



College of Business



Accreditation Maintenance Annual Report

July 1, 2009

Address Questions and Comments to:

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Introduction

The College of Business has continued its commitment to the continuous improvement by utilizing its resources to enhance the quality of education and the learning environment for faculty, students, and staff. Major initiatives included expanding collaborative relationships with Hagerstown and Frederick Community Colleges, re-designing the MBA essential requirements for non-business students, implementing the assessment of the undergraduate and graduate programs, development of a plan to offer all MBA courses online, at least once in every academic year, hiring new faculty members with high potential for Intellectual contribution, establishing a Computer Classroom with the capacity of 25, equipped with computer desk and laptop for each student in class, implementing the “Extra Mile Award,” establishing a Co-mentoring program for new faculty, implementing the adjunct faculty orientation program, and re-activating SEDONA as a tool for maintaining and reporting appropriate data to AACSB.

Recent Progress on Existing Priorities

Progress on the priorities identified in June 2008:

1. Continue to improve and expand relationships with regional Community Colleges and High Schools.

EXAMPLE: A meeting was held with representatives from the College of Business and Frederick Community College to explore collaboration for increasing the number of transfer students to FSU *Business* Programs.

PROGRESS: The College of Business Executive Council (CEC) identified two Community Colleges in Washington and Frederick County, and a faculty member within the College was given an assignment to contact the director of the business programs in those Community Colleges for scheduling an exploratory meeting and search for opportunities to enhance inter-institutional relationships and collaboration. The Interim Dean and the designated faculty member met with the Chair of the business program at Frederick Community College, and discussed matters related to the transfer students. The result was an agreement on Transfer Credits and development of Course Equivalency Charts that are now available to students and their advisors in FCC. A meeting will soon be scheduled with the Head of the Hagerstown Community College with a similar agenda.

2. Seek ways to enhance MBA enrollment.

EXAMPLE: Creation of a position at the college with the title of “MBA Organizational Recruitment Officer,” Newspapers advertising, other promotional materials, presentation by MBA Program Coordinator at open-houses, changes in the MBA Essentials, planning for offering the MBA program totally online, and presentation by the Interim Dean in non-business classes to increase the enrollment of home-grown MBA students.

PROGRESS: The College of Business designated one the faculty members to take on the role of the MBA Organizational Recruitment Officer. The designated faculty receives one course re-assigned time and some stipend, and is responsible for: a) create a database with name and

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contact information of the HR directors in all organizations with 15 or more employees in the surrounding communities, and b) arrange a meeting for the interim Dean and/or the MBA coordinator with the HR directors to discuss the possibilities of those organizations sponsoring the educational costs of some of their employees for enrollment into our MBA program..

The MBA Program Coordinator appeared in Admission Open Houses at the University System of Maryland Center in Hagerstown, and made presentations about the MBA program.

MBA Essentials were changed from a total 10 one-credit course to three 3-credit courses that cover accounting, finance, management, marketing, and quantitative analysis.

The interim Dean made a total of 22 presentations in classes with non-business majors to introduce the offering the new essential courses in an attempt to recruit students with non-business background to the MBA program.

The MBA Program Coordinator is preparing a proposal for submission to the Maryland Higher Education Commission for approval to offer the MBA program totally online in order to make the program more accessible to the working/nontraditional students.

3. Continue to evolve the Professional Development program for faculty members.

EXAMPLE: Additional funds to support faculty participation at conferences encourage faculty participation in various workshops and seminars, encourage faculty to utilize the College of Business seed money, establish Extra Mile Award, develop and implement co-mentoring plan, develop orientation for adjunct faculty, and reactivate SEDONA.

PROGRESS: Additional funds from the College of Business operating fund were made available to support faculty travel to conferences after exhaustion of their base travel and the journal award fund.

The College Executive Council proposed a new award to be presented to faculty and staff who go beyond the day-to-day job performance to make a difference in teaching, intellectual contribution and service. The Extra Mile Award was reviewed and implemented by the Faculty Development Committee in fall 2008.

A new co-mentoring plan was proposed, approved by faculty, and implemented under the leadership of department chairs in fall 2008 (pairing new faculty with two mentors, one in discipline-area and another in an area of personal/professional interest, which could be outside department/college).

For the first time in the College of Business, an orientation program for Adjunct faculty was developed and implemented in fall 2008

The College of Business reactivated the use of SEDONA for recording important AACSB documents for our maintenance of accreditation.

The College of Business Seed money was awarded to Dr. Evan Offstein to pursue his research for writing his second and third book in the field of leadership.

4. Ensure that the Assurance of Learning program matures appropriately.

EXAMPLE: Creating and adjusting learning goals and objectives for undergraduate and graduate programs, develop approaches to assess students' performance on the learning objectives, performance reports were collected, reviewed, and areas for improvement were identified. The Assurance of Learning teams recommended plan of action, the course-embedded methods were implemented. The Assurance of Learning Committee with active involvement of faculty teams continues its efforts towards closing the loop in the CoB assessment program.

PROGRESS: The College of Business Assurance of Learning Committee [AOLC] and the faculty have created and adjusted several learning goals/objectives for the undergraduate and graduate

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programs. Various measures and approaches have been developed to assess student performance on each of the learning goals. In 2008-2009 academic year, student performance information regarding all of the goals was collected and reviewed. Student performance was acceptable per the majority of the learning goals. Specific areas of needed improvement in student performance were identified: writing, particularly grammar, punctuation, and spelling; forming & expressing conclusions; quantitative problem solving with regards to computation and analysis in some areas; strategy with regards to the area of evaluation of strategic options in industry analyses; ethics with regards to strategic philanthropy, and, in some areas of the common body of knowledge (CBK), discipline-area test scores should be improved to reflect greater knowledge, understanding, and retention.

In the fall semester 2008, the entire College faculty was organized into Assurance of Learning teams; one team for each learning goal, undergraduate and graduate. The teams were of an ad hoc nature and each team reviewed the processes, measures, and results of assessment efforts per its respective learning goal and then made detailed recommendations to the faculty, deans, and AOLC in late October 2008. The AOLC reviewed all recommendations and then provided the faculty with plans for actions in December, 2008. The faculty supported the planned changes. In the spring semester 2009, new ad hoc teams were created to further analyze and prepare recommendations for the areas of: written communication, quantitative problem solving/computation, and testing per the common body of knowledge. The AOLC received the information from these teams and is currently creating strategies and tools aimed at improvement of student performance. Several changes are to be implemented in fall semester 2009. The AOLC is the most active faculty committee in the college.

Presently, 100 percent of the college faculty is directly involved in AoL with about 40 per cent of college faculty being directly engaged in the generation of student performance information per learning goals as we make considerable use of course-embedded assessment. The information is provided to the assessment coordinator who creates reports for review of the AOLC which creates action plans for the faculty. The course-embedded methods and tools used to assess student performance consist of examinations, rubrics for a variety of tasks, observations of performance, and the like.

With regard to the management of AOL and closing the loop, we have completely revised the processes and content of the testing program for CBK, and majors and concentrations so we are doing a better job preparing students for the examinations (guidelines, program/course objectives instruction, carefully constructed examinations with gradations of complexity/difficulty, and the incentivization of students for the testing program). In addition, with regards to writing skills, we are preparing new rubrics for writing assignments to be adopted/adapted by faculty and shared with students, and we are purchasing writing resources for faculty. We have made several adjustments in courses (for example, technology fluency, leadership, strategy, ethics, and situation analysis/critical thinking) to address needs per improving student performance. We have seen positive change in some of the areas but not all.

5. Continue to evaluate curriculum changes at the MBA and undergraduate levels.

EXAMPLE: Launching the International Business Concentration under the Business Administration major, eliminating the Integrated Business Concentration from the Business Administration major, and making changes in the content and credit hours of the MBA essential courses.

PROGRESS: The International Business Concentration was launched in fall 2008 under the Business Administration Major, and the CoB business voted unanimously to eliminate the Integrated Concentration from the Business Administration program due to insufficient enrollment trend in the past five years.

In an attempt to maintain the quality of the MBA program, and at the same time, making it more attractive to non-business students, the Graduate Policy committee, with the help of faculty, eliminated the 10 one-credit MBA essential courses and replaced them with three 3-credit courses (each covering two subjects).

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The purpose was to provide non-business students with the foundation knowledge necessary to satisfy the accreditation standard as well as reducing the total number of credits for non-business students from 46 credits to 45 credits.

The following one credit courses were eliminated:

BUAD 520 Essentials: Management and Organizational Behavior

BUAD 521 Essentials: Marketing

BUAD 522 Essentials: Strategic Planning and Analysis

BUAD 523 Essentials: Business Law

BUAD 524 Essentials: Business Ethics and Social Responsibility

BUAD 525 Essentials: Statistics for Business

BUAD 526 Essentials: Process and Production Management

BUAD 527 Essentials: Financial Accounting

BUAD 528 Essentials: Managerial Accounting

BUAD 529 Essentials: Corporate Finance

And, the following three credit courses were added:

BUAD 507 Essentials: Accounting and Finance

BUAD 508 Essentials: Management and Marketing

BUAD 509 Essentials: Quantitative Analysis

6. Continue to seek ways to enhance “applied business” and investigate the expansion of experiential learning opportunities.

EXAMPLE: Encouraging faculty to incorporate outside classroom business-projects involving real clients, and exploring more opportunities for students’ experiential learning.

PROGRESS: In the Academic Year 2008-2009, the faculty of the College of Business incorporated a total of 689 (650 Undergraduate and 39 Graduate) applied projects that involved a total of 196 (148 Graduate and 48 Undergraduate) real world clients.

As part of the Volunteer Income Tax Assistance (VITA) program, our Accounting students worked under the leadership of Dr. Joyce Middleton, and filed a total of 535 tax-returns for the members of the local community free of charge.

The College of Business faculty continues to explore the ways and means to incorporate experiential learning opportunities in both undergraduate and graduate curriculum.

7. Seek additional international experiences for faculty and students.

EXAMPLE: Building relationships with colleges and universities outside the United States for the purpose of creating opportunities for the College of Business faculty and students to gain international experiences, and providing financial support for faculty to travel overseas to explore professional opportunities or participate at International Conferences.

PROGRESS: The College of Business signed an agreement with the Arab American University for cooperation in the following ways:

- Exchange of faculty for teaching and research;
- Organizing joint research projects;
- Organizing joint conferences, seminars, symposia, and summer courses;

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- Joint publications of research materials;
- Exchange of graduate students;
- Development of joint academic programs;

Negotiation is underway with an agency in India for offering our MBA program in India which might provide the College of Business Faculty members with opportunities to travel to India for teaching summer classes.

Additionally, in the academic year 2008-2009, the College of Business provided three faculty members with financial support to travel overseas: Dr. Amit Shah traveled to India to recruit international students for our undergraduate and graduate programs as well as exploring teaching and research opportunities for our faculty members at some of the well established institutions in India. Dr. Rahim Ashkebousi traveled to Portugal and Spain to participate at the 13th International Conference of Real Options conference to present his research paper. Dr. Yan Bao traveled to China for exploring research and teaching opportunities in the Hunan Province.

8. Seek ways to upgrade and expand the entrepreneurship concentration.

EXAMPLE: Proposing and obtaining the approval of the Academic Affairs office to offer the Small Business/Entrepreneurship Concentration in Hagerstown, and Entrepreneurship conferences organized by the College of Business faculty.

PROGRESS: A business faculty, Dr. Mattare prepared a proposal that was submitted and approved for offering the CoB Small Business/Entrepreneurship Concentration as part of Frostburg State University business program at the University System of Maryland in Hagerstown (USMH). The program will be launched at the USMH beginning fall 2009.

One of our faculty members, Dr. Sudhir Singh, took the leadership of the Trident Initiative which is a comprehensive entrepreneurship-based education program at Frostburg State University. The program is supported in part through a grant from the Chicago-based Coleman Foundation, which supports entrepreneur education throughout the United States. Dr. Mattare and Dr. Singh organized an annual entrepreneurship conference in which the Trident Initiative recognize entrepreneurs throughout the region that exemplify the region's best business practices and ideas.

Dr. Singh and Dr. Mattare organized an Entrepreneurship Club event at which three successful Entrepreneurs made presentations for 50 students who attended the session.

9. Continue to seek ways to enhance the college's technology.

EXAMPLE: Ensuring a new or upgraded computer and laptop for every full-time faculty member in the College of Business, establishing a new computer classroom for courses that rely heavily on hands on computer experiences in classroom.

PROGRESS: During 2008-2009 academic year, new faculty members in the College of Business received a new desktop and laptop, and the existing faculty members had their desktop and/or laptops replaced if they were 3-year old.

The college of business established a computer classroom with 24 desks equipped with locked-in laptops for every student in class. This classroom also has built-in LCD projector, TV-DVD, and Instructor's Desktop with a software that allows the instructor to simultaneously view (on his/her computer screen) the programs that students are viewing on their individual laptops. The CoB Computer Lab, FR 208 is open to students with expanded hours and Dr. JoAnna's BMIS 320 course has added Visual Basic and Dreamweaver to its curriculum.

10. Develop new strategic directions for the college.

EXAMPLE: Seeking faculty's, students', and Advisory Board's input to build new strategic direction for the college.

PROGRESS: A survey questionnaire was built and administered that solicited faculty's input to develop a new strategic direction for the College of Business. The questionnaire was completed by almost the entire faculty body, the data entry was done, and data analysis/discussion and conclusion is in progress.

Three new members were added to the College of Business Advisory Board. At the last meeting with the College of Business Advisory Board and student council in May 2009, the participants provided the CEC (College Executive Council) with their thoughts and ideas as to which direction the college should take in terms of its curriculum, the roles/responsibilities of the Advisory board, and the administration of the College of Business Web page. Some of their ideas have been implemented, and some are in progress

Significant Outcomes

1. Two new faculty members have been hired: Dr. Dwane Dean (Marketing) and Dr. Katherine Theyson (Economics) for fall 2009.
2. One faculty member, Dr. Kathie Shaffer, earned her doctorate degree in Management from the University of Maryland University College in Spring 2009.
3. Dr. Offstein co-authored a book entitled Gridiron Leadership: Winning Strategies and Breakthrough Tactics, Praeger Publishing, and due to this publication, he was asked to join the voting board/panel for the Ronnie Lott Trophy for the most outstanding NCAA defensive football player who exemplifies integrity and character on the field as well as off. Other voting members on the panel included Howie Long, Marcus Allen, Joe Montana, Jack Kemp, Dick Butkus, Dick Enberg, and Steve Young.
4. Dr. Mattare authored a book titled Entrepreneurial Strategies: The Relationship to Myers-Briggs and Self Efficacy, published by VDM publishing.
5. Dr. Tom Sigerstad authored a book titled Slack and Munificence: To What Extent is Slack Conditioned on Munificence? Extending the Behavior Theory of the Firm, published by VDM publishing.
6. In the Academic Year 2008-2009, the faculty of the College of Business received a total of \$165,171 in Grants.
7. Dr. Shah and Dr. Monahan received Outstanding Faculty Advisor Award at the 2009 Society for Advancement of Management International Conference, March 22 – 25, Las Vegas, Nevada.
8. Dr. Shah and Dr. Monahan co-authored an article titled "Leadership Style in America: Four Faces of the university Presidents," that received the Association for Indian Management Scholars (AIMS) *International Journal of Management* Outstanding Paper award.
9. Dr. Shah received:
 - The University System of Maryland Regents Public Service Award,
 - The Frostburg State University Foundation Faculty Achievement Award in Professional Achievement,
 - The Southeastern Chapter of the Institute for Operations Research and Management Sciences Outstanding Service Award

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10. Professor Connie Groer received the Delta Sigma Pi's Capitol Region Chapter Advisor Award at the Boston LEAD conference.
11. Dr. Jacquelynne McLellan was appointed Editor of the Pennsylvania Economic Review (PER)
12. Dr. Paul Lyons was invited and agreed to serve on the Editorial Board of the European Journal of Industrial Training.
13. Dr. Tom Hawk received the Frostburg State University Foundation Faculty Achievement Award in Teaching,
14. The College of Business Extra Mile Award was presented to:
 - Dr. Tom Hawk for Teaching
 - Dr. Carol Gaumer for Service
 - Ms. Tammy Shockey for Advising
15. Under the leadership of Dr. Sigerstad, fourteen new members were inducted into the Beta Gamma sigma Business Honor Society
16. Under the leadership of Dr. Mattare, our MBA student, Brandi Heavner, presented her paper titled "Retail Inventory MIS: With a Closer Look into Small Western Maryland Businesses," at the 2009 International Academy of Business Disciplines Conference in St Louis, Missouri, April 2 – 4. Her paper was published in the 2009 Business Research Yearbook, Volume XVI, Number 2.
17. MBA student, Joshua Wolf and undergraduate student, Jacqueline Norris received Regional Outstanding Students Award at the 2009 Society for Advancement of Management Conference, March 22 – 25, Las Vegas, Nevada.
18. MBA student, Joshua Wolf received National Outstanding Student Award at the 2009 Society for Advancement of Management Conference, March 22 – 25, Las Vegas, Nevada.
19. MBA student, Joshua Wolf and undergraduate students, Jacqueline Norris, Jonathan Hall, and Kaitlyn Bathras won the Fourth Place Award in a 40-team Students Case-study competition at the 2009 Society for Advancement of Management Conference, March 22 – 25, Las Vegas, Nevada.
20. MBA student, Joshua Wolf authored a paper titled "Expectations of today's Job Seekers: Do They Value the Job or their Wallet?" that received the Outstanding Student Paper Award in the MBA track at the 2009 Southeastern Chapter of the Institute for Operations Research and Management Sciences conference February 18 – 20, Charleston, SC.
21. Continued the Alumnus of the Year program, honoring Ms. Estelle M. Martin

Priorities for the Immediate Future

The College has seven priorities for the immediate future. Each is listed below

1. Develop and implement methods to enhance the college's image, visibility, and Transparency.
2. Monitor and revise the Assurance of Learning Programs towards "closing the loop".
3. Develop and implement methods to increase the undergraduate and MBA enrollment.
4. Support Professional Development programs for faculty members.
5. Continue to develop International Experiences for faculty and students.
6. Continue to enhance the college's technological capabilities.

7. Develop new Strategic Direction for the college

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).
 - In 2005, only one journal publication was produced in the Department of Accounting, but by spring 2009 that number increased to 5. The College Executive Council decided to increase the CoB journal publication awards from \$25,000 to \$28,000 annually as an incentive for faculty to be more productive in the area of Intellectual contribution.
 - Three College of Business Faculty members authored or co-authored three books in 2009.
 - **The number of** refereed journal articles published by the College of Business faculty jumped from 30 in the period of Sept 1, 2006 – August 31, 2007 to 39 during the same period in 2007-2008.
 - The *Journal of International Business Disciplines* continues to be published biannually in FSU's College of Business, co-sponsored by Frostburg State University and the International Academy of Business Disciplines. JIBD has ISBN as well as ISSN, and can be viewed at www.jibd.org.

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).
 - Under the leadership of Dr. Paul Lyons, Coordinator of the College's Assurance of Learning Program, all faculty members of the college have been engaged in the development and implementation of a comprehensive assessment program.
 - Dr. David Martin, a consultant on Assurance of Learning, has been invited to the College of Business three times in the past two years, for a review and feedback of the college's assessment program. He provided the Dean, the Assurance of Learning Coordinator, and the faculty of the College of Business with recommendations on how to "Close the Loop" in our assessment of students' learning outcome.
 - The Assurance of Learning Committee and the faculty worked together to implement Dr. Martin's recommendation and the College is very close in accomplishing the major goal of "closing the loop" in our Assessment program.

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

Frostburg State University hired a new Director of Graduate Services who is very knowledgeable, experienced and enthusiastic about improvement in all aspects of graduate programs in this institution. She has been working with the Coordinator of our Graduate program to review, revise and reinforce the entrance standards as part of her plan to improve the quality of the Entering MBA students.

The MBA coordinator worked with the new Director of FSU Graduate services and the College of Business Graduate Policy Committee to revise and re-structure the MBA Essential courses in an attempt to improve the quality of entering MBA students with non-business background.

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

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In spring 2009, the college of business a new female faculty to its faculty-roster which is composed of a diverse group of female and international faculty. The College Executive Council is developing a plan to hire an African American faculty in the near future.

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

- After a few meeting with the director and the staff members of the FSU Career Services, positive results emerged. Throughout the AY 2008 – 2009, organized numerous activities under a general title of “Inspire your Career: Develop Your Dream.” The activities were aimed at teaching students how to navigate the College Central Network for their careers, learn strategies to search for jobs and graduate schools, learn how to search for internship opportunities, and obtain information about and schedule for Employers visit of Frostburg State University.
- Plan is on the way to invite business students (in different groups) to the College of Business Advisory Board meeting for networking opportunities with the Board members.
- Some of the College of Business Advisory Board members agreed to visit our business classes to share their experiences and teach our students how to establish connections with alumni and business leaders to learn about career opportunities.
- FSU Career Services Office organized an annual Career Expo day in October in which a number of our business students participate to listen to presentation by College of Business Alumni and take advantage of networking opportunities.

**Table 2.1: SUMMARY OF FACULTY INTELLECTUAL CONTRIBUTIONS
(RE: Standard 2) 2008 - 2009**

ACCOUNTING	Portfolio of Intellectual Contributions												
	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
Randall Bandura						1				1			1
Yan Bao	1					1	1		1	4	1		3
Joseph Gilmore					1					1		1	
Connie Groer													
Richard Johnson	1					3				4	2	2	
Joyce Middleton	1					2				3	2	1	
S. Robinson													
Ronald Ross													
Kathie Shaffer	2					1				3			3
Chiulien Venezia	2						1		1	4			4
Total	7				1	8	2	0	2	20	5	4	11
ECNOMICS	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
W. Anderson								1		1			1
Margaret Dalton	2					1				3			3
David Kiriazis													
Daniel Mizak	1						1			2			2
John Neral	1									1		1	
Armond Rossi													
Anthony Stair	1									1			1
Total	5				0	1	1	1		8		1	7

**Table 2.1: SUMMARY OF FACULTY INTELLECTUAL CONTRIBUTIONS
(RE: Standard 2) 2008 - 2009**

MANAGEMENT	Portfolio of Intellectual Contributions												
	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
Lee Feidler													
G. Harrell-Cook	1					1	1			3	1		2
Thomas Hawk	2					4		1		7	7		
M. E. Higgins						5				5	2	1	2
Paul Lyons	7				3	1		2		13		5	8
Martha Mattare	1		1			7				9		2	7
J. McClellan	4					1			1	6		5	1
Marthe McClive													
J. McLellan						1				1	1		
M. Monahan	6					10				16	1		15
Evan Offstein	4		1							5			5
K. Poorsoltan													
Shakil Rahman	1					1	2		1	5	4	1	
Amit Shah	5		1			16			2	24			24
T. Sigerstad			1							1			1
A. Tootoonchi	2					3				5	2	2	1
Total	33		4		3	50	3	3	4	100	18	16	66

**Table 2.1: SUMMARY OF FACULTY INTELLECTUAL CONTRIBUTIONS
(RE: Standard 2) 2008 – 2009**

Marketing and Finance	Portfolio of Intellectual Contributions												
	P R J	M O N O	B O O K	C H A P	P R P	P R P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
Carol Arnone	1					1				2	1		1
R. Askeboussi	1									1		1	
Ashley-Cotleur	1					1				2		2	
Bose Godbole					1	1			3	5			5
Barry Foltos					1	2				3	2	1	
Carol Gaumer	3				2	2				7	2	3	2
Dan Plucinski													
Allen Shin						1				1			1
JoAnna Shore	1				1	1				3	1	2	
Sudhir Singh					1					1			1
Steve Wilkinson													
Ye, Lei	1				3	3				7			7
Total	8				9	12		0	3	32	6	9	17
Grand Total: CoB	53				13	71	6	4	9	160	29	30	101

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and/or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty workshops (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

TABLE 9 -1 (using courses) SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND SCHOOL AY 2008-2009 (RE: Standard 9 - Using Courses)

Name ¹	Participating or Supporting (P or S)	Amount of teaching if P (blank if S) ²	Amount of teaching if S (blank if P) ²	Percent P (must be > 60%)
Accounting				
Randall Bandura	P	7 courses		
Yan Bao	P	7 courses		
Joseph Gilmore	P	8 courses		
Connie Groer	P	7 courses		
Richard Johnson	P	6 courses		
Joyce Middleton	P	6 courses		
Sharon Robinson	P	2 courses		
Ronald Ross	P	6 courses		
Kathie Shaffer	P	4 courses		
Chiulien Venezia	P	6 courses		
Total		59 courses	0	100% P
Economics				
William Anderson	P	6 courses		
Margaret Dalton	P	5 courses		
David Kiriazis	P	4 courses		
Daniel Mizak	P	6 courses		
Lawrence Moore	S		8 Courses	
John Neral	P	6 courses		
Armond Rossi	P	6 courses		
Lori Spasard	S		1 Course	
Anthony Stair	P	6 courses		
Total		39 courses	9 Courses	81% P
Management				
Tom Dulz	S		1 courses	
Lee Fiedler	S		6 courses	
Suzanne Frock	S		1 courses	
Gloria Harrell-Cook	P	6 courses		
Thomas Hawk	P	6 courses		
M. Eileen Higgins	P	8 courses		
Paul Lyons	P	2 courses		
Ryan C. Kentrus	S		2 course	
Martha Mattare	P	6 courses		
Jeffrey McClellan	P	6 courses		
Marthe McClive	P	6 courses		
Jacquelynne McLellan	P	7 courses		
Michael Monahan	P	2 courses		
Evan Offstein	P	4 courses		
Keramat Poorsoltan	P	0 courses		

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Shakil Rahman	P	6 courses		
Amit Shah	P	4 courses		
Robert S. Shaw	S		2 Courses	
Amy Shimko	S		1 Course	
Thomas Sigerstad	P	6 courses		
Ahmad Tootoonchi	P	0 course		
Richard Walton	S		2 Courses	
Nicole Wigfield	S		2 Courses	
Total		69 courses	17 courses	80% P
Marketing & Finance				
Carol Arnone	P	8 courses		
Rahim Askeboussi	P	7 courses		
Cathy Ashley-Cotleur	P	6 courses		
M. Bose – Godbole	P	6 Course		
Iryna Bowser	S		1 course	
Stuart Czapski	S		1 course	
Barry Foltos	P	7 courses		
Carol Gaumer	P	2 courses		
F. Eugene Harris	S		1 course	
Pamela Jan	S		1 course	
Lew Muth	S		1 course	
Dan Plucinski	P	6 courses		
Allen Shin	P	6 courses		
JoAnna Shore	P	6 courses		
Sudhir Singh	P	4 courses		
Steve Wilkinson	P	2 courses		
Lei Ye	P	6 Courses		
Total		66 courses	5 courses	92% P
GRAND TOTALS		233 courses	31 courses	88% P

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 10.1: SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

(RE: Standard 10) 2008 – 2009

ACCOUNTING	Highest Degree - Year	Appoint -ment date	Percent Of time Dedicat-ed To school	AQ	PQ	Other	Summary of Activities Supporting AQ/PQ Status and Professional Responsibilities					
							ICs	Exp	Cons	Dev	Other	Responsibilities
Name												
Randall Bandura	MS, 1976	1983	100		Yes		1		2	14		UG
Yan Bao	PhD, 2004	2002	100	Yes			4		1	7		UG, GR
Joseph Gilmore	MBA, 1984	1989	100		Yes		1		6	6		UG
Connie Groer	MBA, 1982	1987	100		Yes					21		UG
Richard Johnson	PhD, 1989	1978	100	Yes			4					UG
Joyce Middleton	PhD, 1992	1990	100	Yes			3			12		UG
S. Robinson	MPA, 1970	1972	100		Yes				2	7		CHAIR, UG
Ronald Ross	MBA, 1981	1982	100		Yes				1	1		UG,GR
Kathie Shaffer	DBA, 2009	1986	100	Yes			3			3		UG
Chiulien Venezia	DBA, 2004	2007	100	Yes			4			1		UG
Total							20	0	12	72	0	
ECNOMICS							ICs	Exp	Cons	Dev	Other	Responsibilities
Name												
W. Anderson	PhD, 1999	2001	100	Yes			1					UG, GR
Margaret Dalton	PhD, 1986	1981	100	Yes			3					UG
David Kiriazis	PhD, 1997	1997	100			Yes						CHAIR, UG
Daniel Mizak	PhD, 1984	1977	100	Yes			2					UG
John Neral	PhD, 1989	1986	100			Yes	1			1		UG
Armond Rossi	PhD, 1993	1988	100	Yes								UG
Anthony Stair	PhD, 1993	1984	100	Yes			1					UG
Total							8	0	0	1	0	

**Table 10.1: Summary of Faculty Qualifications, Development Activities and Professional Responsibilities
(RE: Standards 10) 2008 – 2009**

MANAGEMENT Name	Highest Degree - Year	Appoint-ment date	Percent Of time Dedicat-ed To school	AQ	PQ	Other	Summary of Activities Supporting AQ/PQ Status and Professional Responsibilities					
							ICs	Exp	Cons	Dev	Other	Responsibilities
Lee Feidler	BA, 1963	2002	75			Yes						UG
G. Harrell-Cook	PhD, 1999	2002	100	Yes			3					UG, GR
Thomas Hawk	PhD, 1991	1972	100	Yes			7					GR
M. E. Higgins	MBA, 1985	1989	100	Yes			5			3		UG, GR
Paul Lyons	PhD, 1970	1970	100	Yes			13			1		GR
Martha Mattare	PhD, 2006	2001	100	Yes			9					UG, GR
J. McClellan	PhD, 2008	2008	100	Yes			6	1	5	4		UG
Marthe McClive	DPA, 1994	1984	100	Yes								UG, GR
J. McLellan	PhD, 1993	1994	100	Yes			1					UG, GR
M. Monahan	EdD, 2004	2004	100	Yes			16			2		CHAIR, UG
Evan Offstein	PhD, 2004	2004	100	Yes			5					UG
K. Poorsoltan	PhD, 1977	1986	100			Yes						UG
Shakil Rahman	PhD, 1989	1990	100	Yes			5					UG
Amit Shah	PhD, 1988	1989	100	Yes			24					UG
T. Sigerstad	PhD, 2004	2001	100	Yes			1					UG, GR
A. Tootoonchi	PhD, 1986	1989	100	Yes			5			5		Interim Dean
Total							100	1	5	15	0	

**Table 10.1: Summary of Faculty Qualifications, Development Activities and Professional Responsibilities
(RE: Standard 10) 2008 – 2009**

Marketing and Finance	Highest Degree - Year	Appoint -ment date	Percent Of time Dedicat-ed To school	AQ	PQ	Other	Summary of Activities Supporting AQ/PQ Status and Professional Responsibilities					
							ICs	Exp	Cons	Dev	Other	Responsibilities
Name												
Carol Arnone	MBA, 1986	2005	100		Yes		2					UG
R. Askeboussi	PhD, 1984	1996	100	Yes			1					UG
Ashley-Cotleur	PhD, 1998	1983	100	Yes			2		1			UG, G
Bose Godbole	PhD, 2009	2008	100	Yes			5					UG
Barry Foltos	PhD, 1997	2006	100			Yes	3					UG
Carol Gaumer	DBA, 2004	1999	100	Yes			7					CHAIR, UG
Dan Plucinski	JD, 2002	1974	100			Yes						UG
Allen Shin	PhD, 1991	1991	100	Yes			1					UG
JoAnna Shore	DBA, 2004	1998	100	Yes			3					UG, GR
Sudhir Singh	PhD, 1992	1992	100	Yes			1		1			UG, GR
Steve Wilkinson	PhD, 1977	1987	100			Yes						UG
Ye, Lei	PhD, 2008	2008	100	Yes			7		1			UG
Total							32	0	0	3	0	
GRAND TOTAL: COLLEGE OF BUSINESS							160	1	17	91	13	

MINIMUM STANDARDS FOR MAINTAINING ACADEMIC QUALIFICATIONS

A faculty member is considered “academically qualified” by meeting one of the following standards over a five year period:

1. No doctoral degree, but substantial coursework undertaken as a student in a business doctoral program.
2. Doctoral degree obtained within the previous five years:
 - a. Providing the degree is in the area in which the individual teaches (the AACSB standards includes further elaboration of this definition),
OR
 - b. Providing the doctoral degree is not in the area in which the individual teaches, additional professional development is needed (such as specialized courses or intellectual contributions in a relevant business field).
3. Doctoral degree obtained more than five years previously; the individual is expected to demonstrate professional development via intellectual contributions which meet one of the following standards:

- a. Publish two refereed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
OR
- b. Publish one refereed journal article (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship,) and one book (e.g. text book, professional/practice/trade, and/or scholarly book)
OR
- c. Publish one refereed journal article (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship,) and four additional intellectual contributions from the list below (two validating experiences may be substituted for two Other ICs).
 - Research Monographs (teaching/pedagogical, practice/applied and/or discipline-based research)
 - Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
 - Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
 - Faculty workshops (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
 - Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
 - Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

MINIMUM STANDARDS FOR MAINTAINING PROFESSIONAL QUALIFICATIONS

A faculty member is considered “professionally qualified” by meeting the following criteria:

1. Master’s degree in a field related to the area of the teaching assignment.
2. Professional experience relevant to the teaching assignment, significant in duration and level of responsibility, and current at the time of hiring.
3. In any given five-year period, maintained professional currency by:
 - a. publishing a peer reviewed journal article, OR
 - b. completing at least one validating professional experience.

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has “purchased” the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function.