KSB Faculty Council
December 01, 2015
Minutes (Agenda attached)

Attending Faculty: Ajay Adhikari, Nelson Amaral, David Bartlett, Kent Baker, Sheila Bedford, Barbara Bird, Wendy Boland, Melissa Bradley, Carol Bruckner, Erran Carmel, Michael Clayton, Kimberly Cornaggia, Serge da Motta Veiga, Parthiban David, Bill DeLone, Augustine Duru, Alberto Espinosa, Sally Fowler, Rick Gibson, Sonya Grier, David Harr, Jeff Harris, Robert Hauswald, Itir Karaesmen-Aydin, Itir, Jill Klein, Thomas Kohn, Susan Krische, Gopal Krishnan, Robert Lightburn, Emily Lindsay, Robin Lumsdaine, Michael Ma, Gerald Martin, Anu Mitra, Jennifer Oetzel, Ayman Omar, Jay Pope, Girish Ramani, Leigh Riddick, Larry Schrenk, Bob Sicina, Mark Starik, Tim Timura, Ed Wasil ,Tommy White, Don Williamson, Zhang Yinqi **Staff:** Reena Dwire

Faculty Attending Online: Frank Armour, Sarah Mady, Engin Cakici, Joseph Mortati, Sanal Mazvancheryl

Absent Faculty:, Bill Bellows (teaching), Valentina Bruno, Michael Carberry, Peter Chinloy, Mark Clark (sabbatical), Frank DuBois, Heather Elms, Casey Evans (teaching), Manoj Hastak (teaching), Octavian Ionici, Yujin Jeong (teaching), Gwanhoo Lee, Richard Linowes, Alexandra Mislin (teaching), Michael Mass (teaching), Tomasz Mroczkowski, Ghiyath Nakshbendi, Todd Prono, Michel Robe, Cristel Russell (teaching), Jay Simon, John Simson, Jack Swasy (teaching), Zhao Yijiang

Prof. Leigh Riddick welcomed everyone and called the meeting to order.

Dean Carmel provided an update.
- We are closing on 2 tenure line professor appointments in MGMT and ACCT.
- Kogod ranked #58 on Bloomberg Business Week's (BBW) "Best Business Schools of 2015" ranking of top U.S. MBA programs. Kogod is now ranked #65 in Forbes' 2015 Full-time MBA Ranking. For the first time, Kogod met the requirements to be listed by Forbes on this list. The results are a reflection of our successes and dedication in curriculum, culture, and placement.
- The Kogod Greater Washington Index : Millennials launches in January 2016.
- Interim Dean Carmel officially declares his candidacy for Dean of Kogod.

Prof. Emily Lindsay provided a report to faculty and staff on the results of the KSB Diversity and Inclusion Committee survey.
- A survey was undertaken to provide an initial understanding of Kogod faculty and staff perceptions and beliefs regarding diversity and inclusion. 122 responses were received – 78 faculty, 44 staff.
- Two themes had significant differences by gender and by whether the respondent was white/non-Hispanic, relative to everyone else – perceptions of inclusiveness and satisfaction with Kogod diversity.
- Diversity integration in classroom and programming - Some faculty noted that some students had commented that diversity is rarely integrated into the classroom or programming. Some faculty and staff noted a particular lack of diversity in programming (e.g., guest speakers). Some faculty felt "diversity" did not need to be part of classroom discussions (i.e., not relevant or not comfortable

with topic). Thus, there may be differences in interpretation of where and when diversity applies to particular class topics.

- Staff/faculty composition does not reflect student diversity - Some commented on a lack of diversity in the faculty; some noted that staff has little diversity; some questioned the importance of diversity in faculty searches and hiring (both term and tenure line faculty).
- Some faculty and staff comments - Observed bias in different, often subtle ways. More sensitivity/respect needed in several areas regarding women, international students, and people of color. Physical disability/challenges seen as a neglected component of diversity. Belief that bias in Kogod is not intentional or malicious… but that does not make it any less harmful.
- Discussion
    o There will be a required Diversity course as part of the new GNED program (University Core)
    o We need to have a more balanced panel in terms of diversity on guest panels.
    o Match alumni with students of similar background for mentorship.
    o What you look like on the outside is not nearly as important as what you bring to the table in terms of your point of view (hidden diversity).
    o Hidden diversity is important but it cannot dilute the strong feelings on our campus and other campuses relating to external diversity.
    o There are a lot of initiatives already available on campus for students relating to diversity and inclusion and we need to celebrate it and make students, staff and faculty aware of these. However, how we see diversity as employees cannot be neglected either.
    o We have to remove the mask when we enter the classroom as faculty.
    o We have to be willing to change our models and the way we look at diversity. We don't just need more diversity programming.
    o Thanks to the Committee for analyzing the data.

Prof. Leigh Riddick provided an update on the Capital Area Food Bank initiative.
- Our CAFB visit will be Feb. 20. Spouses welcome; children over 16 can join and children 12-16 can join if parents sign a waiver. Arrive 10:45; begin at 11; lunch 12; sort food 1-4. More details closer to the date!

EPC Actions – Prof. Jennifer Oetzel

The following EPC actions were considered during the meeting via electronic votes and proxy paper ballots. (Votes reported in order: "YES", "NO", "ABSTAIN",)

- **F15.14   Kogod Honors Program**
  Action: Create new Kogod Honors Program
  The Kogod Honors program is designed for our most talented and ambitious students who desire to make a substantive impact in the world. Students in the program will take honors designated courses from a selection of our required core courses that will have substantively more depth and will be designed to develop a professional mindset, creative problem solving and analytical thinking. Additionally, Honors students will participate in extra-curricular programming that will help them enhance their leadership skills.

- **F15.15   MS Sustainability Management**
  Action: Make significant changes to MSSM
  In an effort to respond to feedback from various stakeholders, including current and past students as well as faculty and staff and better position it in the marketplace, reduce the total credit hours, include a required international trip, social sustainability course and capstone course, change the core requirements and realign the electives into 4 career tracks for the MS Sustainability Management program.

- **F15.16   Three new Sustainability courses and Minor Change to MGMT-617**
  Action: Create new courses MGMT-4xx/6xx Water, Energy and Sustainable Enterprise, MGMT-4xx/6xx Sustainable Products and Purchasing and MGMT-720 Applied Sustainability Management and change the course title for MGMT-617 to Sustainability Systems: Business, Science, Policy, and International Issues
  MGMT-4xx/6xx Water, Energy and Sustainable Enterprise and MGMT-4xx/6xx Sustainable Products and Purchasing have been offered twice before as topics course and are now being made permanent courses.
  MGMT-720 Applied Sustainability Management is a combination capstone/practicum required in the M.S. in Sustainability Management program, in which a review of the overall topic is conducted, major concepts are integrated, and an application to a "real-world" project is conducted.
  Since MGMT-617 is the introductory course in the MSSM program, the latter of which has significant elements of business, science, policy, and international issues in it, the program is recommending that the course title for MGMT-617 be changed to: "Sustainability Systems: Business, Science, Policy, and International Issues", so that the title more accurately reflects the lead-in to the rest of the program.

  F15.15 and F15.16 was **APPROVED** (46:7:2)

- **F15.04   FIN-06**
  Action: Create new course FIN-060 for MSF students
  This 0-credit boot camp course will be required for all the students entering the MSF program with a minimal background in finance or as an intensive review for others. It will be optional for students with at least 6 credit hours of finance course work with a grade of B or higher. It will be taught the week before fall semester begins.

- **F15.05   Minor Changes to MSF program**
  Action: Change credit hours from variable to fixed, change prerequisites and core courses

The following minor changes to the MSF program will be made in an attempt to address issues relating to the program's competitiveness and incoming students' preparedness:
- Change the credit hours from variable 30-33 to a fixed 33 credit hours
- Remove FIN-614 Financial Management from required course list
- Add new 0-credit FIN-060 Introduction to Finance 'boot-camp-style' version that is taught the week before the Fall semester begins
- Add FIN-672 Investment Analysis & Portfolio Management to the required course list
- Adjust the prerequisites for advanced finance courses to FIN-672 (as needed) to reflect the deletion of FIN-614 and to provide proper sequencing of finance courses

- **F15.06   Graduate FIN courses**
  Action: Change the prerequisites for several graduate FIN courses
  The prerequisites for graduate FIN courses are being changed on account of the proposed enhancements to the MSF program and in an effort to accelerate the rigor of the envisioned program and to enhance the opportunities of the MSF student (i.e., elective choices, track focus, independent research / study, etc.).

  F15.04, F15.05 and F15.06 were APPROVED (58:1:1)

- **F15.07   Minor Changes to MSMKTG program, MKTG-641 and MKTG-762**
  Action: Change the course requirements for MSMKTG, change the course name for MKTG-641 and reduce the number of credits for MKTG-762.
  MKTG 641 (Digital Marketing) is currently a required 1.5 credit course in the MS in Marketing Program. The proposed course name change to "Digital Advertising and SEM" will reflect the narrow focus of this course since there will be a new course covering additional digital marketing content. While digital marketing is an element of Integrated Marketing Communications, we believe it will be more effective if this material is covered in a stand-alone course with an instructor who has current digital marketing expertise. So MKTG-762 will offer an overview of IMC, with no digital marketing content. The number of credits associated with this course will be reduced from 3 to 1.5, thereby allowing the MSMKTG to remain a 30-credit program.

- **F15.08   MKTG-642 Managing Digital Brand Identities**
  Action: Create new course MKTG-642 Managing Digital Brand Identities
  Currently, the MSMKTG program has a 1.5 credit required course in Digital Marketing. However, former students and employers have stressed to us that our MS in Marketing program needs to include additional coverage of digital marketing topics. This new 1.5 credit course seeks to meet that need and will be a required course for all MSMKTG students during their fall semester. The current 3 credit hour "Integrated Marketing Course" which includes minimal digital references will be reduced to 1.5 credit hours to be able to offer additional coverage to digital marketing topics through the new course.

  F15.07 and F15.08 were APPROVED (57:1:2)

- **F15.10**   **Information Technology and Business Analytics major**
  Action: **Create new undergraduate major Bachelor of Science in Information Technology and Business Analytics**
  The proposed program is similar to the existing Information Systems and Technology (IST) minor, but structured as a major and with a stronger focus on technical and quantitative education through a number of required courses in statistics and computer science. The program has been designed to be STEM qualified and will allow its students to compete for employment more effectively in the IT and Business Analytics markets, relative to the current BSBA with an Information Systems and Technology (IST) specialization.

  <mark>F15.10 was **APPROVED**</mark> (59:0:0)

Prof. Aydin provided a Curriculum Assessment Committee report.
- The CAC has 84 learning outcomes to assess. The established benchmark target is 80% (i.e. 80% of students achieve a score of 60% or higher on a LO; 80% of students achieve a score of 3 or higher on a 5-point scale)
- What the data says – Graduates:
  - Students are performing **above "target"** in
    - MBA/PMBA all LOs – no data on communications
    - MSF all LOs
    - MSA all LOs except analytical problem solving
    - MSSM all LOs
    - MSRE
    - MS in Marketing all LOs except analytical problem solving and strategic thinking
  - Students are performing **below "target"** in
    - MSA - Analytical problem solving
    - MSA – Functional competencies
    - MS in Marketing – Analytical problem solving
    - MS in Marketing – Strategic thinking
- What the data says – Undergraduates:
  - Students are performing **above "target"** in
    - BSA all LOs except technical proficiency
    - BSF all LOs
    - BLC all LOs – no data on communications
  - Students are performing **below "target"** in
    - BSBA all LOs
    - BAE all LOs
    - BSA - Technical Proficiency related to ACCT 340 and ACCT 443
- There is room for improvement in all programs, regardless of whether assessment results are below target or not
- MISSING LINK: "Closing the loop"
  - "Everybody else" now has procedures for data collection and analysis.
  - The expectations are now on **curriculum changes and improvements** based on assessment results.
- What constitutes closing the loop?

- - - Better coordination of course delivery and content across sections
        - Example: ACCT 240 and FIN 365
    - Reinforcement throughout the curriculum
        - Example: emphasizing oral and written communication skills at all levels in BSBA
        - Example: creating a shared rubric for oral and written communications
    - Curriculum changes to align courses with LOs
        - Example: MGMT 635 Ethics, Social Responsibility and Governance to meet MBA LO of "Business & Society"
- Our goals for faculty:
    - Review assessment methods and results
    - Provide input to CAC on assessment procedures
    - Review curriculum and course content
    - Define action plans to "close the loop"

Sr. Associate Dean Adhikari provided a review, update and 2016 timeline of the merit review process.

- EC will accelerate review process targeting release of merit letters by end of April.
- Chairs will set up 1:1 appointments with faculty in January and early February to go over teaching.
- Items to note more carefully:
    - Faculty to fill out their FARs and AQ/PQ worksheets more carefully.
    - FARs and CV should be consistent.
    - Print your FARS and go over it to see it that it is easy to follow. Many people read it!
    - Consider that for activities not documented in the FARS, the Executive Committee has difficulty "giving credit."
- FARS Reporting – Research:
    - Clearly specify journal, article status, and submission & acceptance dates
    - If a journal is **not listed on the Kogod Journal list**, it is your responsibility to provide data (ranking, impact, others) to speak to the impact of your work.
    - If your **manuscript has been retired**, remove it from your working paper lists.
    - **External Funding.** Provide status [Under review, not funded, funded]. Provide dates – submitted, awarded.
- FARS Reporting – Teaching and Service:
    - Teaching: Explicitly note new course preparations, pedagogical innovations, teaching beyond SETs, new platform (hybrid, online etc), writing intensive course, projects.
    - Service: Document dates (begin, end) and the level of involvement.

Prof. Riddick adjourned the meeting.
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Faculty Council Chair: Prof. Leigh Riddick
Faculty Council Vice-Chair: Prof. Don Williamson

KSB Faculty Council
AGENDA – December 01, 2015

Call to order – Leigh Riddick
Establish Quorum and establish "All present"
1. Dean's Remarks - Dean Carmel
2. Diversity Committee feedback from survey and discussion – Prof. Emily Lindsay
3. Brief update on Capital Area Food Bank - Prof. Riddick
4. EPC Actions - Prof. Oetzel, Chair, EPC
5. CAC Report – Prof. Aydin
6. Review and update on merit review process – Sr. Associate Dean Adhikari
7. Good of the Order