OBTC 2015 at University of La Verne
June 17th – 20th, 2015

Submission Template

SUBMISSION GUIDANCE

* Remove all identifying properties from this document *
* All files must be saved in PDF format *
Please include ALL supplementary text at the end of this document
Only one document should be submitted

1) Title of Proposal:

Bridging the research-teaching divide: Engaging our own research in the classroom and linking our two professional communities

2) Abstract:

Please include a brief session description (not to exceed 100 words).If your proposal is accepted, this description will be printed in the conference program.

Bringing academic research into the classroom is increasingly important to educators seeking to teach evidence-based management. Yet, engaging students with research can be challenging. More generally, academics wonder how to best disseminate their own research findings to practitioners. This session is designed to help educators bring their own research (as well as the research of others) into their classrooms, "translating" academic insights in ways that will engage students, and ultimately influence future business leaders. We will share our experiences and assignments, and will lead participants in developing their own ideas for incorporating research findings into class assignments and exercises.

3) Keywords:

Use three or four keywords to describe your session.

Research in the classroom, Student engagement, Teaching methods, Evidence-based management

4) Format
    __ Activity or exercise
    __ Discussion roundtable (60 minute only)
    _X_ General discussion session

5) Time Requested:

      __ 30 Minutes

       X   60 Minutes (*Roundtables must select 60 minutes*)

       X   90 Minutes

The session is best suited to a 90-minute timeframe, but can be adapted to 60 minutes, with some loss of content

6) Planning Details:

Does your session have any special requirements for space or materials?

Projection (we will bring laptop), and whiteboard, blackboard or flipcharts

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

Participants will have the opportunity to:

1) Appreciate the value of bringing academic research (whether their own or that of others) into the classroom through a variety of course materials (activities, exercises, debates, content)

2) Learn how to communicate their own research findings to a practice-oriented audience. Bringing research into the classroom is a good way to practice "translating" academic findings into practice-based implications. Additionally, bringing research into the classroom introduces it to future business practitioners during an important formative period.

3) Design courses and content that both engage academic research and provide practical takeaways for students

4) Discover how to help students see the "other side of the professor" (Gibson, 2008)

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Learning how to bring research (especially one's own research) into the classroom touches on two important topics in the field of management education: effective teaching of evidence-based management, and the relatively low level of influence that management research is found to have on the practitioner community. We address each of these topic areas below.

In the decade since Rousseau's 2005 address to the Academy of Management (Rousseau, 2006), there has been increasing emphasis among management educators

on the value of teaching evidence-based management (EBM), that is, teaching our students to access and apply research-based evidence to make decisions and generate solutions in their future managerial roles (Rousseau, 2006). Knowing how to effectively engage students in academic research is an essential component of EBM.; indeed, much of the recent teaching and learning literature on EBM concerns itself with student engagement (e.g., Burke and Rau, 2010; Erez and Grant, 2014).

In addition to these pedagogical challenges, scholars are also often called upon to write about or share their expert opinion on current event or major work-related or business issues. However, many academics shy away from discussing their work in non-academic settings, in part because for many academics, the rewards for doing so are not that great. Bartunek, Rynes and Daft (2001: 340) point out that, "a substantial body of evidence suggests that executives typically do not turn to academics or academic research findings in development management strategies and practices" (see also, Abrahamson, 1996; Mowday, 1997; Porter & McKibbon, 1988; Rousseau, 2006). Thus, what can scholars do to make our research matter more to practitioner audiences and how can we translate our research findings and knowledge to the business community in mutually beneficial ways?

While many scholars aspire to transfer their knowledge to the business community, they often are at a loss as to how to effectively convey their research to nonacademic audiences. One important way that we can link our research to practice is by bringing our research into our classrooms. Our students represent the future of the practitioner community, and by talking to our students about our research, we can not only educate them about our own academic insights, but we can also develop their abilities as critical, engaged consumers of academic findings.

Achieving this link requires us to do more than adding our publications to our syllabi, however. Research findings on the impact of bringing faculty research content into the classroom are, at best, mixed (Burke and Rau, 2010; Erez and Grant, 2013; Lindsey, Breen & Jenkins, 2002), even in more quantitatively oriented disciplines (e.g., Prince, et al., 2007). The real challenge is to make our research accessible, engaging and useful to students in a way that leaves them with the idea that academic research can be relevant in their future professional careers.

In this interactive session, we will help participants learn how to incorporate their own research (as well as the research of others) into the classroom. We will share our own experiences and assignments in this regard, as well as those of other management scholars (eg., André and Frost, 1997; Erez and Grant, 2014). We will then lead participants in developing their own plans to connect teaching and research.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

Session Plan
The session will include the following components:
1. Opening remarks and introductions of presenters and participants
2. **(90-minute session format only)** Interactive discussion with participants of the key challenges they have faced related to linking research and teaching
3. Brief presentation of methods that have been used successfully to connect academic research to teaching, both by renowned management educators (e.g., André and Frost, 1997; Erez and Grant, 2014), and in our own classes. We will also distribute sample assignments that we have used as a takeaway for participants.
4. We will facilitate a working session in which participants begin to develop their own plans (assignments, exercises, etc.) to bring their research (or the research of others) into the classroom. (Depending on number of participants, this work may be conducted in pairs or in small groups.)
5. The larger group will then reconvene, and we will lead a discussion of ideas generated, and address questions and concerns raised by participants.
6. We will conclude with the distribution of a list of additional resources for participants, and will collect e-mail addresses for participants who wish to receive a copy of the slides used in the session (annotated with ideas generated during the session).

Timeline
The session could be run in either a 60 or 90-minute length, as follows:

Activity	Duration for 90-minute program	Duration for 60-minute program
Introductions	5	5
Interactive discussion of participant experiences and challenges in connecting research and teaching	15	-
Brief presentation of our approach and the approaches of others	15	10
Facilitated participant development of their own plans	30	30
Debriefing and sharing of ideas developed	20	10
Conclusion	5	5
TOTAL	**90**	**60**

Takeaways

Participants will receive copies of sample assignments, as well as a list of resources for further inquiry.

The presentation slides used during the session will also be updated to include participant input, and will be available by e-mail to interested participants.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

n/a

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

As discussed in Section 8 above, this session can help instructors who are seeking to bring more teaching of evidence-based management into their classrooms, but are not sure how to successfully engage students in exploring academic research.

This session would also extend the work of Gibson's (2008) OBTC session, in which he presented two of his own papers and his experiences bringing this research into his classroom. We will build on this foundation by providing a range of approaches that have been identified in recent years, both from our own experience, and from the experience of other management educators.

The overriding contribution of this session is perhaps in the reciprocal reward that both students and faculty get out of engaging research in the classroom. Faculty have the opportunity to communicate their work to nonacademic audiences while students get to learn what the faculty research and how it contributes to management practice. With this reciprocal reward can also come appreciation (Lindsay, et al., 2002), as students become engaged in the research itself, at a level that allows the student to not only understand, but also use, the research in his/her future management practice.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

The proposed session contributes to the overall OBTC theme of Learning in Community, as bringing academic research into the classroom connects our two most important professional constituencies: our research and our learning communities. Additionally, as noted earlier, teaching our students how to access and effectively use academic

research has a longer-term effect of strengthening the ties between the academic and private sectors, thus reinforcing the overall management community.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

No, we have not presented this work before, nor is the proposal currently under review elsewhere.

14) References and/or Additional Materials:

Abrahamson, E. (1996). Management fashion. *Academy of Management Review*, 21: 254-285.

André, R. and Frost, P.J. (1997). *Researchers hooked on teaching: Noted scholars discuss the synergies of teaching and research.* Thousand Oaks, CA: Sage.

Burke, L.A. and Rau, B. (2010). The research-teaching gap in management. *Academy of Management Learning and Education*, 9:132-143.

Erez, A. & Grant, A.M. (2014). Separating data from intuition: Bringing evidence into the management classroom. *Academy of Management Learning & Education*, forthcoming.

Gibson, D.E. (2008). Being an entrepreneur in connecting our research and teaching. *OBTC Conference Proceedings*.

Lindsay, R., Breen, R. & Jenkins, A. (2002). Academic research and teaching quality: The views of undergraduate and post-graduate students. *Studies in Higher Education*, 73: 603-641.

Mowday, R.T. (1997). Presidential address: Reaffirming our scholarly values. *Academy of Management Review*, 22: 335-345.

Porter, L.W. & McKibbon, L.E. (1988). *Management education and development: Drift or thrust into the 21st Century*, New York, McGraw Hill.

Prince, M.J., Felder, R.M. and Brent, R. (2007). Does faculty research Improve undergraduate teaching? An analysis of existing and potential synergies. *Journal of Engineering Education*, 96(4): 283-294.

Rousseau, D.M. (2006). Is there such a thing as "evidence based management"? *Academy of Management Review*, 31:256-269.

Rynes, S., Bartunek, J., & Daft, R. (2001). Across the Great Divide: Knowledge Creation and Transfer between Practitioners and Academics*. Academy of Management Journal*, 44, 340 – 356.