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Dear PRME Secretariat:

Rollins is pleased to submit our most recent Sharing of Information on Progress (SIP). Rollins recently restructured the organization of the college into six divisions. The Department of Business is now housed in the Division of Business. The Department of Business has three vibrant majors for the undergraduate Rollins students: International Business (INB), Business Management (MGT), and Social Entrepreneurship and Business (SEB). The MGT and SEB majors have adopted the principles of PRME as a foundation for their curriculum..

On behalf of the faculty in the Department of Business, it is my pleasure to take on the responsibility of reporting our progress and sharing our commitment to the principles of PRME.

Sincerely,

Debra K. Wellman  
Dean, College of Professional Studies

# Sharing of Information Report

Department of Business

Rollins College

**Principle 1** – We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

- In 2013, two new programs—Business Management and Social Entrepreneurship & Business—were formally approved; the first classes in these new majors were taught in spring 2014, and the full roll-out of the majors occurred in fall 2014. Both majors adopted the principles of PRME into their curriculum. An emphasis on sustainability, social impact, and responsible leadership is integrated throughout the core classes in the programs. Both programs focus on enabling transformational change as leaders across a range of business types and sectors of the economy. The programs have been very successful in attracting students. Today, the Business Management major is the largest undergraduate major at Rollins, and the Social Entrepreneurship major is the 8<sup>th</sup> largest.
- The new programs are grounded in Rollins' commitment to educate students for global citizenship and responsible leadership, preparing graduates to pursue meaningful lives and productive careers. The programs are anchored in the Rollins values of Excellence, Innovation, and Community and the AACSB-International values of Innovation, Impact, and Engagement. The programs provide opportunities for students to develop a strong set of basic business skills combined with an understanding of current economic, political, cultural, and environmental issues consistent with the Carnegie Foundation's (2012) definition of the purpose of liberal learning "...to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means toward responsible engagement with the life of their times."
- Key themes of the new majors are:
  - The Primacy of the Triple Bottom Line (TBL) in decision making
    - Economic growth and development
    - Social responsibility and ethics, and
    - Environmental sustainability
  - Contemporary theories, practices, content, and applications in business from the Common Body of Knowledge (CBK)
  - The global, ethical, responsible, economic, social, environmental, legal, and technological implications of course content
  - Problem solving through analysis, critical thinking, creativity, innovation, and entrepreneurship through classwork and community engagement

- Applied liberal arts skills (analytic, reflective, and strategic thinking; problem solving; legal and ethical reasoning, quantitative reasoning; and effective communication)
- Leadership, interpersonal communication, coordination, cooperation, conflict resolution, teamwork, and team building
- Application of information technology skills for research, composition, communication, calculation, and presentation
- Broad global and strategic perspectives on contemporary business, social, and environmental issues
- Reflective examination of self in relation to the global and local communities, and to the diversity of people with whom they will work
- Application of knowledge through experiential learning opportunities (internships, service learning, community engagement, business projects, and case studies)
- Sample courses:
  - **BUS 101 Business, Innovation, & Entrepreneurial Thinking (4 credit hours):** This course introduces the roles of business in society, the nature of entrepreneurship, and the application of business concepts to creating economic wealth, improving individual opportunity, raising standards of living, increasing quality of life, accepting social responsibility, promoting ecological sustainability, and realizing political stability. You will learn the interdependency of creativity, innovation, entrepreneurial thinking, new venture creation and business management.
  - **BUS 135 Business Law and Ethics (4 credit hours):** This course introduces students to the legal and ethical environment of business. It will assist students in identifying and analyzing ethical issues in business, while giving students practical decision-making skills. Basic legal content such as contracts, torts, alternative dispute resolution, intellectual property, and employment law will be covered.
  - **BUS 245 International Organizational Behavior (4 credit hours):** International Organizational Behavior (IOB) focuses on the attitudes, behavior, and performance of people cross-cultural and multinational work arrangements. We focus on understanding and managing individual, group, organizational, and cultural factors. We will explore applications of IOB concepts to performance, conflict, & change management.
  - **BUS 330 Entrepreneurial Marketing (4 credit hours):** This course examines the marketing entrepreneurship interface including opportunity recognition, taking and managing risks, innovation and value co-creation aimed at solving problems, whether for the customers in the marketplace or for people confronting complexities of social issues. Key concepts of situational-market analysis, segmentation, new product-solution development, pricing and channels of distribution and convention/digital communication strategies are integrated. Focuses on development of self, reflective practice, and skills for True Teamwork.
  - **MGT 312 Responsible Business Leadership (4 credit hours):** Focuses on understanding the mindsets of responsible leaders (commitments, vision, values,

ethics, and philosophy); developing leadership skills, styles, strengths, and relationships; and using leadership to promote social responsibility, resolve conflicts, and overcome obstacles.

- **MGT 354 High Performance Organizations (4 credit hours):** High Performance Organizations (HPO) are identified with consistently high levels of profitability, productivity, quality, ROI, customer loyalty (retention), and employee loyalty (retention). Using case studies students examine the corporate philosophies, enlightened policies, core competencies, and best practices which characterize HPOs.
- **SEB 200 Social Entrepreneurship: Leading Change (4 credit hours):** Students will examine the historical and current movement of social entrepreneurship, and explore social entrepreneurship in the context of global and local social issues and personal motivational fit. Critical entrepreneurial skills will be enhanced, such as creativity, innovation, resilience, risk-taking, transformative communication, and teamwork.
- **SEB 220 Global Development Challenges and Opportunities (4 credit hours):** This course explores various international development challenges (poverty, health, trade, education, etc.) and examines public, private, nongovernmental, and social enterprise strategies to address these problems around the world.
- **SEB 302 Indigenous Entrepreneurship:** Indigenous entrepreneurship intersects social and commercial entrepreneurship. This course provides an exploration of the human potential of effectual entrepreneurial thinking and actions to break poverty cycles resulting from systemic marginalization of indigenous peoples.
- **SEB 320 Strategies for Changemakers (4 credit hours):** This course prepares students to be effective changemakers while they learn best practices of social innovation and entrepreneurship. Students learn how to identify contemporary issues and problems by studying social movements, researching the history of the issues, and analyzing strategies and systems. Students will participate in a community engagement component, where they will interact with local social entrepreneurs and mentors, and then build a tangible solution to a specific problem.
- **SEB 325 Globalization and Gender (4 credit hours):** This course investigates how globalization interrelates with gender norms and socioeconomic outcomes. It considers economic, political and cultural processes of globalization while exploring topics such as the effects of globalization on labor markets, migration, inequality, and international finance from a gender-based perspective. The course examines the social and economic impacts of increasingly-mobile capital and culture on different groups of men, women, and households.
- **SEB 335 Markets for the Poor:** Examines strategies for improving socio-economic inclusion for the poor in developing countries. Examples include distribution or production of consumer goods by the poor, insurance, healthcare, education, technology, and credit.
- **SEB 340 Designing and Planning for Social Entrepreneurship (4 credit hours):** This course examines and applies concepts of problem identification and problem solving, IDEO process, business model, eco-systems, design systems

thinking and strategies for developing and pitching the plan. Students will develop and present a venture plan.

- **SEB 345 Financing Social Entrepreneurship (4 credit hours):** This course introduces finance concepts in the context of social entrepreneurial decision making. We will examine various opportunities for funding social enterprises, including venture capital, venture philanthropy, and grants, and examine financial management dynamics. Students will learn about assessing and structuring investments in social enterprises; understand motivation for participating in such activities; build integrated financial projections as a part of a business plan; and explore how social impact is measured.
- Four undergraduate students were provided funding support to compete in the Hult Prize Challenge in spring 2016; this is the largest global competition encouraging students to build ideas for sustainable start-ups tackling pressing global challenges.

**Principle 2 - Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

- Undergraduate Business Management majors take a Responsible Business Leadership course which applies responsible leadership principles to a variety of contexts.
- Undergraduate Social Entrepreneurship & Business majors complete a policy brief addressing an international development challenge, exploring the root causes of the problem and assessing current and possible future interventions.
- Undergraduate Business Management and Social Entrepreneurship & Business majors complete projects in the economics class about social and environmental issues such as overfishing or wage inequality.
- Undergraduate Social Entrepreneurship and Business majors and minors complete 15 hours of Community Engagement service at the Boys & Girls Club of Central Florida in the new upper-division, social entrepreneurship “Strategies for Changemakers” course.

**Principle 3 - Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

- The introductory course to the Business Management and Social Entrepreneurship majors (BUS 101) and the Social Entrepreneurship: Leading Change course (SEB 200) take students to the Florida Hospital Innovation Lab for a 5-hour immersion in human-centered design thinking, boosting problem-solving skills. Each semester, the immersion tackles a different social impact challenge—for example, one was improving recycling on campus. More than 1,000 students have received this training.
- A faculty member in the Department of Business created a field study course in Social Entrepreneurship. This course is being taught each summer, incorporating a travel abroad to Costa Rica along with internships in corporations that have a Social Entrepreneurship component.
- The Business Law and Ethics course (BUS 135) incorporates a mock trial to enable students to better understand judicial processes.

- Two departmental faculty members created a ‘Design Thinking for Diversity’ workshop series in 2015-16, providing design thinking training to Rollins students from any major or academic program. The program enabled students to think more concretely about ways to make the campus environment more inclusive.

**Principle 4 - Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

- Faculty regularly conduct research supporting this principle. Recent sample publications include (but are not limited to):
  - Houndonougbo, Ahiteme, and Warnecke, Tonia (2016). “Let There Be Light: Social Enterprise, Solar Power, and Sustainable Development”, *Journal of Economic Issues*, 50(2), 382-372, 2016.
  - Parris, Denise L., and Cecilia V. McInnis-Bowers (2014). "Social Entrepreneurship Questioning the Status Quo: Waste as a Resource." *Journal of Economic Issues* 48.2: 359-366.
  - Parris, D. L., Dapko, J. L., Arnold, R. W., & Arnold, D. (2016). Exploring transparency: a new framework for responsible business management. *Management Decision*, 54(1), 222-247.
  - Pett, Timothy, and Jim A. Wolff (2016). "Entrepreneurial orientation and learning in high and low-performing SMEs." *Journal of Small Business Strategy* 26.2 (2016): 71.
  - Pett, Tim, Sie, Laurent., & Wolff, James. (2016, January). Revisiting SME Performance: Examining the Role of Entrepreneurial Orientation and High Performance Organization Attributes. In *United States Association for Small Business and Entrepreneurship. Conference Proceedings* (p. HF1). United States Association for Small Business and Entrepreneurship.
  - Warnecke, Tonia (2016). “Capabilities, Human Development, and Design Thinking: A Framework for Gender-Sensitive Entrepreneurship Programs”, *Review of Social Economy*, DOI: 10.1080/00346764.2016.1201136.
  - Warnecke, Tonia (2016). “Informal Sector Entrepreneurship for Women in China and India: Building Networks, Gaining Recognition, and Obtaining Support”, *Journal of Small Business and Entrepreneurship*, DOI: 10.1080/08276331.2016.1202092.

**Principle 5 - Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

- A faculty member in the Department of Business created a new summer program in France, offering the High Performance Organizations course in collaboration with a French university. In this course students interact with a variety of business leaders to learn and conduct projects. This program was offered for the first time in May 2016.
- The student Net Impact undergraduate chapter on the Rollins College campus brings MBAs, graduate students, undergraduate students, and young professionals together to network, learn and take action on socially-responsible business issues. Students in this group are also involved with the Hult Prize Challenge.
- Business Management and Social Entrepreneurship courses regularly bring in guest speakers from a variety of small businesses, large corporations, and non-governmental organizations to augment knowledge gained in class.
- The Director of the Florida Hospital Innovation Lab is teaching in the Social Entrepreneurship program in fall 2016, bringing design thinking facilitators to campus at various times.

**Principle 6 - Dialogue:** We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

- The department has a social entrepreneur executive-in-residence to improve dialogue and connections among faculty, students, and the community.
- The department works with the Rollins Social Innovation & Entrepreneurship Hub, a campus-wide center of excellence which provides a space for students and faculty to gather and innovate for social change. The Hub supports social entrepreneur guest speakers from the local, national, and global community, and works to support the proliferation of social innovation education across the institution. The Hub works closely with Ashoka U, and supports Rollins' connection to the Global Links program. The Global Links program is a "cross-cultural exchange program that sponsors female professors from developing and post-conflict nations to grow their entrepreneurial skills and knowledge. Over nine to 12 months, this three-prong program engages scholars in in-depth business and social entrepreneurship training both at Tupperware Brands and Rollins. After this training, professors return to their home country and integrate their new business education curriculum at their university" (<http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/global-links/index.html>). The most recent Global Links scholar is from India, and she sat in on several Social Entrepreneurship & Business courses, took Crummer Graduate Business School courses, collaborated with student organizations, completed research, worked with the Tupperware corporation, and gave several talks on campus as part of her responsibilities.
- Two faculty members have served as coaches in the Ashoka U Commons, a "virtual accelerator for cohorts of institutions working on specific building blocks of social innovation education" (<http://ashokau.org/commons/>). This program connects colleges and universities from around the world to coaches with professional experience. There are 6 different cohorts in the Commons:
  - Making the Case for Changemaking Education
  - Creating a Social Innovation Course
  - Building a Social Innovation Course Sequence

- Launching Co-Curricular Venture Programs
- Mapping Student Learning Journeys
- Building Allies and Raising Awareness

One faculty member is coaching the “Building a Social Innovation Course Sequence” cohort for a second time in fall 2016.

- One faculty member is the 2016-17 Sullivan Foundation Social Entrepreneurship Fellow, a two-year program working to leverage the networks of the Sullivan Foundation to strengthen social entrepreneurship education at affiliated campuses.
- Various faculty members have attended and presented at the Ashoka U Exchange, the largest conference for social entrepreneurship education in the world; one faculty member presents on the Social Entrepreneurship & Business major each year.

#### **Assessment of Progress Made since the Previous SIP:**

- Since the last report, the Business Management and Social Entrepreneurship & Business majors have been rolled out in full, and have exceeded enrollment expectations each year thereafter. The Business Management major is the largest major on campus, and the Social Entrepreneurship & Business major is the 8<sup>th</sup> largest.
- The new majors have dramatically increased the number of guest speakers related to responsible leadership, social impact, and social entrepreneurship; curricular requirements, extracurricular opportunities, and faculty research projects related to PRME principles.

#### **Key objectives for the next 24-month period with regard to the implementation of the Principles:**

- Increase the number of speakers brought to campus that align with PRME Principles, in collaboration with the Social Innovation & Entrepreneurship Hub.
- Expand the number of faculty completing research projects related to social entrepreneurship, sustainability and social impact.
- Increase the number of grants we can provide to students who enroll in travel classes or are accepted at conferences that relate to sustainability, responsible leadership, or social issues.
- Examine desired forms of collaboration with local businesses.
- Increase departmental staffing capacity to enable development of new elective courses related to PRME principles.

#### **Desired support from PRME community which could help most in achieving your key objectives for the next 18 months:**

- Keep new information available to schools on PRME website.
- Highlight speakers willing to come to schools to speak.
- Additional conference/meeting opportunities to support PRME education.