

**Professor Kenneth David Strang, *Doctorate, MBA, BBA, BT, FLMI, CNA, PMP***

- **Scholarship - over 210 publications (>50% sole-authored), i.e. research methods text (2015) and ISO/PMI standard Project Management Body of Knowledge (2008) co-author;**
- **Experience – 33+ years experience (teaching since 1997), career progression from insurance/pension system analytics to project management (licensed) then academia;**
- **Education - all degrees honors level: Doctorate Project Management (business research), MBA (strategic management), BSBA (marketing), AAS (IT) + licenses + certs.;**
- **Teaching - course opinion survey response medians near 5 out of 5 ($M=4.5$, $SD=1.1$); very positive student, peer and supervisor testimonials; multidisciplinary SME;**
- **Expertise - marketing/consumer behavior, business/SCM, strategic management, statistics/economics, PM/information systems, research design/methods/data analytics;**
- **Mentorship - numerous undergraduate/graduate student placements, internships and applied research projects plus doctoral /PhD student supervisions;**
- **Awards – lifetime grants+projects value \$7 million+, Emerald Literati scholarship and Duke of Edinborough community service awards, presidential citations;**
- **Service - journal founder/Editor-in-Chief (2010-present), Editor or Associate-Editor at six journals, Board of Director member at several business associations; accreditation consultant; former CEO of marketing research organization, former president and board of director at non-profits (including SSP, PMI Chapter, ADS, etc).**

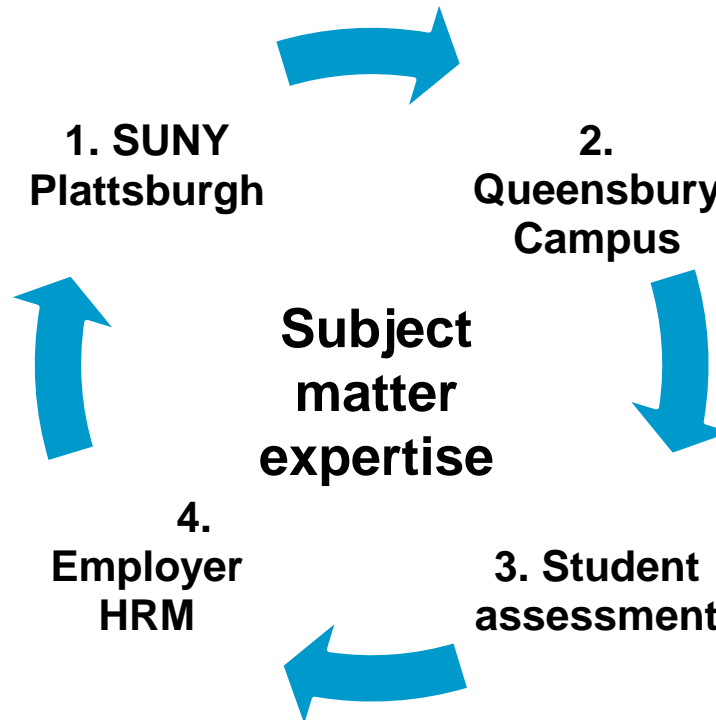
School of Business & Economics – Teaching Expertise

Dr Kenneth David Strang <http://www.plattsburgh.edu/branchcampus>

2 Business administration program & SCM minor coordinator, SUNY Plattsburgh Queensbury

Courses designed & taught:

- Comparative multinational mgt
- Project/process mgt
- Business math
- Quantitative reasoning
- Statistics/research techniques
- Human resource mgt
- Multicultural leadership
- Ethics, Professionalism
- Market consumer behavior
- Organizational behavior
- Business strategy
- eMarketing design
- Project leadership
- eBusiness leadership
- Knowledge management
- Product/service development
- Marketing strategy & mgt
- Systems analysis & design
- Enterprise system & selection
- Decision making & models
- Learning style & behavior
- Doctoral/PhD research design





SUNY Plattsburgh (PSU) Quick facts – big picture

- State University of New York = 467,000+ students (www.suny.edu)
- More than 3 million alumni all around the world (www.suny.edu)
- Established 1948, SUNY was last of the then 48 states to establish a university system (<http://www.collegebound.net/college-university/article/suny-plattsburgh/5344/>)
- New York salary #3 highest \$55K in US (after DC, MA) (www.bls.gov, 2013)
- “More than 96% of our graduates gain employment” (PSU Viewbook, 2010)

– PSU – highlights (<http://www.plattsburgh.edu/admissions/quickfacts.php>)

- Undergraduate enrollment = 5,822; Graduate enrollment = 528 (total=6350)
International = 345; Countries = 63; Gender: M=45.1%, F=54.9%
- Average class size = 22 (BS-BA=23); Student-faculty ratio = 17:1;
- Tenure track faculty holding highest degree: 97% SBE top researchers
- 2010 International Student Barometer (<http://www.suny.edu/sunynews/News.cfm?filename=2011-04-18Plattsburgh.htm>)
 - PSU ranked #1 in world for making friends
 - PSU led USA institutions in learning context satisfaction
 - PSU ranked #3 global competitors in overall satisfaction.

– SUNY Plattsburgh @ Queensbury (SPQ) in spring 2016 since 2010

- *Bachelor of Science in Business Administration* = 12 to 50 (350 @ SPQ)
- AACSB International accredited (prestigious status): <http://www.aacsb.edu>

Subject Matter Competency

Student Assessment

Standard Exams

Learning styles

Social culture & diversity



Personality

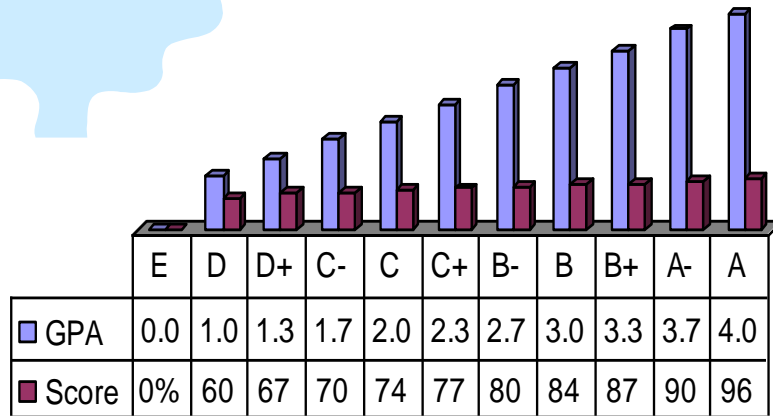
Attitudes & disposition



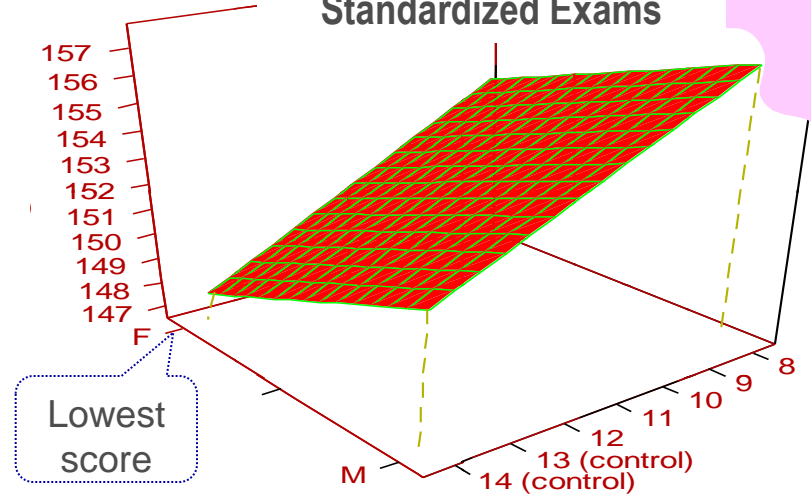
Skills Development

Knowledge Mastery

Subject Matter Competency



Standardized Exams



Learning styles

Social culture

Personality

Attitude & disposition

	N o n e	L o w	M o d	H i g h
Skills Enhancement				
Written Communication			X	
Oral Communication			X	
Mathematical Analysis		X		
Statistical Analysis		X		
Computer Literacy		X		
Team Building			X	
Research Methods			X	
Analytical & Integrative Processes			X	

	N o n e	L o w	M o d	H i g h
Knowledge Enhancement				
Ethical				X
Global				X
Political, Social and Legal				X
Regulatory			X	
Environmental			X	
Technological			X	
Demographic Diversity				X



- **SPQ goal: student needs assessment & ‘gap-fit’ analysis**
 - Follow good HRM job design & selection theory: job analysis
 - Job description: FT/PT/intern, duties [tasks, goals, competencies, skills], performance/evaluation metrics, teams & physical working conditions, hours, pay/benefits, EEOC/ADA, OSHA, training.
 - Recruitment: screen application/resume for skills/competencies, data validation (criminal, credit & experience reference checks)
 - Job fit requirements: education, interview, behavioral questions, tests
 - Soft-skills: personality & attitude tests, **academic references**
 - www.inc.com/resources/recruiting/articles/20041001/assessment.html
 - **SUNY Plattsburgh @ Queensbury student characteristics**
 - GPA as high as main campus, standardized exam score > nationals
 - Mature students, generally 98% already work in area & have vehicle
 - Usually commute 1 hr from north of Albany & south of Schroon Lake
 - Generally existing NYS resident (not international) plan to stay here
 - Often return to university to fill out competencies (not freshman)
 - Often have Associate degree & some certifications entering SPQ
 - Students have selected SPQ over fierce competition (UA, etc.)



■ Ken Strang faculty load descriptive statistics @ 2016

- Advisees = 50-70 per year
- Scholarly Activity = 10-12 per year (<http://ken.multinations.org>)
- Administrative Duties = 3 (SPQ campus planning, AoL, AACSB)
- Travel to Off-Campus Locations = 10 (every 3 weeks, 2 terms)
- Number of Committees = 1-4 (Main, Branch, Behavioral)
- Community Service = 1-3 (PM for St. Michaels Church, Director)
- Professional Activities = 2 (IDCE, PMI CT, SUNYadk)
- Business and Industry Interaction = 3 (internships, GFR, ARCC)
- Special Projects = 2 (Research Textbook, Journal Founder/Editor)
- Number Theses Supervised = 11 (Doctorates at other SUNY's)
- Hours Taught/ Academic Year = 4 section * 2 term = 8 * 3 = 24cu's
- Number of Preps/ Year = 3 * 2 = 6
- Number of Disciplines/Semester = 3 per term (changes each term)
 - Fall: Marketing, Management, Operations Research (technical / QAM)
 - Spring: Management / HRM, Integrative / Strategy, Global / Culture, Statistics, Professionalism



■ Ken Strang functional areas of professional expertise

– Marketing:

- MKE421 (senior) Consumer Behavior Applications [SUNY]
- New Product/Service Development [CQU]
- Product/Service Development [CQU]
- Marketing Strategy & Management [CQU, SU-LU]
- eMarketing teams & Design [CQU, SU-LU]
- Marketing Management & Product/Service Design [SU-LU]

– Business Finance:

- Quantitative Reasoning in Business, Research Methods [UTS, SU-LU, UP]
- ECO362 Advanced Statistics [SUNY, UTS]

– Supply Chain & Management, including Production and Operations:

- SCM375 Project/Process Management [SUNY, SU-LU]
- SCM447 Lean Organizing & Manufacturing [SUNY, SU-LU]
- MGM350 Business Math/Quantitative models [SUNY, CQU]

– Management, Organizational Behavior, and HRM

- MGM310 Human Resource Management [SUNY, SU-LU]
- MGM311 Organizational Behavior [SUNY, SU-LU]
- Portfolio/Program/Project Leadership [CQU]
- eBusiness & Nonprofit Leadership [CQU]



- **Ken Strang business, technical & integrative expertise**
 - **Business Environment**
 - **Business Ethics**
 - MGM313 Business Ethics [SUNY]
 - BUS388 Professionalism [SUNY] {class, polycom & synchronous online}
 - **Global Dimensions of Business**
 - BUS444 Multicultural Leadership [SUNY]
 - MGM316 Comparative Multinational Management [SUNY]
 - **Technical Skills**
 - **Information Systems**
 - Knowledge Management & Collaboration [CQU]
 - Systems Analysis & Design [CQU]
 - Enterprise Systems & Implementation [CQU]
 - **Quantitative Techniques/Statistics**
 - Quantitative Reasoning in Business [UTS, UP, SU-LU]
 - Business Statistics, ECO362 Advanced Statistics [UTS, SUNY]
 - Statistics/Research Methods [UTS,UP]
 - **Integrative Areas (comprehensive / integrating experience)**
 - MGM490 Strategic Management + BUS444 Multicultural Leadership (SUNY)



- **Ken Strang scholarship of discovery = basic research**
 - The scholarship of discovery is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to **carry out the scientific method and to conduct meaningful research** is an important aspect of showing that I am capable of understanding student learning and improving my teaching methodologies. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; institutions having research missions and graduate programs would be expected to have on-going research activities (mine work exceeds this).
 - **Coauthored publications with doctorate students**
 - **Validation of theories, replications, literature reviews, editorials**
 - **170+ published peer-reviewed manuscripts:**
<http://ken.multinations.org/>



- **Ken Strang scholarship of teaching = teaching research**
 - The scholarship of teaching can be the most rigorous scholarship of all. It starts with what a teacher knows: teachers must be widely read and intellectually engaged in their fields; but teaching becomes effective only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not merely just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation of my teaching scholarship includes **publications about pedagogy or teaching techniques**, participation in workshops and seminars devoted to improving teaching skills, evaluating teaching materials or rubrics, and developing outcomes assessment tools.
 - **Teaching & learning research**



- **Ken Strang scholarship of integration = practice research**
 - The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting my work into larger intellectual patterns. The scholarship of integration is necessary to solve contemporary complex business problems which do not always neatly fall within defined disciplines. To accomplish this, it I must integrate ideas and then apply them to the world in which we live. Examples of my integrative work include **comprehensive articles** and monographs, participating in curricular innovation, conducting **interdisciplinary seminars and textbook writing, as conducting well as state-of-the-art rigorous empirical studies.**
 - **Decision making / risk management / global terrorism models**
 - **Multicultural learning style models**
 - **Portfolio selection methods**
 - **Educational psychology textbook**
 - **Project management textbook contributor**
 - **Research design methods in business & management handbook**



- **Ken Strang scholarship of application = applied research**
 - The scholarship of application moves toward the active engagement of the scholar into the community. Scholars perform responsible application of knowledge to community problems. In the past, this type of activity has been called applied research and/or development but scholarship of application does not refer to regular service activities or routine consulting. The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program accreditation evaluation, editorial work (including peer reviews), project management using subject matter expertise, provided that these are really meaningful intellectual activities that require expertise. This kind of scholarship requires creativity, and critical thought in analyzing real problems using literature-grounded theories or best-practice professional standards.
 - **Risk management, project management, editorials, reviews**



■ Performance assessment approaches

- **Direct - Assessing student performance by examining samples of student work.**
- **Indirect - Assessing indicators other than student work, such as getting feedback from the student or other persons who may provide relevant information.**
- **Formative – An assessment conducted during the student’s education.**
- **Summative – An assessment conducted at the end of the student’s education.**
- **Internal – An assessment instrument that was developed within the business unit.**
- **External – An assessment instrument that was developed outside the business unit.**
- **Comparative – Compare results between classes, between online and on ground classes, between professors, between programs, between campuses, or compared to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.**



- **Measures to evaluate key business operation processes:**
 - 1. feedback from students, stakeholders, faculty, and staff;
 - 2. benchmarking;
 - 3. peer evaluations; and
 - 4. data from observations and measurements.
 - enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.
 - Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, partnerships, retention rates by program, and what you report to governing boards and administrative units.
 - I hope you have enjoyed reading my ideas about maintaining scholarship and professionalism in my field. –Ken
(constructive feedback welcome: kstra003@plattsburgh.edu)