



## College of Business



## Accreditation Maintenance Annual Report

**July 1, 2006**

Address Questions and Comments to:

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## Introduction

After the accreditation visit in October 2005, the college did not pause in its efforts at continuous improvement. Major initiatives included evaluating undergraduate curriculum in terms of Bloom's taxonomy levels, strengthening the *Essentials* courses for the MBA program, and refining the college mission. Two new student organizations were started (Delta Sigma Pi colony and Beta Gamma Sigma). Plans for regional engagement of faculty and students expanded in both breadth and depth—more students were involved and the Trident Initiative works intensively with regional entrepreneurs.

## Recent Progress on Existing Priorities

1. Prepare AACSB self-evaluation report and generate appropriate other documentation.

The self-evaluation report (3 volumes) was prepared and sent to AACSB and to visitation team members in a timely manner. A pre-visit report responding to questions from the visitation team was also prepared and submitted. During the visit in October 2005, we complied with all requests for additional data and reports.

2. Ensure that the college's "applied business" component is fulfilled.

*Student perspective* – the primary manner in which the applied business mission is operationalized from the student perspective involves applied student projects within traditional classes. More students were involved in applied projects in AY 2005-2006 than during the previous academic year. Another meeting of faculty with representatives of the local business community is being planned for late summer 2006 to generate project ideas that will be mutually beneficial.

*Faculty perspective* – the college's administrators recently had a planning retreat at which they discussed ways that the college can enhance its regional engagement, which would primarily involve the applied business focus. Regional engagement was also an agenda item at the May 5, 2006 combined Business and Student Advisory Council meeting. As a result, the college has a revised mission statement that contains references "applied business." Implementation possibilities that will be pursued include a Dean's Business Breakfast, a leadership conference, a Virtual Board of Directors for small businesses, launching a peer reviewed journal tentatively titled, Allegany Small Business Review, and certificate programs that fill local needs.

3. Attract and retain quality faculty through adequate salaries and compensation.

Faculty salaries are now adequate to hire qualified faculty, and the college has hired two new faculty members for AY 2006-2007 after successful searches— Barry Foltos (IB) and Martha Mattare (Small Business/Entrepreneurship). Although one faculty member, Eddy Burks (ACCT), is departing, it is not due to salary. Salaries of faculty members who have taught at FSU for a number of years are behind the market. The University, however, is conducting an "equity analysis" that should result in special raises for most of these faculty. For the past two years, there has been a special pool of money for "dean's merit" raises. In addition, the lowest paid contractual faculty will receive a special raise for next year.

4. Seek ways to support and improve the faculty's generation of intellectual contributions.

Our professional development (PD) budget for faculty remains at \$65,000. This amount is sufficient as not all funds available were requested. Average journal publications per faculty are increasing. The faculty report increased attendance at research workshops intended to enhance research efforts. The Faculty Development and Research

Committee, with input from the faculty, updated and clarified its IC evaluation criteria

5. Seek ways to provide faculty, staff, and administrators with greater job enrichment opportunities.

*Faculty:* In addition to the normal PD funding for professional conferences and journals, faculty attendance many teaching workshops and are involved in regional engagement.

*Administrators/Staff:* Full-time administrators attend various AACSB conferences, Deans' conferences and special topic conferences (e.g.. Branding/Image conference). The Advising Coordinator and Associate Dean attended the 2005 NACADA Summer Institute. Administrative Assistants are encouraged to use the Skillsoft online training modules, and are also allowed to attend at least one professional conference each year.

6. Evaluate the student advising and mentoring processes and modify as appropriate.

The mentoring processes for faculty have been in place and reports from participants indicate that it meets our needs. A new mentoring process, Business Alumni & Student Mentoring (BASM), for students who would like to be matched with alums and business people was planned and is accepting applicants. The official start of the program is scheduled for Fall 2006.

Advising evaluations from students indicate that the advising process is appreciated by undergraduates. A new Student Handbook was issued in January 2006 and an Advising web site was launched in Fall 2005. We continue to seek ways to improve advising.

7. Seek ways to enhance students' placement opportunities.

Since the University controls placement activities through its Career Services Office, the college must be creative in enhancing opportunities. In AY 2005-2006, the college started information-sharing relationship with *gotfrostburg?* (an alumni networking organization). FSUBusiness students receive periodic e-mails and classroom announcements about internship and career opportunities, and an extensive internship bulleting board is maintained in Framptom Hall.

8. Evaluate the college's Assurance of Learning and other programs and revise as needed.

The faculty Assurance of Learning Committee (AOL) prepared the first edition of an Assurance of Learning Handbook with all learning goals and skill rubrics for the college faculty. Assessment data is collected via EBI, alumni surveys and direct measures in BUAD 400, Professional Development II. Major exams (content) are given in the capstone course MGMT 485. AOL is completing a comprehensive plan for collecting and using the data which is starting to come in.

The Curriculum Committee did a comprehensive review of the undergraduate syllabi and shared its report with the faculty. Each department will respond to the review and share its report in November 2006.

Of course, more work needs to be done. The college focus has been on planning and gathering data. During the upcoming year the college will need to look at what we have available and its usefulness.

9. Evaluate the college's faculty evaluation processes, including the promotion and tenure process.

The annual faculty evaluation process is the direct responsibility of each department at FSU. Thus, only the faculty within a department can change the process. However, strides have been made in "raising the bar" relative to expectations and actual ratings given to faculty through the leadership of the Department Chairs and the cooperation of the faculty.

#### 10. Increase the college's fund raising efforts.

Despite the University being without a Vice President for Advancement, additional visits with alumni and potential donors have been made and others are in the planning phase. The first electronic newsletter has also been sent (in May) to approximately 4000 alumni and friends of the college. Plans are also being made to expand the college's Business Advisory Board. Other planned efforts to increase alumni involvement in the college include a Who's FSU designation and a student mentoring program.

### **Priorities for the Immediate Future**

The College has nine priorities for the immediate future. Each are listed below, along with examples of specific elements that will be addressed.

#### 1. Ensure that the college's "applied business" component is fulfilled and that other potential themes are evaluated.

EXAMPLES: More student projects, how to implement leadership as a mission theme, more emphasis on regional engagement

#### 2. Evaluate the desirability and feasibility of new academic and certificate program initiatives.

EXAMPLES: Undergraduate concentration in International Business, Certificate programs in Entrepreneurship, Management, Nonprofit Management

#### 3. Seek ways to improve existing academic programs.

EXAMPLES: Writing & speaking intensive course designations, teaching excellence workshops, non-course requirements, e.g., internships, early entry MBA option, MBA concentrations

#### 4. Seek additional ways to support and improve the faculty, administrator, and staff professional development in all relevant areas.

EXAMPLES: Faculty Awards program, in-house seminars

#### 5. Evaluate the college's Assurance of Learning and other programs and revise as needed.

EXAMPLES: Implementation of AOL plan at both undergraduate and graduate levels

#### 6. Evaluate the student advising and mentoring processes and modify as appropriate.

EXAMPLES: Advising workshops, Commerce Day

#### 7. Enhance the emphasis in the area of entrepreneurship and small business.

EXAMPLES: Virtual Board of Directors, Allegany Small Business Review

#### 8. Expand the college's engagement and economic development activities with both the regional community and students.

EXAMPLES: Dean's Business Breakfast, Leadership conference, Virtual Board, Allegany Small Business Review

#### 9. Seek ways to improve the college's engagement with and utilization of alumni.

EXAMPLES: Mentoring program (BASM), Who's FSU, newsletter

## Status of Opportunities for Improvement Identified by Visitation Team

1. Improvement in academic qualifications and intellectual contributions for the accounting faculty and for FSU *Business* overall. Continue to encourage faculty members to increasingly focus on peer reviewed publications and proceedings (Standard 2: Mission appropriateness and Standard 10: Faculty qualifications).

Accounting – The overall qualifications in Accounting have suffered a blow due to two recent events. One AQ faculty member is moving to another university, and another AQ faculty member is departing (terminal contract due to not finishing dissertation prior to the tenure clock expiring). Plans are underway to replace both individuals with AQ faculty members.

Overall – A little progress in generating additional intellectual contributions has been made since the AACSB team visit. Encouraging the faculty to increase their focus on peer reviewed publications and proceedings is being done.

2. Progress in assessing program learning outcomes for undergraduate and graduate programs and develop the assessment of learning at the program level, especially with regard to the graduate program (Standards 15 - 19: Assurance of learning standards).

See comments for #8 under **Recent Progress on Existing Priorities**.

The MBA program is modeling its assurance of learning plan on the work done for the undergraduate programs. Thus they are at least one year behind in all phases.

3. Continue improvement in the quality of the entering MBA students (Standard 6: Student admission).

The following is the report of the Graduate Policy Committee on changes already made:

The FSU *Business* Graduate Policy Committee during the 2005-06 academic year had to make adjustments in the Master of Business Administration program in order to upgrade its curriculum in keeping with AACSB standards. This was accomplished in the following measures:

- Changing the MBA “essentials” to ensure that all students taking the “core” MBA courses have had academic preparation for those courses which reflects the AACSB directive that **“Participation in a master’s level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree.”**
- Changing the entrance standards to emphasize work experience and undergraduate GPA, and to permit applicants to substitute Graduate Record Exam scores for the GMAT.
- Changing the curriculum joint program with the University of Maryland-Baltimore that permits students to gain a master’s degree in Nursing Management and an MBA.

The changes are outlined as follows:

### Changes in MBA “Essentials”:

The four “essentials” courses that had been part of the MBA curriculum have been replaced with the following courses that are designed to prepare MBA students who do not have a business degree or business background for the “core” MBA courses:

BUAD 501 Essentials: Management and Organizational Behavior  
 BUAD 502 Essentials: Marketing and Strategy  
 BUAD 503 Ethics and Legal Environment  
 BUAD 504 Essentials: Statistics and Operations  
 BUAD 505 Essentials: Financial and Managerial Accounting  
 BUAD 506 Essentials: Economics and Finance

**Changes in MBA Admissions Requirements:**

The requirements for admission into the FSU MBA program remain as they were before with the following changes:

- *Students may substitute the Graduate Record Exam (GRE) in place of the GMAT and scores will be converted to equivalent GMAT scores based on percentile distributions.*
- *If an applicant's undergraduate grade point average is 3.25 or higher (based on a 4.0 scale) and the student has a minimum of two years of relevant work experience he or she may waive the GMAT requirement.*

**Changes in the Joint Nursing Management/MBA Program:**

In answering concerns given by the AACSB accreditation team which visited FSU in October, 2005, the GPC arranged with the University of Maryland-Baltimore for the new "essentials" to be made part of the curriculum for the joint program. Officials from UMB agreed to the changes.

4. Improvement of the racial diversity of the faculty (Eligibility criteria D: Diversity).

Both of the two new hires are white, one male and one female. A direct effort was made to hire an African-American accounting faculty (ABD from Morgan State), but this was not successful. The College currently does not have an African-American faculty member, but does have excellent international diversity with 23 percent from other countries.

5. Attempt to improve career services and placement opportunities for students.

See comments for #7 under **Recent Progress on Existing Priorities**.

Once our BUAD 400, Professional Development II, requirement is fully effective (for Spring 2008 graduates), the college will have easy, direct access to graduating seniors. A major component of the course is guidance on placement.

**TABLE I (using courses)**  
**SUMMARY OF FACULTY SUFFICIENCY IN DISCIPLINE AND SCHOOL**  
**AY 2005-2006**  
**(RE: Standard 9 - Using Courses)**

Name <sup>1</sup>	Participating or Supporting (P or S)	Amount of teaching if P (blank if S) <sup>2</sup>	Amount of teaching if S (blank if P) <sup>2</sup>	Percent P (must be > 60%)
<b>Accounting</b>				
Randall Bandura	P	4 courses		
Yan Bao	P	6 courses		
Eddy Burks	P	5 courses		
Joseph Gilmore	P	5 courses		
Connie Groer	P	2 courses		
Richard Johnson	P	6 courses		
Joyce Middleton	P	6 courses		
Sharon Robinson	P	2 courses		
Ronald Ross	P	4 courses		
Kathie Shaffer	P	4 courses		
Donald Simmons	P	7 courses		
<b>Total</b>		<b>51 courses</b>	<b>0 courses</b>	<b>100% P</b>
<b>Economics</b>				
William Anderson	P	6 courses		
Margaret Dalton	P	6 courses		
Ben Heilman	S		9 courses	
David Kiriazis	P	3 courses		
Daniel Mizak	P	6 courses		
John Neral	P	6 courses		
Armond Rossi	P	6 courses		
Anthony Stair	P	6 courses		
<b>Total</b>		<b>39 courses</b>	<b>9 courses</b>	<b>81.25% P</b>
<b>Management</b>				
Lee Fiedler	S		6 courses	
Gloria Harrell-Cook	P	6 courses		
Thomas Hawk	P	6 courses		
M. Eileen Higgins	P	5 courses		
Paul Lyons	P	2 courses		Spring sabbatical
Martha Mattare	P	6 courses		
Marthe McClive	P	6 courses		
Jacquelynn McLellan	P	6 courses		
Michael Monahan	P	9 courses		
Evan Offstein	P	6 courses		
Keramat Poorsoltan	P	6 courses		
Shakil Rahman	P	6 courses		
Amit Shah	P	4 courses		
Thomas Sigerstad	P	7 courses		
Ahmad Tootoonchi	P	4 courses		

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<b>Total</b>		<b>79 courses</b>	<b>6 courses</b>	<b>92.94% P</b>
<b>Marketing &amp; Finance</b>				
Carol Arnone	P	7 courses		
Rahim Askeboussi	P	6 courses		
Cathy Ashley-Cotleur	P	6 courses		
John Cheon	P	6 courses		
Yun Chu	P	6 courses		
Stuart Czapski	S		1 course	
Carol Gaumer	P	4 courses		
Eugene Harris	S		1 course	
Dan Plucinski	P	8 courses		
Allen Shin	P	6 courses		
JoAnna Shore	P	6 courses		
Sudhir Singh	P	4 courses		
Steve Wilkinson	P	6 courses		
<b>Total</b>		<b>65 courses</b>	<b>2 courses</b>	<b>97.01% P</b>
<b>GRAND TOTALS</b>		<b>234 courses</b>	<b>17 courses</b>	<b>93.23% P</b>

1 Faculty should be listed by academic discipline as defined in the organizational structure that is used by the school. The organizational structure should be clear to the Peer Review Team.

2 The measure of amount of teaching must reflect the operations of the school, and this metric must have the concurrence of the Peer Review Team, e.g. student credit hours, contact hours, individual courses, modules or other designation that is appropriately indicative of amount of teaching contribution. Concurrence on the measurement process should be reached with the Peer Review Team early in the review process. In this example, “courses” (co) is used as the metric.

**TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS  
AND PROFESSIONAL RESPONSIBILITIES  
(RE: Standards 2 & 10)  
2005-2006**

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions during the last five years									Normal Prof Resp
							Learning & Pedagogical Scholarship		Discipline-based Scholarship		Contributions to Practice		Total	Total	Grand Total	
							PRJ	OIC	PRJ	OIC	PRJ	OIC	PRJ	OIC		
<b>Accounting</b>																
Randall Bandura	MS, 1976	1983	100		Yes					5			0	5	5	
Yan Bao	PhD, 2004	2002	100	Yes				4	2	9			2	13	15	
Eddy Burks	DBA, 1988	2005	100	Yes				2	1	7			1	9	10	
Joseph Gilmore	MBA, 1984	1989	100	Yes				3		3			0	6	6	
Connie Groer	MBA, 1982	1987	100		Yes								0	0	0	Assoc Dean
Richard Johnson	PhD, 1989	1978	100	Yes				17		2			0	19	19	
Joyce Middleton	PhD, 1992	1990	100	Yes				6		2		1	0	9	9	
Ronald Ross	MBA, 1981	1982	100		Yes			6	1	2			1	8	9	
Kathie Shaffer	MBA, 1985	1986	100	Yes					1	2			1	2	3	
Donald Simmons	MBA, 1977	1978	100		Yes			1					0	1	1	
Sharon Robinson	MPA, 1970	1972	100		Yes			2		1			0	3	3	
Total													5	75	80	
<b>Economics</b>																
William Anderson	PhD, 1999	2001	100	Yes				2	12	35			12	37	49	
Margaret Dalton	PhD, 1986	1981	100	Yes					2	6			2	6	8	
Ben Heilman	MA, 1997	2003	100	Yes									0	0	0	
David Kiriazis	PhD, 1997	1997	100	Yes						3			0	3	3	
Daniel Mizak	PhD, 1984	1977	100	Yes					3	6			3	6	9	
John Neral	PhD, 1989	1986	100			Yes		1					0	1	1	
Armond Rossi	PhD, 1993	1988	100	Yes					1	3			1	3	4	
Anthony Stair	PhD, 1993	1984	100	Yes					3	4			3	4	7	
Total													21	60	81	

Name	Highest Earned Degree & Year	Date of first Appt. to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions during the last five years									Normal Prof Resp
							Learning & Pedagogical Scholarship		Discipline-based Scholarship		Contributions to Practice		Total PRJ	Total OIC	Grand Total	
							PRJ	OIC	PRJ	OIC	PRJ	OIC				
<b>Management</b>																
Lee Feidler	BA, 1963	2002	75		Yes								0	0	0	
Gloria Harrell-Cook	PhD, 1999	2002	100	Yes				2	1	5		2	1	9	10	
Thomas Hawk	PhD, 1991	1972	100	Yes			1	15		2			1	17	18	
M. Eileen Higgins	MBA, 1985	1989	100	Yes				10	4	9		9	4	28	32	
Paul Lyons	PhD, 1970	1970	100	Yes			2	6	18	23		2	20	31	51	
Martha Mattare	MBA, 2001	2001	100	Yes				8	2	7		1	2	16	18	
Marthe McClive	DPA, 1994	1984	100	Yes			1	14					1	14	15	
Jacquelynne McLellan	PhD, 1993	1994	100	Yes				5	1	9			1	14	15	
Michael Monahan	EdD, 2004	2004	100	Yes					4	5		2	4	7	11	
Evan Offstein	PhD, 2004	2004	100	Yes			2	1	11	17		1	13	19	32	
Keramat Poorsoltan	PhD, 1977	1986	100	Yes			1	3	1	9			2	12	14	
Shakil Rahman	PhD, 1989	1990	100	Yes			2	3	2	9		2	4	14	18	
Amit Shah	PhD, 1988 1989	1989	100	Yes			2	14	15	23		7	17	44	61	
Thomas Sigerstad	PhD, 2004	2001	100	Yes					1	6			1	6	7	
Ahmad Tootoonchi	PhD, 1986	1989	100	Yes			3	5	17	12		11	20	28	48	
Total													91	259	350	
<b>Marketing &amp; Finance</b>																
Danny Arnold	DBA, 1976	2003	100	Yes				2				12	0	14	14	Dean
Carol Arnone	MBA, 1986	2005						1		1			0	2	2	
Rahim Askeboussi	PhD, 1984	1996	100	Yes			1	1	2	4			3	5	8	
Cathy Ashley-Cotleur	PhD, 1998	1983	100	Yes				1	2	9			2	10	12	
John Cheon	PhD, 2004	2004	100	Yes					7	10			7	10	17	
Yun Chu	PhD, 2003	2004	100	Yes					3	8			3	8	11	

Name	Highest Earned Degree & Year	Date of first Appt. to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions during the last five years									Normal Prof Resp
							Learning & Pedagogical Scholarship		Discipline-based Scholarship		Contributions to Practice		Total	Total	Grand	
							PRJ	OIC	PRJ	OIC	PRJ	OIC	PRJ	OIC	Total	
Barry Foltos		2006	100						2				0	2	2	
Carol Gaumer	DBA, 2004	1999	100	Yes				2	4	8			4	10	14	
Dan Plucinski	JD, 2002	1974	100	Yes					1	2			1	2	3	
Allen Shin	PhD, 1991	1991	100	Yes					4	6			4	6	10	
JoAnna Shore	DBA, 2004	1998	100	Yes			5		1	4			6	4	10	
Sudhir Singh	PhD, 1992	1992	100	Yes					5	12			5	12	17	
Steve Wilkinson	PhD, 1977	1987	100	Yes				1		4			0	5	5	
Total													35	90	125	
<b>GRAND TOTALS</b>													<b>152</b>	<b>484</b>	<b>636</b>	