

Minutes

Committee:	Continuous Improvement
Attendees:	Mina Baliamoune-Lutz, Jay Coleman, Adel El-Ansary, Bruce Fortado, Cheryl Frohlich, Lynn Jones (members not in attendance: Tom Barton)
Date:	November 5, 2012
Approval of prior minutes:	N/A

Since the last meeting, Lynn Jones informed Jay Coleman of the following: "As part of continuous improvement for accreditation, a next step is to adopt standard rubrics at the program level. A new folder "Rubrics for Consideration," has been added to the Blackboard Accreditation Course. It is the fifth item inside the "BUS Accreditation" tab. Please review these and make recommendations to your colleagues serving on the (under)graduate curriculum committees and (accounting) continuous improvement committees. We will add this as an agenda item to these committees."

Pursuant to that request, Jay asked Lynn to expound on what is needed from our committee in the short and longer term in this regard. Lynn reported that the rubrics involved will go first through the undergraduate and graduate college curriculum committees, and then come to our committee for review and ultimate approval. Thus, action by our committee on this topic is not required at the present time.

Also since the last meeting, and similar to our concerns about sufficient coverage of ethics within the curriculum, there have been questions raised to Lynn as to the sufficiency of the coverage of leadership in the graduate program(s). Lynn has recommended that our committee consider leadership in the same vein as we are ethics, and liaise with the Graduate Curriculum Committee as appropriate. Jay indicated to the committee that he will add this to our future committee "to-do" list, to be addressed after we consider the current issue of ethics coverage.

Jay then distributed a summary of the feedback he received from the Department of Management (and from John MacArthur in the Department of Accounting & Finance) regarding existing coverage of ethics at the undergraduate and graduate levels. (A copy of that document is attached to these minutes.) Cheryl Frohlich reported on similar feedback received in the Finance area, and input was also provided by other committee members from their respective areas. The follow-on discussion of these findings indicated a general consensus that while there are multiple places in the undergraduate curriculum in which coverage of ethics is taking place, very little of that is in coursework that is required of all business majors. Thus, at present, we cannot be assured that all graduates are receiving sufficient instruction on ethics during their various undergraduate programs of study.

In response, the committee agreed to recommend the following:

1. That a short, standardized module on ethics – e.g., covering a framework for resolving ethical dilemmas, and which might cover a couple class meetings, for example – be inserted into one of the six non-capstone core business courses required of all business majors;

2. That such a module be taught by an expert in ethics, who would be separately compensated by the Coggin College for that work; e.g., Dr. Mitch Haney in the Department of Philosophy, who already teaches our College's elective course on organizational ethics (MAN 4064);
3. That the expert instructor provide not only instruction, but also test questions and/or other evaluation mechanisms to evaluate students on their learning of the module material, which could be integrated into the grading process for the course;
4. That the expert instructor provide and administer a pre-test assessment of student knowledge on ethics prior to receiving instruction;
5. That MAR 3023 (Principles of Marketing) appeared to be a good position in the curriculum to introduce such a module;
6. That the faculty within each major area be charged with developing and implementing follow-on coverage of ethics as it relates to their functional area, to be integrated into their existing coursework;
7. That assessment of ethics learning that is already (or will be) installed in the latter portions of the undergraduate curriculum allows a post-test against which we could compare the pre-test results;
8. That the above plan appears implementable within a relatively short time frame, not requiring any formal APC approval.

Pursuant to the above recommendations, Lynn indicated that she would introduce the idea to the College Executive Committee for its feedback. Given that the plan above requires additional expenditures, if the College administration is unwilling to support such a plan, there would be no need to move forward with it further.

Should the college administration approve the plan in principle, further necessary steps would be to discuss it with any and all course instructors involved (e.g., Dr. Reham Eltantawy in the Department of Marketing and Logistics), and with potential module instructors (e.g., Dr. Haney).

The committee also discussed the feedback associated with ethics coverage already in place in MAN 6204 and in ISM 6021. In general, it appears that the subject is being covered rather significantly in the MBA program, and thus the committee decided not to forward any recommendations at this time. However, Lynn Jones will discuss with Steve Paulson the prospects of implementing an assessment of ethics in his course.

The committee's next two meetings were scheduled for **January 14, 2013 (Monday)**, and **February 18, 2013 (Monday)**, at **noon – 1:00 p.m.**

The meeting adjourned at 1:00 p.m.

UNDERGRADUATE

Baker: GEB 1011 (Foundations of Business)

Course Objective addressing Ethics:

Define business ethics and social responsibility and examine their importance in business

Chapter 2 - Business Ethics and Social Responsibility

Recognizing ethical issues in business

- Use scenarios to illustrate the difficulty in assessing the ethical concerns in given situations
- Present results of survey results related to scenarios to demonstrate the ambiguity associated with ethical decisions

Provide students with guidelines and sources of support in making ethical decisions

Present the Pyramid of Social Responsibility

- Discuss the arguments for and against social responsibility

Show a video segment (about 12 minutes) demonstrating examples of companies being socially responsible

Borges: MAN 4600 (International Management)

Coverage of text chapter entitled "Ethics and Social Responsibility" (in *International Management*, Luthans, 8th ed). After a brief introduction on ethics theories and philosophies, the chapter and discussion focuses on topics such as human rights, employment practices, corruption, and sustainability. As part of the topic I assign 2-3 cases in addition to the text material. The cases give the students an opportunity to discuss and explore a range of multi-faceted topics focusing in particular on labor practices and corruption.

Pragasam: MAN 4701 (Business, Government and Society), MAN 4991 (Leadership), MAN 4600 (International Management)

One of the important topics covered in all three classes. Although separate chapters are on ethics, specific objectives are identified in syllabus not only in understanding ethical concepts but also applications of such concepts. Ethical issues are incorporated in every chapter. Some of the specific assignments for students on ethical issues are:

- Case studies on specific corporations or Business leaders on Ethical actions (e.g., Enron, Madoff, Union Carbide, etc.)
- Ethical incidents evaluation: students discuss short incidents on ethical issues to differentiate whether it is unethical or illegal
- Personal evaluation on moral dilemmas: students address their personal experience on ethical dilemma they face in work environment
- Role Playing: student plays a role of a business leader to solve ethical issues facing the company
- Debates on whether an action of a corporation or a Business leader is ethical or unethical
- All the exercises are part of the course requirement and are evaluated

MacArthur: ACG 4361 (Cost Accounting)

All sections are given an ethics end-of-term multiple choice question. MacArthur's sections include this for both Fall 2011 and Spring 2012. Tanner's students are required to address a short ethics scenario as part of a course project.

Recap of the end-of-semester questions utilized to assess topic:

- Identify ethical behavior impact; Concepts in IMA's Standards of Ethical Conduct
- Short essay on impact on unethical behavior on annual bonus and net income (example available)

Zhang: MAN 4720 (Business Policy)

- Class discussion of ethical issues in strategy formulation lectures (lecture)
- Bring in ethical dilemma that students need to solve in the business simulation game CapSim (exercise)

GRADUATE

Paulson: MAN6204 (Organization Theory)

Approximately one week of class time is devoted to the topic of ethics per se.

- Required assigned readings:
 - McWilliams, Abigail & Donald Siegel, "Corporate social responsibility: A theory of the firm perspective" *Academy of Management Review*, 26:117-127, 2001.
 - Cox, Taylor, *Creating the Multicultural Organization* (selections). New York: Wiley, 2001.
 - Haugh, Helen, "Social enterprise: Beyond economic outcomes and individual returns," pp. 180-205 in Mair, Johanna, Jeffrey Robinson & Kai Hockerts (eds.) *Social Entrepreneurship*. New York: MacMillan, 2006.
- Cases discussed/debriefed in class (drawn from Conference Board materials – 60 minutes)
 - "Business Meeting or Vacation" (corporate gift giving)
 - "Toxic Emission Standards and a Whistleblower" (employee whistle blowing)
- In class lecture topics (90 minutes)
 - Price gouging and retail business ethics
 - Ethical theory from deontology to teleology
 - The international business ethical theory of Thomas Donaldson
 - The business ethical theory of Lawrence Kohlberg
- Essay exam questions (3% to 5% of course grade); examples available.

Goel: ISM 6021 (Information Systems Management)

Chapter 13 of the text is titled "Security and Ethical Challenges." Typically, two class periods (2.5 hours) are spent covering this chapter (in J. A. O'Brien & G. M. Marakas: "Management Information Systems," McGraw-Hill, 10th edition).

Approximately 25% of the chapter is dedicated to ethics, including the following sub-topics:

- Business ethics theories: Stockholder theory, Stakeholder theory, Social contract theory
- Ethical responsibility of business professionals
- Categories of ethical business issues in the IS context: Intellectual property rights, Customer and employee privacy, Security of company information, Workplace safety
- Principles of technology ethics: Proportionality, Informed consent, Justice, Minimized risk
- Association of IT Professionals (AITP) standards of professional conduct
- Compliance issues

The following theories are covered outside the required text:

- Mason's PAPA (Privacy, Accuracy, Property, Access) Model
- Hunt-Vitell's General Theory of Ethics

The sub-topics are tested through questions on an exam, represented approximately 2-4% of the total grade. Additionally, one group assignment, worth 5% of the total course grade, is based on analyzing a case study on ethics in IS use. The case study is from Chapter 13 of the required text.