

11-15-2016

## Minutes, Crummer Graduate School of Business Faculty Meeting, Tuesday, November 15, 2016

Crummer Graduate School of Business Faculty

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**Roy E. Crummer Graduate School of Business  
Rollins College  
Crummer Faculty Meeting Agenda**

**November 15<sup>th</sup>, 2016  
Room 207**

**Approval of Minutes.....Greg Marshall**  
**ICE.....Henrique Correa**  
**Curriculum Committee Update.....Halil Kiyamaz**  
**AACSB Update.....Halil Kiyamaz**  
**EDBA Update.....Greg Marshall**  
**Global Links Scholar Selection & Student Visits.....Mary Conway Dato-on**  
**Social Innovation &  
Entrepreneurs Hub Staff Director Position .....Mary Conway Dato-on**  
**Other Business.....Greg Marshall**  
**Meeting Adjourned.....Greg Marshall**

**Next meeting  
December 15  
Faculty Only  
Room 108**

**10:00 am – Noon**

**Followed by our annual Holiday Party in the Student Lounge**

**Roy E. Crummer Graduate School of Business  
Rollins College  
Crummer Faculty Meeting Minutes**

**November 15<sup>th</sup>, 2016  
Room 207**

**Those present: Sam Certo, Mary Conway Dato-on, Henrique Correa, Bob Ford, Bill Grimm, Kim Jentsch, Mark Johnston, Halil Kiyamaz, Tracy Kizer, Misty Loughry, Greg Marshall, Kyle Meyer, Tim Ozcan, Bill Seyfried, Koray Simsek, Clay Singleton, Greg Turkanik, Keith Whittingham, Lynda Boyce, Jackie Brito, Pam Clark, Cari Coats, Steve Gauthier, Mike Kazazis, Dawn Nagy, Carlene Sterling, Jane Trnka**

**Approval of Minutes.....Greg Marshall**

**ICE.....Henrique Correa  
Integrative Capstone Experience (ICE)**

- **This will replace the traditional Capstone course**
- **Premises:**
  - **Mission Centric**
  - **Hands On**
  - **Multi-Disciplinary**
  - **Get Students Excited (including more customization & more employable**
  - **We must use/consider the ecosystem**
  - **Replace the current capstone course (business policy)**
- **Designed to be flexible. Students select form a variety of thematic offerings, such as:**
  - **Launch a new company**
  - **Bring to market technology developed by NASA**
  - **Consult with domestic or global companies**
  - **Get a certificate in leadership with applied project**
- **The tracks will have three sections**
  - **Two credits – ICE Prep**
  - **Eight credits – Core Project**
  - **Two Credits – ICE Cap**
- **Take our students from Business knowledge to Business wisdom**
- **There will be many ways for faculty to get involved in the governance of the ICE the tenure will be 3 years, rotating, staggered**
  - **Chair (Faculty, rotating)**
  - **Mike Kazazis – Track Domestic Consulting, permanent member**
  - **Faculty – Track International Consult**
  - **Faculty – Management – Track Leadership**
  - **Faculty Entrepreneurship – Track start-up and NASA bring to market**
- **There also will be track leads**
- **General Structure – 10 steps of track allocation**
- **Details in attached PowerPoint**

**Curriculum Committee Update.....Halil Kiyamaz**

- **Connecting Mission with Assurance of Learning**
- **Details in attached PowerPoint**

**AACSB Update.....Halil Kiyamaz**

- **Our visit will be here in February**
- **Our draft report has been completed and sent out to be reviewed by Clay Singleton and Toni Holbrook.**
- **Our target is to send the report before thanksgiving.**
- **Deborah met with our chair Raghu Tadepalli at a conference in Austin instead of a visit to our campus.**
- **The team will arrive February 12<sup>th</sup> and Depart on February 14<sup>th</sup>**
- **Everything we do at Crummer is driven by our Mission and the report reflects that.**

**EDBA Update.....Greg Marshall**

- **40 students currently in the program.**
- **We have 3 graduates to date**
- **The rest of the O1 class are in various stages of completion**
- **Students want to make year three pure dissertation (no courses)**
- **Resource method course professors met and decided that we need more of them with more content. We hope to have this worked out by EDBA 05**
- **Working on changing the EDBA classes to two credit classes instead of 1.5 credit classes.**
- **December 9 & 10 there will be mock dissertation proposals from the EDBA 02 class**

**Global Links Scholar Selection & Student Visits.....Mary Conway Dato-on**

- **Learn and return program Scholar will be Dr. Rumpa Chakraborty**
- **Arriving in January and will be staying in Graduate Student Housing.**
- **She will be with us from January to April. And then after time with Tupperware she will return to India during the Summer**
- **Expect to hear from the GA working with Global links to sign her up to Audit Classes. Please respond to give her permission to attend your class.**
- **A group of students are selected to come here for a two week program. The group went from 200 to 14 students. From that 14 5 students have been chosen and will be here in March for two weeks. They also may be asking to join in on your class.**

**Social Innovation &**

**Entrepreneurs Hub Staff Director Position .....Mary Conway Dato-on**

- **Hired in January. Three candidates have been chosen. The visits will be on November 29<sup>th</sup>, December 2<sup>nd</sup> and December 5<sup>th</sup> all at 1:00pm**

**Other Business.....Greg Marshall**

- **Dawn: December 7<sup>th</sup> Dean's party**
- **Jane: 80% of students seeking landed jobs giving us the chance to report to US News and World Report**
- **Jackie: 45 deposit for PMBA and will hit and possibly surpass 50 for the EAMBA the EMBA is at 14**
- **Carlene: Annual Thanksgiving lunch Monday. Jane and her classmates finished their class this week. Jane won the Leadership award and Kyle won best teacher**
- **Keith will be sending out a survey about critical activities in teaching**
- **Lynda: Turn in your course adoption forms to receive your books in January**
- **Rob: December 1<sup>st</sup> the Orlando Health will be celebrating their graduation**
- **Bush 176 tomorrow demo from IT on Capture Software.**

**Meeting Adjourned.....Greg Marshall**

**Next meeting**

**December 15**

**Faculty Only**

**Room 108**

**10:00 am – Noon**

**Followed by our annual Holiday Party in the Student Lounge**

# Integrative Capstone Experience ICE



November 14, 2016

# Premises

- Mission centric
  - Forming responsible, innovative, global leaders who positively impact their organizations and communities
- Hands on (experiential)
- Multi-disciplinary
- Get students excited (including more customization) & (more) employable
- Out of traditional classroom experience
- We must use/ consider the ecosystem
- Replace the current capstone course (Business Policy)

# Composite description

The Integrated Business Experience (IBE) is a unique capstone experience that solidifies the links between business disciplines and their functions. This experience aims to provide second-year MBA students with an immersive, inter-disciplinary sequence of four courses (eight credits), including a substantial experiential component that trains students to analyze companies and either launch a new company or lead strategic change in an organization. Students are challenged to synthesize the knowledge, skills, and tool-sets acquired during the MBA program.

The IBE is designed to be flexible. Students select from a variety of thematic offerings, such as:

- Launch a new company;
- Bring to market technology developed by NASA;
- Consult with domestic or global companies;
- Get a certificate in leadership w/ applied project.



# Tracks

		Portfolio creation as a requirement
<b>Start your own company</b>		
ICE prep	New business planning/ development	ICE cap
<b>NASA: bring to market</b>		
ICE prep	Bring NASA patent to market project: selection, development	ICE cap
<b>Consulting: domestic</b>		
ICE prep	Actual consulting project (possible industries: Healthcare, Hospitality, High Technology, Banking)	ICE cap
<b>Consulting: international</b>		
ICE prep	Actual international consulting project	ICE cap
<b>Certificate in Leadership</b>		
ICE prep	Independent leadership project (A) Independent leadership project (B)	ICE cap

# ICE Governance, process & timeline

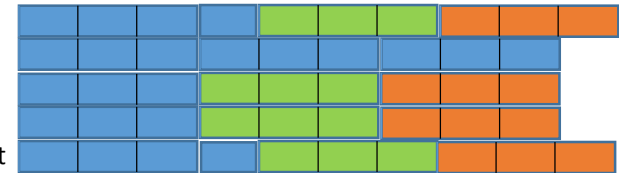
## Subcommittee 1

(Pete, Mike, Greg Turkanik, Henrique, Rob H.)

# Some definitions – governance

- Definition of permanent steering committee (tenure, membership, roles)

- Tenure: 3 years, rotating, staggered
- Membership:
  - Chair (Faculty, rotating)
  - Mike Kazazis – Track Domestic Consulting, permanent member
  - Faculty – Track International Consulting
  - Faculty Management – Track Leadership
  - Faculty Entrepreneurship – Tracks start-up and Nasa bring to market



- Roles (monthly meetings or, as needed):
  - To manage all academic aspects of ICE, including exceptions and special requests by students
  - To supervise the vetting/ approving projects for each track, upon recommendation by track leads
  - To design, maintain and supervise the process of allocation of student teams and students to tracks and to projects
  - To manage the allocation of professors to supervise projects when applicable
  - To review and improve tracks, to evaluate the introduction of new tracks and the phasing out of tracks
  - To continually review the process of student evaluation and AoL for ICE

- Role of the “track” leads

- The track lead is responsible for all communication between the steering committee and students and professors involved in their respective tracks
- Track leads are appointed, one per track (except for Entrepreneurship), and they will be part of the steering committee to avoid redundancies
  - Chair (Faculty, rotating)
  - Mike Kazazis – Track Domestic Consulting, permanent
  - Faculty INB – Track International Consulting, rotating
  - Faculty Management – Track Leadership, rotating
  - Faculty Entrepreneurship – Tracks start-up and Nasa bring to market, rotating

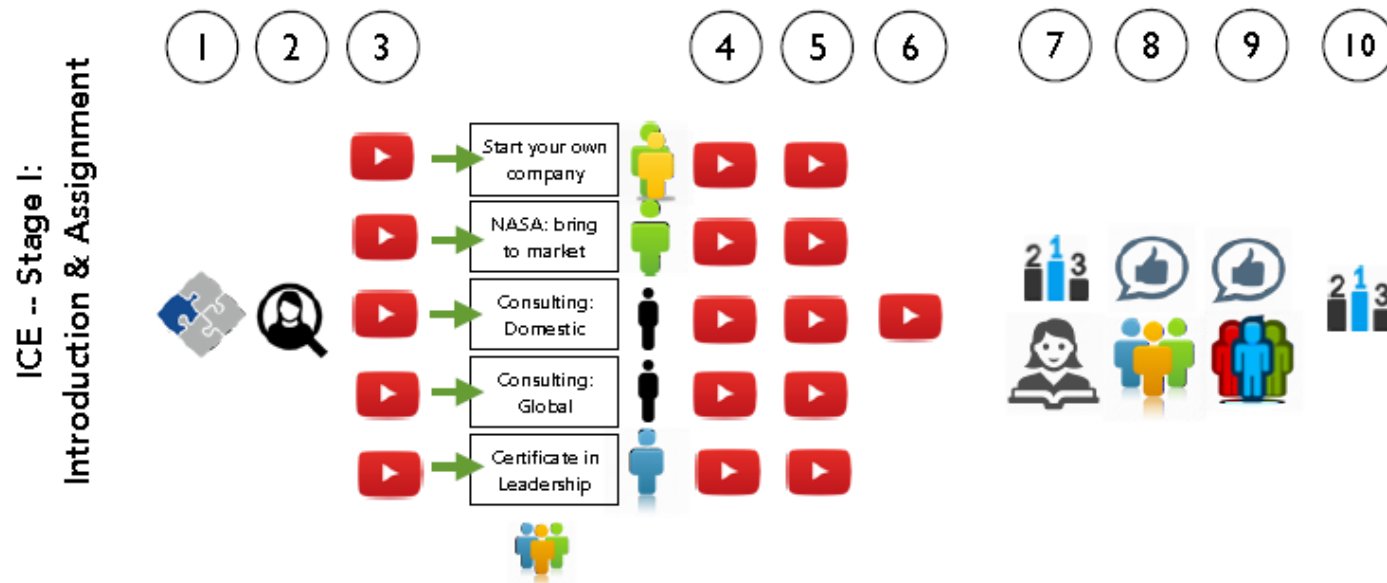
# Process & timeline of procurement and definition of experiential projects

- Experiential projects (pre-screened/ approved by the respective track chairs) will be vetted/ possibly approved by the ICE steering committee – (timeline).
- A pre formatted standardized one-page description of the projects will be provided by the track chairs and this description will be sent to all steering committee members at least one week in advance (latest <date>) and will be used as a starting point for the discussion by the steering committee in the final vetting/ approval meeting – (timeline).
- Project description should include clearly defined objectives, method, deliverables and a preliminary timeline with major milestones, with a clear statement of expected impacts and demonstration of the multi-disciplinary nature of the project – (timeline).
- When are students allocated to tracks/ projects?
  - No later than <date> – track leads communicate all students involved in their respective tracks about what is the track/ project the student was allocated to and next steps, prep work necessary, timelines, etc. for ICE – timelines (Mike)
- Appeals process for students who could not get their first option
  - Students should file their appeal initially with track lead no later than <date>; track lead pre-screens all appeals and hears students reasoning; if applicable, track leads bring pre-screened appeals to the next (or one extraordinary) steering committee meeting when the appeals will be discussed and decisions will be made. Possible reallocations will then be done and informed to the involved parties.

# Experiential projects

- Criteria for experiential projects:
  - (must have) Multi-disciplinary, understood as involving substantial content of more than one management function within the company: HR, Operations, Marketing, Finance, etc.
  - (must have) Substantial in multi-disciplinary learning opportunities for the students and potential **impact for organizations/ community**
  - (must have) Include “**leadership**” aspects such as **innovation**, implementation, change management, communication, coaching, facilitating buy-in by relevant constituencies, etc.
  - (nice to have) Include “**ethics and corporate responsibility**” considerations whenever applicable
  - (nice to have) include “**global**” considerations whenever applicable

# General structure – 10 steps of track allocation



1. Value proposition: Overview video of ICE. Elements of the Crummer experience -- Director or Dean & student.
2. Student assessment -- JB to consult? Helps student evaluate best track for them. **Career center?**
3. Specific program overview video -- student introduction (why they liked it and the value of it).
4. Meet your instructors (background video, involvement in the program).
5. Outcomes video (here's what we did), how it fits your electives.
6. Video from each instructor on how ALL of tracks integrate with one another, build off of the video in step 1.
7. Priority ranking by students.
8. Track committee -- evaluation and negotiation.
9. The executive committee evaluates for assessment and approval.
10. Final assignment of student to track.

# General structure ICE [prep]-[experience]-[cap]

ICE -- Stage II:  
Execution & Evaluation

- Start your own company
- NASA: bring to market
- Consulting: Domestic
- Consulting: Global
- Certificate in Leadership



## ICE PREP

6 common classroom sessions (tentative):  
Including:  
+ Project Management  
+ Consulting skills  
+ Entrepreneurial leadership  
+ Corporate social responsibility

2 focused classroom sessions (tentative):  
+ Startup & NASA tracks (1 class)  
+ Consulting Domestic and International tracks (1 class)  
+ Leadership track (1 class)

## ICE EXPERIENCE

Project 1	Project 2
8 weeks	8 weeks
8 weeks	8 weeks
8 weeks	8 weeks
8 weeks	8 weeks
8 weeks	8 weeks



Client presentation completed  
(Knowledge Demonstration)



3 groups

## ICE CAP

8 weeks
8 weeks
8 weeks

Record/Stream Presentations



8 common classroom sessions (tentative):  
+ Sharing knowledge  
+ Cross pollination  
+ Take projects to the next level  
+ Presentations  
+ Reflections

(Wisdom Demonstration)



AACSB  
"Normalizing"

## Process & timeline of procurement and definition of experiential projects

- Experiential projects (pre-screened/ approved by the respective track chairs) will be vetted/ possibly approved by the ICE steering committee – Jan (initial planning starts) – June (approval).
- A pre formatted standardized one-page description of the projects will be provided by the track chairs and this description will be sent to all steering committee members at least one week in advance (June 1<sup>st</sup>) and will be used as a starting point for the discussion by the steering committee in the final vetting/ approval meeting – June 15.
- Project description should include clearly defined objectives, method, deliverables and a preliminary timeline with major milestones, with a clear statement of expected impacts and demonstration of the multi-disciplinary nature of the project – June 15.
- When are students allocated to tracks and projects?
  - No later than June 30 – track leads communicate all students involved in their respective tracks about what the track the student was allocated to, the project teams. and next steps, prep work necessary, timelines, etc. for ICE – timelines
- Appeals process for students who could not get their first option
  - Students should file their appeal initially with track lead no later than July 5<sup>th</sup>. Track lead pre-screens all appeals and hears students reasoning; if applicable, track leads bring pre-screened appeals to the next (or one extraordinary) steering committee meeting when the appeals will be discussed and decisions will be made. Possible reallocations will then be done and informed to the involved parties.



Nov 15 <sup>th</sup>	Faculty and Sr. Staff Mtg
Nov 15 <sup>th</sup> 3:30	All Staff Mtg (Henrique presents update?)
Nov 16 <sup>th</sup> (est.)	Eric info session (EA29) for spring electives. Desire to have general intro to ICE at session
Nov TBD	Eric posts video intros to electives
Nov 28 <sup>th</sup> – Dec 7 <sup>th</sup>	Registration (Spring)
Dec 8 <sup>th</sup>	Curriculum Mtg – Review & Approve ICE
Dec 10 <sup>th</sup>	Target date for posting video intro to ICE tracks
Dec 15 <sup>th</sup>	Faculty Mtg
Jan	Preliminary ICE projects identified, vetting starts
Mar TBD	Eric hosts EA event for fall / spring electives Eric hosts P event for fall / spring electives *** Specific info on ICE tracks to be presented
Mar 15 <sup>th</sup>	Preliminary ICE faculty identified, assist with project client vetting
May TBD	Registration (including ICE applications)
June 1 <sup>st</sup>	Preliminary one-page standardized project descriptions sent to ICE steering committee
June 15 <sup>th</sup>	ICE steering committee reviews/approves projects
June 30 <sup>th</sup>	Students notified of ICE track and project team
July 8 <sup>th</sup>	Any student appeals submitted
July 10 <sup>th</sup>	Any student appeals resolved
TBD	P Elective info for PMBA 54
Aug 21 <sup>st</sup> – Oct 16 <sup>th</sup>	EA 29/30 Fall Term – Module I – ICE 1
Nov TBD	Eric Info session (EA31) for spring electives
Oct 17 <sup>th</sup> – Dec 15 <sup>th</sup>	EA 29/30 Fall Term – Module II – ICE 2
Jan 8 <sup>th</sup> – Mar 2 <sup>nd</sup>	EA 29/30 Spring Term – Module I – ICE 3
Jan 9 <sup>th</sup> – Mar 3 <sup>rd</sup> (?)	P Spring Term – Module 1 – ICE 1/2
Mar TBD	Eric hosts EA (EA 31 / 32) event for fall / spring electives Eric hosts P event for fall / spring electives *** Specific info on ICE tracks to be presented
Mar 5 <sup>th</sup> – Apr 27 <sup>th</sup>	EA 29/30 Spring Term – Module II – ICE 4
Mar 6 <sup>th</sup> – Apr 28 <sup>th</sup> (?)	P Spring Term – Module II – ICE 3/4
Apr 29 <sup>th</sup> – May 6 <sup>th</sup>	International Trip

# ICE Assessment and AoL Subcommittee 2

(Keenan, Jackie, Mark, Mike,)

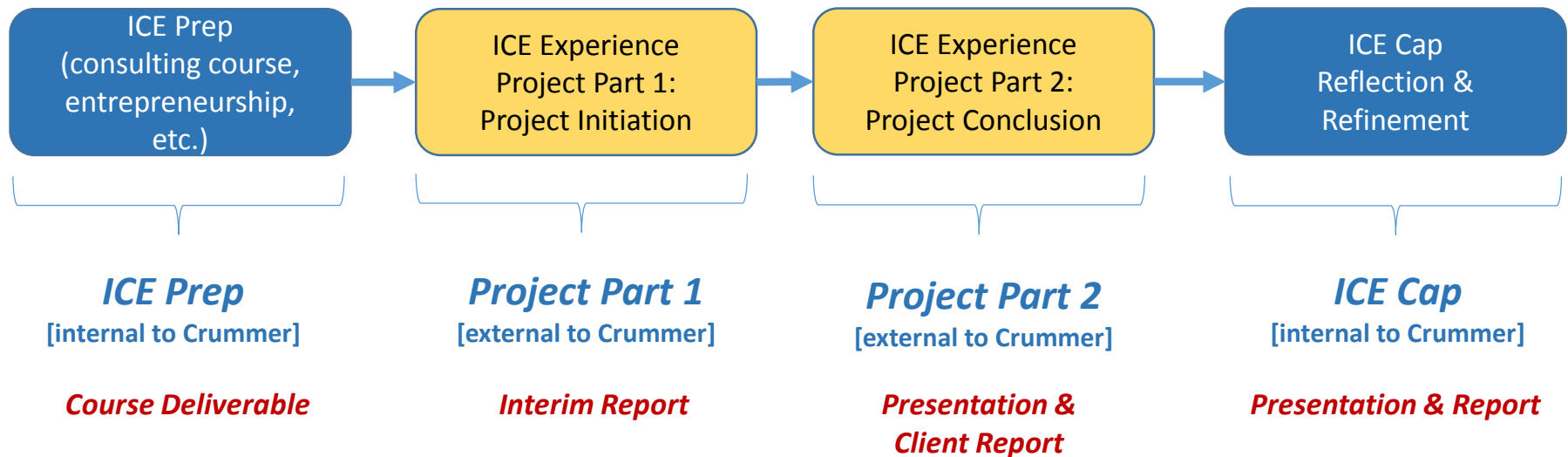
## Subcommittee2

### Assessment and Assurance of Learning (AoL)

- Overview of current understanding of the 4-part ICE sequence (“milestones”?) with suggested learning outcomes

# Assessment and Assurance of Learning (AoL) – Development of Portfolios

- The portfolio may have 3 or 4 *milestones* that correspond with the mission of the School to include innovation, globalization, leadership, experiential and applied learning [*impact*] and align with the 3 or 4 parts of the 8-credit ICE.



The mission of the Rollins College Crummer Graduate School of Business is to develop **global business leaders** and **innovators** through a high quality, integrated, experiential education that **prepares them to add significant value to their organizations and communities.**

# ICE Prep Learning Outcomes

**ICE Prep:** The consulting or entrepreneurship or other preparatory course work at the beginning of the ICE

## **General learning outcomes and objectives:**

- Demonstrate effective oral and written communication skills. [FDN 501, 502]
- Demonstrate understanding of a deliberate methodology to scope, task, measure, close, and deliver a successful consulting or entrepreneurship project. [Consulting or Entrepreneurship course]
- Demonstrate understanding of functional business disciplines, and their integration, necessary to successfully execute a consulting or entrepreneurship project.

# ICE Experience – Project Part 1 & 2 Learning Outcomes

**Project Part 1 and 2:** The primary project portion of the ICE would include at a minimum the following deliverables:

1. an interim project report at the conclusion of Project Part 1 stating:
  - What has been done to date and a timeline for project completion
2. a final project report at the conclusion of Project Part 2.

## **General learning outcomes and objectives:**

- Demonstration of ability to apply analytical thinking skills for business tasks (e.g., apply problem solving skills using data analysis)
- Demonstration of ability to apply problem solving skills to business tasks (e.g., interpreting the results of the analysis and making recommendations related to business tasks)
- Demonstration of ability to apply a systematic problem solving and/or design process to eliminate a problem or fulfill a critical customer need

# How well-defined or specified should the rubric be for ICE Experience Project Part 1 and 2 (the project portion of the ICE)?



- Two perspectives:

1. Do not specify and wait until there has been enough data collected on the projects to begin developing rubrics later

- Assumption is that the projects all differ to such a degree that specifying a rubric would be unhelpful or too constraining

2. Develop a “skeleton” of a rubric to begin as a guide for the project advisors (or leads) and allow it to be refined over time.

- Assumption is that some structure will be desired at the outset with respect to evaluation particularly as new faculty are brought into the project advising (or lead) roles. (see potential rubrics in the following 2 slides)

# A Rubric for Assessing the Learning – for discussion

## Potential rubric for assessing progress on Project Part 1

### I. Understanding the problem

- Organization
  - Issue selection and/or framing – has the problem been articulated clearly and succinctly in a way that progress is measurable?
  - Team organization and communication – demonstration that the team can function effectively and efficiently
- Problem Definition
  - Identification of the “customers” and/or stakeholders and their needs
  - Understanding the broad environmental context or “big picture”
  - Reasons or motivation for working on the problem or issue are clearly stated
- Understanding the Current Situation
  - Understanding of the value delivery process is demonstrated
  - Formulation of approaches to solve the problem or address value creation is clear and there are measures as well as data that shows the extent of the problem or need
- Analysis of Causal Relationships
  - Identifying causes of the problem or key design aspects that will add or create value for customers



# A Rubric for Assessing the Learning – for discussion (cont.)

## Potential rubric for assessing progress for ICE Experience Project Part 2

### II. Recommendations and Improvements

- Development of Improvements
  - Design and/or development of Improvements or value creation processes, services or products addresses the identified causes of the problem or shows how a new product or service fulfills a critical customer need
  - Clear linkage between problem causes and improvements or between new product or service design and a critical customer need is shown with data
- Verification of Results
  - Implementation and execution plan to ensure improvements, value creating processes, services or products are delivered has been developed
  - Verification (through data) that improvements, value creating processes, services or products are having the desired effect or impact
- Building Routines that Sustain the Change
  - Identification of the reliable and repeatable routines that will ensure new product or service delivery will be consistent over time (e.g., a service blueprint map)
  - Development of a control plan for routines or processes that will ensure the changes are sustained over time
- Closing the Project
  - Description of future plans
  - Description and summary of lessons learned

# ICE Cap Learning Outcomes

**ICE Cap:** The wrap-up of the project that includes the final deliverable as well as any relevant documents or demonstration of learning. It may also include an exemplar of the individual's contribution to the project and/or initial reports or documents framing and motivating the original problem.

- **General learning outcomes and objectives:**
  - Demonstrate understanding of how to organize a team to effectively deliver a consulting or entrepreneurship project.
  - Demonstrate a global perspective in the business decision making process (where applicable)
  - Demonstrate ability to apply quantitative decision making techniques for business problem solving
  - Demonstrate ability to apply organizational structure and/or behavior principles to enhance employee performance (where applicable)
  - Demonstrate ability to integrate functional business areas to achieve a stated project goal.
  - Demonstrate understanding of the importance of socially responsible behavior in the business decision making process (where applicable)
  - and reflections on the project as well as the process of completing the project. Includes midstream assessment of individual and team performance, corrective actions to be taken, status on personal goals.

# ICE Implementation

## Subcommittee 3

(Bill, Steve, Greg Marshall)

# ICE committee

- Chair (Faculty, rotating)
  - Mike Kazazis – Track Domestic Consulting, permanent member
  - Faculty – Track International Consulting
  - Faculty Management – Track Leadership
  - Faculty Entrepreneurship – Tracks start-up and Nasa bring to market
- 
- This counts as service (not part of teaching load)

# ICE - Faculty Teaching Loads

- Courses taught within ICE count the same as courses outside of ICE
  - 2 credit course counts for 2 credits
- Advisors for the 4-credit projects receive 2 credits towards their teaching loads

# What if students cannot complete ICE for a “legitimate” reason?

- This will only be allowed in extreme circumstances as determined by the ICE committee
- Without an alternative, students that have a “legitimate” reason for dropping out of ICE would have to wait 12 months before resuming and completing ICE
- It would be very helpful to have a framework in place ahead of time
- This will not be made public but will be available to the ICE committee when deciding how to address situations in which exceptions are deemed to be appropriate

# Framework for Accommodations

- A limited number of consulting projects, both domestic and global, will be offered outside of ICE
- Projects (outside of ICE) count for 2 credits and can count towards concentrations
- Students who cannot complete ICE projects can take two consulting projects to satisfy the 4-credit portion of ICE
- Under extreme circumstances, students can satisfy the last 2 credits of ICE through the completion of a conventional MBA capstone course offered by a AACSB-accredited institution
- Cases will be dealt with individually by student services and ICE committee jointly

# ICE & International issues

## Subcommittee 4

(Mark, Bill, Mary)



# ICE international

- **Travel Dates for ICE Global Project and Global Consulting Projects**
- Week 5 of each Module will be designated as the travel week
- The travel week is the same for ICE Global Projects and Global Consulting Projects
- Note – It is suggested that Thanksgiving be designated for travel in Fall Module 2 as it minimized class disruption.
- 
- **Specific International Content for the first 2 Credit Course (ICE Prep)**
- Cross cultural Issues
  - Presentations
  - Team Dynamics
  - Handling Q&A
  - Contextual Awareness and communication
- This is to be delivered in the 2 week “track” specific classes

# ICE international

- **Define the 4 Credit ICE Global Project**
- Must be Multi-Disciplinary
- 4 Major deliverables
  - Pre Travel
    - Secondary Data Research Report (1)
    - Logistical Preparations
  - In Country
    - Preliminary Report and Presentation (2)
  - Post Travel
    - WebEx Update to Client (3)
    - Final Report and/or Presentation (4)
- 
- **Define the 2 credit Global Consulting Project**
- 2 Major Deliverables
  - Pre Travel
    - Secondary Research
    - Logistical Preparations
  - In Country
    - Preliminary Report and Presentation (1)
  - Post Travel
    - Final Report and/or Presentation (2)

# ICE International

- **Partners Review existing MOU's with Global Partners / Define the New Relationship with Global /Identify new Global Partners**
- Discuss New Curriculum with Global Partners
- Define the new Expectations for the ICE Global Projects, Global Consulting Projects
- Clearly explain the differences between ICE Global Projects, Global Consulting Projects
- 
- **Role of IBE in new Curriculum**
- Integration of visit selection with new curriculum – work toward integration of IBE chosen location with classes during the first year of the program
- Faculty Input on location selection - develop a strategic orientation to site selection based on collective faculty input.
- Work toward a strategic global perspective on site selection– for example rotate location selection from Latin America – Europe – Asia.
- 
- **Faculty Selection Criteria**
- ICE Global project/Global Consulting Project
- Academic area – Relevant Expertise
- Expertise in managing and delivering consulting projects
- Role of Crummer (ranked in order of preference)
  - Full time, tenured or tenure track Faculty & Executive in Residence
  - Adjunct Faculty with expertise in the project focus area
  - Staff should not be used on these projects. These need to be managed by faculty (preferably full time, tenure track)

# ICE International

- If Faculty wish to gain the consulting experience to participate in they need to Audit the Enterprise Consulting class.
  - Previous global travel experience with students preferred
  - Shadowing previous projects helpful to attain this
  - Willingness to travel during designated travel experience
  - Direct language or travel experience to location preferred
  - Familiarity with the type of project
- International Business Experience
  - Demonstrated ability to integrate the experience for students
  - Preference given to Full Time Faculty, tenure track faculty, executives in residence
  - Previous global travel experience with students preferred
  - Willingness to travel during designated travel experience
  - Direct language or travel experience to location preferred
  - Work with other faculty in the cohort core courses to enhance the student's experience in the IBE course.
  - If Faculty wish to gain International travel experience they should participate on a project or IBE first.

# Next steps

- Faculty & senior Staff presentation of general design tomorrow
- Syllabi development and definition of faculty to teach the classes
- Curriculum committee approval of ICE general design and syllabi (Dec.)
- Faculty formal approval of ICE general design and syllabi (Dec.)
- AoL: coordination with registrar (Nov./Dec.)
- Development of documentation (a “manual”, forms, online forms, specification of activities, tasks, expectations, portfolios, etc. etc.) – (Nov. on, **resources?**)
- Detailed timelines (Dec.)
- Development of necessary websites (Blackboard portfolios, student application sites) – (Nov. on, **resources?**)
- Development of rubrics – (Nov. on)

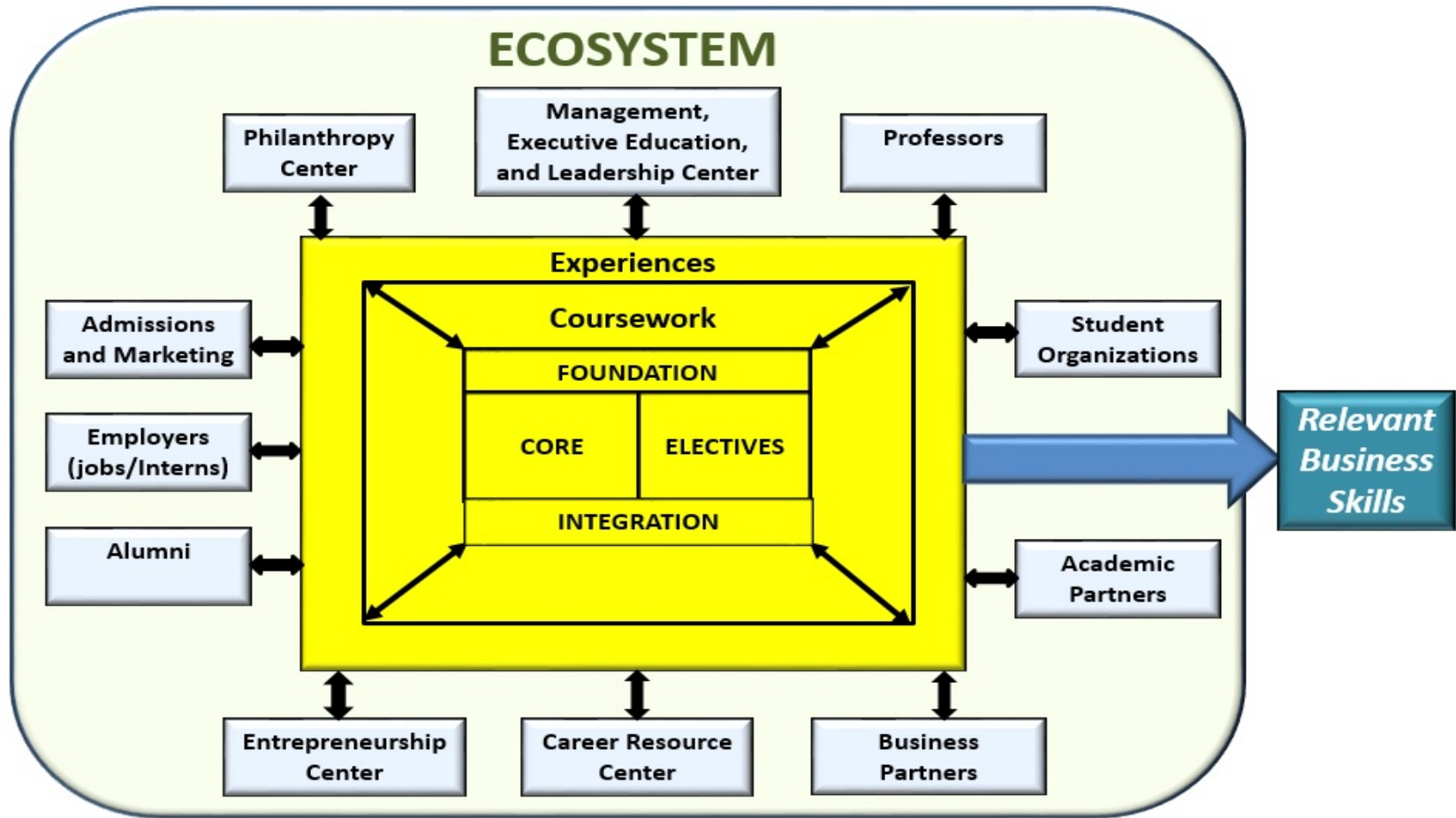
# Next steps (cont'd)

- Development of video clips, process details for student application – (Nov. on, resources?)
- I've used the STAR Program at Kenan-Flagler Business School at UNC as a best practice leader for some refinements to the consulting programs. As we think about videos we need to produce for the tracks, here are two samples that they have that are worth a quick viewing (Mike)
- Video samples:
  - - Domestic consulting: <http://www.kenan-flagler.unc.edu/leadership/star-global/apply>
  - - Global consulting: <http://www.kenan-flagler.unc.edu/leadership/star-global/apply>
  - - High-level intro to STAR Program: <http://www.kenan-flagler.unc.edu/leadership/star>
- Interface with marketing for messaging & communication
- Procurement of projects (mainly int'l consulting)
- What else???

- **ICE for PMBAs (Greg & focus group) – (Dec. on)**  
Current thought is that we have to totally design one from scratch for the PMBAs – feedback?)

# Back up slides

# Crummer Ecosystem





# General

- Launched in August 2016, the Rollins MBA Ecosystem serves as the broad based delivery system model for the new MBA curriculum. It combines curriculum enhancements with a heightened emphasis on contributions from Crummer's varied experience partners. This approach results in high quality, integrated, experiential learning opportunities that prepare graduates to deliver maximum impact for their organizations and the community.
- "Curriculum" is redefined holistically with a new integrated experiential model of learning. Integration is a key differentiator and each course will include an explicit experiential component. A fundamental shift takes place from a 3-hour credit centric model to a 2-hour credit centric model. This enables a higher percentage of students' programs to be electives and facilitates new opportunities for innovation in teaching as well as topical concentrations.

# Content

- Foundation – such as critical thinking, business communication, ethics, quantitative methods, and career strategies.
- Core – typical basic courses in accounting, economics, finance, global business, management, marketing, operations, and strategy.
- Electives – increased offerings including new forays into business intelligence, marketing analytics, sales, and other key demand areas, providing student opportunities for increased customization and specialized concentrations.
- Integration – A new “Integrative Capstone Experience” - for the full-time students (EAMBA) it represents a key element during their full second year; for the evening students (PMBA) it is focused in their final semester.



**Center for Leadership Development  
Crummer Graduate School of Business**

**I.C.E. Leadership Track**

**November  
2016**

# EA29 & EA30 – INTEGRATED BUSINESS EXPERIENCE - CERTIFICATE IN LEADERSHIP TRACK



- Utilizing a multi-disciplinary approach, the Integrated Certificate in Leadership Business Experience will help develop student's leadership skills and foster their leadership journey through in-class understanding of Advanced Leadership Concepts and Principles, 360 Assessment and Interpretative Session, 3 Executive Coaching Sessions, a Leadership Project working through and with other people, a leadership reflection paper, and the completion of the leadership development plan.
- The student will complete the program with the awarding of a Certificate in Leadership by Rollins College Crummer Graduate School of Business Center for Leadership Development
- 8 Credits
- Fall A (8 Week Term) INTG 601
  - Leadership I.C.E.Track Overview
  - Project Mgmt (2 weeks) [ ALL COHORTS ]
  - Consulting (2 weeks) [ ALL COHORTS ]
  - Emotionally Intelligent Leader (4 weeks)
    - 360 Assessment; EQ Assessment Interpretation
    - Effective Communications
    - Diversity and Inclusion
  - Coaching Session
- Fall B (8 Week Term) INTG 602
  - Independent Leadership Project (A)
  - Coaching Session
- Spring A (8 Week Term) INTG 603
  - Independent Leadership Project (B)
  - Coaching Session
- Spring B (8 Week Term) INTG 604
  - Leadership Project Panel Review (2 weeks)
  - Negotiation and Collaboration (2 weeks)
    - Building and Fostering Relationships
    - Negotiation
  - Strategic Leadership (2 weeks)
    - Strategic Thinking
    - Organizational Leadership
    - Execution



# P55 – INTEGRATED BUSINESS EXPERIENCE - CERTIFICATE IN LEADERSHIP TRACK



- Utilizing a multi-disciplinary approach, the Integrated Certificate in Leadership Business Experience will help develop student's leadership skills and foster their leadership journey through in-class understanding of Advanced Leadership Concepts and Principles, 360 Assessment and Interpretative Session, 2 Executive Coaching Sessions, a Leadership Project working through and with other people, a leadership reflection paper, and the completion of the leadership development plan.
- The student will complete the program with the awarding of a Certificate in Leadership by Rollins College Crummer Graduate School of Business Center for Leadership Development
- 4 Credits
- Summer A (8 Week Term) INTG 601
  - Project Mgmt (1 week)
  - Consulting (1 week)
  - Emotionally Intelligent Leader (2 weeks)
    - 360 Assessment; EQ Assessment Interpretation
    - Effective Communications
    - Diversity and Inclusion
  - Independent Leadership Project Start (2 Weeks)
    - Coaching Session
- Summer B (8 Week Term) INTG 602
  - Independent Leadership Project (2 Weeks)
    - Coaching Session
  - Panel Review (2 weeks)
  - Negotiation and Collaboration (2 weeks)
    - Building and Fostering Relationships
    - Negotiation
  - Strategic Leadership (2 weeks)
    - Strategic Thinking
    - Organizational Leadership
    - Execution





  
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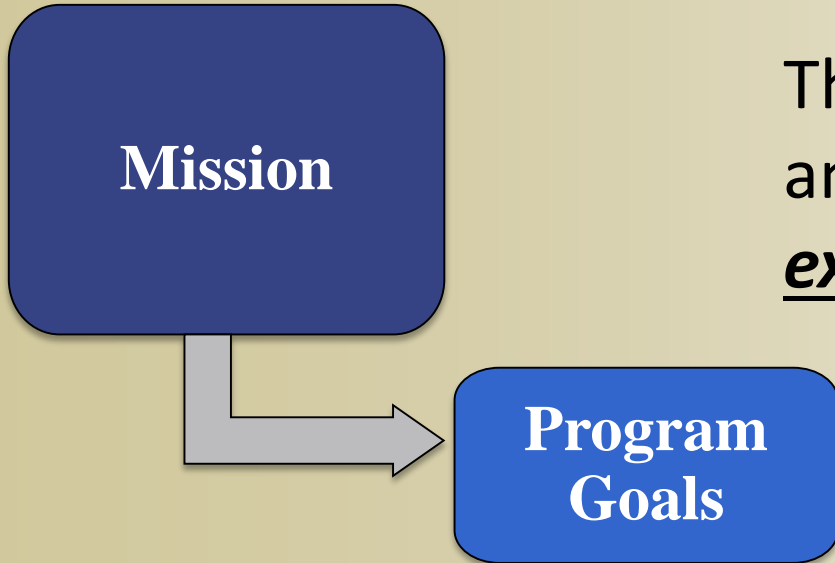
**Curriculum Committee Update (Nov. 15, 2016)**

  
**ROLLINS**

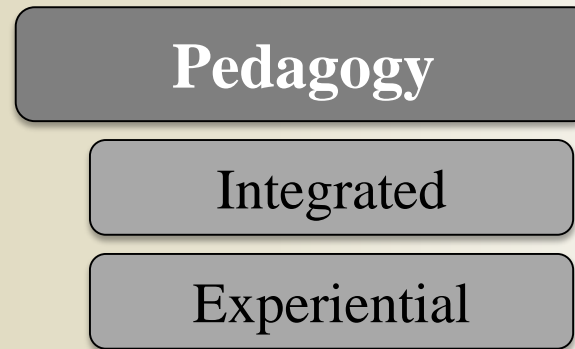
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# Crummer Mission Codes and AoL Measures




The mission...is to develop ***global*** business ***leaders*** and ***innovators*** through a high quality, ***integrated***, ***experiential*** education.



# Course Mapping

Example:

Integration		Experiential				Content		
Joint Lecture	Multidisciplinary Assignments	Case Study	Simulation	Guest Speaker	Applied Project	Global	Leadership	Innovation
X	X	X		X		X		X



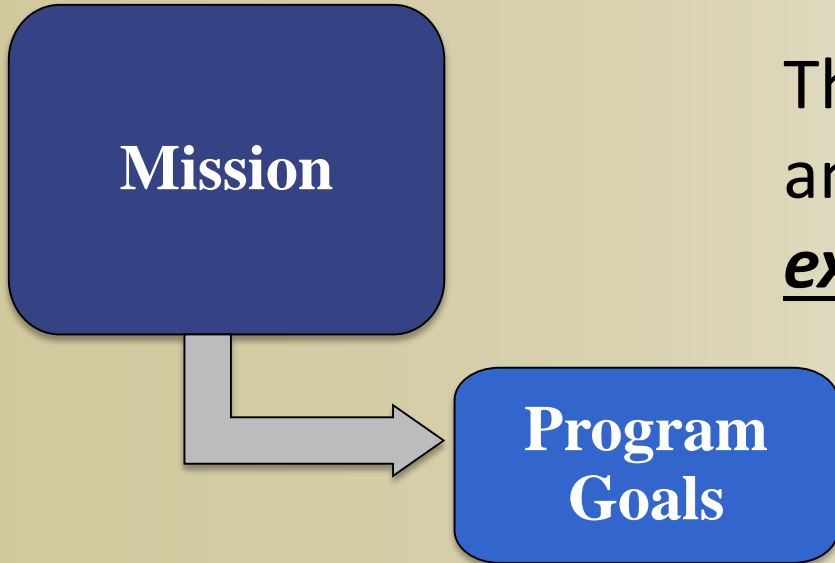


<b>Program</b>	<b>Assessment program</b>	<b>Person administering</b>	<b>Method</b>	<b>Direct or Indirect</b>	<b>Status notes</b>	<b>Mission Code</b>	<b>Closing the loop</b>
Leadership EA	7 Skills	Hebeler	Pre and post	Direct	Started Fall 07	Leadership	Expanded to PMBA
Leadership/ Team Building	Team dynamics	Hebeler and Adams		Indirect	Started Spring 14	Leadership	DISC debrief coincided with Ropes Challenge
Leadership EA	SunTrust Dist. Leader of Merit	Hebeler	External committee	Direct	Started 04	Leadership	Judging panel restructured
Student Course Evaluation	IDEA questionnaire	Dean's Office	Opinion survey	Indirect	On-going		Additional questions added
Domestic Practica	Questionnaire	Kazazis	Students, faculty, sponsor	Direct & Indirect	Started Fall 06	Experiential	Improve survey completion rates; collect impact information
Global Consulting Projects	Questionnaire	Johnson	Students, faculty, sponsor	Direct & Indirect	Started Fall 07	Experiential Global	Project descriptions and selection process adjusted
Essential of MBA Success – Orientation	Assessment of case analysis and presentation skills	Student Services/ Faculty	Orientation and end of Year 1 (EA)	Indirect	Started Fall 14	Integrated	Common evaluation form developed for consistency

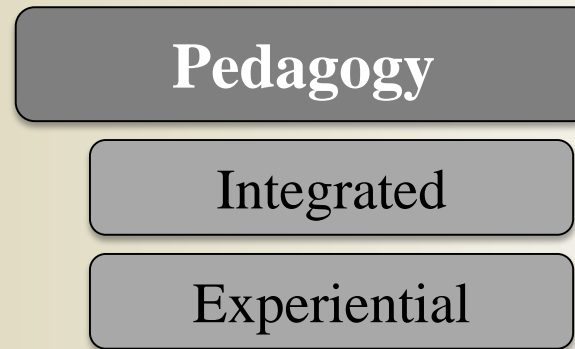
# Continues

Essential of MBA Success – Orientation	Assessment of case analysis and presentation skills	Student Services/ Faculty	Orientation and end of Year 1 (EA)	Indirect	Started Fall 14	Integrated	Common evaluation form developed for consistency
Excel Skills	On-line pre and post assessment	Kiyamaz	Pre-program; post-test	Direct	Started Fall 14	Experiential	Parallels required for Mac users
Content Outcome Assessment	ETS (once a year with EA) (January class - orientation)	Gauthier	Pre-test-orientation; Post-test Policy class	Direct	Started Spring 14	Subject content	No longer used.
Entrepreneurship	Project	McAlindon	Faculty and client evaluations	Indirect & direct	Started Spring 14	Innovation	Feedback from judges to improve process

# Crummer Mission Codes and AoL Measures



The mission...is to develop ***global*** business ***leaders*** and ***innovators*** through a high quality, ***integrated***, ***experiential*** education.



# Measures of Leadership

## Direct Measures

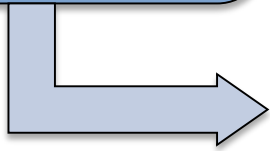
- Curriculum Offerings: 85% B or better
  - Leadership with an Entrepreneurial Mindset
    - Core Requirement for EAMBA, PMBA and EMBA
- Leadership Performance Assessment
  - Assessment of 7 Leadership Skills (Pre/Post): Innovation, Recognition, Empowerment, Attitude, Task Orientation, Emotional Intelligence, and Relationship Building
- Survey % of Alumni to identify degree of mastering the 7-Leadership Skills

## In-Direct Measures

- % Students who complete Leadership Coaching
- % of Students who choose and complete Leadership Track Integrated Capstone Experience
- % of Students participating in Leadership Competition: SunTrust Distinguished Leader of Merit
- Survey of Leadership Advisory Board Reception of Leadership Skills of Crummer Employed Students

# Crummer Mission Codes and AoL Measures

Mission



Program Goals

The mission...is to develop ***global*** business ***leaders*** and ***innovators*** through a high quality, ***integrated, experiential*** education.

Pedagogy

Integrated

Experiential

Content

Global

Leadership

Innovation





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**AACSB CIR Update (Nov. 15, 2016)**



  
**ROLLINS**

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**AACSB Fifth Year Continuous Improvement Review  
Report  
2011-2016**



# Meeting with Team Chair

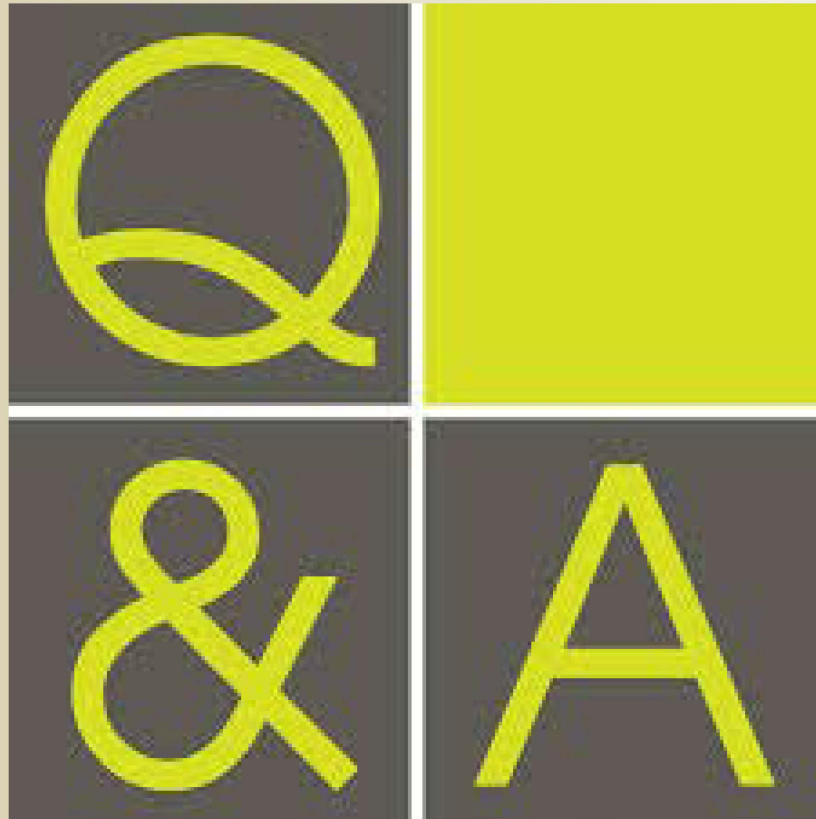
**Raghu Tadepalli, Chair  
Elon University**



## Visit Schedule

- Arrive February 12, 2017
- Depart February 14, 2017





# Itinerary for Candidates' Visit

## Staff Director Social Innovation & Entrepreneurship

**Nov. 29 – Patrick Odoyo**

**Dec. 2 – Isabel Walker '11, MBA '15**

**Dec. 5 – Shiyana Valentine**

TIME	DESCRIPTION	LOCATION
9:00 am	<b>Introduction &amp; Review of the Day</b> with Mary Conway, Faculty Director at the Innovation Hub, and/or Micki Meyer, AVP of Student Affairs/Community	Innovation Hub
9:15 am- 10:00 am	Meeting with <b>Staff Director Search Committee:</b> Mary Conway, Micki Meyer, Anne Stone, Assistant Professor in Communication, Dan Chong, Associate Professor of Political Science, Tonia Warnecke, Associate Professor of Social Entrepreneurship & Business	Innovation Hub
10:15 am- 10:45 am	Meet with <b>David Zajchowski</b> Asst. Dir. HR Talent Programs	Human Resource
11:00 am-	<b>Tour of Campus or Relaxation</b>	
11:30 am- 1:00 pm	<b>Lunch with Students</b> (Student names TBD)	Rice President's Dining Room Cornell Campus Center
1:30 pm - 2:30 pm	<b>Candidates' Presentation to Campus</b> (Please look for separate emails for location, etc.) We invite you to join us in meeting candidates for the <b>Director for Social Innovation and Entrepreneurship Hub</b> . Candidates will be making a formal presentation to the campus community that details their interest in the position, experience in social innovation and entrepreneurship, and understanding of the Ashoka U Renewal plan and report. This session is open to faculty, staff and students at Rollins. Attendees will be asked to provide written feedback of the candidate(s). Candidate materials are attached to this email.	11/29 Crummer 207 12/2 & 12/5 Bieberbach Room
2:45 pm- 3:45 pm	<b>Open Meeting with Changemaker Planning Team:</b> Mary Conway, Micki Meyer, Cari Coats, Director of the Entrepreneurial Ctr. at Crummer Graduate School, Dan Meyers, Asst. Prof. Computer Science & Mathematics, Dan Chong, Tonia Warnecke Natasha Gaye, Rollins College Student Student Affairs Staff	Innovation Hub
3:45 pm- 4:30 pm	Closure-Meeting with Mary Conway and Micki Meyer	Innovation Hub



SOCIAL INNOVATION AND  
ENTREPRENEURSHIP HUB