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NOTES FROM THE EDITOR

Do you have a great idea or want to share a tip that works for you in the classroom? Submit it to the *WBE Journal*. Upcoming deadlines are as follows:

- Spring Journal: March 15
- Fall Newsletter: two weeks after convention
- Winter Journal: November 15

Articles may be submitted as *Word*, *Publisher*, or Rich Text Format files. If you are including a photo, set the resolution at 300 dpi.

As I'm beginning my two-year term as your *Journal* editor, I may not have the answer for you right away, but feel free to write me at nvanlane@shiocton.k12.wi.us with questions related to submitting articles. If I don't have the answer right away, I'll find it and get back to you.

If you're interested in becoming more active in WBEA, contact Sheila Piunti, our president, at piuntis@winneconne.k12.wi.us, or one of the other board members listed at the back of this issue.

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When you have a question about WBEA, go to wbeaonline.org and find answers.

MESSAGE FROM THE WBEA PRESIDENT

Greetings!

Time certainly passes quickly! It's hard to believe that 2006 is nearly over, and it certainly doesn't seem like I've been teaching for 34 years! When I look back, it's also hard to believe that I once taught without computers! Yes, I'm sure I'm not the only one who remembers the IBM Selectric typewriters, then the IBM DisplayWriters, followed by the electronic typewriters, and finally the IBM 8086 computer with 8 meg of memory!



Technology of the past makes me excited about today's technology and reminds me of the workshop at the Fall Convention in LaCrosse entitled "Take a Technology Roadtrip" presented by Kathy Krueger. Mrs. Krueger focused on the Tablet PC, PDAs, GPS navigators, digital cameras, and web cameras. These are only examples of the many sources used by today's business educator. What about all the software we use? Internet resources? Podcasting? Moodle? The list goes on and on.

So, how are we to "keep up"? Joining WBEA is a great start! Attending the Spring Seminar (Grafton High School, April 21) and the Fall Convention (Eau Claire, September 27-29) are two great places to gather tips and information from the great sectionals and workshops. And, it's a great place to share your knowledge by presenting and/or hosting sectionals and workshops. We can also check out www.wbeaonline.org. Many of us are using the Business ListServ on a daily basis. We see names but may not know the faces. Wouldn't it be great to meet each other? We can by attending the WBEA convention and seminar and making those new connections!

Why are we constantly changing our curriculum? Students! Yes, we are the teachers for tomorrow's leaders—our students! We can't simply sit back and teach the same things we did in the past—the typewriter is obsolete and so are parts of our curriculum. Keeping up with today's demands for the sake of our students can be time-consuming and demanding, but it can be exciting and rewarding. Enjoy teaching and enjoy life!

Sheila Piunti



There is a much simpler process to subscribe to the listserv now...

Go to <http://www.dpi.state.wi.us/cte/bitenews.html> and complete the simple enrollment form for the listserv. You can also unsubscribe from the same spot. Sandy Giuliani has updated the WBEA Web site with the correct instructions as well.

NATIONAL HALL OF FAME INDUCTS TWO BUSINESS EDUCATORS

Two outstanding business educators, Cortez W. Peters, Jr. and William A. Polishook, were honored at the Business Education National Hall of Fame induction ceremony on October 14, 2006, at the University of Wisconsin Whitewater. They were recognized for their many years of devotion to business education as demonstrated through their writings, teaching, and leadership in the field. Former NBEA president Walter Brower presided at the occasion and unveiled the plaques honoring the two men.

Cortez Peters instructed hundreds of teachers across the country in his scientific method of teaching keyboarding so they and their students became experts at the keyboard. Washington D.C. twice honored him by naming a day as Cortez W. Peters, Jr. Day in 1979 and again in 1991. Cortez died in 1993.

William Polishook gave leadership at Temple University in Philadelphia as assistant dean in the College of Education, dean of the Graduate School, chair of the Department of Business Education, founder and sponsor of Alpha Zeta chapter of Delta Pi Epsilon, and faculty sponsor of Phi Delta Kappa. He was a cofounder of Brandywine Junior College, Wilmington, Delaware, and he authored several textbooks in basic business subjects. Dr. Polishook died in 1993.

The Business Education Hall of Fame started at Rider University in 1977 as an initiative of Walter Brower, a former NBEA president. In 1995 the Hall was relocated to UW-Whitewater. The Hall of Fame pays tribute to those men and women who have made significant contributions to business education during their lifetimes.

A booklet of biographical sketches of each inductee since 1979 is distributed at the induction ceremony. The publication serves to provide a rich history of the development of business education and the people involved in that history.

Inductees to the Business Education National Hall of Fame since its inception are

John Robert Gregg	1979	Paul A. Carlson	1996
Frederick George Nichols	1979	Louis A. Leslie	1996
Peter L. Agnew	1981	Karen R. Gillespie	1998
James W. Baker	1981	Ruth I. Anderson	2000
Gilbert Kahn	1983	Lloyd V. Douglas	2000
Christopher Latham Sholes	1983	Dorothy L. Travis	2000
McKee Fisk	1985	Elvin S. Eyster	2002
Paul Sanford Lomax	1985	Ray G. Price	2002
Hamden L. Forkner	1988	T. James Crawford	2004
John L. Rowe	1988	Russell J. Hosler	2004
Robert E. Slaughter	1988	Herbert A. Tonne	2004
Gladys Bahr	1989	Cortez W. Peters, Jr.	2006
Helen Reynolds	1989	William M. Polishook	2006

An administrative committee and a national selection committee carry out the functions of nomination and election to the Hall of Fame. In addition, the local Beta Theta Chapter of Delta Pi Epsilon and the Glencoe/McGraw-Hill Company lend their continuing support to the program.

Nominations must be received by June 1 of even-numbered years, with the induction ceremony following in the fall of that year. For more information on the Hall of Fame, contact the Information Technology/Business Education Department at UW-Whitewater at (262) 472-1322.



Pictured at the official hanging of the plaque ceremony for the Business Education National Hall of Fame are (l to r) Robert D. Polishook, son of William M. Polishook; JoAnne King, sister of Cortez Peters; and Bonnie Waitzkin, daughter of William M. Polishook.

Why join WBEA? You get all this:

- Reduced registration fee for conventions
- Two annual editions of the *Wisconsin Business Education Journal*
- One annual edition of the *Wisconsin Business Education Newsletter*
- Innovative teaching tips and ideas
- Opportunities for networking with other business educators

See the form on page 6 of this issue to join or renew now.



Mark your calendars now

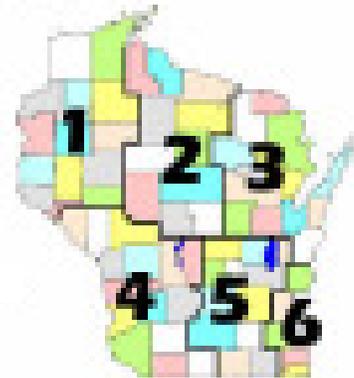
April 21—Seminar in Grafton

September 27-29—Convention in Eau Claire

2006-2007 WBEA Membership Application

Membership year runs from July 1–June 30. Please read your label.

P06-07	Professional dues paid for 2006-2007
S06-07	Student dues paid for 2006-2007
L**	Last time LIFE member directory was updated



Please complete **all information** listed below.
Place a check mark in front of your preferred mailing address.

For more information about WBEA, visit www.wbeaonline.org.

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Using your preferred address from above, indicate the county and WBEA District in which your school/home is located.

County _____ WBEA District _____ (see map above; same as FBLA)

WISCONSIN BUSINESS EDUCATION ASSOCIATION

\$40—Professional \$15—Retired \$10—Student (must be full-time)

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*Must have been a continuous member for past 10 years.

Total amount enclosed _____ Check No. _____ Check Date _____

Please make check payable to **WBEA**. Send application and dues to:
Cindee Loos, Membership Officer, Loyal High School, 514 West Central Street, Loyal, WI 54446

Note: Purchase orders can no longer be processed for payment of dues.

Duplicate this form and share it with potential WBEA members in your department or community!

**Face-To-Face Versus Web Based Instruction:
An Exploratory Study of the Differences
in an Undergraduate Organizational Behavior Course**

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Face-To-Face Versus Web Based Instruction: An Exploratory Study of the Differences in an Undergraduate Organizational Behavior Course

Abstract

This exploratory study compares the differences between face-to-face and web based classes for an undergraduate Organizational Behavior course using common learning assessment tools. Using independent sample *t* tests, no consistent pattern of results emerged. Results show no statistical significance in the QUIZ and GRADE assessment measures between the two groups of students. On the other hand, the writing assignments (EXSUM) did show a significant difference between the traditional face-to-face and the web-based students.

Introduction

It is hard to imagine life without the Internet. Need a book? Shop online at Barnes & Noble. Need pretzels? Shop online at Herr's Snack Food. Need information about the latest changes to the Fair Labor Standards Act? Visit the U.S. Department of Labor's Web site. The Internet has changed our lives to the point that we seek flexibility and convenience on our terms, not the dictates of a corporate entity. Even the ivory towers of academia have felt the impact of the Internet on the way higher education is delivered.

Higher education has embraced the Internet as a viable instructional technology medium. The U.S. Department of Education reports growth in the delivery of Internet courses within higher education since 1997. In 1997-1998, nearly 20% of the two-year and four-year postsecondary education institutions used synchronous (i.e., two-way interactive communications in real time such as Chat Rooms) computer based instruction (U.S. Department of Education, 1999). By 2000-2001, the use of synchronous instruction had grown to 43% (U.S. Department of Education, 2002). Likewise, during the same time periods the use of asynchronous (i.e., one-way communication in delayed time similar to Discussion Boards) grew from 58% in 1997-1998 to 90% in 2000-2001 (U.S. Department of Education, 1999; 2002). This growth has allowed higher education to supplement the electronic delivery of course material to students or to deliver complete degree programs (Alavi, Yoo, & Vogel, 1997; Arbaugh, 2000; Berger, 1999; Brower, 2003; Dutton, Dutton, & Perry, 2002; Paloff & Pratt, 1999; Webster & Hackley, 1997).

Statement of Problem. Just as the Internet has changed the way corporate America does business, adoption of the Internet has changed the pedagogical model for higher education. The land-grant model based on the collocation in time and space of both faculty and student is being supplemented, and in some cases replaced, with a new model that transcends physical barriers (Baker & Gloster, 1994; Laurillard, 2002; Markel, 1999; Moore & Kearsley, 2005; Twigg, 1994). The new model focuses on learning as a collaborative effort between faculty and student independent of geography and time (Baker & Gloster, 1994).

Earlier research focused on the comparability of educational quality between traditional and online courses (Dutton, Dutton, & Perry, 2002; Karuppan & Karuppan, 1999; McEwen, 2001). Karuppan and Karuppan (1999) critiqued this research as inconsistent in terms of comparable quality, in part as a result of few studies using large sample sizes. Markel (1999) argued that neither method is superior to the other; rather they have individual strengths that must be exploited in the learning process. Given these critiques, the research continues on the issue of question of comparability. One explanation may be the relative newness of the methodology for individual faculty members. Many of today's faculty would have formed their mental model of teaching through the traditional lecture method. Today's faculty are on a journey of initial discovery and are seeking to understand the possibilities, and limitations, of web-based courses for their specific discipline.

The purpose of this paper is to extend the overall goal of understanding online instruction. Specifically, this comparative, exploratory study examines the differences between traditional face-to-face and web-based classes in an undergraduate Organizational Behavior (OB) course as measured by common classroom assessment tools.

Review of Literature

Reasons, Valadares, and Slavkin (2005) examined the differences in learning outcomes among traditional, web-based, and hybrid courses. Hybrid courses combine traditional and online delivery to “provide the benefits of strategically timed class meetings coupled with the convenience of online learning activities” (Reasons, et al., 2005). Their study of two introductory courses over three years showed that students in the online sections outperformed the other sections in the final course grade performance measure.

Crow, Cheek, and Hartman’s (2003) narrative study described their experience with designing and delivering an online course. Their personal anecdotes described comparable learning experiences for students using the online course. For example, they concluded that their students achieved the course objectives since the grades were similar to those of their traditional students. Furthermore, they concluded that comparing different course formats using outcomes were only a partial explanation of differences. They advocated the inclusion of the inputs (i.e., learning styles and computer know how, instructor’s teaching style and computer know how) and the learning processes to help explain the differences.

Dutton, Dutton, and Perry (2002) compared the performance between sections of traditional and online computer programming students taught by the same instructor. Through a questionnaire, they concluded that online students were older, had more job responsibilities, had a longer commute to campus, and were more experienced with computers. On the other hand, they concluded that “online students made significantly higher exam grades than lecture students” (p. 17). Furthermore, there was no significant difference between traditional and online students’ course grades.

Johnson, Aragon, Palma-Rivas, Shaik, and Bilsbury (1999) examined, through an exploratory empirical study, a comparison between traditional and online graduate courses. This study focused on the same instructor teaching two sections of the same course. One section, with 19 students, used a face-to-face format; the other section of 19 students used a web-based format. They addressed the issue of student perceptions of their learning experience through several instruments – university wide faculty evaluation survey, Distance and Open Learning Scale (DOLES), and Dimensions of Distance Education (DDE). Additionally, the issue of student learning outcomes was measured through a self assessment of student learning and the distribution of course grades. The results favored the traditional model for student satisfaction. In terms of learning outcomes, there was no significant difference between the two methods of instruction. They concluded that in terms of learning outcomes “online instruction is as effective as traditional face-to-face instruction” (p. 74).

Methodology

This exploratory study examined the comparable quality differences between a traditional and web-based undergraduate management course. Specifically, this study considered this question through the following hypotheses.

- H₁ There is a difference in student quiz achievement between students in a traditional face-to-face class and a web-based class.
- H₂ There is a difference in student writing assignment achievement between students in a traditional face-to-face and web-based class.
- H₃ There is a difference in student final course achievement between students in a traditional face-to-face and web-based class.

According to Babbie (1995), an exploratory research method may be appropriate for several reasons. First, this methodology is appropriate when the purpose is “to satisfy the researcher’s curiosity and desire for better understanding” (p. 84). Additionally, this method is appropriate when the purpose is “to test the feasibility of undertaking a more careful study” (p. 84). However, Babbie cautioned that this methodology suffers from the issue of representativeness and can only provide insights into possible answers to the research question.

The sample for this study was convenient to the author and consisted of two sections of an undergraduate Organizational Behavior course taught by the same instructor at a regional, comprehensive university in the southwestern United States. The traditional section was taught using instructional television (ITV). The instructor was physically located with one group of students and connected via a one-way video, two-way audio ITV system to students at five geographically disbursed locations. The other section was taught as a web-based course using the Blackboard course management system. Both sections covered the same course content.

Both sections completed several learning assessment measures during the semester: quizzes and writing assignments. All students completed eight quizzes online through Blackboard. Each quiz consisted of ten multiple-choice questions and was available to the students for a given time period of seven to ten calendar days. Students were allowed to use their books and notes to complete the quiz. Once the students opened the quiz file, they had an unlimited amount of time to complete the quiz. Students were allowed one attempt per quiz. The instructor could reset the quiz if students experienced technical difficulty with their Internet connection. Students were not allowed to make up a quiz if they missed the scheduled time period for the quiz.

Both sections completed three experiential exercises called “Executive Summary,” each worth 25 points for a total of 75 points. These writing assignments consisted of a scenario that the students were to solve for their organization. Each scenario was distributed to both sections through Blackboard. All students were given several days to complete the assignment and submit their responses to the instructor through Blackboard. Students were expected to cite any sources supporting their arguments using APA style. All Executive Summaries were graded using a standard rubric.

The final course grade was used as an overall learning measure consistent with previous research (Reasons et al., 2005). For this study, the final grade for each student was obtained by dividing the total points earned by the total points available (i.e., 600 points). Students received a letter grade for the course based on a percentage scale:

- A $\geq 90\%$
- B 80% - 89%
- C 70% - 79%
- D 60% - 69%
- F $\leq 59\%$

Letter grades were converted to a numeric score based on the university’s grading policy (i.e., A = 4; B = 3; C = 2; D = 1; F = 0).

Results

The initial sample population consisted of 53 students, 32 in the traditional class and 21 in the web-based class. Students self selected their section preference during the normal course registration process. During the semester, one student, or 3%, withdrew from the traditional class, while four students, or 19%, withdrew from the web-based class. The net sample population for this study consisted of 48 students – 26 females (54%) and 22 males (46%). The traditional class consisted of 31 students (65%), while the web-based course consisted of 17 students (35%). Table 1 shows the correlation matrix for the learning assessment measures. All learning assessments show a significant positive correlation between measures and a strong positive correlation with the final grade (GRADE). These relationships were expected since the learning measures used the course learning objectives as the basis of the assessment.

Independent sample *t* tests were used to test the hypotheses. This test is applicable when the goal is to compare the means of two independent groups such as traditional and web-based sections (Hanke & Reitsch, 1994; Salkind, 2003; “SPSS”, 1999). As Table 2 shows, no significant difference was found for the measures involving the QUIZ and GRADE scores (i.e., H_1 and H_3 were not supported). On the other hand, a significant difference was found for the EXSUM measure (i.e., H_2 is supported).

The results of the QUIZ and EXSUM measures are inconsistent. These assessment measures used common formats, instructions, and grading rubrics for each section. The inconsistent results between the measures may be a function of several factors. For instance, seven web-based students did not complete one or more EXSUM assignments, compared

to three traditional students. The failure to complete the assignment and the accompanying grade of zero has a major influence on the total mean of the web-based section's EXSUM score within a small sample. Additionally, the assessment formats for the two measures were designed for different levels of learning. The multiple-choice format for the QUIZ measure focused more on the knowledge and comprehension levels of learning. The essay format for the EXSUM measure focused more on the application and analysis levels of learning. Moreover, the EXSUM grading rubric included an assessment of the student's ability to write a constructive paragraph as part of the department's Writing Across the Curriculum initiative. All students received feedback on their EXSUM assignments via the use of embedded comments in the student's *Word* document file and a copy of the graded rubric sheet. Thus, students in both sections had the opportunity to improve their written communication skills by using the various feedback tools. The inconsistent results between the two measures may be a function of different learning styles. Students in the traditional class have the ability to use both textual and auditory learning styles, while students in the web-based class must rely solely on textual learning. Finally, the inconsistent results may be a function of social interaction. Students in the traditional class had the ability to discuss feedback on an assessment with relative ease. The web-based students had the same ability to discuss their feedback, but it required initiative to send e-mail, start a threaded discussion board, or open a synchronous chat room with the instructor or other students. This inability to interact with others may leave a student feeling isolated (Crow et al., 2003).

The results of the final course grade measure (GRADE) shows the two methods of instructional delivery are comparable in quality. Though the traditional class final course grade mean was higher than the web-based class, the difference was not statistically significant. This lack of significance is consistent with previous research (Dutton et al., 2002).

Discussion

The design of this study as an exploratory study presents one limitation. The exploratory study is to examine an issue for better understanding of the basic research question, not to provide definitive answers (Babbie, 1995; Davis, 2005; Zikmund, 2000). A second limitation of this study is the sampling method. This study relied on a sample convenient to the author. The use of this sampling method hinders the ability to generalize results beyond the specific data set.

The overall results of this study parallel the inconsistency reported by previous research when the learning outcomes become the unit of measure. This study contributes to the existing database of knowledge about the application of a web-based course to a specific academic discipline. The results found significant differences between the traditional and web-based course for those assessment measures involving higher levels of learning (i.e., application of material through essays).

This study is limited to a focus on the learning outcomes and not the entire instructional system design (ISD). Future comparative studies involving web-based instruction research should address the broader ISD perspective as suggested by others (Crow et al., 2003; Moore & Kearsley, 2005). A systems perspective should address the role of social interaction and the effect that student-to-student and student-to-instructor interaction might have on the learning process. Reasons et al. (2005) suggested that the frequency of student interaction with the website material may be a factor in the comparable quality between face-to-face and online instruction. Crow et al. (2003) advocated studying "students' learning styles and computer know how, instructors' teaching style and computer know how" (p. 338). Studies of computer knowledge should focus on the user's (i.e., student or instructor) computer self-efficacy or a "judgment of one's capability to use a computer" (Hayashi, Chen, Ryan, & Wu; 2004, p. 141).

Is there a difference in learning between a traditional face-to-face class and a web-based class? This exploratory study showed mixed results for an undergraduate OB course using common learning assessment tools of quizzes, exams, writing assignments, and final grades. Web-based students significantly outperformed the traditional class on quizzes. The traditional students significantly achieved a higher mean final grade average. Students in the face-to-face class achieved a higher average level of performance on exams and writing assignments; however, this achievement was not statistically different from the web-based class. While this study contributes to the overall database of knowledge about web-based instruction, the study suggests that future research efforts should move from the learning outcome measure of comparison to a broader systems perspective.

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=rand(1,1) Put that in your memory bank and don't lose it.

When teaching students new concepts in a keyboarding class, using a technique called “typing garbage” lines has been wonderful to get lines on the screen without regard to errors and without waiting for the slower keyboardists. However, typing the above shortcut in Microsoft *Word* will produce “The quick brown fox jumps over the lazy dog.” The first number in the parentheses represents the number of paragraphs displayed; the second number represents the number of sentences in each paragraph. So, by changing the shortcut to =rand(3,3), the screen will display three blocked paragraphs with three sentences, or changing to (10,8) will display ten paragraphs with eight sentences. Once the paragraphs and sentences are on the screen, it's easy to teach formatting, format painter, styles, headers and footers, or whatever else without waiting for a student to finish keying. Happy keyboarding!

submitted by Mary Trautschold

A FRIEND OF WBEA is someone who . . .

- supports business education or business educators but is not an instructor
- contributes to the advancement of business education
- shares their knowledge of business education
- promotes business education
- makes the time to support others in their pursuits and is considered by many to be indispensable!

WBEA is asking for your help in finding and making nominations of those people in your life who support you as a business educator! We would like to honor them! The nominee does not need to be a WBEA member or a business education teacher.

WBEA honors one FRIEND OF WBEA each year at its annual convention. Don't you know someone like that? If so, please nominate that person.

FRIEND OF WBEA NOMINATION FORM

Name of Nominee _____

Present Title/Position _____

Mailing Address _____

Phone Number _____ E-mail _____

.....
Name of Nominator _____ Position _____

Mailing Address _____

Phone Number _____ E-mail _____
.....

On a separate sheet of paper please indicate the nominee's contributions to business education. Be sure to include support for the bulleted criteria at the beginning of the nomination form and number of years of contributions. Information should be limited to one single-spaced page.

Return completed form by **February 15, 2007** to: Bonnie Smith, Chairperson
WBEA Awards Committee
W277 E. Hill Road
Brillion, WI 54110
bonnie.smith@gotoltc.com

2007 WBEA Fall Convention

Please join us in Eau Claire September 27-29, 2007, at the Plaza Hotel & Suites. Yes, you are being asked to come “way up north,” but it is no farther to come north than it is for us to go south—just this once. I know you will enjoy the program that is being planned.

The room rate is \$62 single or \$82 double. A continental breakfast is included in the room rate. All rooms have refrigerators, microwave oven, irons, hair dryers and coffee. The hotel is equipped with wireless Internet throughout. The registration fee is the same as last year—watch for the Early Bird fee again this year. Look for complete details for fees online. We’ll post it as soon as things are finalized.

The committee this year consists of Cindy Kratky, convention coordinator “in training”; Kyla Burich; Mary Alice Eisch; Kathy Krueger; Jennifer Larrabee; Kelly Ostrander; Sheila Piunti, WBEA President; Mark Probst; Mary Sommers; Debbie Stanislawski; Sandralee Thiele; and Donna Weidman.

The keynoter will be Marilyn Levine. She has a magic wand she waves and *voila*, good things happen. She will share ideas with us...and perhaps she will bring some of those magic wands to sell to us!

So many things are in the planning stage. As soon as things are finalized, we’ll post them on the Web site. Do keep posted, and DO plan to attend. Eau Claire in September is beautiful! The drive “up north” will be beautiful as well.

Jan Allison
Convention Coordinator



Do you have a great idea to share?

Do you know how to use a piece of software that could be beneficial to other business educators?

Would you like to make a little extra money?

WBEA will provide a \$100 stipend for the host of a mini-workshop.

Contact Jen Wegner (jenwegner@charter.net) for more information.

Instructor Desirability, Student Choice and Student Satisfaction: An Experiment

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Instructor Desirability, Student Choice and Student Satisfaction: An Experiment

Abstract

Measurement of student satisfaction as an outcome assessment is vital to institutional success. An experiment was used to examine how instructor desirability (versus non-desirability) and student choice of an instructor (versus the student being assigned an instructor) influenced student satisfaction. Results revealed that when the instructor was assigned, students were more satisfied with the desirable instructor than the non-desirable instructor. However, there was no significant difference in the level of satisfaction between students who chose the desirable instructor and received the *desirable* instructor, and students who chose the desirable instructor but received the *non-desirable* instructor. Findings highlight the importance of students' perceptions of instructors as a significant influence on satisfaction and suggest that student choice may mitigate the influence of instructor desirability on student satisfaction.

Introduction

During this era of accelerated budget cuts and heightened competition in higher education, business schools face intense competition (U.S. Department of Education, 2001; Bristow & Schneider, 2002) and are being held increasingly accountable by a variety of stakeholder groups (e.g., students, alumni, parents, employers, governing bodies, and accreditation agencies) to deliver value added services in the educational experience. As such, in this manuscript, that educational experience is viewed as a product – the educational product – provided to stakeholders by a university or college. That product consists of the various features or elements experienced in an educational setting, including classrooms, professors, physical surroundings, computer labs, curriculum offerings, community involvement and more. This view of education as a product marketed to students and other stakeholders, recognizing that the needs of both the university and the stakeholders must be met if mutual satisfaction is to be achieved, is consistent with earlier works applying the marketing concept to higher education (Reed, Lahey and Downey 1984; Pate 1993; Sirvanci 1996; Bristow 1998; Bristow and Amyx 1998; Amyx and Bristow 1999; Bristow and Amyx 1999; Bristow and Schneider 2002). As suggested by Bailey and Dangerfield (2000), students are the most immediate stakeholders of the educational product and their level of satisfaction with that product is an important marketing concern. Further, as business schools compete to attract and retain top-level students, the extent to which appropriate product mixes and the desired service quality are being offered suggests the measurement of student satisfaction as a key component of outcome assessment.

The assessment of student satisfaction with the educational product is a growing trend (Buechler, 2002) and serves as an effective method to discover valuable product and promotional mix information. Such assessment work provides marketing managers with baseline information from which value added service offerings can be created, adjusted, or adapted to better meet the needs of key stakeholders. For example, student satisfaction has been positively correlated with student retention rates (Koeske & Koeske, 1991), academic and professional achievement (Pike, 1993), ratings of institutional quality (Cleary, 2001), and alumni donations (Hernon, Nitecki, & Altman, 1999). Additionally, measures of student satisfaction have been used to identify deficiencies in the educational product and the delivery of key components of that product. Specifically, student satisfaction has been linked to their perceptions of advising, student career preparation, course effectiveness, and course availability (Korn, Sweetman, & Nodine, 1996). Given the significance of student satisfaction, the Association to Advance Collegiate Schools of Business (AACSB International) encourages business programs to participate in student satisfaction and other assessment efforts to benchmark educational outcomes (AACSB, 2004). In light of the growing importance of measuring and understanding student satisfaction and its relation to numerous aspects of the educational product, an experimental scenario was utilized to examine two possible antecedents of satisfaction: instructor desirability and student choice (i.e., the opportunity for students to choose their instructor).

Instructor Desirability

In this study, instructor desirability is defined as the students' desire for an effective instructor. In defining instructor desirability, the authors consider the student's perspective and assert that a student's desire to have an instructor is contingent upon the perceived ability of the instructor to teach effectively. The notion of effectiveness is an essential component in our definition of instructor desirability and is rooted in the work of McKone (1999). McKone defined instructor effectiveness based on such factors as communication, knowledge, and fairness of performance evaluation. Similarly, our definition, elaborated in an experimental scenario, described the instructor in terms of two

major criteria: 1) the ability to give lectures and 2) the fairness of exams administered to students. Logically, students would desire and ultimately be more satisfied with an effective instructor who gives strong lectures and fair exams over an ineffective instructor who is a poor lecturer and administers unfair exams. In fact, instructor effectiveness has been recognized as the most important factor related to student satisfaction (Krehbiel, McClure, & Pratsini, 1997) and is significantly correlated with student satisfaction (Corts, Lounsbury, & Saudargas, 2000). Thus, where instructor desirability is predicated on effectiveness, and instructor effectiveness leads in part to student satisfaction, this study tests the following hypothesis.

H1: Students who receive a desirable instructor will not differ in level of satisfaction from students who receive a non-desirable instructor.

Student Choice

Choice is defined by *Webster's New World Dictionary* (2003, p. 257) as "the act of selection by the free will of one's judgment which is determined by partiality or preference." In this study, student choice refers to the opportunity for students to choose the instructor they desire or prefer. While the authors could not find any existing studies explicitly related to student choice, a number of studies exist in the services literature regarding customer choice.

The freedom to choose among alternative service providers is considered to be a fundamental and coveted belief among most consumers. For example, the need for greater choice among secondary students prompted the development of school vouchers. Giving consumers more choices about their health care providers has been a controversial customer service issue for years. The services literature offers several conflicting insights with respect to the relationship between choice and satisfaction. For example, having a choice was considered to be important among customers (Manthei, 1983), yet choice did not significantly impact customer satisfaction (Manthei, Vitalo, & Ivey, 1982). In other studies, customers who were able to choose their service provider were more satisfied than those who were assigned one (Amyx & Bristow, 2001; Schmittiel, Selby, Grumbach, & Quesenberry, 1997). Elsewhere, customers who were not given a choice, but were able to see a desirable service provider, were most satisfied (Weyrauch, 1996). Overall, choice appears to be important to customers, and in most instances, significantly influences satisfaction, though not in an entirely consistent manner. Similarly, the authors expected that student choice would influence student satisfaction by interacting with instructor desirability. Accordingly, the following hypothesis was developed:

H2: The interaction between student choice and instructor desirability will not be a factor in student satisfaction.

Experimental Method

The study was grounded in the services literature (Amyx & Bristow, 2001; Manthei, et al. 1982; Manthei, 1983; Schmittiel, et al. 1997; Weyrauch, 1996) and, therefore, students were viewed as customers and instructors as service providers. An important assumption for this study is that the perception of students as customers is consistent with the marketing concept and emphasizes the mutual satisfaction of both customer/student and organizational/university needs (Drucker, 1954; Webster, 1988, Bristow, 1998; Amyx & Bristow, 1999; Bristow & Amyx, 1998; Bristow & Schneider, 2002). The authors are not suggesting that the needs of the student take precedent over the necessity for the university and the professor to provide a rigorous and challenging educational product that satisfies the needs of the various stakeholders.

The experimental scenario in the study described two sections of the same college course, each taught by a different professor. One course section was taught by a desirable instructor and the other section was taught by a non-desirable instructor. In the scenario, the desirable professor, Dr. Adams, was described through word of mouth communication between classmates as "a fine lecturer who gave fair exams." The experimental scenario described, via student word of mouth, the undesirable professor, Dr. Baker, as a "poor lecturer who gave unfair exams." The experimental scenario was designed to simulate, with as much realism as possible, an actual service encounter between a student and an instructor during a college course. Prior to data collection, all experimental materials were pre-tested with a section of students enrolled in an undergraduate business course. Modifications to the materials were made based on the results of the pretest. There was no overlap between students involved in the pretest and students who participated in the main study.

Subjects received a packet of materials detailing the contextual environment of the experimental scenario. The scenario explained that the subject was a student who was meeting with an academic advisor prior to enrolling in classes. During the meeting, a required class was identified by the student's advisor. In the scenario, two instructors were available for the required class, Dr. Adams (desirable instructor), described through word of mouth communication by classmates as a fine lecturer who gave fair exams and Dr. Baker (non-desirable instructor), whom classmates described as a poor lecturer who gave unfair exams.

While students almost certainly want the opportunity to choose a desirable instructor, the reality is that they often do not have such opportunities for a variety of reasons. For example, the student may be assigned an instructor, or only one course section may be offered, or only one instructor may be responsible for teaching a given course. Also, students may not receive the instructor they prefer because of course reassignment of instructors, scheduling conflicts, or even faculty turnover. Thus, even if students are given the opportunity to choose their instructor, they may not receive their first choice. Given the real possibility that students don't always get what they want in terms of course instructors, the experiment consisted of four treatment conditions where instructor desirability and student choice were manipulated. The four treatment conditions were: (1) student is assigned and receives a desirable instructor, (2) student is assigned and receives a non-desirable instructor, (3) student is allowed to choose and then receives a desirable instructor, or (4) student is allowed to choose a desirable instructor but receives a non-desirable instructor. Hence, a 2 X 2 full factorial between subjects experimental design was employed to assess the influence of instructor desirability and student choice on student satisfaction.

When allocating subjects among the treatment conditions, half of the subjects were assigned either a desirable or non-desirable instructor by the advisor. Those subjects who were assigned an instructor by the advisor later received the instructor they had been assigned. The other half of the subjects were allowed to choose their instructor.

Of those subjects who had a choice, half received their choice (Dr. Adams) and the other half (who had a choice) received the non-desirable instructor (Dr. Baker). The scenario's description of the instructors (given to all subjects) was designed to elicit a strong preference among all subjects for the desirable instructor (Dr. Adams). For all subjects, a manipulation check was employed to confirm that the subjects preferred Dr. Adams. All subjects confirmed that Dr. Adams was the desirable instructor.

Within the scenario used in the study, students learned at the first class meeting which of the two instructors they had received (i.e., on the first day of class following faculty/student advisement). The scenario then described the student's experience in the course with the instructor they received. The students' experiences during the course were identical across all four experimental treatment conditions. At the beginning of the course, the instructor discussed the syllabus, answered questions, elaborated on testing procedures, and explained that the course required active participation and completion of homework assignments. The scenario described the instructor's lectures as stimulating and well organized. While the course was challenging and required significant preparation time on the part of the students, the instructor interacted well with students and provided study guides prior to examinations.

As presented in the scenario, near the completion of the course the student had earned a "C" average, and met with the instructor to discuss the grade and the possibility/likelihood of the student earning a higher letter grade by the end of the course. The instructor was easily accessible to the student outside of class. When the student met with the instructor about how to perform better, the instructor seemed friendly, showed concern, listened to the student, and offered advice on how to better prepare for the final exam. The instructor said that if the student performed well on the final exam, the grade could be raised to a "B." Using the new study tips, the student studied extensively for the exam. The exam was more challenging than any of the previous tests. Ultimately, the student received a final grade of "C" for the course.

After reading the scenario, subjects responded to three questions designed to assess their level of satisfaction with the instructor (see Table 1). The three satisfaction items were each rated on a five point Likert scale. To measure overall satisfaction, the three items were summed and divided by three with the resulting overall score ranging from 1 (very dissatisfied) to 5 (very satisfied).

Table 1
Dependent Variable: Satisfaction Scale Items

Item-to-Total	Satisfaction Items*	Correlations*
1.	“How do you feel about your experience with the instructor in the scenario?” Very Dissatisfied/Very Satisfied.....	.663
2.	“How likely are you to recommend the instructor in the scenario to a friend?” Very Unlikely/Very Likely.....	.751
3.	“If you had to take another similar course, how comfortable would you be with having the instructor in the scenario again?” Very Uncomfortable/Very Comfortable.....	.694
Cronbach Alpha (overall scale reliability score).....		.838

**Note.* Each item used a five-point Likert scale with 1 = the lowest rating and 5 = the highest rating corresponding to each item. Items adapted from Amyx and Mowen (2000).

***Note.* An item selection cutoff value of .60 or higher for item-to-total correlations was employed per Nunnally (1978).

Measuring student satisfaction after the student knows the final course grade is a significant element of the study, given that student satisfaction is used in outcome assessment rather than instructor evaluation. Outcome assessments differ from instructor (course) evaluations in that outcome assessments occur after final course grades are known. In contrast, the final grade is typically not known when instructor evaluations are conducted.

Results

A total of 179 students from an upper mid-western state university in the U.S. participated in the experiment (see Table 2). The data were collected during regularly scheduled class times and a 100% response rate was achieved. Using the data provided by these subjects, the hypotheses were tested using ANOVA.

**Note.* Frequency totals may differ among demographic variables due to non-response on some items.

Table 2
Subject Demographics

Demographic Variable	Frequency*	Percent
Sex		
Male	87	48.6%
Female	92	51.4%
No response to this item	0	0%
Race		
Caucasian	159	91.4%
African-American	1	0.6%
Asian	11	6.3%
Other	3	1.7%
No response to this item	2	.01%
Age		
18-22	143	81.3%
23-25	18	10.2%
over 25	15	8.5%
No response to this item	3	.02%
Class Standing		
Freshman	0	0.0%
Sophomore	8	4.5%
Junior	97	54.8%
Senior	71	40.1%
Grad Student	1	0.6%
No response to this item	2	.01%
Major		
Business	153	86.4%
Arts	1	0.6%
Social Sciences	1	0.6%
Other	22	12.4%
No response to this item	2	.01%

Hypothesis one (H1) asserted that students who received the desirable instructor would not differ in satisfaction from students who received the non-desirable instructor. To test H1, a comparison of mean satisfaction levels between subjects who received the desirable instructor (Dr. Adams) and the non-desirable instructor (Dr. Baker) revealed a significant difference ($F=10.82$; $p<.001$). Specifically, subjects who received Dr. Adams were significantly more satisfied ($\bar{M}=3.16$) than subjects who received Dr. Baker ($\bar{M}=2.68$), even though all of the students' experiences in the course were identical (whether students received Dr. Adams or Dr. Brown). Thus, hypothesis one was rejected.

Table 3a

ANOVA Results: Desirable vs. Non-Desirable Instructor Tests of Between-Subjects Effects

Dependent Variable: Satisfaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.516(a)	1	9.516	10.819	.001
Intercept	1420.400	1	1420.400	1614.951	.000
Instructor Desirability	9.516	1	9.516	10.819	.001
Error	144.243	164	.880		
Total	1584.444	166			
Corrected Total	153.759	165			

A R Squared = .062 (Adjusted R Squared = .056)

The second hypothesis (H2) asserted that the interaction between student choice and instructor desirability would not influence student satisfaction. H2 was tested by comparing mean satisfaction levels among the four treatment conditions. Among subjects who were assigned their instructor, there was a statistically significant difference in satisfaction ($F=9.164$; $p<.003$). Subjects who were assigned Dr. Adams (desirable instructor) were significantly more satisfied ($\bar{M}=3.23$) than subjects who were assigned Dr. Baker (non-desirable instructor) ($\bar{M}=2.59$).

Table 3b

ANOVA Results: Assignment of Desirable vs. Non-Desirable Instructor Tests of Between-Subjects Effects

Dependent Variable: Satisfaction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8.501(a)	1	8.501	9.164	.003
Intercept	686.822	1	686.822	740.461	.000
Instructor Desirability	8.501	1	8.501	9.164	.003
Error	73.277	79	.928		
Total	775.222	81			
Corrected Total	81.778	80			

A R Squared = .104 (Adjusted R Squared = .093)

Surprisingly, no significant difference was observed in the level of satisfaction between students who chose and received the desirable instructor (Dr. Adams), and students who chose the desirable instructor but received the non-desirable instructor (Dr. Baker). Thus, hypothesis two was only partially rejected.

Discussion

Support for hypothesis H1 suggests that instructor desirability was positively related to student satisfaction. Stated otherwise, students who received the desirable instructor were more satisfied than students who received the non-desirable instructor. With respect to the first hypothesis, only the framing of instructors' desirability was manipulated in the experiment. Otherwise, there were no differences in the students' experiences during the course. Thus, the experimental manipulation resulted in the observed differences in student satisfaction with the instructor.

Support for the second hypothesis suggests that student choice interacts with instructor desirability to influence student satisfaction. Specifically, student satisfaction with the instructor differed depending upon whether or not the student was assigned an instructor. Stated otherwise, when students chose their instructor, the desirability/non-desirability of the instructor did not impact student satisfaction with the instructor. However, when the student was assigned an instructor, student satisfaction varied significantly between those students who received the desirable versus the non-desirable instructor. Such results are similar to those in a study conducted by Weyrauch (1996), where individuals who were assigned a desirable service provider were most satisfied. Weyrauch (1996) explained that being assigned a desirable service provider created a pleasant surprise for the customer, given that the choice was outside of the customer's control. Such a serendipitous effect may have also occurred in this study.

Another explanation for the observed results relates to the "outcome bias effect," which suggests that individuals assess the appropriateness of events based primarily on outcomes (Baron & Hershey, 1988). Specifically, if a negative outcome occurs, individuals closely scrutinize the procedures that led to the outcome, but tend not to do so if a positive outcome transpires (Amyx, Mowen, & Hamm, 2000). In this study, the outcome for students in the experimental conditions was the receipt of a final letter grade of "C" in the course. Because of the student's expectation of a higher letter grade (based upon conversations with the instructor), the outcome could reasonably be construed as a negative outcome. As such, a student's level of satisfaction with the instructor may have been significantly influenced by the assignment of either a desirable or non-desirable instructor. Thus, students who were assigned a non-desirable instructor evaluated the outcome more negatively (i.e., were less satisfied) than those who had the pleasant surprise of being assigned a desirable instructor. However, for those students with a choice, the potential for obtaining a desirable instructor, not the actual receipt of a desirable instructor, may have mitigated the difference between the satisfaction levels associated with the desirable and non-desirable instructors.

Conclusion and Recommendations

In this time of increasing competition for the best and brightest students and with colleges and universities across the country working diligently to better understand key components of student recruitment and retention, student satisfaction becomes paramount to the continued growth and success of business schools. Whether due to a pleasant surprise or an outcome bias, the results of the study suggest that student choice and instructor desirability are interrelated factors impacting student satisfaction with the educational product. The researchers suggest that additional experiments be conducted to investigate the impact of specific instructor characteristics (i.e., teaching style, years of experience in the classroom, research background/productivity, gender, title, highest degree earned) on student perceptions of instructor desirability. Further, it is recommended that future research could manipulate how students' expectations are set about the instructors' desirability. For example, instead of manipulating expectations based on word of mouth from other students, student perceptions of instructor desirability could be manipulated by grade received or instructor teaching style.

In addition, educators are encouraged to consider the ways in which student choice of an instructor might be addressed during the registration process. Many universities and colleges have implemented first-year experience programs designed, in part, to boost retention rates and to provide those student with every opportunity for a smooth transition to college life and to successfully meet the academic challenges of university classrooms. Perhaps those students could be offered the opportunity to review the characteristics of alternative instructors and then allowed to select the instructor/session most desired. The planning and resources involved in implementing such a process might prove to be an important investment in retaining students and increasing their overall satisfaction with their educational experience.

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WBEA Seminar in Grafton

Grafton High School
Saturday, April 21, 2007

Registration—8:00 – 8:45

Welcome—8:45 – 9:00

Tentative Break-Out Options:

9:15 – 10:00 <ul style="list-style-type: none"> • Smart Boards • CIW • Team Building 	10:15 – 11:00 <ul style="list-style-type: none"> • Web Design • 8th Grade Computer Literacy • Business Partnerships
11:15 – 12:15 Box Lunch	
12:30 – 1:15 <ul style="list-style-type: none"> • Course Management System • Community Building • SAM 	1:30 – 2:15 <ul style="list-style-type: none"> • Accounting • Video Editing • Sports/Entertainment Mgmt. • New Teacher Panel

NAME

SCHOOL

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(Includes lunch and breaks)

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Amount Enclosed

Please make checks payable to WBEA and mail by April 5, 2007, to:

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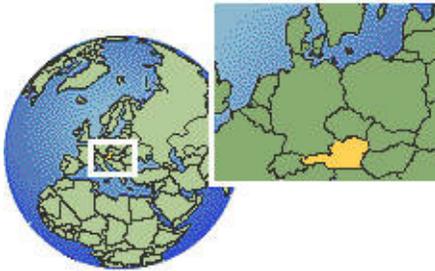
Call for Proposals for Presentations 2007 SIEC-ISBE Conference Vienna, Austria, July 29-August 3

The International Board of the International Society for Business Education (SIEC-ISBE) and the Pedagogical Committee invite members to submit presentation proposals for the 2007 SIEC Conference in Vienna, Austria, from July 29-August 3. The theme for the conference is “Innovation in Business Education.”

Criteria for selection will include the overall quality of the proposal and expertise of the presenter(s). In addition, proposals which follow the conference theme will be given consideration. All presenters must be members of SIEC-ISBE and should attend the entire conference.

Proposals should be submitted using the Pro Forma Submission Form available from the SIEC-ISBE international Web site, www.siec-isbe.org. Send your proposal by January 20, 2007, to Lila Waldman (waldmanl@uww.edu), U.S. Pedagogical Committee member, or Hans-Peter Schoch (hpschoch@tele2.ch), Chair of the Pedagogical Committee.

Authors will be notified by February 25, 2007, regarding the acceptance of their proposals. After March 10, all accepted proposals will be placed on the SIEC-ISBE international Web site.



ISBE Registration Fee Waiver Opportunity

Lila Waldman will donate the \$500 that she received with the Hosler award to cover the cost of registration at the 2007 ISBE conference for a WBEA member who has never attended an ISBE conference and is teaching or developing a course in international business. The conference will be held in Vienna, Austria, from July 29-August 3. The awardee must be or become an ISBE member and will be responsible for travel, lodging, and personal expenses for the conference. Membership information is available at www.isbeusa.org.

Anyone interested in receiving this award should send a letter or e-mail explaining how his/her attendance at the ISBE conference will be beneficial in teaching international business to Lila Waldman (waldmanl@uww.edu), Carlson 4105, UW-Whitewater, Whitewater, WI 53190, no later than **March 1**. The registration fee for the awardee will be submitted directly to the SIEC Austria chapter by May 1, 2007.

UNIVERSITY OF WISCONSIN-WHITewater
NOTICE OF BUSINESS AND MARKETING EDUCATION POSITION
FOR FALL 2007

The 26-member Department of Curriculum and Instruction is seeking applications for a full-time faculty position at the assistant professor level to teach methods courses, supervise field experiences, and advise undergraduate and graduate students in business/marketing education. We are seeking qualified candidates with a) Master's degree in business/marketing or related field; earned doctorate in educational administration, curriculum and instruction, or related field preferred, b) teaching experience in middle-school or high-school business education or business and marketing education, c) evidence of scholarly productivity or a well-developed research agenda. At least three years of K-12 teaching experience, teaching at the university level, and teaching experience in both business and marketing education is highly desirable. In addition to teaching and advising, responsibilities include conducting educational research and service on college and university committees and coordination of the business/marketing education licensure program. Possible undergraduate and graduate courses to be taught include Methods of Teaching Basic Business Subjects, Methods of Teaching Business Education, Methods of Teaching Computer Applications, and Methods of Teaching Accounting.

For further information, contact: Dr. John Zbikowski, Search Committee Chair, (262) 472-4860, zbikowsj@uww.edu, Dept. of Curriculum & Instruction, University of Wisconsin-Whitewater, Whitewater, WI 53190-1790. APPLICATION DEADLINE: **January 22, 2007**, or until filled.

APPLICATION PROCESS: Interested persons should send a letter of application, curriculum vitae, three current letters of recommendation, and copies of all transcripts (may be unofficial) to: Dr. Katy Heyning, Associate Dean, 2035 Winther Hall, University of Wisconsin-Whitewater, Whitewater, WI 53190. Electronic submissions may be sent to heyningk@uww.edu. Clearly indicate in application the position you are applying for.

SALARY: Competitive, depending on experience and qualifications.

UNIVERSITY and COMMUNITY: The University of Wisconsin-Whitewater, founded in 1868, is known for academic, arts, and athletic excellence in a setting of high quality, career-oriented undergraduate and graduate programs. Courses offer a unique blend of personal enrichment and professional experience. UW-Whitewater provides 45 undergraduate programs and 13 graduate degree programs to an enrollment of 10,600 students. The campus is located on 400 rolling acres with 46 buildings, a nature preserve, and an arboretum. UW-Whitewater is also within convenient driving distance to the metropolitan cities of Milwaukee, Madison, and Chicago.

The Business Teacher Education program was recently recognized as the best business teacher education program in the nation by the Association for Career and Technical Education at its 2003 convention.

The University of Wisconsin-Whitewater is an Equal Opportunity and Affirmative Action employer, and actively seeks and encourages applications from women, people of color, persons with disabilities, and all veterans. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

A TIME FOR RENEWAL

The summer is rapidly fading into fall—a beautiful time for renewal. I heard a statement once that really summed it up for me. “Spring is to nature as fall is to education.” It is a time for renewal—an opportunity for us to start fresh in the school year to repeat successes and correct mistakes. This is a wonderful time to think about our professional involvement and what we can do to improve ourselves and our students as a result.

When I was studying to become a business teacher—more that a few decades ago, my professors stressed the importance of belonging to local, state, regional, and national associations dedicated to the business education profession. Membership was not a choice for us, but an obligation. I was fortunate to have professors who not only talked the talk, but walked it as well. I saw them taking on leadership roles, presenting at conferences, publishing, and sharing with us the benefits that came with belonging!

Any student who has studied Maslow’s hierarchy remembers the third layer—belonging. Humans want to be accepted and to belong, whether it is clubs, work groups, religious groups, and/or family. We need to feel loved by others and to be accepted by them. People also have a constant desire to feel needed. Our professional organizations give us a chance to really belong and find that acceptance and camaraderie that only comes from people who really understand our individual situations.

I discovered after joining NBEA that there was a wealth of great ideas that I could use as I started teaching. The journals and yearbooks were written by people who had experience and shared it willingly. Better than that, the “gods” of business education that I had studied in methods classes were now within my reach, and I had the opportunity to mingle with them at conferences and workshops. I discovered that they were not “gods,” but mere mortals who were business teachers and had cared enough over the years to share their experiences as a way of teaching and leading the way for me. No longer did I see membership as an obligation, but rather as an excellent choice!

I began my career in the southern region, spent eight years in the Mountain-Plains region, before finding personal and professional fulfillment in our North Central region where I have taught for seventeen years. During these years, I have had the joy of working with some of the finest teachers in the best region of our country. I have been able to work at every level in Minnesota, serve on the board of the North Central region for almost nine years, and now find myself on the board of the National Business Education Association. My exhilaration and inspiration have come from these relationships and that belonging.

As we consider our return to our classes this fall—this period of renewal, step back, take a long look around you, and see if you, too, could benefit from belonging to NBEA. Please don’t join because it would look good on your resume, join with the idea that you can grow professionally, become involved on another level, and benefit from the same types of things that I did those 36 years ago. Yes, times have changed. What I studied in college is a far cry from what we teach today—and quite honestly—no one is happier than me about that. (Some of you will remember the “joys” of technology and skills in the sixties and early seventies—including the spirit duplicator, the manual typewriters [oh what a blessing was the IBM Correcting Selectric], and shorthand.) The beauty of change is that NBEA has not only evolved with the times, but led the way for many of us with the national standards, the *Forum* articles, and the yearbooks devoted to methodology.

Find out what’s in it for you, ask a fellow member or drop me a line at jmurphy@winona.edu. Better than that, go to the NBEA website at <http://nbea.org/>, check out the benefits, the publications, the professional opportunities, and download the membership application. You’ll be glad you did and so will your students!

Bill Murphy
NCBEA Membership Representative
submitted September 06

Are you a member of NBEA?

Use the form below to join today!



NATIONAL BUSINESS EDUCATION ASSOCIATION MEMBERSHIP APPLICATION Join Today and Increase Your Professional Expertise!

MEMBER SERVICES

Publications

- *Business Education Forum*, NBEA's Journal
- *Keying In*, NBEA's Newsletter
- NEA Yearbook
- Special Publications and Promotional Items
- Curriculum Standards and Resources
- \$250,000 Professional Liability Insurance
- Annual National Convention
- Regional Association Membership
- Regional Conventions
- Legislative Advocacy
- Business-Industry Link
- Professional Awards Program
- International Society for Business Education (ISBE)
- MasterCard Program

RETURN THIS FORM WITH PAYMENT TO:

National Business Education Association
1914 Association Drive
Reston, VA 20191-1596
(703) 860-8300
Fax: (703) 620-4483
E-mail: nbea@nbea.org
www.nbea.org

IMPORTANT—Please list both home and business addresses and telephone numbers.

Indicate mailing preference: Home Business

Name _____ Title _____

Organization _____

Business Address _____

City _____ State _____ ZIP _____

Business Phone (include Area Code) _____ E-Mail _____

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METHOD OF PAYMENT:		MEMBERSHIP CLASSIFICATION:	
<input type="checkbox"/> Check Payable to NBEA		<input type="checkbox"/> Professional \$75	
<input type="checkbox"/> Visa # _____		<input type="checkbox"/> Professional/ISBE..... \$105	
<input type="checkbox"/> MasterCard # _____		(International Society for Business Education)	
Expiration Date _____		Membership dues include a \$20 subscription to Business Education Forum. Subscriptions are not available to nonmembers. NBEA dues are not tax deductible as a charitable contribution for federal income tax purposes, however, they may be deducted as a business expense under other provisions of the Internal Revenue Code.	
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Signature required for all credit card charges			

CALL FOR MANUSCRIPTS

The *Wisconsin Business Education Journal* is a refereed journal listed in *Cabell's Directory of Publishing Opportunities in Education*. All manuscripts are given a blind review by three external reviewers. Accepted manuscripts are published twice a year, fall and spring. The deadline for submission of manuscripts for the fall issue is June 1 and for the spring issue is November 1.

The purpose of the WBEJ is to provide educators with articles reflecting present and future teaching strategies, research-based articles, and technology ideas in business and marketing education. Only manuscripts which meet this purpose will be considered for review.

Publishing Guidelines

1. All manuscripts should use APA style and be between 1-10 single-spaced pages in length. Leave one blank line between paragraphs and before and after headings.
2. The manuscript should be submitted in camera-ready format, typed in Microsoft *Word* using Times New Roman, 12-point font.
3. All graphics (tables, graphs, charts, etc.) should be encased in boxes.
4. Manuscripts should have 1-inch top, side, and bottom margins with no page numbers
5. A title page that includes manuscript title and name, address of institution, email address, and phone number of each author must be attached to the manuscript. No identification information of authors should be included within the manuscript.
6. Four original hard copies of the manuscript should be mailed **and** one electronic version (an e-mail attachment, on CD, or on 3.5-inch diskette) should be submitted to:

Lila Waldman, Ph.D.
University of Wisconsin-Whitewater
ITBE Department
4015 Carlson
Whitewater, WI 53190
waldmanl@uww.edu
Phone: (262) 472-5475
Fax: (262) 472-4863



Future convention dates are as follows:

Eau Claire Plaza Hotel — September 27-29, 2007

Appleton Paper Valley Hotel — September 25-27, 2008

An Easy Technique for Developing Disciplined-as-Well-as-Effective Speakers in an Oral Reporting Class

How many times have you attended a professional meeting where the first of four speakers “hogged” half the allotted time? At one conference I heard a person angrily express how he had been cheated out of his presentation time by the preceding speakers. He was particularly upset that the monitor did not stop the first speaker so that he would get his scheduled time on stage. This, unfortunately, happens all too often.

Presenters should be trained to be both disciplined and effective speakers. Having taught an Oral Reporting and Management Briefings class for over a decade, I have used an easy technique that is effective. My students deliver four formal presentations during the semester, each increasing in length and point value as their skills develop. Adding one simple element, the clock, has focused their attention on the issue of time. Students are penalized if they do not speak within the time invited to speak.

Here is how the points work:

Presentation 1 Length: 4-6 minutes	Pt. Value: 25	Time Penalty: ½ point per minute
Presentation 2 Length: 6-8 minutes	Pt. Value: 50	Time Penalty: 1 point per minute
Presentation 3 Length: 8-10 minutes	Pt. Value: 75	Time Penalty: 1½ points per minute
Presentation 4 Length: 10-12 minutes	Pt. Value: 100	Time Penalty: 2 points per minute

Students are encouraged to practice many times and to practice with a clock. Since all of the presentations are video taped, there is a record of the presentation length that can be verified. The evaluation of the presentation is made on its merits and a grade is assigned. From that grade is deducted the points for violating the time limit. These penalty points apply whether that speaker went over OR under the time limit.

I even allow a grace period of plus or minus thirty seconds before applying the penalty. For example, on the first presentation the student does not incur the penalty until they have spoken six minutes and thirty-one seconds. In other words, there is a bit of a cushion in the system, and all instructors can modify this method to suit their needs.

One might think that it is always best to be very brief. But I have had students speak on an important issue and address the audience in half of the allowed time, and the audience is “cheated” because so much more could have been offered on their topic.

Students perceive this system of penalties as fair and it has worked well for my classes over the years. Try it and see if your class generates disciplined, as well as effective, speakers.

Our Class motto is:

**Be sincere,
Be brief,
and Be seated.**



Bonnie L. McNeely, Ph.D.
Associate Professor of Business Management
413B Business Building
Murray State University
Murray, KY 42071
Phone: (270) 762-3009
bonnie.mcneely@murraystate.edu
January 27, 2006

Summer 2007 Offerings
Department of Information Technology and Business Education
UW-Whitewater

Classes Scheduled On Campus:

Number	Course Name	Dates	Instructor	Credits
ITBE 353	Business Communication	7/9-7/27 M-F 10:45-1:25	James	3
ITBE 460	Principles of Career & Technical Education	5/29-6/15 M-R 5:30-8:00 p.m.	Waldman	2
ITBE 660	Principles of Career & Technical Education	5/29-6/15 M-R 5:30-8:00 p.m.	Waldman	2
ITBE 740	Business & Professional Communication	7/9-7/27 TR 6 p.m.-9:15 p.m. and 7/21 9 a.m.-2 p.m.	James	2
ITBE 778	Network Administration for the End User	5/29-6/16 F 5-9 p.m. and S 9 a.m.- 6 p.m.	Yin	3

Online Classes:

Number	Course Name	Dates	Instructor	Credits
ITBE 740	Business & Professional Communication	5/29-6/22	Statz	2
ITBE 762	Curriculum Issues & Design for Business & Marketing Education	5/29-6/29	Waldman	3
ITBE 772	Business Technologies	5/29-7/6	Yin	3

Note: ITBE 460/660 Principles of Career & Technical Education will be offered online Fall 2007.

To apply for admission, go to <http://www.apply.wisconsin.edu>. You will be able to enroll in classes after receiving your ID number by mail. For additional information, contact Heather Taplick at (262) 472-1322 or taplickh@uww.edu.



Mark your calendar and register now (see page 25) for the WBEA Seminar to be held in Grafton on April 21. Check out wbeaonline.org for updates as they become available.

WBEA EXECUTIVE BOARD

Name/Position	Work	Home
Sheila Piunti President Officers/Budget Committee Co-Chair	Winneconne High School 100 Wolf Run, PO Box 5000 Winneconne, WI 54986 (920) 582-5810 ext. 1807 (920) 582-5813 Fax piuntis@winneconne.k12.wi.us	1050 Westfield Lane Neenah, WI 54956 (920) 727-4748 piuntis@new.rr.com
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Lila Waldman WBE Journal Research Editor	IT/BE Dept., College of Business UW-Whitewater 800 W. Main Street Whitewater, WI 53190 (262) 472-5475 waldmanl@uww.edu	

***Bold** indicates preferred address

2006-2007 WBEA EXECUTIVE BOARD (continued)

Sandy Giuliani Webmaster Seminar Co-Chair	Grafton High School 1950 Washington Street Grafton, WI 53024 (262) 376-5561 (262) 376-5510 Fax sgiuliani@grafton.k12.wi.us	2140 D Pine Ridge Court Grafton, WI 53024 (262) 387-1206 sandy4usa@aol.com
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Mike Tokheim WTCS Office: Education Director of Business and Information Technol- ogy	Wisconsin Technical College System 345 West Washington PO Box 7874 Madison, WI 53707-7874 (608) 266-1287 (608) 266-1690 Fax mike.tokheim@wtcsystem.org	4905 Ralph Circle Madison, WI 53714 (608) 241-9476 miketokheim@charter.net

DISTRICT REPRESENTATIVES

District 1 Debbie Stanislawski	UW-Stout 102 Com Tech Building Menomonie, WI 54751 (715) 232-3195 stanislawskid@uwstout.edu	422 Rudolph Road Cameron, WI 54822 (715) 458-3797
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WBE Journal

Nancy Van Lanen, Editor
Shiocton High School
PO Box 68
Shiocton, WI 54170

Check your address label to see if your dues are current. If they aren't, please use the **membership renewal form on page 6** or go to ***wbeonline.org*** to renew your membership. **The membership year runs from July 1-June 30.**

Remember to inform Cindee Loos, Membership/Information Processing Officer of any address or name changes. Her address is in the directory at the back of this issue.

Also contact Cindee Loos if you are aware of any WBEA member who is not receiving his/her copy of the *WBE Journal*.