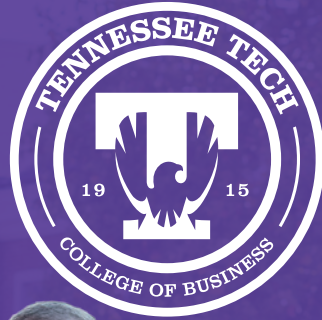


COLLEGE OF BUSINESS



SPRING MAGAZINE 2017



MESSAGE FROM THE DEAN

Early in the 20th Century, American philosopher, professor and educational pioneer John Dewey said “if we teach today as we taught yesterday, we rob our children of tomorrow.” Those words are true today as we have reached a tipping point in higher education.

Global competition and an ever-changing economy require graduates with a wide range of technical, problem solving, communication and leadership skills. More than that, the new economy demands flexibility, adaptability, resilience and the ability to work effectively in dynamic team environments.

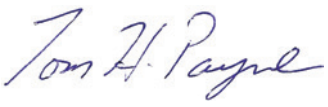
Throughout this Spring 2017 Edition of the College of Business Magazine, you will see that we are making innovative and impactful progress and taking a leadership role in business education. Thanks to our amazing faculty, staff, alumni and business partners, we are going beyond traditional “sage on the stage” teaching by engaging students in hands-on learning opportunities. In short, Tennessee Tech business students are not only learning about the real world – they are experiencing it.

Active learning is accomplished through internships, international travel study opportunities, research projects and entrepreneurship competitions. Students also benefit from the activities of the National Millennial Community, the insight and inspiration provided through the COB Advisory Board Distinguished Lecturer Series, and the iCube, Student-to-Career, and Small Business Development centers. Through business simulations, real world projects, and business partnerships we are adding value for students and their future employers. Our success in providing students with valuable professional learning experiences is a direct result of the dedication and generosity of our alumni, business partners and donors.

At Tennessee Tech, we are distinctively positioned to leverage online resources to support, but not replace, personal engagement. This “high tech and high touch” approach is exemplified by the Bloomberg Terminal learning space designed for small group collaboration and interactive teaching. Powered by unprecedented access to global financial and economic data and information, the new analytics suite is adjacent to the Heidtke Trading Room – a prototypical learning area and showpiece of the college. These and other learning spaces replace rows of forward-facing desks with HD screens and tables around which groups of students can collaboratively learn, analyze information, and communicate their findings to peers, faculty, and business professionals.

Other resources epitomizing the college’s Vision include a state-of-the-art multimedia production studio and a collaborative learning space on the fourth floor of Johnson Hall. Operational this spring, the studio will facilitate delivery of the highest quality online and hybrid graduate programs serving our state and nation.

The demands of the global economy and the business community are clear. Employers need graduates with strong technical, interpersonal and communication skills. These new professionals must have the flexibility to adapt to rapidly changing circumstances, the innovative reasoning and ethical grounding to make good decisions, and the resilience to persevere through adversity. And, like Professor Dewey a century ago, we understand that the biggest risk is to risk nothing at all.



Tom Payne, Ph.D.
Dean, College of Business

The College of Business will be a recognized leader in technology-focused business education and the destination of choice for those seeking rich and diverse learning experiences that inspire innovation, leadership, and value creation.

– TENNESSEE TECH COLLEGE OF BUSINESS VISION



In response to the rising interest in big data, the College of Business is investing in resources that support the growing demand for graduates who can analyze data, work in teams, solve problems and effectively communicate solutions. One major investment supporting student development and faculty research is the purchase of 12 Bloomberg Terminals. The terminals are an all-inclusive source of real-time market data, supply chain information, financial trends, economic indicators, analysts' reports, global news and company specific information.

The terminals were installed in the new College of Business Bloomberg Analytics Lab in August 2016. A collaborative learning, research and presentation space, the Bloomberg Analytics Lab is adjacent to the Heidtke Trading Room in Johnson Hall. During the fall, professional onsite and online training was provided for faculty and students as they began using the wealth of information provided through the terminals; and, the room is now being scheduled for interactive classes, student team meetings, research work groups and other collaborative activities.

The Investment Challenge class, currently co-taught by Brittany Cole and Alma Hales, is using the lab to evaluate companies and make stock selections. A customized platform allows users to create a "watch list" of stocks in their sector and set specific preferences for the information that will appear at the top of their personal newsfeed.

"The terminals allow us to look at analysts' expectations so that we can make informed decisions about buying and selling stocks," explained Matt Savino, a student in the Investment Challenge class. "These are tools that working professionals use, and they allow us to see the value that comes from real-world application."

In addition to the use of the physical terminals, students and faculty benefit from an extensive Bloomberg Market Concepts training course – an eight-hour, web-based course comprised of four modules: Economic Indicators, Currencies, and Fixed Income and Equities. The course generates



Annual Retreat
Business student organization leaders

a certificate of completion that can give students a competitive advantage when moving into a career in finance.

Faculty research will also be impacted by the arrival of the Bloomberg Terminals. The vast repository of data will spur new research ideas and allow easy access to information.

“The Bloomberg Lab shows that we’re committed to helping students learn in and out of the classroom,” Cole said.

“If I can integrate this tool in a meaningful way in all of my classes, the students who emerge will be business savvy in a way that they haven’t been before,” said Hales.

The College of Business is also taking advantage of a university-wide license for Qualtrics, an innovative survey and analytics software tool. Recently, Tom Payne, dean of

the College of Business, and Kate Nicewicz, director of MBA Studies, acted as principal investigators on a research project commissioned by the Tennessee Department of Financial Institutions. Qualtrics enabled the pair to analyze survey results, identify relevant and statistically significant relationships within the data set and provide insights to the department. A summary report of survey findings was prepared for Greg Gonzales, commissioner of the department, and shared with Gov. Bill Haslam.

The acquisition, analysis, and presentation of data for decision making and improved customer service is critical to success in today’s competitive business world. The Tennessee Tech College of Business is making the needed investment in resources and people to ensure that students are well prepared for the new environment.





Daymond John (ABC's Shark Tank)
 Eagleworks event guest speaker

In what became one of the College of Business's most successful branding efforts to date, the "Year of the Shark" served to drive innovation and entrepreneurship throughout the college and across the university, impacting the student body and inspiring creative, interdisciplinary initiatives.

The Year of the Shark was filled with notable student, faculty and business leader engagement and highlighted by two keynote addresses delivered by Barbara Corcoran and Daymond John of ABC's hit reality show Shark Tank. The student response to the presence of Corcoran and John was overwhelming. "We wanted to bring in big time speakers, so naturally we wanted the sharks," says Michael Aikens, director of Innovation and Entrepreneurship. "The influence on the student population was massive. It caused a notion of 'why not?'"

The Year of the Shark kicked off with Corcoran's presentation at the annual College of Business Board of Trustees Fall Celebration – an impactful annual event made possible through the generosity of the college's alumni and friends. When word spread that Corcoran would be the keynote speaker, registration immediately reached record numbers. And while student attendees at the celebration were clearly captivated by Corcoran's passion and message, the college's young professionals, in turn, impressed her.

"I was awestruck by the eye contact that every student made who I met; I've never seen that before," Corcoran said. "The firm handshake, the politeness, the patience with which they waited, and how they seem to be as concerned about the next guy as they were about themselves. I've never seen a group of 150 young students quite like that, and I mean that quite sincerely. I don't know who takes credit for all of that – probably the parents to some degree – but remarkable that I saw that consistency in a group of 150 kids... I felt like I was given a big gift the minute I walked in, and I thank you for that."

Immediately following the Fall Celebration, the college began promoting its annual Eagle Works Innovation and Entrepreneurship Competition, which would culminate in an address by Daymond John, founder of FUBU. Once

again, registration skyrocketed and, by mid-November, 44 teams from the college and across the Tech Campus had signed up to participate.

"The students knew they were going to get to interact with another 'shark' when Daymond came to campus," Aikens explained. "It wasn't just a talk. It was a brand, a movement that we were able to put into place because of them." John's speech was well received and conveyed an overarching message that anyone can be a successful entrepreneur, as long as significant effort is put forth.

Eagle Works itself was revolutionary, and marked a pinnacle year for the innovative interdisciplinary teams. Highlights of the competition included several innovative award winners. And, thanks to the strong support of our donors, more teams entered the competition and over \$20,000 was provided in prize money/seed capital.

"Pop-up Classes" were also introduced to Eagle Works participants, providing relevant content including creating a business plan, public speaking, strategic marketing and branding. Aikens describes the classes as highly targeted, highly effective and optional. They are created to better prepare students to assess the needs of the market and develop and pitch their ideas.

The focus on innovation and entrepreneurship has engaged the community as well as the College of Business. One example is the Governor's School for Innovation and Entrepreneurship. Known as the Governor's School for Business and IT Leadership for 14 years, the new name aligned the program with the focus of the college, its innovative culture, and its vision for the future.

"We are literally preparing future business leaders of tomorrow, right here today," Aikens said. High school students participating in the four-week on-campus leadership program receive extensive training on how to become successful professional adults. "Not only are they improving their lives, we're improving ours. Every year, the needs of the group are different, and we learn to improve ourselves in order to meet those needs."

"We are literally preparing future business leaders of tomorrow, right here today."



“The Innovation and Entrepreneurship program is growing by leaps and bounds. It’s a brand and a mindset at TTU,” added Aikens. “But in the end, it’s also a lot of fun. They’re there because they want to be. That’s the biggest part of it.”

The entrepreneurial mindset has also migrated across the curriculum with the new Innovation and Entrepreneurship Certificate, available to any undergraduate student at Tech. As the first undergraduate certificate program launched at Tennessee Tech, Ann Boyd Davis, associate professor in the Department of Accounting, and colleagues from across campus worked together to build an innovative classroom and experiential program that exposes students to the opportunities and challenges of operating their own business.

“The focus of the certificate has been developing students, providing experiential learning opportunities, and growing start-up businesses,” Davis said. “The ability of the faculty to come together for the benefit of the students is amazing.”

“The certificate is a huge win for the students, faculty, university, and community. It is our hope

that the certificate, along with other innovation and entrepreneurship efforts, continue to bring together the university and the community,” Davis said.

As part of the new certificate program, and to provide student awareness of the world of business, entrepreneurship and innovation, Meral and Ismet Anitsal co-teach Entrepreneurial Mindset, a three-credit hour course available to all campus majors at all levels from freshmen to seniors.

“This introductory course provides a framework of entrepreneurial thinking and acting,” Ismet Anitsal said. “Entrepreneurship is a mindset to start with.” Meral Anitsal added. “This course aims to help you become more opportunity-driven in acting on innovative ideas, serve as a change agent, and learn leveraging resources while mitigating and managing risks.”

They also mention that it further provides a basic infrastructure in business for the eventual transition of successfully managing, financing and marketing the business venture and products/services in increasingly competitive global market places/spaces. Another course offered by Ismet Anitsal as a part this new certificate program is Entrepreneurship and Small Business Management. He explained, “this course puts an emphasis on launching/growing a new venture by developing a comprehensive business plan.”

Roger Coleglazier, a local entrepreneur and CPA, also teaches a class supporting both the certificate and Eagle Works competition, entitled Experiential Learning in Entrepreneurship. In this course, students gain skills in developing a business canvas and organizing a start-up enterprise.

The Year of the Shark, highlighting celebrity “Sharks” Corcoran and John, has ignited the spirit of entrepreneurship and innovation. Leveraging the resources available through the Small Business Development Center and the iCube Innovation Center, our students, faculty and staff have placed the Tennessee Tech College of Business at the top of the class.



Engineering and Business Professors
in iMakerSpace



It's a 30-minute cab ride from midtown Manhattan to One East 161st Street, give or take. As a rule, the ride through the Upper East Side, Harlem and across the Kennedy Bridge is either white-knuckle fast or bogged down by traffic. Yet people from all over the city, state, nation and world regularly set their sights on that particular address, because at the end of the trek awaits a uniquely American experience that is often remembered for a lifetime.

One East 161st Street marks the location of Yankee Stadium – the multi-billion dollar, 1.3 million-square-foot cathedral that represents the home of the New York Yankees. The lobby behind the Gate Two entrance is decorated with enormous, rotating photos – one of which depicts Joe DiMaggio, captioned with his famous quote: "I'd like to thank the good Lord for making me a Yankee." Below the gigantic frame stands two elevators, providing access to the SAP level of the stadium and administrative offices.

For over 10 years, Mike Lane has occupied one of those offices, a comfortable space overlooking the sacred ground that is the baseball field at Yankee Stadium. He holds the title of Vice President and CIO of Technology and Broadcasting for what many people would argue is the most popular baseball club in the nation. His path to the Bronx was anything but typical, beginning back in the early 2000s, but is rooted in his education in the TTU College of Business.

"This was back during the Moneyball era, and all of these baseball teams were looking for data and analytics, but all of the scouting reports were still being done on paper," Lane explained. "So this company had the idea of creating software that digitized scouting reports and sent all of the information to the general managers."

"The problem was that the company oversold the program and under delivered," Lane continued. "The Padres had signed on immediately, followed by the Athletics, and both teams were irate." As a result, the company brought Mike and his programming expertise in for damage control.

In just a month and a half, Lane rewrote the entire scouting system, acting as the lead architect for ScoutAdvisor, a program suite that continues to be used by Major League Baseball teams and remains an industry standard. At the time, he was in his mid-20s.

The response to the program re-write was outstanding. Teams immediately bought into the new design and began coming on board. As new teams adopted the program, Mike tailored the software for each individual team and scouting director's methodology.

Essentially, Mike Lane developed a customized program that completely revolutionized the scouting process for Major League Baseball.

According to Lane, the new program offered the scouting directors the ability to sync information at the field level, which made the entire process more efficient. The program, by design, offered a turnkey solution to all of the underlying issues.

Lane credits Tennessee Tech and the College of Business for discovering his passion for programming. "Tech introduced me to programming," Lane said. "I took a fundamental programming course, and it taught me how to think differently. It shaped the way I did things, and taught me to think logically. It really formed the way I think, and that got me hungry to learn more."

Purely self-motivated, Lane took some additional certification courses in programming that honed his skills. And when the Yankees came calling, he was ready.

In 2006, ground broke on construction of the new Yankee Stadium, and Lane was brought on to be at the forefront of the design and implementation of the technology within the stadium. "They said, 'Make sure Yankee Stadium is state of the art', but how do you guarantee a state-of-the art infrastructure when a project begins in 2006, but doors don't open until 2009? I was basically designing and implementing technology for

a stadium opening in 2009, three years later," Lane admitted.

And the scope of the technology is vast, to say the least. Yankee stadium contains 26 miles of Cat6a, high-performance Ethernet cable, and a large network of fiber-optic cable. There are more than 1,100 HD video monitors connected to the infrastructure, along with a center field scoreboard measuring 59 feet by 101 feet. The stadium also houses comprehensive telephone systems for concessions, merchandising, and internal databases, as well as camera hardware and software for both the Yankees and affiliate networks. When the Yankees are in town, Lane's staff is going Mach-10 to direct all of the game-day technology and telecommunications.

In addition, Lane oversees the technology for all of the player development complexes, the spring training facilities, and the club's Dominican facility. He is the first point of contact for all cyber security alerts, and responsible for initiating a chain of events to address them.

All of this management must remain consistent with the philosophy that the New York Yankees brand is a



President Oldham visits Mike Lane at Yankee Stadium.

"Tech introduced me to programming. It shaped the way I did things, and taught me to think logically."

business in and of itself, one that is internationally known and of high visibility. There is little tolerance for mistakes on such a large stage, which adds to the demands of the job.

With high visibility and state of the art technology also comes constant maintenance. Technology is ever changing, and Lane is responsible for keeping the design of the Yankees' systems state of the art. Currently, he is working on revamping the original technological infrastructure so that it remains cutting edge.

Despite his busy work schedule and long days, nights and weekends, Lane remains involved with the College of Business, and currently sits on the Business and Information Technology (BIT) Advisory Board.

The BIT Advisory board was developed with the mission of promoting the BIT program at Tech and encouraging students to become interested in careers in IT. The board meets twice a year to discuss the status of the program and to provide feedback in an advisory capacity regarding curriculum.

Board members also act as mentors to BIT Scholars. Students who have demonstrated success in DS2810 are encouraged to apply to be a Scholar, and a selection process ensues. Scholars benefit from being paired with mentors, as well as from the opportunity to tour data centers at facilities including First Tennessee Park (the Nashville Sounds stadium), Nissan Stadium (the home of the Tennessee Titans) and HCA Healthcare.

"Being a BIT Scholar has been a great experience," said Justin Gordon. "I got involved as a freshman, and have since met Mike and other business leaders in this area. It has also allowed me to network with peers in the College of Business, and given me opportunities to travel."

Mike is actively engaged in board meetings and interactions with his mentees, and his influence has not gone unappreciated.

"Mike is very genuine. He's a very hard worker and goes after what he wants in his career and life," emphasized Gordon. "He's also very relatable. He started in Cookeville and grew his career from there. He is proof that anything is possible."

Gordon and Lane talk a few times per semester, either over the phone or via email. During these conversations, Lane mentors and guides Gordon through his academic career, sharing experiences from when he was at Tech, and brainstorming ideas on how to be innovative and employable.

"Being mentored by Mike has been a great experience," Gordon said. "Not many people can say that the CIO of the New York Yankees is one of their mentors."

"I'm just thankful to Mike for giving back to the university that he graduated from."

Mike personifies someone who truly enjoys giving back to Tennessee Tech.

"The BIT program has a lot of potential," Lane said. "To be able to help shape a curriculum that will make a Tennessee Tech student successful – I really like the idea of being able to help shape that."

"Students need to have the right skills and know how to obtain them," Lane continued. "Tennessee Tech will not grow if our students don't have the skills they need to advance. It feels good to give back and share experiences. If I can help my alma mater, I'd like to do that. A little something different early on can make a world of difference in setting a student up for success."

Every great leader has a personal leadership philosophy. Lane's is rather simple. "Stick with it and get it done. Make the problems go away," he said. "I ask people to tell me what their biggest pain is, and then I make it go away."

"I also never ask my staff to do anything that I won't do. You have to delegate and trust, but you also can't hesitate to step in. I have to know how to do everything. I absolutely have to."

Lane also offers up his biggest piece of advice, which parallels his leadership tactics. "Do it better than anyone else is doing it," he stressed. "Don't be happy with mediocrity. If you're going to make it in business, you have to do it better than anyone else and always find things that make you more valuable than the next guy." That is life in the big city – powered by Tennessee Tech!



Already recognized across the state, the College of Business' Student to Career program has received international exposure following a presentation at the 2016 September Annual Accreditation Conference in Minneapolis, Minnesota.

After attending this year's AACSB International Conference and Annual Meeting (ICAM), Ramachandran Natarajan, associate dean of the College of Business, realized that the College's Student to Career program directly aligns with the AACSB accreditation standard pertaining to student academic and professional engagement. After returning to campus he suggested to Amy Jo Carpenter, associate director for professional development, that she pitch an abstract for a presentation at the Annual Accreditation Conference.

"Business schools are at the intersection of theory and practice, so it's important that our students are prepared with soft skills for the working world," Natarajan said. "Everything that our Student to Career program does is

aligned with AACSB, so the opportunity was a natural fit."

The proposal led to the creation of a session entitled "Models for Student Engagement, Innovation and Outreach," placing Carpenter in the spotlight of the AACSB Annual Meeting. Additionally, Carpenter was interviewed for an AACSB production project, a video related to the conference that will be distributed to an even wider audience.

The audience included over 1,000 educators in business, serving to heighten the profile of the College of Business and Tennessee Tech on a large scale. Carpenter made the most of the opportunity to tell the S2C story and share the challenges, innovations and revelations that accompany implementation of an impactful student development program.

"We had the opportunity to showcase a unique program that has been successful on key accreditation concepts impact, innovation, engagement and outreach among students, stakeholders, the business community



Amy Jo Carpenter
with presenter Abdullah Dah

"The reason that this program is successful is because when students and stakeholders become involved, they become empowered."

and alumni," Carpenter explained. "And because this is an international conference, the audience includes influential business faculty and administrators from all over the world."

Carpenter co-presented with Abdallah Dah of Lebanese American University in Beirut in the session. The presentation was well received and, after their 40-minute presentation, the presenters entertained questions for 30 minutes. Of the 22 questions asked, 18 were for Tennessee Tech and Amy Jo.

At the conclusion of the session, Sharon Shinn, a co-editor from BizEd, AACSB's monthly publication, approached Carpenter with a request for an article featuring S2C. The upcoming piece will mark the third article featuring the College of Business in BizEd during the last 12 months. Prior articles "Virtual Reality, Real Business" and "Triggers for Innovation" focused on the college's iCube Innovation Center and comments from Dean Tom Payne and other academic leaders on how to foster a culture of innovation.

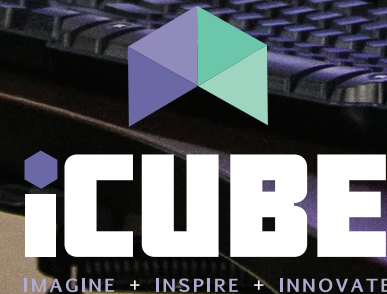
"The reason that this program is successful is because when students and stakeholders become involved, they become empowered," Carpenter said. "They see an immediate impact and are inspired to give back."

"Students are cross trained to peer lead and peer teach, allowing them to become better employees, managers and entrepreneurs. It enriches their college experience which in turn enriches their professional experience."





Congressman Diane Black
experiences virtual reality at iCube.



In today's world, technology changes by the nanosecond, influencing and impacting higher education in ways that it never has before. The nature of content delivery is changing rapidly, and the College of Business, true to its form and culture, is on the leading edge of innovation in education.

Formerly known as the BusinessMedia Center, iCube is an integral part of the College of Business and, building on its strong relationships and decades-long success, has become a campus focal point for imagination, inspiration and innovation the three "I's" of iCube. Having completed its move from Johnson Hall to a full wing of the Volpe Library, iCube has leveraged its "can do" business solutions focus by transitioning into new technologies and industries.

Recent projects focus on education, prevention, safety and health care. Many of these initiatives have integrated immersive virtual reality technology into their project designs and marketing campaigns. Located adjacent to the iMakerSpace – a joint project between the College of Business and the College of Engineering that houses student and faculty workspace, 3D printers, and other state of the art technologies – the center now has unprecedented resources and opportunities for interdisciplinary collaboration.

The VisCube, a highly immersive 3-D visualization system, is located in the iCube space and has been instrumental in providing exposure to both the center and the university at large. iCube staff have hosted over 5,000 visitors, including students, faculty and business professionals. Visitors include national political leaders like Gov. Bill Haslam, Congressman Diane Black, and Tennessee State Commissioners. Other notable groups to tour the space include NASA, the Tennessee Aquarium and Cookeville Regional Medical Center.

Since its inception over 20 years ago, the BusinessMedia Center has been on the cutting edge of using technology to solve problems. When Bharat Soni, vice president for Research



From left: iCube Executive Director Kevin Liska, Commissioner Greg Gonzales, and Dean Tom Payne meet in iCube's Inspire space.

"It's always been about relationships and providing solutions. Now, we're able to provide a new set of solutions using virtual reality."

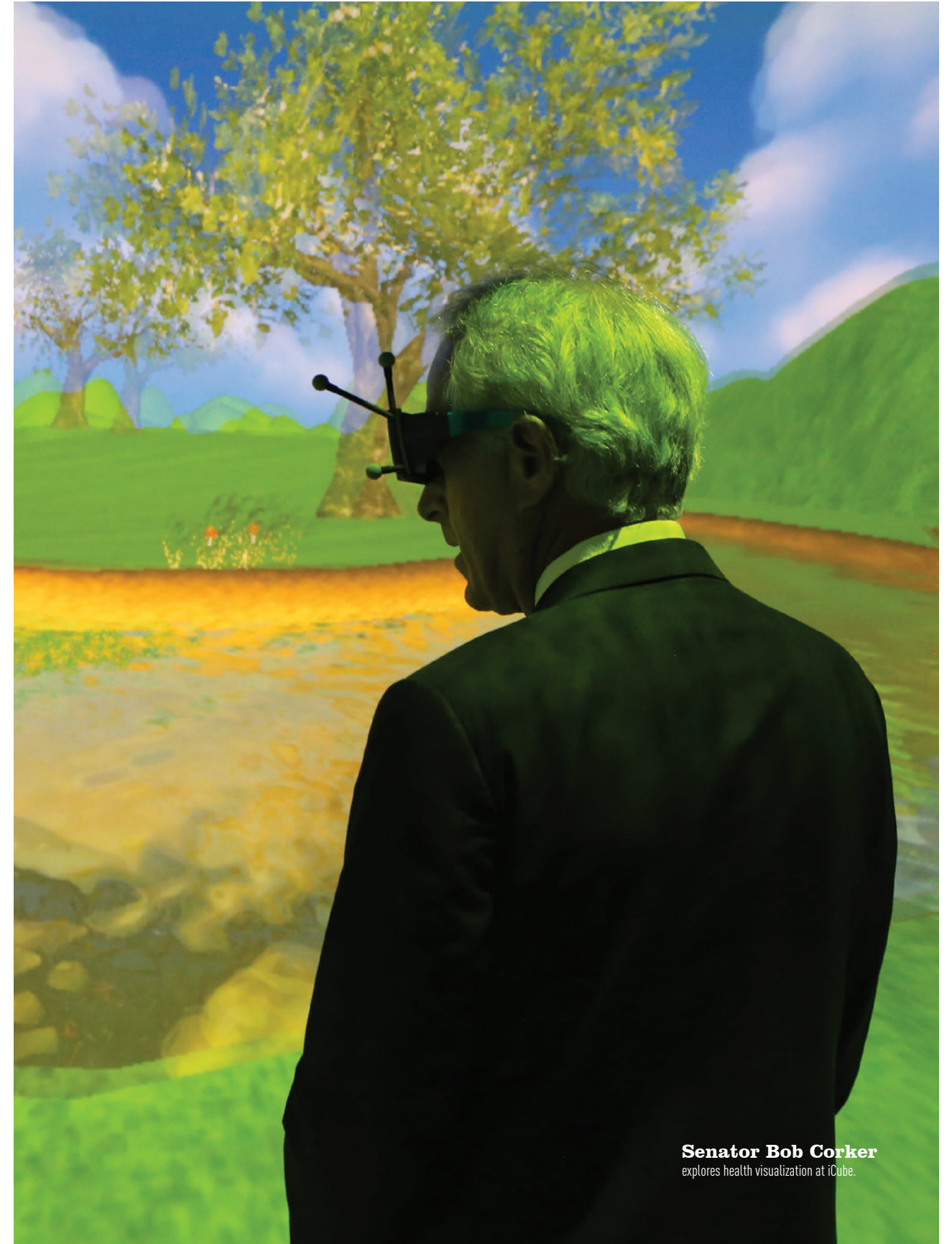
and Economic Development, arrived at Tennessee Tech, he immediately realized an opportunity for the BusinessMedia Center to expand into a larger unit with resources to embrace the next wave of technology – virtual reality.

The connection was obvious. By designing iCube around cutting edge, immersive virtual reality

technology, the College of Business and the university combined a longstanding commitment to customer service, cutting-edge technology, and an extensive partnership network of business and government leaders to increase Tech's impact on campus and across the region. And, notwithstanding the importance of the "wow factor" associated with new technology, the most valuable aspect of the center continues to be its collaborative culture and the interdisciplinary teams working within it.

"Even in the early days of iCube, I realized the value of working in interdisciplinary teams to pull off these projects," said Kevin Liska, iCube's executive director. "Now, it's the foundation of every project."

"It's always been about relationships and providing solutions. Now, we're able to provide a new set of solutions using virtual reality."



Senator Bob Corker
explores health visualization at iCube.

"The vision of bringing virtual reality to campus makes everything else that we do stronger, there is not a day that goes by that TTU leaders don't bring a visitor to iCube."

And the number of projects is huge. Since its grand opening one year ago, iCube has employed a full-time staff and over 50 student workers and interns who have worked on over 100 projects, ranging from public safety initiatives and preventative healthcare solutions, to environmental awareness programs. While gaining experience in project management, students also hone skills in programming, 3-D modeling, and content development.

One of the most impactful aspects of iCube's internship opportunities is that students are becoming educators. Interns at iCube are truly "living their early dreams," Liska said. "They're getting exposure to things that they can build a career around." Over the past year, iCube has acquired over \$60,000 in funding for student internships.

As a whole, iCube has contributed to projects nearing \$2 million in revenue, primarily in the traffic safety, advanced manufacturing and healthcare industries, as well as for the Tennessee Board of Regents, the State of Tennessee, and the Tennessee Aquarium. In fact, iCube's initial virtual reality project for the aquarium reached no less than 10 different news sources, and the center recently completed work on its sixth undertaking, an app for the Secret Reef kiosk in front of the main saltwater tanks.

One project, known affectionately as the "tweeting eel," occupied the front page of Reddit, a popular social media outlet, on Christmas Day in 2015. The tweeting eel digital application, developed by the staff in iCube, allows for Tweets to be sent out through Twitter every time the aquarium's electric eel, @EelectricMiguel, generates a current.

More recently, iCube has moved into the healthcare industry in the realm of preventative education, and has developed a simulation for the Oculus Rift – a virtual reality headset – that allows people to see the effects of diabetes inside the human body. The project represents a collaboration with Vanderbilt University, Cookeville Regional Medical Center and the Tennessee Public Health Institute. These industry contributions have allowed iCube to make diabetes education a nationwide initiative, using virtual reality as a more effective patient education tool.

"We released the first virtual reality tour of the respiratory system for Alabama high school students, and as a result we had the idea to develop something for diabetes education," Liska explained. "Now, we're using virtual reality to show patients what diabetes is doing to their body. We show them what their body looks like when it reaches a certain point where a change of behavior can no longer help. It's enough of an educational tool to give patients the incentive to change their behavior early on."

The numbers speak for themselves, but the iCube's inherent success came from the philosophy that evolved in the early days of the BusinessMedia Center, and Liska's time spent as an MBA student at Tech.

Liska credits several former professors and colleagues for his exceptional leadership philosophies, and consistently references some fundamental ideas in every project undertaken at iCube.

"Activity leads to activity," Liska said, quoting Don Weinrauch, a former professor in the College of Business. Essentially, complacency is dangerous, and one project can, and should, always be expected to lead to another. "Get the culture right, and the rest will take care of itself," a saying from previous university President Bob Bell, is a



philosophy Liska adopted from his former professor and mentor. Using these words of wisdom, Liska is able to sustain a creative working environment with an inspired, productive atmosphere

Virtual reality is the latest form of innovative technology in which iCube has become proficient. However, Liska is adamant in saying that while virtual reality has created a buzz across campus and beyond, the work that iCube does is representative of much more than any single technology – rather, it results from a sustained culture of service excellence.

"The vision of bringing virtual reality to campus makes everything else that we do stronger," Liska said. "There is not a day that goes by that TTU leaders don't bring a visitor to iCube."

This type of exposure, highlighted by virtual reality technology but rooted in the fundamentals of good leadership, is what allows iCube to offer collaborative solutions for business, community and economic development. True to its vision, iCube is a place where students and faculty imagine, inspire, and innovate.



As part of its strategic initiative to prepare work-ready employees, the College of Business is offering a variety of opportunities for students to obtain real-world experience, both within and outside the classroom. Facilitating and growing meaningful internships is a central part of the experiential learning initiative.

As part of this effort, the College of Business's Tara Shaffernocker, experiential learning coordinator, and Mack Lunn, iCube project manager, teamed up to develop an interactive website aimed at connecting students and organizations providing internships through a streamlined, user-friendly platform.

The concept of the internship website came in response to a strategic decision to expand opportunities for students and be immediately responsive to companies seeking interns.

By design, the internship website allows for a more high-tech, high-touch experience in searching for internships. Students are able to create a personalized profile (either manually or via integration with LinkedIn) and upload their resume, making pertinent information more accessible and giving prospective employers a better understanding of each student's personality. In turn, employers are able to share, using their internship postings, exactly what they are looking for from an intern – for instance, specific majors or background experience. Once a profile has been created, the student is able to submit an application to any of the positions posted on the website.

While the website was developed in-house and is managed by a team in iCube, the site is a university-wide resource that anyone on campus can use. Now in its first semester of operation, there are already over 40 internship opportunities posted on the site.

"Completing an internship in a field of interest is the best way for a college student to get a real life glimpse of how it might truly feel to work in that industry," said John Lancaster, chairman and CEO of First Freedom Bank. "It can confirm one's idea that this would be a great direction. Consequently, and perhaps even more critical, it can serve as a motivator to consider other alternatives prior to completing college. Either way, at the end of an internship experience, students are much more knowledgeable and much better prepared to make decisions going forward."

In addition to providing connections with businesses, the website also facilitates "intraships" offered through the college's Small Business Development Center and iCube. Students working with these organizations also gain real-world experience working with entrepreneurs and providing innovative solutions for business and economic development. "We are really lucky to have so many people who want to work in iCube," said Lunn, one of iCube's most experienced web managers and developers.

The benefits of an internship are immeasurable, and go far beyond the simple notion of obtaining academic credit.

"For our students, internships are now more important than ever," said Susan Wells, an instructor in the Department of Decision Sciences and Management, who has been heavily involved in the College's internship initiatives. "The opportunity to work in an actual business environment provides students with experiential learning that cannot be duplicated in the classroom."

"We are committed to bringing more internship opportunities to College of Business students, and are actively contacting alumni and companies to encourage their participation. This internship initiative is a win, win, win. The students win because they gain knowledge,

"The opportunity to work in an actual business environment provides students with experiential learning that cannot be duplicated in the classroom."

"I feel so honored to be chosen as a representative of Tech for the National Millennial Community."

experience and often a full time job through the internship. The companies win because they are able to 'try before they buy' that perfect employee. The university wins because our relationships with the companies are strengthened," she said.

"The students we work with at the start of their internships and the students we graduate are entirely different people," Lunn explained. "iCube offers students unique exposure to an environment that facilitates an entrepreneurial mindset and develops the skill sets that are necessary to make an idea a reality. Students who have internship experience learn to think innovatively and to express ideas in a meaningful way. They gain confidence through their contributions to project management and client relations."

"Experiential learning is one of the top initiatives within the College of Business, and one of the best ways to increase those opportunities is through intern and intraships," Shaffernocker said. "We wanted to develop a resource that would put those opportunities in the same place as the students who are seeking them."

In line with heightening the visibility of our students and exposing them to high-level networking opportunities, the college has also partnered with WCTE and representatives from the National PBS Council to facilitate student involvement in the National Millennial Community.

Bill Imada of IW group – a multi-cultural, multi-disciplinary marketing agency whose clients include Lexus, McDonald's, Coca-Cola, Disney and NBC Universal – founded the National Millennial Community in 2015. The organization takes a unique approach to understanding the millennial conversation, which is "to

actively engage the voices of the millennial generation via roundtable discussions and Think Tank conversations with key influencers in government, business and in the communities where we live and work."

This year, four Tennessee Tech students were selected to participate in these roundtable discussions, acting as consultants for companies looking to reach the millennial generation.

"I feel so honored to be chosen as a representative of Tech for the National Millennial Community," said Lamora Llorens, a senior marketing major. "This program gives me the rare opportunity to meet and network with top key influencers in business and bridge the gap between top companies and the misconceptions of the millennial generation."

Two students, Wesley Bridges and Jessica Chubb, were recently flown to San Francisco to consult with representatives from eBay, the Verizon Innovation Center and Google.

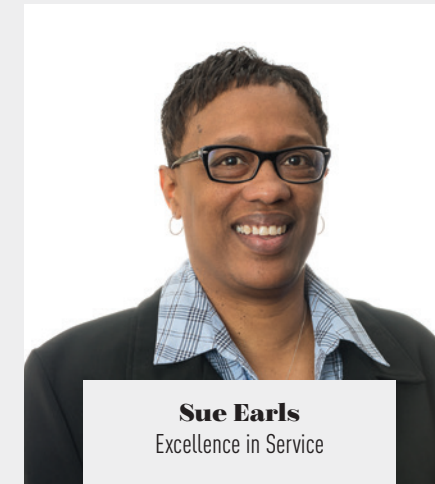
"We had the opportunity to visit eBay's new headquarters, and the best part of the visit was definitely the focus group session led by Claire Dixon, the vice president of global communications at eBay," Bridges said. "I learned so much from this one meeting alone. EBay executives asked millennials for our opinions, thoughts and feelings, which I feel was an invaluable experience."

The value of the experience was not restricted to student participants, however. "Interestingly, our session showed that our group did not have the reaction to any of the campaigns that eBay's marketers thought we would, said Chubb." "It just goes to show the value that our generation can bring to the table."

FACULTY TRANSITIONS & COB AWARDS



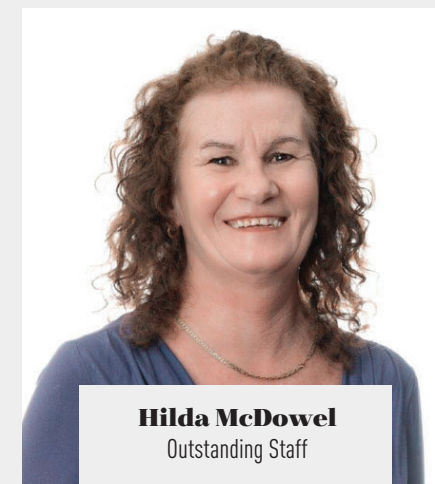
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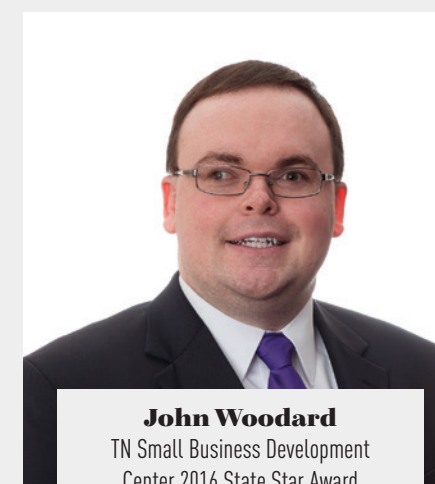
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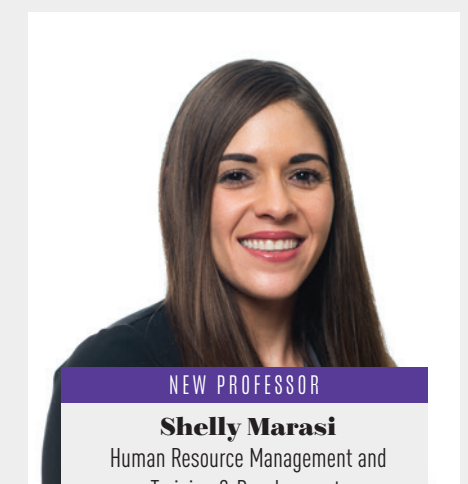
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NEW PROFESSOR
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Professor Julie Pharr
Chair of Strategic Planning Committee

Dwight Eisenhower famously said that “the plan is nothing but planning is everything.” He found this to be true in his roles as a five-star general and as president of the United States. Today’s most successful business leaders also understand this axiom. Planning is important to any organization and vital during times of great change.

As with other industries that face increasing global competition, shifting financial models, challenging regulatory requirements, changing customer needs and growing opportunities, education is undergoing an enormous and exciting transition. A culture that incorporates a process of planning and assessment is also one that can assess strengths and identify opportunities, establish a clear and cohesive vision, assign responsibility and accountability, communicate its brand, sustain quality, and provide amazing service to its customers.

Guided by Julie Pharr, chair of the Strategic Planning Committee and professor of marketing, committee members approached the process of strategic planning with these aspirations in mind.

“We kept intact the strategic focus points of the previous plan, but developed them into more specific objectives,” Pharr said. “Getting into it, we realized we wanted to make well-informed decisions. We desired for this plan to be more data driven than we were accustomed to in the past.”

The strategic planning process began with an off-site retreat, which allowed for a dedicated number of hours to be “explicitly focused” on developing different parts of the plan. The retreat and the composition of the Strategic Planning Committee are two notable factors that Pharr believes influenced the revision process.

“We wanted to make sure that every department and area of the college was well represented,” she explained. “This was a foundational starting point to having interest in the plan. We really started with the college mission, and emphasized that every employee has a stake in delivering the mission. Additionally, the previous committee chair,

Rod Pineda, did a great job in helping the College align the strategic plan with the strategic initiatives of the university.”

The strategic planning process was extensive, but culminated in a living document with implementable tactics. A total of 54 strategies were developed under four focus areas: Academic and Educational Excellence, Faculty Scholarship and Contributions to Practice, Community Engagement and Outreach, and Student Success. All four focus areas are interdependent, combining to ultimately lead to student success. Next, to operationalize the plan and provide additional focus, 16 “super strategies” were identified as priorities for the college. Steps are already being taken to address the top two priorities by focusing on experiential learning and revising the undergraduate curriculum.

“Dr. Pharr has been a terrific facilitator from the get go. She followed a classic approach to developing the plan and guided us through the process efficiently and effectively,” said Ramachandran Natarajan, associate dean of the College of Business.

The strategic plan will not only serve as a guide for the college in the coming years, but will also serve to inform internal and external stakeholders about the college, its purpose, and its vision for the future.

“I see this plan as a way to be more proactive about our future,” Pharr said. “It’s a way to shape the brand of the college in a more purposeful manner.”

“I am very proud of Dr. Pharr and our strategic planning team,” said Tom Payne, dean of the College of Business. “Her leadership in guiding the process and the extraordinary analysis, insight and commitment of our faculty, staff and stakeholders has produced an outstanding plan. More importantly, they have created a process through which to facilitate our mission, communicate our purpose, respond to market needs, and provide value to the students, businesses and communities that we serve.”

"I see this plan as a way to be more proactive about our future."



Barbara Corcoran
Students gather around Barbara Corcoran after her speech.

Consistent with its mindset of innovation, impact and continuous improvement, the College of Business is expanding its graduate program options with the development and implementation of a Master of Accountancy (MAcc) and an industry-immersed MBA for working professionals. Both programs will be hybrid in nature, with 20-30 students progressing through the respective curricula together. These new cohort programs, along with an emphasis on international study, professional engagement and analytics, put the College of Business on the leading edge of experiential learning.

The industry-immersed MBA option was designed specifically for working professionals, with the goal of providing students graduate-level business education and facilitating their development as effective leaders.

By design, the program can be tailored to meet the needs of any industry. However, the phenomenal growth and change within the healthcare industry across our region has led the College of Business team to focus on what is now the largest sector of the greater Nashville economy. Due to its competitive technological, geographic and personnel advantages, the College of Business is uniquely positioned to serve Tennessee healthcare professionals and their employers.

As Tennessee's longest-standing AACSB accredited online graduate business program, the College of Business faculty have the expertise, passion and dedication needed to provide a world-class hybrid program with Saturday residency sessions in Nashville every month. The new "high tech - high touch" professionally oriented program offers networking with other healthcare professionals and industry leaders, application-oriented course content, career enhancement, and face-to-face faculty and peer interactions.

"Students will network, share knowledge and work together to identify how fundamental business knowledge can enhance their contributions to healthcare," explained Kate Nicewicz, Director of MBA Studies.

"This is a global economy, if you're going to be in business, you're certainly going to be interacting with people across the globe."

Pending final board approval, the College of Business will also launch the new Master of Accountancy program beginning Fall 2017. The program will provide the coursework and training needed for students whose planned career path includes passing the CPA exam. While utilizing the college's experience in online learning, the faculty also recognize the value of face-to-face interaction and have included an on-campus residency component. The strong demand for a MAcc from an AACSB accredited accounting program along with the outstanding resources, faculty expertise and outstanding relationships with state, regional and national accounting firms makes Tech a natural fit for Tennessee's only online/hybrid MAcc program.

"This is something that we felt was needed for the future of our program, but was also in line with Tennessee Tech's moving up in Carnegie Classification to a doctoral university," Richard Rand said, chair of the accounting department. The MAcc initiative has been an effort across the entire department, with faculty enthusiasm bolstered by encouragement to think big, be bold and look at new possibilities.

"Education needs to be tailored to the needs of the individual," Rand continued. "This new direction leverages our current strengths, gives students more options, and takes advantage of a campus environment and administrative support that allows for this type of program design."

Along with the new program offerings, students in the College of Business have also been presented with multiple opportunities to study abroad for course credit. Most recently, Nicewicz and Professor Mark Melichar

facilitated a trip to Australia, where MBA students were able to study the similarities and differences between businesses in various countries.

"This is a global economy," said Melichar. "If you're going to be in business, you're certainly going to be interacting with people across the globe."

The experiential benefits of international travel are far-reaching. "Some of our students have never traveled abroad," Melichar added. "It's good for them to get comfortable traveling overseas, and allows them to form connections and friendships that may last a lifetime."

The College of Business is now organizing a trip to Belize in collaboration with the Whitson-Hester School of Nursing. Participating MBA students will act in a consulting role on the trip, offering business advice and fundamental knowledge to small business owners in the Toledo District.



Increased investment in student recruitment, retention, and development made possible by philanthropic support from university stakeholders.

Philanthropic support is vital to the College of Business and the students we serve. The dedication of our alumni and friends allows us to pursue valuable student, faculty, and career-relevant initiatives; initiate new programs of study; ensure pathways for student success; and provide collaborative learning spaces and financial analytics laboratories in Johnson Hall. Each and every gift of time, talent and money is critical and no gift is too small. Together our alumni, donors, and business partners make a difference in the lives of individual students and the life of our college. Many times, gifts of money, time and encouragement are the difference between a student reaching their potential and dropping out of college. At other times, these gifts change lives by providing students with an opportunity to attend a business conference, travel internationally, share their passion through an entrepreneurship competition, or analyze real-time data to solve real-world problems.

If you are currently giving to our college, thank you. If you are not currently doing so but would like to get involved, we would be honored to speak with you about the many ways you can make difference in lives and career paths of deserving students. Two very simple ways you can contribute include matching gifts and our new emergency assistance program.

MATCHING GIFTS

Check to see if your employer participates in a “matching gift” program. Often employers match philanthropic contributions their employees provide to charitable organizations. Employer matches can often double the size of your gift to Tennessee Tech and many companies even match retired employees’ charitable gifts.

During the most recent fiscal year the College of Business benefited from approximately \$20,000 in matching gifts, with Tech receiving nearly \$120,000.

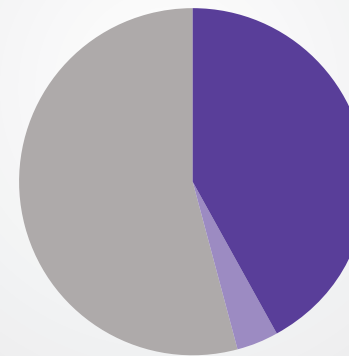
Each company and organization has a different policy, form, time-line, and procedure for securing a matching gift. If you are not familiar with your company’s matching gift program or would like to see if your company participates in matching philanthropic gifts, please contact the College of Business Development Office at 931-372-3882, or email us at cobdevelopment@tntech.edu.

EMERGENCY ASSISTANCE PROGRAM

“I was almost at the finish line when my federal aid ran out. I didn’t know how I was going to pay for school so close to graduation. Thanks to the College of Business I was given a second chance through the College of Business Advisory Board Emergency Funds Program. I’m forever grateful, and I hope that in the future I will be able to give back to my alma mater to match what the donors have done for me.” - Natalie. M, TTU Class of 2016

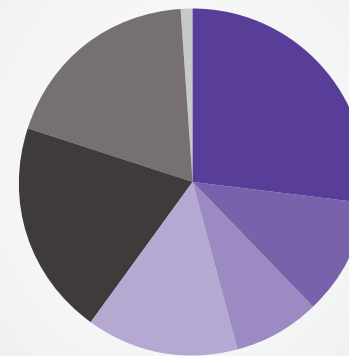
The Emergency Assistance Program was created in 2016 with the goal of helping students who are in danger of losing their financial aid and have no way of paying for their full tuition. The program allows deserving students to enter into a college-based internship that provides resources to fund tuition and work experience needed to acquire full-time employment after graduation. This is just one example of the new student initiatives and pathways to success your financial gifts provide our students. We are so very grateful for your continued support and look forward to a life-changing year ahead.

2015-2016 PHILANTHROPIC REVENUE



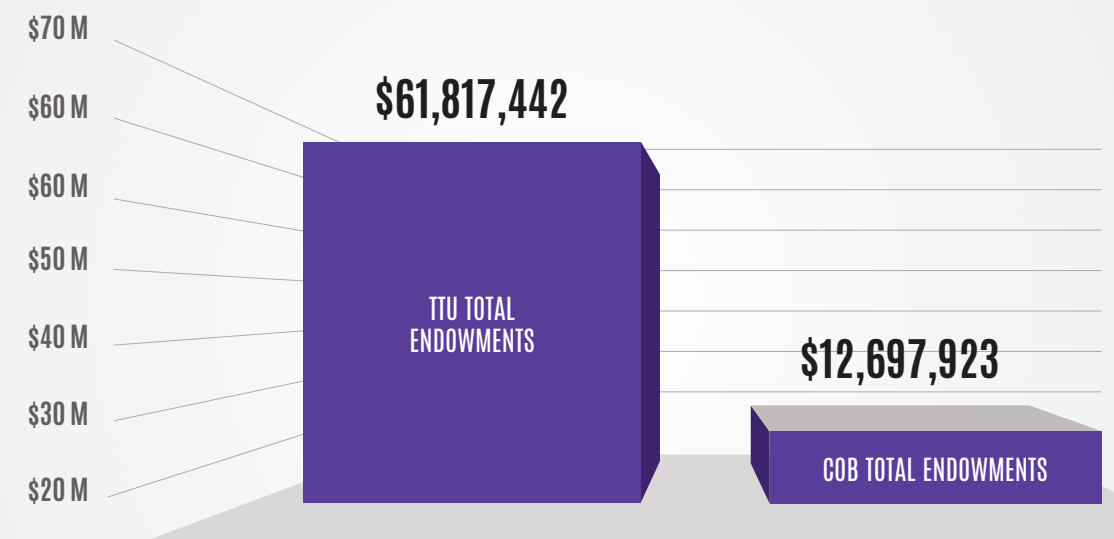
CASH GIFTS	42%	\$1,119,262
INTEREST EARNINGS	4%	\$127,837
PLEGDED SUPORT	54%	\$1,585,354

IMPACT OF YOUR GIFTS (GIFTS & ENDOWMENT SPENDING)



SCHOLARSHIPS	27%	\$164,875
RENOVATIONS & CONSTRUCTION	11%	\$67,200
COB PROGRAM SUPPORT	8%	\$45,770
STUDENT RECRUITMENT & RETENTION ACTIVITIES	14%	\$88,367
ALUMNI & DEV. ACTIVITIES	20%	\$120,159
FACULTY RESEARCH & STAFF SUPPORT	19%	\$118,489
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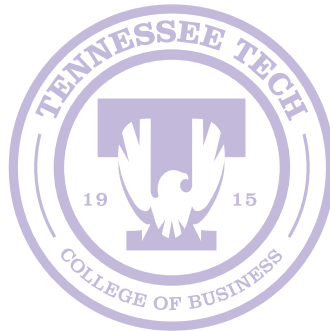
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