Greetings from the MISBE Department!

As the world and MISBE deals with the shocks of the virus and quarantine, we draw upon our resilience and creativity to thrive. We are making richer, better use of the cornucopia of technological resources available to us. I am truly amazed at the agility and speed with which faculty have adapted to these changes by transitioning seamlessly to virtual meetings for synchronous instruction as well as for department meetings. We have added a new MISBE Department Blackboard site to serve as a repository and hub for sharing relevant news, resources and best practices. Going forward, we expect to continue sharing best practices in teaching and learning as well as meaningful integration of career skills and competencies into our classes.

The newly formed MISBE Advisory Board, which contains a good mix of management and entrepreneurial expertise, has been eager to support us in enriching our linkages to the market in order to enable students to identify and pursue career paths that fit their capabilities and interests. To this end, I have put some of our graduate assistants to work on identifying area /regional businesses that offer internships / management trainee positions leading to full time jobs / careers to ensure they are in Handshake, a matchmaking tool for students and employers. Our goal is to make fuller use of the Handshake platform where students may search and apply for internship / job opportunities. A key lesson learned in the process of identifying qualified candidates for internships is that students could benefit from targeted guidance in developing their Handshake profile as well as populating the optional fields. To this end, we have been working with faculty to identify suitable students and guide them on their path to application with one-on-one meetings.

The MISBE Department has also addressed the needs of our at-risk students, through early warning systems that identify and target these students with specific guidance whether it be from the learning coaches or peer mentoring or faculty guidance. We have much more to do in this area and hope to make progress in the coming semesters. In terms of advising, we are transitioning to a more proactive model of advising starts with contacting students before registration to discuss their options. At-risk students require a different model of advising relative to other students and we are working on a more intrusive model of advising better suited to our at-risk students.

Overall, I am glad to note that MISBE has not missed a beat in meeting the needs of our students through high quality instruction and guidance during this period of sudden and unexpected change. I commend our students, faculty, and staff for their agility and speed in making this transition.

I would like to end with these words: In academia, we teach first and then test your understanding, but life gives the test first and lets you learn on your own.

The corona crisis led to us pressing a collective pause button on our lives and I hope we come out of it soon to a new normal that is much better than what we left behind.

Stay safe, stay well during these testing times bearing in mind that lessons learned during these times could make us stronger and better!

Aruna Chandra, Ph.D.

Chair & Professor of Management

MISBE Department, Scott College of Business

Student Success

Dr. Chandra sat down to talk to Regan Zerwig about her decision to minor in Entrepreneurship. Regan is a Senior graduating in Spring 2020, although she is considering staying on at ISU over the Summer to gain more studio hours. Regan's major is Fine Arts with a concentration in 3D Art.

Regan started at ISU under Interior Architecture Design with a minor of Studio Art. She has been able to study abroad and get a sense of the business side of art from other parts of the world. Regan stated that during her travels, she was able to see how artists start out in business. Since she does not feel like she is somebody who would work for somebody else, she believes having an entrepreneurship

background will help her when she goes out on her own as an aspiring artist. She loves the idea of starting something on her own, growing it, and share it with other people.

Regan started out in the Entrepreneurship Minor like other students. Her initial classes gave her a glimpse of the building blocks of entrepreneurship such as opportunity identification, idea generation and business models. As the classes progressed, she was able to learn how the different elements of entrepreneurship come together in a new venture in the culminating capstone course in the Minor. Regan stated that she got a lot out of the capstone because she felt the course provided her an opportunity to challenge herself and persevere. She especially enjoyed the topic that the capstone was built around, which was sustainability and food waste. Dr. Chandra agreed that the course was challenging since it used a problem-solving approach to learning where students had to understand and find creative solutions to a given problem.

When Dr. Chandra asked Regan how she thinks she will use this field of study in her future, Regan responded that she thinks that any professional in the business world would benefit from studying entrepreneurship.

She said that she encourages her peers to take even just one class to help them with their future endeavors. She says that taking on this minor, she has learned to view things differently. Regan also pointed out that many of the concepts related to entrepreneurship relate to life. Dr. Chandra agreed that thinking entrepreneurially is really just thinking creatively to come up with solutions to problems in many walks of life.

Regan M. Zerwig

ISU's Inaugural Learning Connections Summit – Dr. Wei He

I gave a 50-minute lecture entitled "Engaging Students with Relevant Case Study from Open Education Resources" at ISU's inaugural Learning Connections Summit on October 23, 2019.

I have been using the story of Rick Rescorla as a case study in my graduate and undergraduate management

classes around September 11 every fall since 2016. Rick Rescorla was a true American hero in both the Vietnam War and the September 11, 2001 terrorist attack. As the security director for Morgan Stanley in the World Trade Center South Tower, he led a successful evacuation of 2,700 employees of Morgan Stanley out of the South Tower with his great judgement and leadership, but got himself killed when trying to assure every employee has left the building. President Trump just accounted on September 11, 2019 that he would award Rick Rescorla the Presidential Citizens Medal.

As a corporate executive as well as a hero, Rick Rescorla perfectly displayed those leadership characters and skills we want our students to learn in management classes – predicting and preparing for the future, crisis leadership, professionalism and commitment to the employees, upholding his right judgement against the authority's wrong call to say put, and so on. Every time we discussed the case all my students were deeply moved – most of them had never heard of him. But, after the case study some students said that they would recall Rick Rescorla whenever they hear about September 11, 2001 from now on.

Rick Rescorla's story cannot be found in any Management textbooks or commercial case banks. Thus I used his biography in Wikipedia (https://en.wikipedia.org/wiki/Rick_Rescorla) and the video Rick Rescorla DVD (https://www.youtube.com/watch?v=hhPIAw9Q5dI&t=1722s) on Youtube for the case study and asked the students to read and watch the materials before class discussion.

In my presentation, I introduced the audience to the Rick Rescorla case as an illustrative exemplar to demonstrate several pedagogical considerations, such as identifying relevant case studies from open education resources to engage students, where to find information about the case from reliable open resources and how to organize case study in classroom or online.

Dr. Wei He
Associate Professor
MISBE Department

Congrats to our BGS Inductees

Beta Gamma Sigma is The International Business Honor Society. Since 1913 we have recognized and honored top performing students from around the world in business schools accredited by The Association to Advance Collegiate Schools of Business (AACSB). We are also a proud member of the Association of College Honor Societies (ACHS). Through our dedication to providing lifetime value for our members, we work to bring programs, connections, benefits, and opportunities to every individual in our organization.

In order to be invited to join BGS as an undergraduate, you must be in the top 10% of your class, and as a graduate student, you must be in the top 20%.

Congratulations to this year's inductees:

Elizabeth Baer
Gabriele Burkhart
Michelle Chew
Kiara Kruse
Zachary Lane
Anojah Moore
Kearsten Peters
Maryem Salem
Thomas Stucker
Derek Tester
Martha Vaughn
Caine Wilson

These students have worked hard to be successful in their education and deserve the

recognition and lifetime benefits that being members of BGS will provide.

Think Before You Print

Before I started working at ISU, I worked in the Clay County Child Support Division for five years, and before that, I worked in the Prosecutor's Office for a few years. One of the big projects that we undertook in Child Support was going paperless. What this entailed was sorting and scanning around 1200 active files. The electronic files we created were accessible on our computers, for office use, and laptops, for use in the courtroom. All of this was done under the Feds' watchful eye because we had to keep everything completely confidential.

I have heard that before I started working here, Student Services went paperless as well. This is our world today. We are now working to adjust to electronic filing systems, reading books on e-readers, keeping emails on the screen, and electronic testing and assignments. Some of us have been eager to jump into this head first, while others are moving in this direction driven by necessity. As we make this transition, I find myself leaving most documents and files on my OneDrive or the 'L' Drive here at work, and at home all of my pictures are digital.

I have a reason for sharing all of this. All of us are issued copy codes to use for printing that is linked to our computers at work. This allows the system to log paper usage levels associated with a specific user. Many of us may not realize how much paper we use until we view this log. Most likely the usage is far higher than we think.

The point is this: before you print something, think about whether you need it. Can this be sent electronically? Can/will this be completed on Blackboard? If we were to look at your numbers, would it be excessive?

During the last couple of months, we have all needed to learn to print less, since we do not have our office equipment in our home offices with us. We have learned much during this period of remote work. There are many things we will continue doing that makes us more efficient. Thinking before we print to reduce paper waste should be something we carry with us as we all return to campus.

Jamie Bicking
MISBE Department Administrative Assistant

Spring 2020 Teaching Challenges

COVID-19 has presented the world with new challenges. A few faculty shared their experiences in hopes that we can all learn from each other.

Joe Harder - I have a standing Collaborate Ultra session for each section twice a week at a set time. During that time, I join the session and meet with any student who also joins. Outside of that, I use email and Skype.

Maureen Casile - I have been using Zoom for both class meetings and meetings with individual students. But I would use the waiting room feature for a large group. I have also been face-timing quite a bit with advisees. I'm trying to steer them towards Zoom as well so that we can share screens as needed. But I can do whatever they are comfortable with.

Bahar Javadizadeh - I am learning very interesting things about conducting virtual meetings that might even become the subject of a research paper. One of the things that caught my attention was how some of my shy students started to shine in our group discussions in virtual sessions. It seems like being at home in their comfort zone and having a physical space with their peers helps

with their anxiety regarding talking in the class in front of their peers and sharing their opinion. Maybe they are less afraid of being judged or possibly bullied by their peers by sharing their opinion in a virtual setting. Also, I've noticed that students enjoy the ability to log in and join the conversations while they are taking care of their house chores for example, or at work. I had one student who was chopping veggies while listening to the discussions, I had another student who was listening and contributing to the discussions while she was at work. Even though students have the option to sign in without their cameras on, many choose to have their camera on to enjoy a better interaction. Lastly, I think these virtual meeting were helpful in terms of keeping students on track. I ask students to draft their questions from each chapter and I answer those questions in our meeting. I also remind them about the upcoming assignments.

I am not sure how many of the Zoom features are unique for Zoom, but I am enjoying the quality of our virtual sessions. I share my screen with the students and they can also see me and other students on the side. I also like the video recording and the quality of it. The waiting room feature is helpful in terms of privacy. Also, I like that students only

need to open a link on their phone or laptop to join. No need to sign in to their blackboard, etc. In general, I think working with zoom has been easy, user friendly, trustworthy in terms of connections, and high quality.

Linda Goodwin-Ross - In the beginning I was using Zoom and then I found out that it was not secure so I went back to YuJa which is part of Blackboard. I had trouble in the beginning setting up meetings so I just do "Meet Now" and they use the "YuJa Synchronous Session" button and then click on the bell at the prescribed time. They are automatically included in the session and their name comes up so I can count them as present. If they leave for any reason their name comes up as having left the meeting. Thus, it works well.

Ashley Layman - For BUS 180, I have been using Yuja to hold virtual office hours. Yuja allows me to connect with my students using webcam and microphone. I also have the ability to chat and share my computer screen to show them how to perform tasks in Excel and Access. Yuja also allows students to share their screens with me, so I can see exactly where they are having problems and direct them accordingly.

I have used Yuja to record video lectures for BUS 180.

In these videos, I walk the students through performing tasks in Microsoft Excel and Access similar to a video tutorial. I also give students the original data files so that they can "try it on their own." This gives them more practice and will help with the required homework.

I found that Yuja is not perfect. There are glitches occasionally. For example, getting randomly disconnected from my virtual office hours, glitches with editing my recorded video lecturers, or errors with the analytics tracking of the recorded videos. I am able to overcome must of these fairly easily, so these are minor inconveniences.

I communicate to the whole class using Blackboard announcements, and I send something out most days. I have also used personal email to connect individually with students to provide an update on their progress in the course as well as to connect with those who have fallen behind. The personal emails have helped re-engage students in the course. These times call for compassion and flexibility, so I've been trying to accommodate students who are struggling.