

ENGAGEMENT, INNOVATION, AND IMPACT

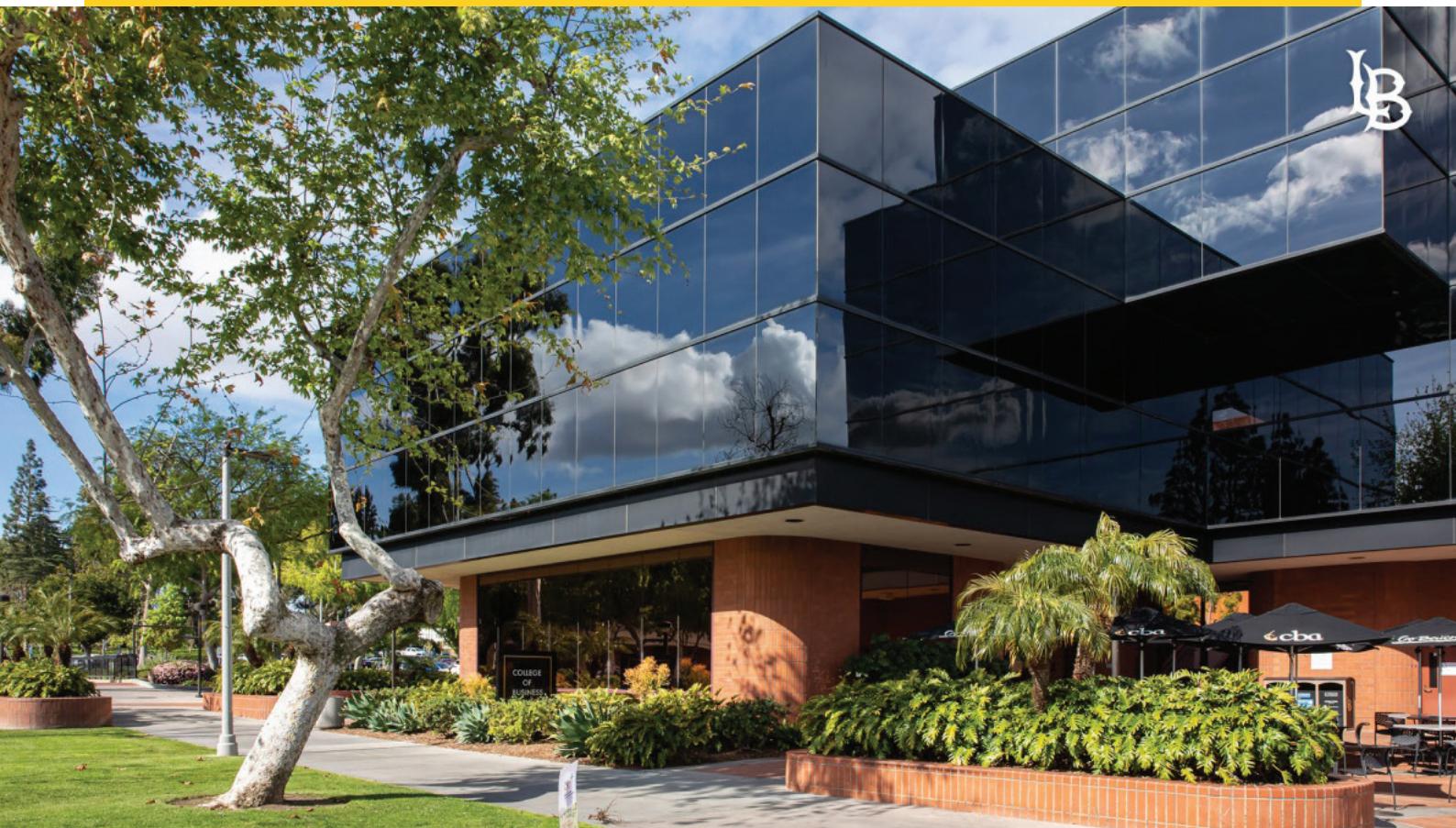
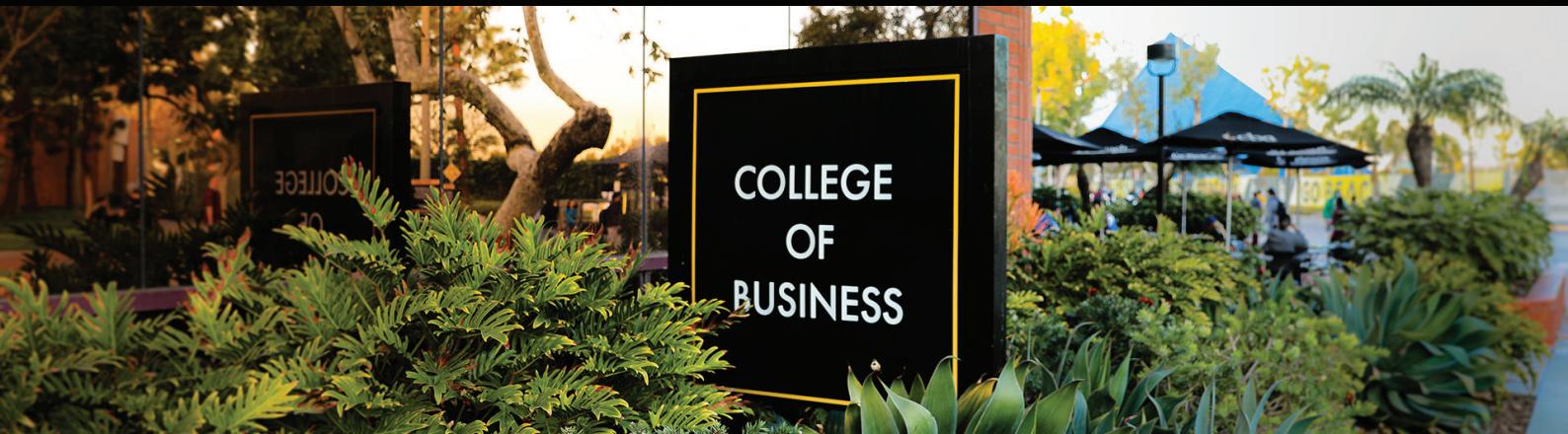


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FINANCE STUDENT SHARES COB EXPERIENCE



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NIKLAS AUGUSTIN

**COB FINANCE STUDENT SHARES
EXPERIENCE AND ACCOMPLISHMENTS**

I was born and raised in Germany and after high school moved to the U.S. because I believed that American universities provided more student services and on average have smaller class sizes. At CSULB, I tried to gain a broad range of experience. During my junior year, I started tutoring statistics and calculus and became the Supplemental Instructions Leader for 'Business Statistics', which gave me first insights into teaching. I then completed an internship at Halbert Hargrove, a local Investment Management and Wealth Advisory Services firm, as well as Boeing, an aerospace company, to give me an idea of what working in investments or corporate finance would look like. After that, I started conducting academic research, which I still do remotely because of COVID-19. I concluded that I could utilize my strengths best in a combination of research and teaching and hence chose to do a Ph.D.

*Niklas Augustin will begin his Finance Ph.D. at the University of Missouri, Columbia in Fall 2021.

FINANCE STUDENT SHARES COB EXPERIENCE



"It was the COB resources that made me aware of the openings for each of my first three jobs."

CSULB College of Business Experience and Accomplishments

At California State University Long Beach (CSULB), my fellow students, student resources, and professors contributed most to my growth. It is crucial to be surrounded by ambitious students with high goals that hold each other accountable and create a network of shared knowledge. The College of Business (COB) organizations create an amazing combination of both social learning through organizations such as the Financial Management Association as well as academic learning through programs such as weekly math study sessions teaching Linear Algebra and Differential Equations or the coding boot camp.

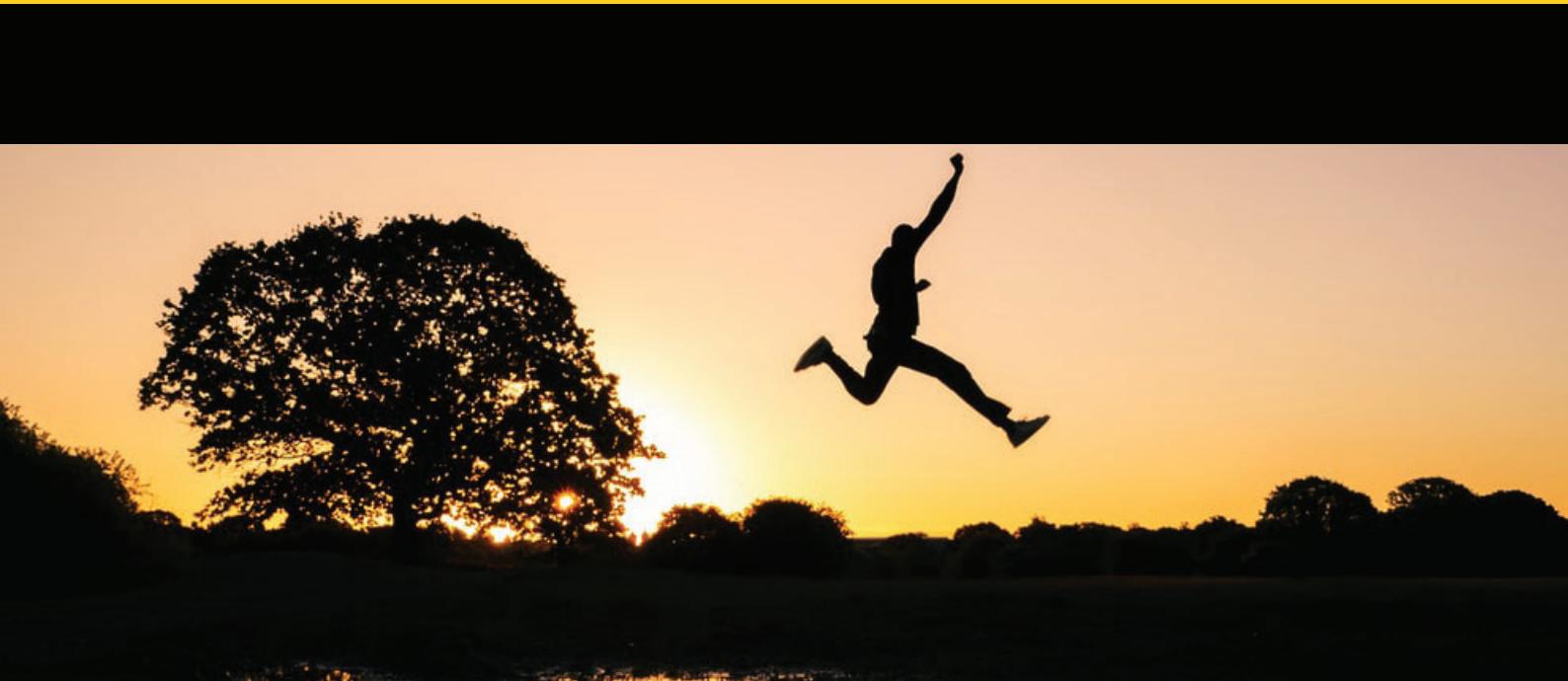
Through these programs, I was able to exchange ideas with my classmates that greatly enhanced my big picture understanding of the world of finance. Seeing the changes that they have made in my life and the lives of other students makes me proud to have been a part of creating these programs and hopeful to see them flourish even after I leave CSULB. Additionally, I know that students benefit greatly from the student resources at the College of Business. Most notably, I believe that the Student Center for Professional Development (SCPD) is one of the most influential organizations on our campus and I recommend any business student sign up for their programs.



CSULB
Financial
Management
Association



FINANCE STUDENT SHARES COB EXPERIENCE



It was the COB resources that made me aware of the openings for each of my first three jobs. First, I was notified of “Supplemental Instruction” through the COB newsletter. Then, SCPD advertised the internship at Halbert Hargrove. Finally, again through Student Center for Professional Development (SCPD) as well as the CSULB Career Fair, I was able to get an internship at Boeing.

Most importantly, it was the professors at CSULB that made a difference. Without a doubt, some of the people who have touched me the most, aside from members of my family, are professors at CSULB.

Specifically, I must mention Dr. Mena and Dr. Ziemer from the Department of Mathematics and Statistics, Dr. Steimetz and Dr. Saboori from the Department of Economics, and Ms. Anke, Mr. McEnulty, and Dr. Gibbs from the Department of Finance. Each of them has either inspired me through their teaching or went out of their way to aid me in reaching my goals. For example, Dr. Gibbs was kind enough to set up the infrastructure that allowed me to teach the coding boot camp and Dr. Steimetz allowed me to audit his graduate Econometrics course, even though I was prohibited from enrolling in courses because of my unit cap. Many of them have referred me to professionals who were able to share their experiences and shed a light on some of my questions.

“Without a doubt, I would not be where I am today if it were not for these incredible people who created a sense of purpose in me to use my chance and do good in the world.”

PRICING THE COVID-19 VACCINE: A MATHEMATICAL APPROACH



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*DR. BANAFSHEH BEHZAD,
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Are Pfizer and Moderna selling their Covid-19 vaccines at a fair price? Can the government negotiate the prices of these vaccines with the manufacturers, despite the very high production and distribution costs?

According to the World Health Organization, the development of the COVID-19 vaccine is occurring in record time. Administration of the vaccine has started the same year as the declaration of the COVID-19 pandemic. The United Nations emphasized the importance of providing COVID-19 vaccines as “a global public good”, which is accessible and affordable worldwide. Pricing the COVID-19 vaccines is a controversial topic. We use optimization and game theoretic approaches to model the COVID-19 U.S. vaccine market as a duopoly with two manufacturers Pfizer-BioNTech and Moderna. The results suggest that even in the context of very high production and distribution costs, the government can negotiate prices with the manufacturers to keep public sector prices as low as possible while meeting demand and ensuring each manufacturer earns a target profit. Furthermore, these prices are consistent with those currently predicted in the media.

ADOPTING AGILITY IN TEACHING



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The College of Business at CSULB responded to the rapid online course conversion due to COVID-19 with care and concern over the student learning experience. This time-sensitive study rates students' experience and satisfaction with their online education.

ADOPTING AGILITY IN TEACHING



The results identify student satisfaction is highly correlated to content coverage and interaction of online learning technologies with a preference for a combination of BeachBoard, Zoom, e-mails, and publisher's website. Graduate students prefer project-based experiential designs and as students mature in their educational journey, an upward trend of satisfaction with online learning may be attributed to maturity and years of study.

The evolution of web-based technology, growing competition among higher education institutions, and learner acceptance of distance learning have fostered widespread support for the online teaching and learning paradigm. While prior studies examine student perceptions and satisfaction within the online education system, this study aims to deeply investigate the students' experience after a large-scale two-week institutional emergency course conversion mandate.

The study systematically reviews students' experience with four aspects of online learning:

1. The adequacy of instructional designs;
2. The effectiveness of technology;
3. The appropriateness of the online learning material and
4. The integrity of online assessment and testing tools

To implement innovative changes in the online education system and achieve versatility and sustainability over time, higher education must address the critical aspects of online teaching and learning found in our study. Our survey offers a way to include "learners' voices" while shaping academic, administrative, and legislative policies on distance learning programs. Ultimately, our findings illuminate ways to innovate online pedagogies toward building a quality learning experience. We hope these advances will foster the lifelong learner mindset we aim to see in our students as they opt to continue conveniently participating in our evolving online education system post-COVID-19.

CONTROL ON ONLINE GAME ADDICTION



PUBLISHED APRIL 2, 2021
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The achievement and escapism gaming motivations are predictors of the psychological ownership of the virtual gaming world.

Online gaming is one of the fastest-growing industries. There have been major evolutionary changes in technology in recent years. Disruptive technologies such as virtual reality, augmented reality, and artificial intelligence have changed the dynamics of gaming and its consequences. In addition, the covid-19 pandemic has pushed more people to online games and virtual worlds. Our study examines the influence of gaming motivation and primary-secondary control on online game addiction. Our findings shed light on this alarming issue and provide several practical implications. For example, our findings show that escapism and achievement are positively associated with psychological ownership of virtual gaming worlds which leads to online game addiction. In other words, people are motivated to play online games in pursuit of escape and achievement. We also find that those who tend to control people around them are more likely to addict to online games.

CONTROL ON ONLINE GAME ADDICTION



Our results provide several practical implications, detailed in the paper. For example:

For educators: we recommend incorporating achievement and escapism types of games in the online educational environment. This is especially important in the covid-19 era where traditional classes have to be taught remotely. Game publishers also have an opportunity to step into a new market where many of the students are gamers.

For publishers: we provide several implications to game developers and publishers to improve games by focusing on improving the social functionalities and “Replayability” of games. The gaming industry is lacking behind social platforms and missing an opportunity to provide an eco-system for their user base.

Game publishes that develop a robust gaming platform as well as provide a rich social media platform will increase their market share as gamers will be drawn to a platform that achieves both capabilities.

For policymakers: we provide implications to mitigate online gaming addiction. We strongly encourage legislative initiatives related to the age of gamers, time limits, and the digital content of the games.

For players: we shed light on the type of games and the type of players that are associated with online game addiction. We, also, recommend choosing easy or hard mode to mitigate the likelihood of online game addiction.

COLLEGE OF BUSINESS

FISCAL OPERATIONS THROUGH THE COVID-19 PANDEMIC



Having just assembled her new Fiscal Operations team, Jeanine Pociask, College of Business ASM, expected 2020 to be a year of growth and learning; 2020 delivered and then some.

In January 2020, newly hired fiscal operations team along with longstanding ASM Jeanine Pociask began their journey into 2020 with high hopes. After only one month in the new positions, came the news of COVID-19 being more serious than anyone had anticipated. Federal and local government agencies imposed restrictions that inevitably resulted in CSULB community adapting to a new remote work environment to ensure safety for all campus employees. This left us with a unique set of circumstances to continue onboarding. Office procedures shifted dramatically with the COVID-19 pandemic as the fiscal team needed to transition to new work

processes, modes of communication and collaboration. This was accomplished by incorporating Microsoft teams, Zoom meetings, and shared documents into our day-to-day operations.

As time moved forward and with no end to the virus in sight, the fiscal team had to ensure that departmental procedures were still completed in an accurate, efficient, and timely manner. This meant taking on a hybrid bi-weekly work schedule where we continued to report to campus throughout the pandemic. Important items such as payroll timekeeping, lecturer & student hiring, additional payment processing such as; the Summer Faculty Development program through ATS, all had to be completed while we continued learning our new jobs. Although only visiting campus twice per week, considerable progress was made through teamwork in an

COLLEGE OF BUSINESS

FISCAL OPERATIONS THROUGH THE

COVID-19 PANDEMIC

effort to maintain college operations. Improved systems and procedures were implemented that would enable a smoother workflow for all involved. Through the support of the university, the fiscal team was able to facilitate the purchase of improved technology to ensure all staff and faculty had the necessary equipment to deliver quality instruction and support to our students.

In addition to limited resources that came with working from home, as the virus continued to spread across the world and with unprecedented levels of disruption in everyone's environment, employees were worried about their family's health and job security. Not only did people fear the virus itself, but also with the ever-increasing level of unemployment outside our university, naturally, many on campus were concerned whether we would meet the same

fate. The fiscal team engaged in discussion about these real world issues and level of uncertainty that the COVID-19 pandemic had brought about. Leading by example, ASM Pociask was able to develop psychological safety within the team and continue to reinforce high engagement in daily activities. She encouraged the team to work beyond their comfort-zone to continually strive for self-improvement which continues to be part of the process today.

What many on campus have learned from 2020 was that although unexpected situations may arise, we have the capacity for responsiveness, flexibility, and improvisation. The future may not currently be as clear as everyone would like, change should not be feared but embraced to ensure challenges are met appropriately and the best path forward is found.



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