

FACULTY

BY KRISTIN TODD STIRES



FACULTY AT THE HANKAMER SCHOOL OF BUSINESS ARE CHARGED WITH A MISSION THAT COMES WITH GREAT RESPONSIBILITY: TO PRODUCE BUSINESS LEADERS WITH RECOGNIZED INTEGRITY, SUPERIOR THEORETICAL KNOWLEDGE AND PRACTICAL SKILLS OF MODERN GLOBAL BUSINESS DEVELOPED THROUGH AN EXPERIENTIAL LEARNING ENVIRONMENT. THE INDIVIDUALS HIGHLIGHTED IN THIS ARTICLE REPRESENT THE HIGH CALIBER OF FACULTY HANKAMER ATTRACTS AND RETAINS.



BEARS

TISHA EMERSON RANDAL VAUGHN CHARLES DELANEY CHRISTOPHER MEYER ANN MIRABITO KATHY HURTT

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SOME KIDS WANT TO BE BALLERINAS OR SUPERHEROES WHEN THEY GROW UP. TISHA EMERSON ALWAYS WANTED TO BE A TEACHER. LIVING OUT HER CHILDHOOD DREAM, SHE HAS BEEN A PROFESSOR FOR OVER A DECADE NOW.

"When I was in kindergarten, I told my mom I wanted to be a teacher," she said. "So I guess I've always had that desire to teach."

Growing up on the Big Island of Hawaii, Emerson earned a BA in Economics from the University of Hawaii at Manoa.

"Through taking Economics classes, I realized that would be my focus," she said. "When I was taking my Principles of Microeconomics class, my professor had a huge impact on me. I thought maybe the Lord could use me to impact others."

Emerson continued her education by earning a master's and a PhD from the University of Southern California. At the time, Emerson thought she might stay in California; however, life took her in a different direction.

"My dissertation advisor suggested I look at Baylor," she said. "He knew of my Christian commitment and thought it might be a good fit. I had been to Texas once, and that was for a two-hour layover at the DFW airport."

Emerson joined Baylor in August of 2000 and teaches International Economics, Environmental Economics, Intermediate Microeconomic Theory, and Principles of Microeconomics and Macroeconomics.

"It's hard to imagine working somewhere else," she said. "I feel like my colleagues really support me."

In her classes, Emerson incorporates interactive class experiments as a teaching method. Students trade candy to simulate strategic behavior in game theory experiments or act as buyers/sellers in other experiments to discover effects of taxes and price controls.

"It's about getting the students to really think," she said. "The experiments cover many economics topics, and through the interaction, the students uncover economic theories for themselves."

Emerson is also an advocate of cooperative learning in which she assembles students with different backgrounds and skill sets into groups for structured projects.

"I think my best experiences teaching are my student projects," Emerson said. "I enjoy seeing how students learn to work together and work with data. The projects really engage students...sometimes a group will erupt with the excitement of a discovery. You don't see that everyday in classes!"

Emerson's interest in economic education carries over to her research and organizational affiliations. She has published papers demonstrating the effectiveness of various pedagogical techniques in the *Southern Economic Journal*, *Journal of Economic Education*, *International of Economics Education* and *Perspectives on Economic Education Research*. She is also on the American Economic Association's Committee for Economic Education, the steering committee for the first national Conference on Teaching Economics and Research in Economic Education, and the advisory board for TeachingWithData.org.

"I am a proponent of innovative teaching techniques and active learning strategies in economic education," she said. "The students are discovering economic theories for themselves through these methods. It's an organic learning process."

TISHA EMERSON

ASSOCIATE PROFESSOR, ECONOMICS | ASSOCIATE DEPARTMENT CHAIR FOR UNDERGRADUATE PROGRAMS

RANDAL VAUGHN

PROFESSOR, MANAGEMENT INFORMATION SYSTEMS

..... RANDAL VAUGHN 

ALTHOUGH HE IS A PROFESSOR BY DAY, RANDAL VAUGHN COULD BE DESCRIBED AS A CRIME FIGHTER BY NIGHT—FIGHTING ELECTRONIC CRIME, THAT IS.

Vaughn works in the Management Information Systems department; however, he has a statistical background. He earned a bachelor's and master's degree in Mathematics from Baylor.

"I think I got my start on an abacus my dad got me," he laughed. "When I graduated, there actually weren't many courses in computing. At the time, computing courses were offered through the physics department and the business school. I also took a computing class from the math department. I thought it was fascinating."

While at Baylor, Vaughn completed the ROTC program and subsequently served in the Air Force. Through his work as a project engineer in the military, Vaughn became interested in cyber security.

"I've always been kind of a hacker," he said. "If a computer isn't doing what it is supposed to do, you find ways to fix it and make adjustments, which in a sense, is hacking. When I did hacking it was a good thing, though!"

Vaughn also worked in industry, programming for geophysics at Mobil Oil. After earning a PhD from the University of Texas at Arlington, he began teaching at Baylor, and he's taught for 28 years, since the creation of the Management Information Systems department. He currently teaches Business Data Communications and Introduction to Security-Technological Factors.

"When I first came here, we were forming the department," he said. "It was fulfilling to develop the curriculum. That's happened several times since I've

been here—it's a creative process and involves working with people toward a common goal."

Outside of academia, Vaughn serves as an organizer for the Internet Security Operations and Intelligence (ISOI) conference, which provides professionals and academics in the security operations community a chance to meet, exchange ideas and communicate about potential and on-going research. Vaughn also serves as general chair of the APWG/IEEE eCrime Researchers Summit, an annual event that brings together academic researchers, security practitioners and law enforcement to discuss all aspects of electronic crime and ways to combat it.

"One of the great things about working in academia is that I'm still able to participate in the information security community," he said. "Counter crime involves all sorts of disciplines. We work with psychologists, technical and non-technical people, lawyers, linguists, etc. It's exciting but a difficult challenge. There's nothing quite like a nice, difficult challenge!"

Vaughn's research focuses on cyber security operations, and he recently received a grant from ESET LLC, an antivirus and security company with U.S. headquarters in San Diego, Calif. The grant encourages basic research, facilitates an information exchange between industry and academia, and allows academics the opportunity to participate in other industrially-led initiatives.

"E-crime is an ongoing process...it's never-ending," he said. "But I'm determined to do my part to make sure it's more controlled."





ASSOCIATE PROFESSOR, REAL ESTATE

..... CHARLES DELANEY 

CHUCK DELANEY HAS PRIORITIES, AND HIS STUDENTS ARE AT THE TOP OF THAT LIST.

"I never had children of my own," he said. "I tell my students they're the kids I never had...like it or not! My students are my number one priority, and my drive is making a difference in those students' lives."

Teaching wasn't always in the plan though. Originally from Massachusetts, Delaney attended the University of Rhode Island with aspirations of becoming an oceanographer.

"I think I hit Organic Chemistry II and decided maybe I would switch to being an Economics major!" he said.

After graduating, Delaney took a position in administration at the University of Florida and earned his master's degree and a PhD in Finance with a Real Estate concentration. In 1988, he began teaching at Baylor and settled into his passion of teaching.

"I don't care to operate like a 'sage on a stage' teaching behind a podium," he said. "I interact with my students and invest in them. My objective is to teach higher-level critical thinking skills and reorient the way they think."

Delaney is also a realist.

"On an evaluation, one of my students said he didn't like me, didn't like the class, but he learned more than he ever thought he would from a professor at Baylor," he said. "That's why I'm here. I really want the students to get the concepts so they can survive in the real world."

Known by his students as "Dr. D," Delaney offers over 25 years of real estate investing experience to his students.

"I want my students to learn from my past mistakes and successes in the real estate market," he said. "I bring life lessons into the classroom, and I think if you can do that, as a professor, you can make a significant contribution to their education."

Delaney also engages in research to better teach his students. He has worked with J.T. Rose, Baylor professor of Finance, in developing case studies that can be adapted to either finance or real estate courses.

"There were areas in both finance and real estate that were severely lacking in terms of having case studies for students so they could fully immerse themselves deeper into the subject

matter," he said. "Also, several of our case studies are designed to address the inconsistencies between the ways that Finance professors and Real Estate professors taught concepts—it was a pedagogical issue that we're working to correct."

Delaney invests in his current students but is also dedicated to reconnecting with former students. He created the Facebook group "Baylor Real Estate Students" for current, past and prospective students. The group offers a discussion forum as well as job announcements and internship opportunities.

"I think it's important to have that networking ability and support," he said. "Last spring, directly or indirectly through the group, I had four students secure employment and seven others secure internships. Like anything, it requires nurturing, but it's just another way to reach out to former and current students."

Outside the classroom, Delaney is an outdoorsman, whether it's snowshoeing, kayaking, hiking or fishing.

"I think it's important to appreciate the quietness and the outdoors," he said. "That's where I go to clear my head and get away from it all."

Delaney is also a fighter. After facing cancer in 2004, he's fighting it once again, but he's determined to go on with his teaching.

"I'm not alone in this," he said. "I'm dealing with it, going to put it behind me, and go on with my life. Teaching is my passion, it always has been. I look forward to going to work, and I have fun teaching. The day it's no longer fun, I need to move onto something else."

ASSISTANT PROFESSOR, MANAGEMENT

"WHY ARE YOU IN THE ROOM?"

IT MAY SOUND A LITTLE INTIMIDATING, BUT IT'S THE QUESTION CHRIS MEYER ASKS OF ALL HIS STUDENTS ON THE FIRST DAY OF HIS NEGOTIATION CLASSES. AND HE IS JUST LOOKING OUT FOR THEIR BEST INTERESTS.

"If a student walks in and doesn't know why they're there, they're going to lose," Meyer said. "Negotiation is hard, and you really have to think about it critically."

Originally from Michigan, Meyer earned a BBA from Northwood University and spent eight years working in industry for software start-ups before the dot-com bubble burst. Meyer began teaching at Baylor in the fall of 2005, finishing his PhD from Michigan State in 2006.

"When I was going through the PhD program at Michigan State, the focus was on the research aspect of scholarship," he said. "That was great to train as a

researcher, but something that was important to me was also a student focus. Baylor has a student focus and commitment to values—values that I believe in. It became obvious that this was a place where I could do the type of work that was important to me, and I wouldn't have to sacrifice in any area."

Life is busy for Meyer—he and his wife have three children, ages 13, 5 and 3. He teaches Negotiation and Conflict Resolution courses for Baylor's MBA program and is also a road warrior, traveling to Dallas and Austin to teach courses for the Executive MBA program.

CHRISTOPHER

"I'm pretty bold in my classes about what I want to accomplish...I want people to think critically about negotiations," he said. "Of course, I have skeptics. Everyone comes into the room with an idea that's preconceived. I don't want to change the way they think, but change the way they think about it [negotiations]."

With teaching current and future working professionals, Meyer stressed the importance of relevance and applicability in his course curriculum.

"You have to be relevant, and relevant now," he said. "Since I teach at the MBA level, my students are already dealing with negotiations every day at work, especially the executive MBAs. They focus on 'What can I learn today that will impact Monday?'"

Meyer's work in negotiations has led to a three-year grant from the U.S. Air Force Office of Scientific Research to research online negotiations, in the context of trust and suspicion levels. Meyer has received academic honors as well. He was named the 2009 Outstanding Professor for the Executive MBA program in Austin and received the 2009 Teaching Excellence Award from the Hankamer School of Business.

"I really can't imagine doing anything else but teaching," he said. "This is who I am. It's hard to separate Chris as a person from Chris the professor. It's a very fitting job for me."



MEYER

ASSISTANT PROFESSOR, MARKETING

..... ANN MIRABITO 

BEFORE ANN MIRABITO MOVED TO ACADEMIA, SHE LIVED THE CORPORATE LIFE.

Mirabito grew up in New York, earned a bachelor's degree in Economics from Duke University, built econometric models for the Federal Reserve Board, and earned an MBA from Stanford before entering the corporate world. However, teaching was always in the back of her mind.

"When I graduated from college, I thought about earning a PhD, but instead earned an MBA and took the corporate route," she said. "A few years ago, I began thinking, 'I've always been interested in research and in the opportunity to become a professor.'"

Living in Dallas and then Washington, D.C., Mirabito worked as a marketing executive for Frito Lay and served as a divisional vice president for Time Warner.

"In the business world, I found I spent more and more of my time helping people get their careers on track," she said. "That's a lot of what we do as professors...helping students get oriented in the right direction and helping them shine in that area."

Mirabito entered a new phase of life, earning a PhD in Marketing from Texas A&M University. She became a Baylor faculty member in 2007 and teaches Principles of Marketing.

"I enjoy teaching Principles of Marketing because if you're going to be successful in business, you need to be well-rounded. For students who are going into other disciplines such as Finance, Accounting or Information Systems, I think it's important that they have a good grounding in Marketing," she said.

Mirabito focuses on "real-world" projects in her class, exposing students to business executives from the supermarket chain, H-E-B.

"An H-E-B executive comes to campus and invites the class to put together proposals for innovations for H-E-B," she said. "Students work in groups and present their ideas to H-E-B executives at the end of the semester. It's great to see the connection students make with the real world through our class projects."

Far from New York, Mirabito said she enjoys her new life in Texas. She lives in a home built on a mesa overlooking Lake Whitney and the Brazos River Valley with her husband Frank, a law professor at Texas Wesleyan University, and their sons Jack, 11, and Charlie, 10, whom they adopted from Russia. Mirabito said she appreciates the opportunity to work at Baylor.

"What I love about Baylor is the dual focus on teaching and research," she said. "It's exciting to be in an environment where colleagues value teaching, and I like the support we have for research—research that is both scholarly and applicable."

Mirabito's research focuses on a highly discussed issue in America: health care. Her most recent article "What's the Hard Return on Employee Wellness Programs," coauthored by Leonard Berry and William Baun, was published in the December 2010 *Harvard Business Review*. The article looks at employers' creation of workplace wellness

programs and the outcomes of those programs.

"One of my research streams involves looking at ways business can help solve America's health care crisis," she said. "We found that well-designed, well-run employee wellness programs improve employees' health and well-being, improve productivity, cut the employer's health care spending, and improve the organizational culture. Some people think that workplace wellness programs are just a perk; however, we found hard business returns."

Mirabito's research has also been published in top medical journals, with articles discussing patient-centered medical homes and the ways employer and doctor collaboration can improve population health.

"I think it's a great opportunity to improve America's health care by introducing marketing and business into the medical community," she said. "Health care is important for our physical health and our fiscal health as a nation. We used to think of health care as provider-centric. Now there is a shift to looking at health care as being patient-centric, and that's a big marketing concept."

MIRABITO







ASSISTANT PROFESSOR, ACCOUNTING

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LIFE DOESN'T ALWAYS GO ACCORDING TO OUR PLANS, AND THAT IS EXACTLY WHAT KATHY HURTT WAS THINKING ON A PLANE RIDE BACK TO WISCONSIN FROM TEXAS.

Originally from California, Hurtt earned a bachelor's degree from Azusa Pacific University and an MBA from California State University-Stanislaus. She later worked in industry for an insurance company, moved to public accounting with KPMG, and served as the director of internal audit for the University of the Pacific.

Hurtt went on to earn a PhD from the University of Utah and became a faculty member at the University of Wisconsin. However, after several years, she found herself on a plane to Texas to interview for a position at Baylor.

"I wasn't looking to move, but a few people had mentioned Baylor to me," she said. "One said, 'God is doing exciting things at Baylor.' I thought I would never live in Texas, but I vividly remember praying on the plane about the decision and knowing that I was wrong, and God was right."

Hurtt began teaching at Baylor in 2004 and currently teaches Accounting Information Systems (a core Accounting class) and a graduate level fraud class. Hurtt passed along her love of Baylor to her brother, David Hurtt, who is also a Baylor Accounting department faculty member.

"As a faculty member in the Accounting department, I feel like we are standing on the shoulders of giants," she said. "This department has a legacy of outstanding educators and scholars."

KATHY HURTT

..... KATHY HURTT 

If you ask Hurtt questions about her research, chances are, you will get a lot of questions in return. Hurtt's research focuses on judgment and decision making among auditors, specifically on the impact of professional skepticism on auditors' judgments and behaviors.

"With my research, I want to answer several questions: What is professional skepticism? Can you make people more skeptical? If so, how? With financial statement failures, we need better audits," she said.

Hurtt developed a scale to measure professional skepticism, which was included in her paper "Development of a Scale to Measure Professional Skepticism," published in *Auditing: A Journal of Practice and Theory*, May 2010. The U.S. Center for Audit Quality cited Hurtt's paper in its release, "Deterring and Detecting Financial Reporting Fraud."

Hurtt's research is also influencing auditing standard setting on a global scale. Her working paper "Professional Skepticism: A Model with Implications for Research, Practice and Education" was cited in the U.K.'s Auditing Practices Board (APB) white paper "Auditor Skepticism: Raising the Bar." The APB is part of the Financial Reporting Council (FRC), which serves as the U.K.'s organization that sets external auditing standards.

Within the classroom, Hurtt holds a high level of respect for her students.

"Accounting students work hard and want to be involved in their world," she said. "It's a huge privilege to be part of their lives and see the transformational process of students moving toward becoming professionals."

While Hurtt is eager to see students transform into professionals, she hopes they become professionals with a purpose. One way the Accounting department focuses on business with a purpose is incorporating faith and learning by taking an annual departmental mission trip to Uganda. Students work with local pastors, partner with Uganda Christian University students, and learn from and offer advice to local businesses. Hurtt will be accompanying students on the trip this summer.

"There are so many applications for business professionals," she said. "I believe it's important to help students bring glory to the Kingdom of God as they impact the world."