Members: Jennifer Kreie, Meghan Downes, Tim Query, Grace Ann Rosile, Mike Hyman (Liz Ellis, Ex-officio)
Absent: None
Guests: None

Chair: Tim Query
Note taker: Meghan Downes

Please read:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Approval of Meeting Minutes of October 16, 2013</td>
<td>Corrections – Jennifer will do criterion for management because it always falls to Grace. Number 5 – answer key criterion 3&amp;4; Liz will consult BLAW for criterion 3 and Tim will consult with Finance for #4. --- correction is to note that this is for the ANSWER KEY. Approved with Corrections.</td>
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</tbody>
</table>

Report on “homework” assignments.

-- Globalization Answer Key - (Tim will complete finance, Grace Ann will do Management; Mike will do Marketing, Liz will complete BLAW)

Committee added a bullet recommended for legal and a set of bullets for the marketing criterion. They are noted in the revised answer key and criterion document. (attached) Despite seeking input, committee members received little feedback from the faculty.

Jennifer has sent emails but has not received feedback yet for bullets to include in the Answer Key from the Management 590 faculty. Jennifer will continue to pursue this and will report via email.

Concern for success on this assessment was expressed. It is important for the faculty teaching these courses where content is to be taught (MKTG 503, MGT 590, FIN 503 & BLAW 502) to know that while the actual assessment will occur in MGT590, to the extent that students cannot perform on a given performance criterion, the curriculum improvement efforts that must follow may logically fall on the content courses and the faculty teaching them, to ensure that the students can achieve that outcome. As long as faculty cover at least some portion of the listed aspects of globalization, the student outcomes should be good. We need to be sure that faculty teaching the relevant content know of the expectation that they will cover (and emphasize) the globalization issues that are in the assessment. It would even be advisable for them to include a similar question on their own exams to give students a chance to practice and to increase the probability that they will carry this knowledge to MGT 590.

When we email or talk to faculty about AOL items, we should CC the department head, who can then assist us in getting better involvement from faculty.

Report on “homework” assignments.

-- Globalization - Criterion 4: change criteria 4 to “identify and describe financial issues relating to investing in another country.” -- get feedback from finance folks regarding general vs specific and excluding or including investing in country or investing in a foreign company. (Tim Query)

Finance faculty who responded reported that their course focused more on investing in a foreign country rather than starting a business operation in a foreign country. Agreed to keep both options with an “or” in the assignment. This performance criteria is correctly stated in the rubric, but needs to be corrected in the Answer Key and other documents. Liz will get this done. (as shown on attachment)

Report on “homework” assignments.

-- Fall2012 AOL report sheets: Meghan will meet with Randy to complete missing areas from his records/memory; convocation material was not sufficient to complete material for previous reports. Meghan will talk with Randy to get as much information for reports for 2012 as possible and will determine if he has sample student assignments for

Meghan sent an email and has not heard back from Randy. She will follow up with Randy and push for a face to face to pull together.
each of the assessments for each of the performance levels. If so, we need copies to archive.

<table>
<thead>
<tr>
<th>Develop timeline for FA13 assignment receipt, assessment and data report.</th>
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<tbody>
<tr>
<td>-MBA THINK (MGT 590), GLOBAL (MGT 590), ETHICS (MGT 503)</td>
</tr>
<tr>
<td>-BBA DIVERSITY (MGT 309), ETHICS (MGT 309)</td>
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Most of the MGT309 will be completed shortly as the 8 instructors have given the diversity already and are doing the ethics. For MGT590 and MGT503 – committee needs to double check with instructors to ensure that they have what they need to get assessments conducted this semester. --With respect to MGT 590 - Some confusion as to whom is teaching what both this semester and going forward – it makes it difficult to determine where we are at on our assessment efforts. --For each assessment, we need to know who is actually giving the assessment assignment (collecting student responses) and who conducting the assessment (applying the rubric) and then who is tabulating the data. --Grace Ann says for MGT 309 both DIVERSITY and ETHICS, the instructors will assess – they will give the assignment and they will grade it according to the rubric. She already has a stack of assessments in her office. Same with respect to MGT 503. -- not necessarily so with assessments in MGT590, particularly GLOBAL – we need to confirm with instructors that the assignments will be done and either the student work or the assessments provided to the committee. If instructor does not want to do assessment (apply rubric), we may want to use PHD students from Hyman. Liz already emailed Steve Elias to seek confirmation that instructors have what they need and will get the student work on the assessment assignments. **Grace Ann will also try to follow up on this.**

Grace Ann will let us know when the materials are in and we can tabulate. **She will put together a checklist of instructors to be sure we get them all.**

Discussion of what we will have ready to put in the convocation report.

Timeline: For MGT 309 BBA assessments, get assessments in, tabulate, table and brief report for convocation (by year’s end), and complete with assessments that are provided later and then report to Graduate/UG committee by mid-February – committee feels we want to try to get done before semester really starts.

Grace Ann will be the collection point and Liz will provide tabulation assistance. Jennifer will take over as Chair after the end of the semester and she and Grace Ann may be available to help finalize data tabulation the week after exam week.

**PENDING:** start data sheets for courses listed above for FA13 assessment.

Liz needs to get these started using the template already approved by the Committee and submit to committee for iterations. She will work with Yvonne to get together for the committee.

Other Business: Until we get assessments in, Jennifer and Meghan's homework are all that is left to do. **Liz will review notes to see if we missed anything.**

Next Meeting Scheduled Dec 4 at 3 pm

Adjournment 3:50 pm

Assessment Process Proposal for Globalization Goal –
With changes suggested at AOL meeting on 10/16/2013
MBA Learning Goal: Students understand how globalization affects organizations and their environment. (approved by faculty at convocation 1/11/13)
**Performance criteria/sub-goals for the globalization:**
Students can:

- Analyze the opportunities and threats in the environments associated with managing organizations internationally.
- Demonstrate the rationale for developing global brands or global brand positioning.
- Identify and explain the key legal issues associated with operating a business globally.
- Identify and describe financial issues relating to investing or operating a business in another country.

(approved by Graduate Committee May 1, 2013)

**PROPOSAL FOR ADMINISTRATION OF ASSESSMENT:**

1. Aspects of globalization are taught in the classes listed on the rubric (MGT 590, MKTG 503, BLAW 502, and FIN 503), although other courses may contribute to the learning outcome.
2. Assessment for goal (all criteria) to occur in MGT 590.
3. Assessment instrument: question on an exam or project that uses the scenario of a proposed international business activity. The essay question will be as shown in text box below.
4. The question will be assessed using the rubric shown on the reverse. Assessment (scoring of assignments using rubric) of the responses will be conducted by: _______________________________________
   (the MGT 590 instructors, PhD students, or the AOL committee)

   “The decision to operate a business or undertake a business activity in the international environment creates unique issues that would not typically arise in an entirely domestic business endeavor. Demonstrate your knowledge of the impact of global operations by:
   - Analyzing the opportunities and threats in the environments associated with managing organizations internationally.
   - Demonstrating the rationale for developing global brands or global brand positioning.
   - Identifying and explain the key legal issues associated with operating a business globally.
   - Identifying and describing financial issues relating to investing or operating a business in another country.

(Instrument approved by AOL committee Oct. 16, 2013, subject to performance criteria tweaking if requested by relevant discipline instructors.)
Assessment Rubric for Globalization (MGT 590)

**Goal:** Students understand how globalization affects organizations and their environment.

<table>
<thead>
<tr>
<th>ASPECTS OF GLOBALIZATION</th>
<th>Below Expectations 1</th>
<th>Meets Expectations 2</th>
<th>Exceeds Expectations 3</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Criterion #1:</strong></td>
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<td>Opportunities &amp; Threats</td>
<td>Student fails to analyze at least one opportunity and one threat directly related to international operations.</td>
<td>Student analyzes at least one opportunity and one threat directly related to international operations.</td>
<td>Student analyzes several opportunities and threats related to international operations.</td>
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<td>associated with managing organizations internationally (MGT 590)</td>
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<td><strong>Criterion #2:</strong></td>
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<td>Rationale for developing</td>
<td>Student fails to demonstrate any understanding of rationales.</td>
<td>Student describes at least one rationale for developing global brands or global brand positioning.</td>
<td>Student describes more than one rationale for developing global brands or global brand positioning.</td>
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<td>global brands or global</td>
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<tr>
<td>brand positioning.</td>
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<td>(MKTG 503)</td>
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<td><strong>Criterion #3:</strong></td>
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<td>Key legal issues</td>
<td>Student fails to identify and explain any legal issue associated with operating a business globally.</td>
<td>Student can identify and explain at least one legal issue associated with operating a business globally.</td>
<td>Student can identify and explain more than one legal issue associated with operating a business globally.</td>
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<tr>
<td>associated with</td>
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<tr>
<td>operating a business</td>
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<td>globally</td>
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<td>(BLAW 502)</td>
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<td><strong>Criterion #4:</strong></td>
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<td>Financial Issues</td>
<td>Student fails to identify and describe any financial issue relating to investing or operating a business in another country.</td>
<td>Student can identify and describe at least one financial issue relating to investing or operating a business in another country.</td>
<td>Student can identify and describe more than one financial issue relating to investing or operating a business in another country.</td>
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<td>relating to investing or</td>
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<td>operating a business in</td>
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<td>another country.</td>
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<td>(FIN 503)</td>
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<tr>
<td>ASPECTS OF GLOBALIZATION</td>
<td>List of possible correct responses. Not every course need incorporate all bullets, but every course is expected to include enough coverage of some listed points to enable student to succeed on the assessment in MGT 590.</td>
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<tr>
<td>Criterion #1: Opportunities and Threats associated with managing organizations internationally (MGT 590)</td>
<td>AWAITING INPUT FROM MGT 590 Instructors</td>
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| Criterion #2: Rationale for developing global brands and global brand positioning. (MKTG 503) | • Globalization versus glocalization (e.g., standardized versus local ad campaigns; general adaptation of marketing mix)  
• Emergence of global consumer segments and global consumer culture  
• Competitive environment in various markets  
• Cost efficiencies and increased profit opportunities  
• Long-term asset to leverage company’s position  
• Compensation for relative and absolute declines in U.S. consumption  
• Use as platform for launching new products (umbrella branding)  
• Less onerous government regulations relative to the U.S.  
• Legal financial inducements extended by foreign governments to attract U.S. firms |
| Criterion #3: Key legal issues associated with operating a business globally (BLAW 502) | • Rules of law and legal customs may be predicated on very different legal systems such as common law, civil law and sharia law  
• Foreign country may restrict or prohibit repatriation of profits;  
• Foreign country may restrict foreign ownership;  
• foreign country may have little legal protection for property rights resulting in possible confiscation or expropriation of investments  
• Foreign countries may have weak or non-existent laws protecting intellectual property  
• Contracts need unique terms relating to -dispute resolution -choice of currency, forum & language  
• Different employment laws: Loss of employment at will (commitment to retain employees); mandatory employee benefits  
• Foreign Corrupt Practices Act (US) restricts payments to foreign officials |
| Criterion #4: Financial Issues relating to investing or operating a business in another country. (FIN 503) | • Minimum capital requirements may be imposed  
• Currency or exchange rate fluctuations  
• Benefit of diversification of portfolio  
• Difficulty in managing cash balances due to restrictions on international cash flow  
• Tax impacts of returning profits to US |

*As revised by AOL Committee 10/30/2013*