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**RESEARCHING PROFESSIONAL PRACTICE**

## **International Academic Research Conference** **February 26, 2021**

### **Conference Proceedings**

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INTERNATIONAL ACADEMIC RESEARCH CONFERENCE  
February 26, 2021

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# Helping Small Businesses Survive and Thrive

**Jane Boyd Thomas**

*Winthrop University*

**Cara O. Peters**

*Winthrop University*

Dr. Jane Boyd Thomas is a Professor of Marketing at Winthrop University whose research focus is consumer behavior with an emphasis on issues and trends related to apparel and retailing. She is best known for her work on Black Friday and consumer trends. She is a regular guest on KCBS radio in San Francisco, Nerd Wallet, and locally on WSOC TV.

Dr. Cara Peters is a Professor of Marketing at Winthrop University. Her teaching and research interests focus on advertising, e-commerce, qualitative market research, and retailing. Dr. Peters has published in numerous conference proceedings and peer-reviewed journals and has served as the Associate Editor for the Journal of Case Studies. Dr. Peters has won numerous awards for her teaching, research and outreach to the business community.

## **Abstract**

The global pandemic has caused massive disruption and small businesses have been especially hurt because they rely on “foot traffic” to generate sales. Working with the South Carolina Small Business Development Center we developed a series of three seminars aimed at helping small businesses not just survive, but thrive. The three topics presented were: Retail Shopping during COVID, Digital Media, and Holiday Shopping. This presentation is a summary of best practices from these three topics.

**BEST PRESENTATION WINNERS**

*Selected by Peer Review*

# Resilience and Self-Care During COVID-19

**Heather Dye**

*East Tennessee State University*

Dr. Dye is an assistant professor with ETSU teaching broadly across both, the BSW and MSW, program curriculums. She has been a clinician for over 12 years. She is a Licensed Clinical Social Worker (LCSW) and a Certified Substance Abuse Counselor (CSAC) in the state of Virginia. She has a strong clinical background in Eye Movement Desensitization and Reprocessing (EMDR) therapy, Intensely Trained Dialectical Behavioral Therapist (DBT), Moral Reconciliation Therapy (MRT), Motivational Interviewing (MI), and so on. Dr. Dye has several publications and ongoing research in the areas of eating disorders, early childhood trauma, self-care and burnout.

## **Abstract**

This conceptual presentation will present and explore the constructs of resilience theory and the capacity of “systems” an individual depends on to be successful during challenging times of COVID-19. Through the use of metaphors, participants will learn about the process of building resilience, having surge capacity (resilience bank account), and surge depletion (resilience deflation). Participants will be able to apply these new constructs to the current challenges of the pandemic and engage in self-awareness regarding their own level of self-care.

# Property Tax Relief Policy in South Carolina and its Relationship to Public School Funding For Populations

**Sharda Jackson Smith**

*University of South Carolina Upstate*

Sharda Jackson Smith is an Assistant Professor of Elementary Education at the University of South Carolina Upstate. Jackson Smith has actively involved herself in professional and community initiatives that preserve equity, focusing on topics such as district-wide disproportionate discipline, studying income and fiscal capacity effects for state education funding, and education reform policy impact. She has also served as a committee member for state-wide assessment item bank/test platform validation and state academic standards review. In addition to Jackson Smith's commitment as a professor, she serves as a public education advocate to local, state, and national organizations.

## **Abstract**

This study investigates the impact of a controversial state tax policy enacted over a decade ago in South Carolina. Tiered reimbursement funding, a structure set forth to reimburse funding loss due to property relief policies, has had a direct impact on the revenue made available to public schools. Using correlational design, this study reveals the relationship between the reimbursement structure and school district poverty and racial concentration.

**BEST PAPER WINNER**

*Selected by Peer Review*

# Research Interrupted by the COVID-10 Pandemic: An Example of a Storytelling Strategy Pre-and Post-Pandemic that Came Full Circle

**Jill Raisor**

University of Southern Indiana

**Ilfa Zhulamanova**

University of Southern Indiana

Dr. Jill Raisor is an Associate Professor of Education at the University of Southern Indiana. Her research interests include relational aggression, developmentally appropriate practice, curriculum design, and guidance of young children.

Dr. Ilfa Zhulamanova is an Assistant Professor at the University of Southern Indiana. Her research interests include teacher education, play and learning in early childhood, child development, diverse children and families, curriculum, and instruction.

## **Abstract**

In today's classrooms, the act of storytelling is often overshadowed by a narrow focus on academics. However, children can use storytelling as a way to demonstrate depth of their understanding. The presentation will detail a creative storytelling strategy implemented in an early childhood classroom which was interrupted by the COVID-19 pandemic. The end result is a two-phase study which concluded with pre-kindergarten aged children using storytelling to discuss and display their perceptions of Coronavirus.



# Teaching Future Teachers the Technology Skills for Today's Students

**Rebecca A. Cooper**  
*Georgia Gwinnett College*

**Samantha Mrstik**  
*Georgia Gwinnett College*

Dr. Cooper is a professor in the School of Education at Georgia Gwinnett College. She has served in a leadership position for eight years as the Chair of Assessment and Graduate Department Chair. In her 17 years of higher education experience, she has taught general education and science courses online and on ground for graduate and undergraduate students. Dr. Cooper also works with education faculty to incorporate technology into their courses. Her areas of interest include students' attitude toward science, technology tools, and online teaching.

Dr. Mrstik is an assistant professor of curriculum and instruction at Georgia Gwinnett College (GGC). From 1999 to 2014, Dr. Mrstik taught a variety of subjects to a diverse group of learners at the high school level ranging from English, science and special education in Florida. She was the department chair of the special education department, and in 2010, she was the Teacher of the Year for her high school. Besides teaching in Florida, Dr. Mrstik has taught full-immersion English in Chile, Argentina and Peru. She has also taught students with disabilities in South Africa. Most recently, Dr. Mrstik graduated from the University of Central Florida with her Ph.D. in special education where her doctoral dissertation focused on students with learning disabilities in Gaborone, Botswana.

## **Abstract**

To prepare 21st century learners, teacher candidates must create learning opportunities for their students to learn with and through technology. The Technological Pedagogical Content Knowledge (TPACK) structure was designed for teachers to understand the relationships between and among technology, pedagogy, and content. The goal of this research was to develop their TPACK in their two years in a teacher education

program. To this end, education faculty designed and implemented a School of Education Technology Project.

Online Proceedings

# The Impact Refugee Resettlement and Integration Process in the United States

**Jonathan Trauth**

*Central State University*

**Karleah Harris**

*University of Arkansas at Pine Bluff*

Dr. Jonathan Trauth is an Assistant Professor in the Department of Social Work at Central State University. In the 1990s while working for the affordable housing coalition and serving special needs populations, Jonathan studied psychology and theology leading to a dual Degree from Xavier University. In 2001, Dr. Trauth began working in substance abuse dependency counseling in inner city Lexington, KY, while working on his MSW at the University of Kentucky. He completed his Doctorate in Counseling at the University of Cincinnati in 2016. Dr. Trauth traveled to El Salvador and to Nicaragua to help build water filtration systems and malaria-proofing latrines, while also being introduced to permaculture techniques for third-world country applications. Dr. Trauth worked three years at the Clermont Recovery Center in Batavia, Ohio, with adolescents incorporating therapy through gardening. He then brought the ideas learned in horticulture therapy to clients and families at Lighthouse Youth Services where he worked as a social worker and clinical supervisor. Last year, he completed his 72 hour permaculture certification. More recently at St. Leo the Great parish, Dr. Trauth began working with the Burundian refugee population. These refugees requested his help in obtaining land for farming so they could grow their own food. Observable outcomes that have had a significant impact on these refugees include community integration, self-efficacy, self-sufficiency, increase in business knowledge, opportunities for physical exercise for all ages, and a collaboration with different organizations focused on the creation and sustainability of a refugee garden.

Dr. Karleah Harris is an Assistant Professor at the University of Arkansas at Pine Bluff. She has a Ph.D. in Educational Psychology and a Master's degree in Curriculum and Instruction from Purdue University and a Bachelor's degree in Agricultural Education from North Carolina Agricultural and Technical State University. Dr. Harris has taught several undergraduate and graduate students. Her research interests include

using inquiry-based science learning to study kindergarten students' explanations, the types of discourse strategies teachers use during classroom science discourse, children with learning disabilities, gardening, and grandparenting.

### **Abstract**

Current world-wide conditions are forcing larger numbers of people to flee their homelands and seek refuge in other countries throughout the world. This presentation provides a brief overview of immigration within the U.S. and examines the current state of refugee resettlement. It examines the struggles that refugees face upon arrival in the US from their immediate short-term needs of food, shelter, clothing and safety to their long-term goals of independence / empowerment. Language acquisition, mental health counseling, and employment are key to helping refugees become self-sufficient. Also, culture, spiritual beliefs and customs, must be considered to accomplish successful integration.

# Online Learning for All? Connecting Low Income & Rural Communities in a Post-Pandemic, Reimagined School System

**Sam Humphrey**  
*National University*

Sam Humphrey is a Ed.D. candidate with a M.Ed. degree and current elementary school principal for a Title I school on the central coast of California. He attended the Harvard Graduate School of Education School Turnaround Leaders program, founding a school in East Oakland as a lead teacher as well as recent principalship of a turnaround school. He has presented at conferences nationwide on education reform and opportunities for a reimagined school system that serves all students. Research initiatives include: student preparation for the fourth industrial revolution, digital leadership in education, and online learning in a post-pandemic world.

## **Abstract**

Our traditional education system has been upended by a global pandemic, effectively providing the first disentanglement of the concept of learning from the brick and mortar school building for many students and families. This presentation will explore the challenges and opportunities of distance learning, specifically for low income and rural communities. Attendees will take away perspectives and the potential of forward thinking learning models leveraging technology to reimagine a school system that serves all children.

# How Learning Circles Contribute to Doctoral Students' Psychological Safety in a Cohort Model

**Teri Marcos**  
*National University*

**Donna Elder**  
*National University*

Teri Marcos, Ed.D., is the interim program director for National University's first doctorate, the Ed. D. in Organizational Innovation, which began in August, 2019. Having served for twenty years as a Jr. High mentor teacher, administrator, and Coordinator of School Improvement and Gate programs, Dr. Marcos earned her doctorate at University of La Verne in 2004 while studying the effects of legislated educational reform on student achievement in California public schools. She has served as full-time faculty in higher education since 2003. She and her husband, Joe, have two adult children, both teachers, and five grandchildren.

Donna Elder, Ed.D., is the interim dean of National University's Sanford College of Education and is the visionary for NU's first doctorate, the Ed. D. in Organizational Innovation, which began in August, 2019. Having served for 20 years as a Superintendent of Schools her background provides a meaningful bridge between the deanship of one of California's largest Colleges of Education, and the local, county, and state education agencies it serves. Dr. Elder earned her doctorate at University of La Verne. She and her husband, Wayne, live in San Diego.

## **Abstract**

While the literature has long established the importance of relationship building as foundational to organizational success presenters share how a doctoral program is finding student success in their online Ed.D. through purposed teaming. A Learning Circle model will demonstrate strategies for deisolating online doctoral students. Presenters will share online bonding activities to support emotional and spiritual human connections. Attendees will take away inspirational constructs of psychological safety as applied to relationship building in organizations.

# Lessons from the Pandemic: Creating a Collegial Classroom Community Online

**Joanna Greer Koch**

*North Carolina State University*

Dr. Joanna Greer Koch is an Assistant Teaching Professor in the College of Education at NC State University. Additionally, Dr. Koch serves as the English as a Second Language (ESL) Program Coordinator for the Master of Arts in Teaching (MAT) program. Her scholarly interests include multicultural education, social studies for the young learner, English as an additional language, and international education. She teaches elementary education social studies and diversity courses at the undergraduate and graduate levels

## **Abstract**

During the COVID-19 global pandemic, teachers throughout the world continued to teach effectively. Even at the collegiate level, professors researched and implemented effective teaching strategies to create a classroom community online. The purpose of this presentation is to discuss those effective teaching strategies that created a classroom community online during the global pandemic. The presentation will showcase effective strategies that could be used in a variety of university courses to create an online classroom community. Oftentimes, teaching online can create a digital barrier between teachers and students, which decreases the opportunities for collaborative learning and relationship building. However, this presentation highlights strategies and insights from a scholarly literature review and qualitative data to assist educators in modeling collaborative, active learning strategies in their online classrooms. The impact of the presentation includes demonstrating best practices for teaching online at higher education institutions with the objective of creating an online classroom community.

**BEST PRESENTATION WINNER**

*Selected by Peer Review*

# Comparison of Paternity Leave Policies in Six Western European Union (EU) Countries

**Nidhi Trambadia**

*Embry-Riddle Aeronautical University*

**Sohel M. Imroz**

*Embry-Riddle Aeronautical University*

Nidhi Trambadia earned her Master's Degree in Business Administration and Aviation Finance at Embry-Riddle Aeronautical University, Daytona Beach, FL. She is currently working as a Financial Analyst at Air Wisconsin Airlines. In her role, she supports departments and senior leadership in the development of operating and capital budgets, labor contract negotiation, and variance analysis reporting. She has a background in aviation and finance, and is progressively working to grow her skill set and financial planning knowledge within the aviation industry. Nidhi is open to research initiatives in both aviation and non-aviation related topics.

Sohel M. Imroz, Ph.D. is an Assistant Professor of HR at Embry-Riddle Aeronautical University, Daytona Beach, FL. His research interests are in Human Resource/Organization Development (HR/OD) and IT Service Management (ITSM). In HR/OD, he has completed projects and research on leadership development, competency model, social network analysis, and team-building. In the area of ITSM, his past projects include various ITIL processes (e.g. Request Fulfillment, Incident, Problem, Change, and Asset Management), information security risk management, and professional online communities. Sohel also holds SHRM-SCP and ITIL certifications.

## Authors' Note

This paper is being submitted to the CSI Online Academic Research Conference (February 26, 2021). Nidhi Trambadia graduated with MS in Aviation Finance from Embry-Riddle Aeronautical University. She can be reached at [nidhi.trambadia09@gmail.com](mailto:nidhi.trambadia09@gmail.com). Sohel M. Imroz is an assistant professor of Human



Resource Management at Embry-Riddle Aeronautical University. He can be reached at [inrozs@erau.edu](mailto:inrozs@erau.edu).

### **Abstract**

This paper provides a comparative summary of paternity leave policies in six western European Union (EU) countries—Austria, Belgium, France, Germany, Luxembourg, and the Netherlands. Data were collected from physical artifacts (online resources and documents) hosted by government websites and research institutes' databases. The results of the paper should aid human resource development practitioners in developing work-family initiatives and help researchers to address new questions in cross-cultural comparisons on paternity leave.

**Keywords:** Paternity Leave, Western European Union Countries, Austria, Belgium, France, Germany, Luxembourg, the Netherlands.

There is no denying the importance of maternity leave for a newborn's physical, mental, intellectual, and social development. However, although maternity leave is usually recognized as essential by employees, employers, and society, paternity leave is often neglected. When fathers take leave to be more involved in caring for their children, it is beneficial for the children's cognitive development (Huerta et al., 2013). Fathers also need the opportunity to be a part of their newborns' lives, even if only for a few weeks. The need for paternity leave is increasingly gaining recognition in many countries worldwide, especially in Europe. This trend is reflected in the ongoing changes to legislation and employment laws. This study summarizes paternity leave laws, policies, and practices in six western European Union (EU) countries—Austria, Belgium, France, Germany, Luxembourg, and the Netherlands.

### **Literature Review**

A study by Petts and Knoester (2018) examines the connection between paternity leave and length of paternity leave as well as the relationship satisfaction and relationship conflict between parents. A sample of 4,700 American couples from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was selected to gather and analyze data. The relevant results indicated that, on average, mothers and fathers reported higher relationship satisfaction when fathers took paternity leave. However,

the study did not find any significant relationship conflict between parents when fathers took paternity leave. Furthermore, length of paternity leave is also unrelated to both relationship satisfaction and conflict. Additionally, the study also determines whether these connections vary by gender and the work status of mothers. Evidence suggests that there is lower relationship conflict in families where mothers worked pre-birth. Finally, there is strong evidence supporting the hypothesis that paternity leave is related more with the mothers' reports of relationship satisfaction than fathers' reports. One reason could be that mothers have the pressure and societal obligation to handle more work throughout the child's life in addition to other household chores. Therefore, their opinions might be more effective compared to fathers' reports.

Rege and Solli (2013) investigated the effects of paternity leave on fathers' future earnings. A sample of 1,126,643 observations for 261,298 fathers of 327,820 children from Statistics Norway. Norway introduced a four-week paid paternity quota in 1993 (International Labour Organization, 2020). The results suggested that this quota had a significant negative effect on fathers' earnings up until when the child was five years old. It further concluded that as a direct effect of the quota, fathers on average earned 1% to 3% less. This was mainly due to a shift in focus from work to home production.

Andersen (2018) examined how a father's paternity leave affects the gender gap among heterosexual couples. Data from Statistics Denmark dating was collected. The author narrows each sample according to reforms. Danish parents are entitled to 52 weeks of leave, with specific weeks entitled to mothers, for example pre and post-birth leave. There is some evidence that a father's leave reduced the within-household gender wage gap by increasing the mother's wages and increasing father's household capital. The author discovered diverse results according to reforms.

Farré and González (2018) stressed the effects of subsequent fertility by introducing paid paternity leave. The authors selected a sample from the Spanish National Statistical Institute. Evidence suggested that the introduction of two weeks of paid paternity leave in Spain may have had negative effects on subsequent fertility. The authors discovered that parents who were just entitled to the new paternity leave took longer to conceive their next child, hence the delay might explain the reduction in subsequent fertility among older women. The channels to explain the negative fertility effects included the fathers' increased involvement in childcare and the cost of raising a child.

Cools, Fiva and Kirkebøen (2015) investigated how paternity leave impacts the relationship between parents and children in the future. The main result that the authors discovered is that among the families in which fathers who are on parental

leave and more educated than mothers, children's school performance improves. This study is based in Norway. Another interesting study by Kotsadam and Finseraas (2013) focused on determining the effects of paternity leave on adolescents' household work. A sample of 11,659 students aged 12-19 with a response rate of 73 percent was collected from Young in Norway, focused mainly on years 1992 and 1993 (pre and post introduction of paternity leave quota, respectively). The combined results suggested that the introduction of 'daddy' quota lowered the probability of girls doing household work (for example, washing, cleaning and shoveling snow). This led to an equal probability of both genders doing household work. The study states that there is evidence that if fathers take paternity leave, they help out with household chores, reducing the burden for children to complete the tasks.

## Results

*Austria.* In Austria, fathers can take one month of early paternity leave (unpaid) immediately after the birth of their children. During this period, fathers can apply for compensation to a maximum of €22.60 per day for up to 31 days. In addition to early paternity leave, fathers can also take general paternity leave (also unpaid) when the mandatory maternity leave of the child's mother ends. The minimum duration of general paternity leave is two months. General paternity leave must be taken before the child turns two years. The maximum compensation amount during general paternity leave is €66 per day (Gesley, 2019).

Notable points:

1. Early paternity leave must be taken during the period when the mother of the child is legally prohibited from working.
2. Only fathers who live in the same household with the child are eligible for paternity leave (both early and general).
3. Soon-to-be fathers must notify their employers of their desire to take early paternity leave at least three months before the child's expected delivery date.
4. New fathers must notify their employers of the child's birth without unjustified delay.
5. General paternity leave cannot be taken at the same time as maternity leave.

6. General paternity leave also applies to the fathers of adopted and foster children under age two.

*Belgium.* In Belgium, paternity leave is two weeks long (i.e., 10 working days). For the first three working days, fathers receive 100% compensation. For the remaining seven working days, they receive 82% of their gross salary (Oycke & Gyes, 2018). The maximum compensation amount during paternity leave is €135 per day (OECD Family Database, 2019, p. 16). Notable points (Eurofound, 2019):

1. Paternity leave must be taken within the first four months after a child's birth.
2. The first three working days of paternity leave are mandatory for new fathers.

*France.* In France, new fathers can take a maximum of 11 consecutive days of paternity leave following the birth of a single child. Paternity leave can be extended up to 18 consecutive days for multiple births (Schulze-Marmeling, Tissandier, & Turlan, 2019). Fathers receive 100% compensation with a maximum of €89.03 per day during paternity leave (Jobs in France, 2020).

Notable points (Schulze-Marmeling, Tissandier, & Turlan, 2019):

1. Paternity leave includes weekends and public holidays.
2. Fathers can take three additional days of paternity leave granted by the French Labor Code.

*Germany.* In Germany, there is no separate statutory regulation for paternity leave. Instead, fathers are entitled to use parental leave (different from maternity leave). A parent can use the entire parental leave beginning on the day of the child's birth and ending on the child's third birthday (36 months). Parents who have not used all the parental leave before the child's third birthday can use the remaining leave between the child's third and eighth birthday. In this case, parents are only entitled up to 24 months of leave (Kraemer, 2019). Parents may receive a state-sponsored parental leave allowance for up to 14 months (minimum of €300, maximum of €1,800 per month) (Kraemer, 2019).

Notable points (Hamburg Welcome Portal, 2020):

1. Each parent is entitled to parental leave, even if the other parent has also taken the leave.

2. The employer's approval is not required if parents take parental leave before the child's third birthday.
3. The employer's approval may be required for parental leave between the child's third and eighth birthdays.
4. Parental leave can be taken for biological, foster, or adopted children.
5. Grandparents can also take parental leave if one (or both) of the child's parents is a minor.
6. During parental leave, parents can work for a maximum of 30 hours a week.

*Luxembourg.* In Luxembourg, the maximum paternity leave duration is 10 day for salaried workers or apprentices and 4 days for public employees. Paternity leaves can be used for the birth of a child or for adopting a child younger than age 16. Employees receive 100% salary while taking paternity leave.

Notable points (Guichet, 2019):

1. Employers are required to grant paternity leave according to the worker's request unless it causes an undue burden on their operational needs.
2. Employees must submit a leave request to the employer at least two months before the leave starts. If adequate notice is not given, the employer has the right to reduce the paternity leave from 10 to 2 days.
3. Paternity leave must be taken within two months from the child's birth (or adopting a child).
4. Part-time salaried workers are also entitled to 10 days paternity leave. The compensation amount for part-time salaried workers may vary according to their employment contract.

*The Netherlands.* Partners of mothers who just gave birth may take five working days of paid paternity leave within four months (Mercer, 2019). This leave is also applicable when fostering or adopting a child. Compensation during this period is 100% of the partner's maximum daily wage. Starting July 1, 2020, partners will be eligible to take an additional five weeks of paid paternity leave until the child is six months old (Kaar, 2019). The government will pay up to 70% of the partner's gross salary or a maximum of €4,660.59 per month (Mercer, 2019).

Notable points:

1. Partners are required to take the initial five days of paid paternity leave to be eligible for the additional five weeks of leave.
2. Although employers may refuse to grant paternity leave due to legitimate business reasons, they must make alternative acceptable arrangements with the employee.

### **Implications/Benefits Of Paternity Leave**

According to Heymann and McNeill (2013), approximately 81% of countries around the world extend paid paternity leave for fathers. Paid leave is usually beneficial with a child on the way and post birth for the entire family because this provides an assurance that the income is secure, and parents can worry less and focus more on raising the children. Gault et al. (2014) focused on stating the benefits of paid paternal leave from the perspectives of individuals, families, employers and the economy as a whole. In their literature review, it was discovered that Huerta et al. (2013) found that fathers who take time from work, especially more than two weeks, for the purpose of childrearing are more likely to spend more time with their children after birth. This could reduce the stress on the family and contribute to a stronger bond between father and child.

In a study by Rehel (2014), the author focused on the advantages of paternity leave. By giving a reasonable chance for fathers to be a part of their children's lives instead of meeting their children at the end of their work shift (no workplace constraints), fathers can develop their parenting skills and comprehend a sense of responsibility that allows them to be active co-parents instead of just 'helpers' to their female partners. The author also notes that this transition in an environment away from work as a co-parent also presents an opportunity to witness a more gender-equitable division of labor.

Popper (2020) with the New York Times provided recent updates on research related to the subject at hand. The author mentioned the latest work of Petts et al. (2019) whereby the authors discovered that fathers who take paternity leave not only demonstrate a close bond with their children, but also with their female partners. This could lead to an understanding that such men are less likely to get divorced. The Economist (2015) highlights primary advantages of paternity leave as the culture has shifted in many cultures whereby fathers are now taking on

more responsibility in helping mothers raise children. Results suggest that in countries like America, Australia, Britain and Denmark, fathers who had taken paternity leave were more likely to feed, dress, bathe and play with their children long after the paternity leave had ended.

Furthermore, early interaction between father and children tends to have more promising future outcomes. Cools et al. (2015) emphasized on how children flourish in school activities when both parents are involved in raising them. Marcoux (2020) underlines the importance and benefits of paid paternity leave with a different approach whereby a first-time father's experiences were recorded. The author mentioned that paternity leave improves mothers' postpartum health. Having a father look after the baby as well as his partner is both physically and mentally healthy for baby and mother. Persson and Rossin-Slater (2012) learned that mothers were 14% less likely to be admitted to a hospital for birth-related issues within the first six months of childbirth if fathers took paternity leave and helped. Father engagement is another benefit of paternity leave along with father involvement in childcare following several years after childbirth. When fathers take paid leave and help around the house, it helps close the wage gap.

## **Conclusion**

This paper aimed to help readers understand the importance of paternity leave and some policies and practices adopted by developed countries. It can also benefit those who have settled as expatriates or are planning upcoming foreign assignments in these six countries. Companies that hire employees overseas are subject to abiding by the host country's employment and labor laws, which may be different from one's home country's rules or policies. Failing to implement and follow laws or policies related to paternity leave can lead to discrimination lawsuits that can have harmful effects on companies and employees. Employers and lawmakers can use the information presented in this paper to devise and implement effective paternity leave laws, policies, and procedures to maximize their employees' work-life balance. Society is evolving worldwide into more focused on paternal involvement. Europe has provided paternal leave for a considerable time and this is something the rest of the world may wish to embrace.

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# **Business School Curriculum Change: A Study of Business Schools in the Northeast**

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## **Abstract**

Tasked with educating business students, institutions are responsible to refresh our curriculum to include the latest business trends, accreditation standards and assessment findings. This study considers the length of time to implement curriculum change from initiation of ideas through academic process approval and course implementation. Do Business Schools address curriculum changes in a timely fashion? The study findings serve as a useful tool for Business school stakeholders.

# A University Partnership: Charting the Way

**Dennis Lamb**

*Southwest Minnesota State University*

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Dr. Dennis Lamb is in his 38<sup>th</sup> year in education and his 18<sup>th</sup> year with SMSU. His teaching background is in elementary education, having taught 5<sup>th</sup> and 6<sup>th</sup> grade for eight years and served as elementary principal for four years before transitioning his career to higher education. He taught in two private colleges in Iowa before joining SMSU in 2002, where he directed an off-campus elementary education degree program at Central Lakes College in Brainerd. He now facilitates learning communities in the north central part of the state. A career highlight occurred in 2013-14 when he was granted a sabbatical and was a visiting professor at Udon Thani Rajabhat University in Thailand for five months.

Dr. Tanya Yerigan is a career-long educator with a background in education, business, and social work. With 25 years of K-12 and higher education experience, she is a well-rounded professor that has worked with educators from several states. Tanya's favorite part of working with practicing educators is watching them become full blown researchers. As an avid researcher herself, Dr. Yerigan's current research includes facilitated learning, toxic stress, childhood trauma, teacher misconduct, and critical thinking through reflective practice. Tanya serves as the Education Department's Graduate Director.

## **Abstract**

In the spring, 2020, SMSU partnered with the Minnesota Department of Education and received a federal grant to initiate a Charter School Leadership Program (CSLP), launching its first cohort in the summer, 2020. This grant provided the resources necessary to create a one year, 19-credit certificate that targeted specific skills necessary for any successful charter school leader to have and develop. In addition to the certificate, SMSU also created multiple pathways for charter school

leaders to transfer their certificate credits toward the completion of a Masters in Education as well as identified competencies necessary for K-12 principal licensure. Attend this session to learn more about how this leadership program could be implemented in your region and how SMSU can serve as a training program for charter school leadership around the country.

Online Proceedings