

2-15-2011

## Minutes, Crummer Graduate School of Business Faculty Meeting, Tuesday, February 15, 2011

Crummer Graduate School of Business Faculty  
*Rollins College*

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### Recommended Citation

Crummer Graduate School of Business Faculty, "Minutes, Crummer Graduate School of Business Faculty Meeting, Tuesday, February 15, 2011" (2011). *Crummer Graduate School of Business Minutes and Reports*. Paper 16.  
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**Roy E. Crummer Graduate School of Business  
Rollins College  
Faculty Meeting Agenda  
Room 108 – 1:30pm**

**February 15th, 2011**

**Welcome**.....Craig McAllaster

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

**Management Overview**.....Ron Piccolo

**Curriculum Committee Update** .....Henrique Correa

- MGT612 – from the current 6 to a 12 week course for EAMBA’s  
The Curriculum Committee approved suggestion by Dr. Certo that we offer a 12 week course of MGT612 Business Policy (capstone) to the EA-MBA’s instead of the current 6 week course.
  
- MGT617 – from experimental to permanent  
By request by Dr. Bach, the Curriculum Committee discussed and approved that MGT617 Applied Leadership Development move from an experimental course to a permanent course.
  
- Discussion about the timing of the definition of consulting projects  
The Curriculum Committee discussed alternatives that could allow for students to pick / be picked for the consulting projects before classes start. Other classes that need an early definition of teams have had problems with the delay in the definition of the students who will take up consulting projects and consequently drop one of the classes they are currently enrolled in.

**Survey results conducted by the Peer Review Committee** .....Jule Gassenheimer

**Selection of Crummer Rep for the Rollins Internationalization Committee**.....Jim Johnson

**Discussion of the shortlisted Provost Candidates** .....Craig McAllaster

**Other Business**.....Craig McAllaster

**Adjournment**.....Craig McAllaster

**Next Faculty Meeting  
March 15, 2011  
1:30 pm  
Room 108**

**Faculty Meeting – Room 108  
Tuesday Feb 15th 2011**

**Crummer Faculty & Staff Present:** Alice Argeros, Susan Bach, Lynda Boyce, Jackie Brito, Steve Gauthier, Donald Hale, Chris Johnson, Cheryl Mall, Erica Sorrell, Pam Clark, Craig McAllaster, Ilan Alon, Mary Conway Dato-on, Ralph Drtina, Jule Gassenheimer, Ted Herbert, Jim Johnson, Mark Johnston, Halil Kiyamaz, Allen Kupetz, Kyle Meyer, Ron Piccolo, Bob Prescott, Jane Reimers, Bill Seyfried, Clay Singleton, Ted Veit, Keith Whittingham

**Welcome**.....Craig McAllaster

**Approval of Minutes** .....Craig McAllaster

**Curriculum Committee Update** .....Steve Gauthier

- MGT612 – from the current 6 to a 12 week course for EAMBA’s  
The Curriculum Committee approved suggestion by Dr. Certo that we offer a 12 week course of MGT612 Business Policy (capstone) to the EA-MBA’s instead of the current 6 week course.     **APPROVED**

- MGT617 – from experimental to permanent  
By request by Dr. Bach, the Curriculum Committee discussed and approved that MGT617 Applied Leadership Development move from an experimental course to a permanent course.     **APPROVED**

- Discussion about the timing of the definition of consulting projects  
The Curriculum Committee discussed alternatives that could allow for students to pick / be picked for the consulting projects before classes start. Other classes that need an early definition of teams have had problems with the delay in the definition of the students who will take up consulting projects and consequently drop one of the classes they are currently enrolled in.     **To be discussed in a future meeting.**

**Survey results conducted by the Peer Review Committee** .....Jule Gassenheimer

- See attached PDF.

**Selection of Crummer Rep for the Rollins Internationalization Committee**.....Jim Johnson

- Open for nominations, please let Jim or Craig know if you are interested.

**Discussion of the shortlisted Provost**.....Jackie Brito and Mary Conway Dato-On

- The final four have been named and are in process. Interviews ongoing with decision to come sometime in March

**Other Business**.....Craig McAllaster

- The new Peer Review Committee member is Jim Johnson

- Stewart Freedman the Director of the leadership program at Wharton will be here Wednesday March 23<sup>rd</sup>. There will be a Faculty Lunch in room 308 and an evening program in the Bush Auditorium. Details to follow.
- The Ed Moses Scholarship golf tournament will be on March 28<sup>th</sup>. Please contact Susan Haugen if you would like to participate.

**Adjournment**.....Craig McAllaster

**Next Faculty Meeting Tuesday March 15<sup>th</sup>  
Room 108  
1:30pm – 3:00pm**

**MGT 617: Topics in Applied Leadership Development**  
**Crummer Graduate School of Business**  
**Rollins College**

**Faculty Contact Information**

Dr. Susan A. Bach  
Center for Leadership Development  
Office: Crummer 20A  
Office Hours: By appointment  
Phone: 407-646-2336  
[sbach@rollins.edu](mailto:sbach@rollins.edu)

*Syllabus subject to change; students will be notified of changes in advance. Readings and pre-work subject to change with prior notice.*

*See course schedule for meeting dates and locations.*

**Course Description**

This course is a foundation in individual leadership development as it applies to leadership effectiveness in the workplace. Designed for PMBA students, the course is offered over six semesters as a series of key leadership topics, with class sessions during Project Week. Each topic is designed as a “stand-alone” module, allowing new cohorts to join the class. Modules include:

- |   |               |
|---|---------------|
| 1. Starting Point Workshop: Introduction to Leadership Development                      | 3 hrs.        |
| 2. Emotional Intelligence: Dealing with Difficult and Not-So-Difficult People           | 6 hrs.        |
| 3. Managing Conflict: Embracing Differences and Valuing Thought Diversity               | 6 hrs.        |
| 4. Change: Leading through Transition, Ambiguity and Uncertainty                        | 6 hrs.        |
| 5. Communication and Authenticity: The Message, the Messenger and their Impact          | 6 hrs.        |
| 6. Diversity: Leading a Diverse and Multi-cultural Workplace                            | 6 hrs.        |
| 7. Creativity and Innovation: Problem Solving with Flair (includes Culmination Session) | <u>3 hrs.</u> |
|   | 36 hrs.       |

Students create a Leadership Development Plan, outlining their leadership goals for the period of time covering their MBA studies. Assessments are utilized in each six-hour module, and a Lab Fee is charged to cover the cost of the instruments.

Leadership effectiveness is essential in all business functions, and requires both functional knowledge and relationship building/interpersonal skills. These skills are key to success in influencing others to want to follow. Self-awareness is at the core of developing the “soft skills” and this innovative course is designed to enhance career and personal leadership through concept and application.

**Course Objectives**

1. Enhance self-awareness through assessments and reflection.
2. Examine leadership independent of position, title or organizational status.
3. Understand the impact of effective leadership on others and an organization.
4. Identify leadership develop techniques that to apply in the workplace and other environments

**Required Text and Materials**

There is **no** required textbook.

Brief articles and cases are assigned as pre-work for discussion in the modules. A link is provided prior to each module for students to order and download reading material from *Harvard Publications*.

## Deliverables

1. A **Leadership Development Plan** is the foundation for leadership growth. It serves as a reflection of past experiences, insights gained from assessments and feedback, and goals for further development. These goals often provide opportunities to use the MBA experience as a learning laboratory in which leadership behaviors can be changed, tested and refined. Please refer to the Leadership Development Plan handout.
2. Following each 6 hour module, students will submit a 3-4 page **Reflective paper** of lessons learned and their applicability in the workplace. Papers will be written in 1<sup>st</sup> person narrative form, double spaced with one-inch margins, and submitted one week following the session. These reflective papers serve as the foundation for the final Leadership Portfolio.
3. A **Leadership Learning Log** will be kept throughout the six semesters. Entries should be made no less than twice/month, reflecting on leadership behaviors exhibited or witnessed, which provide a learning opportunity. The log is a word document with entries dated and numbered. Logs are submitted via the Digital Drop Box when modules are scheduled, and will be returned with comments and a grade. New entries will be added to those already submitted and graded, creating a single document in which the of submission is indicated after the last entry and highlight that in yellow. Leadership Learning Log entries will be evaluated on quality of insight and not quantity in number or length. Entries may be as short as a paragraph and no more than a page, describe a leadership behavior exhibited or observed (can be positive or negative) and follow this format:
  - a. **What?** Briefly explain the situation.
  - b. **So what?** What did you learn from the experience?
  - c. **Now what?** Now that you've had this insight, how you will apply what you learned?
4. The final assignment is a comprehensive **Leadership Portfolio**, due after completion of all the modules. This reflective paper, written in 1<sup>st</sup> person narrative, describes the student's leadership development experiences, including insights about the areas in which growth was realized, how these lessons were applied, their impact on others and leadership implications for the future. The reflective portfolio will be an original document, 12-15 pages in length, double spaced with one-inch margins. The Portfolio will incorporate insights from the module reflections, leadership log, course topics and individual application. Do not "cut and paste" from these papers, but rather, use them as resources to reflect upon leadership growth.

Students will discuss where they were as leaders when they began the leadership development journey, what they did to precipitate change, where they see themselves now, the influence they have on others and how they expect these changes to impact their future.

## Grading

Development Plan including Action Plan	20%
Module 1 Reflection	5%
Module 2 Reflection	5%
Module 3 Reflection	5%
Module 4 Reflection	5%
Module 5 Reflection	5%
Module 6 Reflection	5%
Leadership Log	15%
Leadership Portfolio	20%
Participation	15%
	<hr/>
	100%

## Grading Scale

A = 93-100  
A- = 90-92

B+ = 87-89  
B = 83-86

B- = 80-82  
C+ = 77-79

## Modules

Each module is an interactive, independent workshop. Topics are viewed from the perspective of both personal leadership development and their impact in an organization. Students are encouraged to apply the material to their work environment and their own experiences.

### Starting Point Workshop (3 hrs.)

This introductory session, taken at the time students enroll in MGT 617, is an orientation to the Leadership Development process. Interactive discussions focus on the difference between leadership and management, knowledge and trends in leadership development and its fundamental components, including values, goals, assessments, a mission statement and a Leadership Development Plan. The exercises, and their deliverables, become part of the Development Plan students are required to create and submit by Project Week of that semester. Discussion includes the benefits of having a mentor(s) during the MBA experience and this course. In addition, students may schedule a one-on-one appointment to discuss the Development Plan with a leadership coach provided as part of this course.

### Emotional Intelligence: Leading Difficult (and not so Difficult) People (6 hrs.)

Research has shown that emotional intelligence (EQ) may be more important to career success than IQ. Self-awareness, central to EQ, is key to effectively managing emotions, motivating oneself and others, and handling relationships. Leaders with well-developed EQ skills tend to relate more effectively to others and inspire them as followers. Students will discuss issues related to emotional intelligence in their professional experiences and strategize how to enhance their own EQ.

Students will complete a 360 assessment prior to the workshop, receiving anonymous feedback from raters they select from their workplace and classmates. The 360 report will be interpreted in the session.

### Managing Conflict: Embracing Differences and Valuing Thought Diversity (6 hrs.)

Conflict exists in all organizations, regardless of how proficient its leaders are and how effectively it is led. While it may cause stress, conflict is not inherently negative. Conflict may be a function of differing ideas, personality styles, group dynamics and organizational goals and expectations. Providing leadership to help manage conflict personally and among others is an essential skill. This module is designed to enhance students' understanding of their own conflict style, relate how that style may impact others and contentious situations, and conflict management techniques.

### Change: Leading through Transitions, Ambiguity and Uncertainty (6 hrs.)

Change is an absolute in business as well as in personal life. To adapt to change and manage transitions effectively in business, and to help others manage their transitions, a leader must first be able to manage change personally. In a business context, change is influenced by external drivers, often resulting in the necessity of adapting in order to continue moving forward. Students will discuss the forces that drive change, how to manage personal and career change to stay at the front of the curve, lead an organization through change and manage others to adapt to change.

### Communication and Authenticity: The Message, the Messenger and their Impact (6 hrs.)

How leaders frame and communicate their message is essential to building an effective team, providing clear expectations and developing high performers. Authenticity in conveying these messages can promote trust and enhance performance. In this module, students discuss the impact of words and behaviors in the workplace, the role communication plays in developing trust in an organization, the significance of listening, and techniques for giving and receiving feedback.

This session includes several interactive experiences in the areas of giving and receiving feedback and trust, and will incorporate real-time scenarios. Discussion includes issues from Lencioni's Five Dysfunctions of a Team, which was required reading for MBA 501.

### Leading a Diverse and Multi-cultural Workforce (6 hrs.)

Workplace diversity has expanded beyond ethnic, racial, gender and cultural differences to include cross-cultural and generational influences as well. All these issues must be considered in addressing our differences and similarities to create a high performance workplace in which all voices and ideas are heard. However, greater diversity puts increased demands on leaders. Managing cross-generational and global dynamics requires an understanding of the needs and expectations of a broad array of populations. In this module, discussion centers upon understanding our cultural awareness, bringing together diverse groups to meet the team's and organization's goals, characteristics of some of these populations, how they impact a leader's management style, and what it takes to lead in an increasing global environment.

### Innovation and Creativity (class includes Culmination Session discussion) (3 hrs.)

Creativity can take a back seat to an organization's processes, procedures and budgetary constraints. However, without creativity, innovation is stifled, potentially hampering growth. Leadership that values imagination, inventiveness and fosters creative thinking creates a culture which encourages "out of the box" problem solving. In this fast-paced session, creativity is tapped and applied to practical work issues.

This session includes a Culmination discussion focusing on the application of lessons learned, the values of an updated Development and Action Plan, having and being a mentor, and demonstrating leadership regardless of position. Requirements for the final reflective Portfolio are also discussed.

## **Addendum: Enrichment Bibliography**

*The following references are provided as suggested reading material for students to consider as they continue on the leadership development journey. This is by no means a complete list of literature, but rather a good starting point to build a leadership “library”. References are added periodically. Suggestions are welcome.*

Beck, John C. and Wade, Mike. The Kids are Alright: How the Gamer Generation is Changing the Workplace. HBS Press, Product # 4354, November 1, 2006. (Paperback)

Bennis, Warren. Geeks and Geezers: How Era, Values, and Defining Moments Shape Leaders. HBS Press Book, Product # 5823, August 7, 2002.

Bennis, Warren. Learning to Lead. Basic Books, 2003 (Paperback).

Bennis, Warren. On Becoming a Leader. Basic Books, 4<sup>th</sup> edition, 2009.

Bridges, William, Managing Transitions: Making the Most of Change. Da Capo Press, 2003.

Collins, Jim. Good to Great. Harper Business, 1<sup>st</sup> Edition, 2001.

Collins, Jim. How the Mighty Fail. Harper Business, 2009.

DePree, Max. Leadership is an Art. Crown Business, 2004.

DePree, Max. Leadership Jazz. Crown Business, 2008 (Reprint).

Ferrazzi, Keith. Never Eat Alone. Crown Business, 1<sup>st</sup> Edition, 2005.

Friedman, Stewart. Total Leadership. Harvard Business School Press, 2008.

George, Bill. True North. Jossey-Bass/Wiley, 1<sup>st</sup> Edition, 2007.

Goldsmith, Marshall, Cathy L. Greenberg, Alastair Robertson and Maya Hu-Chan. Global Leadership: The Next Generation. FT Prentice Hall, First Edition, 2003.

Goldsmith, Marshall. What Got You Here Won't Get You There. Hyperion, 1<sup>st</sup> Edition, 2007.

Goleman, Daniel. Social intelligence: The Revolutionary New Science of Human Relationships. Bantam Books, 2007.

Goleman, Daniel. Working with Emotional Intelligence. Bantam Books, 1998.

Goleman, Daniel, Richard Boyatzis, Annie McKee. Primal Leadership: Learning to Lead with Emotional Intelligence. Harvard business School Press, 2004.

Greenleaf, Robert K. Servant Leadership. Paulist Press, 25<sup>th</sup> Anniversary Edition, 2002.

Hamel, Gary. Managing People: Fifty Lessons, HBS Press, Product # 1858, October 9, 2007.

Kouzes, James M. and Barry Z. Posner. The Leadership Challenge, 3<sup>rd</sup> edition. John Wiley & Sons, 2002.

Kouzes, James M. and Barry Z. Posner. The Truth about Leadership. Jossey-Bass, 2010.

Latham, Gary P. Becoming an Evidence-Based Manager: Making the Science of Management Work for You. Davis-Black/Society for Human Resource Management, 2009

Leadership Excellence (Online Magazine: <http://www.leaderexcel.com/>)

MacKenzie, Gordon. Orbiting the Giant Hairball: A Corporate Fool's Guide to Surviving with Grace. Viking, 1996.

Sanborn, Mark. You Don't Need a Title to Be a Leader. Crown Business, 1<sup>st</sup> Edition, 2006.

Steil, Lyman, Richard Bommelje. Listening Leaders. 1<sup>st</sup> Edition. Beavers Pond Press: Edina, MN, 2004.

Tannen, Deborah. I Only Say this Because I Love You. Ballantine Book, 2001.

### **And for sheer fun...**

Carroll, Kevin. Rules of Red Rubber Ball: Find and Sustain Your Life's Work. Hyperion, 2004.

Dr. Seuss. Oh! The Places You'll Go. Harper, 2005; Random House, 1993.

Faculty Meeting  
February 15, 2011

MGT 617: Applied Leadership Development

# Topics in Leadership Development

(Five 6 hours modules plus two 3 hour sessions at beginning and end)

## Starting Point (3 Hrs.)

- DiSC and other assessments
- Development Plan



## Culmination (3 Hrs.)

- Leading for Creativity and Innovation
- Wrap Up
- Leadership Portfolio

## By-law Ambiguity Survey N = 20

1. If a conference paper is published in the proceedings (and earns the assigned point value of  $\frac{1}{2}$  or 1, depending on the conference type), the presentation of that paper should be worth:

### Results (\*Number of responses for each category)

\*14 = 0 additional points

6 =  $\frac{1}{2}$  additional point

0 = No opinion

### Comments for 0 points

--Faculty should count one or the other but not both

--Presentation, by itself, is worthy and should receive credit if no proceedings are published. If the presentations are published, then the activity should only count once. If however, not all presentations are published and the published papers receive additional peer review scrutiny, then both the presentation and the publication should count.

--I believe "presenting the paper" is part of the "paper", when it shows in a conference, it should count "zero" additional points.

-- I thought you get 1/2 or 1 point for a conference presentation but 0 points for conference proceedings.

-- proceedings publication requires presentation of paper, hence already accounted for

-- The presentation of a paper only (e.g., without any academic-level research) is a separate category that could be considered service or a completely separate category with very low point value. (of course what is less than 1/2 a point - could be getting ridiculous here)

-- The presentation should count only if the paper is NOT published in the proceedings. No double dipping!

-- If it is a real conference and real paper it should be 1/2 point, if it is published in a peer reviewed proceedings it should get another 1/2 point, both combined should never be worth 1 1/2!

-- Perhaps I am missing something here but if the paper has received a minimum of 1/2 point for be accepted hasn't the value of the publication already been taken into account. I don't quite understand why there should be additional value added simply for presenting the paper, that is part of the "deal" in submitting to a conference.

-- Worth nothing extra if published.

### Comments for $\frac{1}{2}$ point:

--No sure about this. I was of the understanding that paper presentation were worth  $\frac{1}{2}$  point. If that is true the publication in the proceeding should be worth a little more.

--With the assumption that the presentation required additional academic preparation.

--A presentation and publication in proceedings are two different things. In many cases, selection for publication in the proceedings is competitive so should be worth more.

**2. Suppose a case has earned its relevant points. How many points should a reprint of that case (no significant changes) be worth?**

**Results**

15 = 0 points

4 = ½ point with instructors' notes

1 = same as the original case

0 = No opinion

**Comments = 0 points**

--It has already earned its points and with no significant changes the case adds little additional intellectual value.

--The work has already been done and rewarded in the past. There is no reason to reward the same work again.

-- reprint is not new intellectual work, should count "zero" additional point

-- That would be double counting for the same publication.

-- A reprint of anything does not offer original research - which is what we should be rewarding/counting.

--assuming no significant changes

--I don't get it. The work has been done, credit has been earned, no additional contribution has been made, no additional credit should be given.

-- Definitely not worth any points!

-- Come on, just reprinting with little or no effort should not count.

-- If it is not substantially changed on what basis should additional value be added to the case?

--Are you kidding? Reprints are worthless.

**Comments = ½ points**

--Recognizes peer review for subsequent exposure

**Comments = for the same**

--If the case is used in an external publication, it should count the same as the original case. It enhances Crummer's reputation and exposure even more than the original

**3. If a refereed article is reprinted and there is no change in the content, how many points should the reprinted article be worth?**

**Results**

16 = 0 points

1 = ½ point

3 = same as the original article

0 = No opinion

**Comments = 0 points**

-- It is a nice honor but there is no additional intellectual value.

-- again, if it is not new intellectual contribution, it should not count any extra points

-- depends on context of reprint of article; high visibility should get 1/2 point

--As above, the work has already been rewarded

--The same argument applies here. A reprint in an external publication enhances Crummer's reputation.

--Again double counting.

--A reprint of anything does not offer original research - which is what we should be rewarding/counting.

--if there is truly NO change in content.

--The work has been done, credit has been earned, no additional contribution has been made, no additional credit should be given.

--Same as any reprint: ZERO

--Once again, no significant changes no credit.

--Same question as before, the value of the article has already been taken into account, if no substantial changes are made why should additional value be added?

--Surely nobody could think this is worth anything.

**Comment = same as the original article**

--A reprint in an external publication enhances Crummer's reputation

**4. If a textbook is translated into another language, how many points should the translated textbook be worth?**

**Results**

13 = 0 points

4 = ½ points

1 = same as the original textbook

2 = No opinion

**Comments = 0 point**

--We should draw a line here by recognizing only works that are published in Crummer's language of instruction -- English.

-- No points unless the faculty member did the translating.

--if this is ONLY the translation it should be counted as zer additional points. If it is a new edition, adapted for the new country, it should count either 1/2 of an original book or even the same as an original book, depending on the extent of the adaptations.

--Double counting.

--no effort by author

--This seems like another reprint issue. Again we should count/reward original research. The proliferation of our research in different languages adds to our global recognition but is not original research.

--The work has been done, credit has been earned, no additional contribution has been made, no additional credit should be given.

--Give the point to the translator.

--Absolutely worthless to Crummer.

**Comments = ½ point**

--The authors have demonstrated their book adds value by being translated

--In my mind, the above are all mostly examples of publications for different audiences. Reprints, translations, etc., are indicators of high quality and very good for Crummer

**Comments = No opinion**

--Did the author do the translation, with additional content added? If so, then points awarded.

-- Don't know much about the textbook business.

**Comments = Same as the original textbook**

-- The same argument applies, A reprint in an external publication enhances Crummer's reputation

5. There has been some discrepancy on how "published research monographs" should be defined. Views range from a 2 page article about a company or individual included in an edited book to the more stringent definition as a book-length essay prepared by acknowledged experts on specialized topics that should be externally reviewed and tightly edited. <http://pubs.nrc-cnrc.gc.ca/eng/books/definition.html>.

Select only one of the following:

1 = I agree with the definition of monograph as a book-length essay prepared by an expert on a specialized topic.

2 = I agree with the definition of monograph as a short article included in an edited book.

5 = I have a different definition. A monograph is:

- A monograph is more than a short article and less than a book, a booklet if you will; the equivalent to a novella (as opposed to a novel).
- I need to hear the ideas of colleagues in forming an opinion of what a 'monograph' should be for Crummer.
- A monograph may be book-length, but more typically is a lengthy treatise on a specialized topic, published as a "white paper" or equivalent.
- A page or two is not enough, it must be the equivalent of writing a chapter. Or an independent monograph in a peer review/publicly available publication.
- I have never know how this was defined. I'll defer to others on that one.

The family of Dr. Edward Moses, in partnership with the Crummer Graduate School, proudly invites you to join in a special Golf Tournament that will honor Dr. Moses and grow the scholarship already established in his name.

Date: Monday, March 28, 2011

Time: 11:30am Registration

12:30pm Shotgun Start

Location: Villas of Grand Cypress Golf Resort

Individual Player: \$250

Foursome: \$1,000

Awards Reception for non-golfers: \$60

Please note: the above prices are at cost. There is no tax-deductible portion included.

We would love for you to join us at this event as a player or as an attendee at the reception. However, due to recent budget cuts, the alumni relations and development office cannot cover the cost of your participation. We hope you understand.

Daniel and Susan Moses are working diligently to find players and sponsors from the Northeast who are friends of theirs, many of whom will be attending the Bay Hill Tournament in the days leading up to this event. The reception following the event will allow attendees the opportunity to meet with some of these influential individuals.

If you have any questions, please see the attached brochure, go to the website (<http://www.rollins.edu/crummer/swingingforscholarships/index.html>) or contact Susan Haugen in the Alumni Relations and Development Office at 407-628-6330 (or [shaugen@rollins.edu](mailto:shaugen@rollins.edu))