HIGHER LEARNING COMMISSION

FORM

Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Kent State University   City, State: Kent, Ohio

Name of person completing this application: Dr. Robert Hisrich

Title: Associate Dean, College of Business Administration   Phone: 330-672-2772   Email: rhisric1@kent.edu

Date Submitted: TBD

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a change application form was accessed more than 90 days prior to filing, it is recommended that the institution visit http://www.hlcommission.org/change to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage: http://www.hlcommission.org/document_upload/.

Part 1: General Questions

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1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

The requested change is to deliver the Executive MBA program at an academic instituition in Istanbul, Turkey to business professionals from the Middle East, including countries such as Saudi Arabia, Turkey and the United Arab Emirates. One new cohort of up to forty students will begin on an annual basis. The program instruction will consist of in person instruction at a 70 percent level and online instruction at a 30

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 1

percent level. This flexible delivery format is the same as the format used in the current Executive MBA program. Curriculum and admissions requirements will remain the same, and current EMBA accreditation practices and policies will be followed. Acceptance decisions and faculty selection will be the sole responsibility of the KSU College of Business.

2. **Is this application being submitted in conjunction with another application?**

☐ Yes

☒ No

3. **Classification of Change Request.**
   Note: not every institutional change requires prior review and approval. Review the "Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

   Location(s):

   ☒ New additional location(s)   ☐ New campus(es)

   An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:
   - Change in mission
   - Change in student body
   - Competency-based education (credit-based; direct assessment; hybrid) programs
   - Consortial arrangement
   - Contractual arrangement
   - Substantially changing the clock or credit hours required for a program
   - Change in academic calendar (e.g., quarters to semester) or change in credit allocation
   - Teach-out plan if closing location provides total degree programs
   - Distance or correspondence education
   - New programs
   - Certificate programs
   - Branch campuses and additional locations

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

   a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

   No

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 2

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

No

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	☒ Yes	☐ No	
System approvals	☐ Yes	☐ No	☒ Not Applicable
State approval	☐ Yes	☒ No	
Foreign country(ies) approvals	☒ Yes	☐ No	☐ Not Applicable

For Distance or Correspondence Education only:
Process in place to ascertain and secure
state approval(s) as required   ☐ Yes   ☐ No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

☒ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 3

☒ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

☐ Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See http://www.hlcommission.org/change-visit for more information.

☐ Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 4

As many as three new additional locations, or one branch campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: ☒ Additional location(s)   ☐ Branch campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition *(Same as the federal definition)*: A location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.

- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.

- It has its own faculty and administrative or supervisory organization.

- It has its own budgetary and hiring authority.

Additional Location Definition: A place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program.

- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.

- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

Section A. Characteristics of the Change Requested

1. Provide the **name** and **street address** of each location requested. (No PO Box addresses.)

   Tulip Academy for Science and Technology
   Gamze Sk. No:3 Yenibosna
   Merkez Mahallesi

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 5

34197 Bahcelievle
Istanbul, Turkey

2. Provide for each location the following information:

a) The date at which the location is projected to begin operation. *(MM/DD/YYY)*

January 11, 2019

b) Whether the location will offer Title IV eligible programs.

No

c) The *Classification of Instructional Programs* terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at http://nces.ed.gov/ipeds/cipcode/.

52.0201   Business Administration and Management, General

d) Whether the location will be permanent or temporary (for a set number of cohorts).

This will be a permanent location.

e) The level of degree completion at the new additional location. (Total Degree, Adult Degree completion or 50-99% completion.)

The total degree will be completed at Tulip Academy for Science and Technology in Istanbul, Turkey, of which 70 percent will be delivered on site in the traditional class setting, and 30 percent will be delivered online from Kent State's campus in Kent, Ohio. The online instruction will be delivered in an asynchronous manner.

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

There is no change anticipated in the student mix as defined by the admission requirements of the program. Each applicant is currently required to have seven or more years of work experience and this will remain unchanged.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

Yes there are currently three or more locations that have the same or greater scope/level of instruction as the proposed location at Tulip Academy for Science and Technology. They also have

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 6

the same or greater level of sophistication in facilities. Data for the three locations with the largest enrollment has been requested from Institutional Research.

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

The plan is to continue to operate the program for five years and to review contract renewal on or before this time. The program size will be a maximum of forty students for the first five years and it would be possible to negotiate an added enrollment or cohort after this time.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC review and how has the institution addressed the challenge(s)?

There should be no impact on challenges identified as part of or subsequent to Kent State University's last HLC review.

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

The planning process involved the foreign entity in discussions on location requirements and cost. The admissions requirements and faculty selection will be handled entirely by the Kent State College of Business Executive MBA program in alignment with the currently existing EMBA standards.

8. For each proposed branch campus or location(s), provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

The physical facilities will include support which is similar to locations in our domestic programs.

The Blackboard teaching technology utilized will be the same as is offered at Kent State domestic locations.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

There have been specific discussions with the contracting entity in regard to the requirements involved at the Istanbul, Turkey location. This included the requirement that instructional facilities should be similar to those provided at a Kent State University campus and that the space resource should be more than sufficient for a maximum cohort size of forty students.

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

Materials for the program will be produced by the College of Business Marketing Communications and Public Relations Department or Kent State University Communications and Marketing.

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 7

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

The financial planning and budgeting for the location were developed by the College of Business Sr. RCM Manager. Development of the financial plan and budget is based on recent EMBA program expenses and College of Business expenses and overhead. Given that the plan was developed by the Sr. RCM Manager, it will be consistently reviewed and monitored using the same procedures followed EMBA programs in other locations and for the entire College of Business.

Gross projected revenues are $1,250,000.00 on an annual basis. Gross projected expenses are $879,110.00 on an annual basis.

The projected enrollment is up to forty students annually. Staffing needs for program administration will be managed as they are in other locations by the EMBA Program Director, EMBA Program Coordinator and EMBA Graduate Assistant. Faculty will be staffed in accordance with the current EMBA practices.

12. **For branch campus only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

a) Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.

b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the location(s) or branch campus?

Kent State University will be responsible for hiring and compensating all EMBA faculty. The faculty will consist of either full time or adjunct professors who are hired with qualifications in accordance with HLC and AACSB standards. The standard EMBA format for syllabi will be required and will be reviewed in advance by the EMBA Program Coordinator. The teaching technology will be Blackboard which is used by Kent State University. Additional training will be provided as needed to any EMBA professor who needs assistance with the use of the Blackboard teaching system and/or would like to utilize the live online technology as a way in which to communicate with students (Blackboard Collaborate). These are all current practices in the existing EMBA program.

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 8

There will be no impact on instructional capacity because the EMBA program is taught on an offload basis. If no Kent State faculty are available, the safeguard consists of hiring adjunct HLC and AACSB qualified faculty, as is the current EMBA practice.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

No

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

The faculty staffing will be based on stringent requirements outlined by the HLC and AACSB. In some cases an exception can be made based on specialized faculty qualifications in their field of work.

17. What is the institution's process for selecting, training and orienting faculty for the additional location(s) or branch campus? What special professional development, support or released time does the institution provide for these faculty?

The selection process involves first reviewing a potential faculty member's CV including a history of their teaching and work experience in order to determine whether they meet required qualifications. After a successful review, the EMBA Director and sometimes Associate Dean, meet with a qualified candidate.

Once hired, the faculty member is contacted by the EMBA Program Coordinator to review syllabus requirements and course material needs. At this point in time training is supplied as needed with use of the Blackboard learning system including Collaborate, and a class roster is supplied to the faculty member.

On an ongoing basis, an EMBA faculty meeting is held two times annually to discuss program changes, rubrics, teaching resources and review the progress of each cohort. This meeting includes both full time Kent State University faculty, as well as adjunct faculty who currently join these meetings via WebEx from locations as far away as London.

Professional development funds are provided to faculty who are full time employees at the KSU College of Business. The use of these funds is subject to approval by the Associate Dean in accordance with developmental needs.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

Kent State University has a long history of oversight for added locations. The KSU Executive MBA program has been a part of this history with programs held at multiple offsite locations.

The services provided have been equal to or better to those provided at the Kent campus.

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 9

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

    The overall program quality and course flow is monitored by the Program Director on a continual basis. It is also monitored in discussions at twice yearly EMBA faculty meetings. This includes discussions on course competencies.

    Input on the quality of offerings is obtained from AACSB Assurance of Learning data and faculty input. It is obtained from a student perspective based on a combination of student evaluations of faculty which include added open ended questions, as well as by input gained from two class representatives who are elected democratically by their respective cohorts.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

    The AACSB Assurance of Learning measures are utilized to assess student learning in the areas of skills in teamwork, oral presentations (individual and group), written skills and decision making with analytics, ethics and legal aspects of each business situation. Based on the results offerings are adjusted to improve student learning.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

    There will be no differences in the measures used at the Kent campus compared to other locations. For example, a teamwork skill project assessment involving peer reviews is now conducted for one of the first courses which is Teamwork and Emotional Intelligence. The EMBA program goes over and above AACSB timing requirements for Assurance of Learning by repeating this assessment with the same cohort during the ending live capstone project in order to close the loop. This will be conducted in the same manner at the new locations.

Audience: Institutions
Form
Published: September 2017 © Higher Learning Commission

Process: Substantive Change
Contact: changerequests@hlcommission.org
Page 10

MBA Subcommittee (draft)
November 30, 2017   1:00 pm
Room 306 BSA

Attending: Bob Hisrich, Louise Ditchey, Mark Altieri, Amy Kittle, Felecia Urbanek, Laurie Walker, Greta Polites, Mike Ellis, Dorothy (DJ) Smith
Unable to attend, proxy votes submitted: Eileen Bridges, David Dumpe

Meeting called to order: Bob Hisrich called the meeting to order at 1:00 pm

> **Approval of minutes from October 11, 2017:**
> Mike Ellis moved that the minutes be approved, Seconded by Greta Polites.
> All approved.   Motion passes, minutes are approved.

New Business:

1. Internatiomal EMBA.
Bob Hisrich made a presentation about a project he has been working on to explore options to offer the EMBA program out of the US. He was approached by the United Arab Emirates (UAE) who proposed this program:

UAE would pay $1,250,000 per year for 5 years. There is no risk for the payments. He expects a net gain of $400,000 minimum each year. The money would paid half at the beginning and half in the middle of the program. The College would pay for business class airfare and faculty salaries. UAE would cover the cost of lodging, ground transportation and all expenses. There would be a maximum of 40 students. It would be a one-year program, but with the same curriculum as the EMBA, minus the International Business Experience. The delivery structure will have to be hybrid, but with faculty holding longer in-person teaching sessions.

Laurie Walker added additional information. The program would be a hybrid with the majority of the teaching in person. Kent State professors would go to UAE. There was a discussion with EMBA faculty on November 17, and they expressed satisfaction with the proposal. This would be a voluntary teaching assignment, and would be paid on offload.

We will need to have the majority of teaching in person with Kent State, US or European professors. The program will be run through a governmental agency. The UAE would market the program and locate the students, but we would have final approval of who was admitted. The program may be held in Dubai, UAE; Abu Dhabi, UAE; or Istanbul, Turkey. Candidates would go through the regular admission process. There would be 9-week sessions, concentrated in the middle with the professor in person during those concentrated sessions. At the beginning there would be online classes, and the faculty would lead a professional in-depth project. Since international graduate students are not coming to Kent State, this program would give us the chance to take our program to them. The start date would be no earlier than March 2019.

A motion was made to approve the outline of the program, and move it to the next stage in the process. Motion made by Michael Ellis, Seconded by Mark Altieri.
Vote to approve – 3 Vote to deny – 0; Motion passes and the proposal will move to Graduate Council.

2. Combined degree: DPM-MBA with Podiatric Medical College

A CCP and Proposal Summary was distributed. The program would begin in Fall 2018. The MBA would be completed in the year before Year 1 of medical school. There are several courses in the DPM program which may be acceptable as MBA electives: CMD 80325, Public Health Jurisprudence (2 credits); CMD 80424, Business Administration (2 credits); PMD 80113, Medical Ethics (1 credit); PMD 80117, Podiatry, Professionalism and Society 1 (1 credit). In addition, the College of Podiatric Medicine will consider creating a Practicum after the MBA coursework is completed in the first summer to work in an area Podiatric office or clinic to gain practical administrative experience in managing a medical practice. All courses would need to be approved by the Chairs and Dean.

A motion to approve the Combined DPM-MBA program was made by Mark Altieri, Seconded by Michael Ellis.

Votes to approve: 3 in-person and 2 proxy; Votes to deny: 0

The motion passes and the proposal goes to Graduate Council in December 2017.

A motion was made to accept the MCAT in place of the GMAT or GRE for these students by Michel Ellis, and Seconded by Mark Altieri

Votes to approve: 3 in-person and 2 proxy; Votes to deny: 0

The motion passes and moves to Graduate Council.

3. Revision for Master in Library and Information Science (dual degree program).

Because we are a partner program for MLIS, their curricular changes need input from us. The proposal affects only MLIS courses, changes credit hours of some courses, and adds electives.

A motion was made to accept the changes proposed for the MLIS program by Greta Polites, Seconded by Mark Altieri

Votes to approve: 3 in-person and 2 proxy; Votes to deny: 0

The motion passes and the proposal goes to Graduate Council.

Old Business

1. Removal of work experience for Online MBA program.

Bob Hisrich announced that Mark Whitmore would teach a series of Saturday workshops in Professional Development for those candidates with under two years of full-time work experience. The full time program would keep Professional Development, BAD 68051, as it is.

A motion was made to eliminate the two years' work experience for the Online MBA with a solution for those students lacking it to get the professional development material in workshops. Motion made Mark Altieri, Seconded by Michael Ellis.

Those approved: 3   Those against: 0
Motion passes, moves to Graduate Council.

Announcements

We will host the following marketing events in Spring 2018:
- The Spring session of Graduate Programs Night will be held on Tuesday, March 6, 2018.
- The EMBA and Online MBA programs have had several webinars and in-person sessions and will continue these events in the Spring.
- We have contracted with Sixth City Marketing to develop a digital marketing campaign for all Master's programs.

There being no further discussion, the meeting adjourned at 2:00 pm.

Respectfully submitted by Louise Ditchey
December 15, 2017

Graduate Council meeting minutes (draft)
December 5, 2017
Room 314-B BSA

Attending: Felix Offodile, Robert Hisrich, Steve Dennis, Murali Shanker, John Thornton, Jennifer Wiggins, Robert Jewell, Dandan Liu, Louise Ditchey
Guest: Laurie Walker
Unable to attend: Wei Li, Linda Zucca, Christina Kuchmaner (student representative)

I.   Call to order
A quorum was met. Bob Hisrich called the meeting to order at 11:15 a.m.

II.   Approval of Minutes from October 19, 2017

A motion was made to approve by Felix Offodile, Seconded by Dandan Liu.
Votes to approve: 7
Votes to reject: 0
Abstain: 1
The minutes from October 19, 2017 are approved.

III.   Dean's report
The Ph.D. flipbook and brochures are finished. Bob will send out to his list of colleagues worldwide. He encourages faculty to also send it to faculty friends and colleagues to help increase the number of Ph.D. applications.

IV.   New business

International EMBA. Bob made a presentation about a successful program he was in when with another university. The United Arab Emirates (UAE) approached him about our EMBA program. They would like a hybrid EMBA program with the majority of teaching in person to be run in the UAE through a government organization. Laurie Walker had a discussion about the proposal at an EMBA faculty meeting and they expressed satisfaction with the program.

Because this program would also need Higher Learning Commission (HLC) approved, it could not be effective until March 2019. The program is designed to be completed in one calendar year, the faculty would be sent to locations selected by UAE. Places of interest are Abu Dhabi UAE and Istanbul, Turkey. The governments would recruit the students, but we have control over who is accepted. We will do all the delivery of the courses. This is a revenue-generating position. We would earn $1.25 million a year for five years. Kent State's obligations would be for business class airfare and the faculty salary. Everything else would be paid by the host country.

The program would be optional for the faculty, and they would go for short blocks of time. The program would accommodate a maximum of 40 students. This is a degree program, not a certificate. Bob would prefer to have the program in multiple cities, and would like a general agreement so not to have to do his approval process for each future program. He would like a list of minimal requirements to share with future partners, possibly India.

The program would have 32 credit hours over 18 courses. The international business experience will be taken out of this program. Fewer EMBA faculty are now adjuncts. The assignment would be offload. Summer is a good time for our faculty to go. A question was raised how we would staff the Fall and Spring with the current faculty? They can work on breaks, but can't leave in the middle of a semester. These are condensed in-person teaching sessions, and could be done in a one-week time frame. We can pick the days. We will work on a schedule for review. Currently EMBA faculty earn $3,000 per credit hours taught and have access to professional development funds of $500 per credit hour taught (only full-time faculty).

> A motion was made to approve the International EMBA concept by Felix Offodile, seconded by Murali Shanker.
> All approved, motion passes.

Accounting Faculty Status requests:

The committee opted to vote for all three requests at once.

> Jess Buchanan: new faculty member, requesting Associate Limited
> Ben Hoffman: upgrade from Associate Limited to Full Limited
> Shunlan Fang: upgrade from Associate Limited to Full Limited
>
> A motion was made to approve the three accounting faculty status requests by Steve Dennis, it was Seconded by Dandan Liu.
>
> All approved, motion passes.

Combined degree: DPM-MBA with Podiatric Medical College

The MBA Subcommittee approved this proposal, and the issue was brought before Graduate Council. The program would begin in Fall 2018. The MBA would be completed in the year before Year 1 of medical school. There are several courses in the DPM program which may be acceptable as MBA electives: CMD 80325, Public Health Jurisprudence (2 credits); CMD 80424, Business Administration (2 credits); PMD 80113, Medical Ethics (1 credit); PMD 80117, Podiatry, Professionalism and Society 1 (1 credit). In addition, the DPM will consider creating a Practicum after the MBA coursework is completed in the first summer to work in an area

Podiatric office or clinic to gain practical administrative experience in managing a medical practice. All courses would need to be approved by the Chairs and Dean.

The issue was raised that our teaching content may need to be adjusted to be beneficial for these students. These students would take the pre-MBA webinars in Accounting, Spreadsheets, Finance, Statistics and Economics, but the business faculty have limited exposure to medical issues. Laurie Walker, who has worked with two cohorts of the Heath Care EMBA, assured the faculty that the medical administration work is behind the corporate world, and there shouldn't be any issues.

A motion to approve the Combined DPM-MBA program was made by Murali Shanker, Seconded by John Thornton.

All approved, the motion passes and the proposal goes to EPC in January 2018.

A motion was made to accept the MCAT in place of the GMAT or GRE for these students by John Thornton, and Seconded by Murali Shanker. Discussion: check on the percentile rates for the MCAT and make reasonable assumptions. The Podiatric College can provide insight.

All approved, the motion passes.

Revision for Master in Library and Information Science (dual degree program). Because we are a partner program for MLIS, their curricular changes need input from us. The proposal affects only MLIS courses, changes credit hours of several courses, and adds electives.

A motion was made to accept the changes proposed for the MLIS program by John Thornton, Seconded by Murali Shanker.
All approved, the motion passes.

Removal of work experience for Online MBA program. The MBA Subcommittee approved a series of Saturday workshops in Professional Development for those candidates with under two years of full-time work experience.

A motion was made to eliminate the two years' work experience for the Online MBA by John Thornton, Seconded by Murali Shanker. Discussion: work experience is not distinguishable in the classroom in some faculty members' experiences. Non-business undergraduates may have problem finding a job, and this could be a good and flexible option for them. Our program does not seem geared to exploiting that work experience background.

Those approved: 4   Those against: 1
Motion passes

V.   Old Business

Journal list: Murali will send requests for additions to the Graduate Council electronically. In M&IS, they have faculty who have a new field of study. We can add journals at this point, but can't upgrade journals on the list until the 5 year review. Those will be reviewed in 2018 to go into effect in Fall 2019.

Which committee reviews the 5-year list? Is it a special committee or Graduate Council? Can we simply change the current language to "add journals or upgrade/downgrade" at any time? If so, we will need to keep track of dates when the journals change. It is easier to change the handbook for the department than it is for the college. The College Handbook list is used for graduate faculty status.

Graduate Council gave this task to Murali to sort through and report back.

There being no further items, the meeting adjourned at 12:10 p.m.

Respectfully submitted,

Louise Ditchey
December 14, 2017

June 21, 2013

Deborah F. Spake
Dean
Kent State University
College of Business Administration & Graduate School of Management
PO Box 5190, Summit Street at Terrace Drive
Kent OH 44242-0001

Email: dspake@kent.edu

Dear Dean Spake:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate, master's and doctoral degree programs in business offered by Kent State University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Kent State University.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, College of Business Administration & Graduate School of Management is to be commended on the following strengths and effective practices:

1. Dr. Deborah Spake joined Kent State as Dean, College of Business Administration, in January 2013. She will provide strong, permanent leadership to move the College forward. Past Interim Dean Kathy Wilson should be commended for her leadership in preparing the College for Maintenance of Accreditation review.
2. Academically qualified faculty who teach in the PhD program are now held to higher standards than those who teach at the master's level. Expectations for both the number and quality of intellectual contributions were increased and separated from the master's and undergraduate level qualifications.
3. College has established several advisory boards including Accounting Advisory Council (AAC), Center for Entrepreneurship and Business Innovation (CEBI), and Computer Information Systems (CIS). These boards are quite active and add value to the College's programs by providing advice on curriculum, internships opportunities, job placement opportunities, and scholarships.
4. Implementation of a new budgeting model -- Responsibility Centered Management (RCM), which has resulted in surpluses for the college over the last three years. RCM provides motivation for the College to pursue entrepreneurial programs that provide funds for strategic investments.
5. Entrepreneurship initiatives including new Entrepreneurship major, year-long entrepreneurship practice course, Entrepreneurial Lab, Entrepreneurs-in-Residence, Blackrock LaunchPad program.
6. Writing initiatives – new Business Writing course; writing assignments in the "Exploring Business" and "Computer Applications" courses; and a new course "Evolution of Business" that will allow students to continue to work on written and oral communications skills.
7. Managerial Marketing major which provides hands-on experience in every major course.
8. RCM – this new budgeting system where the College's budget is determined by the tuition and state subsidy that is generated from student credit hour enrollment is a unique feature that provides the College with the opportunity to generate more resources to invest in fulfilling its mission through appropriate enrollment and expense management. RCM puts the College in a position to have financial resources to grow and improve the College at a time when many universities and colleges are facing cuts.

Additionally, in the interest of continuous improvement, College of Business Administration & Graduate School of Management should closely monitor the following item and incorporate it in your ongoing strategic planning initiatives:
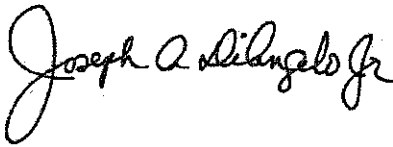
1. Continue to ensure that qualified faculty are deployed at all satellite campuses, including Geauga and Stark. (2003 Standards-Standard 10: Faculty Qualifications; 2013 Standards-Standard 15: Faculty Qualifications and Engagement)

Kent State University has achieved accreditation for five additional years. The next on-site maintenance review occurs in the fifth year, 2017-2018. A timeline specific to your visit year is attached. Please note that your Maintenance Review Application will be due on July 1st, two years prior to your review year. This application initiates the maintenance process. In this application you will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next maintenance review.

Please refer to the *AACSB Website* for more information regarding the processes for maintenance of accreditation. The 2013 standards process documents are being updated and will be available after July 1. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

Joseph DiAngelo, Chair
Board of Directors

cc: Peer Review Team
            Joyce Elam, Chair, elamj@fiu.edu
            Rajiv Grover, Team Member, rgrover@memphis.edu

SCOPE OF ACCREDITATION
Maintenance of Accreditation

Name of Institution: Kent State University

Name of Business Academic Unit: College of Business Administration & Graduate School of Management

List of Degree Programs Reviewed:

Undergraduate

BBA with majors in:
- Accounting
- Finance
- Marketing
- Managerial Marketing
- Entrepreneurship
- Business Management
- Human Resource Management
- Information Systems

Master's
- MBA (Full-Time, Professional, and Executive)
- MS-Accounting
- MS-Financial Engineering
- MA-Economics

Doctoral
- Accounting
- Finance
- Marketing
- Operations Management
- Human Resource Management
- Information Systems
- Strategy

REVIEW TIMELINE FOR ACCREDITED SCHOOLS
Visit 2017-2018 (July 1 – June 30)

13-14 (July 1 – June 30)	14-15 (July 1 – June 30)	15-16 (July 1 – June 30)	16-17 (July 1 – June 30)	17-18 (July 1 – June 30)
• Review and Refine Strategic Management Plan	• Review and Refine Strategic Management Plan	• Review and Refine Strategic Management Plan	• Review and Refine Strategic Management Plan	• Review and Refine Strategic Management Plan
• Complete Key Data and Accreditation Data Sections of the *Business School Questionnaire* for prior academic year	• Complete Key Data and Accreditation Data Sections of the *Business School Questionnaire* for prior academic year	• Complete Key Data and Accreditation Data Sections of the *Business School Questionnaire* for prior academic year	• Complete Key Data and Accreditation Data Sections of the *Business School Questionnaire* for prior academic year	• Complete Key Data and Accreditation Data Sections of the *Business School Questionnaire* for prior academic year
		• July 1, 2015 - *Submit Review Application with signed cover letter requesting accreditation review and preferred visit dates.	• Work with AACSB to select Peer Review Team from nominations, peer and aspirant groups	• *Submit Fifth Year Report
		• *Submit List of Degree Programs including Catalogs (or online link in lieu of Catalogs)	• Work with AACSB to set the visit date	• *Submit Executive Summary
		• *Submit request for exclusion of degree programs including justification for the request		• * Submit Situational Analysis *Submitted together*
		• *Submit List of Comparison Groups (Peer, Competitive, and Aspirant) *Submitted together*		• Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only
		• Committee on Accreditation Policy (CAP) rules on exclusions and the scope of the accreditation visit		• Work with Peer Review Team to prepare the Visit Schedule
		• Return Date and Team Suggestions as Requested (March 2016)		• Peer Review Team Visit