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Update on New Building – The Brad D. Smith Center for Business and Innovation

In Spring 2019, Marshall University had put out a Request for Qualifications for a P3 (Public – Private Partnership) project to construct the new Business School building. Other P3 projects that Marshall has completed are Freshman Housing and Recreation Center (that opened in 2009), and our recently finished Fairfield Landing Housing project and Stephen J Kopp Pharmacy School. The College of Business RFQ's have been evaluated and scored and have been short-listed down to two qualified firms. The chosen firms will now start working on a Request for Proposal (RFP), which will allow Marshall to choose the most qualified firm. This process can take anywhere from 6 months to a year. Each firm will provide a proforma that breaks down cost for project, timeline and financing options. A committee will then choose the best team. Once a team is chosen, the design concept, and the construction documents will be completed within 9-12 months. Once construction begins, work for this size facility could take anywhere from 12 to 18 months. That means that if everything works out as planned, we could have a new, state of the art College of Business building in about 3.5 years.

West Virginia Council of Accounting Educators' Annual Conference at Marshall University

The Division of Accountancy and Legal Environment hosted the West Virginia Council of Accounting Educators Annual Conference. Over 30 faculty from institutions throughout West Virginia joined us on campus from September 19 to 21. The conference theme was technology and analytics in accounting.

Dr. Mark Nigrini from West Virginia University was the keynote speaker. He made presentations on Benford's Law and the numbers used in frauds. Benford's Law concerns the distribution of digits in natural data. For example, one is the most common digit and nine is the least common. Approximately 30 percent of numbers begin with the digit one in most unconstrained data sets. Dr. Nigrini is a leader in applying Benford's Law to detect fraud and other unusual patterns in accounting data.

Dr. Wendy Tietz from Kent State University discussed how she incorporates data analytics assignments into introductory accounting classes. She is just one example of how all business educators can bring business concepts and analytics together in business education.

Dr. Kip Krumweide, Director of Research for the Institute of Management Accountants, and Catherine Banks, Director of the Ernst & Young Foundation and the Academic Resource Center, demonstrated many resources that accounting educators can use in the classroom. Examples include technology applications, resources regarding ethics and professionalism, and case studies. Both organizations are continually expanding the resources available to educators.

Two panel discussions featured Marshall University alumni. The first panel consisted of recent graduates in the first or second year of their careers. The second panel included graduates with a few more years of experience. Both panels provided insights into the professional and technological issues our alumni encounter in their careers. Thanks to the panelists for representing Marshall University very well.

Thanks to Drs. Jeff and Marie Archambault for their dedicated and meticulous efforts in organizing the conference. We are proud to continue the tradition of faculty throughout West Virginia working together to improve accounting education for everyone.



BB&T Emerging Leaders Certificate Program

On October 7-8, the Lewis College of Business and its BB&T Center for Leadership hosted the second “Emerging Leaders Certification” program for our highly motivated students offered by The BB&T Leadership Institute based in Greensboro, NC. The BB&T Leadership Institute works with over 70 universities in USA and have coached approximately 7000 students in the last few years. Our students are now part of this privileged group which entitles them to share their accomplishments on LinkedIn and their resume thereby making them more attractive to employers.

Ms. Brittany Brown, Vice President - Student Leadership Programs, travelled from Greensboro NC to offer the program. Dr. Monisha Gupta, Assistant Professor & Associate Director of BB&T Center for Leadership organized the logistics for this event which included promoting the program to students and remaining available as a contact point for the students to ask any questions. The program focused on building the self-awareness necessary to lead others more effectively. It helped participants to understand the relationship between beliefs, motivation, behavior and results. This was aimed at creating a personal action plan for each participant that would help outline the changes needed to make their individual leadership more effective.

We had 41 (forty one) students who participated and benefitted from this program. The students had open, interactive discussions where they discovered more about their personality types and also how they might be perceived by others. The objective was to provide participants with practical tools and strategies useful for overcoming leadership shortcomings discovered during the sessions. The program was composed of two sessions of over 3 hours each following which the participants received an understanding of their leadership strength, preferences and blind spots.

Bob Simpson (Director of the BB&T Center for Leadership), Nancy Lankton (Associate Dean) and Glen Midkiff (Director of Stakeholder Engagement) interacted with our students and encouraged them to participate in this program. The program offered the participants an insight to the role of leadership and effective communication. It further explored the role of leadership in all facets of work and personal life, the different types of models and the significance of identifying these. It encouraged the participants to identify their individual leadership styles through a number of interactive activities and sessions.

At the end of the program we took a short survey to identify if the training objectives were met and to collect reactions of the students. Most participants gave very positive feedback on the training material, overall content, training expectations and knowledge enhancement. The highest rating at 95% was given by students for the ability of earning a certificate and that they would recommend this course to others. This is a testimony to the success of the event and it is encouraging that our students appreciate and value such programs. Some comments include “I can’t think of any way you can improve the program”, “I think this course was excellent”, “The course was extremely educational and fun, plus the value of the certificate was appealing”.