Attendance, "Decision Science Institute," Decision Sciences Institute, Austin, TX. (November 2016).
Panels/Presentations -- AACSB Analytics Curricula Development

Analytics Global Immersion Experience in Ireland as a component of ISYS 5933

As a part of AACSB Curriculum Development Series, developed and presented Analytics Curriculum Development Workshop

As a part of AACSB Curriculum Development Series, developed and presented Analytics Curriculum Development Workshop


Paper Presentation - Changing AI Attitudes in College Freshmen


Participated in SAP Workshops - Presentations


As a part of AACSB Curriculum Development Series, developed and presented Analytics Curriculum Development Workshop


Panels/Presentations -- AACSB Analytics Curricula and Enterprise Systems (Tableau)


Fall 2015 – Began/Advised students in Business Analytics Concentration (ISYS major)

Course Requirements in the Major for All Concentrations

ISYS 2263 Introduction to Information Systems
ISYS 3293 Systems Analysis and Design
ISYS 3393 Business Application Development Fundamentals
ISYS 4283 Business Database Systems
ISYS 4363 Business Project Development
WCOB 4213 ERP Fundamentals

Note: These required courses represent a common body of knowledge for all information systems majors. Majors must select one of the following concentrations and must complete six additional hours of coursework in the elected concentration.

(added) Concentration III: Business Analytics
ISYS 4193 Business Analytics & Visualization
ISYS 4293 Business Intelligence

The Walton College offers an interdisciplinary minor in Business Analytics. Analytics are currently used by many companies for applications ranging from strategic management of daily operations to customer insights to retail analytics to developing and maintaining a competitive edge. The minor requires completion of 15 hours of study with all of the upper division courses applied toward the minor taken in residence. The 15 hours include:

ISYS 4193 Business Analytics & Visualization (new course)3
ISYS 4293 Business Intelligence 3
ISYS 4393 Applied Analytics (new course)3
Select two approved courses6

Leadership in Teaching/Learning/Curriculum Scholarship –

o(with D. E. Douglas) Established and developed an AACSB Analytics Curriculum Advisory Group. The goal of the Advisory Group is to accelerate the development of AACSB Analytics Curricula with two guiding principles - 1) Analytics Curricula must intersect with practice and 2) the Advisory Group schools should represent diversity in terms of geography and types of programs. The purpose of the Group, working with AACSB, is to be a catalyst in the development of analytics curricula for AACSB schools. The Group members represent a diversity of programs and constituent stakeholders which importantly supports input from a broad range of industries. The insights from the various industries are invaluable in ensuring the developed curricula are academically rigorous and also meet the future needs in the workplace. The Work Group has four US universities and four international universities – University of Arkansas, Michigan State University, Arizona State University, North Carolina State University, IESEG France, University College Dublin, National University College of Singapore, Warwick University, and City University of Hong Kong.


oWalton Courses and Programs developed/enhanced –
- Developed ISYS 4193 (Business Analytics and Visualization)
- Developed ISYS 4393 (Business Analytics Practicum)
- Developed ISYS 599V (Analytics Practicum)
- MS, Statistics and Analytics, Business Administration Track – course alignment, coordination, and advising for Fall 2015
  •Executive MBA Business Analytics Track and Graduate Certificate in Business Analytics Planning
  •Global IT/Analytics – initiated the redesign of ISYS 5933 (Global IT) and developed a 10-day Global Immersion experience to introduce students to global technology.

Panels/Presentations -- AACSB Analytics Curricula and Enterprise Systems

SAS Workshop on Predictive Analytics

Presented Enterprise Workshop

A. “Best Practices’ Academic Integrity Research” - Recent scandals involving cheating by college students have been in the news headlines. Indeed, many sources report that academic dishonesty is commonplace for undergraduates (students self-report as much as 60% have engaged in some form of academic dishonesty). This component of the off campus duty assignment focuses on the development of plans and programs that can reduce and deter academic dishonesty at the university level. Using academic integrity performance and attitudinal data collected over the past few years, research papers based on developed models (using the Theory of Planned Behavior) are used to further
explain academic integrity behavior. From these, recommendations regarding deterring and reducing dishonesty can be available.

B. “Business Analytics/Big Data: Teaching and Research Directions”- Recent developments in business analytics and ‘big data’ have caused a gap between needed company personnel and business school scholarship in most universities. This gap is a result of the need for functional analytics knowledge (for managers and employees) and the lack of analytics curricula and research in many business schools. Recently, the integration of business analytics and big data concepts into the curriculum was initiated at the University of Arkansas; this off campus duty proposal seeks to further develop and refine curricula using industry experience and research findings. The purpose of this component of the off campus assignment is to develop business analytics curricula (undergraduate & graduate) and explore possible research agendas. The curriculum and research directions plan will be accomplished by visiting select companies who successfully use analytics and select universities that have successfully developed business analytics curricula in these areas.

SAS Conference on Analytics

Participated in Workshops

Workshop Presentation

Paper Presentation

"Visited EdX," Boston, MA. (February 2015).

Conference Attendance, "Hawaii International Conference on Social Sciences," Kauai, HI. (January 2015). Presented Analytics Workshop


Conference Attendance, "Teaching & Faculty Support Center Summer Teaching Camp & Workshop," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2014).

Continuing Education Program, "Baum Teaching Workshop - University of Arkansas," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2014).


"SAP HANA Workshop," SAP America, Chico, CA. (June 2014).

"WCET Bootcamp - Building Institutional Readiness for Data Analytics," WCET, Vail, CO. (June 2014).

Re-Appointed Research Chair- Five Years, "M. D. Matthews Chair in Information Systems." (July 2009 - June 2014).
Reviewed by committee and re-appointed for five-year term beginning Fall 2009 thru Fall, 2014

Participated in NeuroIS Workshops - Presentations


Participated in SAP Workshops - Presentations


Conference Attendance, "International Association of Computer Information Systems (IACIS)," International Association of Computer Information Systems (IACIS), San Juan, PR. (October 2013).

Conference Attendance, "Teaching & Faculty Support Center Summer Teaching Camp & Workshop," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2013).

Continuing Education Program, "Baum Teaching Workshop - University of Arkansas," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2013).

"SAP Business Analytics Workshop," SAP America, Milwaukee, WI. (July 2013).


Participated in SAP Workshops - Presentations


Continuing Education Program, "Baum Teaching Workshop - University of Arkansas," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2012).


Participated in SAP Workshops - Presentations


SAS Business Intelligence and Business Analytics Sessions

Continuing Education Program, "Baum Teaching Workshop - University of Arkansas," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2011).

Continuing Education Program, "Summer Teaching Camp - University of Arkansas," UA Teaching and Faculty Support Center, Fayetteville, AR. (July 2011 - August 2011).

Conference Attendance, "SAP Curriculum Congress 2011," SAP, Monterrey, CA. (March 2011). Participated in SAP Workshops - Presentations


Conference Attendance, "Business Intelligence Congress," SIGDSS, Teradata University Network, & Association of Information Systems (AIS), St. Louis, MO. (December 2010).

Conference Attendance, "International Conference on Information Systems (ICIS)," Association of Information Systems (AIS), St. Louis, MO. (December 2010).

Conference Attendance, "Decision Science Institute," Decision Sciences Institute, San Diego, CA. (November 2010).

Continuing Education Program, "Baum Teaching Workshop - University of Arkansas," UA Teaching and Faculty Support Center, Fayetteville, AR. (August 2010).


SAS Business Intelligence and Business Analytics Workshop


SAS Data Mining Workshop


Teaching Honors and Awards


The Majdi Najm Outstanding Service Award is given annually to an individual or individuals who have provided outstanding service to the SAP University Alliances program. This award recognizes those who have advanced, and continue to advance the use of SAP in education and the classroom. This year, the North America University Alliances team recognizes three individuals for their contributions to the program. The recipients of the 2010 Majdi Najm Outstanding Service award are: Paul Cronan, Christine Clemons Davis and David Douglas, all from the University of Arkansas. The Majdi Najm Outstanding Service Award was established to honor the memory of Dr. Majdi Najm who was the director of the University Competence Center at the University of Missouri. Majdi passed away in 2004. The winners are notable for their collaboration with faculty members from other SAP University Alliances campuses. Since the inception of this award, the honorees chosen have demonstrated a history of leadership in the program, through participation at the SAP Curriculum Congress and
workshop events, development of curriculum content, mentoring of other faculty, and promotion of the SAP University Alliances program both on and off their home campus.

The team at the University of Arkansas has clearly demonstrated what it means to provide service to others and demonstrate leadership across the program. This group has freely provided SAP University Alliances program members with access to their SAP NetWeaver Business Warehouse datasets acquired from customers with whom they partner closely. These datasets are comprised of terabytes of data used for meaningful data mining and analysis in the classroom. This group has partnered with other professors (notably Jim Mensching and Lorraine Gardiner from California State University, Chico) to refine the data, organize it into infocubes, and then develop meaningful data mining curriculum as case studies. In addition, they have developed and freely shared their SAP NetWeaver BW course materials via the University Alliances Community (UAC). Since the first course content was shared, subsequent course materials (developed by Jim & Lorraine) using these datasets have also been shared with program members around the globe - building support and generating interest via collaboration. This team actively partners with the business community (another best practice encouraged by the program) to promote and further develop their ERP initiative, place students, and so on.

Christine has taken a lead on learning, developing and sharing SAP BusinessObjects content, and led the Business Intelligence winter 2010 workshop, the SAP BusinessObjects workshop at the recent SAP Curriculum Congress 2010 and is on the calendar for the summer workshops. She is actively supporting the SAP Retail curriculum group as well. David runs their ERP Center and is instrumental in pulling all these parts together. Paul has gotten deeply involved with ERPsim - he and three PhD students have incorporated it into research opportunities, which is a best practice the University Alliances team encourages other to follow across the program, while actively promoting the SAP University Alliances program with prospective member schools as well as SAP customers, partners and analysts. David and Paul have also given numerous presentations on the value of UA at academic conferences such as HICSS and AMCIS.

RESEARCH

Editorial Activities


"Journal of End User and Organizational Computing", Associate Editor, International.


Presentations Given

Cronan, P. (Presenter & Author), Léger, P. (Presenter & Author), Robert, J. (Author Only), Charland, P., o., Association for Business Simulation and Experiential Learning (ABSEL) 2010, "ERP Simulation Game: A Distribution Game to Teach the Value of Integrated Systems," ISAGA, JASAG, and NASAGA, Little Rock, AR.

This session proposes participation in a ready-to-play game to teach the concepts underlying an Enterprise Resource Planning (ERP) system. The ERP Simulation game is an innovative “learning-by-doing” and “problem-based” approach to teaching ERP concepts. The simulation game is supported by ERPsim, a unique business simulation technology developed at HEC Montréal that enables the simulation of near-real-life business contexts of large corporate information systems. Participants are put in an environment whereby they run their business using a real life ERP system. The simulation that will be presented in this workshop consists of a distribution company where participants must operate the full cycle (plan, procure, and sell). The game is designed to help students experience the value of upstream and downstream information flows and the value of process integration across functional silos, and to understand the impact of poor decision-making and timing by one player on team performance.


This paper presents research results of ERP learning as well as attitudes toward ERP and SAP for three samples of ‘first time hires’ in a large company. Samples of twenty two (22), twenty nine (29), and twenty (20) participants are surveyed regarding ERP knowledge and attitudes toward ERP and SAP before and again following participation in an ERP simulation game. The ERP simulation game is designed to provide ERP/SAP instruction to novices. In addition, participants from two of the samples were surveyed a third time after being on the job approximately three months following the ERP simulation training. The ERP simulation game was developed by faculty at HEC Montreal, Canada to help participants learn fundamental business process concepts, as well as SAP skills. The simulation uses a “hands on” simulation game that has participants developing and selling a cereal for sale in a competitive market. This research is part of a comprehensive research project to study ERP learning and decision making using ERP simulation as a medium for instruction. The results of this sample of company employees in ERP simulation training suggest that the ERP simulation game was instrumental in ERP business process learning. Participant attitudes toward SAP and its use by employees were significantly higher following the simulation game experience. Moreover, after three months on the job, new hires indicate that the learning levels as well as attitudes toward ERP/SAP remain high.


This study assesses the effectiveness of an ERP simulation intervention to influence ERP knowledge, self-efficacy, perceived ease of use, perceived usefulness, and attitude. ERP knowledge is conceptualized and operationalized as a second-order formative construct with three reflective dimensions: business process knowledge, enterprise systems knowledge, and transaction skill knowledge. Additionally, a model is developed based on predominant theories of IS acceptance and tested using survey data and an intervention in which 248 professionals from three different organizations use a real-world ERP system to manage virtual manufacturing firms in an accelerated real-time competitive simulation game. Using PLS SEM, results support the proposed model, suggesting that ERP knowledge is an important antecedent of ERP self-efficacy, perceived ease of use, perceived usefulness, and attitude.


Presented results of Fall 2014 Academic Integrity research study. In this interactive session, we discuss how influencing freshmen and incoming international students could effect change in the academic integrity (AI) culture. Survey results of University of Arkansas freshmen and incoming international students as well as Colorado State University international students who were exposed to AI learning are presented and discussed. AI learning included on-line learning using the RAISE System for Academic Integrity Education. Preliminary results (based on attitudes and perceptions regarding AI, and pre/post AI learning sessions) indicate a significant increase in AI awareness and a positive change in attitudes and show promise in enhancing awareness and attitudes.


Big Data Analytics and Resources including the University of Arkansas


Business Analytics and Big Data have become very popular topics in recent years. Many universities are gearing up to meet the reported demand for people with these skills. This paper shares background, principles, and processes in the development of campus-wide graduate analytics curricula at the University of Arkansas. Embedded in this unique approach to incorporate all colleges in the campus includes the development of The Institute for Advanced Data Analytics. The paper describes the details of the campus-wide approach in developing the program the role of enterprise computing, including the Systems z10, in support of the analytics curricula. Moreover, available datasets supporting Graduate Analytics Curricula will be discussed.


Presented results of Fall 2013 Academic Integrity research study
This essay proposes that shaping IT training as a safe and supportive transitional environment that provides an interactive preview of ES technology use supporting the use of training for change management, Balogun and Jenkins (2002) re-conceive change management to be a knowledge-based activity. They focus on building tacit knowledge about the way individuals work and interact together. Bala (2008) identified training as the leading factor influencing cognitive appraisal of enterprise systems and recommended that managers utilize simulations for enterprise training. This study focuses on the research question: Does a simulation-based educational intervention positively influence employee cognitive appraisals and thereby influence job satisfaction with new ES applications? In summary, this essay evaluates ES change management from an educational perspective utilizing the psychodynamic lens of transitional space (Wastell 1999). A simulation-based ES educational intervention is expected to provide a realistic preview of future ES usage. This ERP technology preview is aimed at providing
risk-free, low stress interactions with the ES while temporarily reducing prior IT dependencies. In this research, an ERP preview is seen as an antecedent to IT adaptive use which is expected to impact ES user’s job satisfaction. As such, this work contributes to recent IT user adaptation research (Robey et al. 2002, Leaudry and Pinsoneault 2005, Boudreau and Robey 2005, Barki et al. 2007).


This workshop is intended for faculty teaching and conducting research in the field of enterprise research planning. The objective is to provide a forum for interested faculty to share research results and ideas, as well as develop an agenda for ERP research. One primary research focus of this research agenda building workshop is ERP Learning and Decision Modeling using ERPsim. The aim of this workshop is to bring together researchers and educators who wish to use an alternative medium (simulation) in ERP research as well as their classes.

ERP Simulation Game-- The HEC Montréal ERP simulation game is a real-time business simulation where the only interface between the simulator and the participants is a real ERP system, namely SAP R/3™. Hence, participants are put in a situation in which they have to run their business (making business decisions) using an ERP system similar those used by the world’s largest companies. The simulation game provides a unique and new way to teach enterprise system concepts.

Research using the ERP Simulation Method: This component of the session will include research study results (learning, attitudes, perceptions, etc.) for several companies and for several classes who have used the ERP simulation game for learning ERP and SAP. Since we are able to track all transactions used by the participants through the course of the simulation, it provides access to usage data that are typically not available to researchers.

Teaching using the ERP Simulation Method: Teams of four to six participants operate a firm in a make-to-order manufacturing supply chain. This requires that they interact with suppliers and customers by sending and receiving orders, delivering their products and completing the entire cash-to-cash cycle. The simulation software -- ERPsim -- automates (i) the sales process so that every firm receives a large number of orders every minute, (ii) the procurement process to account for delivery delays, and (iii) the production process to account for capacity constraints. Using standard and customized managerial reports, participants analyze transactional data to make business decisions and ensure the profitability of their firm.

This workshop is intended for faculty teaching and conducting research in the fields of enterprise resource planning, enterprise systems, team decision making, and IT learning.

Publications - Teaching Related

Journal Article (Published)
Conference Proceeding (Published)

Publications - Research Related

Journal Article (Paper Under Review)
Mullins, J. K., Cronan, P. "Game Changer: Using Gamified Enterprise Systems Training to Promote Self-Efficacy and Attitudes through Knowledge".

Journal Article (Published)

Academic integrity (AI) violations on college campuses continue to be a significant concern that draws public attention. Even though AI has been the subject of numerous studies offering explanations and recommendations, academic dishonesty persists. Consequently, this has rekindled interest in understanding AI behavior and its influencers. This paper focuses on the AI violations of plagiarism and sharing homework for freshman business students, examining the factors that influence a student’s intention to plagiarize or share homework with others. Using a sample of more than 1300 freshman business students over two years, we modeled intent to plagiarize and intent to share homework using factors in the Theory of Planned Behavior (TPB) in addition to past violation behavior and moral obligation (feelings of guilt). Based on the results of this study, attitude, perceived behavioral control, subjective norm, and in addition past behavior and moral obligation, were found to significantly influence an individual’s intention to violate academic integrity (for plagiarism and sharing homework when asked not to do so), explaining 33% and 35% of the variance in intention to commit an AI violation for sharing homework and plagiarism respectively. These results contribute to a better understanding of individuals’ motivations for plagiarizing and sharing homework, which is a necessary step toward reducing academic integrity violations.

Journal Article (Accepted)

Academic integrity (AI) violations on college campuses continue to be a significant concern that draws public attention. Even though AI has been the subject of numerous studies offering explanations and recommendations, academic dishonesty persists. Consequently, this has rekindled interest in understanding AI behavior and its influencers. This paper focuses on the AI violations of plagiarism and sharing homework for freshman business students, examining the factors that influence a student’s intention to plagiarize or share homework with others. Using a sample of more than 1300 freshman business students over two years, we modeled intent to plagiarize and intent to share homework using factors in the Theory of Planned Behavior (TPB) in addition to past violation behavior and moral obligation (feelings of guilt). Based on the results of this study, attitude, perceived behavioral control, subjective norm, and in addition past behavior and moral obligation, were found to significantly influence an individual’s intention to violate academic integrity (for plagiarism and sharing homework when asked not to do so), explaining 33% and 35% of the variance in intention to commit an AI violation for sharing homework and plagiarism respectively. These results contribute to a better understanding of individuals’ motivations for plagiarizing and sharing homework, which is a necessary step toward reducing academic integrity violations.

Conference Proceeding (Published)

Journal Article (Published)
Cronan, P., Douglas, D. E., Mullins, J. K. "An Online Graduate Certificate Credential Program at the University of Arkansas", in Reshaping Society through Analytics, Collaboration, and Decision
Support; Role of Business Intelligence and Social Media”. Annals of Information Systems, 2015. 239-247.

Business Analytics and Big Data have become a very popular topic in recent years. Many universities are gearing up to meet the reported demand of people with these skills. This paper shares background, principles, and processes in the development of an online Business Analytics Graduate Certificate Credential program consisting of four graduate courses (each three semester hours). Innovative use of technology is incorporated into all four of the courses to ensure consistency and quality content across courses. The four courses are (1) IT Toolkit—designed to level students (especially those students who do not have an adequate IT background), (2) Decision Support and Analytics – an introduction to statistical analytics with a focus on what the data is telling us, (3) Database Management Systems – a focus on sourcing, preparing, storing and retrieval for data and (4) Business Intelligence – a focus on the discovery of knowledge from data and model development using data mining including social media. Included are the efforts, activities, software, hardware, concepts, teaching philosophy, and desired outcomes for the graduate credential certificate program. The paper should be very valuable to all those teaching or planning to teach in the Business Analytics area.

Journal Article (Published)

Journal Article (Conditionally Accepted)

This paper focuses on the use of a technology-based intervention to change academic integrity (AI) knowledge and attitudes. Using a total sample of over 5000 freshman students drawn from two major Midwestern universities in the U.S. over a three year period, an online intervention was used to determine whether AI knowledge and attitudes could be changed. Based the results of this study, AI knowledge and attitudes can be improved using an online intervention. These results contribute to a better understanding of the AI climate on campus and suggest technology-based interventions can be used to enhance knowledge and change attitudes toward AI on campus.

Conference Proceeding (Accepted)

Journal Article (Published)

Journal Article (Accepted)

Journal Article (Published)

Journal Article (Accepted)

Journal Article (Published)
Journal Article (Accepted)

a. o., Cronan, P., Leger, P. "Authentic OM Problem Solving in ERP Context".

Journal Article (Accepted)


Educationally Related Presentations and Workshops


"Faculty ‘Buy In’; Perceptions and Attitudes Regarding Their Academic Integrity Policy", presented at 2018 Annual Conference on Academic Integrity, International Center for Academic Integrity, International, Accepted. (March 1, 2018).


"Data Analytics", presented at Data Analytics for Faculty, International, Sponsored by AACSB, Invited. (December 5, 2016).
2 day workshop for AACSB - December 5-6


Invited and proposal accepted for a panel on analytics and higher education.

2 Day AACSB Workshop for faculty -- June 21 -22

Two day program Jan. 25-26

"Business Analytics and Big Data - Available Resources; Preparing the Next Generation of Knowledge Workers", presented at Hawaii International Conference on System Sciences (HICSS-49)), International, Sponsored by IEEE Computer Society and IS, Accepted, Published in Proceedings. (January 5, 2016).
"Business Analytics and Big Data - Available Resources; Preparing the Next Generation of Knowledge Workers", presented at Hawaii International Conference on Systems Sciences, International, Sponsored by IEEE, Accepted. (January 5, 2016).


"Business Analytics and Big Data - Available Resources; Preparing the Next Generation of Knowledge Workers", presented at Hawaii International Conference on System Sciences (HICSS-48)), International, Sponsored by IEEE Computer Society and IS, Accepted, Published in Proceedings. (January 5, 2015).

"Business Analytics Program at the University of Arkansas", presented at Decision Sciences Institute International Meeting, International, Sponsored by DSI, Accepted. (November 23, 2014).

"EDSI", presented at 5th Annual Conference of the European Decision Sciences Institute, International, Sponsored by Decision Sciences Institute, Accepted. (July 1, 2014).

"HR Diversity Inclusion", presented at TrueBlue Conference, National, Invited. (May 1, 2014). Two day event in May 1 and 2 followed by an online session illustrating a HR Predictive model


In this interactive workshop, we discuss how influencing freshmen and incoming graduate students could effect change in the academic integrity (AI) culture. Survey results of University of Arkansas and Kansas State University freshmen (and Arkansas graduate students) who were exposed to AI learning (which included on-line learning using the RAISE System for Academic Integrity Education) are presented and discussed. Preliminary results (based on attitudes & perceptions regarding AI, and pre/post AI learning sessions) indicate potential regarding changing campus AI culture.

"Big Data' Analytics - Business Resources and Platforms (IBM, MS, SAS, SAP HANA, Teradata & Other)", presented at Hawaii International Conference on System Sciences (HICSS-47)), International, Sponsored by IEEE Computer Society and IS, Accepted, Published in Proceedings. (January 6, 2014).

Abstract:
Description of the newly developed on-line Graduate Business Analytics Certificate Program - including courses and course content at the University of Arkansas Sam M. Walton College of Business


Abstract:
Practical tutorial that includes a presentation and “hands on” use of examples and exercises related to University of Arkansas Sam M. Walton College of Business Enterprise Systems resources which include IBM mainframe, SAP, Teradata, and Microsoft systems. Industry partners of the Enterprise Systems program at the Walton College of Business have donated multiple, large-scale datasets for instructional use. For example, the Sam’s Club dataset is comprised of 6 tables and over 55 million rows of POS transactions for 18 stores; the Dillard’s Department Store has 5 tables with a transactions table of 120 million rows. Moreover, IBM, Microsoft, Teradata, and SAP have donated hardware and/or software to make these large datasets available to students. The Walton College is a member of and shares resources with the IBM Academic Initiative, Teradata University Network, Microsoft Enterprise Consortium, and SAP University Alliance.

The presenters describe the datasets, business problems, and data warehouse infrastructures built using these datasets as well as their availability for use in a variety of courses. Also included are such topics as creating data warehouse cubes, data analysis, and data mining. Finally, access to these resources by faculty and students outside the University of Arkansas will be described.

"Academic Integrity at the University of Arkansas - Update", presented at University of Arkansas Teaching Camp, Sponsored by Teaching and Faculty Support Center, Invited. (August 6, 2013).

Progress Report - Academic Integrity Points of Importance - The “change in academic integrity could begin at UA”. We (you & me) now have a chance to make a difference – try it for the next year; be involved, make suggestions to improve the policy… Consider how you can create an “environment of integrity” in your classes, in your department, … as opposed to methods to catch them. Talk to and work with your Academic Integrity Monitor. Exams – think about your use of multiple choice exams, memorizing, etc.


'Big Data' Predictive Analytics Tools - Business Resources and Platforms (Microsoft, SAP, IBM, Teradata, & SAS)

Decision Making Using Business Analytics Tools (from SAP, IBM, Microsoft, Teradata, & SAS) to Analyze Real-World Enterprise System Datasets (Sam's Club, Dillard’s, Tyson Foods, and Wal*Mart) --

This practical “hands-on” workshop includes a presentation and use of examples and exercises related to University of Arkansas Sam M. Walton College of Business Enterprise Systems resources which include Microsoft, SAP, SAS Enterprise Miner, IBM mainframe, and Teradata systems. Industry partners of the Enterprise Systems program at the Sam M. Walton College of Business have donated computing systems and multiple, large-scale datasets for instructional use – Sam’s Club (6 tables and over 250 million rows of POS transactions for 18 stores), Dillard’s Department Stores (5 tables with a transactions table of 120 million rows), Tyson Foods, and Wal*Mart RFID data sets. UA Enterprise Systems is a member of and shares resources with the Microsoft Enterprise Consortium, SAP University Alliance, SAS Institute, IBM Academic Initiative, and Teradata University Network.
The workshop provides faculty with a forum to discuss (as well as utilize) enterprise-level skills and understanding that will be needed for knowledge workers into the future. Participants will not only learn about available resources for their classes and students, but will be given access to these resources for their future-oriented, enterprise classes. Workshop leaders will describe various faculty developed networks and resources (various datasets, business problems, and data warehouse infrastructures built using these datasets) as well as their availability for use in a variety of courses. Also included are such topics as creating data warehouse cubes, data analysis, and data mining. Finally, access to these resources by faculty and students world-wide will be described.

This workshop is intended for faculty teaching business analytics who wish to have access to real-world systems and data. Faculty interested in enhancing their courses and curricula by using enterprise system level business analytics resources such as Databases, Business Intelligence, Business Objects, Data Warehouse, SAS, Teradata and/or MS & SAP Business Warehouse applications as well as examples based on large, real datasets.

"Academic Integrity at the University of Arkansas", presented at University of Arkansas Teaching Camp, Sponsored by Teaching and Faculty Support Center, Invited. (July 30, 2012). Academic Integrity Points of Importance - The “change in academic integrity could begin at UA”. We (you & me) now have a chance to make a difference – try it for the next year; be involved, make suggestions to improve the policy… Consider how you can create an “environment of integrity” in your classes, in your department, … as opposed to methods to catch them. Talk to and work with your Academic Integrity Monitor. Exams – think about your use of multiple choice exams, memorizing, etc.


"Decision Making Using Business Analytics Tools - Microsoft, SAP, IBM, Teradata, & SAS to Analyze Real-World Enterprise System Datasets Sam's Club, Dillard's, Tyson Food's, and Wal-Mart", presented at Hawaii International Conference on System Sciences (HICSS-45), International, Sponsored by IEEE Computer Society and IS, Accepted. (January 4, 2012). Decision Making Using Business Analytics Tools (from SAP, IBM, Microsoft, Teradata, & SAS) to Analyze Real-World Enterprise System Datasets (Sam's Club, Dillard’s, Tyson Foods, and Wal*Mart) -- This practical “hands-on” workshop includes a presentation and use of examples and exercises related to University of Arkansas Sam M. Walton College of Business Enterprise Systems resources which include Microsoft, SAP, SAS Enterprise Miner, IBM mainframe, and Teradata systems. Industry partners of the Enterprise Systems program at the Sam M. Walton College of Business have donated computing systems and multiple, large-scale datasets for instructional use – Sam’s Club (6 tables and over 250 million rows of POS transactions for 18 stores), Dillard’s Department Stores (5 tables with a transactions table of 120 million rows), Tyson Foods, and Wal*Mart RFID data sets. UA Enterprise Systems is a member of and shares resources with the Microsoft Enterprise Consortium, SAP University Alliance, SAS Institute, IBM Academic Initiative, and Teradata University Network.

The workshop provides faculty with a forum to discuss (as well as utilize) enterprise-level skills and understanding that will be needed for knowledge workers into the future. Participants will not only learn about available resources for their classes and students, but will be given access to these resources for their future-oriented, enterprise classes. Workshop leaders will describe various faculty developed networks and resources (various datasets, business problems, and data warehouse infrastructures built using these datasets) as well as their availability for use in a variety of courses. Also included are such topics as creating data warehouse cubes, data analysis, and data mining. Finally, access to these resources by faculty and students world-wide will be described.

This workshop is intended for faculty teaching business analytics who wish to have access to real-world systems and data. Faculty interested in enhancing their courses and curricula by using enterprise
system level business analytics resources such as Databases, Business Intelligence, Business Objects, Data Warehouse, SAS, Teradata and/or MS & SAP Business Warehouse applications as well as examples based on large, real datasets.


The ERP simulation game (HEC Montréal) is a real-time business simulation where the participants directly use the real ERP system, namely SAP R/3™ to enact ERP transactions and use reports to manage their business. The ERP simulation sits in the background, creating a dynamic real-time business environment. The simulation software, ERPSim, automates (i) the sales process so that every firm receives a large number of orders every minute, (ii) the procurement process to account for delivery delays, and (iii) the production process to account for capacity constraints. Using standard and customized managerial reports, students analyze transactional data to make business decisions and ensure the profitability of their firm.

Simulation participants are put in a situation in which they have to run their business (making business decisions) using SAP in a similar way to how SAP is used by the world’s largest companies. The simulation game provides a unique and new way to teach enterprise system concepts. It offers a hands-on understanding of the concepts underlying enterprise systems and integration; it helps students and managers to experience the benefits of enterprise integration firsthand. The game has been used in hundreds of classes in 4 continents as well as in enterprises running SAP to train business executives.

Research using the ERP Simulation Method: ERP simulations can bring a new dimension to ERP research. An ERP simulation game constitutes a controlled laboratory experiment. This component of the session will include research study results (learning, attitudes, perceptions, etc.) for several companies and for several classes who have used the ERP simulation game for learning ERP and SAP. Since we are able to track all transactions used by the participants through the course of the simulation, it provides access to usage data that are typically not available to researchers. Hence, a large set of research topics may exploit data from ERP simulation games such as – the effectiveness of simulations as a training approach for developing information technology competency, the analysis of the impact and design of interfaces and functionality of enterprise systems on team performance, the analysis of the effectiveness of business intelligence tools for decision making, the analysis of the relationship of business performance, IT competencies/knowledge, and others.

Teaching using the ERP Simulation Method: Teams of four to six participants operate a firm in a make-to-order manufacturing supply chain. This business simulation experience requires that they interact with suppliers and customers by sending and receiving orders, delivering their products and completing the entire cash-to-cash cycle. Key learning objectives for ERP simulation learning model include:

- Gain an hands-on understanding of ERP application transaction skills
- Learn business processes based on experiential, self-constructed knowledge acquisition
- Set business strategies and directly translate strategy into tactics and detailed implementation actions.
- Monitor business activities via reports and system commands
- Evaluate key performance indicators of the business to adjust/revise strategy and change tactics.

"Academic Integrity at the University of Arkansas", presented at University of Arkansas Teaching Camp, Sponsored by Teaching and Faculty Support Center, Invited. (August 2, 2011).

Academic Integrity Points of Importance - The “change in academic integrity could begin at UA”. We (you & me) now have a chance to make a difference – try it for the next year; be involved, make suggestions to improve the policy... Consider how you can create an “environment of integrity” in your classes, in your department, ... as opposed to methods to catch them. Talk to and work with your Academic Integrity Monitor. Exams – think about your use of multiple choice exams, memorizing, etc.

This workshop provides faculty with a forum to learn about, discuss, and utilize enterprise-level resources as well as an understanding of skill sets that will be needed for knowledge workers into the future. Participants will not only learn about available resources for their students, but will be given access to these resources for their future-oriented, enterprise classes. Panelists describe various faculty-developed networks and resources (various datasets, business problems, and data warehouse infrastructures built using these datasets) as well as their availability for use in a variety of courses. Also included are resources for such topics as creating data warehouse cubes, data analysis, and data mining. Finally, access to these resources by faculty and students world-wide will be described.

This practical workshop also includes a presentation and “hands on” use of examples and exercises related to University of Arkansas Sam M. Walton College of Business Enterprise Systems resources that include Microsoft, SAP, SAS Enterprise Miner, IBM mainframe, and Teradata systems. Industry partners of the Enterprise Systems program at the Sam M. Walton College of Business have donated computing systems and multiple, large-scale datasets for instructional use – Sam’s Club (6 tables and over 55 million rows of POS transactions for 18 stores), Dillard’s Department Stores (5 tables with a transactions table of 120 million rows), Tyson Foods, and Wal-Mart RFID data sets. The Walton College is a member of and shares resources with the Microsoft Enterprise Consortium, SAP University Alliance, SAS Institute, IBM Academic Initiative, and Teradata University Network.

"Preparing Students for Success Enterprise Systems, Large Data Sets, and Business Intelligence Workshop", presented at Decision Sciences Institute, International, Sponsored by DSI, Accepted. (November 21, 2010).

Abstract:
Practical tutorial that includes a presentation and “hands on” use of examples and exercises related to University of Arkansas Sam M. Walton College of Business Enterprise Systems resources which include IBM mainframe, SAP, Teradata, and Microsoft systems. Industry partners of the Enterprise Systems program at the Walton College of Business have donated multiple, large-scale datasets for instructional use. For example, the Sam’s Club dataset is comprised of 6 tables and over 55 million rows of POS transactions for 18 stores; the Dillard’s Department Store has 5 tables with a transactions table of 120 million rows. Moreover, IBM, Microsoft, Teradata, and SAP have donated hardware and/or software to make these large datasets available to students. The Walton College is a member of and shares resources with the IBM Academic Initiative, Teradata University Network, Microsoft Enterprise Consortium, and SAP University Alliance.

The presenters describe the datasets, business problems, and data warehouse infrastructures built using these datasets as well as their availability for use in a variety of courses. Also included are such topics as creating data warehouse cubes, data analysis, and data mining. Finally, access to these resources by faculty and students outside the University of Arkansas will be described.


In this paper, we develop objective measures that can be used to assess user knowledge with respect to a specific ERP system, namely SAP. Building on the IT literature, and more specifically on Kang and Santhanam’s theoretical framework (2003), we have developed a database of objective questions to measure ERP knowledge of an individual user with respect to SAP. Objective questions were developed by a panel of experts to cover the 3 dimensions proposed by Kang and Santhanam (2003). A number of experts were asked to answer the objective questions and evaluate to which extent each
question measured the participant’s knowledge with respect to the three dimensions. Using cluster analysis, we were not able to validate Kang and Santhaman (2003) model in 3 dimensions. The results show only two clusters of constructs around ERP knowledge and business knowledge. One possible explanation is that ERP experts do not perceive business process-related knowledge and collaborative-related knowledge as two different dimensions. In a ERP system context, business processes are in essence structurally collaborative as data and processes are integrated across the various users in the organization.


Contracts, Grants, and Sponsored Research

Douglas, D. E., Cronan, P., "IBM Hardware/Software for IBM Academic Hub", Awarded January 1, 2017, Funded, Sponsored by IBM, Awarded by Private, $25000000. (December 31, 2017). Awarded IBM Z-13 system (estimated value $25,000,000 over five years). Per year IBM hardware and software supporting IBM academic hub valued at $4,500,000; estimate based on 2015 gift) per year IBM hardware and software supporting IBM academic hub.


Douglas, D. E., Cronan, P., "SAP University Alliances Software", Awarded January 1, 2015, Funded, Sponsored by SAP University Alliances, Awarded by Private, $16905000. (December 31, 2015). SAP software to support faculty and students -- both internal and external


Teradata hardware and software to support students and faculty internally and externally

IBM hardware and software supporting IBM academic hub

Microsoft software to support academic consortium for both internal and external faculty and students

SAP software to support faculty and students -- both internal and external

SAS Analytics suite of software to support WCOB students and faculty

Teradata hardware and software to support students and faculty internally and externally


SAP Software for UA classes and external classes


(with David E. Douglas, Director)
> "SAP Software Grant", awarded by SAP America, $14M, awarded 2010.


> "IBM z10 Mainframe System (Hardware, Software, and Support, Year 1 of 5 Years", awarded by IBM Corporation, $9M, awarded 2010.

> "Teradata 2650 System (Hardware, Software, and Support, Year 1 of 5 Years", awarded by Teradata Corporation, $1M, awarded 2010.

**SERVICE**

**University Service**
College/School
Committee Chair, Walton College Masters Advisory Committee.
Undergraduate Programs Committee. (April 2011 - Present).
2011 - Core Review, Undergraduate Core Assessment, and AACSB Re-accreditation
Committee Member, Walton College Awards Committee. (July 2014 - June 2017).
Committee Member, Search Committee - ISYS Department Chair. (August 2010 - March 2011).
Strategic to the ISYS Department and to Walton College
Committee Member, Accounting and Information Systems Degree Program Development Committee. (September 2009 - August 2010).
Vice Chair, Information Systems Department. (May 2006 - August 2010).

Department
Committee Chair, MIS Advisory Committee.
Program Director, Director, Master of Information Systems.
Program Director, Director, Information Systems Graduate Programs. (1985 - Present).
Committee Chair, Search Committee - ISYS Faculty. (September 2016 - April 2017).
Clinical Assistant Professor Search Committee
Committee Chair, Search Committee - ISYS Faculty. (September 2016 - April 2017).
Assistant Professor Search Committee (3 positions)
Committee Member, Search Committee - ISYS Faculty. (January 2015 - May 2015).
Strategic to the ISYS Department
Peer Review Committee. (September 2011 - September 2014).
Committee Member, Search Committee - ISYS Faculty. (January 2014 - May 2014).
Strategic to the ISYS Department
Committee Member, Search Committee - ISYS Faculty. (January 2013 - May 2013).
Strategic to the ISYS Department
Committee Member, Search Committee - ISYS Faculty. (August 2011 - March 2012).
Strategic to the ISYS Department
Committee Member, Search Committee - ISYS Faculty. (August 2010 - March 2011).
Strategic to the ISYS Department
Committee Chair, Undergraduate Program Coordinator. (September 2009 - August 2010).

University
Committee Member, Graduate Council.
UA Teaching Academy.
Committee Member, Computing Activities Council. (January 2018 - Present).
Committee Member, University Course and Programs Committee. (2014 - Present).
Committee Member, Statistics and Analytics Interdisciplinary Graduate Degree. (July 2013 - Present).
UA-Connect Faculty Users Group. (September 2011 - Present).

Committee Chair, UA Academic Integrity Board. (August 2011 - Present).

Committee Chair, UA Academic Integrity Faculty Senate Committee. (March 2011 - Present).

Committee Member, University Course and Programs Committee. (August 2015 - August 2018). Graduate Faculty Representative

Committee Member, Degree Completion and Analytics Committee. (August 2015 - February 2017).

Co-Director, UA Teaching and Faculty Support Center. (August 2011 - August 2014).

Committee Member, UA Teaching Council. (July 2009 - August 2014).

Committee Member, UA Re-Accreditation Committee. (March 2013 - May 2014).

Interim Program Director, Interim Director, UA Office of Academic Integrity. (January 2013 - April 2013).

Directed Academic Integrity Cases and worked with University Academic Integrity Boards and Office of the Provost

Co-Chair, University Faculty Senate Service, UA Ad Hoc Academic Integrity Committee. (August 2010 - June 2011).

Committee of the Faculty Senate. Redesigned the Academic Integrity Policy and the Code of Student Life for the University of Arkansas.

Committee Member, Graduate Council. (July 2009 - July 2010).

Committee Member, UA Computing Activities Council. (July 2009 - June 2010).

Committee Chair, UA Committee on Appointment, Promotion, and Tenure. (July 2007 - June 2010).

Professional Service

Member of Professional Organization, Alpha Iota Delta. (November 2014 - November 2018).

Committee Member, Decision Sciences Institute Nominations Committee. (July 2017 - July 2018).

Committee Member, Microsoft Enterprise Consortium Board. (2007 - 2016).

Committee Member, Decision Sciences Institute Finance Committee. (July 2014 - July 2016).

Co-Chair, 2015 Analytics Congress (Pre-ICIS Seminar). (December 2015).

DSI Board of Directors, Regional Vice President, Decision Sciences Institute. (March 2011 - June 2013).

President, Southwest Decision Sciences Institute. (March 2010 - March 2011).

Advisory Board, Teradata University Network. (August 2005 - July 2010).

Public Service

Activity to Bridge Campus and Community, Northwest Arkansas Community College, ISYS Departmental Advisory Board.

Advisor (Curriculum and Policy) to ISYS Department, Northwest Arkansas Community College
Thomas P. Hayes  
University of Arkansas  
Accounting  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Email: TPHAYES@uark.edu  

Education  
DBA, University of North Texas, 2006.  
   Emphasis/major: Accounting  
   Supporting Areas of Emphasis: Business Computer Information Systems  
   Dissertation Title: An Examination of the Factors that Influence an Auditor’s Decision to Use a  
   Decision Aid in Their Assessment of Management Fraud.  

MACC, University of Missouri – Columbia, 1999.  

BA, Westminster College, 1996.  
   Emphasis/major: Accounting  

Professional Licenses and Certifications  
Certified Public Accountant, Oklahoma Accountancy Board, State. (February 1997 - Present).  
Certified Public Accountant in Oklahoma  

WORK EXPERIENCE  

Professional Positions  

Academic - Post-Secondary  
   Academic - Post-Secondary, Clinical Associate Professor, University of Arkansas, Accounting.  
   (August 13, 2018 - Present).  
   Academic - Post-Secondary, Hill Williams Endowed Associate Professor, University of Arkansas -  
   Academic - Post-Secondary, Hill Williams Endowed Assistant Professor, University of Arkansas –  
   Academic - Post-Secondary, Assistant Professor, University of Arkansas – Fort Smith. (2006 - 2010).  

Teaching Experience  

University of Arkansas  
   ACCT 2013 - ACCOUNTING PRINCIPLES, 2 terms.  
   ACCT 2023 - ACCT PRINCIPLES II, 11 terms.  

Teaching Honors and Awards  

   College of Business Faculty Appreciation Award, First Bank Corp. Student Leadership Council, Teaching,  
   UAFS College of Business award for excellence in teaching  

   Faculty Appreciation Award in Honor of Lori Norin, University of Arkansas - Fort Smith, Teaching,  
   University, (2015).
UAFS award for excellence in teaching

**RESEARCH**

**Presentations Given**


**Publications - Teaching Related**

*Journal Article (Published)*


*Journal Article (Published)*


**Publications - Research Related**

*Journal Article (Published)*


*Journal Article (Published)*


*Journal Article (Published)*

Hayes, T. P. "Predicting information technology adoption in small businesses – An extension of the Technology Acceptance Model". issue1. 2012.
Brief Biography

Dr. Hofer received his Ph.D. from the Robert H. Smith School of Business at the University of Maryland and a BA with Honors in General and International Business from the European School of Business in Reutlingen, Germany and Reims Management School, France. Dr. Hofer currently teaches classes in Retail and Consumer Products Supply Chain Management in both the full-time and part-time MBA programs. In addition, he teaches an undergraduate class in Advanced Logistics Operations. Dr. Hofer’s research focuses on competitive dynamics in SCM and operations, inventory management, and aviation economics. His work has been published in Journal of Operations Management, Journal of Business Logistics, Journal of Retailing, International Journal of Production Economics, Journal of Transport Economics and Policy, Transportation Research Part E, International Journal of Logistics Management, Transportation Journal, Transportation Research Part D and Journal of the Transportation Research Forum. Prior to returning to academia in 2003, Dr. Hofer worked as a management consultant with Booz & Company in Munich, Germany.

Education

PhD, University of Maryland, Robert H. Smith School of Business, 2007.
Emphasis/major: Supply Chain Management, Logistics, and Transportation
Supporting Areas of Emphasis: Operations Management, Microeconomics

BA, European School of Business Reutlingen (Germany), Reims Management School (France), Università degli Studi di Siena (Italy), 2001.
Emphasis/major: Multinational study program in General and International Business

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
Academic - Post-Secondary, Assistant Professor, University of Arkansas. (August 13, 2007 - Present).

Teaching Experience

University of Arkansas
MKTG 636V - SPECIAL PROBLEMS IN MARKETING, 2 terms.
MKTG 6453 - SEM TRANS/BUS LOGISTICS, 1 term.
MKTG 700V - DOCTORAL DISSERTATION, 1 term.
SCMT 3623 - INV FORECASTING ANALYTICS, 7 terms.
SCMT 560V - SPECIAL TOPICS: LOGISTICS, 1 term.
SCMT 5633 - RETAIL SUPPLY CHAIN MGMT, 5 terms.
SCMT 5663, 14 terms.
SCMT 636V - SPEC TOPICS / SUPPLY CHAIN, 8 terms.
SCMT 6413 - FUNDAMENTALS OF LOGISTICS, 2 terms.
SCMT 6433 - SUPPLY CHAIN MGMT RESEARCH, 1 term.
SCMT 700V - DOCTORAL DISSERTATION, 9 terms.
SPCM 5663 - SUPPLY CHAIN MANAGEMENT, 1 term.
SPCM 636V - SPEC TOPICS / SUPPLY CHAIN, 1 term.
SPCM 700V - DOCTORAL DISSERTATION, 1 term.
TLOG 3623 - PURCHASING / INV SYSTEMS, 4 terms.
TLOG 5633 - RETAIL SUPPLY CHAIN MGMT, 3 terms.
TLOG 5663 - SUPPLY CHAIN MANAGEMENT, 3 terms.
WCOB 4993H - HONORS THESIS, 5 terms.

Professional Development

"This seminar will help schools take their leadership program to the next level. Participants will explore effective ways to enhance their schools' leadership development activities by leveraging ongoing student experiences, existing resources, and their schools' unique capabilities."

Teaching Honors and Awards

MBA Teacher of the Year Award, Sam M. Walton College of Business, Teaching, (2018).
MBA Teacher of the Year Award, Sam M. Walton College of Business, Teaching, (2015).
Distinguished Faculty Award, Honors College, University of Arkansas, Teaching, (2014).
Induction as a Fellow of the Teaching Academy, Teaching Academy, University of Arkansas, Teaching, (2014).

RESEARCH

Editorial Activities

"Journal of Air Transport Management", Air Transport Research Society, Guest Editor, International. (September 1, 2016 - Present).
I reviewed one paper for this journal in 2011 and one in 2009.


I guest edited the 2014 ATRS special issue of the Transportation Journal. After reviewing about 20 manuscripts, I recommended only a single paper for publication in TJ, which was published in a special section of a regular TJ issue (Vol. 53, No. 4, 2014).

**Presentations Given**


This paper investigate the role of mimetic isomorphism in terms of services offered by US 3PLs in their performance, measured in annual revenues. Data from a database extracted from a consulting firm, Armstrong & Associates, is utilized.


**Publications - Teaching Related**

*Case (Accepted)*
Hofer, C. *Posh Purses’ Retail Challenge*. CSCMP.
Posh Purses (PP) is a small company that makes purses “for women with the taste of the 1% and the budget of the 99%.” Last year, PP landed a major deal with a national department store chain (NDSC) that brought PP’s products to more than 800 retail stores nationwide. With sales lagging behind expectations, PP needs to structure a new deal with NDSC for the upcoming fiscal year. Your task is to find a way to increase profit per linear foot of shelf space and/or increase shelf inventory turnover in a way that makes economic sense for both NDSC and PP.

*Book Chapter (Published)*

**Publications - Research Related**

*Journal Article (Paper Under Review)*
Hofer, C., Barker, J., Eroglu, C. "Spillover effects between customers’ and suppliers’ inventory leanness".

*Journal Article (Paper Under Review)*
Elking, I., Grimm, C., Cantor, D., Hofer, C. "The Impact of Supplier Innovation on Buyer Innovation and the Moderating Effects of Proximity, Relational, and Assortative Embeddedness".

*Journal Article (Paper Under Review)*
Singh Mukandwal, P., Cantor, D., Grimm, C., Elking, I., Hofer, C. "Do Focal Firms Procure From Environmentally-Friendly Suppliers? The Link Between a Supplier’s Environmental Expertise and Buying Firm’s Procurement Spend".

*Journal Article (Accepted)*

*Journal Article (Published)*

In this research, we examine how socio-economic mobility affects domestic passenger enplanement volumes at U.S. airports. In addition to metrics such as income and population levels, socio-economic mobility has been identified as an important characteristic of the socio-economic fabric of market areas. As such, it is a potentially significant determinant of demand for goods and services, including air travel. Drawing on data from the U.S. domestic airline industry and newly available measures of socio-economic mobility, we empirically discern how the latter affects both yields and passenger counts at U.S. airports. The results offer compelling evidence that greater mobility is associated with lower air fares. In addition, our findings suggest that greater passenger volumes are also lower in areas marked by higher socio-economic mobility, all else equal. Collectively, our results document the significance of socio-economic mobility as a determinant of air travel demand and thereby highlight the importance of considering it in the context of forecasting, demand management and, ultimately, infrastructure planning.

*Journal Article (Rejected)*

*Journal Article (Published)*

*Journal Article (Accepted)*
Mir, S., Lu, S.-H., Cantor, D., Hofer, C. "Content Analysis in SCM Research: Past Uses and Future Opportunities".

*Journal Article (Published)*

Drawing on the competitive dynamics theoretical framework, this research builds and tests theory regarding the impact of focal and rival firm’s environmental activity on the focal firm’s environmental image. A firm expends resources and undertakes activities to cultivate a positive image among stakeholders. This paper examines environmental activity in the context of rivalry and its impact on environmental
image. The theory is tested with an original panel data set of 1,479 focal-rival dyad pairs. Measures of environmental activity are developed from the content analysis of corporate sustainability reports. Environmental image data is drawn from the Newsweek US 500 Green Rankings database. The main findings are that a focal firm’s and a rival firm’s environmental activities have a positive and negative impact on environmental image, respectively. Key research and managerial implications are discussed.

Journal Article (Published)

Journal Article (Published)

Magazine/Trade Publication (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Environmental management (EM) issues have received substantial attention in operations management. While the link between EM practices and firm performance has been well studied, little is known about the competitive drivers of a firm's EM activities. In this research, a Schumpeterian economics perspective is adopted to investigate competitive interactions among leader and challenger firms in the domain of EM, with a particular focus on operational EM activities. Using econometric
methods, the empirical analysis of panel data from a broad cross-section of US manufacturing firms reveals that such rivalry does exist and that the effect of a rival's past EM activity on a focal firm's EM activity is greater for more profitable and smaller firms. In addition, firm characteristics such as market leadership, firm size and firm profitability are found to significantly affect the magnitude of a firm's EM activities. This study presents theoretical and empirical evidence of rivalrous behaviors in the domains of EM and OM and, thus, has interesting implications for operations management research and practice.

*Journal Article (Published)*

This study explores the diffusion of lean production technologies in China. Taking an institutional perspective, we theorize about how economic, socio-cultural and regulative forces in China have shaped the adoption process of lean practices among Chinese manufacturers. The resulting research hypotheses are empirically tested using survey data obtained from Chinese and US manufacturing executives. The results show that many lean practices are implemented to a greater extent in China than in the US. Activities requiring employee involvement, however, are found to be implemented to a lesser extent in China than in the US. The analyses and discussions presented in this study may help firms gain a better understanding of the unique opportunities and challenges of lean production in China. Likewise, this work adds to the emerging theory of lean production by presenting a theoretical framework that explores the impact of contextual economic, socio-cultural and regulative factors on lean production adoption.

*Journal Article (Published)*

The effect of inventory management on firm performance has been well documented. Most previous research, however, has focused on the performance effects of total inventories and has ignored the potentially differential performance effects of raw materials, work-in-process and finished goods inventories. This research investigates the effects of various inventory types on firm performance. The empirical analyses of data from US manufacturing industries, conducted in several stages, reveal that the magnitude of the inventory-performance relationship varies by type of inventory and across industries. Specifically, raw materials inventories have a greater impact on firm performance than work-in-process and finished goods inventories. As a possible explanation, intertemporal interactions among these inventory types are explored using vector autoregressive and vector error correction models. The results suggest that raw materials and finished goods inventories asymmetrically affect each other over time. Implications for research and practice as well as future research opportunities are discussed.

*Journal Article (Published)*

While firms increasingly adopt lean inventory practices, there is limited evidence that inventory leanness leads to improved firm performance. This study reexamines this relationship in an attempt to overcome some shortcomings of previous research. To that end, a theory-based measure of inventory leanness, which takes into account industry-specific inventory management characteristics, is proposed. The analysis of a large panel data set of U.S. manufacturing companies reveals that the significance and shape of the inventory-performance relationship varies substantially across industries. This relationship is significant in two-thirds of the 54 industries studied. In most of these instances, the relationship is concave, suggesting that there is an optimum level of inventory leanness beyond which firm performance deteriorates. A post-hoc analysis is conducted to identify industry-level characteristics that may determine the nature the inventory-performance relationship. Managerial implications are discussed and several opportunities for future research are outlined.

*Journal Article (Rejected)*
Hofer, C., Waller, M., Hofer, A. R. "Toward an Organizational Theory of Inventory: A Resource Dependence Theory Perspective on the Power-Inventory Relationship". The paper is currently under revision for submission for a different outlet.

*Book Chapter (Published)*
This chapter contributes to the literature on the effects of airline financial distress on ticket prices. Past research has presented evidence that distressed carriers’ fares are lower, all else equal. Yet, little is known about how such price effects vary throughout the turnaround process. Based on the contention that the effect of distress on air fares is non-linear, this research aims to provide more detailed insights into the nature and magnitude of distressed carriers’ pricing actions during the downturn and recovery phases of the turnaround process. Several hypotheses are developed and tested using a large panel data set from the US domestic airline industry. The empirical analyses provide ample support for the contention that a distressed firm’s strategic options and, thus, its pricing behavior change as the firm proceeds through the downturn and recovery phases. Regulators will be interested to learn more about the effect of distress on air fares and, hence, social welfare. Likewise, airline managers will benefit from a greater understanding of their distressed competitors’ pricing behaviors.

*Journal Article (Published)*
This study investigates to what extent cross-product (belly cargo) output affects (passenger ticket) prices in the US domestic airline industry. The empirical analysis indicates that greater cargo volumes generally result in lower air fares, presumably as a result of the airlines’ realization of economies of scope. This magnitude of this price effect, however, depends on certain firm and route market characteristics. The findings of this study add to extant research on economies of scope, multi-product yield management and airline pricing and provide important insights for policy makers and airline managers alike.

*Journal Article (Published)*
This study investigates how air traffic emissions taxes may impact total carbon emissions in the US. The magnitude of emissions savings in the US domestic airline industry that would result from lower demand for air travel as taxes are levied and air fares increase is estimated. At the same time, the air-automobile substitution effect is considered and it is argued that some air travelers may divert to automobiles, thus increasing automobile carbon emissions. Both the analysis of the aggregate US domestic airline industry and the study of a sample of US domestic route markets indicate that potentially sizeable increases in automobile traffic and related emissions may substantially reduce the environmental benefits of air travel carbon emissions taxes. In some instances, total carbon emissions may even increase in short-haul markets. Sensitivity analyses are performed to demonstrate the robustness of these findings.

*Contracts, Grants, and Sponsored Research*


*Research Honors and Awards*

Title of paper: “Environmental management rivalry and firm performance"

Outstanding “All Around” Faculty Award, Sam M. Walton College of Business, Scholarship/Research, (2014).


**SERVICE**

**University Service**

**College/School**

Committee Member, Master's Programs Committee. (September 2017 - Present).

Various guest lectures. (January 2017 - Present).

Guest lectures during full-time MBA and EMBA orientation sessions; guest lecture for WCOB 6111 (Ph.D. Teaching Seminar)

Committee Member, MBA Committee. (September 2016 - Present).

Committee Member, Full-time MBA Program redesign. (January 2015 - December 2017).

Committee Chair, Doctoral Program Committee. (August 2011 - July 2017).

As the departmental Ph.D. Program Coordinator, I was also a member of the college doctoral program committee (chair from 8/2015 to 7/2017).

Committee Member, Entrepreneurship Task Force. (January 2016 - May 2016).

Committee Member, Teaching Effectiveness Steering Committee. (June 2008 - May 2014).

I participated in a committee meeting and a luncheon for first year Ph.D. students.

Committee Member, Placement and Co-op Advisory Committee. (August 2007 - August 2011).

I reviewed about six coop reports and ranked them by quality to help determine the winner of the outstanding coop award.

**Department**

Committee Chair, Departmental Doctoral Program Committee. (August 2011 - July 2017).

As the departmental Ph.D. Program Coordinator, I worked with current and prospective doctoral students and took care of any administrative issues relating to students' admission into or progression through the Ph.D. program.

Committee Member, Hiring committee for SCM faculty position 2015. (January 2015 - April 2015).


I organized the 2013 Logistics Doctoral Symposium. This event brings together logistics & SCM faculty and doctoral students from leading universities across the country.

We hosted about 80 attendees for this three-day event (April 4-6). I developed the program, assigned speakers, put together panels, and organized event logistics (with Jennifer's help!).

Support, MKTL Ph.D. Program recruiting (support only). (2010 - 2011).
I assisted Steve Kopp in selecting prospective Ph.D. students on the Logistics side of the department and helped organize their campus visits.

Committee Member, Hiring committee for SCM faculty position 2010. (August 2010 - November 2010).

I was a member of the hiring committee for the SCM faculty position opening in 2010. As a member of this committee, I participated in the pre-screening, interviewing and selection process.

**University**

Ad-hoc (replacement) member, All University Academic Integrity Board. (December 2018).

Filled in for permanent member (Jen Kish-Gephart) in December AUAIBoard meeting

Committee Member, All University Academic Integrity Board. (December 2018).

**Professional Service**

Committee Member, CSCMP Research Strategies Committee. (January 2017 - Present).

Chaired (and continue to chair) the subcommittee on Research Incubation and Curation.

Developed module on "Student Engagement", AACSB Online Teaching Effectiveness Seminar. (January 2016 - Present).

Developed module throughout the spring 2016 semester; facilitated online delivery in Feb/March 2018 and June 2018.

Vice President, Air Transport Research Society. (July 2013 - Present).

I was appointed to the position of VP of Programs in 2013. In this position, I am in charge of overseeing the organization of the annual conferences of the Air Transport Research Society. I organized the academic aspects of the conferences in Bordeaux (2014), Singapore (2015), Rhodes (2016), Antwerp (2017), and Seoul (2018). I will also organize the next conference in Amsterdam in 2019.


I co-organized (planned and delivered) this seminar in cooperation with Kuehne Logistics University in Hamburg, Germany.

Conference Program Organizer, AACSB Seminar "Developing & Delivering a SCM Curriculum". (January 2016 - March 2016).

Conference Program Organizer, AACSB Seminar "Curriculum Development for Supply Chain Management". (March 2014).

I was in charge of organizing the AACSB seminar in "curriculum development for SCM." The Walton College hosted this seminar (about 40 attendees) in March 2014 (3/13-3/14). I was in charge of developing the program (and significant parts of the content) and organizing the event logistics. I was also the key contact for AACSB.

We will host the second AACSB SCM seminar in March 2015.

**Service Honors and Awards**

**Service, Professional**


Scott Hsu  
University of Arkansas  
Finance  
WCOb 343C  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-2316  
Email: hh021@uark.edu

Education

PhD, University of North Carolina- Chapel Hill, 2007. 
Emphasis/major: Finance  
Dissertation Title: Dissertation: “Essays on Venture Capital and Initial Public Offerings”

MA, University of Southern California, 2002.  
Emphasis/major: Economics

BBA, National Taiwan University, 1998.  
Emphasis/major: Finance

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary  
Academic - Post-Secondary, Assistant Professor, Sam M. Walton College of Business. (August 15, 2015 - Present).  
Academic - Post-Secondary, Assistant Professor in Finance, University of Wisconsin-Milwaukee. (August 2007 - Present).  
Academic - Post-Secondary, Visiting Assistant Professor, Purdue University. (August 2012 - May 2013).

Teaching Experience

University of Arkansas  
FINN 3603 - CORPORATE FINANCE, 6 terms.  
FINN 4233 - ADV CORPORATE FINANCE, 4 terms.  
FINN 5303 - ADV CORPORATE FINANCIAL M, 7 terms.  
FINN 6333 - EMPIRICAL RESEARCH IN FINANCE, 1 term.

RESEARCH

Editorial Activities


**Presentations Given**


Hsu, S., Quadrant Asset Management and Asper School of Business Investment Conference, "Beauty is Wealth: CEO Appearance and Shareholder Value," Quadrant Asset Management and Asper School of Business, Winnipeg, CA. (October 2, 2015).

Hsu, S., Chinese International Conference in Finance (CICF) Conference, "Beauty is Wealth: CEO Appearance and Shareholder Value." (July 8, 2015).


Hsu, S., American Finance Association, "Beauty is Wealth: CEO Appearance and Shareholder Value." (January 3, 2015).

**Publications - Research Related**

*Journal Article (Accepted)*
Hsu, S. "Personal Bankruptcy Laws and Corporate Policies".

*Manuscript (Working Paper)*
This paper examines the ability of latent firm and manager characteristics to explain variation in innovation productivity. Evidence suggests that latent, but not observable, firm and manager characteristics explain a large portion of the variation in a firm's innovation productivity. Our tests mostly show that latent firm characteristics explain slightly more of the variation relative to latent manager characteristics. For robustness, our analysis shows no significant difference in the average change in innovation productivity and in abnormal returns following two different samples of manager-firm separations: one where managers' expected innovation abilities are high and the other a random sample. Overall, the results suggest that compared to firm characteristics, managers matter moderately less for corporate innovation.

This paper investigates whether industry technological changes affect the timing of venture capital-backed IPOs. Venture capitalists (VCs) shorten incubation periods and take portfolio companies public when the industry exhibits high levels of technological change. This technology timing of IPOs reflects the VCs' efforts to raise future capital. In particular, during periods of greater technological change, VCs that conduct IPOs after shorter incubation periods obtain more subsequent funding. However, portfolio companies with shorter incubation periods earn fewer patents, are less likely to survive, and experience worse stock returns after their IPOs. These findings provide new insights into VCs' strategic exit decisions due to changes in the technological environment, as well as how their decisions affect the post-exit performance of their portfolio companies.

We analyze the effect of initial public offerings (IPOs) on industry competitors and provide evidence that companies experience negative stock price reactions to completed IPOs in their industry and positive stock price reactions to their withdrawal. Following a successful IPO in their industry, they show significant deterioration in their operating performance. These results are consistent with the existence of IPO-related competitive advantages through the loosening of financial constraints, financial intermediary certification, and the presence of knowledge capital. These aspects of competitiveness are significant in explaining the cross-section of underperformance as well as survival probabilities for competing firms.

Runner-up, Coller Institute of Venture 2017 Research Award, University of Tel Aviv, Coller Institute of Venture, University of Tel Aviv, Scholarship/Research, (2017).

My research paper "Investment Allocation and Performance in Venture Capital" received this international recognized research award.


My paper "Does Sex Matter? Board Gender and Corporate Policies" won this award while presenting at American Accounting Association 2015 Ohio Meetings.

SERVICE
University Service

College/School
Committee Member, Committee for Strategic Planning - Analytics initiative. (February 2017 - April 2017).

Committee Member, Faculty Awards Committee. (February 2017).

Committee Member, MBA Appeal Committee. (January 2017 - February 2017).

Department
Co-chair, Faculty Recruiting Committee. (September 2018 - December 2018).

Committee Member, Faculty Recruiting Committee. (October 2017 - December 2017).

Committee Member, Faculty Recruiting Committee. (October 2015 - November 2015).
Faculty Recruiting Committee

Professional Service

Committee Member, Financial Management Association, San Diego, CA. (February 2018 - March 2018).
Review papers submitted to the Conference

Conference Discussant, Northern Finance Association. (September 2016).
Discussant in the Northern Finance Association Annual Meetings

Conference Discussant, Western Finance Association. (June 2016).
Discussant in the Western Finance Association Annual Meetings

Conference Chairperson, Session Chair, 2015 Financial Management Association Annual Meetings. (October 2015).
To chair a session at the Financial Management Association

To discuss a paper at the Financial Management Association
Brief Biography

Dr. Jandik received his PhD in Finance from the Katz Graduate School of Business at the University of Pittsburgh. He is the winner of 2018 Walton College Outstanding All-Around Faculty Award and is a former Fulbright Scholar. Dr. Jandik's research has been published in top finance and business journals such as the Journal of Financial Economics, the Journal of Financial and Quantitative Analysis, the Financial Management, the Journal of Corporate Finance, and the Journal of International Business Studies. His work has been featured in Financial Times, on National Public Radio, as well as in popular business and industry journals such as Dow Jones MarketWatch, Chief Executive Magazine, Risk Management Magazine, and EnergyBiz. His research has also been presented at the U.S. Securities and Exchange Commission. He currently serves as an Associate Editor for The Financial Review.

Dr. Jandik has taught many financial management, corporate valuation, and real options courses in the United States, Czech Republic, and Panama. He received the Walton College Excellence in Teaching Award in 2017 and was named the Walton College MBA Teacher of the Year in 2016. In addition, he has extensive experience with executive education and consulting for companies such as Wal-Mart Stores, Inc. (corporate headquarters), ABB Ltd., Pittsburgh Penguins, CEZ Group (European electric utility conglomerate), and PPF Group (European financial company).

Education

PhD, University of Pittsburgh, 2000.
   Emphasis/major: Finance

MS, Czech Technical University, 1993.
   Emphasis/major: Math/Engr.

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
Academic - Post-Secondary, Professor of Finance and Dillard's Chair in Corporate Finance, University of Arkansas. (2016 - Present).
Academic - Post-Secondary, Edward W. and Anna L. Reed Endowed Associate Professor of Finance, University of Arkansas. (2014 - 2016).
Academic - Post-Secondary, Associate Professor of Finance, University of Arkansas. (2007 - 2014).

Teaching Experience

University of Arkansas
FINN 3603 - CORPORATE FINANCE, 2 terms.
FINN 4233 - ADV CORPORATE FINANCE, 5 terms.
FINN 5113 - CORPORATE FINANCIAL MGMT, 12 terms.
FINN 5223 - FINANCIAL MARKETS & VALUATION, 9 terms.
FINN 5303 - ADV CORPORATE FINANCIAL MGMT, 11 terms.
FINN 6233 - SEMINAR IN FINANCIAL MGMT, 3 terms.
FINN 6333 - EMPIRICAL RESEARCH IN FINANCE, 1 term.
FINN 700V - DOCTORAL DISSERTATION, 2 terms.
MBAD 511V - CORPORATE FINANCIAL MGMT, 11 terms.

Professional Development

Papers presented: "CEO Network Centrality and IPO Performance" and "Creditor Governance"

Paper presented: "Friends or Foes? Divisional Managers and Efficiency of Capital Allocation" ("TOP 10" session)

Paper presented: "CEO Network Centrality, CEO Connections, and Insider Trading Gains" ("High-quality paper session")

Paper presented

Paper presented

Paper presented

Paper presented by the co-author

""The 5rd Annual CIRANO-Sam M. Walton College of Business Workshop on Networks in Trade and Finance"," CIRANO + University of Arkansas, Fayetteville, AR. (October 2016).
Paper presentation

Paper presented

Paper presented

Program Track Chair - Investments
Conference Attendance, ""2015 Southwestern Finance Association"," Eastern Finance Association,
Houston, TX. (March 2015).
Winner of the "Best Paper in Corporate Finance" Award

""The 3rd Annual CIRANO-Sam M. Walton College of Business Workshop on Networks in Trade and
Finance"," CIRANO + University of Arkansas, Fayetteville, AR. (October 2014).
Paper presented

(October 2014).
Paper presented

""2014 Southwest Finance Symposium"," University of Tulsa, Tulsa, OK. (April 2014).
Paper presented

Conference Attendance, ""2014 Financial Management Association European Conference"," Financial
Program Committee Member

Conference Attendance, ""2013 Society of Business Research Conference"," Society of Business Research,
Scottsdale, AZ. (2013).
Paper presented by the co-author

Conference Attendance, ""2014 Midwest Finance Association Conference"," Midwest Finance Association,
Program Committee Member

Conference Attendance, ""2013 Financial Management Association"," Financial Management Association,
Chicago, IL. (October 2013).
Paper Co-presenter (2 papers)

""2013 Texas Christian University Finance Seminar Series"," Fort Worth, TX. (September 2013).
Paper presenter

Conference Attendance, ""2013 Financial Management Association European Conference"," FMA,
Luxembourg. (June 2013).
Paper presenter

Conference Attendance, ""2013 European Financial Management Conference"," EFMA, Reading. United
Kingdom. (June 2013).
Paper presented by the co-author

Conference Attendance, ""2013 Financial Management Association European Conference"," Financial
Program Committee Member

Conference Attendance, ""2012 Eastern Finance Association"," Eastern Finance Association, Boston, MA.
(2012).
Paper presented by the co-author

Conference Attendance, ""2012 Annual CIRANO Workshop on Networks in Trade and Finance"," CIRANO. (November 2012).
Paper Presenter

Paper presenter
Paper Co-presenter

""2012 Southwest Finance Symposium"," University of Tulsa, Tulsa, OK. (March 2012).
Paper presented by co-author

Program Committee Member

Paper accepted for the program (conference not attended)

Paper presented by the co-author

Paper presented by co-author

Program committee member

Paper presented

Teaching Honors and Awards

Walton College Excellence in Teaching Award, Walton College of Business, University of Arkansas, Teaching, (2017).

MBA Teacher of the Year, Walton College of Business, University of Arkansas, Teaching, (2016).

RESEARCH

Editorial Activities

Reviewing 1-2 papers every year


Multiple papers


**Presentations Given**


**Publications - Research Related**

*Law Review (Published)*

*Law Review (Published)*

*Law Review (Published)*

*Manuscript (Working Paper)*
Manuscript (Working Paper)

Manuscript (Working Paper)

Manuscript (Working Paper)

Manuscript (Working Paper)

Manuscript (Working Paper)

Manuscript (Working Paper)

Manuscript (Working Paper)

Manuscript (Working Paper)

Journal Article (Published)
Fogel, K., Jandik, T., McCumber, W. "CFO Network Centrality and Private Debt". October (4th
Quarter/Autumn) 2018. 28-52.

(Working Paper)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Magazine/Trade Publication (Published)
Jandik, T. Arkansas Business. 2016. The article "Energy Security Partners CEO Says Fuel Plant 'Not a Risky Project' " quoted me on the benefits and drawbacks of project financing.

Newspaper Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Revise and Resubmit)
Jandik, T., Georgieva, D., Makhija, A. "Adoptions and Eliminations of Economic Profit Plans and Internal Capital Markets Efficiency".

Journal Article (Published)

Journal Article (Published)

Journal Article (Paper Under Review)
Jandik, T., Makhija, A. "Do Internal Capital Markets Improve Following the Adoption of Economic Profit
Educationally Related Presentations and Workshops


"WCOB Excellence in Teaching Award recipient lecture", presented at University of Arkansas Center for Teaching Effectiveness Lunch’n’Learn, Local, Sponsored by University of Arkansas CTE, Accepted. (November 2017).

Contracts, Grants, and Sponsored Research


Jandik, T., "Dean's Excellence Funds Grant", Awarded January 2012, Funded, Sponsored by WCOB, Awarded by University of Arkansas.

Research Honors and Awards

Dillard's Chair in Corporate Finance, Walton College of Business, University of Arkansas, Scholarship/Research, (2016).


for the paper "Impact of Shareholder Activism on the Functioning of the Market for Corporate Control " co-authored by Rwan El-Khatib and Kathy Fogel

SERVICE

University Service

College/School

Committee Member, WCOB Research Committee. (2015 - Present).
Evaluation of research output at WCOB, determining faculty research summer support

Committee Member, WCOB Master Programs Committee. (2005 - Present).
Coordination of master programs activities

Committee Member, WCOB Faculty Awards Committee. (2001 - Present).
Deciding about annual faculty college awards
Committee Member, 2019 MBA Distinguished Alumni Award Committee. (2018).
Selection of 2019 MBA Distinguished Alumni Award recipient

In charge of coordinating the College Strategic Plan, designing measures to track progress in all seven Strategic Plan Initiatives. Periodically meeting with Strategic Plan constituencies.

Committee Member, WCOB Core Values Task Force. (2016).
The task force was in charge of defining and implementation of the new Walton College Core Values (Excellence, Professionalism, Innovation, Collegiality)

Committee Member, WCOB MBA Grade Appeal Grievance Committee. (2016).
The committee was in charge of resolving a grade appeal grievance submitted by a Walton MBA student. Over numerous meetings, the committee had to go through 170+ pages long student appeal document and 75+ pages long response by the faculty member.

Committee Member, WCOB Committee on Teaching. (2005 - 2016).
Designing strategies to improve teaching effectiveness, new teaching technologies evaluation.

Committee Member, WCOB MBA Program Committee. (2012).
New program design, admissions

Department
Committee Member, Student Scholarship distribution committee. (2002 - Present).
In charge of distributing finance scholarships for undergraduate students

Series Coordinator, prepared program, solicited paper presenters, organized presentations

Departmental Coordinator, solicited paper presenters and discussants from UofA

Member of the group responsible for interviewing applicants for the new Assistant Professor faculty position (with expected starting date August 2019). Responsible for:
- evaluation of applications at the FMA conference

Meeting with candidates, candidate evaluation

Member of the group responsible for interviewing applicants for the new Assistant Professor faculty position (with expected starting date August 2018). Responsible for:
- evaluation of applications at the FMA conference

Student Recruiter, Ph.D. student recruiting. (2016).
Meeting with candidates, candidate evaluation

Committee Member, Faculty Search - FMA Interview Group. (2014).
Member of the group responsible for interviewing applicants for the new Assistant Professor faculty position (with expected starting date August 2015). Responsible for:
- evaluation of applications at the FMA conference

Committee Chair, Faculty Search Committee. (2013 - 2014).
In charge of the new Assistant Professor faculty search (2 positions with expected starting date August 2014; only one was eventually filled). Responsible for:
- evaluation of applications
- selection of applicants for conference interviews
- communication with applicants
- arranging applicants visits of UofA
- administrative details of application and contract offering process

Committee Member, Student Scholarship distribution committee. (2013).
In charge of distributing finance scholarships for undergraduate students

Departmental Coordinator, solicited paper presenters and discussants from UofA

Student Recruiter, Ph.D. student recruiting. (2013).
Meeting with candidates, candidate evaluation

Departmental Coordinator, solicited paper presenters and discussants from UofA

Committee Member, Student Scholarship distribution committee. (2011).
In charge of distributing finance scholarships for undergraduate students

Departmental Coordinator, solicited paper presenters and discussants from UofA

Committee Chair, Faculty Search Committee. (2010 - 2011).
In charge of the new Assistant Professor faculty search. Responsible for:
- evaluation of applications
- selection of applicants for conference interviews
- communication with applicants
- arranging applicants visits of UofA
- administrative details of application and contract offering process

University
Committee Member, Walton College Dean Search Committee. (2016).
Evaluation of Walton College Dean candidates. Recommendation to the Chancellor to appoint Dr. Matt Waller as the new Dean of the Walton College.

Professional Service

Conference Track Chair for the area of Investment

Tenure Reviewer for Another Institution, Miami University Faculty Promotion Review Committee. (2017).
Promotion to (full) Professor review letter for Dr. Terry Nixon

Tenure Reviewer for Another Institution, University of Massachusetts-Lowell Tenure Review Committee. (2016).
Tenure review letter for Dr. Tunde Kovacs

Conference Track Chair for the area of Investment
Tenure Reviewer for Another Institution, University of New Hampshire Tenure Review Committee. (2014).

Tenure review letter for Dr. Mihail Miletkov

Committee Member, 2014 Financial Management Association European Conference. (2013 - 2014). Program Committee Member

Committee Member, 2013 Midwest Finance Association Conference. (2013). Program Committee Member

Committee Member, 2013 Financial Management Association European Conference. (2012 - 2013). Program Committee Member

Conference Program Organizer, Southwest Finance Symposium in Tulsa. (2012). Symposium organizer. Solicited contributions from participating schools, created the program, assigned discussants

Tenure Reviewer for Another Institution, Missouri State University Tenure Review Committee. (2012).

Tenure review letter for Dr. Y. Jenny Zhang

Tenure Reviewer for Another Institution, Stetson University Tenure Review Committee. (2012). Tenure review letter for Dr. Christopher Tobler

Committee Member, 2011/2012 SFS Financial Cavalcade Conference. (2011). Program Reviewer

Committee Member, 2010 Southern Finance Association. (2010). Program Committee Member

Service Honors and Awards

Leadership

Walton College Outstanding All-Around Faculty Award, Walton College of Business, University of Arkansas, Leadership, (2018).
Robyn D. Jarnagin
University of Arkansas
Accounting
WCOB 451
Qualifications: Instructional Practitioner
Sufficiency: Participating
Phone: (479)-5756125-5756125
Email: rdjarnag@uark.edu

Brief Biography

Robyn Jarnagin is a Clinical Associate Professor for the Sam M. Walton College of Business at the University of Arkansas.

This will be Professor Jarnagin's 20th year teaching and her 3rd year teaching at the University of Arkansas. She teaches taxation at the undergraduate and graduate level. Professor Jarnagin is an alumnus of The University of Montana and New York University.

Education

LLM, New York University, 1993.
   Emphasis/major: Taxation

JD, University of Montana, 1991.
   Emphasis/major: Law

MBA, University of Montana, 1989.


Professional Licenses and Certifications

State Bar of Montana (Inactive), State of Montana. (December 1997 - Present).

Certificate No. 3390

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
Academic - Post-Secondary, Assistant Lecturer, Florida State University. (August 2011 - 2016).
Instructor for Corporate/Partnership Tax, Estate & Gift Tax, Multijurisdictional Tax,
   Intermediate Accounting.

Academic - Post-Secondary, Instructor (Accounting), Montana State University. (September 2001 - August 2010).
Instructor for Financial Accounting, Managerial Accounting, Governmental & Not-for-profit Accounting, Business Law, Individual and Corporate/Partnership Tax, Estate & Gift Tax, Legal Issues for Accountants. VITA. Faculty advisor for Beta Alpha Psi.
Professional  
Professional, Instructor (MBA Program), Saint Leo University. (January 2011 - January 2014). 
Instructor for Legal Environment of Business, Personnel Law & Ethics.

Teaching Experience

University of Arkansas  
ACCT 2013 - ACCOUNTING PRINCIPLES, 1 term.  
ACCT 4203 - FUNDAMENTALS OF TAXATION II, 19 terms.  
ACCT 549V - SPECIAL TOPICS IN ACCOUNT, 2 terms.  
ACCT 5883 - TAX PLANNING, 3 terms.  
WCOB 4993H - HONORS THESIS, 3 terms.

Professional Development

Conference Attendance, "Teaching and Learning Conference - Section Meeting," American Accounting Association, Dallas, TX, United States. (November 2018).


RESEARCH

Editorial Activities

Reviewed and verified solutions manual and test bank for the new edition of SWFT text book (Cengage publishing)

Educationally Related Presentations and Workshops

"Group Learning with Group Quizzes", presented at Teaching, Learning and Curriculum Section Midyear Colloquium, National, Sponsored by American Accounting Association, Accepted. (November 9, 2018).

"Team Based Learning", presented at 2017 Annual Meeting, National, Sponsored by American Accounting Association, Accepted. (August 9, 2017).


SERVICE

University Service
**College/School**  

**Department**  
Scholarship Committee. (January 2018 - Present).
Elizabeth A. Keiffer
University of Arkansas
Information Systems
WCOb 214
Qualifications: Scholarly Academic
Sufficiency: Participating
Phone: (479)-575-4035
Email: ekeiffe@uark.edu

Education
PhD, University of Arkansas, Fayetteville, AR, 2011.
Emphasis/major: Educational Statistics and Research Methods
Dissertation Title: Effects of Matching Criterion Contamination on the Identification of Differential Item Functioning
Emphasis/major: Mathematics Education
BS, East Central University, Ada, OK, 2005.
Emphasis/major: Mathematics with minor in Education

Professional Licenses and Certifications
Graduate certificate in Enterprise Systems (Business Analytics concentration), University of Arkansas; Walton College of Business. (May 2016 - Present).
Post-masters Certificate in Educational Measurement, University of Arkansas; College of Educational and Health Professions. (August 2011 - Present).
Post-masters Certificate in Educational Program Evaluation, University of Arkansas; College of Educational and Health Professions. (August 2011 - Present).

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
Academic - Post-Secondary, Associate Director for Graduate Programs in Business Analytics (Instructor), Department of Information Systems, University of Arkansas. (2016 - Present).
Academic - Post-Secondary, Assistant Director Mathematical Resource and Teaching Center (Clinical Assistant Professor), Department of Mathematical Sciences, University of Arkansas. (2012 - 2016).
Teach principles of statistics, statistical method, experimental design
Supervise/mentor ~80 instructors and graduate students teaching and professional development
Lead curriculum development initiatives in service courses
Utilize student outcome data to improve courses and instructional methods
Academic - Post-Secondary, Instructor, Department of Mathematical Sciences, University of Arkansas. (2011 - 2012).
Taught project based college algebra, principles of statistics
Conducted research on student success in general mathematics courses
Academic - Post-Secondary, Adjunct Instructor, Department of Mathematical Sciences, University of Arkansas. (2007 - 2011).
Teaught developmental algebra, college algebra, statistics for nursing, research methods
Conducted original research concerning mathematics anxiety
Academic - Post-Secondary, Research Assistant, Department of Curriculum and Instruction, University of Arkansas. (2007 - 2011).
Program evaluation consisting of data collection, observations, data entry, conducting statistical analysis, writing technical reports, etc. on multiple grants and programs
Conducted original simulation research in differential item functioning

Professional
Provide Professional Learning Community (protocol) training to teachers and administrators with the major goal of improving communication among administrators, faculty, and students

Teaching Experience

University of Arkansas
ISYS 4193 - BUSINESS ANALYTICS, 1 term.
ISYS 4293 - BUSINESS INTELLIGENCE, 1 term.
ISYS 4393 - APPLIED BUSINESS ANALYTICS, 1 term.
ISYS 5503 - DEC SUPPORT ANALYTICS, 6 terms.
ISYS 5843 - BUSINESS INTEL/KNOWLEDGE MGMT, 12 terms.
ISYS 599V - PRACTICUM, 3 terms.

Non-Credit Instruction Taught

Department of Information Systems, 60 participants. (August 2018).
Two days of hands on information systems and business analytics instruction taught as preparation for students starting and continuing in the Masters of Information Systems program.

Regional, Southwest Decision Sciences Institute, 30 participants. (March 2018).
Participants in this hands-on workshop will walk-away with predictive analytics examples that they can immediately incorporate into their classes. Predictive models will be created using the more popular predictive models including multi-linear regression and classification models including decision trees and neural networks as well as more advanced techniques such as random forests. This workshop will be valuable for faculty that are just starting into predictive analytics, new to the software, or just need an example to run as part of a class. IBM SPSS Modeler is the software that will be sued for the workshop. It is a drag-and-drop GUI that allows building powerful models without programming.

Department of Information Systems, 60 participants. (August 2017).
Two days of hands on information systems and business analytics instruction taught as preparation for students starting and continuing in the Masters of Information Systems program.

Executive MBA Program, 25 participants. (December 2016).
Two day workshop on SAS Enterprise Guide for EMBA students interested in pursuing the Business Analytics Certificate.

Executive MBA Program, 25 participants. (November 2016).
Two day workshop on SAS Enterprise Guide for EMBA students interested in pursuing the Business Analytics Certificate.

Professional Development
"Baum Teaching Workshop," University of Arkansas Teaching Academy and Office of the Provost, Fayetteville, AR. (August 2018).
Keynote: 55-Year Love Affair Revelations
Presented By: John White

"SAS Viya Workshop," University of Arkansas IT Services and Department of Information Systems, Fayetteville, AR. (June 2018).
A three day workshop taught by SAS experts detailing: SAS Visual Analytics on Viya, Machine Learning on SAS Viya, and SAS Studio

Teaching/Learning Workshop, "Diversity at the University of Arkansas," Center for Multicultural and Diversity Education, Fayetteville, AR, United States. (April 2018).

"ERPsim Faculty Training," University of Arkansas Department of Information Systems, Fayetteville, AR. (September 2017).
Day 1 focuses on experiencing the variants of ERPsim that we use in our classes, with discussions throughout on managing the games
Day 2 focuses administration and support of ERPsim, with hands-on practice and discussions on common issues
Ultimately ending with ERPSim Level 1 Certification

Part of the Lunch and Learn Webinar Series: Dr. Carrie Beam discusses what is analytics, how we teach it, and why you should invest time learning analytics.

SAS Day will include presentations and hands-on workshops. SAS Day presentations include machine learning, industry use of data science and analytics and sentiment analysis. SAS Day workshop focused on machine learning and integrating R and Python.

"SAS Enterprise Miner and Text Miner," University of Arkansas IT Services and Department of Information Systems, Fayetteville, AR. (May 2017).
SAS Day will include presentations and hands-on workshops. SAS Day is an opportunity for students, faculty and staff to learn about SAS Data Mining and Text Analytics tools as they apply to academic research and various industries. It is a great networking opportunities.

Conference Attendance, "Women in Information Technology Conference," University of Arkansas Information Technology Research Institute, Fayetteville, AR. (April 2017).
Focuses on women in the field of technology and technology-related business professions. Attendees participate in professionally led sessions covering a variety of technical, professional, and lifestyle topics. They also have the opportunity to learn from one another and form connections they can leverage long after the conference ended.

"All Faculty Lunch Discussion," University of Arkansas Teaching Faculty Support Center, Fayetteville, AR. (October 2016).
Topic of Discussion: Why You’re A-game Matters for Student Learning
Presented By: Dr. Tricia Seifert, Department Head and Associate Professor of Adult and Higher Education, Montana State University

"Baum Teaching Workshop," University of Arkansas Teaching Academy and Office of the Provost, Fayetteville, AR. (August 2016).
Keynote: The Teaching Thief
Teaching Honors and Awards

Department of Mathematical Sciences co-Professor of the Year, University of Arkansas, Teaching, (2015).

RESEARCH

Presentations Given


The increasing need for data driven decision making in all areas of commerce has increased the number of analytically experienced and unexperienced employees interacting with company data. Perceptions of these decision makers, especially those not experienced with dirty data and its effect on decisions, are the topic of interest in this study. Analytics programs, especially in business schools, have an opportunity to two step with their students and identify and then, if needed, attempt to modify perceptions of dirty data and its potential effects on business decisions. Data were collected from graduate business students, mostly working professionals, in a masters of information systems program. Multiple methods including class assignments, class discussions, surveys and interviews were used to discover perceptions. Initial perceptions vary widely from removing all dirty data to researching and correcting all dirty data and seem to change depending on the size of the data set under consideration. To complete the two step, a brief discussion of current curriculum from one large university business analytics program and how it attempts to modify perceptions will be addressed.

Murphy, C. (Presenter & Author), Keiffer, E. A. (Other), Association for Educational Communications and Technology Annual Convention, "The Impact of Repeat Enrollment and Student Location on Withdrawal Rates in Online Math Courses," Las Vegas, NV. (October 20, 2016).

Online courses are experiencing higher withdrawal rates than f2f counterparts. This study analyzed two years of student withdrawal data (N = 22,710) for seven lower-level math courses (online and f2f), with results indicating lower repeat enrollment in online course sections, low successful completion of repeat enrollers in online courses except during summer sessions, and a higher withdrawal rate for distance students. Implications for policy and practice are briefly discussed.


This study seeks to identify factors associated with unsuccessful course completion (D/F) and withdrawal (W) rates in lower-level online math courses by analyzing data for seven different courses taught online and f2f over the course of two years (N = 6,061). Student demographics are explored along with class composition (distance students; mixed; on-campus students). Findings illustrate all online math courses experience 15% higher withdrawal rates than f2f counterparts, and higher D/F rates are associated with the specific courses of college algebra, and finite mathematics. Within the online course sections no significant relationships between D/F or W rates and class composition or traditional student demographics of rank or prior online experience are found. However, online students who are at a distance experience a 14% higher withdrawal rate than on-campus students taking online lower-level math courses.


Keiffer, E. A., Association for Educational Communications and Technology, "A customized evaluation instrument to facilitate comparisons across online training programs: CTOTE,” Louisville, KY. (November 2012).


**Publications - Teaching Related**

*Journal Article (Accepted)*

This study provides psychometric data for the Scholastic Inquiry Observation instrument and 6 years of research data from an inquiry-based professional training program. The rating instrument provides a resource for measuring 16 inquiry-related learning activities based on level of inquiry implementation and level of active student engagement. Observational data at the item level can be useful for inquiry-based professional development programs. Four scale score options are available for inquiry summarization (Inquiry Implementation for Hypothesis Usage; Implementation of Inquiry Communication; Student Engagement in Hypothesis Usage; Student Engagement in Inquiry Communication) and two scales measuring Student Interest and Mastery of Objectives. Comparisons of the types of inquiry most commonly used and those with the highest levels of active participation by middle school students in science and math classrooms are provided.

Journal Article (Published)

Publications - Research Related

Journal Article (Published)
Differences in type I error and power rates for majority and minority groups are investigated when differential item functioning (DIF) contamination in a test is unbalanced. Typically, type I error and power rates are aggregated across groups, however cumulative results can be misleading if subgroups are affected differently by study conditions. With unbalanced DIF contamination, type I error and power rates are reduced for groups with more DIF items favoring them, and increased for groups with less DIF contamination. Even when aggregated impacts appear small, differing subgroup impacts can result in a larger proportional bias than in the original data.

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Technical Report (Published)
Keiffer, E. A. The K12: I Do Science Project: A partnership between the University of Arkansas and Fayetteville, Springdale, Rogers, and Bentonville Public Schools. 2010. Summative 8-year compendium being completed for the University of Arkansas National Science Foundation GK-12 principal investigators.

Technical Report (Published)
Keiffer, E. A. Undergraduate Research Studio: Studio Concept to Enable Students to Uncover the Rules of Nature at the Small Scale – Summative Four-Year Report, 2010. Four year compendium being completed for University of Arkansas Howard Hughes Medical Institute
grant principal investigators.

*Technical Report (Published)*

**Educationally Related Presentations and Workshops**


"Business Analytics: Empowering the Citizen Data Scientist", presented at Blockchain Basics, Value Propositions, and Technology Options, State, Sponsored by University of Arkansas Enterprise Systems, Accepted. (April 6, 2018). Invited and proposal accepted for a panel on analytics and higher education.

"Business Analytics at the University of Arkansas", presented at UA Research Showcase: Data Analytics, Local, Sponsored by University of Arkansas Office of Vice Provost for Research & Economic Development, Accepted. (April 10, 2017).

"Analytics & Education: A Two-way Street", presented at NWA Tech Summit, State, Sponsored by Bentonville/Bella Vista Chamber of Commerce, Accepted. (October 7, 2016). Invited and proposal accepted for a panel on analytics and higher education.

**Research Honors and Awards**


**SERVICE**

**Consulting**

Training and Education, Pryor Public Schools, Pryor, OK. (July 2018 - September 2018). I assist in facilitating leadership and professional learning community training for K-12 educators through the use of dynamic protocols.

Training and Education, Beggs Public Schools, Beggs, OK. (January 2018). I assist in facilitating leadership and professional learning community training for K-12 educators through the use of dynamic protocols.

Analytics, Okmulgee Public Schools, Okmulgee, OK. (January 2018). I provided data analytics support analyzing a Teacher Needs Assessment to assist in a literacy grant writing initiative.

Analytics, Okmulgee Public Schools, Okmulgee, OK. (December 2017). I provided data analytics support analyzing a Teacher Needs Assessment to assist in a literacy grant writing initiative.

Training and Education, Beggs Public Schools, Beggs, OK. (July 2017). I assist in facilitating leadership and professional learning community training for K-12 educators through the use of dynamic protocols.

Training and Education, Guymon Public Schools, Guymon, OK. (May 2017).
I assist in facilitating leadership and professional learning community training for K-12 educators through the use of dynamic protocols.

Training and Education, Guymon Public Schools, Guymon, OK. (February 2017).
I assist in facilitating leadership and professional learning community training for K-12 educators through the use of dynamic protocols.

**University Service**

**College/School**

Panel Moderator, UA Information Technology Research Institute. (November 2018).
Moderator for a panel of IT experts engaging in the College Forum

Member, Student Success in Math 'Task Force'. (September 2018 - November 2018).
Worked on plan to determine how Business School could better work with Mathematical Sciences department to improve students success.

Welcome and Closing Remarks, UA Information Technology Research Institute. (April 2018).
Introduce key note speaker and provide closing remarks for the Women in IT Conference.

Attendee, Meeting. (March 2018).
Attended ITRI Board Meeting and associated events for Public School and University students.

Attendee, Meeting. (September 2017).
Attended ITRI Board Meeting and associated events for Public School and University students.

Attendee, Meeting. (April 2017).
Attended ITRI Board Meeting and associated events for Public School and University students.

Attendee, Meeting. (September 2016).
Attended ITRI Board Meeting and associated events for Public School and University students.

**Department**

Committee Member, Undergraduate Committee. (September 2018 - Present).
Assist on all decisions related to the undergraduate curriculum.
Served Ex-officio as "All Things Analytics" in 2017, officially starting in 2018

Committee Member, Graduate Committee. (September 2016 - Present).
Assist on all decisions related to the MIS program.

Coordinator, Analytics Curriculum. (September 2016 - Present).
"All Things Analytics". Coordinate all analytics courses and faculty to help ensure alignment and student success.

Committee Member, ISYS Course Scheduling Committee. (2016 - Present).
An informal committee consisting of Drs. Sabherwal, Bristow, and Cronan, Jeff Mullins, and myself.
Meet to plan and discuss ISYS department class schedule.

Participated in meetings between ISYS leadership and companies (primarily Walmart) establishing recruiting and hiring relationships with the college.

With Dr. Freeze, met with a variety of small and large businesses (WAC, Unilever) to build relationships and acquire data for ISYS 4393.

Committee Member, Instructor Search Committee. (May 2017 - June 2017).
Assist in initial selection and interviewing of instructor candidates.

Attendee, Graduation. (December 2016).

**University**
- Marshal. (May 2018).
- College marshal at All-University commencement

**Service Honors and Awards**

**Service, University**
- Outstanding Team Achievement Award, Walton College, Service, University, (2017).
  - Presented to the College team that demonstrated the successful completing on a project that had a positive impact on the Walton College

**Other**
- Arkansas Women in Statistics and Mathematics Appreciation Award, University of Arkansas, (2013).
Charles Leflar
University of Arkansas
Accounting
WCOB WCOB467
Qualifications: Practice Academic
Sufficiency: Participating
Phone: (479)-575-6616
Email: CLeflar@walton.uark.edu

Education

PhD, University of Missouri - Columbia, 1995.
   Emphasis/major: Accounting

MACC, University of Missouri - Columbia, 1988.
   Emphasis/major: Accounting

BSBA, University of Arkansas, 1984.

Professional Licenses and Certifications

CGMA Chartered Global Management Accountant, AICPA American Institute of Certified Public Accountants. (November 2014 - Present).

Certified Public Accountant, AICPA. (April 1988 - Present).

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
   Academic - Post-Secondary, Associate Clinical Professor, University of Arkansas. (1993 - Present).

Teaching Experience

University of Arkansas
   ACCT 2013 - ACCOUNTING PRINCIPLES, 4 terms.
   ACCT 310V - ACCOUNTING INTERNSHIP, 2 terms.
   ACCT 3723 - INTERMEDIATE ACCOUNTING I, 8 terms.
   ACCT 3753 - INTERMEDIATE ACCT II, 6 terms.
   ACCT 410V - SPECIAL TOPICS IN ACCT, 3 terms.
   ACCT 449V - SPECIAL TOPICS IN ACCOUNT, 1 term.
   ACCT 4883 - ENERGY ACCOUNTING, 2 terms.
   ACCT 5223 - ACCT FOR SUPPLY CHAIN & RETAIL, 5 terms.
   ACCT 5413 - ADVANCED FINANCIAL ACCOUNTING, 17 terms.
   ACCT 5443 - ASSET MANAGEMENT, 1 term.
   ACCT 549V - SPECIAL TOPICS IN ACCOUNT, 5 terms.
   ACCT 636V - SPECIAL PROBLEMS IN ACCOUNTING, 3 terms.
   ECON 410V - SPECIAL TOPICS IN ECONOMI, 3 terms.
   MBAD 5433 - CAPSTONE PROJECT, 2 terms.
   MBAD 5613 - FINANCIAL ACCOUNTING, 7 terms.
   WCOB 210V - SPECIAL TOPICS IN BUSINESS, 3 terms.
WCOB 230V - WALTON COLLEGE STUDY ABR, 1 term.
WCOB 3016 - BUSINESS STRATEGY, 1 term.
WCOB 3016H - HONORS BUSINESS STRATEGY, 5 terms.
WCOB 320V - INTERNATIONAL INTERNSHIP, 8 terms.
WCOB 330V - WALTON COLLEGE STUDY ABR, 5 terms.
WCOB 330VH - HON WALTON COLL STUDY ABR, 4 terms.
WCOB 410V - SPECIAL TOPICS IN BUSINES, 5 terms.
WCOB 410VH - HNR SPECIAL TOPICS IN BUS, 5 terms.
WCOB 4993H - HONORS THESIS, 11 terms.
WCOB 510V - SPECIAL TOPICS - BUSINESS, 8 terms.

Non-Credit Instruction Taught

Walton College, 20 participants. (January 2014).
Developed and taught (with Dr. Vern Richardson) the new MBA Bootcamp to give new full time MBA students the requisite background in accounting to succeed in the program.

Professional Development

Conference Attendance, "AICPA Oil and Gas Accounting Conference," American Institute of Certified Public Accountants, Las Vegas, NV. (October 2015).
Three day conference on a wide range of energy industry topics from geopolitics to joint interest auditing.
In addition to knowledge gained for my upcoming Energy Accounting course, I made many contacts useful to student placement.

Attended and presented.

Conference Attendance, "Beta Alpha Psi Annual Meeting," Beta Alpha Psi, Milwaukee, WI. (August 2015).
Attended conference with U of A students

I have been assigned to teach an Oil and Gas Accounting course so I attended this conference to update and increase my knowledge of the subject.
Received 'Clinical Faculty Enhancement Grant' from the U of A Provost's Office for this conference.

The International Poetry Slam Championships were held in Fayetteville so I took the opportunity to attend a seminar on Dealing with a Hostile Audience. I learned quite a few useful classroom management tips.

This book describes the history of the Liberty Ship USS Charles J. Finger from its launch in 1943, service in the Atlantic and Pacific during WWII, and subsequent life as a tramp steamer. The subject is of interest to me since the ship (like me) was named after my grandfather. It is the only known history of a specific non-combatant World War II Liberty Ship and is listed here since it does not seem to fit elsewhere in Digital Measures.

Attended monthly luncheon meetings of 'Not-So-New Faculty' workshops on various teaching, research and service topics.

Seminar, "U of A Teaching Academy," Teaching Academy. (January 2010 - December 2010). Attended monthly luncheon workshops on various teaching, service and research related topics.

Seminar, "Blackboard 9.1 Upgrade," U of Arkansas, Fayetteville, AR. (August 2010). Attended three 2.5 hour sessions to learn functionality of new Blackboard upgrade.

**Teaching Honors and Awards**

Mark Chain/FSA Innovation in Graduate Teaching Award, American Accounting Association, Teaching, (2016).

The Federation of Schools of Accountancy is pleased to announce the winners of the 2016 Mark Chain/FSA Teaching Innovation Award for innovation in graduate-level accounting coursework. This year’s award winners are Charles J. Leflar, Katie L. Terrell and JaLynn Thomas from the University of Arkansas.

Beta Gamma Sigman Outstanding Teacher, Beta Gamma Sigma Honor Society, Teaching, (2011). Annual Outstanding Teaching Award presented by College wide honor society, selection made by vote of all WCOB students.


You have been selected as a finalist for the 2011 George Krull/AICPA Teaching Innovation Award for your Effective Learning Strategies session.

Nomination/Runner up for Bea Sanders/AICPA Innovation in Teaching Award, AICPA, Teaching, (2010). Nominated and recognized as Runner Up for presentation at AAA Annual Meeting, San Francisco.

**RESEARCH**

**Editorial Activities**


"Southwest Regional AAA meeting", American Accounting Association, Invited Manuscript Reviewer, Regional. (October 1, 2013 - December 1, 2013). Invited reviewer for submissions to 2014 Southwest Regional Meeting for the Teaching, Learning and Curriculum track.

**Presentations Given**

An academic career in the field of Accounting has long been considered a good, rewarding career. This research adds evidence to just how nice a career it is by exploring the remuneration given to Accounting professors in the form of free meals. While salaries and other benefits of an academic position can be considerable, it is worth considering that an academic may receive a large number of free meals, the number depending on their job duties, through an academic year. Considering that these meals save after-tax dollar spending on food, this can be a significant reward to academics and in enticement to enter the field.


The Fayetteville Public Library is celebrating the republishing of Charles J. Fingers ‘Tales From Silverlands’, which won the 1928 Newbury Award. I am invited to speak on his youth, his years in Patagonia, and career up until he settled in Fayetteville.

Publications - Teaching Related

Journal Article (Conditionally Accepted)
Leflar, C. J. F., Drake, C. B. "The Lady in Red: Dr. Doris Cook, the Lady of Firsts in Arkansas Accounting". Fayetteville, AR. issue tbd. tbd. Submitted, received conditional acceptance December 2018 with revision requests. Revised and resubmitted April, 2019.

upcoming

Essay (Accepted)

forthcoming

Online Teaching Related Journal (Published)

Publications - Research Related

Journal Article (Published)

Educationally Related Presentations and Workshops


Business activities are increasingly global and familiarity with international business practices is quickly becoming a prerequisite for a successful career in public accounting or in corporate business. Some students are fortunate to be able to do a business oriented study abroad program, but such students are in a minority. Many students exposure to international business is restricted to vacation travel and many students, particularly those from rural regions and who are putting themselves through school, do not even have that opportunity.
In order to provide realistic, first person knowledge of overseas business and socio/political issues, we have found EuroFound to be an extremely valuable resource. EuroFound is the section of the European Union government tasked with doing research on economic and social issues for use in decision-making in the EU and member governments. It is located in Dublin, Ireland and therefore provides its analysis in English. All of their materials are provided free of charge online and are easily accessible for classroom and assignment use. The analysis is professionally done, unbiased and thorough and is arguably better than what is available in many North American sources.


This was a presentation to explain and demonstrate the role playing method we used in class to teach students interviewing skills and how to apply the information gathered to an advisory project that for setting up an accounting system.


An accounting specific study abroad program may bring unexpected classroom benefits. While students who studied overseas have better global perspectives, classroom discussions, student/faculty interactions, innovation and global perspectives in non-travelled students all increased in classes with sufficient study abroad veterans.


We present an innovative way to achieve the goal of global business knowledge in accounting classes. A few years after founding an accounting-based study abroad, faculty noticed an accumulation of students with common departmental study abroad experience which changed the dynamic of classes. The globally-experienced students shared their perspective with others, formed particularly high performing teams and changed the dynamic of class discussions. Though the intent of forming the departmental study abroad was not to change the classroom environment, such was the outcome. We provide guidance on how to introduce and foster this global business outlook.


We present a role playing exercise for students to do in class which teaches the FASB standing setting process. The premise is that FASB must decide how to account for the costs of drilling an exploratory oil well which does not find enough oil and gas to produce. Political and business pressures influence the choice between considering the drilling costs an asset or an expense. Students role play politicians, oil company owners, bankers, FASB and SEC commissioners and other participants. Students will talk about this class enthusiastically for the rest of the semester.

Tables from the database are removed from the computerized environment and are exhibited as posters taped to classroom walls as students role-play customer/sales person interactions. Throughout the role-play, the posted tables are live-updated and journal entries are created for the class to experience data creation.

The three parts of the activity are described below.


In an age of limited faculty resources, we present a format which utilizes the efficiency and cost savings of large lecture classes and online delivery with the advantages of face-to-face lectures and small group interactions.

A ‘Traditional’ three hour class may have 30–75 students and meets weekly for three hours. An online class moves the content to the web in various formats. A ‘Blended Delivery’ class is a mix of the two. Traditional classes are often seen as inefficient while online and blended formats are often less effective due to the limited instructor/student interactions. A traditional class may also consist of large sections, potentially several hundred and can be subject to criticisms similar to online courses.

Our Tri-Blended course delivers each of the three hours differently. One hour is lecture delivered in a large auditorium so students get the benefits of a face-to-face lecture. One hour is delivered online so the efficiencies of online education are realized. The final hour is delivered face-to-face in small groups of about fourteen students so the benefits of personal faculty/student interactions are realized. Adoption of this method resulted in savings roughly equivalent to two full-time faculty positions while retaining high quality instruction.


Is it possible to gain the efficiencies of large lectures and online delivery while retaining the benefits of small class sizes with personal interaction between the instructor and students?

Instead of a three hour class consisting of three ‘traditional’ class meetings, instructor Katie Terrell and Dr. Charles J.F. Leflar, Clinical Professor of Accounting at the Walton College, University of Arkansas have experimented with three separate one hour segments, each delivered in a different format, (traditional lecture in a large class, small group, and online) The goal being to keep the benefits of face-to-face instruction while gaining the efficiencies of online and large lecture classes.


The concept of ‘Thinking Outside the Box’ is frequently held forth as a desirable approach to solving business problems. However, it is rare to find any attempts to define the “Box” much less to propose specific stems which can be taken to teach students to think beyond it.

This presentation describes a classroom tested approach to first graph out each student’s individual ‘Box’ and then provides course assignments and activities which are specifically designed to help the student learn to go beyond their current problem solving methodologies. We use the C.O.R.E. framework (developed by Ayan) to do this. The C.O.R.E. stands for Curiosity, Openness to new ideas, mental Energy and willingness to take Risks.
The semester starts with each student doing a series of self-assessments to determine a score in each of the C.O.R.E. attributes. Assignments were developed in each of the four areas designed to take the student beyond their comfort zone. Each student was required to do a different number of assignments in each of the C.O.R.E. areas depending on their self-assessment. For example, a student with a low O (Openness) score could do the assignment to attend the International Poetry Slam Haiku competition which was held nearby and report back to class on his or her experiences. Examples of the course structure and assignments in each of the C.O.R.E. areas will be provided.


While classrooms are becoming multi-cultural at an increasing rate, too often those teaching introductory accounting classes are failing to attract Hispanic and other minority cultures into the accounting profession. Lack of cultural understanding can inadvertently repel the very students we wish to attract. This presentation is intended to provide specific “dos and don’ts” for classroom management and course design for classes with mixed North American/South American student components. Interpersonal communications, Faculty/Student interaction and cultural expectations are addressed as are potential faux pas. These include such things as hand gestures which are innocuous in the United States but which may be insulting in Peru or Brazil. While not a comprehensive guide, the information provided ought to assist instructors in better managing multi-cultural classrooms and understand multi-cultural issues. The presentation is intended to increase the effectiveness of presentations in multi-cultural classes as well as increase the confidence of the instructors of those classes. It is designed to be useful to instructors who are both North and South American to better interact with students from other cultures.


"Proven Strategies for Increasing Student Involvement in Online and Blended Delivery Classes: Graded Online Discussion Boards as the Proxy for Traditional Class Meetings", presented at AAA Annual Meeting, International, Sponsored by American Accounting Association, Accepted. (August 8, 2011).

Online classes often struggle with low student interest and high attrition. How can this problem be mitigated? A carefully designed and well implemented graded online discussion board system may go far in eliminating these problems and increasing student learning in online classes.


2010 Bea Sanders, Mark Chain, and George Krull Effective Learning Strategies award winners and honorable mention sessions, discussion panel participant as award runner up


The Walton College Model for MMBA (Managerial or part time Masters in Business Administration) blended delivery courses. This innovative program developed at the Walton College blends the advantages of face-to-face classes with the efficiency of online education.

SERVICE

Consulting

For Profit Organization, Various for profit and NFP. (January 2006 - Present).
Consulting of various types, mostly financial reporting, business processes, and cash flows. Sierra Club of Arkansas, King Farms, software beta tester (EWoM) and other small to medium clients.

For Profit Organization, Non-disclosed name, Fayetteville, AR. (August 2017 - November 2017).
Consulting on financial and completion aspects of application for legal dispensary license for medical cannabis. Former MBA student is forming a LLC to apply for a license and requested help with cash flow projections, personal financial statement and organizational issues.

Contacted by organization president (Bruce McMath) of this astronomy organization to help him structure the finances of the national and local organizations considering 501-c-3 implications. I was the State Sierra Club treasurer for many years so he knew my experience in this area.

For Profit Organization, Celtic Whisky Tours, Dublin, Ireland. (February 2014 - June 2016).
Business advisory and strategic planning services for start up business in Dublin. Engagement arose from contacts made during the Ireland Summer Business Seminar study abroad program. (With Katie Terrell)

Textbook reviews, undergraduate and graduate

Non-Governmental Organization (NGO), Opera Arkansas, AR. (October 2011 - August 2012).
Helping develop a Business Plan for new opera company in Arkansas.

University Service

College/School

Committee Member, Global Engagement Office Advisory Committee. (January 2018 - Present).
Selected as departmental representative to advise WCOB GEO.

Student Org Advisor (Professional Org), Beta Alpha Psi, National Student Honor Organization. (July 2009 - Present).
Faculty advisor for a very active student organizations (1 - 2 meetings and functions per week). I also attend regional and national meetings with the students. Our chapter was recognized as a Superior Chapter again in 2011-12.

Attendee, Graduation, Walton College of Business. (April 2003 - Present).
Volunteer Departmental Commencement Marshal

Faculty Advisor for WCOB Student Competition Team, Deloitte Campus Audit Innovation Challenge. (September 2016 - December 2016).
For the first time, the WCOB was one of 32 schools across the nation invited to compete in the Deloitte Campus Audit Innovation Challenge. I recruited and trained the team and accompanied them to Atlanta for the competition.

Judge for EMBA Orientation Case Competition, Walton College GSB. (August 2012 - December 2016).
Annual volunteer for judge at case competition in the EMBA orientation.
Committee Member, Endowed Chair Review Committee. (January 2016 - June 2016). Serve as member of committee assigned to review the reappointment of Dr. Craig Rennie to his endowed chair.

Program Director, Masters of Accountancy Program. (June 2014 - June 2015).

Conference Discussant, WCOB. (September 2014). Invited Panel Member, Academic Integrity Week panel on Integrity Issues

Member of team winning WCOB Award. (August 2013 - May 2014). Co winner of WCOB award for Outstanding Team Achievement for 'Tri-Blended Principles of Accounting Implementation Team' with Katie Terrell and JaLynn Thomas.

Guest Speaker, Walton College 'Tea Talk'. (April 2013). Guest speaker at Walton College 'Tea Talk' about University of Arkansas Academic Integrity Policy and the AUAIB (All University Academic Integrity Board).

Department
  Committee Chair, Search Committee for Clinical Professor. (January 2016 - March 2018). Lead search for faculty hire - Clinical Professor

  Student Org Advisor (Professional Org), Deloitte Campus Audit Innovation Challenge. (September 2017 - November 2017). Deloitte has invited the U of A for the second year to participate with a small number of other schools in their Audit Innovation Challenge competition. I am the faculty advisor of our six student team which travels to Atlanta for the competition Nov. 13, 14.

  Committee Chair, Department of Accounting. (January 2016 - April 2017). Chair of Search Committee to hire a Clinical Professor to replace Claire Yan.

  Committee Member, Assessment committee. (January 2006 - January 2017). Assessment Committee...ongoing process to provide assessment of departmental teaching and other activities for AACSB.

  Committee Member, Annual Peer Review Committee. (November 2006 - February 2014). Annual Department Peer Review.

Student Organization
  Faculty Advisor, Deloitte Audit Innovation Challenge 2018. (September 2018 - November 2018). Recruit, Organize, Train and Present student competition team, Houston TX

  Conference Panel, Beta Alpha Psi - PRWI Judge. (June 2012 - August 2012). Invited Judge at BAP Annual Meeting for 'Project Run With It' competition. This annual competition has student teams working as consultants for NFP groups in the convention city. Three faculty members are invited to serve as judges out of the hundreds of faculty advisors.

  Student Org Advisor (Non-Professional Org), 'USS" (Underground Swing Society) Student interest group. (October 2007 - July 2011). Faculty Advisor (invited) for student interest group which focuses on ballroom and swing dancing.

University
  Committee Member, Honors College Fellowship Interviews. (March 2018 - Present). Interview incoming freshmen for prestigious Honors Fellowships

  Student Recruiter, Honors College. (February 2009 - March 2018). Invited member of interview committee for Honors College, Bodenhamer and Sturgis fellowships, Spring semester annually.
Guest Speaker, School of Law. (April 2017).
Invited speaker to Professor Gossman's Environmental Law class.

Guest Speaker, Department of Fine Arts. (October 2016).
Invited speaker to Department of Arts Professional Practices seminar for graduating seniors and graduate students.  Co-presenter with Katie Terrell.

Committee Member, All University Academic Integrity Board. (January 2015 - June 2015).
I represent the WCOB on the AUAI.  I am the alternate but Paul Cronan (the regular member) is on an Off-Campus Duty Assignment so I am taking his place.

Committee Chair, AUAI - All University Academic Integrity Board. (July 2011 - June 2014).
Monthly meetings to adjudicate allegations of academic dishonesty by U of A students.  Asked to serve by Provost, elected Chair by committee members.

Invited reviewer for Honors Students study abroad grant proposals Spring and Fall.

Co-Director, University of Arkansas Teaching Academy. (August 2011 - August 2013).
Provide strategic direction and other duties as needed.

Volunteer Teaching Mentor for Faculty, Teaching Center, Office of Nationally Competitive Programs. (January 2013 - May 2013).
Volunteer in mentorship program for U of A faculty desiring help with teaching related issues.

Guest Speaker, Holcomb Get a Job 101 program. (April 2013).
Invited speaker to program teaching students (primarily International students) how to successfully search for jobs.

Faculty Teaching Mentor, Teaching and Faculty Support Center. (February 2012 - June 2012).
I volunteered to be assigned as a teaching mentor to faculty on the U of A campus.  I have been working with a mathematics professor on the effective design and delivery of online courses.

Executive Committee Member, University of Arkansas Teaching Academy. (April 2011 - June 2012).
Elected member of Executive Committee for University of Arkansas Teaching Academy.  Executive Committee consists of President, Vice President and two elected members.

Professional Service

Invited to be discussion leader at annual Educators' Conference.  Topic is Graduate Programs (Masters of Accounting as well as others)

Public Service

Committee Member, Audit Committee, City of Fayetteville. (March 2017 - Present).
Responsible for oversight of City of Fayetteville financial statements, audit and internal controls.  Interviewing audit firms for City of Fayetteville audit contract.

Committee Member, City of Fayetteville. (April 2017 - December 2019).
Appointed member of City of Fayetteville Audit Committee.

Treasurer of Washington County Democrats.
Service Honors and Awards

Service, University
Excellence in Service Award, Walton college of Business, Service, University, (2013).
Received the annual Walton College Award for Excellence in Service. This recognizes service beyond the College as well.

Golden Tusk Award, Division of Student Affairs, U of Ark, Service, University, (2012).
Awarded by Vice-Provost for Student Affairs/Dean of Students to recognize "...the spirit of teamwork, hard work and the value of doing the right thing" with regards to the "Students First" initiative.

Outstanding RSO (Registered Student Organization) Advisor, Office of Student Affairs, U of Ark, Service, University, (2012).
Recognized as University wide Outstanding Faculty Advisor for work with Beta Alpha Psi.
Superior Chapter, Beta Alpha Psi, Service, University, (2011).
Faculty Advisor for U of A Beta Alpha Psi chapter (Alpha Iota) which was named as a Superior Chapter.

First Place, Best Practices Competition, Beta Alpha Psi, Service, University, (2010).
Faculty Advisor for Student Honor Society who won first place in Southwest Regional Meeting competition for best practices.

GOLD Status, Beta Alpha Psi, Service, University, (2010).
Faculty Advisor for U of A Beta Alpha Psi chapter (Alpha Iota) which was named as a GOLD STATUS Chapter.

Faculty Advisor for Student Honor Society which was recognized as 'Best RSO (Residential Student Organization)" on U of Ark campus, 2009/2010.

Superior Chapter, Beta Alpha Psi, Service, University, (2010).
Faculty Advisor for U of A Beta Alpha Psi chapter (Alpha Iota) which was named as a Superior Chapter.

Advising/Mentoring
Received for mentoring Beta Alpha Psi team which won first place in the Southwest Regional Best Practices competition in March.
Jeffrey Mullins
University of Arkansas
Information Systems
WCOB 220
Qualifications: Scholarly Practitioner
Sufficiency: Participating
Phone: (479)-575-7745
Email: JMullins@walton.uark.edu

Brief Biography

Jeff is the Associate Director of MIS programs and a faculty member in the Information Systems department. He regularly teaches graduate and upper level undergraduate courses in Enterprise Resource Planning, Database, and Application Development.

Education

MS, University of Arkansas, 2006.
Emphasis/major: Information Systems
Supporting Areas of Emphasis: Enterprise Resource Planning

BS, University of Arkansas, 1997.
Emphasis/major: Computer Science

Professional Licenses and Certifications

ERPsim Certified Trainer (Level 2), HEC Montreal. (January 2010 - Present).
Demonstrated expertise in the understanding and administration of ERPsim; qualified to conduct faculty training and grant ERP Certified Instructor (Level 1) certification.

WORK EXPERIENCE

Teaching Experience

University of Arkansas
- ISYS 4283 - BUS DATABASE SYSTEMS, 6 terms.
- ISYS 5103 - DATA ANALYTICS FUNDAMENTALS, 8 terms.
- ISYS 511 - IT SKILLS SEMINAR, 1 term.
- ISYS 511V - IT SKILLS SEMINAR, 43 terms.
- ISYS 5213 - ERP FUNDAMENTALS, 10 terms.
- ISYS 5223 - ERP CONFIG & IMPLEMENTATION, 2 terms.
- ISYS 5833 - DATA MANAGEMENT SYSTEMS, 23 terms.
- ISYS 636V - SPECIAL PROBLEMS, 2 terms.
- WCOB 4213 - ERP FUNDAMENTALS, 2 terms.
- WCOB 4223 - ERP CONFIG & IMPL, 3 terms.
- WCOB 5213 - ERP FUNDAMENTALS, 11 terms.
- WCOB 5223 - ERP CONFIG & IMPLEMENTATION, 5 terms.

Non-Credit Instruction Taught

University of Arkansas - ERP Presentations, 60 participants. (2018).
Facilitated ERPsim Distribution Game in 2 sections of ISYS 2263 (Bopp and Shipp).

Phillips66, 12 participants. (July 2018).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

ConocoPhillips, 21 participants. (June 2018).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

University of Arkansas - ISYS Department, 15 participants. (September 2017). Facilitated 2-day ERPsim faculty workshop at the University of Arkansas for ISYS faculty and Ph.D. students. Worked with Susan Bristow to design and deliver the workshop.

ConocoPhillips, 17 participants. (July 2017).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 12 participants. (July 2017).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

Provided instruction, guidance, and assessment for Ally Maumba to complete a "special projects" class in Spring 2017 (officially taught by Paul Cronan), which involved completing the Python components of ISYS 5103 coursework and embarking on a larger project using that knowledge after completing the coursework. Approx 20 hours spent in addition to normal course load.

University of Arkansas - Database Presentations, 150 participants. (January 2017).
Guest speaker in ISYS 2103
- 2/1 Hoehle

University of Arkansas - ERP Presentations, 130 participants. (2016).
Facilitated ERPsim Distribution Game in 1 section of ISYS 2263 (approx 15 students, McDaniel's class) and covered one class session of ERP lecture in ISYS 5213 (approx 32 students, Serrano's class).

University of Arkansas - Database Presentations, 250 participants. (2016).
Guest speaker in ISYS 2103
- 2/1 Hoehle
- 9/6 Bristow
- 9/7 Ma

ConocoPhillips, 18 participants. (July 2016).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 14 participants. (June 2016).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

ISYS Department, 250 participants. (2015).
Guest speaker in ISYS 2103 (Spring, Hoehle) and 2 sections of ISYS 3293 (Spring and Summer, Bristow).

University of Arkansas - ERPsim, 130 participants. (November 2015). Facilitated ERPsim Distribution Game in 2 sections of ISYS 2263 (approx 50 students each) and covered one class session of ERPsim competition in ISYS 5213 (approx 30 students).

ConocoPhillips, 23 participants. (July 2015).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 16 participants. (July 2015).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

ConocoPhillips, 36 participants. (July 2014).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 15 participants. (July 2014).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

University of Arkansas - ISYS Department, 10 participants. (June 2014).
Facilitated 3-day ERPsim faculty workshop at the University of Arkansas for ISYS faculty and Ph.D. students. Worked with Susan Bristow and Christina Serrano to design and deliver the workshop.

University of Arkansas - ERPsim, 50 participants. (February 2014).
Facilitated ERPsim manufacturing game for Dr. David Douglas' MBA Enterprise Systems class; supported ERPsim questions and requests for help as needed for ISYS 2263, WCOB 4213, and WCOB 5213

University of Arkansas - ERPsim, 350 participants. (January 2013 - November 2013).
Facilitated ERPsim Distribution Game as a full-week supplemental content module in most spring and fall sections of ISYS 2263 (7 sections total); provided some support for Extended Manufacturing Game as a 4-week project in ISYS 5433 (MBA Enterprise Systems)

University of Arkansas - ERPsim, 20 participants. (July 2013).
Covered 2 summer class sessions (6 hours) for Susan Bristow involving instruction and practice for the ERPsim extended manufacturing game.

ConocoPhillips, 24 participants. (July 2013).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 22 participants. (July 2013).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

Tyson Foods, Inc., 25 participants. (June 2013).
Provided instruction and facilitation for ERPsim research study involving a group of business professionals from Tyson Foods, Inc.

University of Arkansas - ERPsim, 250 participants. (January 2012 - November 2012).
Facilitated ERPsim Distribution Game as a full-week supplemental content module in all spring and fall sections of ISYS 2263 (4 sections total); facilitated Extended Manufacturing Game as a 4-week project in ISYS 5433 (MBA Enterprise Systems)

ConocoPhillips, 20 participants. (July 2012).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

Business Analytics Certificate (ITRI/ExecEd), 14 participants. (January 2012).
Taught part two of a three part executive education certificate program on Business Intelligence. 2-day workshop covered database design, SQL, and data warehousing tools and techniques.

Received excellent feedback and evaluations.

Provided instruction and facilitation for ERPsim research study involving a group of IS professionals from Tyson Foods, Inc.

University of Arkansas - ERPsim, 250 participants. (January 2011 - November 2011).
Facilitated ERPsim Distribution Game as a full-week supplemental content module in all spring and fall sections of ISYS 2263 (6 sections total)

ConocoPhillips, 25 participants. (July 2011).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

SAP University Alliance, 16 participants. (January 2011).
Facilitated 4-day ERPsim faculty workshop at 2011 ERPsim Winter Workshops in Huntsville, TX.

SAP University Alliance, 20 participants. (December 2010).
Facilitated online "remote" ERPsim distribution game with faculty from multiple universities in preparation for 2011 ERPsim Winter Workshop.

Information Systems Department, 12 participants. (October 2010).
Facilitated ERPsim distribution game to introduce ISYS PhD students to the ERPsim game and discuss research opportunities.

ERPsim Labs, 30 participants. (September 2010).
Assisted in supporting online "remote" ERPsim distribution game facilitated by Gilbert Babin.

ConocoPhillips, 25 participants. (May 2010).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

SAP University Alliance, 24 participants. (March 2010).
Assisted in supporting ERPsim Workshop at SAP Curriculum Congress, led by the ERPsim creators from HEC Montreal.

University of Arkansas, 40 participants. (January 2010 - March 2010).
Supported ERPsim in the MBA Enterprise Systems course taught by Christine Davis.

**Professional Development**

Attended ICIS

Attended ICIS Doctoral Consortium

"Visiting Scholar Presentation - Jens Foerderer," University of Arkansas Department of Information Systems, Fayetteville, AR. (December 2018).

CARMA webinar


SAS Day morning speakers


Integrating SAS and Python

"Visiting Scholar Presentation - Paul Pavlou," University of Arkansas Department of Information Systems, Fayetteville, AR. (May 2018).


U of A Blockchain 1-day Conference

"Diversity Training," University of Arkansas, Fayetteville, AR, United States. (April 2018).

Diversity training conducted for the ISYS department.


Ro Windwalker presented new IRB process highlights.

"Visiting Scholar Presentation - Ryan Wright," University of Arkansas Department of Information Systems, Fayetteville, AR. (March 2018).


Attended HICSS


Attended HICSS Doctoral Consortium

Teaching/Learning Workshop, "EAB Cutting Edge Recruitment Strategies," Education Advisory Board (EAB), Fayetteville, AR, United States. (January 2018).

Cutting-Edge Recruitment Strategies: Competing on Student Outcomes to Attract Today’s Career Changer

Cutting-Edge Strategies for Turning Passive Interest into Program Enrollments

As marketing channels have become more crowded and expensive than ever, it’s become increasingly challenging to capture the attention of today’s prospective student. While technology advances enable consumers to spend more time online, they are increasingly distracted and skeptical. This presentation will examine how progressive institutions are using outcomes-focused marketing messages to highlight program value by identifying relevant career and learning outcomes and designing effective campaigns across channels. This study provides a special focus on attracting career changers – a substantial, largely untapped population of working professionals who are dissatisfied in their current role and are seeking a next step in their career, but aren’t necessarily even considering or evaluating further education.

During the presentation, we’ll focus on how you can attract the attention of would-be career changers, support their exploration of available professional opportunities, and use student stories to demonstrate program value as prospects independently build and prioritize their consideration sets.

In This Session, Participants Will Learn…

▪ What student-centric messaging and content strategies compel undecided career changers to consider pursuing a new field?
▪ How can we educate prospects on a new field and make the case for how the skills conferred in the program meet demonstrated labor demand?
• What strategies most effectively provide proof of program value as prospects independently build and prioritize their consideration sets


Arkansas Digital Government Summit one-day conference

"Visiting Scholar Presentation - Mary Lacity," University of Arkansas Department of Information Systems, Fayetteville, AR. (September 2017).

Business of Blockchain

Highly-regarded international conference in management


"SAS Text Mining," University of Arkansas, Fayetteville, AR. (May 2017). Presented by Andre de Waal and James Harroun from SAS

Seminar, "Online Programs and Courses," University of Arkansas Global Campus, Fayetteville, AR. (April 2017).
Overview and updates on online program initiatives with Don Judges & team.


Americas SAP User Group annual practitioner conference focusing on BI and analytics

Conference Attendance, "NWA Tech Summit," Bentonville/Bella Vista Chamber of Commerce, Rogers, AR. (October 2016).
Northwest Arkansas Technology Summit one-day conference

Conference Attendance, "AMCIS Doctoral Consortium," Association for Information Systems, San Diego, CA. (August 2016). Applied, was accepted, and attended the AMCIS Doctoral Consortium - Mid-Stage Doctoral Student Track

Conference Attendance, "Americas Conference on System Sciences (AMCIS)," Association for Information Systems, San Diego, CA. (August 2016). Highly-regarded international (Americas region) conference in our field

"Tech3Labs and ERPsim Visit," University of Arkansas. (July 2016).
Teaching and Research meetings with faculty and graduate students at HEC Montreal involving NeuroIS lab capabilities at Tech3Labs, and discussion/work on ERPsim for classroom and online use.

Presented by Mike Speed and Tom Bohannon

"Visiting Scholar Presentation - Indranil Bardhan," University of Arkansas Department of Information Systems, Fayetteville, AR. (April 2016).


"Mathematical Models of Short-Term Memory," University of Arkansas, Fayetteville, AR. (March 2016). Zachary Kilpatrick from the University of Houston

"Visiting Scholar Presentation - Elise Labonte-LeMoyne," ISGSA. (March 2016).

"Visiting Scholar Presentation - Varun Grover," University of Arkansas Department of Information Systems, Fayetteville, AR. (March 2016).

Conference Attendance, "SAP Academic Conference Americas," SAP, San Diego, CA. (February 2016). Professional development and networking with other institutions using ERP in the classroom.

Conference Attendance, "Hawaii International Conference on System Sciences (HICSS)," University of Hawaii, Kauai, HI. (January 2016).
Highly-regarded international conference in our field

Conference Attendance, "International Conference on Information Systems (ICIS)," Association for Information Systems, Fort Worth, TX. (December 2015).
Premier international conference in our field


Networking with professional developers in NWA

Local IS research conference for Big XII and other invited schools

Professional development and networking with other institutions using ERP in the classroom.

"Visiting Scholar Presentation - Brent Scott," Department of Management. (April 2015).
Publishing in AMJ


"Visiting Scholar Presentation - Thiagarajan Ravichandran." (March 2015).

"Visiting Scholar Presentation - Deborah Compeau." (February 2015).


Premier international conference in our field


"Research Presentation to ICBA - Viswanath Venkatesh." (November 2014).


"Visiting Scholar Presentation - Russ Johnson," Department of Management. (October 2014).

Publishing in AMR, tips from an associate editor


Local IS research conference for Big XII and other invited schools

CTE Panel, "CTE Teaching Panel," Center for Teaching Effectiveness, Fayetteville, AR. (February 2014).

Online teaching methods and best practices

"Visiting Scholar Presentation - Amrit Tiwana." (February 2014).

Seminar, "TFSC Faculty Luncheon - Blackboard," TFSC, Fayetteville, AR. (December 2013).

Abi Moser - Blackboard: What's New? What's Easy?

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2013).

Our Best Approaches to Enhancing Learning on Campus - various presenters


Seminar, "IBM Academic Initiative Role in Developing Big Data, Analytics, Mobile and Security Curriculum," IBM, Fayetteville, AR. (September 2013).

Valinda Kennedy


Deep learning & various other topics

"ERPsim Level 2 Training," HEC Montreal. (June 2013).

Training class to lean advanced instruction and techniques for ERPsim, and updates to system and curriculum

Conference Attendance, "Big XII+ MIS Research Symposium," Oklahoma State University, Stillwater, OK. (April 2013).

Local IS research conference for Big XII and other invited schools


Presented at Barnhill Arena


"Visiting Scholar Presentation - Rudy Hirschheim." (March 2013).

Conference Attendance, "SAP Academic Conference Americas," SAP, Milwaukee, WI. (February 2013).
Professional development and networking with other institutions using ERP in the classroom.


Civility and Collegiality

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2012).

Who are our Students?

"Advanced Powerpoint," Graduate School of Business, Fayetteville, AR. (November 2012).

Half-day workshop on advanced Powerpoint techniques

"Online Program Development," Global Campus, Fayetteville, AR. (October 2012).

Workshop with Dr. Tawnya Means


Research seminar/presentation

"Web-based Proctoring Technology Demonstration," Global Campus, Fayetteville, AR. (October 2012).

Demos from multiple vendors of online proctoring products and services

CTE Luncheon, "CTE Luncheon," Center for Teaching Effectiveness, Fayetteville, AR. (September 2012).

Technology Showcase


Full-day Saturday workshop on Hierarchical Linear Modeling facilitated by Likoebe Maruping

Seminar, "Online Programs," AACSB, Tampa, FL. (September 2012).

AACSB seminar on developing and managing online programs


Advanced/speed reading skills


Online learning & various other topics

"ERP Configuration with Global Bike," SAP, Chico, CA. (June 2012).

SAP University Alliance Summer Workshop; topics included configure of SAP in the new standard Global Bike (GBI) environment


Brattin - 3/28 (defense)
Hassel- 5/31 (proposal)
Conway 5/31 (defense)

Seminar, "Pinnacle of Online Learning," Graduate School of Business, Fayetteville, AR. (May 2012).

MBA student perspectives on online learning


Teaching Tips

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2011).

The Privilege of Teaching
Academic Integrity & various other topics

Training class to familiarize ERP faculty at the UA with the new GBI 2.0 environment for use in the ERP Fundamentals course

Networking and idea-sharing with ConocoPhillips leaders and faculty from schools selected by ConocoPhillips

IIBA Chapter Meeting, "IIBA Chapter Meeting," IIBA, Rogers, AR. (May 2011).
Formation of NWA IIBA Chapter

Project Management and work estimation techniques

Professional development and networking with other institutions using ERP in the classroom.

Teaching with Technology: Pedagogy, Potential, Pitfalls + breakout sessions

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2010).
Assisting Distressed Students

AACSB Accreditation Luncheon, "AACSB Accreditation Luncheon," WCOB, Fayetteville, AR. (November 2010).
The Executive Committee is pleased to present Dr. Kathryn Martell (Ph.D. University of Maryland), a nationally-known expert on the topic of assessing student learning. Since the new accreditation standards were passed in 2003, Dr. Martell has worked closely with AACSB to help schools meet the Assurance of Learning Standards. She has trained more than 900 faculty and administrators from more than 250 universities and edited the publication “Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way.”

Dr. Martell will be on campus Monday, November 29, working with our faculty committees to review our Assurance of Learning status and she will provide suggestions regarding how we can make improvements. She will also speak to the entire faculty regarding AACSB standards, best practices in assessment and simple procedures you can put into place to make the assessment process easier.

SAS Day, Friday, November 12, 2010
8:00 am – 8:15 am sign in – coffee and juice
SAS Day Opening 8:15 am - 8:30 am: Welcome and Agenda overview – TBA
8:30 am – 10:10 am – Introduction to Data Mining with SAS Enterprise Miner
10:10 am - 10:30 am: Break
10:30 am – 11:20 SAS Enterprise Guide for Analytics – Target students in intro statistics
11:30 am to 12:15 pm – Dr. Jim Goodnight presentation
12:15 pm – 1:30 – Lunch
1:30 pm – 2:20 pm – Teradata/Sam’s demonstration of SAS in database data mining
2:30 pm – 3: 20 pm – University of Arkansas demonstration of SAS Data Warehouse
3:20 pm – 3:30 pm – Break
3:30 pm – 4:20 pm – Introduction to SAS Forecast Studio, Advanced Analytics and demo SAS/ACCESS at the University of Arkansas
"ITRI Business Intelligence Roundtable," ITRI, Fayetteville, AR. (November 2010).
A Roundtable on Business Intelligence (BI) has been scheduled for Monday, November 8, 2010 from 10:00 am – 2:00 pm. The roundtable will be held in the Wal-Mart Executive Boardroom on the 5th floor of Willard W. Walker Hall and will be facilitated by Melody Playford of Dillard’s. This event provides our board member companies to discuss topics among each other in a very open atmosphere.

Academic Honesty Luncheon, "Academic Honesty Luncheon," Center for Teaching Effectiveness, Fayetteville, AR. (October 2010).
An Honest Discussion About Academic Dishonesty
Friday, October 15th in WJWH 427 11:30-12:30

Ro Di Brezzo, chair of the Faculty Senate, has named an ad hoc task force to review and revise the university's Student Academic Honesty Code. Paul Cronan is co-chairing this important effort, with plans to bring a revised Student Academic Honesty Code to the Faculty Senate for review this fall.

ERPsim BI Lunch, "ERPsim BI Lunch," ERPsim Labs, Fayetteville, AR. (October 2010).
Preview & Discussion of new BI tools under development with ERPsim

"ISYS Department Colloquium," ISYS Department, Fayetteville, AR. (September 2010).
Title: “ERPsim : A platform for multi-method experimental research in IS"

Presenter: Dr. Pierre-Majorique Leger, HEC Montreal

IT Executive Forum, "IT Executive Forum," ITRI, Fayetteville, AR. (September 2010).

Matt Hinze talks about inversion of control, object-oriented principles, software architecture and how to develop quality software very quickly. In this intermediate to advanced level talk, Matt presents the basics of IOC in C# and codes live several interesting usage patterns...

Planning Poker is a consensus-based estimation technique for estimating, mostly used to estimate effort or relative size of tasks in software development. It is a variation of the Wideband Delphi method. In this session you will learn not only what planning poker is but how to facilitate it with your team. Using Planning Poker to estimate task on your project is not only accurate its fun.

TFSC Luncheon, "Our International Students: Enrollment, Retention, and Resources," TFSC, Fayetteville, AR. (September 2010).

"Baum Teaching Workshop," TFSC, Fayetteville, AR. (August 2010).
“Exploring Academic Integrity: Where Can We Go from Here?”

"Blackboard Training Workshops," UITS, Fayetteville, AR. (August 2010).
Blackboard 9.1 Introduction, Content Management, and Assessment

Conference Attendance, "CyberInfrastructure Days," University of Arkansas, Fayetteville, AR. (May 2010).
University of Arkansas hosted Cyberinfrastructure Days to promote available cyberinfrastructure capabilities and resources and to engage faculty and students in the use of these resources to advance research and education.

Underprepared Students
This time allows companies to sharing information about their organization. It is our hope that this will increase the dialog between the company and the U of A.

Teaching Honors and Awards

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2017).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Terrill Standifer and Nick Lenz (Professional MIS)

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Outstanding Lecturer (Adjunct), Sam M. Walton College of Business, Teaching, (2016).
Selected as the 2015 outstanding lecturer for the Walton College

Student Feedback, University of Arkansas, Teaching, (2016).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2015).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Jasleen Bhatia (MIS), Wesly Clark (Professional MIS) and Nanda Nair (Professional MIS).

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2014).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Sonali Arab (MIS) and Vinod Sivagananam (MIS).

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2013).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Rasul Aggarwal (MBA), and Bin Liu (also MBA) if I recall, but can't find confirmation for Bin.

Student Feedback, University of Arkansas, Teaching, (2013).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2012).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of 3 inductees: Sally Nguyen (Accounting undergraduate), Dawa Lama Tamang (full-time MIS), and Ed Spaunhurst (Professional MIS).

Student Feedback, University of Arkansas, Teaching, (2012).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

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Student Feedback, University of Arkansas, Teaching, (2010).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

RESEARCH

Editorial Activities

Conducted review, paper was not of sufficient quality for HICSS.

Conducted 2 reviews, recommended one for revision, and the other paper was not of sufficient quality for ICIS.

Paper was relevant and showed promise for a significant contribution - recommended a major revision.


Conducted review, paper was not of sufficient quality for HICSS.

Conducted review, paper was not of sufficient quality for ICIS.

Conducted review, paper was not of sufficient quality for HICSS.

Conducted review, paper was not of sufficient quality for ICIS.

Paper lacked important elements to make a suitable contribution in the journal; provided comments and suggestions for improvement.

Conducted review, paper was not of sufficient quality for ICIS.
Paper was of insufficient quality for publication in this journal.

Paper was not very good, but a good idea. MWAIS is a good conference for budding authors to further develop ideas.


Conducted review, paper was not of sufficient quality for ICIS.


Presentations Given

The success of gamified systems depends on their ability to engage players by eliciting both positive and negative emotions, but little guidance exists on creating emotional experiences through gamified design. This paper reviews work in psychology and neuroscience to highlight the interactive processes of cognition and emotion, and describes their relevance to gamification. Drawing on a model of the cognitive structure of emotions, and the mechanics-dynamics-emotions (MDE) framework for gamification, this paper advances a cognitive-emotional perspective on gamification and provides general propositions and directions for future research.


Serious games and gamification offer opportunities for organizations to engage their stakeholders in a variety of ways. Research on these phenomena has uncovered an array of positive, mixed, and negative outcomes associated with the use of game design elements in non-gaming contexts. Further, research in this area is nascent and largely atheoretical with calls for greater theorizing and attention to context when doing so. To address the practical challenges, prior empirical findings, and calls for theory, we develop a mid-range theory by extending the nomological network of cognitive absorption and IS acceptance to include elements of game design and IS use behaviors. We test this model using a combination of longitudinal and cross-sectional analyses of data from 232 individuals in the context of a serious game using a real-world enterprise resource planning (ERP) system. Results indicate general support for the proposed model, highlighting the additive and differential effects of two performance-based game design elements and suggesting boundary conditions for some previously accepted relationships in the context of serious games.

University," International Center for Academic Integrity, Santa Ana Pueblo, New, Mexico. (February 19, 2016).

Bristow, S. E. (Presenter & Author), Serrano, C. I. (Author Only), Mullins, J. K. (Presenter & Author), SAP Academic Conference Americas, "Online versus Flipped Learning: Understanding Factors that Shape Student Success in an ERP Fundamentals Course," San Diego, CA. (February 17, 2016).

This study assesses the effectiveness of an ERP simulation intervention to influence ERP knowledge, self-efficacy, perceived ease of use, perceived usefulness, and attitude. ERP knowledge is conceptualized and operationalized as a second-order formative construct with three reflective dimensions: business process knowledge, enterprise systems knowledge, and transaction skill knowledge. Additionally, a model is developed based on predominant theories of IS acceptance and tested using survey data and an intervention in which 248 professionals from three different organizations use a real-world ERP system to manage virtual manufacturing firms in an accelerated real-time competitive simulation game. Using PLS SEM, results support the proposed model, suggesting that ERP knowledge is an important antecedent of ERP self-efficacy, perceived ease of use, perceived usefulness, and attitude.

Presented results of Fall 2014 Academic Integrity research study. In this interactive session, we discuss how influencing freshmen and incoming international students could effect change in the academic integrity (AI) culture. Survey results of University of Arkansas freshmen and incoming international students as well as Colorado State University international students who were exposed to AI learning are presented and discussed. AI learning included on-line learning using the RAISE System for Academic Integrity Education. Preliminary results (based on attitudes and perceptions regarding AI, and pre/post AI learning sessions) indicate a significant increase in AI awareness and a positive change in attitudes and show promise in enhancing awareness and attitudes.

Decision makers’ cognitive capabilities cannot keep pace with the ongoing exponential growth in the available amount of data. Seeking to understand the resulting consequences, this paper addresses three research questions: How does information load in teams affect decision quality in the context of an integrated information system? How do the attributes of team members affect decision quality? How do the attributes of team members moderate the effects of information load in teams on decision quality? Building on prior literature, the proposed research model includes a curvilinear relationship between information load and decision quality, moderated by the decision-makers’ computer self-efficacy (CSE) and computer anxiety. The model is tested using empirical data from 95 dyads making...
decisions within a business simulation. The results generally support the research model. More specifically, information load has a curvilinear relationship with decision quality, which is attenuated and reinforced by CSE and computer anxiety, respectively.


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The ability to effectively leverage information systems and data resources for decision making has become a key differentiator in successful organizations. Decision makers must be competent and confident in their use of information systems to gather, analyze, and act on data available to them through integrated enterprise systems. They must also be able to effectively communicate with others in their organization, in an adjacent cubicle or halfway across the world, to exchange information. Drawing upon the literature in the areas of cybernetic communication and human information processing, this paper develops a communication framework to model the circular and causal process of system usage that includes: gathering information about a current state; interpreting information into a problem space; deciding on a course of action to move closer to a desired state; enacting the decision; and subsequently gathering information to assess the impacts and updated state. Characteristics of decision makers are proposed to influence the processes by which communication into and out of IS impact performance in an IS-enabled decision making context, and the effect of media synchronicity on communication through IS in this context is also explored. The model is tested using data collected from individuals and dyads competing in a simulation game using SAP®, a market-leading Enterprise Resource Planning (ERP) system, to manage virtual organizations in an accelerated real-time environment. Performance for each dyad is analyzed as longitudinal panel data, with results generally supporting the proposed model and explaining 41 percent of the variance in operational performance. Implications for research and practice are discussed.
communication through IS in this context is also explored. The model is tested using data collected from individuals and dyads competing in a simulation game using SAP®, a market-leading Enterprise Resource Planning (ERP) system, to manage virtual organizations in an accelerated real-time environment. Performance for each dyad is analyzed as longitudinal panel data, with results generally supporting the proposed model and explaining 41 percent of the variance in operational performance. Implications for research and practice are discussed.

Presented results of Fall 2013 Academic Integrity research study

The ability to effectively leverage information systems and data resources for decision-making has become a key differentiator in successful organizations. Knowledge workers must be competent, confident, and innovative in their use of information systems to gather, analyze, and act on data available to them through integrated enterprise systems. They must also be able to effectively communicate with others in their organization, in an adjacent cubicle or halfway across the world, to exchange knowledge and share information and insights. This study explores the effects of individual IT attributes and aspects of system use on dyad performance in a complex task environment, and investigates the moderating effects of lean media communication on the relationships of those factors to task performance. Drawing on previous research of individual IT attributes (computer self-efficacy, computer anxiety, personal innovativeness, and computer playfulness), and following a staged approach to develop a contextualized model of system usage as a framework of cybernetic and socio-psychological communication, a model is proposed to explain task performance in a simulated business environment. The model is extended to include the effects of lean-media communication on relationships to performance. The model is tested using data collected from individuals and dyads competing in a simulation game using SAP®, a market-leading Enterprise Resource Planning (ERP) system, to manage virtual organizations in an accelerated real-time environment. Quarterly performance for each dyad is analyzed as longitudinal panel data, with results generally supporting the model and explaining 24-30% of the variance in dyad performance. This study proposes a communication framework through which system usage can be measured, illuminates the effects of lean-media communication on performance-affecting factors, and advances understanding of how individual IT attributes and system use affect outcomes.

Mullins, J. K. (Presenter Only), Cronan, P. (Leader), Shah, V. S. (Presenter Only), Hammer, B. (Presenter Only), University of Arkansas, "Teachable Moments: Freshman Attitudes and Knowledge "Changing the AI Culture"," University of Arkansas. (November 29, 2012).
Presented initial results of Fall 2012 Academic Integrity research study to senior university administrators.

Publications - Teaching Related

Conference Proceeding (Accepted)

Publications - Research Related

Journal Article (Paper Under Review)
Mullins, J. K., Cronan, P. "Game Changer: Using Gamified Enterprise Systems Training to Promote Self-Efficacy and Attitudes through Knowledge".

Journal Article (Accepted)
Mullins, J. K., Sabherwal, R. "Gamification: A cognitive-emotional view". Published online, awaiting journal issue assignment.
Successful gamified systems engage players by eliciting their positive and negative emotions. However, prior literature provides little guidance on how to create emotional experiences through gamified design. This paper reviews work in psychology and neuroscience to examine the interactive processes of cognition and emotion and connect them to gamification. More specifically, it draws upon a model of the cognitive structure of emotions and the mechanics–dynamics–emotions framework for gamification to advance a cognitive–emotional view of gamification.

Journal Article (Revise and Resubmit)

Serious games and gamification offer opportunities for organizations to engage their stakeholders in a variety of ways, but high failure rates and a lack of guidance pose serious challenges. Research on these phenomena has uncovered an array of positive, mixed, and negative outcomes associated with the use of game design elements in non-gaming contexts. However, research in this area is nascent with calls for greater theorizing and attention to context. To address the practical challenges, the inconsistent empirical findings, and the calls for theory, we develop a model that explains the impacts of common performance-based game design elements (i.e., points and ranking) on behavioral and perceptual outcomes in a serious game context. In doing so, we extend the nomological network of cognitive absorption and IS acceptance to include elements of game design and IS use behaviors. We test this model through longitudinal and cross-sectional analyses of data from 259 individuals using a real-world enterprise resource planning (ERP) system. Results indicate general support for the proposed model, highlighting the differential effects of the two performance-based game design elements and suggesting boundary conditions for some previously accepted relationships in the context of serious games.

Conference Proceeding (Accepted)

The success of gamified systems depends on their ability to engage players by eliciting both positive and negative emotions, but little guidance exists on creating emotional experiences through gamified design. This paper reviews work in psychology and neuroscience to highlight the interactive processes of cognition and emotion, and describes their relevance to gamification. Drawing on a model of the cognitive structure of emotions, and the mechanics-dynamics-emotions (MDE) framework for gamification, this paper advances a cognitive-emotional perspective on gamification and provides general propositions and directions for future research.

Journal Article (Published)

Academic integrity (AI) violations on college campuses continue to be a significant concern that draws public attention. Even though AI has been the subject of numerous studies offering explanations and recommendations, academic dishonesty persists. Consequently, this has rekindled interest in understanding AI behavior and its influencers. This paper focuses on the AI violations of plagiarism and sharing homework for freshman business students, examining the factors that influence a student’s intention to plagiarize or share homework with others. Using a sample of more than 1300 freshman business students over two years, we modeled intent to plagiarize and intent to share homework using factors in the Theory of Planned Behavior (TPB) in addition to past violation behavior and moral obligation (feelings of guilt). Based on the results of this study, attitude, perceived behavioral control, subjective norm, and in addition past behavior and moral obligation, were found to significantly influence an individual’s intention to violate academic integrity (for plagiarism and sharing homework when asked not to do so), explaining 33% and 35% of the variance in intention to commit an AI violation for sharing homework and plagiarism respectively. These results contribute to a better understanding of individuals’ motivations for plagiarizing and sharing homework, which is a necessary step toward reducing academic integrity violations.
Journal Article (Revise and Resubmit)
Mullins, J. K., Sabherwal, R. "Beyond Information: Cognitive Overload in Decision Making".
In making decisions, organizations need information. They rely on individuals and teams, who have cognitive limitations, resulting in a tension with organizational access to increasing amounts of information. Therefore, this paper investigates the relationship between information volume and decision performance, especially the potential for cognitive overload, and how decision makers’ dispositional attributes – computer self-efficacy, computer anxiety, and learning goal orientation – influence this relationship. We develop a theoretical model using cognitive load, information processing, and social cognitive theories. Empirical data on system use behaviors and decision outcomes is collected over time from 117 dyads, who used an enterprise resource planning system to make decisions for a competitive virtual firm in a business simulation, and supplemented with survey data. The results support the theoretical model, indicating a curvilinear relationship between information volume and decision performance, which is reinforced by decreasing computer self-efficacy, increasing computer anxiety, and increasing learning goal orientation.

Journal Article (Accepted)
Academic integrity (AI) violations on college campuses continue to be a significant concern that draws public attention. Even though AI has been the subject of numerous studies offering explanations and recommendations, academic dishonesty persists. Consequently, this has rekindled interest in understanding AI behavior and its influencers. This paper focuses on the AI violations of plagiarism and sharing homework for freshman business students, examining the factors that influence a student’s intention to plagiarize or share homework with others. Using a sample of more than 1300 freshman business students over two years, we modeled intent to plagiarize and intent to share homework using factors in the Theory of Planned Behavior (TPB) in addition to past violation behavior and moral obligation (feelings of guilt). Based on the results of this study, attitude, perceived behavioral control, subjective norm, and in addition past behavior and moral obligation, were found to significantly influence an individual’s intention to violate academic integrity (for plagiarism and sharing homework when asked not to do so), explaining 33% and 35% of the variance in intention to commit an AI violation for sharing homework and plagiarism respectively. These results contribute to a better understanding of individuals’ motivations for plagiarizing and sharing homework, which is a necessary step toward reducing academic integrity violations.

Conference Proceeding (Accepted)
Bristow, S. E., Serrano, C. I., Mullins, J. K. "Online versus Flipped Learning: Understanding Factors that Shape Student Success in ERP Courses". 2016.

Journal Article (Published)
Business Analytics and Big Data have become a very popular topic in recent years. Many universities are gearing up to meet the reported demand people with these skills. This paper shares background, principles, and processes in the development of an online Business Analytics Graduate Certificate Credential program consisting of four graduate courses (each three semester hours). Innovative use of technology is incorporated into all four of the courses to ensure consistency and quality content across courses. The four courses are (1) IT Toolkit—designed to level students (especially those students who do not have an adequate IT background), (2) Decision Support and Analytics—an introduction to statistical analytics with a focus on what the data is telling us, (3) Database Management Systems—a focus on sourcing, preparing, storing and retrieval for data and (4) Business Intelligence—a focus on the discovery of knowledge from data and model development using data mining including social media. Included are the efforts, activities, software, hardware, concepts, teaching philosophy, and
desired outcomes for the graduate credential certificate program. The paper should be very valuable to all those teaching or planning to teach in the Business Analytics area.

**Journal Article (Conditionally Accepted)**
This paper focuses on the use of a technology-based intervention to change academic integrity (AI) knowledge and attitudes. Using a total sample of over 5000 freshman students drawn from two major Midwestern universities in the U.S. over a three year period, an online intervention was used to determine whether AI knowledge and attitudes could be changed. Based the results of this study, AI knowledge and attitudes can be improved using an online intervention. These results contribute to a better understanding of the AI climate on campus and suggest technology-based interventions can be used to enhance knowledge and change attitudes toward AI on campus.

**Conference Proceeding (Published)**

**Educationally Related Presentations and Workshops**

Invited to speak on the topic of the citizen data scientist and the role in business.

Invited to speak on data integration and data quality alongside Richard Wang (MIT, Arkansas CDO) and Doug Palette (Cisco Systems).

Abstract: The key to superlative information management is accurately determining the nature of the data, including where it came from, where it resides, its format, who owns it, who plans to use it, and how it will be accessed and used. These questions can be tedious and even painful to answer but they are critical steps to optimizing security and getting the most out of analytics. This session focuses on building a solid foundation through effective data management.

Invited to participate as a panelist alongside faculty from University of Texas Dallas, Georgia College & State University, and Southern University and A&M

Invited and proposal accepted for a panel on analytics and higher education.

"Online Delivery of ERPsim", presented at HEC Montreal Luncheon, Local, Sponsored by HEC Montreal, Accepted. (July 14, 2016).
Sharing experiences from online delivery of the ERPsim game. Joined via Skype by Susan Bristow and Christina Serrano.

"Game Play:  Online Delivery of ERP Simulation Game", presented at SAP Academic Conference Americas, International, Accepted, Published in Proceedings. (February 18, 2016).

"Business Analytics and Big Data - Available Resources; Preparing the Next Generation of Knowledge Workers", presented at Hawaii International Conference on Systems Sciences, International, Sponsored by IEEE, Accepted. (January 5, 2016).
"Pen & Paper/iPad/Smart Phone", presented at Dead Day Teaching Symposium, Local, Sponsored by University of Arkansas TFSC, Accepted. (May 2, 2014).
Discussing and illustrating how technology can enhance curriculum and learning, covering options for different levels of technology comfort and different ways in which technology can be used.

"Online Learning Methodology", presented at Teaching Camp, Local, Sponsored by University of Arkansas TFSC, Accepted. (August 6, 2013).
Sharing experiences from blended and online delivery courses, emphasizing a "no compromise" approach to developing and teaching online while recognizing the strengths and limitations of online delivery.

"Integration of ERPsim and GBI Curricula", presented at ERPsim Workshop, Level 2 Training, International, Sponsored by HEC Montreal, Accepted. (June 12, 2013).
As an attendee at the workshop, and a long-time partner with HEC, I was asked during the workshop to present our unique approach to integrating the ERPsim game with Global Bike, Inc. (GBI) lab exercises in our curriculum.

Invited to conduct a workshop in January 2013, but was unable to accept the invitation due to competing commitments.


"Continuing Education in Information Technology", presented at NWA .NET User Group Meeting, Local, Sponsored by NWA .NET User Group, Accepted. (October 12, 2010).
In the IT field, you have to keep learning. Whether you keep learning because you want to, or because you have to (if you don’t, someone else will), many options exist for IT professionals to expand the breadth and depth of their skill sets. This presentation will explore several different options for continuing education in the IT field, including self-learning, traditional training, conferences, and a couple of interesting part-time graduate school programs.

Co-presented an ERPsim Overview webinar with Pierre-Majorique Leger from HEC Montreal.

"Continuing Education in Information Systems", presented at Arkansas DIS Employee Forums, State, Sponsored by Arkansas Department of Information Systems, Accepted. (July 8, 2010).
Presented information on part-time programs in Information Systems as a featured guest speaker at employee forums.

Presentation of ERP & BI Certificate opportunities in WCOB undergraduate and graduate programs

Research Honors and Awards

HICSS 2018 Doctoral Consortium - applied, was accepted, and attended.

ICIS 2018 Doctoral Consortium - applied, was accepted, and attended the premier consortium event in our field.

SERVICE
Consulting

For Profit Organization, Moez Limayem; Sam M. Walton College of Business, University of, AR. (August 2010 - December 2011).
Designed and developed a movie "recommendation agent" to assist in research experiments.

Academic, ERPsim Labs, Montreal, CA. (April 2010 - November 2010).
Key contributor to redesigned ERPsim game payment model, and assisted in continued development of ERPsim related knowledge assessment instruments.

University Service

College/School
Revamped Sam's Club and Dillard's enterprise data sets to maximize data integrity and quality, clarify models, and clean up documentation.

* Presentation/promotion of analytics classes during MACC orientation 8/16
* Tyson Analytics Community Summit presentation 11/15
* Tyson meeting for analytics collaboration brainstorming 12/19
* EMBA info session for analytics focus study area 4/7

Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings as scheduled, as well as individual advising and discussions with ES director and associate directors on topics related to enterprise systems and data sets.

Attended ITRI Luncheon on 2/5
Attended ITRI Board Meeting on 9/15

Committee Member, Assurance of Learning (AOL) Task Force. (November 2016 - 2017).
Participated in AOL task force to help ensure alignment of AOL practices and preparation for upcoming AACSB visit

Committee Member, GSB Associate Director Search Committee. (October 2017).
Assisted in evaluation, interview, and selection of new GSB Associate Director for Recruiting.

Committee Member, Enterprise Systems. (2016).
Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Attended ITRI Luncheon on 8/31
Attended ITRI Board Meeting on 9/15

Committee Chair, ISYS Assistant Director Search Committee. (April 2016).
Assisted in evaluation, interview, and selection of new ISYS Assistant Director for Graduate Programs.
Committee Member, GSB Assistant Director Search Committee. (January 2016). Assisted in evaluation, interview, and selection of new GSB Assistant Director.

Committee Member, ISYS Associate Director Search Committee. (January 2016). Assisted in evaluation, interview, and selection of new ISYS Associate Director / Instructor.

Committee Member, Walton Tech Center System Administrator Search Committee. (January 2016). Assisted in evaluation, interview, and selection of new Tech Center system administrator.

Committee Member, Enterprise Systems. (2015). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Attended ITRI Board Member pre-meeting dinner on 3/30.

Presented ITRI Board Meeting update on MIS programs 3/31

Committee Member, GSB Assistant Director Search Committee. (April 2015). Assisted in evaluation, interview, and selection of new GSB Assistant Director.

Committee Member, Enterprise Systems. (2014). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Attended ITRI Board Member dinner with Glen Endress of COP, met with Michael Goul from Arizona state on Analytics, and met with John Tully from SAP on SAP Curriculum.

Facilitated and participated in a full-day visit to Walmart Global Integrated Process (GIP/SAP team) to visit with key stakeholders in their SAP projects.

Facilitated analytics meetings with faculty from other departments (supply chain 1/22, accounting 2/13).

Committee Member, Enterprise Systems. (2013). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director

Committee Member, GSB Assistant Director Search Committee. (August 2013 - September 2013). Participated in the search for a new Assistant Director, as well as in the interview process for both assistant director positions hired this year. Reviewed candidates to narrow and discuss, provided feedback and insights on valuable characteristics and perceptions of applicants.

Committee Member, Enterprise Systems. (2012). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director; helped conceive, develop, and execute the idea of a "meet and greet" forum for ISYS majors following the ECSC meeting in Fall 2012.


Recommender, SURF Grant. (October 2011).
Provided SURF Grant recommendation letter for Joseph Hogan

Workshop Organizer, Walmart ERP Collaboration. (October 2011).
Facilitated collaborative meeting between Walmart SAP project team leaders from business & ISD, and ISYS faculty, to further develop our relationship with Walmart, with the aim of Walmart recruiting more students with ERP skills, and Walton recruiting more professionals for ERP courses.

Guest Speaker, NWACC Transfer Days. (January 2011).
Attended NWACC Transfer days as a Walton College & ISYS Department representative to help answer questions about the ISYS program and transfer requirements.

Guest Speaker, NWACC Transfer Days. (October 2010).
Presented ISYS major and transfer process information to 6-10 computing classes at NWACC.

Committee Member, Enterprise Systems Associate Director - Selection Committee. (June 2010).
Assisted in reviewing, interviewing, and selecting candidates for the position of Associate Director of Enterprise Systems for the Walton College

Committee Member, ISYS Course Scheduling Committee. (2013 - Present).
An informal committee consisting of Drs. Sabherwal, Cronan, and Bristow, in addition to myself. 2-3 times per semester, we meet to plan and rationalize the ISYS department class schedule.

Committee Member, ISYS Undergraduate Curriculum Committee. (August 2012 - Present).
Assist in guiding undergraduate curriculum and program decisions for the ISYS department;

Committee Member, MIS Advisory Committee. (January 2007 - Present).
I serve on the MIS advisory committee as a faculty member and in my capacity as Associate Director of MIS programs. I organize and facilitate application review, admissions, and coordinate with the GSB on behalf of the committee. I also work with the committee when curriculum, faculty, or individual student issues require attention. Note that the hours specified for this activity indicate the amount I feel is reasonable as a faculty member, not in my capacity as Associate Director (which is much more substantial).

Committee Member, Dan Ferritor Award Task Force. (November 2018 - December 2018).
Worked with Susan Bristow and Elizabeth Keiffer to construct a narrative and application packet for the Dan Ferritor Service Award for the department.

Served as Marshal for MIS students in the Walton College commencement ceremony in May

* Actively participated in Clinical and Tenure Track faculty interview processes in Spring 2018.
* Attended BGS induction banquet on 3/13
* Lunch meeting with Google on 9/20
* 8/31 BBRL users meeting to support department interests in the lab
* 4/25 Met with HEC Montreal faculty on EDGE analytics simulation for potential curriculum integration
* Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Served as Marshal for MIS students in the Walton College commencement ceremony in May
Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Walmart, First Orion, J.B. Hunt, Tyson.

* Ad-hoc subcommittee member for ISYS 1123 (April 6)
* Walton Honors Ceremony attendee, awarding regalia to Joshua Parisi
* Presentation/promotion of analytics classes during MACC orientation 8/17
* Actively participated in Clinical and Tenure Track faculty interview processes in Spring 2017 and Fall 2017.
* Attended BGS induction banquet on 3/14
* Interdisciplinary meeting on VR/AR/Game Design (12/11)
* BA minor faculty/student feedback meeting on 12/12
* Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Attendee, Graduation, Commencement. (2016).
Attended Walton College commencement ceremony in May

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Tata, Global Shop Solutions, and J.B. Hunt.

Faculty Participant, Misc. ISYS Dept. Service. (2016).
* Volunteered to assist with IT Showcase on 10/31
* Actively participated in Clinical and Associate Director Faculty interview processes in Spring 2016.
* Actively participated in Senior Faculty interview process in Spring 2016.
* Actively participated in Assistant Faculty interview process in Fall 2016
* Attended BGS induction banquet on 3/8
* Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Attended Walton College commencement ceremony in May, and served as MIS marshal

Acted as a customer and subject-matter (MIS Program Administration) expert to answer questions about requirements for ISYS 4363 projects;

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including PWC, SAP, and Tyson.

Assisted in identification of guest speakers for ISYS 2103 course in Spring 2015.

Actively participated in Clinical Faculty interview process in Spring 2015.

Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Committee Member, NTTT Peer Review Committee. (February 2015).
Participated in NTTT peer review process as assigned

Attendee, Graduation, Commencement. (2014).
Attended Walton College commencement ceremony in May, and served as MIS marshal.

Customer/SME for ISYS 4363 Project, ISYS 4363 Project. (2014). Acted as a customer and subject-matter (MIS Program Administration) expert to answer questions about requirements for ISYS 4363 projects.

Facilitator, Employer Connections. (2014). Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Tyson, Dillard's, and Walmart.

Student Recruiter, Misc. ISYS Dept. Service. (2014). Attended departmental receptions and recruiting events for ISYS students, visited with prospective ISYS students, and provided feedback and ideas on various occasions regarding the recruiting, retention, and communication processes for ISYS students.

Guest speaker for colleagues in ISYS 3293 (6/13) and WCOB 4223 (9/3).

Guest speaker for AIS Meeting - Career Fair Readiness Panel (9/25).

Guest speaker for MSSU senior project class (3/11) and CIS club (10/30) in Joplin, MO.

Guest Speaker, ISYS 2263 Video Shoot. (October 2014). Recorded videos for the redesigned ISYS 2263 course with global campus to introduce concepts in database and ERP.

Committee Member, NTTT Peer Review Committee. (February 2014). Participated in NTTT peer review process as assigned.

Attendee, Graduation, Commencement. (2013). Attended Walton College commencement ceremony in May, and served as an undergraduate ISYS Marshal; also attended December all-University commencement.

Facilitator, Employer Connections. (2013). Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Koch, IBM, and Walmart.

Committee Member, IT Day. (March 2013). Assisted in the planning and execution of IT Day.

Committee Member, IT Day. (March 2013). Assisted in the planning and execution of IT Day.

Committee Member, NTTT Peer Review Committee. (February 2013). Participated in NTTT peer review process as assigned.

Customer/SME for ISYS 4363 Project, ISYS 4363 Project. (2012). Acted as a customer and subject-matter expert to answer questions about requirements for ISYS 4363 projects; helped support a pilot project for students carrying a database course project forward into ISYS 4363 for Fall 2012.

Facilitator, Employer Connections. (2012). Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Hilti, Mustang Fuel, Cognizant, CapSpire, and Merkle.

Committee Member, IT Day. (March 2012). Assisted in the planning and execution of IT Day.
Acted as Marshal for MIS students at May commencement, and attended December commencement.

Acted as a customer and subject-matter expert to answer questions about requirements for the Spring and Fall ISYS 4363 projects, and assisted in the evaluation of near-final products.

Student Recruiter, Information Systems Recruiting. (April 2011).
Presented ISYS major information undergraduate "core" class.

Committee Member, IT Day. (March 2011).
Assisted in the planning and execution of IT Day (only setup and cleanup this year due to recruiting schedule conflict)

Attendee, Meeting, NTTT Peer Review Committee. (February 2011).
Participated in NTTT peer review process as assigned

Acted as a customer and subject-matter expert to answer questions about requirements for the Spring and Fall ISYS 4363 projects, and assisted in the evaluation of near-final products.

Student Recruiter, Information Systems Recruiting. (September 2010).
Presented ISYS major information to 3 undergraduate "core" classes.

Attendee, Meeting, NTTT Peer Review Committee. (February 2010).
Participated in NTTT peer review process as assigned

**Student Organization**

With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year's team of 4 consisted of students in the full-time and Professional MIS programs

I served as a co-advisor to CSSA along with Carole Shook, Vikas Anand, and Gary Peters. I provide support for the organization as requested and attend events when schedule permits.

Student Org Advisor (Professional Org), .NET User Group. (May 2012).
I am the faculty sponsor for the University of Arkansas chapter of the .NET User Group. As the sponsor, I assist in planning and marketing events, connecting our group with professionals in the area, and general guidance and support for the student organization. We held 1 meeting this year, and were unable to find students interesting in serving as officers for AY 2012-2013.

I am the faculty sponsor for the University of Arkansas chapter of the .NET User Group. As the sponsor, I assist in planning and marketing events, connecting our group with professionals in the area, and general guidance and support for the student organization. We held 4 meetings this year and increased our attendance and membership significantly.

I am the faculty sponsor for the University of Arkansas chapter of the .NET User Group. As the sponsor, I assist in planning and marketing events, connecting our group with professionals in the area, and general guidance and support for the student organization.

**Professional Service**
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

Student Placement, Student Placement Assistance. (2017).
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

With a group of full-time MIS students, attended an APAN meeting and networking event, and a follow-up discussion about the MIS programs and the indirect spend management team at Walmart.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2017).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year's team of 4 consisted of students in the full-time MIS program

Student Placement, Student Placement Assistance. (2016).
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

Committee Member, MSSU CIS Program Advisory Committee. (April 2013 - 2016).
I was invited in 2013 to serve on the MSSU CIS Program Advisory Committee as the Associate Director of the MIS program, to represent the interests and perspectives of an outstanding IS graduate program in shaping MSSU's undergraduate CIS curriculum.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2016).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year's team of 4 consisted of students in the full-time MIS program

Student Placement, Student Placement Assistance. (2015).
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2015).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year's team of 3 consisted of students in the full-time and Professional MIS programs

Student Placement, Student Placement Assistance. (2014).
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2014).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year's team of 3 consisted of students in the full-time MIS program

Student Placement, Student Placement Assistance. (2013).
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2013). With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year the 3 team members were in 3 different countries, and the 2 coaches were in 2 different countries for the final "virtual" competition!

Student Placement, Student Placement Assistance. (2012). Provided significant assistance to several students for professional placement, including letters of recommendation (4-6), career advising, and making students aware of opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2012). With Susan Bristow, co-coached a competitive team of Professional MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal

Student Placement, Student Placement Assistance. (2011). Provided significant assistance to several students for professional placement, including letters of recommendation (5-10), career advising, and making students aware of opportunities.

Student Placement, Student Placement Assistance. (2010). Provided significant assistance to several students for professional placement - Sawyer Burnett, Adam Lawless, Sichen Dong, and Jacob Hendricks. All of those students were employed in the position for which I provided assistance and/or recommendations. I also provided assistance and recommendations for several other students.

Of particular note was the placement of Justin Jones, a former database student, who was the first "new hire" to ever be placed as an Oracle DBA at ConocoPhillips. I did not provide direct assistance or a recommendation for this position, but it reflects the skills Justin developed in the database class.

I also provided placement assistance to MIS students for internships, collecting & distributing resumes, etc.

Public Service

Attendee, Meeting, AUTIS Board Meeting. (November 2010). Attended AUTIS Board Meeting on 11/10 and provided feedback regarding students, curriculum, and ideas for collaboration between the UA and AUTIS organizations

Interaction with Industry, City of Fayetteville. (May 2010). Met with Heather Sprandel and Julie McQuade to discuss opportunities for collaboration and recruiting between the City of Fayetteville and the Information Systems department.

Service Honors and Awards

Service, University

Outstanding Team Achievement Award, Sam M. Walton College of Business, Service, University, (2017). The mission of this team was to more effectively align the MIS program with the mission of the Walton College, and specifically with the strategic endeavor of Data Analytics.
Kimberly Petrone  
University of Arkansas  
Accounting  
WCOB 452  
Qualifications: Instructional Practitioner  
Sufficiency: Participating  
Email: kpetrone@uark.edu

Brief Biography

Kim received her J.D. from Northwestern Pritzker School of Law before practicing law in Dallas, TX. Presently, she teaches Legal Environment of Business and Commercial Transactions. She joined the Walton College of Business in 2014 and is presently an instructor. Kim has conducted research about Arkansas courts, default judgments, and debt buyer lawsuits. Her work has been published in The Arkansas Lawyer. She teaches in-person classes and online. Kim has developed three online courses and spoken about online course development at university and academy gatherings. In 2016, she was a national finalist in the Charles M. Hewitt Master Teacher Competition, Academy of Legal Scholars in Business. Additionally, Kim teaches in Italy each summer since 2016.

Education

JD, Northwestern University School of Law, 1994.

BA, Southern Methodist University, 1991.  
Emphasis/major: Journalism

BA, Southern Methodist University, 1991.  
Emphasis/major: Political Science

General Course Degree, London School of Economics, 1990.  
Emphasis/major: International Relations

Professional Licenses and Certifications


WORK EXPERIENCE

Teaching Experience

University of Arkansas

BLAW 2013 - LEGAL ENVIRON OF BUSINESS, 36 terms.  
BLAW 5003 - COMMERCIAL TRANSACTIONS, 3 terms.  
WCOB 4993H - HONORS THESIS, 2 terms.

Professional Development

Attended and participated in ALSB Annual Conference every August for past five years.

Teaching Honors and Awards

RESEARCH

Presentations Given


Publications - Research Related

Journal Article (Accepted)

Journal Article (Accepted)

Educationally Related Presentations and Workshops


The Hot Coffee Lesson (yes, Liebeck v. McDonald's lives on) uses a New York Times Retro Report video to stimulate class discussion and to serve as a springboard for mini-lectures on more than a dozen learning objectives for a standard Legal Environment course.

"Active Learning with Low Stakes Tech-Based Assignments", presented at 2014 Annual Meeting, National, Sponsored by Academy of Legal Studies in Business, Accepted. (August 8, 2014).

Low-stakes LMS based assignments promote education through active learning. This presentation demonstrated assignments interacting with federal databases for trademark registrations (TESS) and proposed regulations (federalregister.gov). The assignments show students how to interact with the databases, conduct research related to their individual areas of interest. Then, students report findings to the class via LMS discussion board posts.

Contracts, Grants, and Sponsored Research


SERVICE

University Service
Department
  Committee Member. (September 2017).

University
  Panelist for Online Course Development Panel; Additionally, have spoken at online class training events hosted by Global Campus
Vernon Richardson  
University of Arkansas  
Accounting  
WCOB WCOB 447  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-6803  
Email: VRichardson@walton.uark.edu  

Education  

PhD, University of Illinois @ Urbana-Champaign, 1997.  
Emphasis/major: Accounting  

BS, Brigham Young University, 1991.  
Emphasis/major: Accounting  

MACC, Brigham Young University, 1991.  
Emphasis/major: Acct/Info Systems  

MBA, Brigham Young University, 1991.  
Emphasis/major: Finance  

Professional Licenses and Certifications  

CPA Certificate, American Institute of Certified Public Accountants. (March 1993 - Present).  

WORK EXPERIENCE  

Professional Positions  

Academic - Post-Secondary  
Academic - Post-Secondary, Ralph L. McQueen Chair in Accounting, University of Arkansas. (2005 - Present).  

Teaching Experience  

University of Arkansas  
ACCT 2013 - ACCOUNTING PRINCIPLES, 14 terms.  
ACCT 2013I - ACCOUNTING PRINCIPLES, 4 terms.  
ACCT 3013 - ACCOUNTING VIEW, 1 term.  
ACCT 310V - ACCOUNTING INTERNSHIP, 2 terms.  
ACCT 5223 - ACCT FOR SUPPLY CHAIN & RETAIL, 1 term.  
ACCT 5263 - FIN STMNT ANALYSIS FOR EXEC, 7 terms.  
ACCT 636V - SPECIAL PROBLEMS IN ACCOUNTING, 2 terms.  
ACCT 700 - DOCTORAL DISSERTATION, 1 term.  
ACCT 700V - DOCTORAL DISSERTATION, 18 terms.  
ISYS 636V - SPECIAL PROBLEMS, 1 term.  
MBAD 512V - ACCT DECISIONS & CONTROL, 2 terms.  
MBAD 5613 - FINANCIAL ACCOUNTING, 1 term.  
WCOB 410VH - HNRS SPECIAL TOPICS - BUSINESS, 1 term.  
WCOB 4993H - HONORS THESIS, 2 terms.
Non-Credit Instruction Taught

JB Hunt, 40 participants. (July 2017 - October 2017).
Training Class for Executives - Delivered Twice

RESEARCH

Editorial Activities

"International Journal of Accounting Information Systems", Associate Editor. (December 2016 - Present).

"Accounting Horizons special conference "Accounting, Auditing and Corporate Governance Practices in China". (October 2016 - Present).

"The Accounting Review", Editorial Board Member. (June 1, 2014 - Present).


"MIS Quarterly", Ad Hoc Reviewer. (January 1, 2008 - Present).


Reviewed 3 papers this year (2007).


"Accounting Horizons", American Accounting Association, Editor, General, International. (June 1, 2015 - June 1, 2018).


"International Journal of Accounting Information Systems", Associate Editor. (June 1, 2010 - May 31, 2011).

"MIS Quarterly", Associate Editor. (July 1, 2009 - December 31, 2010).
Associate Editor for Special Issue of MISQ on Cocreation of Value


Presentations Given

Richardson, V. (Author Only), AAA Annual Meetings, "An Empirical Investigation of the Effect of Privacy Breaches on Firm Market Value."

Pankaj Setia, Vern Richardson, Manuel Sanchez, and Rodney Smith. 2011, Atlanta, Georgia.

Richardson, V. (Author Only). AAA Annual Meeting, "Client vs. Vendor-only Voluntary Disclosure of IT Investments."

Richardson, V. (Author Only). AAA Annual Meeting, "Information Technology Investments and CEO Compensation."


Richardson, V., "Bulls and Bears: Disagreement and Trading Volume around News Announcements," Cardiff University, Cardiff, Wales. (June 2018).


Richardson, V., University of Hawaii Manoa, "Research Presentation," Honolulu, HI. (February 2017).

Richardson, V., University of Southern California, "The Effect of Auditor IT Expertise on Internal Controls - A Resource-Dependence Theoretical Perspective." (May 2013).


Publications - Teaching Related

Journal Article (Published)

Textbook (Published)

Publications - Research Related

Journal Article (Revise and Resubmit)
Sanchez, J. M., Masli, A. N., Richardson, V., Smith, R. "Information Technology Expenditures, CEO
Compensation and Firm Value”. This paper is under second round review at Journal of Information Systems.

*Journal Article (Paper Under Review)*
Haislip, J. Z., Masli, A., Richardson, V., Sanchez, J. M. "Information Technology-Based Internal Control Deficiencies, Corporate Governance Changes and Subsequent Remediation". This paper is under review at The Accounting Review.

*Journal Article (Revise and Resubmit)*
Geerts, G., Graham, L., Hunton, J., Mauldin, E., McCarthy, W., Richardson, V. "Integrating Information and Communication Technology into Accounting and Auditing: Research and Practice Implications".

*Journal Article (Working Paper)*
Sanchez, J. M., Richardson, V., Smith, R., Watson, M. "The Impact of Information Technology Weaknesses on Analysts’ Forecast Accuracy, Dispersion and Market Returns".

*Journal Article (Accepted)*

*Journal Article (Accepted)*

*Journal Article (Published)*

*Journal Article (Accepted)*

*Journal Article (Published)*

*Journal Article (Accepted)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Conference Proceeding (Published)*
Richardson, V., Peters, G., Haislip, J. Z. "Do IT Auditors Aid in the Restoration of Control Legitimacy?". *Journal Article (Published)* 2015. 18364.


Haislip, J., Masli, A., Richardson, V., Watson, M. "External Reputational Penalties for CEOs and CFOs following Information Technology Material Weaknesses". *Journal Article (Published)* 2015.


Richardson, V., Kobelsky, K., Hunter, S. "Information Technology and the Volatility of Firm Performance". *Journal Article (Published)* 2015.

Chi, S., Pincus, M., Prentice, J., Richardson, V. "IT Environment Quality and Effectiveness of Controls Over the Tax Function and Income Tax Avoidance". Available at SSRN 2640832. *Journal Article (Published)* 2015.


Curtis, A., Richardson, V., Schmardebeck, R. "Investor attention and the pricing of earnings news". Available at SSRN 2467243. *Journal Article (Published)* 2014.


Journal Article (Published)

Conference Proceeding (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)
Haislip, J. Z., Masli, A. N., Richardson, V., Watson, M. W. "The labor market consequences for CEOs and CFOs following information technology material weaknesses". Unpublished manuscript. 2013.

Journal Article (Published)

Technical Report (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Paper Under Review)
Richardson, V., Sanchez, J. M., Setia, P., Smith, R. "Antecedents and Consequents of CIO Equity Incentives: How Firms may Align the Digital and Business Strategy". This paper is under review at Management Science.

Journal Article (Published)
Haislip, J. Z., Masli, A. N., Richardson, V., Sanchez, J. M. "Information technology material weaknesses and corporate governance changes". Unpublished manuscript. 2012.

Journal Article (Published)

*Technical Report (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Technical Report (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*
Sanchez, J. M., Masli, A. N., Henderson, C., Richardson, V. "Layoffs and CEO Compensation: Does CEO Power Influence the Relationship?". issue4. December 2010. 673-707, This paper was published at the Journal of Accounting, Auditing and Finance.

*Journal Article (Published)*

*Journal Article (Paper Under Review)*

*Conference Proceeding (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

**Contracts, Grants, and Sponsored Research**

Peters, G. (Primary Investigator), Richardson, V. (Co-Investigator), "Using Social Media to Predict Audit Outcomes", Submitted March 30, 2015, Funded, Sponsored by Texas Tech University, Awarded by Other.

**Research Honors and Awards**


Integrating Information Technology into Accounting Research

**SERVICE**

**Consulting**

Litigation, Various Law Firms. (January 2006 - Present).
Written Report and Deposition in support of various legal actions for a variety of law firms.

**University Service**

**College/School**
University Senator - Faculty Senate. (November 2017 - Present).

Walton College P&T Committee. (August 2016 - Present).
Co-Chair, Walton College Strategic Planning Committee. (August 2013 - April 2014).
Co-chaired Walton College Strategic Planning Committee

Ghana Student Service Learning. (June 2012 - August 2012).
Led substantial three-week trip to Ghana without any compensation. We worked with female-owned businesses.

Committee Chair, WCOB Committee on Teaching. (July 2009 - June 2010).

**Department**

Department Chairperson, Department of Accounting. (June 2007 - Present).

Department Chairperson, WCOB Executive Committee. (June 2007 - Present).

**University**

University Library Committee. (January 2012 - Present).

Committee Member, Non Tenure Track Roles Special Committee. (November 2017 - May 2018).
University Wide Committee (under direction of Jon Delery) to define titles and roles particularly for non-tenure track positions.

University of Arkansas Executive Education Hotel Committee. (August 2011 - 2014).
Formulate and Design new Executive Education Hotel

Attendee, Meeting, University of Arkansas Academic Standards Committee. (September 2012 - August 2013).
Decide student status for students on probation and kicked out of university for 100s of students.

**Professional Service**

Ran Major Midyear Conference
Initiated Innovative Pre-PhD Conference

**Public Service**

Founding Corporate Advisory Board Member of ALPFA in NW Arkansas, ALPFA - Association of Latino Professionals in Finance and Accounting. (May 2009 - 2014).
Seek professional development of hispanic students and professionals
Jonathan Shipman  
University of Arkansas  
Accounting  
WCOb 461  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-6803  
Email: jeshipma@uark.edu  

Brief Biography  

Dr. Shipman joined the faculty at the University of Arkansas in January 2015 after completing his Ph.D. in accounting at the University of Tennessee. He has a BBA in Accounting from the University of Central Arkansas and has professional experience with the audit practice of Thomas & Thomas LLP and as Director of Accounting for the national office of Minor League Baseball. Dr. Shipman teaches a graduate seminar to first-year Ph.D. students and Product, Project, and Service Costing to undergraduate students.

Education  

PhD, University of Tennessee, 2014.  
Emphasis/major: Accounting  

BS, University of Central Arkansas, 2003.  
Emphasis/major: Business Administration  

WORK EXPERIENCE  

Professional Positions  

Academic - Post-Secondary  
Academic - Post-Secondary, Instructor, Compliance and Operational Auditing (ACCT0411), University of Tennessee. (January 2014 - May 2014).  
Academic - Post-Secondary, Instructor, Cost Management (ACCT0321), University of Tennessee. (September 2013 - December 2013).  

Professional  
Professional, Director of Accounting, Minor League Baseball. (January 2008 - December 2010).  

Teaching Experience  

University of Arkansas  
ACCT 4673 - PRODUCT PROJ & SERV COST, 15 terms.  
ACCT 6013 - GRADUATE COLLOQUIUM, 3 terms.  
WCOb 4993H - HONORS THESIS, 3 terms.  

Professional Development  

Conference Attendance, "International Symposium on Audit Research." (June 2018).
Conference Attendance, "European Accounting Association Annual Congress." (May 2018).
Conference Attendance, "CAR Conference," Contemporary Accounting Research, Quebec City, Canada. (October 2017).
Conference Attendance, "Notre Dame Accounting Research Conference," University of Notre Dame, South Bend, IN. (September 2017).
Conference Attendance, "Oklahoma State University Accounting Research Conference," Oklahoma State University, Stillwater, OK. (April 2017).

Conference Attendance, "Deloitte/University of Kansas Auditing Symposium," Deloitte/University of Kansas, Lawrence, KS. (May 2016).


Conference Attendance, "Oklahoma State University Accounting Research Conference," Oklahoma State University, Stillwater, OK. (April 2016).

Conference Attendance, "AAA Audit Midyear," AAA, Scottsdale, AZ. (January 2016).

Conference Attendance, "AAA New Faculty Consortium," AAA, Leesburg, VA. (January 2016).


Conference Attendance, "2015 Southeast Summer Accounting Research Conference," Georgia Tech University, Atlanta, GA. (June 2015).


Conference Attendance, "AAA Audit Midyear," AAA, Miami, FL. (January 2015).


Conference Attendance, "AAA Auditing Section Mid-Year Meeting," Savannah, GA. (2012).


**RESEARCH**

**Editorial Activities**


"AAA Annual Meeting", American Accounting Association, National. (February 2017 - February 2018). Reviewed 1 paper

"AAA Audit Midyear", American Accounting Association, National. (October 2017). 2 reviews


"AAA Audit Midyear", American Accounting Association, National. (October 2016). 1 review

"AAA Southwest Regional Meeting", American Accounting Association, Regional. (October 2016). 1 review


"AAA Annual Meeting", American Accounting Association, National. (February 2015). Reviewed 3 papers for AAA annual meeting


**Presentations Given**


Shipman, J., "Propensity Score Matching in Accounting Research," Hong Kong Polytechnic University Seminar Series, Hong Kong. (March 2018).


Shipman, J., University of Arkansas 2015 Summer Research Conference, "Does the Fear of Dismissal Impair the Auditing of Goodwill?" (July 16, 2015).
Shipman, J. (Presenter & Author), University of Massachusetts Seminar, "Does the Fear of Dismissal Impair the Auditing of Goodwill?,” Amherst, MA. (July 9, 2015).

**Publications - Research Related**

*Journal Article (Published)*

*Journal Article (Accepted)*
Carcello, J. V., Neal, T. L., Reid, L. C., Shipman, J. "Auditor Independence and Fair Value Accounting: An Examination of Non-Audit Fees and Goodwill Impairments".

*Journal Article (Published)*

*Journal Article (Accepted)*

*Journal Article (Published)*

*Journal Article (Revise and Resubmit)*

*Journal Article (Revise and Resubmit)*

*Journal Article (Revise and Resubmit)*

*Journal Article (Working Paper)*

*Journal Article (Published)*

**Contracts, Grants, and Sponsored Research**

Shipman, J., "SEC Faculty Travel Grant", Submitted August 1, 2016, Awarded August 17, 2016, Funded, Sponsored by Southeastern Conference, $2500. (September 1, 2016 - July 31, 2017).

**Research Honors and Awards**

The distinguished paper award recognizes an outstanding contribution in research and represents the best paper of those submitted for presentation consideration at the 2017 annual meeting of the American Accounting Association, Southwest Region. The paper receiving the award is “The Effect of Confirmation Bias on Auditors’ Risk Assessments.”

SERVICE

University Service

College/School
Committee Member, Honors Program Advisory Committee. (July 2018 - Present).
Committee Member, Awards and Elections Committee. (August 2017 - Present).
Attendee, Graduation, Spring Commencement. (May 2018).
Attendee, Graduation, Spring Commencement. (May 2015).

Department
Committee Member, Doctoral Program Committee. (September 2016 - Present).
Committee Member, Recruiting Committee. (September 2016 - August 2017).
Attendee, Award Ceremony, Accounting Recognition Banquet. (April 2017).
Attendee, Award Ceremony, Accounting Recognition Banquet. (April 2016).

Student Organization
Attendee, Award Ceremony, Beta Gamma Sigma Banquet. (March 2018).
Attendee, Award Ceremony, Beta Gamma Sigma. (March 2017).
Attendee, Award Ceremony, Beta Gamma Sigma. (March 2016).
Attendee, Award Ceremony, Beta Gamma Sigma. (March 2015).

University
Attendee, Graduation, Fall Commencement. (December 2016).
Brief Biography

Katie L. Terrell is a lecturer at the University of Arkansas. She has also taught students around the world, including in Soochow University (Suzhou, China); the University College Dublin (Ireland); and Duoc UC, a branch of the Catholic University of Chile (Vina del Mar, Chile).

She is a member of the American Accounting Association and has published a Statement on Management Accounting for the Institute of Management Accountants on managing organizational change in operational change initiatives. She has recently been recognized for her innovative teaching by being the recipient of the Mark Chain/FSA Teaching Award for innovative graduate-level accounting teaching practices in 2016. She has worked with Tyson Foods, where she held various information system roles, focusing on business analysis, project management for ERP implementations and upgrades, and organizational change management.

Education

MBA, University of Arkansas, 2012.

BA, University of Central Arkansas, 2007.
Emphasis/major: English/Spanish

Professional Licenses and Certifications

Global Certified Facilitator. (2010 - Present).


WORK EXPERIENCE

Professional Positions

Professional


Professional, Organizational Change Specialist in Information Systems, Program Management Office, Tyson Foods. (February 2010 - October 2012).


Teaching Experience
University of Arkansas
ACCT 2013 - ACCOUNTING PRINCIPLES, 5 terms.
ACCT 3533 - ACCOUNTING TECHNOLOGY, 38 terms.
ACCT 549V - SPECIAL TOPICS IN ACCOUNT, 2 terms.
ACCT 5523 - ADV ACCT INFO SYSTEMS, 4 terms.
ECON 410V - SPECIAL TOPICS IN ECONOMI, 2 terms.
WCOB 1023 - BUSINESS FOUNDATIONS, 1 term.
WCOB 1033 - DATA ANALYSIS & INTERPRET, 11 terms.
WCOB 1111 - FRESHMAN BUSINESS CONNECTION, 12 terms.
WCOB 2043 - FINANCIAL RESOURCES, 1 term.
WCOB 210V - SPECIAL TOPICS IN BUSINES, 1 term.
WCOB 330V - WALTON COLLEGE STUDY ABR, 5 terms.
WCOB 330VH - HON WALTON COLL STUDY ABR, 2 terms.
WCOB 410V - SPECIAL TOPICS IN BUSINES, 3 terms.
WCOB 410VH - HNR SPECIAL TOPICS IN BUS, 2 terms.
WCOB 4993H - HONORS THESIS, 6 terms.
WCOB 510V - SPECIAL TOPICS - BUSINESS, 2 terms.

Professional Development


Received the award for the Mark Chain/FSA 2016 Teaching Innovation Award during the luncheon, and presented the findings that led to the award during a breakout session.


Teaching Honors and Awards


Mark Chain/FSA Innovation in Graduate Teaching Award, American Accounting Association on Teaching and Learning in Accounting, Teaching, (2016).
This national award, named in honor of Mark Chain, recognizes exceptional practices in graduate accounting courses. Katie Terrell, along with colleagues Charles Leflar and JaLynn Thomas, won this award for their presentation "Interviewing for Requirements in the Advanced AIS Classroom"

RESEARCH

Publications - Teaching Related
**Online Teaching Related Journal (Published)**


**Publications - Research Related**

*(Published)*


**Educationally Related Presentations and Workshops**

Business activities are increasingly global and familiarity with international business practices is quickly becoming a prerequisite for a successful career in public accounting or in corporate business. Some students are fortunate to be able to do a business oriented study abroad program, but such students are in a minority. Many students exposure to international business is restricted to vacation travel and many students, particularly those from rural regions and who are putting themselves through school, do not even have that opportunity. In order to provide realistic, first person knowledge of overseas business and socio/political issues, we have found EuroFound to be an extremely valuable resource. EuroFound is the section of the European Union government tasked with doing research on economic and social issues for use in decision-making in the EU and member governments. It is located in Dublin, Ireland and therefore provides its analysis in English. All of their materials are provided free of charge online and are easily accessible for classroom and assignment use. The analysis is professionally done, unbiased and thorough and is arguably better than what is available in many North American sources.

This was a presentation to explain and demonstrate the role playing method we used in class to teach students interviewing skills and how to apply the information gathered to an advisory project that for setting up an accounting system.

An accounting specific study abroad program may bring unexpected classroom benefits. While students who studied overseas have better global perspectives, classroom discussions, student/faculty interactions, innovation and global perspectives in non-travelled students all increased in classes with sufficient study abroad veterans.

We present an innovative way to achieve the goal of global business knowledge in accounting classes. A few years after founding an accounting-based study abroad, faculty noticed an accumulation of students with common departmental study abroad experience which changed the dynamic of classes. The globally-experienced students shared their perspective with others, formed particularly high performing teams and changed the dynamic of class discussions. Though the intent of forming the departmental study abroad was not to change the classroom environment, such was the outcome. We provide guidance on how to introduce and foster this global business outlook.
We present a role playing exercise for students to do in class which teaches the FASB standing setting process. The premise is that FASB must decide how to account for the costs of drilling an exploratory oil well which does not find enough oil and gas to produce. Political and business pressures influence the choice between considering the drilling costs an asset or an expense. Students role play politicians, oil company owners, bankers, FASB and SEC commissioners and other participants. Students will talk about this class enthusiastically for the rest of the semester.

Tables from the database are removed from the computerized environment and are exhibited as posters taped to classroom walls as students role-play customer/sales person interactions. Throughout the role-play, the posted tables are live-updated and journal entries are created for the class to experience data creation.

The three parts of the activity are described below.

A ‘Traditional’ three hour class may have 30–75 students and meets weekly for three hours. An online class moves the content to the web in various formats. A ‘Blended Delivery’ class is a mix of the two. Traditional classes are often seen as inefficient while online and blended formats are often less effective due to the limited instructor/student interactions. A traditional class may also consist of large sections, potentially several hundred and can be subject to criticisms similar to online courses. Our Tri-Blended course delivers each of the three hours differently. One hour is lecture delivered in a large auditorium so students get the benefits of a face-to-face lecture. One hour is delivered online so the efficiencies of online education are realized. The final hour is delivered face-to-face in small groups of about fourteen students so the benefits of personal faculty/student interactions are realized. Adoption of this method resulted in savings roughly equivalent to two full-time faculty positions while retaining high quality instruction.

The concept of ‘Thinking Outside the Box’ is frequently held forth as a desirable approach to solving business problems. However, it is rare to find any attempts to define the “Box” much less to propose specific stems which can be taken to teach students to think beyond it.

This presentation describes a classroom tested approach to first graph out each student’s individual ‘Box’ and then provides course assignments and activities which are specifically designed to help the student learn to go beyond their current problem solving methodologies. We use the C.O.R.E. framework (developed by Ayan) to do this. The C.O.R.E. stands for Curiosity, Openness to new ideas, mental Energy and willingness to take Risks.

The semester starts with each student doing a series of self-assessments to determine a score in each of the C.O.R.E. attributes. Assignments were developed in each of the four areas designed to take the student beyond their comfort zone. Each student was required to do a different number of assignments in each of the C.O.R.E. areas depending on their self-assessment. For example, a student with a low O (Openness) score could do the assignment to attend the International Poetry Slam Haiku competition which was held nearby and report back to class on his or her experiences. Examples of the course structure and assignments in each of the C.O.R.E. areas will be provided.

SERVICE

University Service

Student Organization
Student Org Advisor (Non-Professional Org), National Society of Collegiate Scholars. (September 2013 - Present).
JaLynn H. Thomas  
University of Arkansas  
Accounting  
WCOB WCOB452A  
Qualifications: Instructional Practitioner  
Sufficiency: Participating  
Email: jht003@uark.edu

Brief Biography

I truly enjoy my second career, teaching taxation in the accounting program. I focused on tax during my 8 years public accounting experience and 5 years in corporate accounting. I have the privilege of advising and teaching the next generation of my CPA profession. My tax, small business advisory and audit experience help me provide a real world perspective for my students.

Education

BS, Louisiana Tech University, 1983.  
Emphasis/major: Accounting

Professional Licenses and Certifications

Chartered Global Management Accountant, American Institute of Certified Public Accountants. (July 2014 - Present).  
CGMA is a new designation that focuses more on managerial aspects of public practice  

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary  

Teaching Experience

University of Arkansas  
ACCT 2013 - ACCOUNTING PRINCIPLES, 13 terms.  
ACCT 3723 - INTERMEDIATE ACCOUNTING I, 1 term.  
ACCT 3843 - FUNDAMENTALS OF TAXATION I, 25 terms.  
ACCT 5873 - ADVANCED TAXATION, 2 terms.  
ACCT 5883 - INDIVIDUAL TAX PLANNING, 3 terms.  
WCOB 1023 - BUSINESS FOUNDATIONS, 3 terms.  
WCOB 1111 - FRESHMAN BUSINESS CONNECTION, 9 terms.  
WCOB 4993H - HONORS THESIS, 4 terms.

Non-Credit Instruction Taught

I am lead faculty. I hire and train instructors and schedule their sessions. I also teach part of the REG portion.


Becker CPA Review, 26 participants. (May 2014 - June 2014). Preparation course for the CPA exam. I am lead faculty. I hire instructors, arrange schedules and teach part of the course.

Becker CPA review, 35 participants. (May 2013 - June 2013). Lead faculty for Fast Pass program Taught tax portion of the review coordinated and supervised other instructors

Professional Development


Annual conference sponsored by Arkansas State Society of CPAs especially for educators

Specialized conference for teaching and learning in the taxation area

Attended CPE programs at annual conference and Conference on Teaching and Learning

Annual Faculty Consortium

Annual Educator's Conference

Conference Attendance, "Jonnson County Community College," McGraw Hill/Kansas CPAs, Kansas City, KS. (March 2014).
Accounting Educator's Seminar

Annual conference of educators

educator's conference on teaching methods

Statewide educators conference for higher learning instructors

review of new tax law changes for CPAs

Tax changes for CPAs

**Teaching Honors and Awards**

Mark Chain/FSA 2016 Innovation Graduate Teaching Award, AICPA, ELS Task Force Committee, Teaching, (2016).
"Interviewing for Requirements in the Advanced AIS Classroom"
National teaching award to be presented at AAA conference summer, 2017

**RESEARCH**

**Editorial Activities**

I was asked to review the new edition for organization and new content.

**Presentations Given**


This project was a joint poster with 2 other instructors about using a role playing activity as a basis in the graduate AIS class. I am part of the activity, but not the instructor of the class.


This poster session was about how I teach estate, gift and trust taxation by use of a family narrative. The poster described the teaching method, benefits and outcomes.

Thomas, J. H. (Presenter & Author), Conference on Teaching and Learning in Accounting, "Teaching Tax Planning with the 2 Ds: Divorce and Death," American Accounting Association, Chicago, IL. (August 7, 2015).

Due to the sheer volume of material that is usually covered in the first undergraduate tax course, time constraints often limit projects to return preparation. Tax planning cases can be an efficient way to reinforce learning objectives in or outside of class. Students can be more engaged in absorbing their newly acquired tax knowledge by thinking of its real world application.

The following tax cases use two life events, divorce and death, to reinforce basic tax principles. These case studies are appropriate for individual or group work and can be used as in-class group work. The fact patterns are simple and involve five major learning objectives:

1. Filing status
2. Basis of assets
3. Alimony and itemized deductions
4. Withholding and tax credits
5. Taxability of life insurance proceeds and retirement assets

The students must carefully review the fact pattern as it relates to each of the learning objectives. A series of questions will guide the students’ thinking and help them demonstrate their mastery of the learning objectives. The students realize that their basic tax knowledge is already applicable in these two common, but difficult life situations. These case studies can also help build student confidence and stimulate further interest in taxation.


Teaching your students to apply tax knowledge to tax preparation and choice of entity is key to their success. This team or individual project will help students connect theory to return preparation and understand choice of entity implications.

**教育ally Related Presentations and Workshops**


Kahoot is a free web-based game that can be used for multiple choice questions or polling with students during class. This game increases engagement and student retention.

This was a presentation to explain and demonstrate the role playing method we used in class to teach students interviewing skills and how to apply the information gathered to an advisory project that for setting up an accounting system.

"Non Lecture Based Methods to Increase Student Engagement and Success”, presented at ASCPA Accounting Educators Conference, State, Sponsored by Arkansas State Society of CPAs, Invited. (May 17, 2017).
I presented two different methods that I use to help students engage in class through gamification. These methods can be used by the student outside of class to study.

SERVICE

University Service

College/School
Attendee, Graduation, Walton Honors College. (May 2013).
honors thesis advisor

Department
Committee Member, MAcc committee. (August 2016 - Present).
I help discuss organizational changes to curriculum and procedures involved in administering the program.

Committee Member, Scholarship committee. (August 2012 - Present).
Help identify scholarships available and encourage students to apply.

University
Attendee, Graduation, Walton Honors College. (May 2018).
Attended Honors graduation for the Walton College.

Attendee, Graduation. (May 2014).
I was the MAcc Marshal for May graduation

Attendee, Graduation, Walton Honors College. (May 2014).
Attended Honors graduation for the Walton College.

Professional Service

Member of Professional Organization, American Institute of CPAs. (January 2013 - Present).
member, access to quality publications and continuing education, volunteer opportunities

Member of Professional Organization, American Accounting Association. (August 2012 - Present).
Member of tax section, preparing poster for annual meeting on effective learning strategies

Member of Professional Organization, Arkansas State Society of CPAs. (August 2012 - Present).
Encourage student membership, distribute society newsletters and student information, help with chapters meetings held on campus

Conference Program Organizer, Arkansas Society of CPAs. (February 2014 - May 2018). I helped develop the Educator's Conference speakers and programming.

Committee Member, Arkansas State Society of CPAs. (February 2015 - December 2015). Member of Legislative Liason committee - assigned member of state legislature and agree to contact regarding any legislation that effects CPA licensing.

Attendee, Meeting, American Accounting Association. (August 2014). I was a session moderator for 3 papers on taxation

Public Service

Activity to Bridge Campus and Community, Arkansas Society of CPAs. (January 2015 - Present). I help find speakers and plan the topics and agenda for the annual Educator's conference.

Activity to Bridge Campus and Community, Razorback Food Recovery In Good Waste conference, Fayetteville, AR. (April 2019). I was asked to speak at a conference about federal tax law related to business donations for food recovery

Service Honors and Awards

Service, University

Tri-Blended Principles of Accounting Implementation Team, Walton College of Business, Service, University, (2014). I was part of the team organizing the department's move to teaching all Walton College students in Accounting Principles 1. The blended delivery approach was completely new as was the dramatic increase in the number of students enrolled. I helped develop, organize and implement the Supplemental Instruction program portion of the blended delivery as well as supported the instructors.

Outstanding Team Achievement, University of Arkansas, Service, University, (2013). IMAcc Development Team service award for helping to develop, administer and promote the Integrated Masters of Accounting program
Tim Yeager
University of Arkansas
Finance
WCOB 351
Qualifications: Scholarly Academic
Sufficiency: Participating
Phone: (479)-575-2992
Email: TYeager@walton.uark.edu

Brief Biography

<UL>
  <LI>Professor of Finance and Arkansas Bankers Association Chair in Banking, University of Arkansas, 2006-present. Responsibilities include teaching, research, and community outreach.
  <LI>Economist and Assistant Vice President, Federal Reserve Bank of St. Louis, 1998-2005.
  <LI>Married with four children.
  <LI>Hobbies include soccer and bicycling.
</UL>

Education

PhD, Washington University, St. Louis, 1993.
  Emphasis/major: Economics

MA, Washington University, St. Louis, 1990.
  Emphasis/major: Economics

BS, St. Louis University, 1987.
  Emphasis/major: Business Administration

WORK EXPERIENCE

Teaching Experience

University of Arkansas
  ECON 410V - SPECIAL TOPICS IN ECONOMI, 5 terms.
  ECON 410VH - HNRS SPECIAL TOPICS IN EC, 4 terms.
  FINN 3133 - COMMERCIAL BANKING, 13 terms.
  FINN 410V - SPECIAL TOPICS IN FINANCE, 1 term.
  FINN 4313 - ADV COMMERCIAL BANKING, 17 terms.
  FINN 450V - INDEPENDENT STUDY, 4 terms.
  FINN 6733 - SEM: FINANCIAL MKTS & INS, 4 terms.
  WCOB 210V - SPECIAL TOPICS IN BUSINES, 2 terms.
  WCOB 230V - WALTON COLLEGE STUDY ABR, 1 term.
  WCOB 330V - WALTON COLLEGE STUDY ABR, 1 term.
  WCOB 410 - SPECIAL TOPICS - BUSINESS, 1 term.
  WCOB 410VH - HNRS SPECIAL TOPICS - BUS, 1 term.
  WCOB 4993H - HONORS THESIS, 10 terms.
  WCOB 510V - SPECIAL TOPICS - BUSINESS, 1 term.
Non-Credit Instruction Taught

Conference of State Bank Supervisors, 5 participants. (January 2015 - May 2015). Worked with the CSBS as one of 5 universities participating in a pilot community bank case study. Oversaw students who worked with Legacy Bank in Springdale Arkansas to produce a video and paper documenting their experience with commercial real estate lending during and after the financial crisis.

Professional Development

Conference Attendance, "Community Banking Research and Policy Conference," Federal Reserve Bank of St. Louis, St. Louis, MO. (September 2014). Attended conference to hear the survey results for the community bank survey I helped to design.

Teaching Honors and Awards

2016 Community Bank Case Study Competition: University of Arkansas 3rd Place Finish, Conference of State Bank Supervisors, Teaching, (2016). Faculty supervisor of an analysis by Brody Bisland, Daniel Park, and Raymond Todd of the importance of small business relationship lending at Today's Bank.

ASG Finalist for “Most Outstanding” Faculty Member, Teaching, (2016).

Seniors of Significance Outstanding Mentor, Arkansas Alumni Association, Teaching, (2016). Recognized by my student, Thomas Selig, winner of the Seniors of Significance Award, as an outstanding faculty mentor.

Outstanding Faculty Mentor award in 2013, Honors College, Teaching, (2013). Recipient of the Outstanding Faculty Mentor award in 2013 for assisting students in receiving SURF grants.

RESEARCH

Editorial Activities

"Opacity, Financial Crisis, and Bank Valuation", Journal of Banking and Finance, Ad Hoc Reviewer. (November 2018 - January 21, 2019). This was 2nd round review. First round completed in February 2018.


"The Effects of Bank Regulator Switching on Supervisory Ratings", Journal of Money, Credit and Banking, Invited Manuscript Reviewer. (June 2012).
Referred JMCB paper on bank regulator switching.


Guest editor for the special issue titled "Subprime Financial Crisis." Paper submission deadline is February 1, 2010.

Invited reviewer for AER


"Does Distance Still Matter in Banking", Journal of Money, Credit and Banking, Invited Manuscript Reviewer. (June 2010 - October 2010).
Referee for JMCB.

Discussed the paper at the FMA 2010 annual meetings in New York.

2nd Round Review for JEB
Invited manuscript reviewer for content editor of the new edition of the Money and Banking Textbook by Hubbard and O'Brien.

Presentations Given


Moderated the presentation and discussion of three banking papers on SBA Lending and the Community Reinvestment Act.


The literature shows convincingly that the 2007-2009 financial crisis erupted from a run on repo, which impaired liquidity at financial institutions engaged in securitized banking. Our contribution is to document a bank lending channel between the liquidity shock and the subsequent U.S. economic downturn. We match firms with their lead banks in the syndicated loan market, and track debt migration and corporate investment outcomes during the crisis years. We find that firms paired with banks heavily reliant on short-term funding were less likely to obtain bank loans in 2008, and more likely to contract investment in 2009. The economic significance of these results is economically large. Our best estimate is that the bank lending channel accounts for between 25% and 40% of the 2009 decline in corporate investment. Interestingly, corporate investment declined by statistically significant amounts only at the larger firms with long-term issuer credit ratings because those firms were more likely to be paired with banks heavily reliant on short-term borrowing. Some rated firms substituted public debt for bank debt, but the substitution offset only a small portion of the investment decline. Our findings highlight the potential risks to the real economy from a liquidity mismatch in securitized banking.


We hypothesize that higher wealth inequality leads to more frequent and potentially larger and more dangerous asset bubbles. To test this hypothesis, we run asset market experiments in the Behavioral Business Research Lab where subjects are given different initial endowments.

Based on an economically intuitive exploration of the pricing power of banks within their respective locales, we construct a competition index to measure the intensity of competition among community banks at the local level. Our index improves upon existing measures both in-sample and out-of-sample. We find that, on average, community banks operating in more competitive local areas have lower profitability and higher risk. Presently, the extraordinary liquidity in the banking system has diminished the profitability gap from competitive differences among locales. As the Federal Reserve removes the excess liquidity, the profitability gap will likely reemerge increasing pressure on banks in the most competitive areas to consolidate.


We develop a macro stress testing model that can be used systematically by community banks and supervisors to assess the ability of banks to withstand a severe and prolonged period of high credit losses. The model groups banks by geography and subjects them to the 90th percentile chargeoff rate by loan type for each year between 2008 and 2012. We apply the stress test to 105 Arkansas community banks at year-end 2014 and find that all but three would survive the shock. We also use the model to evaluate the benefits from diversifying within loan types. Beginning in 2007, the call reports separately tracked residential construction loans and owner-occupied nonfarm nonresidential loans. These loan categories were perceived to have lower default risk, which could provide risk-reduction benefits to a bank that diversified into these loan categories. In fact, the defaults within the loan types were similar during the 2008-2012 period and therefore provided few performance benefits.


Inaugural community bank conference.


Yeager, T., Fogel, K., Financial Management Association annual meeting, "Have Community Banks Reduced Home Foreclosure?," FMA International, New York City, NY. (October 18, 2010).

Yeager, T., Southwest Finance Symposium, "HAVE COMMUNITY BANKS REDUCED HOME FORECLOSURE RATES?," University of Tulsa, Tulsa, OK. (March 2010).
Publications - Teaching Related

*Magazine/Trade Publication (Published)*

The Fed has prepared “policy normalization” plans, which are strategies to conduct monetary policy while their level of securities holdings returns to normal. Once the Fed decides to begin tightening policy, it will signal this intention in the usual manner by raising the target for the federal funds rate. The Fed will accomplish this task with a new monetary policy tool: adjusting the interest rate it pays on excess reserve balances. This new tool of monetary policy has two complications—one political and one economic.

*Magazine/Trade Publication (Published)*

One of the challenges is providing students with opportunities to actually experience what it means to be a community banker. Students that participate in the microlending program in Dangriga, Belize now have that opportunity.

Publications - Research Related

*Journal Article (Accepted)*
Yeager, T., Tahsin, S. “A Residential Mortgage Bank Lending Channel During the Financial Crisis”. We estimate a residential mortgage bank lending channel effect on a cross-section of county-level housing markets between 2007 and 2009. The effect results primarily from distressed banks denying credit to otherwise creditworthy loan applicants. Traditional measures of bank distress are plagued with concerns about endogeneity and spurious correlation. Our innovation is to use the county-aggregated change in the jumbo to nonjumbo mortgage acceptance rate first explored by Loutskina and Strahan (2009) as an instrumental variable for bank distress. We find a statistically significant but economically small bank lending channel effect. A county with a one standard deviation decline in the instrumental variable experiences an additional 89 basis point decline in home prices and a 1.25% decrease in construction employment, which represent 7% and 6%, respectively, of their mean changes between 2007 and 2009. Most of the decline in the housing market results from the bust of the pre-crisis housing boom driven by aggressive subprime and jumbo lending.

*Journal Article (Accepted)*
Acrey, J. C., Yeager, T., Lee, W. "Can Federal Home Loan Banks Effectively Self-Regulate Lending to Influential Banks?". In principle, the threat of partial or full revocation of the Federal Home Loan Bank (FHLB) System’s charter by Congress should limit advances (collateralized loans) by FHLBs to member banks with high risks of failure that increase potential losses to the Deposit Insurance Fund. In practice, even as the risk of insolvency became apparent in the financial crisis, FHLBs renewed, and in some cases increased, lending to several large bank members that eventually failed. We argue FHLBs continue to lend to large risky members both because the cooperative structure enables these banks to exert significant influence over their FHLBs, and because the risk of insolvency can be difficult to assess. Policy makers should consider regulatory or supervisory measures that limit the use of advances by large bank members.

*Magazine/Trade Publication (Published)*

*Journal Article (Published)*
Yeager, T., Miller, S., Olson, E. "The Relative Contributions of Equity and Subordinated Debt Signals in

Journal Article (Accepted)
Yeager, T., Jones, J., Lee, W. "Valuation and Systemic Risk Consequences of Bank Opacity”. Accepted to Journal of Banking and Finance.

Journal Article (Accepted)

Magazine/Trade Publication (Published)

Journal Article (Accepted)

Journal Article (Accepted)

Charter value is important in the banking industry because of its ability to reduce the moral hazard incentives that result from government-provided deposit insurance. Previous research suggests that geographic deregulation in the 1970s and 1980s increased competition and eroded charter values. Yet, a common proxy for charter value, Tobin’s Q, increased significantly in the 1990s and beyond even as bank deregulation continued. We show that Tobin’s Q is a poor cardinal measure of charter value though it still may have merit as an ordinal measure. Our findings confirm that charter value has been declining through time, contributing to the increase in risk-taking that led to the subprime financial crisis.

Journal Article (Published)

Compared with mortgage brokers and universal banks, community banks have stronger incentives to originate high-quality residential home (mortgage) loans. Using the RealtyTrac database on residential foreclosures between 2005 and 2008, we show that county-level foreclosure rates are lower in counties with greater community bank presence. This finding is robust to a host of county level economic control variables.

Magazine/Trade Publication (Published)

Journal Article (Revise and Resubmit)
Ferrier, G., Yeager, T. "The Effect of Distance on Bank Performance Following Acquisitions and Reorganizations". A revision is underway.

We analyze the efficiency and performance of more than two thousand U.S. community bank acquisitions and reorganizations between 1988 and 2002. Post-acquisition bank performance deteriorates with the geographic distance between target and acquirer. In contrast, bank performance following reorganization (charter consolidation) of a given bank holding company improves with the distance between affiliates. We argue that distance between target and acquirer harms performance because high information and monitoring costs overwhelm any diversification benefits. Conversely,
reorganizations benefit geographically distant entities the most precisely because these firms have the most to gain from reducing information and monitoring costs.

**Journal Article (Paper Under Review)**
Yeager, T., Ferrier, G., Shao, Y. "The Effect of Distance on Community Bank Performance Following Acquisitions and Consolidations". (under 1st round review). Paper is being revised and we added an additional author (Yingying Shao). Paper was presented at the St Louis Fed Community Banking Conference.

We analyze the performance of more than two thousand U.S. community bank acquisitions and consolidations between 1988 and 2009. Post-acquisition bank performance deteriorates with the geographic distance between target and acquirer. In contrast, distance has little effect on bank performance following charter consolidation by a given bank holding company. Distant acquisitions between 2005 and 2007 led to even worse performance during the Great Recession. We argue that distance between target and acquirer harms performance because high information and monitoring costs overwhelm any diversification and growth benefits.

**Magazine/Trade Publication (Published)**

**Magazine/Trade Publication (Published)**

**Journal Article (Rejected)**
Ferrier, G., Yeager, T. "The Effect of Distance on Bank Performance Following Acquisitions and Reorganizations".

We analyze the efficiency and performance of more than two thousand U.S. community bank acquisitions and reorganizations between 1988 and 2002. Post-acquisition bank performance deteriorates with the geographic distance between target and acquirer. In contrast, bank performance following reorganization (charter consolidation) of a given bank holding company improves with the distance between affiliates. We argue that distance between target and acquirer harms performance because high information and monitoring costs overwhelm any diversification benefits. Conversely, reorganizations benefit geographically distant entities the most precisely because these firms have the most to gain from reducing information and monitoring costs.

**Contracts, Grants, and Sponsored Research**

We hypothesize that higher wealth inequality leads to more frequent and potentially larger and more dangerous asset bubbles. To test this hypothesis, we run asset market experiments in the Behavioral Business Research Lab where subjects are given different initial endowments.


In northwestern Arkansas, Native Americans are twice as likely to be rejected for a home loan application than white borrowers, according to federal data. This project seeks to answer the following questions: Are mortgage lending disparities in northwestern Arkansas different from disparities in neighboring states and the nation? What explains the difference? How are they different from urban areas such as Baltimore and Chicago? How can journalists best interpret this data using best practices in finance and data journalism to produce insightful multimedia articles for the general public?
SERVICE

Consulting

Training and Education, LSU Graduate School of Banking, Baton Rouge, LA. (June 2014). Taught ALM I to bankers during the first week of June, 2014.

University Service

College/School

Committee Member, Undergraduate Programs and Assessment Committee. (July 2018 - Present).

Committee Member, Fleischer Scholars Advisory Committee. (July 2016 - Present).

Committee Member, Diversity & Inclusion Advisory Committee. (September 2015 - Present). Served on the Dean's Diversity/Inclusion Task Force to flesh out the College's strategic direction in this area. Presented at a town hall meeting in March 2016 and continue to serve on the committee.


Committee Chair, Chair, Undergraduate Programs and Assessment Committee. (September 2013 - June 2018). Became Chair of UPAC in September 2013. Participated in the AACSB meetings in February 2017.

Served as informal adviser, Global Engagement Office. (January 2017 - December 2017). Participated in several meetings to provide advice and feedback to GEO during the year.


Committee Member, MBA Task Force. (March 2017 - May 2017). Served on the MBA Task force to decide whether the full-time MBA program should continue.

Committee Member, Pay Performance Task Force. (September 2016 - January 2017). Reviewed and recommended changes to the pay and performance policies of the College.

Guest Speaker, PhD Life as an Academic – Work/Life Balance. (October 2016).

Committee Member, Suzhou Task Force. (April 2015 - December 2015). Member of the Suzhou Task Force to monitor progress of the 3+1 program.

Conference Panel, PhD Seminar. (October 2015). Served as a panelist on "Life as an Academic" panel to answer questions about work/life balance for the College's PhD students.

Guest Speaker, Walton College Executive :Committee. (October 2015). Provided an overview of my research to the E-committee.

Committee Member, Walton College Research Committee. (August 2014 - September 2015).

Committee Member, Chair Review Committee for Amy Farmer. (January 2015 - February 2015). Served as a committee member to review Amy Farmer's reappointment to the Margaret Gerig & R.S. Martin, Jr. Chair in Business.
Lunch meeting with Eduardo Davila. (November 2013).
Met with Eduardo Davila at Arizona State to discuss online learning issues.

Committee Member, Undergraduate Curriculum Committee. (August 2006 - September 2013).
Review undergraduate and honors curriculum changes for the WCOB. In 2011 and 2012, we undertook a major review and revision of the core undergraduate curriculum.

Committee Chair, Dulan Endowed Chair Review Committee. (January 2013).

Committee Member, Dean Search Committee. (May 2011 - February 2012).
Served as a member of the committee to select and interview Dean candidates. Successfully recruited Eli Jones as our next Dean.

Garrison Supply Chain Chair Review Committee. (November 2011).
Served on the Garrison Supply Chain Chair Review Committee for Matt Waller.

AACSB Assurance of Learning. (October 2011).
Met with AACSB representatives to discuss assurance of learning as part of the reaccreditation process.

Committee Member, CTE Steering Committee. (January 2010 - December 2010).
Member of the CTE Steering Committee. Provided teaching advice to PhD students on Oct 8, 2010.

Committee Member, WCOB Undergraduate Curriculum Committee. (January 2010 - December 2010).
Member of the Undergraduate Curriculum Committee. Conducted a faculty survey of the WCOB core as part of the process of a t-year review of the core.

Committee Member, Accounting Department Chair Review. (October 2010 - November 2010).
Served on Vern Richardson’s Chair Review Committee. Interviewed several faculty and PhD students to assess Vern’s performance.

Department
Committee Member, Department Promotion & Tenure Committee. (February 2006 - Present).
Review promotion and tenure decisions for the department.

Guest Speaker, Garrison Financial Institute. (November 2014).
Presented my analysis on “Policy Normalization and the Fed's New Monetary Policy Tool: Interest Rates on Excess Reserves” to the GFI Board.

Committee Member, Finance Faculty Search Committee. (September 2013 - December 2013).
Assisted in the search to recruit and hire two tenure-track faculty members. Attended FMA meetings in Chicago, Oct 16-18, 2013.

Committee Member, Faculty Search Committee. (September 2010 - December 2010).
Served on the faculty search committee to hire a tenure-track Finance professor beginning August 2011. Traveled to New York FMA meetings to interview candidates.

Guest Speaker, GFI Advisory Board. (April 2010).
Spoke to the GFI Advisory Board and held a point-counterpoint with Craig Rennie.

Committee Member, PhD student recruiting. (January 2010 - April 2010).
Assisted the Department in recruiting PhD students.

Student Organization
Guest Speaker, Delta Sigma Theta Sorority. (April 2010).
Spoke to the Delta Sigma Theta members on Financial Security
Chi Omega Sorority. (March 2010). Participated in “Major Geeks” by attending the reception at Chi Omega.

**University**
Committee Member, Brewing Certificate Committee. (June 2018 - Present). Represent Walton College in the plan to develop a Brewing Certificate.

Committee Member, University Course and Programs Committee. (November 2014 - June 2018).

Interviewed promising students for the fellowship scholarships, 2017 Honors College Fellowship Interviews & Research Funding Reviews. (March 2017 - December 2017).

Interviewed promising students for the fellowship scholarships, 2016 Honors College Fellowship Interviews & Research Funding Reviews. (March 2016 - December 2016).

Guest Speaker in Rob Wells Journalism Class. (October 2016). Spoke on overview of housing market and bank incentives/disincentives for discrimination.

Intervener, Honors College. (March 2015). Interviewed potential undergraduates for Honors College Fellowship Scholarships.

Review study abroad applications Fall 2013, Honors College Study Abroad Program. (November 2013).
I reviewed 6 honors student applications for funding to study abroad.

Review study abroad applications, Honors College Study Abroad Program. (January 2013).
I reviewed 6 honors student applications for funding to study abroad.

Guest Speaker, Campaign for the Twenty-First Century. (August 2012 - October 2012). Gave a video testimonial of how the previous fundraising campaign impacted me and the Walton College. I followed this up with another video interview for the Walton College in October.

Honors College. (March 2012). Study Abroad Grant Application Reviewer.

**Professional Service**


Guest Speaker, Risk Management Association, Little Rock Chapter. (June 2017). Presented my research on a Bank Competition Index to bankers.


Attendee, Meeting, Arkansas Bankers Association. (March 2017). Attended the ABA Group 3 Meeting with one of my students where he was awarded the annual banking scholarship.

Attendee, Meeting, St. Louis Federal Reserve and CSBS. (February 2017).
Attended a meeting to discuss the 2017 National Survey of Community Banks and suggest enhancements.

FDIC Meeting on Interacting with Academia. (November 2016).

Attendee, Meeting, FDIC Roundtable on Developing Tomorrow's Community Bankers. (October 2016).

Interaction with Industry, St. Louis Federal Reserve Bank Examiner Institute. (October 2016).

Attended the Bank Examiner Institute where several UARK students were invited to interview for bank examiner positions.

Guest Speaker, Ole Miss Banking Symposium. (September 2016).

Spoke at a panel session on how to educate future bankers.


Met with Bank of Fayetteville to discuss overview of banking market in NWA following Farmers & Merchant's Acquisition of the bank.

Guest Speaker, Arkansas Bankers Association. (October 2015).

Guest speaker at the Arkansas Bankers Association Trust Training Meeting. Title was "Asset Bubbles and Fed Intervention."

Guest Speaker, CFA Society of Arkansas. (August 2015).

Gave presentation to the CFA Society of Arkansas on Asset Bubbles and Fed Intervention.


Attended the Annual Bankers Convention in Little Rock.


I was invited to assist on a national bank survey for the Conference of State Bank Supervisors and state bank regulators. We met at the Federal Reserve Bank of St. Louis on March 6 to set the objectives for the survey and begin create the questions. I participated in several revisions of the survey thereafter. The survey was given to state bankers across the nation, and the results were presented at the 2nd annual Community Banking Research and Policy Conference at the St. Louis Fed September 23-24. The survey results were also published in the volume titled Community Banking in the 21st Century: Opportunities, Challenges, and Perspectives.

Attendee, Meeting, James Bullard speech at CBER Regional Economic Forecast. (November 2013).

Attended the CBER meeting with St Louis Fed President as guest speaker.

Attendee, Meeting, Arkansas Bankers Association Annual Convention, 2013. (May 2013).

Attended the ABA Annual Convention in Little Rock, AR.


Participant in Panel Discussion – What Happens to Financial Markets when QE3 Ends?

Guest Speaker, CBER and Arvest Skyline breakfast. (February 2013).

Spoke on condition of the banking sector at the Skyline breakfast.


Guest Speaker, Arkansas State Bank Department. (May 2012).

Spoke on "Prospective Risks for Community Banks" to the Arkansas State Bank Examiners in Little Rock, AR on May 7, 2012.
Committee Chair, Northwest Arkansas Bankers Roundtable. (March 2012). Organized and hosted bankers at the NWA Bankers Roundtable on March 28.

Committee Chair, Northwest Arkansas Bankers Roundtable. (March 2011 - September 2011). Organized and hosted bankers at the NWA Bankers Roundtable on March 30 and September 28.


Guest Speaker, CBER/Arvest Skyline Breakfast. (August 2011). Spoke on current economic and banking events at the Skyline Breakfast.

University Research Magazine Association. (May 2011). Hosted visitors from the University Research Magazine Association and discussed research over lunch.

Guest Speaker, Risk Management Association. (February 2011). Presented a banking and economic overview to the RMA group in Little Rock, AR.

Conference Panel, Federal Reserve Bank of St. Louis. (December 2010). Served on a panel and delivered a speech on the Dodd-Frank Bill at the Little Rock branch of the Federal Reserve Bank of St. Louis.

Local and national media. (January 2010 - December 2010). Regularly speak with media (local, state, and national) on various banking and economic topics.

Guest Speaker, CU at the TOP! (November 2010). Give a presentation to a credit union leadership training group, CU at the TOP!

Attendee, Meeting, St Louis Fed President James Bullard Speech. (August 2010). Attended a presentation by St Louis Fed President James Bullard on Monetary Policy and followed up with a dinner at Chancellor Gearhardt's home.


Guest Speaker, Kansas University/Kansas City Fed Financial Policy Conference. (June 2010). Served as a guest speaker and panelist at the 2010 Financial Policy Conference hosted by Bob DeYoung at the University Kansas and by the Kansas City Fed. Spoke on the condition of community banks before and during the great recession.

Attendee, Meeting, Arkansas Bankers Association Annual Convention, 2010. (May 2010). Attended the ABA Annual Convention in Hot Springs, AR.


Public Service

Guest Speaker, Osher Lifelong Learning Institute, U of A. (April 2017). Gave guest lecture on the subprime housing boom and bust.

During the year, I spoke with a number of reporters from the state and nation on bank issues. I was quoted in the press on several occasions.

Guest Speaker, Fayetteville High School. (March 2013 - May 2013). Spoke to Amber Pinter's Government class at FHS on March 11 and May 1, 2013 on personal financial management.

Spoke with journalists on bank issues, Various reporter interviews. (January 2012 - December 2012). During the year, I spoke with a number of reporters from the state and nation on bank issues. I was quoted in the press on several occasions.

Interaction with Industry, Northwest Arkansas Council. (May 2012). Participated in a meeting to inform a firm potentially moving to NWA about the finance program at UofA.