

4-16-2012

Minutes, Crummer Graduate School of Business Faculty Meeting, Monday, April 16, 2012

Crummer Graduate School of Business Faculty
Rollins College

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**Roy E. Crummer Graduate School of Business
Rollins College
Faculty Meeting Agenda
Room 108 at 1:30pm**

April 16th, 2012

Welcome.....Craig McAllaster

Curriculum Committee Update.....Henrique Correa
Proposed courses: Business Communications and Critical Thinking

AACSB Update.....Craig McAllaster

Internships and Employment.....JaneTrnka

Approval of Graduate List.....Steve Gauthier

Nominate a new member for the Peer Review Committee.....Craig McAllaster

Other Business.....Craig McAllaster

- The MBA Oath Ceremony will be on Thursday April 26th at 6:00pm in the Bush Auditorium
- Reminder.....please don't put paper signs on your office doors
- Please do not recycle paper with personal information on it, such as R numbers. Please shred these documents.

Adjournment.....Craig McAllaster

**Next Faculty Meeting
August 8th (Faculty Retreat)
8:30 am – 4:30pm
Galloway Room**

**Faculty Meeting – Room 108
April**

Crummer Faculty and Staff Present:

Susan Bach, Lynda Boyce, Jackie Brito, Pam Clark, Steve Gauthier, Susan Haugen, Margaret Linnane, Cheryl Mall, Craig McAllaster, Jane Trnka, Mike Bowers, Sam Certo, Mary Conway Dato-on, Henrique Correa, Ralph Drtina, Jule Gassenheimer, Jim Gilbert, Bill Grimm, Ted Herbert, Jim Johnson, Mark Johnston, Halil Kiyamaz, Allen Kupetz, Greg Marshall, Kyle Meyer, Ron Piccolo, Bob Prescott, Ted Veit, Keith Whittingham

Welcome.....Craig McAllaster

Review/Approval of Minutes.....Craig McAllaster

Curriculum Committee UpdateHenrique Correa
Proposed courses: Business Communications and Critical Thinking. Both courses were reviewed. Courses will take place four weeks before the core classes begin to prepare the students for the remainder of their course work at Crummer. Please see attached course outlines.

AACSB UpdateCraig McAllaster
The Maintenance committee did not accept our request proposal to accept our arguments for approval. We are on a six year review for INB to correct concerns brought up by the committee.

Internships and EmploymentJane Trnka
30 employed, 17 pending, 10 not seeking, 3 own businesses, 3 going back to school and 2 taking time off

Approval of Graduate ListSteve Gauthier
List was approved pending final grades

Nominate a new member for the Peer Review Committee.....Craig McAllaster
Clay Singleton was nominated to be on the Peer Review Committee for a two year term.

Other BusinessCraig McAllaster

- The MBA Oath Ceremony will be on Thursday April 26th at 6:00pm in the Bush Auditorium
- Friday Beta Gamma Sigma will be at the lakefront as well as the reception after Graduation
- Reminder, please don't put paper signs on your office doors
- Please do not recycle paper with personal information on it, such as R-numbers. Please shred these documents.
- Ron Piccolo has been approved for tenure
- The new capital campaign is coming from Development, stay tuned.....
- Bob Prescott has published two books. Students, employees, faculty members and the dean all have writings published.
- This is Ted Veit's last faculty meeting. Well wishes to Ted. He will be returning to teach as an adjunct.

Adjournment.....Craig McAllaster

Next meeting: August 8th (Faculty Retreat) 8:30am – 4:30pm, Location TBD



MGT XXX – Business Communication

Instructor:
Office:
Email:
Telephone:

NATURE AND PURPOSE OF THE COURSE

This course will develop the writing, speaking, teamwork, and interpersonal communication skills necessary for managers. Students learn communication principles, strategies, and methods through discussions, exercises, examples, and cases. Assignments include writing memos and business letters, and giving oral presentations. A major project is the production of a team report and presentation on a topic of interest to a managerial audience.

This course blends theory and practice to help students at all levels of communication mastery develop confidence in their speaking and writing through presentations, assignments, lectures, class discussions, guest speakers, case studies, and simulated activities.

Course Objectives

Students will learn to:

- Create communication strategies at individual- and organizational-levels
- Develop clearly organized and effective presentations and documents
- Enhance their listening skills and understand the importance of listening in effective communication
- Diagnose and expand your personal writing and speaking style
- Adapt your delivery style to different material and audiences
- Enhance oral delivery through effective visual aids

Course Materials

Required

- Munter, Mary. *Guide to Managerial Communication*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2005
- Koegel, Tim, *The Exceptional Presenter*. Greenleaf Book Group Press, 2007.

Optional

- Freeman, M. S., *the Wordwatcher's guide to Good Grammar and Word Usage*, 1998.
- Williams, Joseph. *Style: Toward Clarity and Grace*. Chicago, IL: University of Chicago Press, 1995.

Course Requirements

Assignments. Throughout the course, students will be assigned work to be completed outside of class that will support the topic being studied. These assignments require individual thought, effort and understanding. Students will be allowed to work in groups to discuss each individual assignment but will not be allowed to work together in writing assignments. Writing individual assignments with others is a breach of the academic integrity code and at a minimum will result in a 0 for the assignment.

Grading

Feedback on written assignments will be on a 0-10 point scale with ½ point increments (e.g., 10, 9.5, 9.0, 8.5, etc.)

The following scale will be used to assign final grades:

A:	93 to 100%	B:	83 to 87%
A-:	90 to 92%	B-:	80 to 82%
B+:	88 to 89%	C+:	78 to 79%

C: 73 to 77%

C-: 70 to 72%

Class Participation

Perhaps the most important aspect of this class, and its most effective learning tool, will be the exchange of information and exposure to different points of view. Rather than merely rehashing concepts developed in the reading assignment, class sessions will be devoted to probing, extending, and applying the material. It shall be assumed that students have done the assigned readings before coming to class. Part of a class session may involve a case. This designated time will allow the team to apply the concepts introduced in the readings. Many of the questions asked throughout the term will not have definitive correct answers. Your job will be to provide strong arguments in favor of the side you will be supporting. Do not be deterred by others (including myself) to play “devil’s advocate.”

The class participation component of the grade will be based on each student’s willingness to provide constructive oral comments. Participation in class discussions is extremely important and each student is expected to contribute. Please feel free to ask questions and to voice your ideas and opinions in order to enhance your learning and the learning of your classmates. I can assure you that your insights are greatly valued. **(Please note: If a student is not in class he/she is unable to contribute. If a student has an excused absence, the best way to make up the points is to be involved in subsequent class discussions.)**

***Participation Score** - Participation Score is based on a scale from 1 (did not attend) to 5 (Significant Contributor). A score of 4 (Participation) means you spoke in class but did not truly contribute by helping to further the class discussion and contribute to the learning of others. A score of 3 means you were in attendance but did not contribute nor distract from the class discussion. As score of 2 means that you were in attendance but spent time on e-mail, texting or some unrelated class exercise.

*If you do not come to class or do not participate on the discussion board, you cannot earn participation points. If you do not turn in your assignments on time you cannot earn points for the assignment.

Class Schedule (Classes 1 and 4 - 4 hours on Saturdays) (Classes 2 and 3 – blended format)

Class 1 (On-campus)

- Style in Managerial Writing
 - a. Structure
 - b. Prose
 - c. Organization
- Listening as a Foundation of Communication

Class 2 – (Distance)

- Persuasive Communication
 - a. Building Credibility
 - b. Framing the Argument
 - c. Audience Involvement & Bias
 - d. Understanding the Context
 - e. Persuasive Techniques
- Constructing an Argument
 - a. Evidence
 - b. Patterns of Reasoning
 - c. Common Reasoning Fallacies

Class 3 (Distance)

- Difficult Conversations
 - a. What makes a conversation difficult?
 - b. Preparing for a difficult conversations
 - c. Managing Emotions
- Giving and Receiving Feedback
- Listening Skills

Class 4 (On campus)

- Using Figures, Table, and Charts in Text
- Electronic Communicating: Style & Substance
- Intercultural Communication
 - a. Perceptions/Values that Differentiate Cultures
 - b. Communication Practices that Differentiate Cultures

MGT 617 – Critical Thinking

Instructor:

Office:

Email:

Telephone:

Office Hours:

“Too many facts, too little conceptualizing, too much memorizing, and too little thinking.” . . .
Paul Hurd

Thinking influences everything we do, or want, or feel. But all thinking is not created equal. There is good thinking and not so good thinking. Good decisions follow good thinking.

NATURE AND PURPOSE OF THE COURSE

All MBA students and business professionals need to think critically to realize their full potential. “Critical thinking is that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it” (Paul and Elder 2007). John Dewey in his book *How We Think* defined critical thinking as “reflective thought” -to reserve judgment, sustain an enthusiastic skepticism, and keep an open mind. Critical thinking, therefore, requires individuals to actively, and persistently consider any belief based on the grounds that support that belief. Students in MGT617- Critical Thinking will learn to examine, question, and reflect on their own thinking as well as the thinking of others and apply that thinking to business and day-to-day situations.

The learning objectives of the Critical Thinking course are to:

1. Apply the elements of reasoning in problem situations;
2. Demonstrate the standards of critical thinking;
3. Demonstrate how questions and argument can elicit and promote critical thinking;
4. Advance critical thinking through reflective thought.

Required Materials

Critical Thinking@Crummer

A Rule for Argument by Anthony Weston (Kindle edition 2010 or paper copy 2008)

Outliers: The Story of Success by Malcolm Gladwell.

Selected articles (posted on Blackboard)

Course Requirements

Your grade will be determined by your performance on your case analyses, written assignments, assessments of peer assignments, debate, and class participation (including attendance and in-class exercises).

Assignments. Throughout the course, you will be assigned work to be completed outside of class that will support the topic being studied. These assignments require individual thought, effort and understanding. You will be allowed to work in groups to discuss each individual assignment but will not be allowed to work together in writing the assignment. Writing individual assignments with others is a breach of the academic integrity code and at a minimum will result in a 0 for the assignment. (The debate is a team assignment and the position paper should represent the work of the entire team.)

Written assignments are due Wednesday evening by 11:59 p.m. You are required to submit your assignment electronically through the assignment function on Blackboard. If your assignment is late, it will not be accepted without a valid excuse.

Malcolm Gladwell essay (limited to 800 words)	20%
Critique of peer's essay (limited to 400 words)	10%
Case Analysis (limited to a 400 word memo)	20%
Critiques of peer's case analysis (limited to 400 words)	10%
Team position paper to give to the opposing team (800 words)	20%
Debate – synthesizing course concepts through collaboration	10%
*Class participation	10%

Grading

Feedback on written assignments will be on a 0 to 10 point scale with ½ point increments. (e.g., 10, 9.5, 9.0, 8.5, 8.0, 7.5, 7.0 etc.)

The following scale will be used to assign final grades:

A:	93 to 100%
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Class Participation.

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the questions asked throughout the term will not have definitive correct answers. Your job will be to provide strong arguments in favor of the side you will be supporting. Do not be deterred by others (including myself) to play “devils advocate.”

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*If you do not come to class or do not participate on the discussion board, you cannot earn participation points. If you do not turn in your assignments on time you cannot earn points for the assignment.

Class Schedule (Classes 1 and 4 - 4 hours on Saturdays) (Classes 2 and 3 – blended format)

Class 1 (On-campus) Establishing a baseline

Problem formation and deductive reasoning

- Read “State of Critical Thinking;” pages 1 – 36 *CriticalThinking@Crummer*; short case to be read and analyzed before coming to class
- Read “Becoming a Critic of Your Thinking” by Elder and Paul
- Class exercise

Class 2 – (Distance) (Focus on drawing conclusions)

- Read *A Rule for Arguments* by Anthony Weldon.
- Discussion board question about *A Rule for Arguments*
- Read Chapters 1-5 (Pages 1-158) of Malcolm Gladwell, **Outliers*
- Using the organization you work for or an organization you have worked for in the past, assume a member of top management recently read *Outliers* and enjoyed it thoroughly. She/he asks you to read the first 158 pages (chapters 1-5) of the book and then make a recommendation based on your reading that will help your organization better meet its goals.

- Write an essay of no more than 800 words. Your audience is the members of your PMBA class and your professor. Your essay should follow the standards of critical thinking (clear, precise, accurate, logical, relevant, deep and broad, connected to the issue, even-handed and fair-minded in your thinking). Your essay should:
 - o Identify and articulate Gladwell's most important conclusions.
 - o Evaluate Gladwell's arguments in support of each of these conclusions.
 - o Identify one or two important conclusions of your own (different from Gladwell's) that are useful and supported by the evidence presented by Gladwell.
 - o Argue why the evidence in Gladwell supports your conclusion(s).
- (If you refer to the book, do so briefly (e.g., "the Canadian hockey example p 15ff) without a full citation. If you use any other source related to the book or the topic, you must provide a full cite.) Remember that the first two components of the assignment are a critique of the first 158 pages of the book (and its conclusions) and not your report on other critiques of the book. (Remember the essay is limited to 800 words).
- The paper is due by Wednesday by 11:59 p.m. Submit your paper through the assignment function on Blackboard.
- Thursday you will receive by e-mail an essay submitted by one of your classmates. Please read that essay and write a critique containing your feedback of the essay. The critique is limited to 400 words. E-mail your critique to both the author and me. Your audience for this email is your peer, the author of the essay. Provide actionable feedback. You will be graded on your evaluation. The objective of this assignment is to critically analyze the work of someone else and receive peer feedback in return.
- You may, if you wish, rewrite your essay submitted for this assignment. Your revision will be graded and the grade of your first paper and your second paper will be averaged. The goal of this assignment is to help you improve your written arguments.

Class 3 (Distance)

- Discussion board question about your *critical thinking journey*.
- Case analysis (using critical thinking skills).
- Evaluation of peer's case analysis (assessing the use of critical thinking skills)
- The case analysis is due by Wednesday by 11:59 p.m. Submit your paper through the assignment function on Blackboard.
- Thursday you will receive by e-mail a case analyses submitted by one of your classmates. Please read the analysis and write a critique containing your feedback. The critique is limited to 400 words. E-mail your critique to the author and me. Your audience for this email is your peer, the author of the case analysis. Provide actionable feedback. You will be graded on your evaluation. The objective of this assignment is to critically analyze the work of someone else and receive peer feedback in return.

Class 4 (On campus) Team Debate

This assignment is to:

- Help you develop and present persuasive arguments by having you research the argument that opposes the other side of your own view.
- Illustrate that persuasion is not always based on perfectly logical and unbiased evidence.
- Position papers are used to understand the other side of an issue more fully so that you can argue against it. Choose an issue for which you and your team have a strongly held position and write an argue supporting the opposite of your belief.

Selection of topic (You will be working in teams of 3)

1. Select a topic related to business. (We will discuss the criteria in class.)
2. Briefly articulate your (team's) position.
3. Articulate the position with which you disagree.
4. Define the audience you are persuading.
5. Select whether your team will write a memo, an essay or an editorial

To make sure your issue and conclusion are relevant to an MBA class, your topic must be approved. You will need to post your topic to the discussion board by _____. You will receive a response within 24 hours with my approval or suggestions for changes. If changes are requested you must reply with 24 hours of my post.

Written Assignments

Part 1 – Each team will develop a position paper consisting of no more than 800 words.

Part 2 – Each team will prepare one page of notes (outline, summary, bullet points) to guide a persuasive argument in class. The format is up to you. Submit a copy of your guide to me by Wednesday 11:59 p.m. This guide will be posted for the rest of the class to read.

Each team will be assigned another team as a debate partner. (The logistics of the debate will be distributed later. Everyone on the debate team will be involved in the debate.)



Crummer School Academic Integrity Policy

The Crummer School expects that all faculty, staff, students, and alumni will strive to maintain the highest ethical standards. Leadership is a cornerstone of the Crummer experience and integrity is one of the foundations of leadership. Our philosophy is to practice a standard of integrity here that we know will help you succeed in your career and attain your life goals. Our policy is to incorporate integrity into a framework of learning. That is, students who do not adhere to our high standards can expect serious consequences. We will, also, however, guide and counsel those students such that the incident and its consequences constitute an opportunity to learn from one's mistakes.

As an academic community, we define a failure of integrity as failing to maintain the high standards of ethical behavior that we demand of all members of the community. This includes, but is not limited to, plagiarism (the use, in any form, of the work of another without attribution, and/or representing another's work as one's own), active complicity in such falsification, and violation of test policies (receiving help in any form during an examination from a prohibited source). Failure to report evidence of academic dishonesty is also a violation of Crummer's Academic Integrity Policy.

Dishonesty is not only an affront to the faculty and your colleagues -- it also reduces grading fairness, can affect the relative employment opportunities of all our graduates, and lowers the value of a Rollins College degree. It is vitally important to the entire college community that our graduates enter the business world with an untarnished reputation for integrity.

Because cheating dishonors Crummer students, faculty, staff, graduates, and supporters worldwide, allegations of a failure of academic integrity are treated as serious matters that are due prompt and thorough attention. Each faculty member has the right and the responsibility to administer grades in their courses. The faculty also, however, recognizes that academic dishonesty is so serious as to warrant separate attention. This policy, therefore, is designed to make your responsibilities clear and to describe the process by which the faculty deals with suspected violations of the policy.

If you have evidence of academic dishonesty you have an obligation to bring this evidence to the attention of the course instructor(s) in which the violation(s) occurred. If the instructor is presented with evidence of a potential violation either from a student or by his or her own discovery, the faculty has prescribed the following steps be taken:

1. The instructor(s) of the course(s) in which the suspected violation occurred will meet with the Director of the relevant MBA program. The Program Director will conduct any investigation considered necessary by the instructor and Director

including, but not limited to, collecting physical evidence and interviewing witnesses. In all but the most unusually sensitive cases, the Program Director will discuss the allegations with the suspected student.

2. The Program Director will immediately alert the Academic Integrity Chairperson (a faculty member appointed by the Dean).
3. Upon the conclusion of the Director's investigation the Academic Integrity Chairperson, the Director, and the instructor will meet to discuss the results of the investigation. The accused student has the right to appear before this panel and speak on their own behalf. Three outcomes are possible:
 - a. They may agree the allegations are unfounded and no further action is necessary, or
 - b. They may agree that the allegations are true or partly true and agree upon a suitable penalty, or
 - c. They may disagree on whether the allegations are true or partly true or they may disagree on a suitable penalty.

If the three parties agree that no violation has occurred (3.a above), the student is so notified and

no further action is taken. If the three parties agree that a violation has in all probability occurred (3.b above), the student who violated the policy is notified and the Associate Dean writes a letter to the student that shall be placed in that student's file describing the allegations,

the results of the investigation, the basis for the decision, the terms of the penalty and the student's further rights to appeal. The matter is then reported to the Crummer faculty at their next regularly scheduled faculty meeting.

4. If the three parties do not agree (3.c above) or they agree that dismissal from the program is indicated, an Academic Integrity Committee is appointed by the Dean. This Committee consists of three faculty members -- two who have not taught the accused student in class, plus the Academic Integrity Chairperson -- and two currently enrolled MBA students representing different programs from the one in which the accused student is enrolled. These students must affirm that they do not have a personal relationship with the accused. This committee reviews the case and makes a determination as to facts and appropriate punishment, including dismissal, if warranted. The accused student has the right to appear before this panel and speak on their own behalf. If the committee agrees that no violation has occurred (3.a above), the student is so notified and no further action is taken. If the committee agrees that a violation has in all probability occurred (3.b above), the student who violated the policy is notified and a letter is inserted in the student's file describing the allegations, the results of the investigation, the basis for the decision, and the terms of the penalty. The matter is then reported to the Crummer faculty at their next regularly scheduled faculty meeting.

5. Students have the right to appeal an unfavorable decision. If the student disagrees with a decision reached by the instructor, Program Director, and Academic Integrity Chairperson, the student may appeal to an Academic Integrity Committee, formed by the Dean. If the student disagrees with a decision reached by the Academic Integrity Committee, the student may appeal to the Dean. The Dean's decision is final. Results of all appeals are reported to the Crummer faculty at their next regularly scheduled faculty meeting.

While it is difficult to prejudge violations of academic integrity and each case is considered on its own merits and punishments are designed to fit the severity of the violation, punishments generally can range from an F on the assignment in which the violation occurred, to special assignments (Written and practical) in the area of ethics and integrity, to public apologies to classmates and faculty, to an F in the course, to dismissal from the program with or without the right to reapply.

In all cases the student's right to privacy is respected. Students who bring a charge under this policy to the attention of the instructor can expect to be notified when the case has reached a conclusion. They are not, however, entitled to be informed of the findings or the penalty.

Signature Printed Name
Date_____

Printed Name