

# Congratulations to our 2018 Annual Meeting Best Paper Award Winners

Each Best Paper receives \$500 to be split among the authors. For 2018 the Best Paper Awards are sponsored by StockTrak and eLearnAbout.

## Best Paper - Pedagogy

### WINNER

#### **Incorporating SDGs in an Introductory Macroeconomics Course**

Randy Beavers, Seattle Pacific University

#### ABSTRACT

*The Principles for Responsible Management Education (PRME) promote the Sustainable Development Goals (SDGs). Schools participating in the program can naturally provide students an introductory overview of the SDGs through the introductory principles of macroeconomics course most students take during his or her freshman or sophomore year. SDGs can be linked to both current and historical events in the United States and globally. It is important to view them mainly through economic perspectives but also through the lens of firms and governments to see the big picture. This paper provides detailed examples and pedagogical notes elaborating on designing this into the curriculum. We also discuss suggestions implementing the SDGs into other business classes and future research regarding SDG assurance of learning.*

### RUNNER UP

#### **A Simple Method for Determining the Optimal Capital Structure and Measuring the Cost of Capital**

Austin Murphy, Oakland University

#### ABSTRACT

*This teaching note illustrates a simple procedure for students to make an applied determination of the optimal capital structure and the cost of capital for most any company for insightful learning. By supplying a novel solution to the complex financial decision-making involved, the paper provides an excellent framework for students to apply important financial concepts even in introductory business school classes. Extensive footnotes present background insights with a wealth of relevant citations for project applications in advanced finance courses.*

# Best Paper- Research

## WINNER

### Impact of Team Work in Finance Course on Dimensions of Instruction Evaluation

Raminder K. Luther, Salem State University

#### ABSTRACT

*Class participation and team work in the learning process of their students is highly valued by most faculty members, but at the same time faculty members are also concerned about the results of their evaluation by their students. This study compares the impact of teamwork in a finance course on various dimensions of instruction evaluation conducted by students through the SIR II (Student Instructional Report II) forms in classes with team work to those without. Results show that structured and graded team work in the undergraduate principles of finance class significantly improves the overall evaluation of the faculty member, and improves correlation of overall evaluation with all learning dimensions in SIR II, while classes without team work see more correlation with items that focus on exam prep. These findings are important, because faculty members at most institutions around the world find that teaching evaluations are one of the important components of their tenure and/or promotion applications. Results of this study also alert the administrators and fellow faculty members on these evaluation committees to the nuances contained in the SIR II form of student evaluations*

## RUNNER UP

### Who Wants to Study Finance? An Empirical Analysis of the Determinants of College Student Major Choice

James C. Brau, PhD, CFA Department of Finance, BYU  
Andrew L. Holmes, PhD, CFA Department of Finance, BYU  
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#### ABSTRACT

*In this study, we identify factors associated with choice to seek admission to a limited-enrollment finance program. Using a sample of 796 students at a large university, we assess the impact of potential explanatory factors on the likelihood students will seek admission to a finance major. The data are gathered prior to the admissions decision. Thus, we avoid the selection/treatment endogeneity of most previous studies. In univariate and pairwise difference tests, we find positive correlation between a student's desire to study finance and their level of motivation, work ethic, quantitative strength, and pro-finance social support. In a multivariate model, the data show motivation, work ethic, age, gender, and marital status to be statistically significant determinants. Our findings suggest that the main attributes of students who seek to become finance majors follows a workhorse paradigm: motivated and hard working.*