

# **AACSB Second Year Candidacy Report**



**Florida Gulf Coast University  
College of Business**

March 2, 2001

March 2, 2001

Richard T. Wines  
Director of Accreditation Candidacy  
AACSB - The International Association for Management Education  
600 Emerson Road, Suite 300  
St. Louis, MO 63141-6762

Dear Dr. Wines:

Florida Gulf Coast University is pleased to support the College of Business in its pursuit of accreditation by the International Association for Management Education (AACSB); and to endorse this report on the College's progress in candidacy status. The University fully endorses the AACSB's commitment to achieving quality and continuous improvement in management education through its accreditation process.

The undersigned express their sincerest appreciation for your consideration of this Year Two Report.

Sincerely,

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William C. Merwin, PhD  
President



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Brad Bartel, Ph.D.  
Provost and Executive Vice President

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Richard Pegnetter, Ph.D.  
Dean, College of Business

Enclosure

Cc: Candidacy Liaison

### Business Candidacy School Profile Sheet

Institution: Florida Gulf Coast University      Location: Fort Myers, Florida

Name of Business Unit: College of Business      Dean: Dr. Richard Pegnetter

Liaison: Dr. David Long

Date of this Report: March 2, 2001      Date accreditation plan was accepted: April 26, 1999

Year of Self-Evaluation (Last Year of Candidacy): Academic Year 2001/2002

**Business Program Enrollment (Fall Semester 2000):**

	Accreditation Plan (Fall 1998)	Last Year (Fall 1999)	This Year (Fall 2000)
<b>Headcount</b>			
Undergraduate	537	605	738
Graduate	128	158	156
<b>Total</b>	665	763	894
<b>SCH</b>			
Undergraduate	3,817	4,254	4,784
Graduate	1,404	1,554	1,455
<b>Total</b>	5,221	5,808	6,239
<b>Full-Time Faculty</b>	33	35	33

**Full-time Faculty Profile (Start of Fall Semester 2000):**

Field of Instruction	Number Academically Qualified	Number Professionally Qualified	Number Other Full-Time Faculty Resources
Accounting	5 (1 Vacancy)		1
Finance	4	1	
Computer Info. Systems	4		2
Decision Sciences	2		1
Management	8		
Marketing	3		2
Total	26	1	6

**Degree Programs (Business Unit):**

Undergraduate: Accounting, Computer Information Systems, Finance, Management, and Marketing

Graduate: MBA, M.S. in Accounting & Taxation, and M.S. in Computer Information Systems

Number of Degrees Conferred (Business Unit) Academic Year 1999/2000

Undergraduate: 97      Graduate: 54

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Please Visit our Accreditation Web Site:

<http://www.fgcu.edu/cob/aacsb/index.htm>

## THE YEAR IN REVIEW

The College of Business at Florida Gulf Coast University [FGCU] continues its steady growth. From Fall 1999 to Fall 2000, there was a 17 percent increase in the number of business students enrolled and over a 7 percent increase in student credit hours generated by business faculty. The College of Business had the strongest growth rate of all the colleges, and now accounts for 29 percent of undergraduate and 33 percent of graduate enrollment at FGCU. The College also awarded 25 percent of the undergraduate and 39 percent of the graduate degrees during 1999-00.

The business student population is relatively diverse and currently includes 50 percent women and 18 percent non-white students. FGCU has ongoing programs to enhance ethnic diversity, and the proportion of minority students in the College is slightly higher than for the overall student population. The College serves both traditional full-time students and non-traditional students. The non-traditional students typically attend classes part-time in the evening or at a distance. Over the last year the average age of business students dropped from 28.3 to 25.4. This decrease can be attributed to enhanced recruitment of first time in college students and the doubling of on-campus student housing units. The majority (51 %) of undergraduate business students now attend FGCU full-time, whereas the graduate business population remains predominately (64 %) part-time.

Looking to the future, the College expects to continue to grow at similar rates over the next several years. In August 2000, the University hired a new Associate Vice President for Enrollment Management [AVPEM] with overall responsibility for student recruitment and retention. The AVPEM is also responsible for integration of College and University marketing efforts.

At the beginning of academic year 2000, the College had 33 faculty members. Additions included the three newly recruited Alico Chair Eminent Scholars and a faculty member with JD and PhD qualifications to teach legal environment and accounting courses. Previously, adjunct faculty had taught all legal environment courses. Twenty-six faculty members are academically qualified based on evidence of faculty development and intellectual contributions relevant to the teaching field, as evaluated against the *Faculty Framework and Standards for Renewal, Promotion and Tenure* criteria. Self-reported faculty intellectual contributions and academic and professional qualifications were validated by a consultant in February 2001 (please see page 4 for details of the consultant's report). There was minor faculty turnover during the 1999-2000 academic year when two faculty members accepted positions at other schools. Faculty searches are in the interview stage for these and one other position that was not filled last year. The College was fortunate to attract professionally and academically qualified visiting faculty to fill the vacant lines on an interim basis.

The Business Faculty sustained its strong commitment to continuous improvement. Both the Graduate and Undergraduate Program Committees implemented procedures during the year to assess program content, as well as student performance. These assessments included input from business advisory groups, sending surveys to graduating students and alumni, and administering the ETS Business Major Field Exam to graduating seniors. Data from these surveys and/or exams will continue to serve as benchmarks for future assessment activities. Integrated Program Matrices [IPMs] were also completed and/or updated. These IPMs map the courses included in each program and their learning objectives against University Goals, College Core Competencies and AACSB skills, perspectives and core areas.

In response to assessment data, budgetary constraints, and student demand for programs, the faculty approved a number of curricular changes during the year. First, the MBA curriculum was consolidated to meet student needs and optimize resource utilization. The revised curriculum includes proficiency examinations in Computer Information Tools; 24 hours of foundation courses in the fundamentals of business; 21 hours of core courses that build on the foundation; and 9 hours of courses in a concentration area – i.e. finance, general management, or interdisciplinary business studies. Enrollments in concentrations will be monitored to determine student demand and financial viability in the future.

[See [Appendix I](#) for Description of Revised MBA Program].

Second, the new Master of Science in Computer Information Systems (MS-CIS) was modified. Although the MS-CIS had met its initial enrollment targets of 20 students, the CIS faculty and Graduate Program Committee felt that changes were needed to provide a greater distinction between the graduate and undergraduate programs. The new MS-CIS curriculum maps the program to the national MSIS 2000 curriculum model and responds to rapid changes in the information technology field.

**[See [Appendix II](#) for Description of Revised MS-CIS Program].**

Changes to undergraduate programs included the elimination and/or consolidation of under-subscribed concentrations in Finance and Marketing. Additions included an advertising concentration in Marketing, as well as a minor in advertising. A minor in software engineering from the Computer Information Systems and Computer Science Department was also approved. In Fall 2000, the new University Provost called for the creation of more minors to enhance enrollments and better utilize under-subscribed courses. The COB now has five minors, each of which requires 18 credits of integrated course work. Due to the AACSB 50/50 rule, only non-business students may enroll in these minors. However, these minors should serve as an effective recruitment tool by allowing students from other colleges to sample courses from business programs.

**[See [Appendix III](#) for Descriptions of Business Minors]**

The 53 graduating seniors who took the ETS exam in Spring 2000 placed FGCU students in the 63<sup>rd</sup> percentile nation-wide. A review of specific assessment indicators showed some weakness in economics. Currently, most FGCU students now transfer their economics courses from community colleges. The College hopes to continue to expand the availability of economics on this campus. The Undergraduate Program Committee plans to review results from 2001 ETS exams and then make any necessary curricular revisions based on trend information.

The University's centralized Career Development Services (CDS) expanded its services this year. A new Coordinator of Employer Relations was added to the CDS staff. The CDS hosted two job fairs during the last year. Also students and employers are making more extensive use of CDS electronic listings for internship and final placement opportunities. The CDS also conducts resume writing workshops and mock interviews. The CDS uses a life-long career development approach with the goal of preparing graduates for a rapidly changing world of work.

CDS Programs complement the College Career Prospectus Program developed by the Marketing Department. All students in the Introduction to Marketing Course are required to create a personal portfolio. This portfolio includes an assessment of the student's skills, their personal objectives and a marketing plan for achieving their career/professional goals. A recent survey of FGCU business alumni indicates that 59.7 percent were employed at or upon graduation, another 28.7 percent were professionally employed within one year of graduation and 4.6 percent continued on to graduate school. When asked how well their education prepared them for their career or graduate school on a scale where 1 indicates "not well" and 5 "very well," the mean response was 4.04.

At the suggestion of the Undergraduate Business Association, the University CDS initiated an internship-like program this year for students interested in exploring business careers. This program is targeted to students who may not yet have the prerequisites for a full semester's internship, but who still want some real-world experience. This program also benefits students who are still uncertain about their career choices. Another student-centered program begun in January 2001 is a Career Networking and Opportunity Night for graduate students. The initial program was held at the Center for Leadership and Innovation (CLI) and attracted a distinguished panel, including senior executives from financial, customer service and hospitality industries.

Support from the business and professional community for FGCU students has been quite strong. Of note are groups such as the Hospitality Financial and Technology Professional, the Florida Institute of CPAs and the Institute of Internal Auditors. So far this year, they have awarded over \$11,000 in scholarships to our FGCU students.

The College continues to foster regional economic development, and this was a watershed year for that effort. The highlight of the year was the establishment of a multi-million dollar, 137-acre research park near FGCU. The research park is to be named "Florida Gulf Coast Park – A Research, Development & Technology Office Campus." The research park is a partnership between FGCU, Alico, Inc., a major Florida corporation, the Lee County Office of Economic Development, which will coordinate activities of the park, and a national planning and development group. In a particularly generous move, Alico, Inc. donated 20 acres of the park to FGCU. It is envisioned that the College's CLI and Small Business Development Center (SBDC) will expand into an anchor facility in the Park. "This public/private partnership provides the catalyst to create a thriving research, development and technology office park that will nurture an active exchange of ideas and information among faculty, students, researchers and business people," said William C. Merwin, President of FGCU. "Dean Pegnetter is committed to continuing to take (business outreach) programs and services wherever they are needed."

The expansion of the CLI is critical to accommodate the increase in center activities. Of particular note are faculty clinical support and applied research activities with area businesses and organizations. Faculty members are encouraged to form self-funded institutes and centers in the CLI and offer their experience and expertise to the Southwest Florida economy. There are now eight such applied activities in the CLI, including the newest, Institute for e-Business Development.

Another mechanism to foster faculty applied expertise and research is through the *Sponsored Projects and Programs Division* of the CLI. A "Clinical Interaction" Business Partnership Model is used to link faculty expertise, student resources and the business community. This model, which generated nearly \$250,000 in sponsored activity last year, is similar in scope to Medical School "Clinical Interaction" models in which school staff and infrastructure are used to link medical staff practice and expertise with the patient community. These and other CLI partnership programs, including the Executive MBA, generated over \$2 million in gross revenue last year, permitting the College to again provide substantial summer research grants to one-third of the faculty. Faculty are asked to write research proposals and grants are awarded on a competitive basis

The physical expansion of the CLI is also critical to accommodate the increasing activities of the Small Business Development Center. The SBDC, open for only three years, leads the U.S. Small Business Administration South Florida District in the number of loans obtained for start-up and expanding businesses. The SBDC also opened its Procurement and Technical Assistance Center this year to help Southwest Florida businesses obtain government contracts. Also of note, the FGCU SBDC led the other 20 Florida SBDCs in the number of patent and trademark searches, reflecting the creative entrepreneurial spirit of Southwest Florida.

The College also continues to expand its unique "Second Circle" International Model that facilitates business and academic ties with other countries. There are now 11 academic/business agreements in Mexico, Germany, Sweden, France and Switzerland. The most recent agreement, signed in November 2000, is a Memorandum of Understanding between FGCU and St. Gallen Management Program University, Switzerland, for the development of FGCU-SMPU Business Certification Programs via the Internet. A proposal to permit St. Gallen students to earn an FGCU MBA over the Internet is also being discussed. Another agreement in negotiation is a Memorandum between the University of Wuerzburg in Germany and FGCU for a Certificate Program in Business and Management Studies. Under this program, German MBA students would travel to FGCU for two weeks of intensive management training.

Second Circle partnerships have begun to yield international opportunities for FGCU's students, as well. Last summer an MS-CIS student interned in Germany at Siemens. The internship was arranged by a professor from Harz University who became aware of the student while giving Internet lectures in an FGCU class. While in Germany, this student coauthored a paper with a German student, who will now be coming to FGCU to take several classes. Because of its leadership in International partnership initiatives, the College was asked to organize a significant part of Florida's economic development mission to the Yucatan in Mexico in August 2000. The Dean invited a senior

FGCU business student from Mexico, who is also Vice President of the Student Government Association, to direct many of the Enterprise Florida activities and act as interpreter for the FGCU Florida delegation in Mexico.

The College continued to commit resources to the accreditation effort. The Accreditation Web Master further developed the College's AACSB Website. [Please visit <http://www.fgcu.edu/cob/aacsb/index.htm>.] This website provides an archive of processes and continuous improvement results mapped against AACSB Accreditation Standards. It also provides the faculty with useful operational information and links to College, University and external documents and information. This year, a faculty member was provided summer support to further develop a relational database to measure activity associated with the utilization, development and evaluation of the faculty. The resulting Database reports support the *Faculty Resource Management Plan*.

As a measure of recognition for some of the new ground being broken by the College, the Dean was invited to give the following two presentations at national AACSB programs in 2000-01: "Building an AACSB Business School with Multi-year Contracts" at the Management Education Strategic Compensation and Rewards Conference (Atlanta – November 2000), and "The *Second Circle Model*: Creating a Global Academic Environment" at the Undergraduate Program Conference (Dallas – February 2001).

## STRATEGIC OPPORTUNITIES FOR 2001-2005

President William C. Merwin, who replaced retiring President Roy McTarnaghan in September 1999, initiated a comprehensive one-year strategic planning process that resulted in 14 major goals in areas ranging from academics to community partnerships. The Deans were directed to develop action plans and draft budgets to support these goals and objectives in Fall 2000, for implementation in 2001 - 2005. The College integrated its strategic opportunities and 22 action plans developed as part of its AACSB Accreditation Candidacy Plan into this strategic planning process. Highlights of these action plans include engaging at least 60% of the faculty in international partnership activities; involving at least 80% of the faculty in business partnership, institute and other CLI economic development and EMBA activities, and expanding the internship program to involve at least 25 students.

[See [Appendix IV](#) for College of Business Strategic Plan]

## CANDIDACY COMMITTEE ISSUES AND CONCERNS

Only two concerns were specifically noted in the Candidacy Committee acceptance of the AACSB First Year Candidacy Report for the College of Business at Florida Gulf Coast University, April 8, 2000.

1. **"We encourage you to use a consultant to review your faculty qualifications to assure compliance with the appropriate accreditation standards and, if appropriate, be prepared to extend your time for self evaluation."**

In response to this suggestion, the College commissioned Allan D. Spritzer, Allen and Ruth Harris Chair of Excellence in Business, East Tennessee State University, to validate business faculty intellectual contributions and academic and professional qualifications. Dr. Spritzer was selected based on his extensive experience with AACSB accreditation and candidacy processes. Prior to the visit, Dr. Spritzer was provided with the College *Faculty Resource Management Plan*, which includes Faculty Intellectual Contribution Worksheets from 1997 through 2000, and summaries of faculty development and deployment activities. During the visit, he was given faculty folders that included curriculum vitas and sample intellectual contributions, such as peer reviewed journal articles and proceedings.

Dr. Spritzer divided his time between assessment and meeting with the faculty and administrative leadership. Working sessions with the faculty proved very valuable for both the inaugural faculty and faculty new to the accreditation candidacy process, and for giving faculty recognition and feedback on their progress. Dr. Spritzer concluded that, "...the school appears to be making good progress toward initial accreditation."

[See [Appendix V](#) for the Consultant's Report]

After his assessment, Dr. Spritzer validated the academic and professional qualifications of the faculty as reported in the Faculty Worksheets from 1997 forward. The current Fall 2000 Faculty Worksheet report 26 academically qualified faculty and one professionally qualified faculty member. This is above the minimum full time equivalent standards for qualified faculty based on Fall 2000 Student Credit Hours.

[See [Appendix VI](#) for Faculty Worksheet]

**2. "Please clarify your relationship with the National Technological University International MBA Consortium, the credit awarded for these courses, and the potential impact on your accreditation."**

The National Technological University (NTU) vision for the International Master of Business Administration Degree (IMBA) is to enable professionals and managers to share premier educational resources globally via telecommunications. NTU is a fully accredited university (North Central) and was established in Colorado as a Not-for-Profit Corporation to award degrees at the master's level. Courses are delivered to major corporations and federal agencies that participate in the NTU partnership. The IMBA followed a very successful introduction of NTU Engineering masters degree programs with courses provided by premier schools throughout the country.

[See [Appendix VII](#) for NTU Participating Universities]

Universities have to meet NTU requirements and be approved by NTU academic leadership to become a NTU Participating University.

[See [Appendix VIII](#), NTU Agreement and Requirements for the NTU IMBA]

Participating universities provide access to courses for credit, audit and/or non-credit for NTU students. The FGCU College of Business is pleased to join a number of top AACSB business schools in offering courses for the IMBA program. Recent courses offered and the sponsoring schools include Colorado State University (Implementing Sustainable Development), Massachusetts Institute of Technology (New Product Development and Innovation), Northeastern University (An Introduction to Valuing E-Commerce Companies), Oklahoma State University (Global Marketing Management), University of Massachusetts University of Nebraska (Applied Organizational Behavior), University of Nebraska – Lincoln (Managerial Decision Making), and the University of Massachusetts at Amherst (Supply Chain Management).

Thus far, 53 NTU students have participated, via the Internet, in 8 existing FGCU Business courses including Business Strategy, Management Information Systems, and Challenge of Leadership. NTU student participation has greatly enhanced the corporate and national diversity of students taking these FGCU courses. Credits are awarded to NTU students towards their NTU masters degree.

## **ACTION PLAN STATUS REPORT**

Appendix IX provides an update status report on the twenty-nine tasks identified for process development and continuous improvement in the AACSB Accreditation Plan, March 15, 1999.

[See [Appendix IX](#) for College of Business Strategic Plan]

## **APPENDIX I**

### **DESCRIPTION OF REVISED MBA PROGRAM (Approved by Graduate Curriculum Team and COB Faculty)**

# Extracted from Proof Copy, 2001/2002 FGCU Catalog

## PROGRAMS AND CURRICULA

### Master of Business Administration

The Master of Business Administration (MBA) program provides students with a challenging curriculum and preparation for leadership in careers across all types of business, service, and public organizations. This professional degree program emphasizes the application of analytical, technical, and behavioral tools to solve organizational problems. Within the coursework required for the degree, students learn fundamental concepts across all of the business disciplines. Leadership and teamwork, the appropriate application of technology, entrepreneurial approaches, and global and ethical awareness are integrated throughout the program.

**Course waiver.** The program is divided into 24 credit hours of foundation courses, 21 credit hours of required core courses, and 9 credit hours of concentration courses. Up to a maximum of 24 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed at a regionally accredited institution within the last five years with a grade of C or higher. Without waivers, the program length is 54 credit hours.

**Computer proficiency.** Before the end of the first semester, all students must demonstrate proficiency in computer information tools. It is recommended that students register for CGS 5938 Fundamentals Information Systems Tools (1 – 3 credit hours) to assess those skills. This course will be offered as individual modules through distance education. *These hours will not count towards the MBA degree.*

#### Coursework: MBA

##### Foundation courses (24 hours):

ACG 6025	Accounting Fundamentals for Mgrs (3)
FIN 5405	Foundations of Business Finance (3)
MAN 6055	Contemporary Management Concepts (3)
MAR 6815	Marketing Management (3)
ECO 5005	Foundations of Economics (3)
QMB 6305	Statistical Methods for Management (3)
ISM 6021	Management Information Systems (3)
QMB 6603	Quantitative Methods in Business (3)

##### Core courses (21 hours):

ACG 6075	Managerial Accounting (3)
FIN 6406	Financial Management (3)
MAN 6266	The Challenge of Leadership (3)
MAN 6607	Global Organizational Issues (3)
MAN 6501	Operations Management (3)
MAR 6807	Adv Marketing Analysis & Strategy (3)
GEB 6895	Business Strategy ( <i>capstone</i> ) (3)

##### Plus one of the following concentrations ( 9 hours):

###### **Finance concentration**

FIN 6246	Money & Capital Markets (3)
FIN 6515	Analysis of Investments (3)

Plus 3 hours of approved electives in finance.

###### **General Management concentration**

MAN 6289	Org Development & Change (3)
MAN 6305	Human Resource Management (3)

Plus 3 hours of approved electives in management.

###### **Interdisciplinary concentration**

Students may select 9 hours of electives from two or more disciplines in business. See college academic advisor for approval.

Note: The MBA program with an Interdisciplinary concentration is available by distance education. Please see college academic advisor for additional information.

## **APPENDIX II**

### **DESCRIPTION OF REVISED MS-CIS PROGRAM (Approved by Graduate Curriculum Team and COB Faculty)**

## Extracted from Proof Copy, 2001/2002 FGCU Catalog

### MS Computer Information Systems

The Master of Science in Computer Information Systems program prepares graduates for leadership positions in the information technology field. The program emphasizes the management and development of computer information systems and networks. The program is designed to provide a solid background in information systems management, systems analysis and design, database management and administration, information systems applications, data communication and networking, project and change management, electronic commerce, and contemporary business practices.

**Course waiver.** The computer information systems program is divided into 9 credit hours of business foundation courses, 18 credit hours of information systems core courses, and 12 credit hours of approved elective courses. Up to a maximum of 9 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed at a regionally accredited institution within the last five years with a grade of C or higher. Without waivers, the program length is 39 credit hours.

**Additional admission requirements.** In addition to the College of Business general admission requirements, applicants to the master's program in CIS must complete the following prerequisite courses or equivalent.

ISM 3010 – Information Systems (3)  
ISM 3230 – Introduction Business Programming (3)  
ISM 3232 – Intermediate Business Programming (3)  
ISM 3113 – Systems Analysis (3)  
ISM 3212 – Database Concepts & Administration (3)  
ISM 3220 – Data Communication & Networking (3)

**Computer proficiency.** Before the end of the first semester, all students must demonstrate proficiency in computer information tools. It is recommended that students register for CGS 5938 Fundamentals Information Systems Tools (1 – 3 credit hours) to assess those skills. This course will be offered as individual modules through distance education. *These hours will not count towards the MS degree.*

### Coursework: MS Computer Information Systems

#### Business foundation courses (9 hours):

ACG 6025 Accounting Fundamentals for Mgrs (3)  
MAN 6055 Contemporary Management Concepts (3)  
QMB 6305 Statistical Methods for Management (3)

#### Information systems core courses (18 hours):

ISM 5316 Project Management (3)  
ISM 5357 Enterprise Computing Strategy (3)  
ISM 6121 Information Requirements Analysis (3)  
ISM 6127 Database Concepts & Administration (3)  
ISM 6231 Network Development & Mgt (3)  
ISM 6 6239 Advanced Application Development (3)

#### Elective courses ( 12 hours):

Select four courses from the following, two of which must be outside the area of CIS:

ECO 5005 Foundations of Economics (3)  
MAN 6289 Org Development & Change (3)  
MAN 6501 Operations Management (3)  
MAR 6815 Marketing Management (3)  
MAR 6726 Marketing on the Internet (3)  
QMB 6603 Quantitative Methods in Business (3)  
ISM 5405 Decision Support Systems Applications (3)  
ISM 5910 Directed Independent Studies (3)  
ISM 5930 Topics in Computer Info Systems (3)  
ISM 6122 Information Systems Design (3)  
ISM 6337 Tech Documentation for IS Prof (3)  
ISM 6484 E-Business Infrastructure (3)  
ISM 6946 Practicum in Computer Info Systems (3)

**APPENDIX III**  
**DESCRIPTION OF BUSINESS MINORS**  
**(For non-business students)**

## Extracted from Proof Copy, 2001/2002 FGCU Catalog

### Minor in Advertising

The Minor in Advertising for *non-business majors* combines creative and critical thinking, communication theory and business application strategies, promotional writing, and design skill development within the marketing industry. The minor consists of six courses (18 credit hours) that should be completed in a specified order over at least three semesters. A grade of C or higher is required in all courses, and at least 12 of the 18 credit hours must be taken at FGCU. Students must demonstrate computer proficiency prior to enrolling. For additional information, please contact a College of Business academic advisor.

#### Coursework: Minor in Advertising

MAR 3023	Introduction to Marketing (3)
ADV 3000	Principles of Advertising (3)
ADV 3001	Creative Strategy (3)
MAR 3503	Understanding Consumers (3)
MAR 4333	Integrated Mkt Communications (3)
PUR 4000	Public Relations (3)

### Minor in Computer Information Systems

The Minor in Computer Information Systems (CIS) provides *non-business majors* the opportunity to explore the world of computers and information systems. Students will learn a series of computer applications and programming tools used to gain competitive advantage in the global information-age. To obtain a minor in CIS, students must complete a five-course sequence (15 credit hours) and one elective (3 credit hours). A grade of C or higher is required in all courses, and at least 12 of the 18 credit hours must be completed at FGCU. For additional information, please contact a College of Business academic advisor.

#### Coursework: Minor in CIS

CGS 1100	Introduction to Computers (3)
ISM 3010	Information Systems (3)
ISM 3230	Introduction Business Programming (3)
ISM 3212	Database Concepts & Administration (3)
ISM 3232	Intermediate Business Programming (3)

Plus one of the following:

ISM 3113	Systems Analysis (3)
ISM 3238	Advanced Business Programming (3)
ISM 3220	Data Communication & Networking (3)

### Minor in Management

The Minor in Management is for *non-business majors* who desire a greater understanding of how to lead people and organizations in today's dynamic business environment. The minor consists of six courses (18 credit hours) which will empower students with the basic competencies and knowledge needed by successful employees and managers. A grade of C or higher is required in all courses, and at least 12 of the 18 credit hours must be taken at FGCU. For additional information, please contact a College of Business academic advisor.

#### Coursework: Minor in Management

CGS 1100	Introduction to Computers (3)
MAN 3025	Contemporary Management Concepts (3)
MAN 3301	Human Resource Management (3)
MAN 3441	Conflict Management (3)
MAN 4120	Leadership & Group Dynamics (3)

Plus 3 hours of upper division business electives selected in consultation with a college academic advisor.

## Minor in Marketing

The Minor in Marketing is for *non-business majors* who desire an understanding of the theory and practice of marketing in a dynamic business environment. Students completing this minor will acquire the fundamental knowledge and skills needed to develop the competencies required by successful marketers. The marketing minor consists of six courses (18 credit hours). A grade of C or higher is required in all courses, and at least 12 of the 18 credit hours must be taken at FGCU. For additional information, please contact a College of Business academic advisor.

### Coursework: Minor in Marketing

CGS 1100 Introduction to Computers (3)  
MAR 3023 Introduction to Marketing (3)  
ADV 3000 Principles of Advertising (3)  
MAR 3503 Understanding Consumers (3)  
MAR 3400 Professional Selling (3)

Plus 3 hours of upper division business electives selected in consultation with a college academic advisor.

## Minor in Software Engineering

The Minor in Software Engineering provides *non-business majors*, especially in Mathematics and Engineering, the opportunity to acquire computer software design and development skills for building large application and system programs. The minor consists of six courses (18 credit hours), where at least 12 of the 18 credit hours must be taken at FGCU. A grade of C or higher is required in all courses, and the courses must be taken in a specified order over at least four semesters. For additional information, please contact a College of Business academic advisor.

### Coursework: Minor in Software Engineering

COP 2000 Programming Methodology I (3)  
COP 2001 Programming Methodology II (3)  
COP 3007 Programming Methodology III (3)  
COP 2532 Data Structures (3)  
COT 3400 Algorithms (3)  
CEN 3031 Software Engineering (3)

## **APPENDIX IV**

### **COLLEGE OF BUSINESS STRATEGIC PLAN (Primary Targets, Continuing Activities, Action Plan for Long-Term Goals and Budget Summary)**

## Strategic Plan Primary Targets College of Business

The College of Business will concentrate its attention in several primary targets to achieve its vision, carry out its mission, and support the University Strategic Plan.

- **Faculty Quality.** The success of the College is founded on the strength of its faculty. Hiring Ph.D. qualified faculty who can energize the success of the college mission through continuous improvement is a critical foundation. A balance of academic and applied interest, experience, and student centeredness, have been, and will continue to be, primary measures in the selection of faculty.
- **AACSB International Standards.** The College will aggressively embrace the international benchmarks for mission-driven program quality, faculty accomplishments, and student success established for business accreditation by AACSB-The International Association for Management Education. While fewer than 1/3<sup>rd</sup> of the business programs in the United States have achieved these standards, the college will endeavor to meet or exceed these benchmarks and gain AACSB accreditation.
- **Partnership – National Recognition.** The College will continue to nationally distinguish itself with its approach to partnership and interaction with the businesses and organizations of SW Florida. Through the CLI and its “Clinical Interaction” Business Partnership Model of access to faculty and student resources, the college will add value to its academic programs and strengthen the sustainable economic development of the region.
- **International Program – National Recognition.** The College will further the international recognition of its “Second Circle” International Model. Academic depth for faculty, programs, and students will be enhanced in building global awareness across the college through bridging academic and business partnerships between SW Florida and other, select, areas of the world.
- **Technology – National Recognition.** The College will academically distinguish itself with an integration of technology throughout its curriculum. In addition, the college will establish itself as the technology leader in higher education in SW Florida. This leadership will be the foundation for expanding technology programs in computer and engineering related areas at Florida Gulf Coast University.

## Strategic Plan Continuing Activities College of Business

There are nine areas of continuing activity supporting these primary targets.

1. **Student Life.** Continue to expand student organizations. The college now has Graduate and Undergraduate Business Associations, a national business honor society, and three discipline specific student organizations. An alumni organization will also be formed as part of this effort. Faculty will continue their career-advising role.

2. **Enrollment.** Continue to maintain a strong portion of the undergraduate and graduate enrollment in the University. The college now has about 30% of declared undergraduate majors and 40% of the graduate enrollment at FGCU. We will work with the Associate VP for Enrollment Management to meet enrollment, retention and diversity goals set for the college. Continued involvement in minority reach-out programs such as Pueblo Bonito Migrant Farm Worker Project, Public Schools Enrichment Program, and Scholar's Club recognizes the importance of community presence in minority recruitment efforts.
3. **Faculty Quality.** The College will continue to recruit Ph.D. qualified faculty in a range of academic ranks. Building on our recent hiring of three Alico Chaired Professors, the college will insure that faculty development is a priority in college planning. Summer scholarship grants will be continued for college faculty.
4. **Instruction.** The College will focus on continuous improvement to insure excellence in our learning environment. Recent national test results placed the baseline level of undergraduate instruction in the college at the 63<sup>rd</sup> percentile in a large database of business school seniors. Similar quality benchmarks from AACSB data will be developed to assess graduate program success. Integrated Program Matrix tools will be used across all business school academic programs.
5. **External Programs.** The College has made itself an important part of the economic development being planned for SW Florida. The college will continue this effort and be a major participant in the growth of the Center for Leadership and Innovation and Small Business Development Center within the new Business Research and Technology Park being contemplated for the area. As it shapes and directs its external activities, the college will draw on the University support being established for external outreach activities and traditional research grants.
6. **Sustainable Environment.** The College will continue to actively participate in advancing the environmental consciousness associated with the FGCU mission. This will include involvement in the University Colloquium course, partnership in the Institute for Sustainability in the CLI, the use of conflict resolution resources in public policy issues associated with environmentally sustainable growth in SW Florida, and faculty scholarship such as a recent project to incorporate decision analysis to support sustainability policy issues.
7. **Technology.** The College will continue to position itself as the higher education technology leader in SW Florida. This includes information systems strength and integration across the entire business curriculum, partnerships to expand computer science and engineering programs in the area, innovative distance learning activities, and workforce programs to develop technical skills.
8. **Planning.** Continue to use the college's database tool, the *Faculty Resource Management Plan*, as the major instrument to measure activity and deployment of faculty, program success, and continuous improvement progress. Link measures to University and AACSB accreditation accountability.
9. **Building.** Continue plans for a new and expanded College of Business and Technology complex. As reflected in the college proposal for the University's planned Capital Campaign, a new building complex would permit the college to expand its enrollment and support the growth of technology as one of the primary strengths of the business school and future academic programs related to computer technology and engineering.

## **Strategic Plan Action Plans for Long Term Goals College of Business**

Integrated into the continuing activities are the following action plans supporting the long-term goals.

### **Academic Goals**

1. Partnership with Arts and Sciences to couple the Environmental Studies Degree Program with an MBA in a 3/2 Program
2. Continue to provide opportunities for all students to engage in a research project experience in senior-level capstone courses, and seek opportunities for 20 students per semester to join faculty in scholarship projects
3. Ensure 60% of the faculty have some international exposure under the "Second Circle" International Model to help bring international perspectives to 10% of classes.
4. Ensure 10% of business students are either from other countries or are FGCU Business students exposed to international environments
5. Provide external summer grant support for scholarship and instruction to 33% of the faculty on an annual basis

### **Enrollment Management Goals**

6. Hire full-time support staff to administrate College enrollment management services to help ensure College achieves enrollment target of 20% of University enrollment, exceed University 1 and 2 year retention rates, tracks progress and improvement plans of students on probation, and graduates quality students who score in the 67<sup>th</sup> Percentile or higher on the National ETS Major Field Exam in Business
7. Expand faculty career advising role to ensure every faculty member is allocated an equitable share of majors and makes initial contact with 100% of admitted business students
8. Link network of businesses and retired executives with University Career Development Services and Employer Relations through the CLI.

### **Diversity Goals**

9. Create action plans to meet or exceed AACSB and University goals for student diversity. Include Undergraduate Business Association student participation in high school outreach using Junior Achievement Business training service programs targeted at schools with high minority enrollment.
10. Expand target markets when recruiting faculty by advertising in minority faculty publications, seeking minority candidates for informal interviews at professional conferences, and notifying Ph.D. candidates and faculty at predominantly minority Universities
11. Aggressively participate in efforts led by Human Resources to strengthen recruitment of underrepresented groups to reach University and five-county region benchmarks

### **Community Partnership Goals**

12. Develop a business and research technology park near campus, using external support.
13. Expand the College of Business Advisory Council to include Advisory Boards for each department.
14. Ensure 80% of the faculty are involved in CLI economic development and partnership activity.
15. Support development of the Small Business Development Center and expand applied institutes to 10 to assist area businesses and organizations
16. Expand the internship program to 25 student internships to encourage student interaction with the business community.
17. Expand Professional Development Certificate Programs to 10 per year

### **Institutional Planning and Effectiveness Goal**

18. Refine the College's Consumption Function into a quantitative model founded on enrollment patterns

### **Technology Goals**

19. Complete deployment of the full MBA program on the Internet to reach working professionals and 'Second Circle' Partnership Universities
20. Complete the migration of the AACSB Accreditation Effort to the WWW
21. Install and monitor a College-dedicate network server
22. Hire a full-time technology support staff person to monitor dedicated server, maintain College/AACSB Web Sites, and provide dedicated technology support for student and faculty instructional activity

## Strategic Plan Budget Summary College of Business

Twenty-two action items have been created to directly support eight objectives and six goals within the University Strategic Plan for 2001-2005. These action items also directly support the College of Business Candidacy Plan and strategy for Accreditation by the International Association of Management Education – the AACSB.

To support the action items, these are the costs that would be involved:

- State New Recurring
  - \$95,000 for support staff for **Technology** and **Enrollment Management**
  - \$ 2,500 to support student participation in a **Diversity** outreach project
  - \$ 2,000 to strengthen **Diversity** in faculty recruitment candidate pools
  - \$ 2,000 to operate and monitor server supporting College **Technology** programs
  - \$40,000 for undergraduate student **Academic** research assistance
  - \$141,500
  
- State New Non-recurring
  - \$ 5,000 to build University Consumption Function Model for College Enrollment **Management**
  - \$10,000 for purchase of Server to support College **Technology** programs
  - \$ 15,000
  
- State Recurring
  - \$ 10,000 for support of Faculty involvement in ‘Second Circle’ International Model **Academic activities**
  - \$ 10,000
  
- CLI Generated Recurring Revenues from Partnerships and Economic Development
  - \$ 5,000 to link student career placement with network of businesses and retired executives **Enrollment Management** program
  - \$ 2,500 to support student participation in a **Diversity** outreach project
  - \$ 3,000 to support College and Department **Community Partnership** Advisory Boards
  - \$ 55,000 for **Academic** programs providing summer grant support for faculty scholarship and instruction
  - \$ 250,000 to support sponsored faculty involvement in **Community Partnership** economic development and partnership activity
  - \$ 315,500
  
- External Gifts and Partnerships
  - \$ 10 million for a **Community Partnership** business and research technology park
  - \$ 10,000,000

## **APPENDIX V**

# **VALIDATION OF FGCU BUSINESS FACULTY INTELLECTUAL CONTRIBUTIONS AND ACADEMIC AND PROFESSIONAL QUALIFICATIONS**

**Allan D. Spritzer**  
**Allen and Ruth Harris Chair of Excellence in Business**  
**College of Business**  
**East Tennessee State University**

P.O. Box 70619, Johnson City, TN 37614-0619 Phone: 423439-4700 Fax: 423-439-6671 E-Mail: [Spritzer@ETSU.edu](mailto:Spritzer@ETSU.edu)

February 6, 2001

**TO:** Dr. Richard Pegnetter  
Dean of Business  
Florida Gulf Coast University

**FROM:** Allan D. Spritzer

**SUBJECT: VALIDATION OF FGCU BUSINESS FACULTY INTELLECTUAL  
CONTRIBUTIONS AND ACADEMIC AND PROFESSIONAL  
QUALIFICATIONS**

This is a report of the results of my activities during my visit to Florida Gulf Coast University's College of Business, February 3-6, 2001, for the purpose of validating the school's self-reported faculty intellectual contributions and academic and professional qualifications.

During this visit, I read the resumes of all 33 full-time business faculty members to validate the quantity and quality of faculty scholarship during the three year period beginning 1997. I also assessed the academic or professional qualifications of each full-time faculty member. In addition, I met with the faculty and administrative leadership of the College of Business to report the results of my assessments and to provide other guidance as the school approaches its 2001-2002 self-evaluation year for initial AACSB business accreditation.

From my review of the faculty resumes, it is clear that the vast majority of the faculty are engaged in scholarly activities that are appropriate for a business school offering degree programs at the undergraduate and graduate levels. A total of 31 of the college's 33 faculty produced some form of intellectual contributions during the period from 1997 to 2000. A total of 25 of the 33 faculty members authored or co-authored one or more peer reviewed journal articles. For some faculty members, improved productivity of quality intellectual contributions will be desirable during the remaining months of the reporting period to be included in the school's self-evaluation report for initial accreditation.

According to my assessment of faculty training and scholarship in their respective fields of teaching, a total of 26 of the 33 full-time faculty are clearly academically qualified, one faculty member is professionally qualified and 6 are of questionable academic qualification. Most of the latter group could be determined to be academically qualified by the time of submission of the self-evaluation report if they improve the outputs of their scholarly activities.

In summary, based upon my analysis of faculty data sheets, my review of other documentation prepared by the school, and my other observations during the visit, the school appears to be making good progress toward initial accreditation.

**APPENDIX VI**  
**FACULTY WORKSHEET**



**APPENDIX VII**  
**NTU PARTICIPATING UNIVERSITIES**

## NTU Participating Universities

University of Akron  
University of Alabama in Huntsville  
University of Alabama, Tuscaloosa  
University of Arizona  
Arizona State University  
University of Arkansas  
University of California at Berkeley  
University of California, Davis  
University of Colorado at Boulder  
Colorado State University  
Columbia University  
University of Delaware  
University of Florida  
Florida Gulf Coast University  
The George Washington University  
Georgia Institute of Technology  
University of Idaho  
University of Illinois at Urbana-Champaign  
Iowa State University  
Kansas State University  
Kettering University  
Lehigh University  
The University of Maryland College Park  
University of Massachusetts at Amherst  
Massachusetts Institute of Technology  
Michigan Technological University  
University of Minnesota  
University of Missouri – Rolla  
National Technological University  
University of Nebraska – Lincoln  
New Jersey Institute of Technology  
The University of New Mexico  
New Mexico State University  
North Carolina State University  
Northeastern University  
Oklahoma State University  
Old Dominion University  
Purdue University  
Rensselaer Polytechnic Institute<sup>9</sup>  
University of South Carolina  
University of Southern California  
Southern Methodist University  
The University of Tennessee, Knoxville  
Vanderbilt University  
University of Washington  
University of Wisconsin – Madison

**APPENDIX VIII**

**NTU AGREEMENT  
AND REQUIREMENTS FOR IMBA**

**NATIONAL TECHNOLOGICAL UNIVERSITY**  
**Agreement and Requirements for**  
**NTU International Master of Business Administration (IMBA)**  
**Participating Universities**

The document which follows was generated by scanning a facsimile of the original NTU document, and running it through an Optical Character Recognition (OCR) program to create an electronic archive.

Every attempt was made to correct any errors caused by the OCR process and to duplicate the formatting of the original document.

A copy of the signed document is archived in the College of Business.

Jim Breitbach  
FGCU College of Business  
March 8, 2001

**NATIONAL TECHNOLOGICAL UNIVERSITY**  
**Agreement and Requirements for**  
**NTU International Master of Business Administration (IMBA)**  
**Participating Universities**

**NTU IMBA VISION: Enabling professionals and managers  
to share premier educational resources globally via telecommunications.**

This is a request to become a participating university of the National Technological University (NTU). The basic agreement and resulting responsibilities are stated herein.

**I. Introduction**

The National Technological University (NTU), an accredited university and satellite network operator, maintains the exclusive mission to serve the advanced educational needs of graduate engineers, technical professionals and managers; and to award degrees at the master's level.

NTU was established in Colorado as a non-profit corporation in 1984. NTU is recognized by the Federal Government as an exempt organization under Section 501(c)(3) and 509(a)(1) of the Internal Revenue Code. A Board of Trustees governs NTU.

NTU participating universities consist of institutions which have an agreement with NTU to produce credit and/or non-credit courses for broadcast via the NTU Satellite Network. NTU provides a sophisticated Satellite Network for delivery of credit and short courses to subscribing industrial, educational and government receiving sites. Universities can realize a number of benefits from participation, including increased exposure, income, cooperation and access to quality courses.

The academic programs offered by NTU draw upon approved course offerings from the Participating Universities. Each Participating University evaluates and records grades for students competing courses through NTU. The student grades are recorded by NTU at the end of each term.

**II. Status**

Since its inception, NTU has evolved into a rapidly growing institution of higher education with accreditation from the North Central Association of Colleges and Schools. The NTU Annual Report provides detailed information concerning NTU, with a list of subscribing organizations and participating universities.

**III. Requirements for Becoming an NTU IMBA-Participating University**

AACSB accredited institutions become an NTU Participating University by simply signing this agreement. Most NTU institutions belong to AACSB. However, those who do not may join NTU by meeting the following criteria:

1. Have a commitment to join with other institutions to serve advanced educational needs via NTU. This commitment will be recognized by the signature on this document of a high-ranking administrator such as the Business Dean or the President of the university;
2. cooperate in good faith with NTU to accomplish the NTU vision;
3. be accredited by the AACSB-American Assembly of Collegiate Schools of Business, or in the case of universities outside the U.S., adhere to the AACSB standards for accreditation;
4. have appropriate facilities, budget and manpower to successfully deliver high quality courses via the NTU Satellite Network for broadcast;
5. offer strong graduate programs in areas of interest to NTU;
6. award 50 or more graduate business degrees annually;
7. be able to grant credit to NTU students for courses from the institution delivered via NTU;
8. invite NTU staff to visit the institution to view its facilities and discuss the commitments and reimburse the visiting NTU staff for reasonable expenses associated with the visit. Other than this charge, there are no fees associated with becoming an NTU Participating University.

#### **IV. Participant's Options**

1. NTU IMBA Participating Universities may participate by producing courses for:
  - a. credit/audit and non-credit;
  - b. credit/audit; or
  - c. non-credit only.
2. NTU IMBA participating universities may choose to use NTU delivered credit/audit courses from other institutions via the NTU Course Exchange Policy.

#### **V. University Commitment**

1. Identify an NTU Administrative Contact to interface with NTU;
2. provide the appropriate technical infrastructure including equipment and personnel to operate an instructional television system;
  - a. experience delivering graduate courses via an ITV system;
  - b. graduate degrees awarded where all or almost all requirements were met via ITV;
  - c. uplink and digital encoder in place or to be installed;
  - d. at least one fully-equipped ITV classroom and/or one TV studio;
3. offer courses to NTU from educational areas of excellence, usually associated with research areas of excellence, and provide information as to why these areas are exceptional, with a proposed advance schedule;

4. encourage faculty participation in NTU and provide orientation to instructors regarding NTU policies and practices;
5. provide short courses and seminars as desired;
6. participate in NTU meetings.

Participating Universities are urged to use the NTU Satellite Network for purposes that support the NTU mission.

## **VII. Responsibilities of NTU**

1. Provide the NTU Satellite Network for delivery of educational materials;
2. provide the academic infrastructure for the degree programs;
3. maintain all financial records;
4. provide Participating Universities with appropriate documents and payments;
5. expand the number of participating students by marketing university generated courses.

## **VIII. Participation Agreement**

The requesting university concurs with the organizational financial framework of NTU and wishes to participate as an NTU IMBA Participating University.

Termination of NTU IMBA membership can be realized by a one-year written notice by either party with negotiated settlement of any items of concern.

REQUESTING UNIVERSITY  
FLORIDA GULF COAST UNIVERSITY  
University Name

NATIONAL TECHNOLOGICAL UNIVERSITY

By: /s/ Roy McTarnaghan  
Title: President  
Date: January 28, 1997

By: /s/ Gearold R. Johnson  
Title: Academic Vice President  
Date: March 1, 1998

Please send this document to: Gearold Johnson, Academic Vice President, National Technological University, 700 Centre Avenue, Fort Collins, CO 80526.

## NTU RECOMMENDATIONS FOR MEMBER UNIVERSITIES

NTU strives to continually improve its programs for, and service to its customers. This is an outline for participating institutions of the items that need attention so your credit courses will attract the enrollments desired, and that the NTU program functions smoothly.

Member universities can participate as producers of credit courses and/or short courses. The short courses are not offered for credit, and each course is individually developed in consultation with the NTU Director of the Advanced Technology and Management Programs. Therefore, this document focuses on the academic program only.

The principal players in the NTU academic system are:

1. NTU Academic Vice President-responsible for the NTU academic programs.
2. NTU Registrar-performs the normal registrar's functions.
3. NTU Academic Coordinator-produces the NTU Bulletin and Class Schedule.
4. Administrative Contact-provides the interface between the institution and NTU.
5. Academic Program Administrators-Department Chairs, Curriculum Committee Members, and consultants who are faculty at participating institutions.
6. Faculty Representatives-appointed by the institution to represent them at NTU faculty meetings in fields of interest to the university. The Faculty Representative should work to provide NTU students with the best instructors and courses available from the institution. Sequences of courses with advanced planning for broadcast are desired.
7. Instructors-teach classes via the NTU Satellite Network; responsible for academic integrity of classes; set class policy regarding homework and examination schedules and due dates. The instructors are requested to implement the NTU Policies and Guidelines for remote teaching. Outstanding television instruction requires substantial planning and effort.
8. ITV Chief Engineer-participate in the NTU Network Engineers organization. This group meets twice a year to share technical information and improve operations

### **University Responsibilities:**

Each institution has its own unique administrative structure for its Instructional Television Program. From past experience, NTU has found it to be useful if the institution's ITV administration has strong ties with the Engineering College.

- Assign an Administrative Contact
- Each member university is asked to approve of and encourage the faculty who are asked to serve as NTU academic program administrators. These representatives should have a true interest in

NTU's mission and be willing to work with department faculty and the Administrative Contact to identify the best courses and instructors for submission to NTU for broadcast consideration. The course selection process will identify the courses to be broadcast.

### **Administrative Contact Responsibilities:**

A very important appointment that the institution must make is that of the NTU Administrative Contact. This person will be the major contact with NTU, and should have the responsibility, resources and authority to accomplish the tasks. The Administrative Contact's tasks include:

- Send the NTU Academic Coordinator the graduate and undergraduate catalogues.
- Work with the Faculty Representatives to identify the best courses and instructors in the fields of interest.
- Collect and submit to the NTU Academic Coordinator accurate course descriptions for the NTU Bulletin on the NTU Course Approval Form.
- Send the course syllabus to the enrolled Students before classes start and monitor the flow of homework and examinations.
- Inform the instructors of appropriate television teaching methods as well as NTU policies.
- Identify the mechanism for registering NTU students at your institution
- Attend NTU meetings to discuss problems and policies. There is an elected NTU Administrative Contact Steering Committee which works with NTU staff to improve NTU programs.

### **NTU Responsibilities**

- The NTU administration of its academic programs is headed by the Academic Vice President who chairs the Academic Executive Committee (AEC) which consists of the Chairmen of each of the NTU degree programs. The chairmen are selected from NTU participating schools. Each chairman administers the program as desired, but they all have a committee structure consisting of participating faculty to help choose the courses and operate the academic program. Program chairs are retained as consultants to NTU as are some of the other committee members. Academic policies are determined by these groups.
- The NTU Faculty Representatives of each program meet once a year to discuss academic matters. Faculty Representatives are paid an honorium plus expenses for their participation.
- NTU teaching faculty will be paid a per semester credit hour consulting fee if agreed to by the participating institution. Teaching faculty and Faculty Representatives are invited to investigate student advising possibilities with the program chair. NTU advisors are paid a modest fee for this activity.
- NTU is responsible for performing the usual university support tasks such as student admissions and records, maintaining financial records, promoting the academic programs, developing new programs, maintaining accreditation and most important, continually improving the quality of the courses and the programs. This last item must be a cooperative endeavor with the participating institution.

## **Operation**

NTU participating universities are urged to identify areas or interest to NTU subscribers in which they have special expertise. These areas are often associated with outstanding teachers and/or strong research programs having sequences of courses providing an in-depth coverage of the topic. The institution should provide NTU with such course sequences including a three-year schedule for delivery. The action will allow interested students to plan their programs in advance. Some NTU institutions have arranged to allow NTU students access to their degrees, including the Ph.D. degree, by taking NTU delivered courses coupled with an on-campus semester to complete a program. These actions will identify the institution as a center of excellence in the technical area to NTU subscribing organizations. Credits earned at the participating institution are transferred to NTU and applied to the NTU degree.

The NTU Academic Coordinator works with the Administrative Contact who in turn works with the Faculty Representative and course instructor to obtain detailed course descriptions. This information is used to prepare the NTU Bulletin as well as the Class Schedules. It is important for the Administrative Contact to meet the schedules established by NTU. Course descriptions should be up to date to minimize last minute changes. Course materials should be sent to enrollment sites well in advance of the first broadcast, and instructors should understand how the system works so they do not impose unrealistic constraints on the students. NTU staff is available to work with the Administrative Contact to ensure a smooth, high-quality operation.

NTU plans to deliver Faculty Professional Development programs to aid the faculty at participating institutions to update their competence. NTU has also developed a course exchange policy which allows affiliated institutions access to NTU broadcast courses at reasonable fee. This policy can aid NTU universities to deal with faculty shortages and improve faculty productivity. Joint research efforts are also encouraged.

NTU is instituting a Total Quality Management (TQM) program in an effort to improve all aspects of its operations. Participating universities will be asked to participate actively in this program. The primary goal of the TQM effort is to continually improve the learning accomplishments of the NTU students.

**APPENDIX IX**

**AACSB ACTION PLAN STATUS REPORT**

## Year 2 Report - ACTION PLAN

Tasks	Resource Requirements	Target Date & Responsibility	Status
<b>I. Mission</b>			
1. Revise mission statement to identify characteristics of students served (M.3); specify relative emphasis on teaching, intellectual contributions, and service (M.4); update language to emphasize strengths.	None	Spring 1999. Faculty, Dean, Chairs, Student Advisory Board, College Advisory Board, & Faculty Task Force	<b>Done, Spring/Fall 1999.</b>
2. Examine educational objectives of each degree program to ensure they complement the revised College Mission statement (M.3); and identify characteristics of students and others served by programs.	None	Fall 1999. Chairs & Faculty	<b>Done Fall 1999.</b>
3. Develop assessment strategies to ensure outcomes of College programs and activities are consistent with the mission (M.4).	\$5,000 – Release time for faculty member to coordinate assessment of student outcomes plus costs of ETS exams, survey instruments, and data input.	Academic Year 1999/2000. Associate Dean, Chairs, Curriculum Committees & Outcomes Assessment Coordinator	<b>Done.</b> Faculty <b>approved use</b> of UG and Grad Self Report Surveys, and UG ETS major field exam, Spring 2000. \$2300 has been spent for exams, postage and copying; \$960 for part-time staff support to date; and faculty member given a service assignment.
4. Implement assessment strategies to ensure outcomes of College programs and activities are consistent with the mission	See Item I. 3 above.	Spring 2000. Associate Dean, Chairs, Curriculum Committees & Outcomes Assessment Coordinator.	<b>Implemented</b> Spring 2000. First administration of ETS Exams and Self Report Survey scheduled for end of Spring Semester 2000.

Tasks	Resource Requirements	Target Date & Responsibility	Status
<b>II. Faculty Composition and Development</b>			
1. Quickly execute recruitment plans to fill current (one each in Decision Sciences and Accounting) and anticipated (one each in Accounting and Finance) vacancies (FD.1).	Recruiting Cost - \$ 20,000	Fall 1999. Dean, Associate Dean & Chairs	All vacancies noted in 1998/99 Candidacy Plan <b>have been filled</b> , including three new Endowed Chairs. Current vacancies include one in Decision Sciences and one in Management (interview stage), and one in accounting to be advertised in Summer 2001.
2. Develop recruitment plans to fill faculty and staff lines needed to accommodate new programs and enrollment growth (FD.1).	Recruiting and line cost to be determined.	Fall 1999. Dean, Associate Dean, & Chairs	Two faculty lines for new M.S. Degrees, as program growth requires. State approved plan calls for \$120,876 in additional resources to support program growth by 5 <sup>th</sup> year.
3. Train and orient administrators concerning terms and conditions of employment and decision making prerogatives under the collective bargaining agreement (FD.3a).	None - in house.	Fall 1999. Dean, Associate Dean, Chairs, & Vice President for Academic Affairs	Academic Affairs Training Seminars were <b>conducted in</b> Spring 2000.
4. Prepare enrollment projections based on actual experience and assess whether there are an adequate number of faculty to support College mission and programs (FD.4b).	None	Fall 1999 & update annually. Dean, Associate Dean & Chairs	Current (Fall 00) SCH = Minimum FTE of 15. Projections based on three years experience suggest adequate faculty for 5 years (except for new M.S. programs described in II.2. above).
5. Fill current and anticipated vacancies to ensure at least 60% of discipline student credit hours are taught by full-time faculty (FG.4b).	See Item 1 previous page.	Academic Year 1999/2000. Dean, Associate Dean, Chairs & Faculty	See Items II. 1 and II. 4 above.

Tasks	Resource Requirements	Target Date & Responsibility	Status
<b>III. Curriculum Content and Evaluation</b>			
1. Perform utilization analysis of the undergraduate program concentrations (C.2.1).	None	Academic Year 1999/2000, & update annually. Curriculum Committees, Advisor, Chairs & Faculty	Utilization analysis <b>done</b> , December 1999. 8 UG concentrations eliminated.
2. Develop long-term plans for course offerings to facilitate student planning and advising.(C.2.1).	None	Summer 1999 & update annually. Advisor, Program Coordinators, Chairs	Undergraduate programs <b>completed</b> . Graduate program plans to be completed Spring 2001.
3. Revise MBA curriculum to insure breath, reduce number of concentrations, and establish standard course offering sequence to better manage enrollments and faculty assignments (C.2.1).	None	Fall 1999. Graduate Program Committee, Student Advisor, Chairs & Faculty	Faculty <b>approved</b> revised MBA curriculum Fall 2000, for implementation Fall 2001.
4. Update undergraduate integrated program matrices to reflect changes in College and Program Goals or Competencies; and create graduate integrated program matrices (C.2.2).	None	Academic Year 1999/2000. Chairs & Faculty.	Undergraduate and graduate program matrices <b>done</b> .
5. Develop and implement assessment strategies for University student learning outcomes and College/Program competencies (C.2.2).	See Item I. 3 under Mission Standard.	Academic Year 1999/2000. Curriculum Committees, Academic Advisor, & Outcomes Assessment Coordinator.	See Item I. 3 under Mission Standard.

Tasks	Resource Requirements	Target Date & Responsibility	Status
<b>IV. Instructional Resources and Responsibilities</b>			
1. Hire technology and distance learning support staff member (IN.1).	\$70,000 (Salary/benefits/recruiting). In College or University assigned resources.	Fall 2000. Dean & CIS Chair	University Administration studying College recommendation for permanent support staff member. In the interim, the College engages two part time staff and relies on existing central IT support.
2. Offer faculty development opportunities related to the teaching and integration of ethics, international perspectives and technology in the curriculum (IN.1).	\$15,000	Academic Year 1999/2000, and then annually. Dean, Associate Dean & Chairs.	Ethics Faculty Workshop <b>conducted</b> September 2000 (Business Ethics Professor from University of Louisiana facilitated) (\$2,000); business faculty <b>presented</b> Web-based tutorial for business faculty at workshop in November 2000; five faculty participated in <b>international activity</b>
3. Develop, document and implement College administrative support system (IN.1).	None	Spring, 2000. Associate Dean & Program Coordinator	<b>Done.</b> On-line Handbook completed Fall 1999, and introduced at Fall 1999 Faculty Retreat.
4. Develop policy and tracking mechanism to ensure that students have adequate training in and exposure to the use of library resources (IN.2).	None	Spring, 2000. Chairs & Faculty	Tracking report <b>completed</b> by Business Liaison in Library, Fall 1999. Library utilization plan under study by IRR Committee.

Tasks	Resource Requirements	Target Date & Responsibility	Status
<b>IV. Instructional Resources and Responsibilities (Continued)</b>			
5. Create supplemental evaluation form for student evaluation of teaching effectiveness (IN.2).	None	Spring 2000. Chairs, Faculty, & Faculty Senators.	<b>Done.</b> College participated in University test.
6. Develop and implement assessment strategies for evaluation of student achievement (IN.2).	See Item 3 under Mission Standard.	See Item 3 under Mission Standard.	See Item 3 under Mission Standard.
<b>V. Students</b>			
1. Upgrade the staff lines for the Undergraduate Advisor and Advising Office Manager to permanent positions (S.1).	Undergraduate Advisor: \$39,000 (salary & benefits) Office Manager: \$29,000 (salary and benefits)	Fall 2001. Dean, Associate Dean & Student Affairs Coordinator	Undergraduate advisor <b>hired</b> . University administration studying College plan to hire additional advisor resource. In the interim, the College uses part time staff to accomplish needed advisor functions.
2. Work with Student Services to develop and improve student-recruitment goals and processes (S.1a).	None at this time, but as enrollment grows additional resources will be needed in Student Services to address Action Items 2 – 4.	Spring 2000. Marketing Task Force.	University <b>hired</b> Vice President for Enrollment Management and Marketing to strengthen central efforts in Fall 2000.
3. Work with Student Services to enhance demographic diversity in the student population (S.1b).	None at this time.	Spring 2000. Marketing Task Force.	See Item V.2 above.
4. Work with Student Services to track and improve student retention (S.1.c-d).	None at this time.	Spring 2000. Marketing Task Force	See Item V.2 above. College interim initiative to track retention - <b>done</b> .
5. Work with Career Planning and Development Director to enhance placement/internship opportunities for students and to develop a placement database for outcomes assessment (S.2).	None at this time, but as enrollment grows additional resources will be needed in Career Planning and Development.	Spring 2000. Marketing Task Force, Chairs & Faculty.	See Item V.2. College initiative for creating internship program and process; College database for alumni <b>completed</b> ; and career employment survey <b>completed</b> as interim steps.

Tasks	Resource Requirements	Target Date & Responsibility	Status
<b>V. Students (Continued)</b>			
6. Appoint faculty member to direct and coordinate the student intern program (S.2).	One Course Release/Semester: \$5,000	Fall 2000. Dean, Associate Dean & Chairs	Intern program has been centralized within University; with College <b>appointed</b> coordinators.
7. Develop alumni and employer surveys to provide program assessment information on student selection, planning and placement (S.1 and S.2).	See item 5 above.	Spring 2000. Marketing Task Force & Faculty Senators.	See Item 3 under Mission Standard for Alumni surveys. Employer surveys to be centralized within University. Interim alumni employment survey <b>completed</b> as interim step.
<b>VI. Intellectual Contributions</b>			
1. Develop scholastic support system to enhance scholarly productivity of all faculty members and to mentor faculty with inadequate intellectual contributions (IC.1).	None	Spring 2001. Chairs.	Move up to Spring 2000. New minimum standards for meeting academic qualified expectations <b>completed</b> ; and chairs established mentoring through Profession Development Plans.
2. Develop intellectual contributions standards for graduate faculty (IC.1)	None	Fall 1999. Graduate Programs Committee & Chairs	<b>Done.</b> Approved by faculty in January 2000.