

USASBE AWARD NARRATIVE STETSON UNIVERSITY'S FAMILY BUSINESS CENTER'S HOLISTIC MODEL

OVERVIEW

The Stetson University's Family Business Center's Holistic Model is a unique and innovative approach to the creation of such university-based family business centers. The goal of the Holistic Model is to make all the resources of University available to help family businesses. The term family business includes students from or heading into family businesses, the families themselves, and those professionals who advise family-owned businesses. The objectives of our center include being innovative, delivering a high-level of quality, a comprehensive (i.e. holistic) set of programs, sustainability (both intellectual and financial), and transferability to other universities. Less than 18 months after its inception, with a great deal of planning, luck, and the effort of numerous people, the Holistic Model is helping to redefine the field.

This narrative will address the criteria that will be applied to Stetson's Holistic Model. Subsequently it will discuss the three parts of the Holistic Model and how the criteria apply specifically to those three parts.

THE HOLISTIC MODEL

The Holistic Model is designed, from the point of inception forward, to strategically link the three main functions of University. These three functions are teaching, research, and service or outreach. For purposes of this narrative however we will use the phrases internal programming for teaching, and external programming for outreach. If these are the three main functions of University then how those functions can be brought together to best serve family businesses (henceforth the term "family business" will include not only the families, but also the students and the advisers) then this is the question the Holistic Model continually seeks to answer. As it applies to Stetson, the Holistic Model started with the foundation of internal programming. Stetson values teaching. This can be seen from both the University and the Business School mission statements. Both these entities value teaching so much in fact that it is the primary criteria for the awarding of tenure and promotion to its faculty. Hence it had to be the core or foundation for the Holistic Model in this application. (Please see the attached visual and written comparison of Stetson's Holistic Model to the more traditional model for family business center's. This details how Stetson's Holistic Model is more innovative than the traditional FBC model.)

TRANSFERABILITY

Dr. Nancy Upton who has been invaluable in consulting with Stetson, has said in an article for the Stetson (described below) that Stetson may be the first engaged University. By engaged she means, and she's quoting from the Kellogg foundation study [Kellogg] *The Commission proposes a model, the "engaged" university, to provide the structure and philosophy for effective external outreach integrated with all aspects of scholarship to provide mutually rewarding partnerships with the community.*

The Stetson Holistic Model fits very well into the concept of the engaged institution. The Commission suggests that four core areas must be explored by any institution that is serious about engagement:

- ◆ *the role of engagement within the university mission so that it is seen both as a central purpose and as a means of enhancing the student experience;*
- ◆ *the organizational dimensions of engagement so that success does not have to depend on serendipity, individual influence, or a charismatic leader;*
- ◆ *the reward and benefits structure for faculty and staff (and students), and the possibility of incorporating "engagement" into that structure; and*
- ◆ *a variety of tools for financing engagement in the midst of constraints on resources. (Kellogg Commission, 1999, p. 39).*

How does the Stetson Holistic Model address these areas? First, Stetson has demonstrated a clear commitment to

the basic idea of engagement. Second, Stetson has shown "strong support for infusing engagement into the curriculum and teaching mission" (Kellogg Commission, 1999, p. 41). Third, the reward and benefit structure for faculty, staff, and students is one that strongly supports this type of engagement. Finally, Stetson has placed the student as the most important part of the program.

We see then that the Stetson Holistic Model and the actions of Stetson University support the concepts of scholarship of engagement and the engaged University. Both Stetson University and the Stetson Holistic Model are, I believe, excellent role models for colleges and universities who wish to engage a segment of their community or society in mutually rewarding ways. I would imagine that this model could be applied by any institution in the U.S. to any social concern of their community.

She includes a review of our efforts by saying that this model, the Holistic Model can be used by universities as a new way to implement virtually any program. Thus the Holistic Model has a high degree transferability to other universities as a way to develop their family business center and may even have capability as a new paradigm for developing university-based programs in general.

INNOVATION/UNIQUENESS We believe Stetson University's Holistic Model is unique. In August 1998 we began the process of planning, conducting marketing research, and building consensus throughout the Stetson community. We surveyed all the freshman and sophomore business majors and found that over 42 percent of our students come from families that own businesses. Subsequently we were able to determine that approximately one-third of students campus wide come from families that own businesses. Of those students who came from a family business, 40 percent said they would be interested in taking courses in family business. This was all before any marketing or promotion of such a program had occurred. Our survey was extended to those students' parents who owned businesses. Results showed a strong need for programming for family businesses, yet evidence of a demand was less clear.

The next step in the evolution of the Holistic Model, was to invite interested stakeholders from the Stetson community to become involved. Thus since the inception we have included key people from administration such as the president, the business school dean, and the head of our development office. The Family Business Center (FBC) also included faculty from the business school, the liberal arts college, and the college of law. Our first board called the Internal Board of Advisers includes faculty and administrators from across the campus. From outside the University we have set up a Professional Advisory Board which includes a dozen professionals and family business owners. This board includes one university trustee, the National Director of Commercial Business Development from Bank of America, and Mr Stephen Asplundh of the Asplundh Tree Removing Company. As of spring 2000 we have begun to structure both the Parents' Board of Advisers and the Student Board. All this effort is meant to both improve the quality of what we do and also eliminate the risk of the center being marginalized from the university community.

As director of the Family Business Center, I'm attempting to build a structure that can survive beyond my tenure. With the intent of practicing what we preach, we are building a structure that will allow for orderly succession. Policies, procedures, and planning will create sustainability here and replicability elsewhere. However some of the traits I bring to the position support building a quality and sustainable program. I am a senior faculty member with tenure. I have 10 years experience with a high-level of credibility among my peers as a teacher, scholar, and professional. This experience and credibility, along with the relationships I have within and beyond the University have helped me build the consensus needed to implement a program so comprehensive and so quickly. I think it would be quite difficult for a nonfaculty member to navigate this path both because of the political roadblocks as well as a lack of experience in the classroom. I also bring eight years of business experience including five in two different businesses my family owned. So I have firsthand experience and insight into working in family business.

QUALITY

Over these last 18 months Stetson has vigorously pursued feedback both from its Stetson stakeholders, and from experts in the field of family business. Seeking this feedback is part of our strategic plan and one of the key means to achieving and maintaining quality. We have sought such feedback in four ways. First, review of the Holistic Model by three noted figures in the field: Dr. Nancy Upton from Baylor

University, Dr. Pat Frishkoff from Oregon State University, and Mr. Richard Narva co-founder of Genus Resources. Secondly, we also have ongoing feedback from our four boards of advisers mentioned above; the Professional Board, the Parents' Board, the Student Board, and the Internal Board.

Third, we seek feedback from peers in the field of family business at national conferences. We presented information about Holistic Model at the 1999 USASBE conference in San Diego. We have also been accepted for a presentation at this year's USASBE 2000 Pre-conference. Finally we have been accepted to present at the FFI Educators' conference in June 2000 in Boston. These latter two presentations include co-presenters from outside experts who participated in the Gathering, including Richard Narva, Nancy Upton, (both mentioned above) and Dr Ramona Heck from Cornell University.

The fourth and perhaps the most innovative event we have constructed to date has been the Family Business Gathering. This event was from at least one perspective was the culmination of 12 months of planning. It brought together 27 key Stetson stakeholders with 11 experts in the field of family business. This was not a talking head conference. This was a facilitated dialogue with the Stetson stakeholders speaking most of the time. The Gathering culminated in the stakeholder groups making specific recommendations of what the Stetson FBC needed to do. This is important in both substance and in form. In substance it validated much of our efforts to date. It also provided us with insightful suggestions (e.g. sending the text and syllabi of the undergraduate courses to the parents). In form it created an involvement and a sense of ownership from our stakeholders.

We invited eleven top experts in the field of family business to write articles reviewing and critiquing the Holistic Model. I believe the consensus of this group was the Holistic Model is a unique and innovative approach to help universities better serve family businesses. These articles we compiled into a book (which is included in this package for review). The event that spawned this book we have called the Family Business Gathering. It was funded by a Stetson Hollis Renaissance Grant. These grants are awarded by a counsel of the three deans of Stetson University. The purpose of the Renaissance Grant is to support faculty efforts that "think outside of the box". That they awarded such a grant to the FBC's Gathering showed University support, but also validated the Gathering and the subsequent book as an innovative undertaking. This approach included having the top experts discuss what the Holistic Model means from various stakeholders' points of view (e.g. the university, the family, etc..) and were then discussed with the 27 stakeholders from the Stetson community (including students parents, other family business owners, faculty, and family business advisers). Each article addresses the applicability of the Holistic Model to other universities (i.e. transferability).

SUSTAINABILITY

As part of our strategic plan (which is enclosed in this package) one of our four major goal areas is sustainability, both intellectually and financially. Our goal statement says "build an organization which achieves sustainability for the management of its financial and intellectual capital". There are four critical measures which we are using to assess progress towards that goal. The first is achieving a targeted number of students enrolled in the minor. We have begun joint venturing with our Admissions Department to do a number of things towards this end. First we've developed our own computerized tracking system which parallels that of the Admissions Department. Secondly we've also hosted breakfasts for high school guidance counselors where we can promote the Family Business Center. This includes promoting the curriculum as unique in the state of Florida if not the Southeast. Third, we've targeted five private high schools and at least one international baccalaureate program in a public high school. With these schools we hope to develop ongoing relationships with in terms of the students, their parents, and guidance counselors.

Beyond recruiting, the second critical measure is raising funds. We believe family business should be treated- at least in some ways, as any other legitimate academic discipline. Hence with the dean's support, we are attempting to have University fund the director's salary. We believe once we can show by the numbers of students taking the minor the legitimacy of the program, this will happen. Thus in effect, albeit somewhat indirect, the Center becomes partially funded through tuition dollars. Also in terms of raising funds we will continue to seek grants. We have applied for a Coleman Grant to fund the 2000 Family Business Gathering. Pending the outcome of that Grant will also apply again for Hollis

Renaissance Grant to support either the Gathering or other innovative undertakings.

Also related to development we have the support of the dean of the school business, the vice president of community relations (i.e. development), and the president. Included in the support is the understanding of funding for the next two years in order to obtain the track record needed to more easily obtain donors and sponsors. Included in this two-year bridge funding are three main requests. First is the funding for two years for visiting professor of national prominence. Secondly is the funding for two executives in residence to help qualify and recruit families and students. Third is funding for six faculty to undertake specialized initiatives. This may include funding the coordinator of research, coordinator of communications, developing the sixth course in the minor, or working to link faculty with the external programming.

In terms of intellectual sustainability we believe this comes from efforts we have already begun internally and externally. Internally we've had over 15 Stetson faculty members involved with the Center. This include serving on the Internal Board of Advisers, guest lecturing in classes, attending the Gathering, and undertaking research. A number of faculty of expressed interest in undertaking research in the field of family business and in support of this we've just received a \$10,000 grant from the Stetson Business School Foundation to support such research. Externally we believe the Gathering is a chance for Stetson to link with top minds from the field of family business. The wonderful opportunity is to have this think tank apply its intellectual energy to specific topics of interest to the field as well as the Stetson community. We also believe having experts such as those mentioned above coming and review our program will help us sustain and promote the intellectual innovation of the Holistic Model. In general, we feel strongly that our attitude of constantly trying to create win-win situation's for both these internal and external colleagues will serve everyone well.

COMPREHENSIVENESS OF PROGRAM COVERAGE OF FAMILY BUSINESS

The Holistic Model is being implemented in stages. The first stage is to develop the internal programming. Again internal programming is the core of the Holistic Model here Stetson. The second phase is develop the vision of how research fits into the Holistic Model. After that is to begin supporting, funding, and disseminating the results of such research. The third phase is to develop the vision of how external programming fits in the Holistic Model. All three these areas and how they fit criteria for the USASBE award will be discussed below.

INTERNAL PROGRAMMING The first course was taught this past fall with 14 students enrolled. We also added a new section of BN 109 specifically geared towards family business students. This was positioned as a suggested prerequisite. We also added an experimental one credit our "Peer Learning Lab" that I co-taught with a licensed therapist. After the review of the program in January by Dr. Pat Frishkoff (director of the Oregon State FBC-when the oldest and most prominent FBC's in the nation) there is a consensus that the concentration needs to have a sixth course added for two reasons. First there needs to be more business applications in the FB curriculum. Second, a minor is more understandable to students in families. With the dean's support I am moving towards making the family business concentration a minor. I was awarded a Hand Course Enhancement Award last summer to develop the FE 235 course and have applied for one this year to develop the FE 455 capstone course.

One of my two biggest goals over the next year is recruiting students into the minor both from on-campus and off campus. With help of Admissions and my assistant Patti Lockenbach, I've spoken to numerous high school guidance counselors, at Daytona Beach Community College, and with 5 targeted private high schools in Florida as well as one public high school.

Again with Ms Lockenbach's help we've begun to plan for better enrollment management, enlisting student ambassadors, and developing long-term relationships with the groups mentioned in the last sentence.

RESEARCH The challenge has been to assess how to best utilize research to create value for all the stakeholders in the Holistic Model. With the help of Dr. Ramona Heck from Cornell University, Dr. Nancy Upton from Baylor University, and Dr. Michelle DeMoss from Stetson University, we've created a plan. More specifically the four of us have written an article on how research fits into the Holistic Model. With

tremendous assistance from Dr. Heck, we're attempting to begin to implement "participatory research". Essentially this means involving the families in the creation and process of research such that it solves problems for them. The article we wrote was accepted for publication in conference in March 2000 and the subsequent proceedings. I have begun looking for a Stetson faculty member who could be the research coordinator for the Family Business Center to continue this effort.

EXTERNAL PROGRAMMING I have helped create a joint effort between the firm of Genus Resources, Stetson's Continuing Education Department, and the Family Business Center. While still in the planning stages, we have begun to develop is a three-year curriculum for the families of the students in the minor. This programming can involve Stetson faculty from the business school, the graduate counseling program, the College of Law, and the rest of the University. It can also involve Genus Resources. There are one of the largest, oldest, and most prominent family business consulting firms in the nation.

They along with Mr. Bill O'Connor of Stetson's Continuing Ed. Department are helping to design a continuing ed. curriculum for the professionals to consult the family businesses. Conceptually then the core becomes the curriculum for the students which is paralleled by the curriculum for the families which is even further paralleled by the curriculum for the professionals. This concept is the kind of thinking that will keep Stetson nationally prominent because of its ability to innovate to better serve families.