

THE W.A. FRANKE COLLEGE OF BUSINESS (FCB)
SUMMARY REPORT OF THE GLOBAL LEARNING INITIATIVES COMMITTEE
SUMMER 2010

PARTICIPATING FCB TEAM MEMBERS

A voluntary diverse and cross-disciplinary team of faculty members joined together to collaborate on the development, potential implementation, and assessment for infusing global learning into our curriculum. The team participants include: **T.S. Amer**, Ph.D., Professor of Accountancy; **Allen B. Atkins**, Ph.D., Professor of Finance; **Susan F. Carder**, M.B.A., Marketing Lecturer; **Dennis L. Foster**, Ph.D., Senior Lecturer in Economics; **Sarah J. Holcomb**, J.D., Lecturer and Business Law Coordinator; and **Nancy L. Wilburn**, Ph.D., Professor of Accountancy and Coordinator of Accounting 255.

CURRICULUM STRATEGY DEVELOPMENT PROCESS

Prior to, and following, the initial team training of grant recipients by Global Learning Initiatives Steering Committee the FCB team undertook a comprehensive process to account for the existing places within the curricular and co-curricular components of our students' educational experience at The W.A. Franke College of Business to understand where our students were already having significant learning experiences with diversity, environmental sustainability and global engagement.

This process included:

1. Review of the master syllabi for all International courses.
2. Review of the FCB International Certificate requirements
3. Review of all syllabi associated with courses of the International Certificate
4. Review of the International GAR of the FCB
5. Meetings with FCB faculty members related to International courses, curriculum, and curriculum implementation
6. Review of the Franke Speaker Series
7. Review of Pathway events
8. Review of FCB Living Learning Community

From this review process, the FCB Team was able to develop business centric definitions for the three learning outcomes (global engagement, diversity, and environmental sustainability) from the global learning objectives adopted by the University Senate.

The FCB Team followed a structured approach in the development of the curriculum strategy. A preliminary planning meeting was convened on June 3rd followed by weekly meetings from July 7th through August 3rd. In addition, contacts and meetings were arranged with various consultants and other related parties to receive input on the process and content of the project, including Mark T. Munger and Steve MacIntyre – NAU Global Initiative Consultants; Chris Lockwood – FCB Assessment Committee Chair; and Susan Williams – NAU Global Initiative Sustainability Consultant. The curriculum strategy development began by defining three overarching curriculum objectives and related issues, followed by the development of specific curricular and co-curricular strategic encounters for students, and discussion of assessment protocols.

GLOBAL INITIATIVE OVERARCHING LEARNING OBJECTIVES AND ISSUES

The global learning objectives that were adopted by the Faculty Senate in January, 2010 and identified in the document *“Recommendations of the Global Learning Subcommittee of the Task Force on Global Education”* served as the starting point for the FCB Team. With this document as a guide the FCB Team defined the three overarching learning objectives in a manner suitable to business majors. Further, we have identified a working list of issues that expand and elaborate on these objectives. The three objectives and related issues are:

I. Global Engagement: Student learning in the FCB will occur within a context of global engagement. The process of globalization integrates different economies, societies and cultures through the spread of trade, investment, migration and technology. Students at the FCB will be able to evaluate and analyze these globalization processes. This includes, for example, the following issues:

- a. the implications of differing legal environments on global business operations.
- b. recognizing international differences in accounting measurements, reporting environments, and financial statements.
- c. the emergence of a globalized set of accounting standards that are applicable across different countries.
- d. the various sources of comparative advantage and their implications for the patterns and direction of trade.
- e. the effect of balance of payments and differing exchange rate regimes on trade and their implications for world welfare.
- f. how resources are allocated in countries with differing economic environments.
- g. the effects on standards of living from decreased barriers to capital movements in the global financial environment.
- h. an appreciation of the global business environment and its importance.
- i. an understanding of how internationalization of a firm can impact all stakeholders of a firm including the citizens of a country.
- j. how technological innovation has integrated into different cultures and propelled the globalization process.
- k. the differing cultural values that characterize various economies and their impact on marketing strategies.
- l. the impact of differing societal values on the management of firms in a globalized context.

II. Diversity: Student learning in the FCB will incorporate recognition of the benefits that flow from increased diversity brought about by globalization. The process of globalization, in the context of economic self-determination, will promote increased business competition that will expose us to the benefits of increased diversity. Students at the FCB will be able to appreciate how this diverse economic environment strengthens the bonds created by globalization. This includes, for example, the following issues:

- a. the recognition and incorporation of cultural values that impact the development of diverse global legal systems.
- b. the nature of global competitiveness in diversified manufacturing based upon economic comparative advantage.
- c. the implication of different economic and cultural environments on resulting international financial reporting.
- d. the understanding that diverse peoples, based on ethnicity, race, culture and religion can embrace common tools that improve their standards of living without sacrificing their separate identities.
- e. the application of differing perspectives on modes and methods of finance and accounting.
- f. an understanding that diverse cultures develop a diverse set of financial perspectives and instruments to facilitate their business arrangements.
- g. the implications of multicultural approaches to business organization, management and marketing.
- h. the traits, behaviors and functions of successful international firms and managers.

III. Sustainability: Student learning in the FCB will integrate an understanding of the issues surrounding the sustainable use of resources – natural resources, human resources and capital. The process of globalization exposes us to a wide variety regimes involving property rights and economic coordination, correspondingly generating varying degrees of economic sustainability. Students at the FCB will be able to evaluate and analyze these sustainability issues. This includes, for example, the following issues:

- a. understanding how market entry affects business structure and formation processes in global settings and their effect on resource use.
- b. the application of sound accounting standards that promote the true economic pricing of resources.
- c. the implications of various factors, such as cost, duties, customer and supplier proximity, government incentives and climate, on global manufacturing strategies.
- d. the degree to which well-functioning financial markets facilitate the ability to assess the economically sustainable use of resources.
- e. the use of market processes to identify the societal values that determine the underlying sustainable use of economic resources.
- f. the incorporation of various metrics for sustainability (social, environmental and economic) into models of business behavior, management and marketing.
- g. recognizing controllable and uncontrollable factors in the business environment and how this impacts resource use.
- h. recognizing internal and external factors in the business environment and how this impacts resource use.
- i. understanding how strategic management decisions affect sustainable business operations in the global environment.

GLOBAL STRATEGIC ENCOUNTERS FOR FCB STUDENTS

The FCB Team has proposed a series of strategic encounters to infuse the global learning objectives into both the curricular and co-curricular components of the FCB students' educational experience. We devised a matrix format to summarize our proposed encounters in order to ensure infusion of issues encompassing the three global learning objectives of global engagement, diversity, and sustainability (refer to **Matrix of FCB Global Encounters**). This matrix presents the FCB strategic encounters divided into sections based on those occurring in core courses, those in major courses, and those in other encounters. Each entry in the matrix provides key information about the nature of each encounter, specific issues addressed within the three global learning objectives, the specific course in which the encounter is proposed to occur, the major of the students who will engage in the encounter, and the faculty/staff member responsible for designing and implementing the encounter.

ASSESSMENT PROTOCOLS

The FCB Global Initiatives Team will develop dynamic assessment tools to measure student comprehension and application of the global learning initiatives. A representative of our team has met with the Chair of the FCB Assessment Committee who noted that the International rubric currently used for assessment will be revisited this fall. We anticipate working with both the FCB Assessment and Curriculum Committees in designing appropriate assessment tools. We anticipate that the global initiatives assessment will primarily occur on a programmatic level which will be conducted in our MGT 490C, the FCB senior capstone course.

Matrix of FCB Global Encounters

| Nature of Strategic Encounter | Course ¹ | Global Learning Objectives | | | Majors | Faculty/Staff Responsible |
|---|---------------------|-----------------------------|----------------------|----------------------------|--------------|----------------------------|
| | | I. Global Engagement Issues | II. Diversity Issues | III. Sustainability Issues | | |
| Core Courses | | | | | | |
| 1. Guided discussion questions of current issues | CIS 120 | X | | | All | B. Amer |
| 2. Case studies & discussion questions | ACC 205 | X | X | | All | S. Holcomb |
| 3. Module with lecture & in-class discussion | ACC 255 | X | | | All | N. Wilburn |
| 4. Case study & discussion questions | ACC 256 | X | | | All | T. Amer |
| 5. Module simulation with group work and in-class discussion | ECO 284 | X | X | X | All | D. Foster |
| 6. Module with lecture & in-class discussion | FIN 311 | X | | | All | A. Atkins |
| 7. Case study | MGT 300 | X | X | | All | C. Lockwood |
| 8. Case study with lecture | MKT 333 | X | X | X | All | S. Carder |
| 9. Lecture, case study | MGT 490C | X | X | X | All | C. Lockwood |
| Major Courses² | | | | | | |
| 10. Global Econ | ECO 486 | X | | X | Economics | D. Foster |
| 11. International course | FIN 480 | X | | | Finance | A. Atkins |
| 12. Case studies, <i>Business Week</i> article memos, & group projects | MGT 405 | X | X | X | Management | C. Lockwood |
| 13. Lecture, case study, analysis paper | MKT 480 | X | X | X | Marketing | S. Carder |
| 14. Module with lecture & in-class discussion (progressive amount of detail in each course) | ACC 355, 356 | X | | | Accounting | N. Wilburn |
| 15. New course with lecture, problem-solving & in-class discussion | ACC 499 | X | X | | Accounting | N. Wilburn |
| Other Encounters³ | | | | | | FCB Committee & |
| 16. Course with lectures addressing global objectives | MGT 101 | TBD | TBD | TBD | Pre-business | W. Ott |
| 17. Pathways: video encounter(s) on global issues | N/A | TBD | TBD | TBD | Pre-business | T. Haney |
| 18. Franke Speaker Series: co-curricular activity for students to hear from business leaders on global issues | N/A | TBD | TBD | TBD | All | E. Yordy |
| 19. Business Living Learning Community | N/A | TBD | TBD | TBD | All | S. Belatti |

¹ Courses are: ACC 205 Business Law; ACC 255 Principles of Accounting-Financial; ACC 256 Principles of Accounting-Managerial; ECO 285 Principles of Economics-Macro; FIN 311 Principles of Finance; MGT 300 Managing, Organizing, and Leading; MGT 490C Strategic Management; ECO 486 International Economics; FIN 480 International Finance; MGT 405 International Management; MKT 480 International Marketing; ACC 355 Financial Reporting I; ACC 356 Financial Reporting II; ACC 499 International Financial Reporting; MGT 101 Introduction to Business.

² ECO 486, FIN 480, MGT 405, and MKT 480 may be taken by any business major as an elective or to fulfill the FCB International General Academic Requirement.

³ Specific issues that will be covered are to be determined since they will depend on the particular encounter (e.g., specific video or speaker).