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Dear Faculty Senate:

It is certainly an honor to be nominated by my colleagues in the College of Business for the Virgil Orr Undergraduate Junior Faculty Award.

Courses Taught and the Overall Teacher Evaluation Rating

For the last five years I have been teaching the Business 110 Introduction to Business course. There are two sections each quarter with 70-80 students in each section. For these classes my student evaluations have always been equal to or above the department, college and university averages. My strengths, according to the students, are expressiveness, concern for learning, willingness to answer questions and accomplishing the class purpose. On a 4.0 scale, my scores are 3.6 to 3.9 with an average of 3.8.

I have also taught Marketing 425 (Sales Management), Marketing 300 (Marketing Principles), Marketing 420 (Business Advertising), and Marketing 435 (Retailing Management). My involvement in the University Seminar class has been for four years.

My Teaching Philosophy

It is my belief that we as teachers have been given a wonderful opportunity. With this opportunity also comes great responsibility and accountability. Through being involved in students' education, we are helping to shape the future of their lives and the future of our society, economy, government and the world. It is very exciting to me to be a part of the educational process and development of our students.

It is true that students learn by doing. In my class of Introduction to Business, one of the hands-on activities is for the students to work in a team effort to produce a business plan for a retail business. This team effort helps them to experience the dynamics of working with other classmates to create this business plan. Through this effort, the students use all of the knowledge that they have gained in the Introduction to Business course. After the business plan is created, it is presented in a formal presentation to the entire class. The purpose of the project is for the application of business principles to their particular business. The presentation experience helps them to develop their public speaking skills and self-confidence.

The business plan group project always rates very high with the students. The outline for the business plan has constantly been redesigned for clarity in building the plan. Grading

criteria for the business plan have been created and made available to the students so that the students have a clear idea of how the project will be evaluated. The final grade is a combination of the oral presentation and the written report. A peer evaluation form is also given to each team member for evaluation of the fellow team members and their contribution to the project.

This project seems to be the highlight of the class because they see how all of the different parts come together to make a complete plan for a potential business. The hands-on application seems to make it all come alive to them. This project is an ongoing activity and continues to be improved each quarter.

In the classroom, my goal is to use a variety of teaching methods to try to meet the needs of a wide variety of students. Assignments of case presentations are very useful in helping students see the application of certain business ideas in business situations. Pairs of students are assigned various cases to present at the end of the study. Class participation and discussion facilitates student involvement.

The Stock Market Game was implemented to highlight the financial aspect of the economy. This is a project in which each student simulates the investment of \$10,000 in the stock market. During the quarter, the student follows the movement of the stock and the ups and downs of the value of the stock. At the end of the quarter, the students who have the highest gains on their investment portfolio win bonus points. Each student who completes every step of the Stock Market Game also gets five bonus points. This financial game has been well received by the students.

Speakers from local businesses and organizations are often scheduled as special guests to bring additional information and excitement to specific topics. Panels of business professionals are invited to the classes to make presentations about business situations and answer questions from the students.

Writing skills are stressed and assignments are made to develop their skills of written expression. A unit of study is also included in this course to cover business ethics and social responsibilities of business in society. There is also emphasis on diversity and its significance in the workplace.

The main goal of the Business 110 course, Introduction to Business, is to provide the student an overall view of all the different components of the business world. My desire is to develop and encourage the students' interest in pursuing a field in business. Assignments are made that include current events to help bring real-world issues and situations into the classroom. These topics are connected to the topics being discussed in specific chapters of study.

A new writing component has been added to this course during the 2007-2008 year. There are two writing assignments for which the students must have an appointment in the Writing Center for critiquing, review, and assistance in regard to their writing project. One of these is a written memo, and the other is the executive summary of their business

plan. The purpose of these writing assignments is to increase the students' written communication skills.

Even in these relatively large classes, class participation and discussion are encouraged. This is implemented through case presentations and interaction with the students throughout the lectures and classroom activities. Teaching strategies and techniques from the course textbook, Engaging LARGE Classes, by Christine A. Stanley and M. Erin Porter have been helpful. These techniques specifically have been applied to group learning. Team presentations and discussion groups have served to involve students in the learning process.

Additional training in seminars and courses offered through CITDL has improved my skills in the area of applying service learning objectives in my courses and in student organizations. Other training courses have included Blackboard, Power Point and other computer skills presentations. Advanced teaching training was received in two classes. These courses were "Service Learning—An Integral Learning Community" and "Principles of Assessing Student Learning."

It was my privilege to attend the Globalization Conference in June of 2006, held at the University of Memphis, Memphis, Tennessee, sponsored by the Wang Center for International Business. This conference has been helpful focusing attention on the importance of the global economy and how it affects our students.

University Seminar

The University Seminar class has been a very enjoyable experience. Through this interaction with incoming freshmen, I have developed great friendships and have enjoyed being a part in their adjustment to university life. It is fun and exciting to be able to help provide information to these new students. Visits to the Louisiana Tech Dairy and other activities have been added to this class to give the students a broader understanding of the diverse projects and enterprises on the Louisiana Tech campus.

Internship Program

The internship program in the College of Business has been a very high priority. The purpose of the internship program is to help in fulfilling another mission of Louisiana Tech University—providing opportunities for interaction between students and the larger business and civic community. My involvement in the internship program provides the opportunity to work with businesses and organizations to develop internship opportunities for our students. This win-win situation benefits the businesses and organizations in addition to our students. The goal is to provide an experiential education program for undergraduate students featuring strong interaction with business and government as an opportunity to integrate theoretical principles studied in the classroom with the practical knowledge gained from on-the-job performance. Each discipline in the College of Business has an internship course(s) that students may apply as credit toward

their academic degrees. It is my pleasure to work in bringing these two groups together for the enrichment of both.

Over the last four years the internship program has seen significant growth. There were 32 internships completed in years 2003-2004 and 81 completed in years 2006-2007. During this past year, there were 95 internships, including those for credit as well as those involved for the job experience but not for course credit. The growth of the internship program is due in large part to the response of our students and the joint efforts of fellow colleagues and the College of Business administration in promoting the internship program.

Progress has also been made through the support of the College of Business Council in which council members have taken great interest in the internship program as a project of the council. Their involvement and interest have helped to increase participation from alumni and businesses in the internship program. Efforts continue in recruiting new companies, businesses and organizations to participate in the internship program. There are over 300 companies/organizations in our database for the internship program. A reception honoring internship companies and student interns was held in the College of Business foyer in the fall of 2006 to recognize these participants.

Efforts also continue in educating students about the importance of the internship program and the value that it can be in their education. Personal presentations are made in 300 and 400 level classes to educate our students about the importance of internships. This activity has proven to be a very effective way of reaching and involving our students. Information meetings have also been held to acquaint and educate students about the internship program.

The goal for the internship program for the year 2008-2009 is to have 100 interns and to increase the businesses and organizations who are participating in the internship program.

For the last 3 years I have been involved as a faculty advisor for pre-business student majors. My advisees usually number 25-35 each quarter. Advising is a very rewarding activity and helps fulfill the mission of our university to assist students in their educational planning.

Research Activities

According to the mission statement of Louisiana Tech University, teaching and research are intertwined and complementary in the development of new knowledge, new art, and new technology. Pedagogical research is important in improving one's teaching skills. Pedagogical research has been my focus. The process of gathering data concerning the business plan has been ongoing for the past three years. Information has been gathered from each class concerning the business plan. This data will be useful in developing a written report concerning the effect and benefits of this activity upon the students and how it has been an educational experience for them. Presently, plans are being made to

have this article co-authored to complete the research and article. The article will be soon submitted for publication. Publications and research activities are 10% of my job description.

Community/University Service Activities

Being involved in the various activities of the College of Business and in student organizations provides an added dimension to teaching. It has been my pleasure to serve as advisor to the local chapter of the American Marketing Association. It was my privilege this year to attend the International Convention in New Orleans. Through the attendance at the convention, I have gained helpful information and knowledge to assist in helping our chapter grow. Planning meetings have already been held in preparation for next year's programs.

It has also been my pleasure to serve as co-advisor for the Beta Psi chapter of Delta Sigma Pi, a professional business fraternity. I have also spoken at several of their professional meetings.

Serving on the College of Business Fund-Raising Committee for the renovation of our facilities has been rewarding to me.

The Fifth-Year Architectural students requested some marketing advice for their class project—Habitat for Humanity's house. It was my pleasure to serve as chairman of a focus group including students and faculty from the College of Business to assist them with marketing/promotional advice for their project.

My three-year term on the Faculty Advisory Council to the Dean in the College of Business was from 2004 to 2007, serving as secretary of the council in 2007.

It is my belief that we need to promote diversity and help to promote understanding and acceptance among our diverse students. To this end, I have enjoyed hosting holiday and special social events for the GSA student organization and also helping provide a safe haven for all students to enjoy while pursuing their education, regardless of diverse lifestyles.

It has been rewarding to assist with serving at the Spring Midnight Breakfast given for students during finals in the spring quarter.

It will be my honor to serve during the 2008-2009 school year as President of the University Faculty and Staff Club.

In conclusion, I consider it a distinct honor to be given the privilege of being a part of Louisiana Tech University and to have the opportunity to be involved in the education of our students.