Chapter XII

Changing a Business School Corporate Culture: Teaching in the 21st Century on a Different Blackboard

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ABSTRACT

This chapter introduces the concept of an Academic Management System, which is designed to enhance communication among faculty, staff, students, and administration. Using an Academic Management System, built within a Course Management System, has the potential to improve communication, reduce administrative costs, and allow 24-hour access to information. The experience of one university that integrated these technologies has had a positive effect throughout campus and, as a result, several other programs are now developing similar sites for their faculty, staff, students and administration.

INTRODUCTION

On January 8, 2002, President George W. Bush signed the *No Child Left Behind* Act into law, launching a new era in American education. *No Child Left*

Behind focuses on how teachers and students can learn to use technology, where previous federal programs focused on increasing access to more technology. The goals of the *No Child Left Behind* Act are to (1) improve student academic achievement using technology in elementary schools and secondary schools; (2) assist students to become technologically literate by the time they finish the 8th grade; and (3) ensure that teachers are able to integrate technology into the curriculum to improve student achievement (Kozberg, 2002). It is critical that this model of standardization be adopted throughout America's education system in order to enhance learning and student achievement.

The Duquesne University School of Business in Pittsburgh, Pennsylvania, has created an online community called the School of Business Administration Network (**SOBA-Net**) to enhance communication between faculty, staff, students, and administration. Using a Course Management System (CMS), Blackboard®, as the underlying technology or framework, developers can build an academic management system (AMS).

SOBA-Net is quickly becoming an information source on which students, faculty, and staff depend. The motivation for developing SOBA-Net was to establish a virtual community where students, faculty, adjunct instructors, and staff can work together to achieve a common goal — improve student achievement and produce quality graduates. This paper presents the effects SOBA-Net has had on the School of Business, and discusses the growing user base.

THE IMPACT OF TECHNOLOGY

Technology clearly has had, and will continue to have, a major learning, administrative, and business impact on education. Many institution segments are moving transactions and shared information to the online environment, such as the Internet. According to the U.S. Department of Education (1999), the percentage of students using computers in colleges and universities has increased from 55.2 percent in 1994 to 64.7 percent in 1997; and has nearly doubled for students using computers at home for schoolwork from 23.1 percent to 40.8 percent.

Greene, Cattagni and Westat (2001) found that e-mail, the Internet, and Websites are rapidly becoming core components of postsecondary instruction for students in the United States. A fall 1998 survey reported in *The Condition of Education 2001* showed that 97 percent of full-time faculty and staff had access to the Internet, 69 percent used e-mail to communicate with students, and 40 percent used a course-specific Website.

The demand for online teaching and learning resources has already reached a significant high; Web-based and Web-enhanced courses are already popular e-learning platforms in higher education today. According to *Student Monitor*, 90 percent of college students used the Internet and 6 percent were connecting once a day or more. According to *Campus Computing*, over 53 percent of college

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