

1-1-2014

DOC 2014-03 Proposal to Merge Leadership and International Business Majors into the new International Business Management Major ("IBM")

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Proposal to Merge Leadership and International Business Majors into the new International Business Management Major (“IBM”)

SUBMITTED BY: Office of the Dean, School of Business Administration

DATE: Approved February 14, 2014

ACTION: Legislative authority

REFERENCE: Senate Constitution II.B.1.a. Also see Senate Document 94-10 “Initiation, Suspension, Reactivation and Discontinuation of Undergraduate Degree Programs,” Senate Document 12-05 “Undergraduate Degree Program Proposal Process: Amendment to Senate Document 94-10 and Senate Document 12-08 “Department Proposal Process”

1. Background:

According to Senate Document 2012-05, “Any University of Dayton academic unit desiring to introduce a new undergraduate major or degree will develop a Program Proposal which must be reviewed and approved via the process detailed below before formal submission to the University Registrar.”

The Program Proposal should include:

1. Rationale for the new program, definition of the focus of the program and a brief description of its disciplinary purpose and significance, including unique features of the program (e.g. international study, service learning, research, etc.).
2. Prospective enrollment, including supporting evidence.
3. Efforts to attract and retain students from underrepresented groups.
4. Evidence of need for the new major or degree, including the opportunities for employment of graduates.
5. Identification and discussion of similar programs at the University and peer institutions.
6. Description of the proposed curriculum.
7. Availability and adequacy of the staff, faculty, information resources, and facilities, including library resources. Administrative arrangements for the proposed program should also be discussed.
8. Projected additional investment associated with the program and evidence of institutional commitment and capacity to meet this financial investment. The proposing unit will consult with the Office of the Provost for financial analysis.

The approval process is as follows: College or School, Academic Senate, Provost, Provost’s Council, President, President’s Council, Board of Trustees.

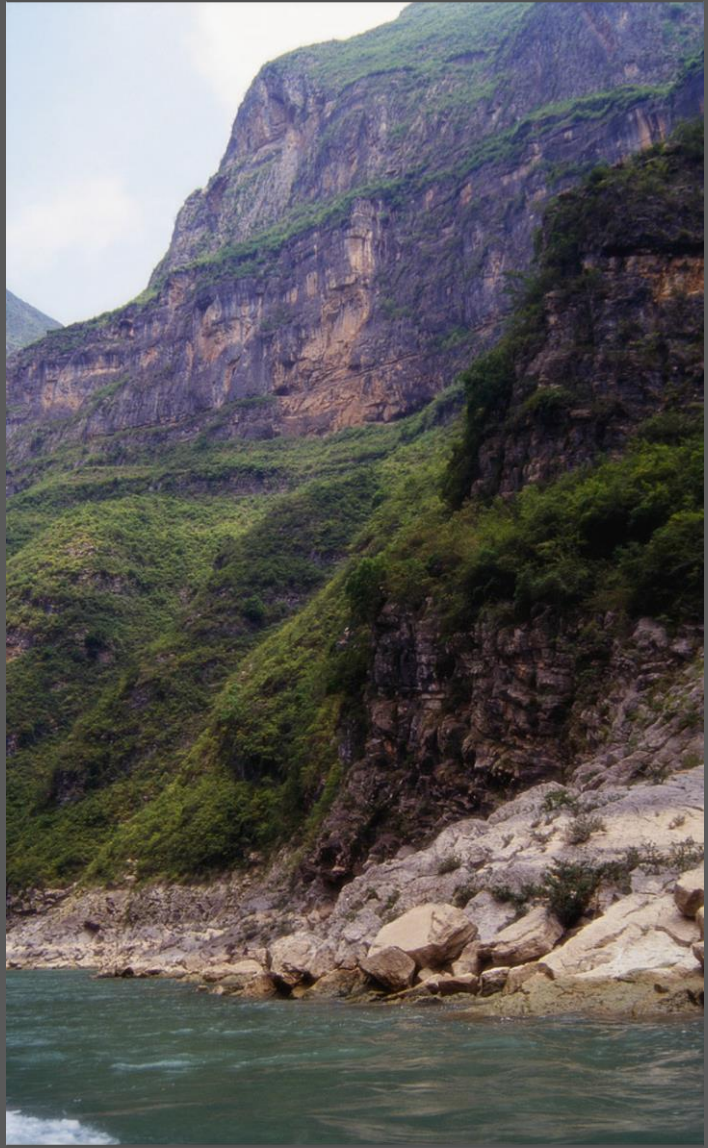
The School of Business Administration proposes merging two existing majors (Leadership and International Business) into a single new major, International Business Management. The Program Proposal and letters of support follow below.

University of Dayton

School of Business Administration

Dayton OH 45469

Last Update 11/13/2013



GLOBAL BUSINESS

MANAGEMENT MAJOR

November 2013

Overview of Proposal

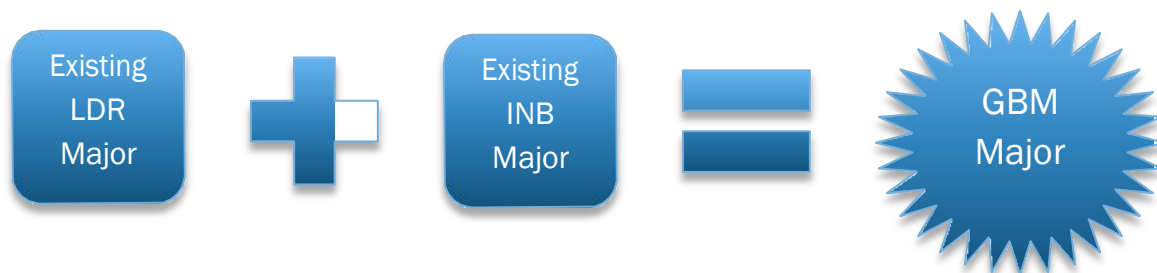
The Management/Marketing department proposes a new major, Global Business Management (GBM), for students within the School of Business Administration (SBA). This course of study will integrate two existing majors (Leadership and International Business) into one new and more contemporary course of study for students. The new major builds on strengths of the faculty and is more responsive to what businesses say is needed in today's global business environment. In addition to the Business Core classes, students complete a set of classes in management and international business and then complete one of two emphases (global markets emphasis or human resource management emphasis). The proposal requests no new resources and provides other advantages detailed in the body of this proposal.

Background

During the Fall 2013 Faculty Address, Provost Saliba asked the faculty to engage in an exercise to examine current majors. He said, "Imagine that you are starting from scratch, that you were invited to build an academic structure in your field from the ground up. Imagine that you wanted to create something that would be attractive, engaging and challenging to your students, majors and non-majors alike, and to your departmental colleagues. Imagine that your primary commitment would be to deliver an education that reflects the real world needs of the present and the future, and that equips your students to address those needs."

In his address, the Provost spoke of the urgent need for departments to meet the needs of students through major revision. "As a University we need to be more attentive to the future needs of our students, not just the needs they have today. While always keeping our mission and identity in mind, we need to assess the vitality, the effectiveness, and the relevance of all our current programs. And we need to see what needs are not currently being met and what possibilities we should explore going forward." Finally, the Provost challenged the faculty to work quickly in this area, indicating his goal was to put some proposals before the Board of Trustees in the May 2014 meeting.

Mirroring the substance of the Provost's message, meetings over the past year by a group of fulltime faculty whose courses are part of either the Leadership major (LDR) or the International Business major (INB) has produced this proposal. Both LDR and INB each have approximately 100 majors. This proposal would merge the two majors into a new major, Global Business Management (GBM) with an anticipated 150 -200 majors.



The Existing LDR Major

The LDR major seeks to help students learn to lead by developing competencies in motivation, group dynamics, cross-cultural management and organizational change. Students also explore how to align an organization's systems with its overall business objectives. The program provides students with a solid foundation in management skills and organizational behavior. In their senior year, students team with local businesses to solve real management challenges during the Seminar in Experiencing Leadership and The Leadership Challenge. See Table 3 for a summary analysis of the current LDR major.

The LDR Major has four required courses: MGT 302, MGT 401, MGT 402, and MGT 410. In addition, students must select two additional courses from a menu of possible courses, which include MGT 403, MGT 404, MGT 405, MGT 423, MGT 425, or MKT 411. Table 1 below describes the courses, with required courses marked with an asterisk.

Table 1: LDR Major Required and Elective Courses

Credit Hours	Course Number	Course Name
3.0	MGT 302*	Managerial Skills
3.0	MGT 401*	Org Design, Culture & Change
3.0	MGT 402*	Leadership & Motivation
3.0	MGT 403	Cross-Cultural Mgt
3.0	MGT 404	Group Dynamics
3.0	MGT 405	Employee Training & Dev
3.0	MGT 410*	Senior Seminar in LDR
3.0	MGT 423	HRM in Emerging Firms
3.0	MGT 425	Franchising
3.0	MKT 411	Sales Management

The Existing INB Major

The INB major was created by a vote of the SBA faculty to create global business competencies among SBA students. Structurally, the INB major is different from the other eight SBA majors in that INB is not housed or affiliated with any department nor is the curriculum "owned" by a particular group of faculty responsible for ensuring that it remains up-to-date, relevant, and cohesive as a major. The nature of international business is inter-disciplinary, as business leaders assigned to work internationally can expect to encounter problems requiring skills in each SBA domain. Directed by the Director for International Business, INB has grown steadily to over 100 majors since inception.

A unique feature of the INB program is its integral role with the International Studies (INS) program offered by the College of Arts & Sciences. The INS program allows students to pursue several different tracks or concentrations, two of which are business-related. Students in these business-related tracks often end up taking several INB courses, and must take INB 302 and INB 450.

The INB major is comprised of six required courses – ECO 460 or 461, FIN 450, MGT 403, MKT 440, INB 302, INB 450 – plus one INB elective, i.e., 21 credit hours. Table 2 below describes the required courses for the current INB major.

Table 2: INB Major Required Courses

Credit Hours	Course Number	Course Name
3.0	ECO 460 or 461	Eco Dev & Growth or Int'l Economics
3.0	FIN 450	International Business Finance
3.0	MGT 403	Cross Cultural Management
3.0	MKT 440	Global Marketing
3.0	INB 302	Survey of International Business
3.0	INB 450	Seminar in Current Global Issues
3.0	INB elective ¹	Varies; see Appendix A

¹ INB electives vary with adjunct availability. Recent offerings include Doing Business in Emerging Markets, Doing Business in Latin America, and Certified Global Business Professional Certification. In the last three years, the roster of available INB electives has increased substantially – See Appendix A for a list of these offerings.

Double majoring is strongly encouraged during advising, and only a handful of students are solely INB majors. During advising, students are told there are three informal orientations to the INB major:

- *Area Specialist* orientation, where the INB major is combined with a language major. This orientation is appropriate for students wishing to focus their international competency within a particular region of the world where their high level of language fluency will assist them in deploying their international business skills.
- *Functional Specialist* orientation, where the INB major is combined with another of the other eight SBA majors. The most common combination tends to be INB and MKT, followed by INB and FIN. This orientation is appropriate for students who wish to graduate with a functional specialty afforded by a traditional SBA major, so that they can immediately enter the workforce as a junior-level employee in that functional area (most students are cognizant that organizations tend not to allow junior employees travel opportunities early in their careers).
- *International Business Specialist* orientation, where students major only in INB. Students are advised this route is appropriate in very limited circumstances, such as where students are absolutely certain they wish to proceed to graduate studies or join the diplomatic corps. Students who choose the INB Specialist orientation must meet a language competency requirement (passing grade at least at the 202 level of a foreign language).

There is no foreign language requirement for INB majors except those who major only in INB (a very small number). In addition, INB majors must undertake a significant international learning experience, typically by engaging in study abroad or a semester exchange program.

See Table 3 for a summary analysis of the current INB major.

Table 3: Summary Analysis of Current LDR and INB Majors

	LDR Major	INB Major
What We Currently Do Well	<p>Faculty Support: Strong cadre of faculty with proven track record of delivering innovative and high impact coursework.</p> <p>Rigorous Capstone: The LDR major capstone, in cooperation with Rick June, former Vice President and General Manager for Duracell at Procter & Gamble, has developed into a challenging capstone for the program.</p>	<p>INB Electives: Competent and dedicated executives who teach several INB elective courses.</p> <p>Rigorous Capstone: An integrated and rigorous INB capstone course.</p> <p>The existence of the major itself is a strength as many competitive schools lack an International Business major.</p>
What We Need to Improve	<p>Specialized Focus: Lack of focus for students wishing to specialize in a particular area of leadership (although double majoring is possible and encouraged)</p> <p>Not addressing global leadership skills.</p>	<p>Faculty and Budgetary Support: A lack of dedicated resources for the program, which essentially runs on no budget and less than one full time person.</p>
The Future: Upside	<p>Employment after Graduation: Sustained and high-wage market for capable organizational leaders</p> <p>Fairly low level of competition from competitor peer schools, e.g., much less competition in Leadership than in Entrepreneurship</p>	<p>Demand: Growing student demand for international business courses, as well as increased demand from employers across industries and sizes for graduates with international competencies.</p>
The Future: Downside	<p>Possible loss of student interest in the major driven largely by an inability to connect the meaning of organizational leadership skills to future careers.</p>	<p>Costs: The high cost generally associated with delivering meaningful global education, especially with respect to travel and financial aid</p>

Discussion & Analysis

Leadership remains a central and critical component in determining future success and failure in organizations. In a recent IBM study of 1500 CEOs worldwide, more than 60 percent believed that their businesses today were more volatile, uncertain and complex (IBM Global Business Services, 2010). Organizations with the highest quality leaders are 13 times more likely to outperform their competition in key bottom-line metrics such as financial performance, quality of products and services, employee engagement, and customer satisfaction.¹ Delivering a high-impact Leadership major, therefore, remains central to the SBA's mission.

Leadership major graduates continue to be in high demand, with the best graduates commanding high salaries. Employment of management analysts is expected to grow by 22% between 2010 and 2020, faster than the average for other occupations.² The median pay for all management analysts is \$78,160 per year,³ while the national average starting salary for business administration graduates is \$52,500.⁴ In spite of this, it's easy for Leadership to lose its shine among students. It can be difficult for undergraduates to visualize the meaning of leadership, or to accept that academic study and practice of leadership can improve upon their own leadership inventory. In addition, discussing business leadership without also addressing global competencies has become increasingly difficult.

Businesses globalize for a variety of reasons: to find new growth markets in face of mature or stagnant growth at home, e.g., Ford Motor Company expects the Asia Pacific region to contribute 60 to 70% of Ford's worldwide growth by the end of this decade⁵; to find lower cost sources for product or labor input; to capture global learning efficiencies, i.e., to learn from their foreign employees and customers a better way of operating. Regardless of the reason, business large and small, and across all industries, demand leaders who are familiar and comfortable with the intricacies of leading global organizations. For this reason, we propose a merger of the LDR and INB majors.

Definition of Global Leadership: The Accenture Institute for Strategic Change defines global leadership as "An extraordinary capacity to unify a global workforce around a single purposeful vision, through demonstration of personal mastery, thinking globally, anticipating opportunity and using shared leadership networks."⁶ The report identifies what the authors label the Top Characteristics of a Global Leader of the Future, among them competencies such as appreciating cultural diversity, embracing change, and thinking globally. Some of these characteristics are currently addressed by the LDR major in various ways and throughout the curriculum. Thinking globally, however, is absent. Similarly, within the INB major many of these characteristics are touched upon in INB 302 and INB 450. Other top characteristics, including an understanding of how to build teamwork and partnerships, embracing change, and demonstrating personal mastery, however, would serve to significantly enhance the INB major's competencies.

¹ Jazmine Boatman and Richard Wellins, *Time for a Leadership Revolution: Global Leadership Forecast 2011*, available at http://www.ddiworld.com/DDIWorld/media/trend-research/globalleadershipforecast2011_globalreport_ddi.pdf

² United States Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, available at <http://www.bls.gov/ooh/business-and-financial/management-analysts.htm>.

³ Id.

⁴ National Association of Colleges and Employers, *NACE Salary Survey Sept. 2012 Executive Summary*, available at http://www.nacweb.org/uploadedFiles/NACEWeb/Research/Salary_Survey/Reports/SS_ExecSummary_Sept2012.pdf

⁵See <http://finance.yahoo.com/news/fords-opens-first-dealership-myanmar-194003973.html>.

⁶ Accenture Institute for Strategic Change, *The Evolving Role of Executive Leadership*, 2001, available at <http://www.managementplace.com/fr/ac/evolving.pdf>.

Building a New Major

The purpose of the new GBM major is to build global leadership competencies, as discussed in the Top Characteristics of a Global Leader of the Future. Hampden-Turner and Trompenaars (2000) found that these competencies develop over a long period of time. In 2004, Bueno and Tubbs posited that if research can identify the most important leadership behaviors, then practitioners can perhaps shorten the process of developing the most important competencies.⁷ They developed a Global Leadership Competencies model (GLC) that hypothesized that the levels are learned in a predictable sequence, ranging from simple awareness to a transformation in thought/action. Although the model was developed to describe the experiences of business practitioners and is intended to inform practice, the same continuum from deficiencies to competencies can apply to undergraduate students as well as we seek in the educational experience of those undergraduates to bridge the gap between theory and practice.

The GLC model provides a useful framework for summarizing the goal of the GBM major – to move students from knowing little or even nothing about a global business environment to being able to practice effective transformation in a global business setting, i.e., to transform global leadership deficiencies into global leadership competencies. It is with this goal in mind that the faculty created the proposed GBM major.

Competitive Analysis

In creating the GBM major, we looked at what is being done at universities across the country. We found that with global business leadership, universities tend to approach the problem in one of three different ways:

1. Certificate Program: Students across all majors can participate to increase their international leadership exposure. For example, the University of North Carolina at Greensboro Global Leadership program takes this approach.
2. Center for Global Leadership: Primarily focused on research and programming into global leadership.
3. Degree-granting academic majors. See Appendix B for a summary of a selective sampling of global leadership majors across the country.

We are proposing the third option, i.e., creating a degree-granting academic major.

Global Business Management Major: Description

The proposed GBM major features the following:

- Required participation in an International Learning Experience
- CAP-designed courses

⁷ Cristina Bueno and Stewart Tubbs, *Identifying Global Leadership Competencies: An Exploratory Study*, The Journal of American Academy of Business, Cambridge, Sept. 2004 at 80.

CAP-designed courses

The faculty are interested in meeting the University's Student Learning Outcomes, as outlined in the Common Academic Program. These outcomes include:

1. Scholarship
2. Faith Traditions
3. Diversity
4. Community
5. Practical Wisdom
6. Critical Evaluation of our Times
7. Vocation

New features in the GBM program are closely aligned with these learning outcomes. Two specific courses – INB 302 and the new Capstone in Global Business Management (INB 450) -- will be designated as CAP courses and the faculty are ready to work with the CAP Committee to ensure these courses satisfy the requirements for becoming CAP courses while remaining true to the disciplinary focus of the courses.

INB 302 Survey of International Business will be designated a CAP Crossing Boundaries Inquiry course for students outside the SBA. This course introduces students to the forces of globalization and how such forces are shaping every aspect of human life in every country on the planet. In addition to being introduced to the nature of international business and the regulatory environment in which international business operates, students will study the impact of economic, social and political forces on international business. Students also undertake to study the impact of global business on environmental sustainability. CAP inquiry courses are required to serve as an introduction to key methods of investigation, interpretation, exploration, and ways of knowing. They broaden awareness of differing philosophies or analytic approaches or conceiving of and resolving problems. They allow students to contrast their own field with a different discipline's methods of inquiry, and prepare students to think critically about ways of acquiring, evaluating, and applying knowledge claims within their own discipline.

The second course -- the new Capstone in Global Business Management (INB 450) -- will be a new course, co-taught by faculty from both international business and management disciplines. Designed from the ground up to incorporate best practices from both current capstone courses in the current INB major (i.e., INB 450) and the current LDR major (i.e., MGT 410), this new course will include multiple opportunities for students to apply their prior knowledge to experience-based projects. This course will be designated a CAP Major Capstone course. CAP Capstones are designed to allow students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning outcomes associated with the Habits of Inquiry and Reflection. The capstone provides students the opportunity to engage in the scholarship, activity, and practice of their major field and further the students' understanding of their chosen vocation, career, or profession. Students are expected to present their work in a forum appropriate to their major.

Required Participation in an International Learning Experience

Existing INB majors are required to participate in a substantive international learning experience. This requirement is typically met by study abroad, but students can also meet the requirement through participating in a semester exchange program either through a UD partner or non-UD partner or through an international internship. This international learning experience requirement would transfer to the new GBM major for those pursuing the Global Markets emphasis. GBM students pursuing the Human Resources Management emphasis would still be required to participate in some level of internationalization, such as a Spring Break-Out or other short-term international experience

during winter intercession. Final planning and implementation of this international learning experience will take place upon approval of the merger plan, and will involve consultation with the Center for International Programs and Career Services as applicable. The faculty in the department enjoy an excellent working relationship with CIP due to the existing international learning experience requirement for INB majors.

Looking forward, the SBA is currently revising the undergraduate Core curriculum. Part of the proposed revision includes introduction of a requirement that all SBA students undertake some international and some experiential components to supplement their classroom instruction. If this recommendation is adopted, the faculty envision requiring GBM students pursuing the Global Markets emphasis to complete at least two International Experience Units and those pursuing the Human Resources Management emphasis to complete at least two Experiential Learning Experience Units.

What Skills Will GBM Graduates Possess?

Graduates from this program will be well-rounded and employable because they have studied abroad, have been able to work for a firm doing international business, and possess a solid foundation of understanding in global business and management. The faculty anticipate that many students will also double major and will therefore possess functional business skills in a specific area of business.

More specifically, upon completion of the GBM program, students will be well prepared to pursue a career in an International Business and/or work with a multinational firm in several different possible capacities via the following training elements:

- Completion of international business academic training achieved through a six course major,
- Completion of a “bookend” experience to launch students into the major and a final experiential learning experience to cap their GBM major.
- Global project management skills obtained by working on cases studies and hands-on projects throughout the major.
- A required international experience sometime during the completion of the major.
- Completion of professional development experiences with practicing international managers, attendance at a management skills seminar through CLED, and a hands-on (rotating) project to culminate the major.
- For those that continue to pursue language studies, they will have working fluency in a second language (Chinese, French, Spanish and others are currently offered at UD).
- Breadth of business knowledge and the ability to innovate to provide workable, practical solutions to complex problems.

What type of a job will students be qualified for when they graduate from the GBM program?

Listed below are candidate positions listed in the regional area over the last year:

- International Logistics/Marketing Assistant

- Banks and financial institutions with global interests
- Marketing Assistant, various multinational firms
- International Management Trainee
- International Business Consultant
- Various government offices/agencies/& related
- Analyst at a variety of NGOs and related organizations

In addition, we expect some of our students to go on to law school and other professional schools. Salaries for GBM majors are expected to be at approximately the level that has been observed for Leadership majors (e.g., @ \$50,550 at the last available salary report from UD Career Services by major).

TRANSITION FOR STUDENTS

The faculty intend to implement the new major in Fall 2014. Effective with that semester, entering first-year students can declare GBM as a major or minor. Students who entered UD under a previous catalog will choose to complete the LDR or INB majors or minors or switch to the GBM major or minor. Some classes will be phased out starting in Fall 2014 (such as MGT 401 and MGT 410) while new classes will be introduced (such as the new INB 450 Capstone in Global Business Management). Working with the agreement of the department chair, academic advisers may make substitutions for current students to complete their INB or LDR majors given any constraints imposed by the new curriculum.

CURRICULUM PROPOSAL

Current INB Major (21 hours)

INB 302 (Survey of Int'l Bus)
 INB 450 (Capstone Int'l Bus)
 ECO 460/461 (Econ.Dev/Int'l Econ)
 FIN 450 (Int'l Bus. Fin.)
 MGT 403 (Cross-cult. Mgt)
 MKT 440 (Global Mktg)
 Elective

Current LDR Major (18 hours)

MGT 302 (Mgrl Skills)
 MGT 401 (Org. Design and Cult)
 MGT 402 (Ldrshp and Motivation)
 MGT 410 (Sr. Sem. Experiencing Leadership)
 Elective
 Elective

Global Business Management (GBM) – SBA Core + 18 hours

All GMB majors take or complete the following:*

- SBA Business Core classes
- INB 302 (no prerequisite) (Will apply to be a CAP Crossing Boundaries Inquiry Course)
- MGT 403 (prerequisite: MGT 301)
- INB 450 Capstone (MGT 410 & INB 450 Integrated)—Pre-Requisites: INB 302, MGT 403; senior standing; junior standing with approval of department chair (Will apply to be CAP Major Capstone course)
- International Learning Experience (see description in narrative)
- Unless waived by Dept Chair, all GBM students must choose either ECO 460 or ECO 461 as their third economics elective

GBM majors choose and declare an emphasis below:

- Global Market Emphasis (9 credit hours)
 - INB 35X
 - INB 35X
 - Choose one: FIN 450, MKT 440, OPS 480, ACC 412
- Human Resource Management Emphasis
 - MGT 350 (Mgrl Skills, formerly MGT 302)
 - MGT 423
 - Choose one: MGT 402, MGT 404, MGT 405

*As per SBA policy, double majors may count up to 6 credits toward that second major

Global Business Management Minor

- INB 302
- MGT 403
- 6 Hours of Electives from FIN 450, MKT 440, INB 35x, MGT 350, MGT 402, MGT 404, MGT 405, MGT 423, OPS 480, ACC 412

IMPACT ON PERSONNEL AND FACULTY

Resources are a key consideration for any new major or curriculum initiative. Although this proposal involves an integration of two existing majors, each of which has its own specific course set and requirements, we believe the proposal will not require the SBA to expend any additional resources.

Each of these majors relied relatively heavily on adjuncts to staff electives. This new, integrated major reduces elective sets from these separate majors. We believe, therefore, that we will be able to use current resources more efficiently with this new integrated major. Meanwhile, the number of students served by this new major will simultaneously expand. We will now draw students from those interested in IB, Leadership/Management, International Studies (whose program includes a popular IB specialty), and minors in the SBA and outside the School.

A historical analysis of courses taught for the LDR and INB majors going back four semesters shows that on average, the department needs to staff about 34 courses a year. We anticipate the new GBM major will require the department to offer 34 courses a year. We should note, however, that in addition to having a neutral impact on the demand for teaching resources, the School will likely save some resources historically devoted to administration of the IB major. Finally, the IB major, largely free-floating for over a decade, will have an administrative home.

BUDGET IMPACT

As discussed above, we anticipate the budget impact of this proposal to be neutral or slightly positive. We do not anticipate the need to hire additional tenure-track faculty beyond filling the current open line to meet the teaching needs of the new GBM major. The Department will, however, put forward a recommendation that involves the existing NCR Professor of Global Leadership Development endowment.

In 1999, NCR and Richard Kruse, a retired NCR executive, committed more than \$1.2 million to the University of Dayton. A portion of those funds went to fund a \$750,000 endowment for the NCR Professor of Global Leadership Development in the School of Business Administration. Requirements for the NCR Professor of Global Leadership Development include assuming a leadership role in faculty development, maintaining a strong record of scholarly activity in leadership and international management, maintaining a record of innovation and creativity in teaching and curricular development, and enhancing collaboration across the SBA. The NCR Professor of Global Leadership was last held by Dr. Dean McFarlin, and the position is currently vacant. The NCR Professor of Global Leadership should be tasked with development and implementation of the new GBM major to ensure its long-term viability and success. If approved, the endowment may be best served by appointing a current member of the Department to become the next NCR Professor of Global Leadership, and/or augmenting the open MGT tenure-track line. The department could also fill this line with a new or relatively junior Assistant Professor in International Business/Management, bringing a new competency to the department to help implement the curricular changes we propose. The approval or non-approval of this merger proposal will therefore guide the Department's direction in hiring for that open line in 2014.

APPROVALS REQUIRED

We anticipate pursuing approvals and notifications within the SBA during Fall 2013 semester, and University-wide approval during Spring 2014 semester. The levels of approval, and outcomes, are outlined below.

Leadership Committee	October 8	Moved forward by L'ship Committee
Management/Marketing Dept.	October 18	Adopted by Department
Undergraduate Committee	Oct. 29, 10:30 AM	Paul S. presented, approved by UG committee by vote Nov. 12, 2013
Consultation with International Studies program	Nov. 7	
SBA Faculty Open Forums	Nov. 5 and Nov. 6, 2013	Faculty input incorporated
SBA Faculty Vote	November 22 Facstaff meeting	Approved (32 Yay, 1 Nay, 1 Abstain)
ECAS	Spring 2014	
Academic Senate	Spring 2014	
Provosts Council	Spring 2014	
Presidents Council	Spring 2014	
Board of Trustees	Spring 2014	

Appendix A: INB Elective Offerings

INB 350 (3.0 credit hours) – Doing Business in Emerging Markets

This course is designed to give students an opportunity to explore and understand the challenges to global business in emerging markets, including those in Africa, Asia, Latin and Central America, the Middle East, and the former East Bloc. The course examines commonalities of different regions and countries while highlighting cultural, economic, and sociopolitical differences. Additionally, social responsibility and the emergence of micro-lending and nontraditional forms of business operation will be presented. Not offered regularly.

INB 351 (3.0 credit hours) – Doing Business in Latin America

This course is designed to provide an overview of the business environment of Latin America within the context of cultural, economic, social, political and historical factors. Students explore negotiation strategies that are unique to Latin America and how U.S. companies (both large and small) should best enter the region. Upon successful completion of this course students will possess a strong awareness of the economic and business environments in Latin America as well as the ability to demonstrate strategic and analytical thinking skills related to local and foreign companies that conduct business in the region. Students will have the opportunity to analyze the big picture through case studies, negotiation simulations and through writing and in-class discussions and presentations. Not offered regularly.

INB 352 (3.0 credit hours) – Doing Business in Asia

This course is designed as a survey of the evolution of selected economies of Asia, with the aim of identifying conditions and governmental policies that impact economic development. The course provides an overview of sociocultural, religious, historic, economic, and political contexts as these impact ways that business is conducted in Asia. Not offered regularly.

INB 353 (3.0 credit hours) – Doing Business in Europe

This course is designed as a survey of the evolution of selected economies of Europe, with the aim of identifying conditions and governmental policies that impact economic development. The course reviews the historical steps that led to the establishment of the European Union and provides an in-depth understanding of the EU business environment. The course utilizes case studies to afford participants with a hands-on familiarity with business practices and effective strategies for conducting business in the EU from the perspective of European managers as well as non-European multinational corporations. Not offered regularly.

INB 354 (3.0 credit hours) – Doing Business in Africa

This course is designed as a survey of the evolution of selected economies of Africa, with the aim of identifying conditions and governmental policies that impact economic development. The course will review problems of economic development faced by many nations of Africa. Topics covered will include poverty, healthcare, agriculture, population growth, education, the role of women, rural-urban migration, industrialization, trade, aid, debt, and economic reforms. Not offered regularly.

INB 357 (3.0 credit hours) – Export Management

This course offers a comprehensive study of international export procedures and operations. Topics covered include export documentation, managing export transactions, planning export operations, export communications, shipping and packaging, export payment and collection methods, export insurance, governmental and foreign export regulations, export support programs and services, exports within NAFTA, and designing export management systems. This course prepares students for the CGBP (Certified Global Business Professional) Certification. Not offered regularly.

APPENDIX B

SELECTIVE SAMPLE GLOBAL LEADERSHIP INITIATIVES AT OTHER INSTITUTIONS

Washington University in St. Louis Bachelor of Science in Global Leadership and Management. WUSTL University College (note: not AACSB and not affiliated with Olin School of Business) offers a Bachelor of Science in Global Leadership and Management. The program provides critical analysis of historical and social forces that influence leadership and organizations, and it addresses complex questions from different intellectual perspectives in order to broaden business education. A capstone course blends the program's multidisciplinary course work with students' professional experience to help them produce their own integrated and practical strategy for global leadership development.

In addition to satisfying general education requirements, students must take:

Core Business Courses (15 units from the following):

U44-125	Business Organization and Administration or U44-259 Principles of Management
U07-231	Economic Statistics
U22-234	Business Ethics
U44-251	Law of Business I
U44-263	Financial and Managerial Accounting
U44-265	Corp. Strategic and Fin. Planning or U44-342 Business Finance
U44-270	Marketing Concepts
U48-341	Technology for Managers: Tools and Strategies
U25-3342	Business and Public Policy

Required Major Courses (18 units)

U09-381	Cross-Cultural Psychology
U44-240	Introduction to International Business OR
U44-330	International Management: Leadership Across Cultures
U44-305	Leadership for Organizational Success
U44-347	International Marketing
U07-403A	Managerial Economics
U07-427	Economic Systems in Theory and Practice

Elective Courses in Culture and Area Studies Courses (12 units)

12 units of authorized Arts & Sciences elective courses that enrich an understanding of the culture of a geographic area or areas of study, outside of the United States, and thereby strengthen one's global outlook on leadership and management. Suggested areas include but are not limited to foreign languages, anthropology, comparative literature, history, international and area studies, political science, psychology, and religious studies.

Villanova University. Villanova University's Center for Global Leadership is dedicated to promoting cross-cultural awareness, ethical international business relationships, and responsible global leadership. The Center conducts Educational Programs, Research Programs, Service and Outreach Programs, and Student Financial Support Programs. The Center is an integral part of Villanova University's International Business co-major.

Sources:

<http://www1.villanova.edu/villanova/business/centers/globalleadership/about.html>

<http://www1.villanova.edu/villanova/business/undergraduate/degrees/ib.html>

College of Saint Benedict/Saint John's University. The CSB/SJU changed its Management major to Global Business Leadership effective Fall 2011. The curriculum provides an intensive, community-based 16 credit sophomore course experience. Juniors and seniors take upper level core classes in global business and as seniors take a capstone advanced global strategy course. Students have the opportunity to develop a global mind-set through study abroad experiences, international internships, and in-depth studies in doing business in a specific region of the world.

Sophomore Year courses (Cohorts):

GBUS 210	Strategic Environment
GBUS 230	Decision Making Methods
GBUS 220	People in Organizations
GBUS 240	Tools of Analysis

Junior and Senior Year courses:

GBUS 300	Global Enterprise
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Three courses from the following:

GBUS 311	Human Resources
GBUS 321	Marketing
GBUS 341	Operations
GBUS 361	Law & Business

GBUS 3xx	GBUS Elective
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One Course from the following:

GBUS 397	Internship
GBUS 394	Experiential Learning

GBUS 381	Advanced Global Strategy (Capstone)
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Source: <http://www.csbsju.edu/Global-Business-Leadership/Global-Business-Leadership-Curriculum/Major-Requirements.htm>

Arizona State University W.P. Carey School of Business. The Carey School of Business at ASU offers 20 majors, including a B.A. in Business with ten separate concentrations. One of these concentrations is Global Leadership. The GL concentration requires 18 credit hours:

3	POS 486 (International Political Economy) OR POS 350 (Comparative Politics)
3	MGT 400 (Cross Cultural Management)
3	MGT 411 (Leading Organizations)
3	MGT 430 (Negotiations) or SCM 463 (Global Supply Chain Management)

PLUS

6	Latin American Studies Track (Mexico, Latin American Studies, The U.S. & Latin America, Modern Mexico, Contemporary Latin America, Spanish for Business)
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OR

6 Global Leadership Track (World Politics, Comparative Politics of the Middle East, International Political Economy, Global Justice, Comparative Politics, Globalization Development and Resistance, Social Change, Art and War, Global Popular Cultures, Bollywood to Hollywood, Women and Religion, Global History of the 21st Century, History of Genocide)

Source: <http://my.wpcarey.asu.edu/undergrad/advising/global-leadership-advising.cfm>

University of Indianapolis School of Business. The University of Indianapolis School of Business offers a B.A. in Business with a Global Leadership major. The major does not require foreign language study (the International Business major does). The major requires the following courses:

- 3 World Geography
- 3 Introduction to International Relations
- 3 International Business
- 3 World Religion
- 3 International Travel
- 6 Global Leadership Electives

Global Leadership Electives fall into separate tracks: Business, Asia Studies, International Relations (with a fifth year track leading to International Relations Master Program), History, and Modern Languages.

Source: <http://www.uindy.edu/business/undergraduate/global-leadership>

Tiffin University. Tiffin University offers a Bachelor of Business Administration Global Leadership Honors major. The program emphasizes interview admission and requires study abroad or international internship experience. In addition to the Business Core, students take three seminars in Markets and Economies, Culture, Business and Markets, and Professional Seminar. Students also take a minor program.

Source: <http://www.tiffin.edu/globalleadership/>

Widener University. Widener University's School of Hospitality Management offers a Global Leadership Program. Successful completion leads to a notation in student transcripts. Requirements include completion of an international study experience of a semester or six week summer academic program abroad, fulfillment of the modern language requirement at intermediate level or above, service on the University's International Week Committee, a 3.0 or higher GPA, participation in a community service project, participation in a minimum of one activity per semester with the International Visitors Council of Philadelphia, and selection of an Int Relations course as a Social Science elective.

Source: http://www.widener.edu/academics/schools/hospitality/undergraduate/global_leadership.aspx

University of North Carolina at Greensboro: UNCG offers an interdisciplinary Global Leadership Program. The GLP is a co-curriculum that promotes international and global leadership, experience and understanding. It is open all degree-seeking students from any discipline, domestic and international, undergraduate and graduate. Involvement in the GLP involves:

Participation in 5 workshop-based Colloquia on international and/or global issues, including 3 Core (required) Colloquia: Cross-Cultural Understanding, Leadership Within a Global Context, and Beyond Borders: Becoming a Global Citizen. Regular attendance and networking at International or Global Events, with a minimum average of 2 per semester. Engagement in a range of International or Global Experiential Opportunities at UNCG and abroad

Presentation of an end-of-program Electronic Portfolio serving as a record of the above achievements that can be shared with prospective employers and advanced degree programs.

Source: <http://www.uncg.edu/ipg/glp/2011-12%20GLP%20Handbook.pdf>



November 11, 2013

To Whom It May Concern:

We, the undersigned, are Department Chairs in the School of Business Administration at the University of Dayton. We have been asked to review and comment on the proposal by faculty within the Leadership discipline to merge the Leadership major with the International Business major. The resulting major would be known as the Global Business Management Major.

We have reviewed the merger proposal in detail and find that it provides a clear and convincing argument for the merger to take place. We have been given the opportunity to provide feedback to the faculty regarding how the merger plan could be strengthened, and we note that the feedback has been incorporated into the merger plan. The resulting Global Business Management major sufficiently preserves the rigor in the Leadership major along with the unique characteristics of the International Business major, while providing focus to the Leadership major and dedicated resources to the International Business major.

We have reviewed the compatibility of the merger plan with the current curriculum and budget planning process, and we find that the merger plan is compatible with both general processes within the School of Business Administration, as well as the processes within our respective departments.

We therefore strongly endorse the merger plan, and we look forward to working with the Leadership and International Business faculty to establish the new merger upon approval.

Sincerely,



Trevor Collier
Economics & Finance

Terence Lau
Management & Marketing

Jay Prasad
MIS, OM&DSC
Donna Street
Accounting



October 24, 2013

Members of the University of Dayton Academic Leadership Team:

I am writing to give Career Services' strong support for the proposal to create a Global Business Management major. This bold proposal takes the best aspects of two existing majors and creates a major which will be attractive to both prospective students and employers.

Today's employers are truly global organizations operating with fewer and fewer boundaries. Ohio now has over 1,300 companies with operations in foreign countries. Ohio also hosts operations from 595 organizations based in other countries. Global organizations need leaders with a well-rounded skill set. These organizations also need leaders grounded in ethical principles and with excellent oral and written communication skills. The Global Business Management major has the potential to produce graduates with these skills.

An exciting component of the proposal is the requirement of at least one global experience. The University of Dayton's employer partners place a high value on international work experiences and meaningful and integrated study abroad programs. The "International Learning Experience" component will produce graduates ready to compete in a global economy with resume-enhancing experiences attractive to employers.

I predict success from both an enrollment and a career perspective for the proposed Global Business Management major. Career Services is eager to support faculty members from the current International Business and Leadership majors and the potential students in this new and exciting degree program.

Sincerely,

Jason C. Eckert
Director of Career Services
University of Dayton



December 9, 2013

Paul Sweeney, Ph.D.
School of Business Administration
Departments of Management and Marketing and of International Business
University of Dayton
Dayton, OH 45469

Dear Dr. Sweeney,

Let me express my appreciation for your time on November 7 as well as your informative explanation regarding the SBA's plans to propose a new Global Business Management major. The International Studies Program in the CAS includes a concentration in International Business that in its original design mirrored the requirements of the International Business minor. For this reason, we in the INS program are eager to be kept abreast of any changes in the International Business curriculum.

It is no coincidence that the INS major itself is under revision at this time. As the SBA proposal notes, the Provost has urged all of us to examine the major curricula, attentive to the future needs of our students. In the light of the proposed curriculum for the Global Business Management program, I have eliminated INB 450 (a course the SBA will be changing) from the revised International Business concentration curriculum and designated INB 302 and MGT 403 (prerequisite MGT 301) as required courses. The other nine hours of the concentration will be electives drawn from a selection of courses including those in the GBM minor as well as PHL 313 (Business Ethics). Thus, I believe there will be a productive synergy between the INS and the GBM majors. I am particularly interested in the possibility the GBM program offers for exposing INS students to a better understanding of how to build teamwork and for encouraging their participation in professional development experiences.

Once again, thanks so much for giving me an opportunity to review the GBM proposal. I look forward to continuing to work with SBA faculty on behalf of providing the best possible education for students whose interests lie in both our areas of expertise.

Sincerely,

Marybeth Carlson

Marybeth Carlson
Director, International Studies Program
Associate Professor, Department of History



Terence Lau <tlau01@udayton.edu>

Fwd: proposed new major in Global Business Management

Elizabeth Gustafson <egustafson1@udayton.edu>

Thu, Dec 12, 2013 at 1:48 PM

To: Terence Lau <tlau01@udayton.edu>

Endorsement from CAS.

Elizabeth Gustafson, PhD
Associate Dean, School of Business Administration
University of Dayton
300 College Park
Dayton, OH 45469--2226
[937--229--2406](tel:937-229-2406)

----- Forwarded message -----

From: **Donald Pair** <dpair1@udayton.edu>
Date: Tue, Dec 10, 2013 at 12:23 PM
Subject: Re: proposed new major in Global Business Management
To: Elizabeth Gustafson <egustafson1@udayton.edu>
Cc: Paul H Benson <pbenson1@udayton.edu>

Elizabeth,

Our office has reviewed the proposal to replace the International Business and Leadership majors with a new Global Business Management major. We have also conferred with the College's INS Program Program Director, Dr. Marybeth Carlson. All involved agree that the proposed major will create a productive synergy between the INS and the GBM majors.

Thank you for the opportunity to review this proposal. Please let us know if we can be further assistance.
Don

Don L. Pair
Associate Dean for Integrated Learning and Curriculum
email: dpair1@udayton.edu
phone: [937.229.2602](tel:937.229.2602)

College of Arts and Sciences
University of Dayton
Dayton, OH 45469 --0800

On Mon, Dec 2, 2013 at 12:25 PM, Elizabeth Gustafson <egustafson1@udayton.edu> wrote:

Dear Associate Deans --

We are proposing that the two SBA majors in International Business and Leadership be discontinued and replaced with a new major, Global Business Management. At this point, I am looking for consultation letters from you. We have already consulted with the other business majors, International Studies (which we believe is the only major outside SBA that should be affected), and Career Services.

Please let me know if you have questions or comments and please provide a statement that we can include in the proposal as it moves forward. Something before January would be nice.

The attached document should be self-explanatory about reasons for the change, etc.

Thanks very much!
Elizabeth

Elizabeth Gustafson, PhD
Associate Dean, School of Business Administration
University of Dayton
300 College Park
Dayton, OH 45469--2226
[937--229--2406](tel:937-229-2406)

Fwd: proposed major Global Business Management

Elizabeth Gustafson <egustafson1@udayton.edu>
To: Terence Lau <tlau01@udayton.edu>

Tue, Dec 17, 2013 at 4:35 PM

Elizabeth Gustafson, PhD
Associate Dean, School of Business Administration
University of Dayton
300 College Park
Dayton, OH 45469--2226
[937--229--2406](tel:937-229-2406)

----- Forwarded message -----

From: **Katie Kinnucan--Welsch** <kkinnucanwelsch1@udayton.edu>
Date: Tue, Dec 17, 2013 at 4:21 PM
Subject: proposed major Global Business Management
To: Elizabeth Gustafson <egustafson1@udayton.edu>

Dear Elizabeth

I have reviewed the proposal for a new major in Global Business Management. The proposal articulates a clear rationale for a contemporary and innovative curriculum, embeds the Common Academic Program, and is designed to support the development of student skills that will be highly attractive to 21st century employers. It is a strong proposal that should be attractive to students in SBA.

Katie Kinnucan--Welsch, Ed.D.
Associate Dean for Undergraduate Learning and Community Partnerships
School of Education and Health Sciences
University of Dayton
300 College Park
Dayton, OH 45469--0510
PH: [937.229.3578](tel:937.229.3578)
FAX: [937.229.3199](tel:937.229.3199)
e-mail: kkinnucanwelsch1@udayton.edu
<http://www.udayton.edu/education/index.php>.



January 6, 2014

Terence Lau
School of Business Administration
Departments of Management and Marketing and of International Business
University of Dayton
Dayton, OH 45469

Dear Terence,

Thank you for the opportunity to review the SBA's proposal for the new Global Business Management major that will combine the existing Leadership and International Business majors.

As you know, employer surveys list international and intercultural competencies and skills among the most essential and needed in employees today, regardless of whether they are working locally or globally. The proposed new major maintains the strengths of the current majors, while also adding important global focus and depth.

It is also exciting to see international or intercultural learning experiences intentionally integrated as a core part of the requirement for the major. This is an important advancement.

The Center for Internaitonal Programs staff will look forward to working with you as the process moves forward. Please let me know if there is anything we can do to assist you at this time.

Sincerely,

Amy Anderson, Ph.D.
Executive Director
Center for International Programs

CENTER FOR INTERNATIONAL PROGRAMS

Education Abroad • International Student & Scholar Services • Intensive English Program
300 College Park Dayton, Ohio 45469-1701
(937) 229-3514 FAX (937) 229-2766
www.udayton.edu/international

International Business Management Program Proposal

Addendum – Last Updated February 4, 2014

The International Business Management Program Proposal has been approved by a vote of the SBA faculty. To preserve the integrity of that document, additional information will be reported in this addendum.

- 1) At ECAS on January 17, 2014, Provost Saliba requested the SBA Core be listed as part of the program proposal. The SBA Core is listed below.

SBA Core Curriculum		
ACC 207	Intro-Financial Acc	3
ACC 208	Intro-Managerial Acc	3
BAI 150	Bus Educ Planning	1
BAI 103L	Bus Computing Lab	1
BAI 151	Bus Integratn Exp	1
DSC 210	Stats For Bus I	3
DSC 211	Stats For Bus II	3
ECO 203	Prin of Microecon (Satisfies CAP Social Science)	3
ECO 204	Prin of Macroecon	3
ENG 370	Rprt&Proposal Wrtnng (Satisfies CAP Inquiry)	3
or ENG 371	Technical Communicatn	
or ENG 372	Business Communicatn	
FIN 301	Intro to Financial Mgt	3
MGT 201	Legal Environmt-Bus	3
MGT 301	Organiztnl Behavior	3
MGT 490	Managing the Entrpse (Satisfies CAP Integrative)	3
MTH 128	Finite Math	3
MTH 129	Calc for Business (Satisfies CAP Mathematics)	3
MIS 301	Info Sys in Org	3
MKT 301	Prin of Marketing	3
OPS 301	Survy-Oper&Supply Mgt	3
PHL 313	Business Ethics (Satisfies CAP Practical Ethical Action and Adv Studies in PHL/REL)	3
or REL 368	Practical wisdom in the business world	
ECO elective (300/400 level)		3
Social Science elective (ANT, POL, PSY, SOC)		3

- 2) Consultation with the School of Engineering was requested on December 2, 2013, and January 21, 2014.
- 3) Consultation with the University Libraries was requested on January 20, 2014. Response from University Libraries is attached.

- 4) Consultation with Enrollment Management was requested on January 20, 2014. Letter of support from Sundar Kumarasamy, Vice President, Enrollment Management, is attached. **Note: EM suggests the new major is called “International Business Management” while the program proposal calls the new major “Global Business Management.” The Faculty agree to the change, and the new major shall be called “International Business Management.”**
- 5) Presented to APC on January 31, 2014. APC requested we address “efforts to attract and retain under-represented groups” as suggested by Senate Document 12-05. At the outset, we note that this new major is a merger of two existing majors, and therefore any efforts to attract and retain under-represented groups will initially be driven by the relative success of the old Leadership and International Business majors in accomplishing that task. Substantively, both majors have historically done well in attracting under-represented groups. In part, this is due to the critical importance of diversity in the workforce, for example, a topic embedded in virtually every Management course. From introductory to advanced to elective courses, students are introduced to the concepts and complete projects and papers on workforce diversity, including managing, attracting, recruiting, motivating, and promoting diverse employees. Similarly, students in International Business have tended to be internationalists with a deep passion and commitment to globalization and its effects, both positive and negative, on people, organizations and economic well-being. Indeed, a fair percentage of International Business students in recent years have been foreign students, and the resulting mix of domestic and foreign students in INB classes has been tremendously helpful in terms of bringing cultural literacy and sensitivity to domestic audiences.

At the SBA, diversity is encouraged and managed school-wide rather than at the department level and plays a role in our AACSB accreditation. In advance of a site visit by this organization, our self-study report (2013) specifically addressed diversity among our students. In that report (a full copy is available upon request or from the Dean’s office), we refer to our diversity strategic plan and also say:

“Table 7 illustrates the demographic background of SBA students. The percentage of female students has remained fairly constant at the undergraduate level, while increasing significantly in the MBA Program. While some improvements in the percentage of domestic minority students were made in both programs from 2009 to 2012, both the SBA and the University saw a decline in minority students in 2013. However, there has been a substantial increase in diversity in both SBA programs since 2011 as a result of an influx of international students, listed as non-resident aliens in Table 7 and mostly coming from China and the Middle East. A dramatic increase of entering international students occurred in Fall 2012 when they accounted for about 18% of first year SBA students. Those first year undergraduates will have a larger impact on business courses as they move from general education courses to the business program. In addition to the considerable benefits from increased diversity, there are also significant challenges to faculty and advisors as they work to give all students a good educational experience and to be fair to both domestic and international students.”

Table 7-Demographics of School of Business Administration Students

		2009-10	2010-11	2011-12	2012-13	2013-14
UNDERGRADUATE STUDENTS						
	Percent female	38.1%	37.2%	37.1%	37.9%	38.6%
	Percent domestic minority (African-American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian, Other Pacific Islander, or more than one race)	5.0%	5.9%	6.5%	5.5%	4.6%
	Percent non-resident alien	1.6%	3.7%	5.9%	11.7%	16.2%
MBA STUDENTS						
	Percent female	31.9%	36.5%	39.8%	44.0%	47.0%
	Percent domestic minority (African-American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian, Other Pacific Islander, or more than one race)	5.9%	7.4%	9.0%	7.6%	4.0%
	Percent non-resident alien	11.4%	10.4%	17.0%	33.3%	37.9%

Terence Lau
Department of Management and Marketing
+2271

Dear Professor Lau.

Thank you for the opportunity to review and provide feedback on the program proposal to combine the Leadership and International Business majors into a new major, Global Business Management. We have reviewed the proposal, and overall we find it fits well with our mission.

There are two specific areas we wish to bring to your attention. First, we believe that the new major should be named "International Business Management." Our experience indicates academic program fit is the most important factor when prospective students determine a short list of institutions. In their college search process, students select from available majors they find on information aggregators or on standardized test registration forms, and those majors are guided by IPEDs/CIP standards. The "Global Business Management" name might cause confusion among students, which would require us to explain the naming of the major. Calling the major "International Business Management" on the other hand will easily facilitate those matches and greatly aid our ability to recruit students into the major. We therefore ask that you consider renaming the major to International Business Management.

Second, you have indicated that the students will be required to undertake an international learning experience. This curricular requirement is an excellent alignment with our current initiative to leverage our investment at the University of Dayton China Institute (UDCI). Starting in the Fall 2014 semester, we plan to allow students to study for a semester at UDCI without incurring any additional cost compared to spending a semester at the main campus. Allowing a no-cost international experience will greatly enhance the new major, and also fits well with our four-year net-tuition assurance. We therefore strongly support this requirement, and we look forward to working with your faculty to develop a series of courses that will work for students in the major seeking to undertake a semester-long study experience at UDCI.

Thank you again, and we wish you well on this academic endeavor. Please let me know if you have any questions.



Sundar Kumarasamy
Vice President
Enrollment Management and Marketing



Terence Lau <tlau01@udayton.edu>

Global Business Management major

Fred Jenkins <fjenkins1@udayton.edu>

Tue, Feb 4, 2014 at 9:39 AM

To: Terence Lau <tlau@udayton.edu>

Cc: Joan Plungis <jplungis1@udayton.edu>, Kathleen Webb <kwebb1@udayton.edu>

Dear Terence

Thanks for sending us the proposal for the new Global Business Management major. Joan Plungis and I have reviewed it along with the relevant library resources available.

It is always a challenge to support new programs in the current budget environment, but much easier when they combine substantial elements of existing ones. Also, in recognition of the increasing global emphasis within the School of Business Administration, over the past few years the University Libraries have added a number of international business databases and other electronic resources. As a result, we have core resources in place to support the new major that compare favorably with those available at the schools mentioned in the program proposal. Sources available at some other OhioLINK libraries, such as Euromonitor's Passport GMID;; Mergent Online;; and Bureau van Dijk's Orbis, Zephyr, and Mint Global databases, might also be considered to support the new major were funding to become available. I have attached Joan's detailed comparison of holdings at UD with those of the institutions listed in Appendix B of the proposal.

We look forward to working with you to support the new major.

Fred

Fred W. Jenkins, Ph.D.
Professor and Associate Dean for Collections and Operations
University of Dayton Libraries
106A Roesch Library
300 College Park
Dayton, OH 45469--1360
(937) 229--4272



Business Library Resources Comparison 1--2014.docx
87K

Resource	UD	Washington U. St. Louis	St. John's University	Arizona State	University of Indianapolis	Tiffin University	Widener University	UNC Greensboro	Terms
ABI/INFORM Academic Search Complete	✓	✓	✓	✓	✓	✓	✓		subscription
Academic Search Premier				✓			✓		subscription
Access World News Business & Company Resource Center			✓	✓			✓		subscription
Business Insights: Essentials				✓	✓				subscription
Business Monitor International		✓							subscription
Business Newsbank Business Source Complete	✓	✓	✓	✓			✓		subscription
Business Source Elite							✓		
Business Source Premier			✓		✓				subscription
China Data Online				✓				✓	subscription
CIA -- The World Factbook	✓	✓	✓	✓	✓	✓	✓	✓	free
Corporate Resource Net Country Commercial Guides	✓	✓		✓	✓			✓	subscription free
Country Insights Country Risk and Economic Research -- CoFace				✓				✓	free
Conference Board		✓	✓						subscription
CQ Researcher		✓	✓	✓	✓		✓	✓	subscription
Demographics Now		✓			✓			✓	subscription
Doing Business(World Bank)	✓	✓		✓				✓	free
EconLit	✓	✓	✓	✓				✓	subscription
Economagic		✓							free
Economist Intelligence Unit		✓		✓					subscription
Europa World		✓						✓	subscription
Eurostat		✓							free
Factiva		✓							subscription
Federal Reserve Bank of St. Louis Economic Data	✓	✓							free
First Research		✓	✓	✓					subscription
Frost and Sullivan		✓							subscription
Global Competitiveness Report	✓			✓					free
globalEDGE		✓							free

Resource	UD	Washington U. St. Louis	St. John's University	Arizona State	University of Indianapolis	Tiffin University	Widener University	UNC Greensboro	Terms
IBISWorld Global Industry Reports	✓	✓						✓	subscription
ImportGenius								✓	free
International Directory of Company Histories	✓	✓	✓					✓	subscription
International Financial Statistics (IMF)		✓		✓					subscription
ISI Emerging Markets		✓							subscription
JSTOR	✓	✓	✓	✓	✓	✓	✓	✓	subscription
Kompass				✓					subscription
Kwintessential Country Profiles: Global Guide to Culture, Customs and Etiquette								✓	free
LexisNexis Academic	✓	✓	✓	✓	✓	✓	✓	✓	subscription
LexisNexis Statistical		✓							subscription
Macroeconomic Advisers		✓							subscription
Marketline Advantage		✓							subscription
MasterFILE									
Premier/Complete	✓				✓			✓	subscription
Mergent Online		✓	✓	✓		✓		✓	subscription
Mergent Intellect (formerly Hoover's)			✓	✓			✓	✓	subscription
Mint Global				✓					subscription
Mintel Global Market Navigator	✓	✓							subscription
Mintel Oxygen	✓	✓		✓				✓	subscription
NationMaster.com								✓	free
NBER---National Bureau of Economic Research		✓	✓						subscription
NBER Working Papers		✓						✓	subscription
OECD iLibrary		✓		✓					
OECD Statistics								✓	free
OECD.stat								✓	subscription
OneSource					✓				subscription
Orbis				✓					
Passport GMID Database		✓		✓	✓			✓	subscription
ProQuest Newsstand			✓	✓			✓		subscription
ProQuest Statistical Data Sets		✓							
ReferenceUSA	✓				✓				subscription
Small Business Resource Center					✓			✓	subscription

[illegible]



Terence Lau <tlau01@udayton.edu>

Fwd: proposed new major in Global Business Management

1 message

Elizabeth Gustafson <egustafson1@udayton.edu>

Mon, Feb 10, 2014 at 9:03 AM

To: Terence Lau <tlau01@udayton.edu>

Here's support for the GBM from engineering.
Elizabeth

Elizabeth Gustafson, PhD
Associate Dean, School of Business Administration
University of Dayton
300 College Park
Dayton, OH 45469--2226
[937--229--2406](tel:937-229-2406)

----- Forwarded message -----

From: **Riad Alakkad** <ralakkad1@udayton.edu>

Date: Sun, Feb 9, 2014 at 9:28 PM

Subject: Re: proposed new major in Global Business Management

To: Elizabeth Gustafson <egustafson1@udayton.edu>

Elizabeth,

I want to apologies for responding this late but beginning of the term and travel along with all of the committee meeting we serve together made it hard.

After discussing the proposed new major with Dean Saliba and associate dean of graduate studies Dr. Weber, School of Engineering will support this proposal and see no issues or negative affects to our programs. This proposal might benefit and serve a larger group of students that might have interest in our Global education.
Best of luck and wish the SOB a great success in recruiting the next class.

Thanks

Riad Alakkad
Associate Dean for undergraduate studies
University of Dayton

> On Jan 21, 2014, at 11:51 AM, Elizabeth Gustafson <egustafson1@udayton.edu> wrote:

>

> Hi Riad --

> See the message below about combining our current majors in International
> Business and Leadership into a new major in Global Business Management. A
> letter or email of support from SOE would still be very helpful.

>

> Thanks very much!

> Elizabeth

>

> Elizabeth Gustafson, PhD

> Associate Dean, School of Business Administration

> University of Dayton
> 300 College Park
> Dayton, OH 45469--2226
> [937--229-2406](tel:937-229-2406)

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>

> ----- Forwarded message -----

> From: Elizabeth Gustafson <egustafson1@udayton.edu>
> Date: Mon, Dec 2, 2013 at 12:25 PM
> Subject: proposed new major in Global Business Management
> To: Donald Pair <dpair1@udayton.edu>, "Riad,S Alakkad" <
> ralakkad1@udayton.edu>, Kathryn Kinnucan--Welsch <
> Katie.Kinnucan--Welsch@notes.udayton.edu>

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>

> Dear Associate Deans --

>

> We are proposing that the two SBA majors in International Business and
> Leadership be discontinued and replaced with a new major, Global Business
> Management. At this point, I am looking for consultation letters from you.
> We have already consulted with the other business majors, International
> Studies (which we believe is the only major outside SBA that should be
> affected), and Career Services.

>

> Please let me know if you have questions or comments and please provide a
> statement that we can include in the proposal as it moves forward.
> Something before January would be nice.

>

> The attached document should be self--explanatory about reasons for the
> change, etc.

>

> Thanks very much!
> Elizabeth

>

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> <INB LDR Merger Nov 22 2013 SBA Approved (1).pdf>