

Student Chapters and the Path to Teaching Excellence

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June 30, 2007

Introduction Douglas Viehland

This paper was prepared in conjunction with the 2007 ACBSP Annual Conference. During this Conference, held June 29 – July 2 in Orlando Florida, a special educational track includes presentations by seven organizations that offer student chapters on campuses of ACBSP schools. ACBSP is aware there are many more than these seven organizations, but they represent some of the most active—several have a long history of affiliation with ACBSP.

ACBSP focus is on teaching excellence in business schools and programs. The focus on what occurs in the classroom and the promotion of teaching excellence is a key component of the accreditation standards and criteria for accreditation. ACBSP is the only accrediting body for business schools that includes individual faculty as members and recognizes their excellence by presentation of the Wal-Mart Teaching Excellence Award. ACBSP activity promotes three affiliated honor societies specially for business schools. Each ACBSP Annual Conference has an educational track focused on teaching excellence where up to ten concurrent sessions feature presentations on best practices in the classroom. The special educational track on student chapters in 2007 was intended to bring together several of these activities and provide synergy to the role of student chapters in helping to achieve teaching excellence.

This paper is one of these synergies. It was prepared to highlight this occasion and to share some of the information presented at the Conference to those not otherwise able to attend. This paper will be available for download on the ACBSP Web site for several years and will be featured on the home page in the month following the Conference and in the ACBSP quarterly newsletter, *ACBSP Update*. In the next two sections, this paper tells the story from the perspective of two of these student chapters providing examples of how their campus chapters have helped to achieve goals linked to classroom activities and student development. One focuses on opportunities for involvement and the other focuses on testimonies from individuals involved with student chapters. The final section describes how schools that maintain these chapters have cited this involvement and participation in meeting certain standards and criteria for Associate Degree accreditation or reaffirmation of accreditation, or for Baccalaureate Degree accreditation or reaffirmation of accreditation.

An opportunity for the selected organizations to tell their story is another synergy. The opening concurrent session on Saturday morning features a discussion and expansion of the information presented in this paper. Representatives of each of the seven organizations will be present to introduce their organization. As a follow-up to the initial session, sessions will be held on Saturday and Sunday for conference attendees to learn more detailed information about each organization, including the requirements for students to join and how to create and maintain a student chapter.

The following individuals and their respective organizations participating in this special student chapter educational track are listed below in alphabetical order.

Collegiate Entrepreneurs' Organization

Joanna Wolek, Assistant Director
Collegiate Entrepreneurs' Organization
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Collegiate Entrepreneurs' Organization SM
(CEO) is the premier entrepreneurship network with chapters on university campuses across North America. CEO provides student entrepreneurs with opportunities, events, chapter activities and conferences to help start businesses.

Delta Epsilon Chi, A College Division of DECA

Jeff Collins, Director
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www.deltaepsilonchi.org

Delta Epsilon Chi serves college programs that are preparing students for business-related careers. Programs focus on leadership, networking, experiential learning, career and professional development, community service and recognition. An active Delta Epsilon Chi chapter helps connect a business program/campus to the nearly 180,000 high school DECA student members and their advisors.

Delta Mu Delta Honor Society

Janis Petronis, President
Rich Sosnowski, Secretary/Executive Director
9217 Broadway Avenue
Brookfield IL USA 60513-1251
OFFICE: 708-485-8494
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rich@dmd-ntl.org
www.dmd-ntl.org

Delta Mu Delta is the ACBSP affiliated honor society for accredited baccalaureate and doctoral degree institutions. Membership is by invitation to students who have completed at least half of the degree program and rank in the top 20% of the class.

Kappa Beta Delta

Idalene Williams, President
Mary Riley, Staff Liaison
7007 College Blvd Suite 420
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kbd@acbsp.org
www.acbsp.org/index.php?mo=cm&op=ld&fid=27

Kappa Beta Delta is a national business honor society that recognizes students in accredited associate degree-granting institutions for their high academic achievement in business programs. A KBD chapter is one of the rewards of ACBSP accreditation and provides a means by which an institution may give lifetime national recognition to its outstanding business students.

Phi Beta Lambda, the Collegiate Division of Future Business Leaders of America

Tom Payne
Director of PBL College and University Relations
Future Business Leaders of America-Phi Beta Lambda, Inc.
1912 Association Drive
Reston, VA 20191-1591

"FBLA-PBL is the premier student business association. Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs."

—excerpted from www.fbla.org

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Students in Free Enterprise

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SIFE is a global non-profit organization active in more than 40 countries. Working in partnership with business and higher education, SIFE establishes student teams on university campuses. These teams are led by faculty advisors and they are challenged to develop community outreach projects that reach SIFE's five educational topics.

--excerpted from www.sife.org

Sigma Beta Delta

James Bearden, Secretary-Treasurer

Sandra Estep, Executive Director

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www.sigmabetadelta.org

Sigma Beta Delta Honor Society for students in business, management, and administration serves institutions which offer baccalaureate and graduate degrees in business, management, and administration where the institution holds accreditation from one of the six regional accrediting bodies but not specialized accreditation in business.

Student Chapters and the Path to Teaching Excellence

Opportunities for Participation

Mindy Ver Steegt

Identifying a Faculty Advisor

Student organizations are designed to give the students involved the opportunity to come together around a shared cause or belief. Undoubtedly, student organizations are meant to be led by the students so they can learn leadership skills, but all of that would not be possible without the support and guidance of faculty advisors.

Identifying a faculty advisor for a student organization is crucial to the long-term sustainability of the group. Finding a faculty member who has the time, enthusiasm and interest in serving in this capacity can sometimes be hard to do, but is not impossible.

When identifying a faculty member to serve as an advisor, look for an individual that has a passion for teaching and giving students opportunities that will help them succeed in life. A faculty advisor for a student organization is someone who understands that the classroom experience can only test what a student has learned from a book, but the experience they will have through participation in an organization allows them to demonstrate that they understand the concepts and can put them into practice.

Opportunities for Being a Faculty Advisor

Being a faculty advisor requires a large commitment, but the opportunities an advisor can realize in return are some of the reasons they do it. Through student organizations, faculty members are able to enhance

their teaching experience and give their students the opportunity for real-world learning. Advising a student organization gives faculty members another tool to teach the concepts in the classroom. By giving students the opportunity to participate in organizations, advisors are able to watch students demonstrate what they are learning and at the same time solve real-world economic issues.

In addition faculty advisors are also able to network with other like-minded individuals and local, national and global businesses leaders at events sponsored by the national organizations. In addition to the other two opportunities, because of their involvement with students outside of the normal classroom experience, faculty advisors are able to receive professional recognition and advancement. Other faculty members also recognize the efforts of advisors as they witness the valuable learning experience students are receiving.

Opportunities for Students

Student organizations are an important part of every college student's career. Being involved in extracurricular activities allows students to engage with people from outside of their major and helps provide leadership experiences. The activities that students engage in help prepare them for their careers by providing an outlet for them to gain real-world learning experiences that translate into work experience, making them highly sought after by the business community.

Opportunities for Administrators

Student organizations provide a unique opportunity for academic administrators to receive positive community recognition for their institution as a result of the efforts of the organization. Student organizations that are involved in the local community carry the name of their institution with them as they conduct projects thus generating positive recognition for the school and at the regional, state and national levels. Many student organizations also provide administrators the opportunity to network with business leaders as they attend national events with their student groups. In addition, student organizations give administrators the opportunity to provide their students with a valuable learning experience that enhances the curriculum being taught in the classroom.

Opportunities for Business Leaders

Student organizations provide a great outlet for business leaders and corporations to come together around a shared cause and give back to the community. In addition, business leaders involved with student organizations have the opportunity to network with each other and meet top industry leaders at events and competitions created by the national organizations.

Importance of Active/Engaged Programs

Having an active and engaged student organization is important for the students involved as well as the growth and sustainability of the organization. An active program is able to fulfill its mission as well as give students the learning and leadership experience they are seeking. Active programs also allow for positive recognition for the institution as the students go out into the community and conduct projects and make a positive change in the people they work with. Active programs also attract more student members, which leads to the long-term success and sustainability of the organization. Organizations that can show what they do and that have members that enjoy the organization are more likely to attract and maintain students for the group.

Student Chapters and the Path to Teaching Excellence

Testimonies from the Colleges and Stakeholders

Jeff Collins

Salt Lake Community College

“The School of Business at Salt Lake Community College has been affiliated with ACBSP for over 15 years. We were one of the first two-year business educational institutions to be accredited by ACBSP as they invited two-year business programs to join their highly accredited association.

The first study and review of our program to be accredited by ACBSP was exciting, yet presented opportunities of change for our School of Business to meet the high accreditation standards ACBSP set for their accreditation process. Specifically, our Marketing Management program has evolved into a very intense educational curriculum, including high quality training and expectations with key assessment tools to enhance the student’s training toward their career path.

Participation in a student organization as part of the business program has been a key element of those educational experiences. The on-campus activities, combined with the conference experiences, provide students additional support and opportunities which enhance their career training. Further, the experiential learning programs and recognition of their achievement increases their self-esteem, provides team building, and develops their leadership. These attributes are essential to student development and career preparation, lead to a strong business program, and are highly valued by their future employers.

Having ACBSP as the accreditation team that reviews the business program and ensures high quality training, combined with a focused, professional student organization, offers a quality training program for our upcoming business leaders.”

Curtis Youngman

Professor of Marketing and Student Organization Advisor

Salt Lake Community College

Utah

Community College of Rhode Island

Comments regarding the chapter of an active business student organization: “This group of highly motivated and talented students has contributed significantly to the college through their Program of Work. They have brought business and industry representatives on campus, sponsored two very successful fundraising events and two highly visible social events, and have helped the college meet its enrollment goals for the fall 2006 semester.”

Ray M. Di Pasquale

President

Community College of Rhode Island—Knight Campus

Rhode Island

Johnson & Wales University

“Students involved in organizations related to their area of study and career path have greater academic success than students who do not participate in these types of organizations. This success can be attributed to the students being career-focused, and the leadership skills they develop through student organization activities.”

Kenneth DiSaia

Vice President of Enrollment Management

Johnson & Wales University

Rhode Island

Metropolitan Community College

“Since students give life to a college, leaders among the students have the most powerful impact in the college community. At Metro, students in our honor societies have made presentations on television as well as in person to high school and community groups. They are among our most important advocates of higher education. The honor organizations recognize students for their high academic achievement and provide leadership development opportunities.”

Daryl Hansen
Dean of Business
Metropolitan Community College
Nebraska

Tarleton State University

“Membership in a business honor society denotes permanent recognition of a student's academic excellence. That status is then noted through collegiate awards and appropriate graduation regalia, but more importantly, an immediate indicator of academic success for future employers.”

Darla Doty
Director, Career Services
Tarleton State University
Texas

Lanier Technical College

“As a high school student I had learned more about leadership and professionalism through clubs than I had learned in the classroom. I wanted to give this same opportunity to learn and grow to others. Now, after more than 30 years of teaching, I can still say that advising a student organization has been more fun than I ever imagined. Through my association with students in a professional business-related organization, I really get to know the student. You can't do that in the classroom.”

Robbie Bettis
Instructor and Chapter Advisor (Retired)
Lanier Technical College
Georgia

Minot University

“The conference sessions with business leaders gave us an insider's view on what the business world is really like now. We were able to ask them anything from diversity questions to advice on how to grow within a company. Rather than just listening to a speaker or reading a book about success, we were able to *personalize* the experience to fit our needs.”

Ken Story
Student Chapter Member
Minot University
North Dakota

Rockford Speedway

“Students who are active in a business student organization, and who communicate their accomplishments on their resume and through the interview process, demonstrate that they are taking it upon themselves to educate and better prepare themselves outside of the classroom. These experiences directly reflect their job performance.”

Kevin Ramsell
Marketing Director
Rockford Speedway

Student Chapters and the Path to Teaching Excellence

Student Chapters Use in Meeting Accreditation Standards and Criteria

**Steve Parscale and
Douglas Viehland**

How well students integrate into the college environment has an impact on degree attainment according to Metz (2004-2005) as he described the influence of extracurricular involvement on the student's academic success. Students that get involved with extracurricular activities such as clubs, societies, sports, etc. become a part of the institution's identity and return year after year and graduate.

Standards and Criteria Applicable to Student Chapters

The Association of Collegiate Business Schools and Programs (ACBSP) provides the accreditation process and the standards and criteria to business departments at institutions of higher education as a tool for understanding and managing performance and for guiding organizational planning. Several of the ACBSP Standards and Criteria require a business school or program to have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction.

Core Values

The standards and criteria used by the Baccalaureate/Graduate Degree schools include a core value of Partnership Development. The core value is stated as follows (emphasis added):

Partnership Development

Business schools and programs should seek to *build internal partnerships—those that promote cooperation among faculty, staff and student groups*, and external partnerships—those with other schools, businesses, business associations and the community, to better accomplish overall goals.

While similar core values do not exist for Associate Degree schools, the values used by Baccalaureate/Graduate Degree schools are generally applicable.

Standards and Criteria Applicable to Student Chapters—Baccalaureate/Graduate Degree

The Standards and Criteria applicable to Baccalaureate/Graduate Degree schools include Standard 3 which is stated as (emphasis added):

Standard 3. Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

The criteria used to determine fulfillment of the standard includes criteria, excerpts which are provided below (emphasis added).

3.1 Student Knowledge and Stakeholder Relationship Approach/Deployment Enhancement

To understand and anticipate needs and to create an overall climate conducive to the learning, well-being and satisfaction for all students, a business school or program should determine the current and long-term requirements, expectations, and preferences, of students, stakeholders and future students.

The business school or program should have a process in which it learns from its current and future students to understand and anticipate needs and to develop a climate conducive to learning. The process should:

(1) *Develop and maintain awareness of key general and special needs and expectations of current students.* Describe how needs and expectations are determined, aggregated and analyzed, and how this information is deployed within the unit and to all additional appropriate units;

The school or program must demonstrate that linkages to business practitioners and organizations exist that are current and meaningful.

Examples of linkages include, but are not limited to:

- a. Advisory boards
- b. Executives in residence
- c. Guest speakers
- d. Institutional outreach programs
- e. Partnerships and joint venture agreements with organizations
- f. *Professionally active student organizations in various business disciplines*
- g. Internship programs in business and economic research bureaus

Prepare a statement that sets forth the activities related to business and industry. If there is an advisory council of business leaders, include their names, titles, companies, etc., and describe the Council's accomplishments and usefulness to the business school or program. If there is an Executive Residence program or something similar where business leaders teach or lecture, then describe that program and what it accomplishes. Identify any other program for business leaders that might involve special speakers from and involvement with the local business community.

Describe internship programs, co-op programs, and student organizations and the involvement of business leaders as members or helpers. If there is a business and economic research bureau, describe its activities and usefulness.

In addition to Standard 3 and the criteria linked to Standard 3, Standard 5 has a focus on Faculty Development. One of the criteria to meet this standard includes the following excerpts:

5.4 Faculty Size and Load Approach/Deployment

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

ACBSP considers the following functions to be essential responsibilities of the faculty. Though other qualified individuals may participate in these functions, faculty must play an essential role.

1. Classroom teaching assignments
2. Student advising and counseling activities
3. Scholarly and professional activities
4. *Community and college service activities*
5. Administrative activities
6. Business and Industry interaction
7. Special research programs and projects

8. Thesis and dissertation supervision and direction, if applicable
9. Travel to off-campus locations, if applicable

Standards and Criteria Applicable to Student Chapters—Associate Degree

The important role of faculty in supporting student organizations is also inherent in the standards for associate degree institutions.

Standard II on Faculty Characteristics includes under Exhibit G on Faculty Load the following lead sentence (emphasis added):

“Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, *advising*, or other assignments, which exceed a normal workweek as defined by the institution per academic year.”

Advising can be documented as both to the individual student and to the student chapters.

A portion of the criteria under Exhibit G includes the following (emphasis added):

Definition and Rationale: The total faculty load should be based on such factors as:

1. Classroom teaching assignments.
2. *Student/advising/counseling activities.*
3. *College/school/community program service activities (including committee service).*
4. Continuing education/community services programs and activities.
5. Administrative activities.
6. Business/industry interaction.
7. Overall teaching excellence and innovation.
8. Scholarly activity.

Under the same standard, Exhibit H lists this service activity in the definition and rationale upon which faculty are anticipated to be evaluated.

Standard VI in the Associate Degree Standards and Criteria focuses on Business Industry Relations. The Standard and an excerpt from the Criteria are provided below (emphasis added).

Standard: Each academic unit must *demonstrate linkages to business practitioners and organizations*, which are current and significant, including an advisory board.

Definition and Rationale: Examples of linkages include but are not limited to:

1. Executives in residence.
2. Guest speakers.
3. Partnerships and cooperative agreements with organizations.
4. *Professionally active student organizations (societies) in various business disciplines related to major fields of study.*

There are other smaller references in the Standards and Criteria for accreditation. Our goal has been to provide specific highlights of this activity.

Examples from Self-Studies

Business units can meet these criteria in many ways. While submissions in a self-study are confidential, we are able to present excerpts without reference to the business school or program. Here are a few excerpts from self-studies on how business units are meeting the requirements.

Excerpt #1

One college responded in their self-study that they “support student organizations which encourage and recognize scholarship and accomplishment among business students. These organizations encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind.” Then they continued to describe the specific student organizations they work with.

Excerpt #2

Another school identified two groups they work with: “International Association of Administrative Professionals (IAAP): At the beginning of fall semester there were fourteen returning members and approximately 10 new members. Compassion in Accounting (CIA): The CIA provides financial accounting assistance (i.e. bank reconciliation, tax preparation) to low income and elderly individuals in the community. Highlights include student completion of Volunteer Income Tax Assistance (VITA) certifying exams and the receiving of Certificate of Appreciation from the city Partnership Education & Communication Division.”

Excerpt #3

“The College of Business sponsors several student chapters of professional societies that provide an important link to the business/industrial community. These chapters include the American Production and Inventory Control Society (APICS), the American Institute of Aeronautics and Astronautics (AIAA), the Institute of Management Accountants (IMA), Delta Mu Delta Honorary Society, and others. These student organizations or clubs offer unequalled opportunity for students to network with professionals in our local area, to participate in and attend national conferences and conventions relative to their chosen profession, and an awareness of potential job opportunities upon graduation.”

Excerpt #4

The final example was communicated as “The Department of Business believes it has an obligation to provide students with an opportunity to join organizations that allow them to interact with other business students. Accordingly, the business unit is a member of Students In Free Enterprise (SIFE). Student members of SIFE develop outreach presentations to local grade schools and high schools on various business and capitalism topics. Students also compete in SIFE competitions focusing on their outreach programs.”