

# Proposal for Flagship Program Candidacy Status: International Business

Program: **International Business**

College: Coggin College of Business

Contact: Jeff Steagall

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# **Proposal for Flagship Program Candidacy Status**

## **International Business Program, Coggin College of Business**

### **Executive Summary**

The Coggin College of Business (Coggin) proposes that its International Business (IB) program be awarded Candidacy for Flagship Program status. The proposed program is grounded in a novel approach to IB education—the *infusion* of IB into the entire fabric of the College, including academic programs, co-curricular activities, international experiences for students and enhanced faculty scholarship. Infusion begins with the integration of IB into every undergraduate major, leading to IB infusion into every course, giving UNF a *unique position* in the field. Infusion in the graduate program will follow. Simultaneously, the College will expand upon its international curriculum design by creating new versions of its Europe-focused GlobalMBA program oriented first to Latin America, and later to Asia (China & India). Because IB education requires planning on the part of students (e.g., beginning to learn foreign languages early, so that they can become proficient and study abroad as juniors), several initiatives will introduce international business to students at the lower-division, both within the Honors program and in regular courses. Student recruitment at FCCJ will include training advisors to get students into language courses early. An IB Honors in the Major program will be developed.

The UNF President's emphasis on providing Transformational Learning Opportunities recognizes a key perspective of the IB program. Also, the US Congress has designated 2006 as the year of study abroad. Since true IB education cannot take place exclusively on the domestic campus, expanded and enhanced study abroad activities will be developed, starting with new opportunities for intensive language study (both on-campus and abroad) for students. Faculty from the Department of World Languages will be paid to develop and offer additional intensive language programs on campus, as well as to identify and certify a number of quality intensive language programs abroad. Because foreign language study requires time, Coggin will also develop initiatives to generate student awareness of language and IB study at the lower division, through creating IB-focused Freshman Interest Groups (FIG) and Honors courses. The resulting unique curriculum will give UNF a *competitive advantage* in recruiting top students both locally and from around the world.

IB will partner with local organizations (e.g., World Affairs Council) to co-sponsor high-profile speakers in IB. In order to leverage the increasing number of international students in the College, new programs will be created to integrate them with domestic students, enhancing the UNF experience for both groups. An Executive in Residence will develop linkages between IB students and student groups and IB professionals, with the goal of enhancing placement activities (a key factor in national rankings). These and other international activities will be recognized in a non-academic transcript provided by UNF.

Faculty scholarship in the IB area will continue to grow. Already, Coggin hosts an annual research conference with Warsaw University and a bi-annual conference with Beijing International Studies University. As IB becomes the dominant research focus in the College, additional discipline-specific conferences will emerge, providing excellent national/international exposure for UNF. External funding for an Eminent Scholar in IB will be obtained to enhance that reputation further. Coggin will continue its past and current practice of only hiring faculty with IB backgrounds and will provide regular faculty development opportunities in IB for all

faculty, solidifying its niche. Indeed, in order to diversify the faculty further, it will increase efforts to recruit faculty trained abroad by leveraging faculty travel to conferences to include visits to nearby universities to promote UNF and recruit faculty. The College will use the Fulbright program more fully in both directions, hosting foreign faculty, as well as encouraging Coggin faculty to apply for Fulbright awards to teach and research abroad.

These activities will result in a high-quality, nationally/internationally-recognized IB program for UNF. Formal recognition will take two forms. First, UNF will be ranked among the top undergraduate IB programs in *US News and World Report*. Focusing on the undergraduate ranking is essential, since the graduate rankings weight research so heavily that schools with 3/3 teaching loads are unable to compete. Second, Coggin will apply to create a Center for International Business Education and Research (CIBER). The approximately 30 existing CIBERs are funded by the US Department of Education. Receiving a CIBER grant is the most prestigious national recognition available for IB programs.

IB's position for Flagship Candidacy is strong. Since its inception in 1996, the goal has been national recognition. Clearly the program has begun to achieve that status, as evidenced by attendance at its international conferences (e.g., the WU-UNF conference in 2005 had 39 presenters from nine nations) and the recognition for the GlobalMBA program both in the US (where it won a national Best Practices in International Education award) and abroad (being featured in Germany's highest-circulation news weekly). In terms of academic programs, the number of undergraduate IB majors has grown to 200 students, and Coggin now offers an award-winning GlobalMBA program, as well as an MBA concentration and a non-degree graduate certificate in IB. Coggin provided 53% of UNF students studying abroad on short-term programs during 2004-5, and leads other colleges by a wide margin in the number of students studying abroad for a semester through student exchanges.

Moreover, IB is critical to the First Coast economy, with an expanding port and international trade continuously on the rise in the US, as the April, 2005, report entitled, *Creating an Effective International Business Development Strategy for Jacksonville, Florida* clearly states. Also, the IB program is interdisciplinary, intercollegiate, and inclusive. Language and cultural differences remain the greatest challenges in the successful conduct of global commerce. Thus, Flagship Candidacy for IB will require *forging partnerships and sharing flagship funding* with the Department of World Languages, as well as with disciplines offering regional studies courses (History, Anthropology, Political Science, etc.). This should mitigate the greatest threat associated with the Flagship program by creating opportunities for a large, diverse group of faculty (including, but not limited to, *all* Coggin faculty) to participate. Indeed, a large group of faculty from all Coggin disciplines (e.g., Balamoune-Lutz, Choi, Coleman, Frankel, Gallo, Loh, Michelman, Paulson, Schnusenberg, Steagall, Traynham, Vaghefi, Van Deusen, Waldrup) and business professionals (e.g., Nicosia, Robbins, Rouleau, Salinas, Valenti, Vance) played an active role in the development of this proposal, ensuring broad buy-in for the flagship program. Finally, the relatively small number of existing US IB programs, few of which have even begun to think about focusing on IB infusion, makes achieving the goal of both national and international recognition not only feasible, but certain.

## **Scope of Program and Rationale for Candidacy**

The Coggin College of Business (Coggin) proposes that the University award Flagship Program Candidacy to its International Business (IB) program. For clarity, the IB program seeking Candidacy status includes *three major components—academic programs, international experiences, and faculty scholarship*. These functions are currently coordinated through Coggin’s existing Center for International Business Studies (CIBS; [www.unf.edu/coggin/intlbus/](http://www.unf.edu/coggin/intlbus/)), directed by the associate dean with responsibility for international programs. The flagship program will continue to function under the CIBS umbrella.

Academic IB flagship programs include the undergraduate major and minor in international business, the MBA concentration in IB, the GlobalMBA program, and the graduate International Business Certificate, as well as any future program development. Moreover, it includes college-wide efforts to infuse international business education throughout all Coggin degree programs, as stated in Coggin’s Strategic Goals and reinforced in its Mission, Vision, and Values Statements (see Appendix A). The decision to raise internationalization to a College-wide initiative, rather than an individual program of distinction, was a *deliberate effort on the part of the Coggin Strategic Planning Committee to indicate IB’s primary importance in the College*. International experiences include Coggin students’ participation in short-term faculty-led study abroad programs, semester abroad programs, and internships abroad, as well as international students studying at UNF through analogous programs. Faculty scholarship is defined broadly, but includes in particular the development of faculty expertise in international aspects of their disciplines, faculty teaching exchanges, collaborative research with international colleagues, hosting and participating in international conferences and seminars, etc. Naturally, *program promotion* is also essential to developing the desired reputation.

Using only its own resources, Coggin has had notable success in developing each of these areas since the IB program began in 1996. For example,

- During 2004-5, Coggin provided over 53% of UNF’s students (and nearly 58% of credit hours) participating in short-term study tours abroad.
- In 2004-5, 22 Coggin students studied abroad on affordable semester exchange programs, all partially funded with public grants and private scholarships.
- Coggin partnered with 2 (now 3) European universities to create the GlobalMBA program, which won a Best Practices in International Education Award from the National Association of Foreign Study Administrators and won international kudos as one of two model graduate programs in IB from *Der Spiegel*, the top-circulating German news weekly.
- Coggin co-hosts two international conferences—one annually, one bi-annually. Attendance at the 6<sup>th</sup> Annual IB Research Seminar at UNF in February, 2006, will include 22 presenters from nine nations.

Few, if any, other UNF programs can boast such quick results. Access to Flagship Program funding will allow Coggin to accelerate the development of its IB offerings, leverage additional funding, and become a premier, nationally-recognized business school with an international emphasis. Indeed, it is expected that the program will continue to enhance its international reputation by reinforcing existing relationships with foreign universities and creating and leveraging new strategic partnerships abroad.

The rationale for supporting the IB program as a Flagship Candidate is grounded in the same ideas that fostered the internationalization effort within Coggin during the mid-1990s. There are five main issues.

First, *globalization demands that Coggin prepare its students for the world marketplace*. Indeed, no firm today can accurately claim to be domestic. Although not all US-located firms export, the number of exporters continues to rise as incomes in traditionally underdeveloped nations (e.g., China, India) grow. Even non-exporters source inputs from abroad and/or face competition from foreigners. Clearly, business students must understand the complexity and diversity of the global economy. Furthermore, the events of 9/11 made clear that Americans, regardless of whether they are business students, must better understand the larger world.

Second, because the student body of Coggin (and UNF) remains quite homogeneous, with the vast majority of students coming from a tight radius of Jacksonville with fairly consistent political and social views and most planning to remain near home for their careers, an *explicit effort must be made to help them to recognize and appreciate that larger world*. By offering significant numbers of study abroad opportunities, bringing foreign students to campus, developing faculty expertise in IB, and bringing foreign faculty and outstanding IB speakers into its classrooms, Coggin has begun to provide a more diversified perspective to its students.

Third, business in *the First Coast continues to become increasingly international*. With its outstanding port facilities that represent Florida's only low-cost option for port expansion, railroads, airport, and access to three interstate highways (10, 75, and 95) that serve the eastern US, Jacksonville is clearly an international transportation hub. Coggin has recognized this reality by creating a high-quality program in logistics, which dovetails nicely with the IB program and will benefit substantially if the IB program is designated as a flagship candidate. The Jacksonville Chamber of Commerce has recognized the importance of international business by creating an international department that houses a World Trade Center and collaborating closely with Enterprise Florida in organizing and marketing business development trips abroad. Jacksonville is also home to important international companies, such as Vistakon and PSS World Medical, as well as being an attractive destination for foreign companies to locate (e.g., the recent arrival of Brazil's Embraer, a major aircraft manufacturer). Because its students tend to remain in Jacksonville, Coggin must prepare them for the international marketplace. Organizations in the local community (e.g., World Affairs Council, in partnership with Coggin and/or UNF; International Forum Institute, in partnership with Coggin) have also brought important globally-known speakers (e.g., Mikhail Gorbachev, Thomas Friedman, sitting Ambassadors) to campus and to the Jacksonville community.

Fourth, the IB program is *interdisciplinary and inclusive*. One concern associated with identifying flagship programs is the tendency of faculty associated with non-flagship programs to feel disenfranchised. However, as its Strategic Goals indicate, Coggin has designated the "infusion of international business education throughout all degree programs" as one of its four major goals, placing the IB program on par with the three other programs of distinction identified there (see Appendix A). Therefore, regardless of discipline, all faculty and all students within Coggin will benefit from a stronger IB program. Moreover, international business differs from domestic business chiefly in cultural and language differences. Therefore, IB flagship funds will be used to enhance language and culture courses at UNF, directly benefiting COAS faculty.

Fifth, and critically, developing a national/international reputation requires a niche strategy. Despite the importance of international business, only approximately 120 schools offer undergraduate international business majors, and an even smaller percentage of master's-level programs offer truly international components. Thus, the IB program competes with a relatively small group of schools, increasing the likelihood of achieving national/international recognition. Two key reasons for the lack of such programs are the resources (e.g., scholarships for study

abroad, participation in international conferences, faculty development related to IB) required to make the programs outstanding and the lack of faculty expertise in the area of IB. Relative to the latter, Coggin has a **distinct competitive advantage** over its competitors, namely, Coggin's faculty hiring criteria have mandated that all new faculty hires have IB experience or expertise, **ensuring broad-based faculty support for the flagship program**. This has resulted in an extremely internationally-oriented cadre of junior faculty, which will grow as a large group of senior faculty will retire over the next 5-7 years. Because most other business schools (incorrectly) view IB as a single program, separate from other "domestic" disciplines, they have not hired strategically in support of internationalization. Finally, Coggin's academic programs in IB trump those at most competitor institutions. For example, Coggin has one of the few undergraduate programs to require both an international educational experience and an IB internship (most programs require neither). At the graduate level, the GlobalMBA program is unique. Thus, Coggin already has the competitive advantage necessary to earn a national/international reputation in IB. Indeed, *such a reputation has been a programmatic goal since inception, and significant progress has been made.*

In summary, the *main competitive advantage* that Coggin brings to the national/international market is its commitment to College-wide *infusion* of international business into all of its activities. Very few colleges or universities are willing or able to make such a credible commitment. Moreover, Coggin has an eight-year head-start on this process.

The next section briefly summarizes IB's progress to date, highlighting initiatives that have helped it to progress on its quest for a national reputation. The following sections address the specific criteria explicated in the Request for Proposals and explain how Flagship Candidacy will result in IB's achieving Flagship status, with requisite national reputation, within the designated 5-7 year timeframe.

### **Coggin's IB Activities, 1996-present**

When CCB initiated its undergraduate international business major, its dean commissioned a white paper outlining the steps necessary for the program to achieve national recognition. During the summer of 1996, the process outlined therein was undertaken, with the goal of national/international recognition always in mind. Thus, the IB program has a significant advantage over other UNF programs in that it was already pursuing flagship status before the president announced the formal flagship program.

In 1996, Coggin, like the vast majority of American business schools, was focused almost exclusively on domestic business issues. Therefore Coggin began an aggressive program of faculty development in international business (e.g., sending faculty to formal programs designed to internationalize their approaches to teaching and scholarship) and hired new faculty only if they demonstrated expertise in IB. These efforts have successfully internationalized the faculty on the whole.

Faculty internationalization has led Coggin to initiate two IB research conferences. The first, in conjunction with the Warsaw University Centre for Europe, held its sixth annual meeting in February, 2006. In attendance were dozens of faculty, including visiting presenters from 9 countries. The second conference is bi-annual, in partnership with Beijing International Studies University (BISU), where the inaugural meeting was held in 2004. The initial conference was held at BISU, with participants from UNF (Coggin and COAS), China, and Europe. A proceedings volume is in progress. Clearly, such activities are fostering UNF's national/international reputation in IB research.

The number of declared undergraduate IB majors has risen to approximately 200. Part of the major's popularity arises from its interdisciplinary approach. IB majors are required to take at least 4 semesters of foreign language, in addition to a pair of non-business regional studies courses. While all business majors must take half their courses outside the business school (a virtual mandate from AACSB International, Coggin's accrediting body), IB majors clearly take even more courses outside the College. Thus, the IB Flagship program would clearly be *grounded in the liberal arts education traditional* at UNF.

Coggin also began offering international educational experiences in three forms. In 1998, it offered its first short-term, faculty-led study tour, because the majority of Coggin students are part-time students, and thus unlikely to participate in a full semester abroad. That program has expanded, with 11 study tours enrolling over 140 students during 2004-5. (In 2003-4, the latest date for which campus-wide figures are available, Coggin generated 45% of student enrollment in such courses, helping UNF to rank 14<sup>th</sup> in its Carnegie class for enrollment in such programs during 2002-3.) For traditional students, Coggin developed exchange partnerships that provide students with the opportunity to study abroad for a semester at a reasonable cost. It now has approximately 20 such programs, by far the most on campus. Students have also been encouraged to intern abroad.

The aforementioned international education experiences were necessary because all undergraduate international business majors are required to study abroad. During 2004-5, the COAS international studies major adopted the same requirement for its majors, demonstrating the leadership role that Coggin has taken with respect to campus internationalization.

The exchange programs generated the ideas and connections to create a unique MBA program, known as the GlobalMBA (<http://GlobalMBA.unf.edu>). Modeled on an analogous undergraduate program used in the European Union, the GlobalMBA allows French, German, and UNF students to study for at least one semester at each university, earning two master's degrees. This program won an award for *Best Practices in International Education and Learning* from the National Association of Student Personnel Administrators in 2003. Moreover, it was one of just two innovative programs mentioned in *Der Spiegel*, the top-selling weekly newsmagazine in Germany. The UNF program creators recently published the lead article about the process of its creation in *The Journal of Teaching in International Business* 16:1 (November, 2004; pp.7-23), the top academic journal on IB pedagogy. Clearly, *Coggin has already begun to develop a national/international reputation* for innovative IB curriculum.

### **Activities Required for IB to Develop a National/International Reputation**

This section briefly indicates the many activities that a Flagship program in IB requires. There are four types of activities: academics and co-curricular, international experiences, faculty scholarship, and program promotion. In the interest of brevity, major activities within each type are summarized in bullet-point format. A timeline and metrics for each activity appear in sub-bullets (in the interest of clarity). A summary of the timeline, including actions for each activity by year, appears as Appendix B, with activities listed in the same order they appear in this text. See Appendix C for a concise listing of metrics by activity. The CIBS director (position described below) will be responsible for tracking metrics.

**Academic programs** will constitute the core of the IB Flagship program.

- All academic programs
  - *Review all curricula to ensure maximum flexibility for students to utilize study abroad credits toward graduation.* Research has demonstrated clearly that the inability to count foreign-earned credits toward graduation is by far the number one reason that American students choose not to study abroad.
    - **Timeline:** This will occur in association with the ongoing Coggin curriculum review, with the undergraduate core reviewed in 2005-6, undergraduate majors during 2006-7, and graduate programs in 2007-8.
    - **Metrics:** student survey results regarding the ease of using study abroad credits, the number of credits earned abroad and used in programs of study, and the number of students studying abroad for credit.
  - *Infuse IB into all Coggin courses and programs of study.*
    - **Timeline:** This will occur during the curriculum revisions noted in the previous bullet point, using the same timeline.
    - **Metrics:** the increase in the percentage of international coverage by course and enhanced student performance on internationally-oriented questions in Coggin exit exams, which are already in use.
- Graduate programs.
  - *Finalize the existing GlobalMBA curriculum.* In fall, 2005, Poland joined the existing GlobalMBA program, creating what is expected to be its final form. The program will be advertised more aggressively nation-wide in order to continue to increase student quality to the highest level.
    - **Timeline:** Immediate.
    - **Metrics:** the number of participating students, and placement rates and starting salaries for graduates.
  - *Create a second, separate GlobalMBA program focused on Latin America, Florida's main trading partner.* Program partners would likely come from Mexico and South America, although a Canadian partner is an option. Students would be required to be bilingual (Spanish and English), with courses being delivered in the native tongue in each nation.
    - **Timeline:** Creation would begin in 2006-7, with the first students enrolled in 2010-11 (a long creation process is expected due to cultural differences and the complex negotiations required to create the program).
    - **Metrics:** number of participating students, and placement rates and starting salaries for graduates.
  - *Create other GlobalMBA-type programs as appropriate (e.g., US-China focus).*
    - **Timeline:** 2009-10 for initial discussions.
    - **Metrics:** number of participating students, and placement rates and starting salaries for graduates.
- Undergraduate programs. Coggin will engage in a number of collaborations to enhance the preparation of students to study IB when they arrive in Coggin as juniors. Currently, students become IB majors without having thought about study abroad, without adequate language preparation, etc.
  - *Create a Freshman Interest Group (FIG) focused on IB to be offered every fall.*
    - **Timeline:** expected initial offering: fall, 2007.
    - **Metrics:** numbers of participating students and faculty, percentages of participating students who major in business and/or study abroad.
  - *Restructure the existing Introduction to Global Business course to better prepare students to study abroad*

- Timeline: expected initial offering: 2007-8.
  - Metric: percentage of students in the course who later study abroad.
- *Develop strong relationships with FCCJ business faculty, advisors, and administrators to ensure that students begin their IB preparation (especially foreign language) early and that they are aware of the study abroad opportunities that Coggin offers.* This is necessary because the majority of business majors are former FCCJ students.
  - Timeline: relationships will be developed and recruiting will begin during Fall, 2006.
  - Metrics: numbers and percentages of former FCCJ students majoring in business, having language abilities when arriving at UNF, and choosing to study abroad (and whether in English or in the foreign language).
- *Develop a lower-division IB course to be taught within the Honors program on a regular basis.*
  - Timeline: expected initial offering: 2007-8.
  - Metrics: number of participating faculty, student enrollments, and percentages of participants who major in business and/or study abroad.
- *Create an explicit Honors-in-the-Major program for IB.*
  - Timeline: expected initial offering: 2008-9.
  - Metric: number of students selecting Honors-in-the-Major in business.
- *Create better opportunities for intensive language study* (lack of on-campus offerings and difficulty of selecting foreign programs have been two major impediments to date). Two tracks are planned.
  - Work with Department of World Languages faculty to create an on-campus, intensive language program for summer. A previous offering was well-enrolled, but faculty cost per student prevented its recurrence. Flagship resources will alleviate that impediment.
    - Timeline: expected initial offering: summer, 2008.
    - Metrics: number of student participants, incremental language skills acquired, and number of students who study abroad in the foreign language.
  - Identification of one or two reputable intensive language providers in key countries. Coggin and Department of World Languages faculty would collaborate in certifying providers.
    - Timeline: expected initial offering: 2008-9.
    - Metrics: number of student participants, incremental language skills acquired, and number of students who study abroad in the foreign language.

*Note: The end goal of the academic program and co-curricular offerings is to expand the opportunities for students to enjoy a comprehensive, well-designed education in IB, beginning with the lower-division and continuing through the graduate level.*

- Co-curricular activities

- *Continue to partner with key local groups (e.g., World Affairs Council, International Forum Institute) to bring speakers with national/international reputations* (former Coggin speakers have included Geert Hofstede, one of the biggest names in international management; former president Batlle of Uruguay) to UNF under the auspices of the IB Flagship program. Significant efforts would be made to incorporate student participation in such events to coursework and performance.
  - Timeline: expected initial speaker: 2006-7.

- Metrics: number and reputation of speaker, number of faculty and students who hear speakers.
- *Offer creative events that result in domestic and international students interacting more closely and fully.* Currently, these groups do not mix much, implying a lack of intercultural learning for both groups.
  - Timeline: expected initial event: spring, 2007.
  - Metrics: number of students (of both types) who participate and number of post-event contacts between domestic and international students.
- *Create a mechanism for formal certification and recognition of students' co-curricular activities related to IB.* UNF's Division of Student Affairs is currently developing a Co-Curricular transcript, which would provide an ideal way of documenting participation. Other options will be explored.
  - Timeline: expected implementation: 2007-8.
  - Metrics: percentage of students reporting international activities and number of international activities reported.
- *Create an IB Executive in Residence to work with student groups, assist in job placement, etc.* Job placement is one key element of moving up the national rankings. Because of Jacksonville and Ponte Vedra's popularity with retired executives with international experience, an ample supply exists at low rates. Although Flagship funding would be used to begin this program quickly, it is expected that an endowment would eventually fund this position.
  - Timeline: expected implementation: 2006-7).
  - Metrics: number of students who work with Executive, and starting positions and salaries of such students relative to business students who don't work with the Executive.

**International Experiences** include any educational activities that occur abroad. Notably, the Coggin gift to Coggin includes a \$4 million endowment restricted to scholarships. Each Coggin scholarship includes a \$3000 add-on for study abroad, a model that Coggin can use to leverage similar future gifts. (Specific metric targets appear in the Timetable)

- *Continue to offer short-term study tours, typically led by Coggin faculty.* Due to the urban nature of UNF, it is likely that a significant group of non-traditional students will always exist at Coggin. Work and family commitments often preclude these students from studying abroad for a full semester. Within 5 years, at least 30% of Coggin graduate students would participate in an international academic experience (semester abroad, study tour, internship). With approximately 8% participating during 2005-6, this implies a growth rate of approximately 30% per annum.
  - **Timeline:** The Timetable (Appendix B) projects 10% annual growth in the number of students participating in study tours over a 5-year period.
  - **Metrics:** number of participating students (see Timetable for targets).
- *Increase the number of students participating in semester abroad programs.* A full semester or two abroad is both more educational and more cost-effective than study tours. Although Coggin has had semester-abroad locations throughout the world for years, only during 2005-6, when a staff member was assigned the task of increasing participation, did the number of students skyrocket from 3 (the previous high) to 22 students abroad for at least a semester during 2005-6. Clearly, student demand exists if Coggin advertises the options properly.
  - **Timeline:** The Timetable raises the 2006-7 target to 35, and increases it by 20% per year thereafter. At that rate, over 5.4% of Coggin undergraduates would be participating in a semester abroad experience in 5 years, after which the percentage would continue to increase.
  - **Metrics:** number of participating students (see Timetable for targets).
- *Increase the number of international internships, which are critical for rounding out students' educations.* To date, participation has been sporadic, largely because Coggin had no organized plan or options. Flagship status will provide the resources necessary to begin developing internship opportunities worldwide.
  - **Timeline:** The Timetable projects an increase of five such internships per year. Metrics are number of students interning abroad, % of such students who get job offers abroad, starting positions/salaries of such students (relative to other students).
  - **Metrics:** number of participating students (see Timetable for targets).

**Faculty scholarship** is a key component of national rankings. More importantly, it is essential for faculty to understand the cutting edge of business thinking. Therefore, the IB Flagship will build upon existing models for internationalizing faculty and providing international scholarship opportunities.

- *Hire an IB scholar with an international reputation is essential for increasing UNF's reputation.* Having such a colleague will put UNF immediately on the national map, open doors to global networking for other faculty and bring notoriety to the program. Therefore, a high priority will be the acquisition of a gift creating an Eminent Scholar in IB for UNF.
  - **Timeline:** targeted date for receipt of gift agreement: 2008-9).
  - **Metrics:** number and quality of faculty recruited by the Eminent Scholar, and the number of new, high-profile international activities generated.

- *Continue and expand IB research conferences co-hosted by Coggin and its international partners.*
  - Existing Coggin -Warsaw University annual conference
    - Timeline: already in place.
    - Metrics include number of participants, quality of their home institutions, number of countries represented.
  - Existing Coggin -Beijing International Studies University bi-annual conference
    - Timeline: already in place.
    - Metrics: number of participants, quality of their home institutions, number of countries represented.
  - Develop additional conferences as appropriate (e.g., conference focused on Latin America to be held in years without a China conference).
    - Timeline: first new program during 2008-9.
    - Metrics include number of participants, quality of their home institutions, number of countries represented.
- *Continue to require IB preparation for all new hires.*
  - Timeline: already in place.
  - Metric is percentage of faculty hires with this qualification.
- *Provide continuing faculty development opportunities in IB for both new and existing faculty.*
  - Timeline: Fall, 2006.
  - Metrics include number of faculty participating and number and quality of resulting academic activities (e.g., new research question or country that results in publication, new international co-author, new exchange partner, new study tour).
- *Have more Coggin faculty become Fulbright scholars.*
  - Timeline: During 2006-7, a promotional campaign regarding the availability and benefits of being a Fulbright scholar will take place within Coggin. In addition, Department chairs will develop explicit guidelines describing how Fulbright participation will count in annual evaluations and toward promotion and tenure. Applications are expected to follow, with the first Fulbright by 2008-9.
  - Metrics: number and percentage of Coggin who have had Fulbrights, as well as the number of program enhancements (e.g., courses taught, guest lectures, joint publications, partnership agreements signed) that result.
- *Host a foreign Fulbright-in-Residence on a continuous basis.*
  - Timeline: first Fulbright hosted during 2007-8.
  - Metrics: the number of Fulbrights hosted, as well as the number of program enhancements (e.g., courses taught, guest lectures, joint publications, partnership agreements signed) that result.
- *Achieve national/international recognition for a broad-based IB program rooted in infusion throughout the College in two ways*
  - Rank in the top undergraduate programs in IB in the annual *US News & World Report* survey. The focus on undergraduate ranking is necessary, since graduate program rankings emphasize research output, an area in which UNF's 3/3 teaching load hinders its competitiveness.
    - Timeline: immediate.
    - Metric: rank.

- Earn designation as a Center for International Business Education and Research (CIBER), identified and funded through the US Department of Education. The CIBER designation is the most prestigious recognition available for IB programs in the US. The Eminent Scholar in IB will play a leading role in obtaining CIBER status.
  - Timeline: application will be written during 2010-11, with the focus in the interim on building program components.
  - Metrics: whether Coggin is so designated and reviewer comments.

Developing a reputation takes a focused effort. It is necessary, but not sufficient, to have an outstanding program. Coggin's Flagship proposal therefore includes several outreach activities designed to make on-campus offering better known, both locally and nationally.

- *Develop working partnerships with local high schools with high-quality students and/or an international focus* (e.g., International Baccalaureate).
  - Timeline: Faculty would identify partners during 2006-7 and begin working closely with program faculty and students there.
  - Metrics: percentage increases in the number of students from these schools enrolling at UNF, and average incoming exam scores and GPAs.
- *Develop promotional materials for use on campus, at local high schools, for mail-out to schools nationally, for mail-out to other business schools, etc.*
  - Timeline: Summer/Fall, 2006.
  - Metrics include response rates by type of material (number of website hits, number of email responses, number of applicants).
- *Promote program aggressively in the local community through speeches at business and community clubs, television and radio appearances, etc.*
  - Timeline: Immediate.
  - Metric: survey results relative to Coggin's local reputation in IB.
- *Promote program nationally through development of high-quality brochures that point to an outstanding website.*
  - Timeline: 2006-7.
  - Metric is initially *US News & World Report* ranking, but eventually CIBER status.

### **Administrative Structure**

The development and operation of a successful flagship program, particularly one as comprehensive as the IB program, requires designated administration. This section outlines the personnel required and their duties.

Given the College-wide nature of the IB program, Coggin has already designated its operation to be at the associate dean level. As a flagship candidate, the program will remain at that level, with the associate dean's role being primarily strategic. A new director for the Center for International Business Studies (CIBS) will be selected from the faculty and will be responsible for program implementation and operation. An international internship coordinator already exists and will continue. The new eminent scholar in IB will have responsibility for enhancing the program's reputation in the academic community, assist in recruiting top faculty, and bring in significant funds through external contracts and grants. The existing CIBS assistant director will continue her current responsibilities for marketing and operating the international study experiences (study tours and semesters abroad) for Coggin students, as well as working with incoming international students. Both the CIBS director and assistant director will require student assistance. Moreover, they would share a secretary (new position). The following table briefly identifies the responsibilities of each position:

<b>Position</b>	<b>Position Type</b>	<b>Duties</b>
<i>Associate Dean</i>	Faculty, existing	Strategic program development: develop and maintain international cooperative partnerships, promote program locally/nationally/internationally, create new initiatives, supervise CIBS director, work with dean and director of development to raise program funds. Direct GlobalMBA.
<i>Director</i>	Faculty, new	Program operation: write grants to support program activities, faculty development in IB, coordinate faculty exchanges, operate speaker series, administer international degree programs, develop relationships with high schools and FCCJ to recruit students, track program metrics
<i>Eminent Scholar</i>	Faculty, new	Write and execute contracts and grants (including CIBER application), recruit and develop high-quality new faculty, promote program externally
<i>Internship Coordinator</i>	Faculty, existing	Develop internship opportunities abroad and in the US, supervise interns
<i>Assistant Director</i>	Staff, existing	Promote language study, study tour and semester abroad opportunities to Coggin students; collect student fees and process scholarships for study abroad, work with incoming international students from partners abroad
<i>Secretary</i>	Staff, new	Provide administrative support to CIBS director and assistant director
<i>Student Assistants (2)</i>	Students, mostly new	Provide support to CIBS director and assistant director

Space for the program will be designated within the existing business school building. However, with the new building extension anticipated to open during 2009-10, the College will create an appropriate space to house the IB program and staff.

### **Proposed Budget**

Appendix D provides complete budget details by proposed activity, including administrative costs. This section briefly summarizes the major budget issues, beginning with a summary budget:

<b>Category</b>	<b>Flagship Dollars</b>		<b>Other Sources</b>	<b>Total</b>
	<b>Recurring</b>	<b>Non-recurring</b>		
<i>Academic &amp; Co-curricular</i>	\$60,500	\$45,000	\$220,000	\$325,500
<i>International Experiences</i>	\$0	\$0	\$165,000	\$165,000
<i>Scholarship</i>	\$64,500	\$2,000	\$5,005,000	\$5,071,500
<i>Program Promotion</i>	\$7,000	\$5,000	\$0	\$12,000
<i>Administration</i>	\$101,000	\$10,000	\$4,000,000	\$4,111,000
<i>Total</i>	\$233,000	\$62,000	\$9,390,000	\$9,685,000

The main expenditure related to curriculum is the bolstering of UNF's foreign language offerings, including salaries for UNF Department of World Language faculty to support the development and offering of for-credit summer language immersion experiences. That activity will benefit all students who study foreign language at UNF. \$20,000 in flagship funding, to be matched by \$20,000 in private funding, is also included to support major speaker activities related to international business. Also, several one-time, \$5000 faculty grants (similar to those currently available from Academic Affairs for summer teaching grants) would be used to restructure the *Introduction to Global Business* class and FIG, as well as to develop the lower-division Honors course. A \$200,000 endowment will be sought from private sources to provide scholarships for honors-in-the-major in international business.

International experience funding relates to \$165,000 in scholarships for students studying abroad. No flagship funds are requested in support of study abroad, as outside funding will be raised. The Coggin College currently receives approximately \$22,500 in such scholarships annually, which indicates that this goal is attainable.

The main use of flagship dollars related to faculty scholarship (\$20,000) is to fund continued faculty development in the area of international business. Funding to support international business research conferences at UNF and publication of their associated proceedings is also included at approximately \$12,500 per year (note that one conference is bi-annual). On the private side, a \$5 million gift will be sought to hire an eminent scholar in international business.

Program promotion in the modest amount of \$7,000 per year is necessary to achieve national recognition for the program. These funds (\$5,000 per year) will allow activities including visits to the US Department of Education in Washington, DC, and hiring a consultant from an existing CIBER to guide Coggin in its preparation. A key component in national recognition is the quality of incoming students. Therefore, enhancing relationships with and recruiting top students from local high schools requires the creation of specialized, high-quality promotional materials (\$5,000 for initial development and \$2,000 annually thereafter to support revision and reprinting). Visits to high schools (e.g., travel, give-aways) will require an additional \$3,000/year. Editing these materials to recruit nationally will require an annual expenditure of \$5,000 for printing and mailing.

The administrative expense associated with the program is sizable. It is not reasonable to expect that a program of the scope proposed here can be successful without devoting personnel resources specifically to it. The main expenditures are a CIBS director, whose summer activities must be supported at a level (estimated at \$25,000) commensurate with a two-course summer teaching load, in order to make the position attractive to qualified faculty. The need for secretarial support in the IB area is already clear within the college, and expanding to include the proposed flagship efforts makes that need even more essential. \$30,000 is requested for that position. CIBS will require an operating budget of \$20,000/year. Finally, the high-profile IB program will enable the College to solicit a gift to name the Center (\$4,000,000, including the 100% match, according to UNF development guidelines).

In summary, successful implementation of the IB flagship proposal requires \$62,000 in non-recurring funds, of which \$52,000 are requested for the startup year. An additional \$233,000 in recurring funds are needed, with \$208,000 beginning in year one. Critically, these UNF funds will be leveraged by \$9,390,000 in private dollars, representing 97% of the cost of the IB flagship activities.

Finally, it is noteworthy that many flagship activities will be completed without the need for additional funding. For example, internal internationalization, including curriculum reviews related to study abroad and infusion of international content across the curriculum will occur through normal curriculum improvement processes. The various versions of the GlobalMBA are self-funded through student fees once operational. Moreover, Coggin already has in place many of the required staff, including an associate dean with responsibility for IB, the internship coordinator, and the CIBS assistant director.

### **Benchmarks and Assessment of Benchmarks**

Appendix C lists specific benchmarking and assessment metrics for each proposed activity. Measurement will occur as a routine part of Coggin's on-going continuous improvement efforts, as well as the various accreditation (AACSB International & SACS) and Florida-mandated (e.g., Academic Learning Compacts) activities. Since those items are also provided in the *Activities Required...* section of this document beginning on page 6, they are not detailed here. These measurement activities will be carried out by the Coggin associate dean for accreditation issues. Results will be reported periodically to the college's faculty and administration, as well as to the President and Provost's offices.

### **IB in Relation to Flagship Candidacy RFP "Criteria"**

This section briefly addresses IB's strength relative to each of the six criteria that appeared in the RFP for flagship candidates during 2004-5. Although these criteria were not stated explicitly in the current RFP, their relevance makes it natural to address them here.

- **Superlative faculty.** As mentioned above, few business schools can match the broad preparation in IB enjoyed by Coggin's faculty, owing to the aforementioned faculty development activities and the hiring requirement that new faculty be international. Key points include the following (for reference, the total regular Coggin faculty numbers 62):
  - Coggin's Center for International Business Studies (CIBS) recognizes faculty with internationally-oriented publications. 35 of Coggin's 62 tenured and tenure-track faculty members are CIBS researchers. They are (names are included in order to demonstrate the infusion of IB into faculty research programs):
    - 22 Research Affiliates (at least 1 international project in progress): Adams, Bolumole, Calhoun, Choi, Fadil, Fane, Frohlich, Jaeger, Johnson, Kale, Kavan, Lamb, Loh, Mason, McEldowney, Michelman, Näslund, Paulraj, Shapiro, Traynham, Waldrup, Woods
    - 6 Research Associates (at least 3 international publications): Cobb, Coleman, Frankel, Gallo, Rosenberg, Schnusenberg
    - 1 Senior Research Associate (at least 7 international publications): MacArthur
    - 8 Research Fellows (at least 10 international publications): Anderson, Balamoune-Lutz, El-Ansary, Paulson, Samli, Steagall, Vaghefi, Van Deusen
  - Several recent hires have noted that the College's emphasis on internationalization was a primary factor in their decision to accept their UNF offers.
  - Three faculty have had Fulbright experiences.
  - Flagship candidacy status will help Coggin to attract Fulbrights-in-Residence, with the goal of having at least one on campus at all times.

- Approximately eight faculty teach regularly at foreign institutions (e.g., University of Provence, France; Lund and Göteborg Universities, Sweden; Warsaw University, Poland; Sun Yat-Sen University and Beijing International Studies University, China).
- One senior accounting professor has been involved for many years in the international commission working to harmonize accounting practices across nations.
- Coggin has sent approximately ten faculty without specific training in the international aspects of their disciplines to faculty development programs designed to bring them up to speed rapidly.
- In addition, a large percentage of the existing faculty will retire over the next 3-7 years, creating the opportunity to further enhance overall faculty quality as the reputation of the IB program grows.
- **Extraordinary students.**
  - A key component of the IB flagship proposal is the creation of high-quality marketing materials designed to intrigue readers to visit the high-quality program website, where complete, detailed information will be available. The majority of such materials will be dedicated to student recruitment locally, nationally, and internationally.
  - In order to be cost-effective and to facilitate currency, a recruitment website will be created and maintained, with hard-copy materials designed to get students to visit the website.
  - Coggin will initially focus on recruiting at top local high schools (e.g., Stanton, Paxon, Bolles, Episcopal, Bishop Kenny, Nease) by developing strong relationships with faculty and administrators.
  - National recruiting efforts will begin with mailings of specialized materials to US high schools.
  - International recruitment efforts will include collaborating with the existing international recruiter in UNF's Division of Student Affairs.
  - Coggin's international faculty will also make recruiting connections at various institutions in their home countries, beginning with their alma maters (high school, college, & doctoral programs) and then extending to other institutions to create several country networks that feed high-quality students to UNF. Networks in Latin America will be particularly important, as Florida's Latin America and Caribbean (LAC) Scholarship Program allows students from those regions to pay in-state tuition at UNF, giving UNF a clear *competitive advantage* in cost over other US public universities.
- **Committed to, embedded within & enhances ideals of liberal arts education central to UNF mission.**
  - As noted above, AACSB International recommends that about half of any business major's credits be taken outside the business school, ensuring a liberal arts grounding to accompany the education in the professional school.
    - The IB major extends that requirement to include additional language and regional studies courses.
    - Moreover, the typical Coggin study abroad program is a balanced mixture of business, historical and cultural topics. This is necessary because cultural differences are the main reason that international business is so much more complex than domestic commerce.
  - The GlobalMBA program emphasizes intercultural communication and how to learn new cultures.

- *Thus, designating IB as a flagship program will ensure that other colleges benefit from the high-quality students recruited for IB.*
- **Realistic hope of national/international recognition, including how flagship funding will aid such.**
  - With approximately 120 undergraduate IB programs and significantly fewer truly international MBA programs in the US, it remains feasible for UNF to develop a national reputation within the requisite 5-7 year timeframe suggested in the RFP.
  - Indeed, the program has already made its mark through the award-winning (see above) GlobalMBA program, which is funded exclusively through program fees.
  - *Given this success with limited resources, it seems clear that flagship funds will be used wisely and creatively by Coggin to enhance its growing reputation.*
- **Leverage Flagship resources to attract outside funding/resources.** Clearly, flagship resources, while critical, will be insufficient to complete the ambitious program delineated in this document. However, IB offers many opportunities for leveraging funds.
  - Due to both globalization and the threat of terrorism, both the federal government and many private foundations are funding innovative curriculum and research efforts related to IB. Part of the IB Flagship funds will be used to provide resources for faculty to write grant proposals in pursuit of such funding. Critically, Coggin's associate dean for international initiatives has a strong history of successful grant-writing (e.g., US Department of Education Title VI-B, Fund for the Improvement of Post-Secondary Education) to support IB activities. In most cases, those efforts were in collaboration with the COAS International Studies program director, allowing grant funds to facilitate both programs.
  - CIBER status includes significant funding from the US Department of Education. Moreover, having the CIBER designation will markedly enhance UNF's reputation, increasing the likelihood of funding from other sources.
  - Large-scale private donors located in the First Coast tend to be executives, both active and retired, with experience in international business, regardless of their functional disciplines. These executives understand the reality of globalization and want to help Coggin to prepare students for the realities of the global marketplace.
  - The former dean of Appalachian State University (ASU) noted at a recent conference that, "Study abroad scholarships are the easiest money I raise," when describing the \$100,000 that he raised annually to support study abroad at ASU's rural campus.
- **Responsive to & engaged with significant issues within various communities (local, regional, national, international) that embrace UNF.**
  - As a port city, Jacksonville has long recognized the importance of international business to the local economy. This was first formalized in a 1995 community-wide strategic planning process, known as the 1<sup>st</sup> Jacksonville Economic Summit during the Delaney Mayoral Administration, that resulted in the publication *WorldView: Northeast Florida's Strategic Plan for Global Competitiveness*. Several Coggin faculty (Ed Johnson, Jeff Michelman, Steve Paulson, Jeff Steagall, Earle Traynham) participated in that process, with UNF hosting several major brainstorming sessions.
  - The importance of IB was further demonstrated by the commitment of eight top executives who formed an advisory board to guide the development of the IB program in 1996. That board has now grown to over a dozen, and has been absorbed into Coggin's advisory board (Business Advisory Council).
  - From a regional perspective, IB is as important to Florida as it is to Jacksonville. Obviously, Florida has long been a major tourist destination, but it has also been

a hub for international transactions, from international banking in Miami to fruit exports to hosting direct investment from abroad.

- On the national scale, understanding international business becomes more critical every year, as China increases its manufacturing exports to the US, while service firms outsource to India. At the same time, the European Union has expanded to 25 nations with a greater combined population and GDP than the US. America simply cannot ignore the global economy any longer. *By designating IB as a flagship program candidate in 2005, UNF would position itself at the forefront of business schools committed to addressing international business concerns.*
- Finally, IB obviously would attract significant interest from students abroad, since their business communities have recognized the importance of IB for much longer than has America's. However, worldwide perception remains that American business education, with its focus on practical application, is still the best in the world. Therefore, demand from foreign students for a high-quality, truly global business school is huge, at both the undergraduate and graduate levels.

### **IB in Relation to Other Issues that Each “proposal must address,” per the RFP**

**Resources (human & financial) required to achieve success.** As explained above, an associate dean already has responsibility for IB strategic planning and Coggin has an IB internship coordinator in place. A new Eminent Scholar position, funded through an endowed gift, is essential for achieving national recognition. However, a CIBS director (faculty member with a 2-course release each semester, including the equivalent of two-course support during summer) and a CIBS secretary are needed for the IB program to achieve its goals. With the many activities required to become a flagship program, this represents a minimal staff commitment. Two student assistants and a part-time webmaster will complete the team. The total incremental personnel cost to UNF is \$101,000.

**Expected timeline to achieve FS status.** Appendix B provides a timetable for accomplishing various IB Flagship activities. The timeline was also indicated in the “Activities Required...” section following the introduction to this document. It is noteworthy that, while flagship status is expected to result within 5 years, Coggin's efforts to gain national prominence in this area actually began in 1996. The IB program will have achieved national/international recognition in less than 15 years of existence.

**Annual measurable benchmarks to evaluate progress.** Coggin has already identified and begun benchmarking against top IB programs (e.g., San Diego State University, which the college has designated as a school it aspires to be like for AACSB purposes), in order to better understand best practices in IB education. In addition, program faculty attend workshops, seminars, and conferences hosted by organizations such as AACSB International and the Academy of International Business to learn about best practices. Metrics for each IB flagship activity are given in the “Activities Required...” section following the introduction to this document.

**Overall achievements necessary to determine success (e.g., national ranking).** Success with respect to individual activities will be indicated by the associated metrics. With respect to national ranking, the appropriate indicator would be UNF's designation as a top provider of education in the IB area by *US News & World Report*, the only major ranking that ranks undergraduate programs separately. This is critical, since rankings of MBA programs tend to be skewed significantly toward research universities, because up to 25% of the ranking is determined

by faculty scholarship. With a 3/3 teaching load, UNF cannot compete in those rankings. A second key indicator of program success would be designation by the US Department of Education as a Center for International Business Education and Research (CIBER). The Timeline calls for a submission during 2010-11.

**How the program, after achieving flagship status, will continue to meet resource requirements to maintain overall quality.** One benefit of the infusion model for internationalization is that all faculty will contribute to program success as they engage in their normal teaching, scholarship and service. However, those contributions will require continued funding for participation in and hosting of international research conferences, student recruitment and placement activities, etc. Fortunately, Coggin has a successful track record of external fundraising to support its major initiatives. Having IB designated as a flagship program will only enhance its attractiveness to donors. Moreover, expectations for faculty contract-and-grant work will increase, with the national/international reputation gained through flagship activities raising the likelihood of funding.

In the process of achieving the flagship goals, over \$9 million in endowments (naming CIBS, supporting the Eminent Scholar, and providing scholarships for study abroad and Honors in the Major) will be raised. Additional gifts of \$210,000/year will be raised. As the program develops, additional gifts will be sought to cover program expenses.

Finally, the CIBS director will seek grant funding for IB activities. Potential sources include the US Department of Education (Titles VI-A and VI-B, CIBER), the Fund for the Improvement of Post-Secondary Education, and private foundations, many of which are increasingly supportive of international education. Flagship status will also increase faculty competitiveness in applying for research grants.

### **Summary**

The IB program has a clear vision and detailed strategic and implementation plans for achieving national/international recognition. Moreover, its track record of increasing visibility on those stages has been excellent since its inception in 1996.

The main activities associated with program development are academic/co-curricular, international experiences, faculty scholarship, and program promotion. Academic program enhancements include revisiting every major, minor, and certificate program to ensure maximum ability for students to use credits earned abroad and infusion of IB into every Coggin course. The former responds to the greatest impediment to study abroad nationwide. The latter will make Coggin the first business school that truly integrates IB into its entire curriculum. New versions of the GlobalMBA will be created. Intensive language programs, both on-campus and overseas, will be developed with support from faculty in UNF's Department of World Languages. High-profile international speakers will be recruited by working with local organizations. Coggin will create co-curricular programs designed to integrate domestic and international students. International activities will be recognized on the non-academic transcript currently being created at UNF, and an Executive in Residence will ensure that students remain closely linked to the business community, enhancing both internship and post-graduation job placement activities.

The number of students studying and interning abroad will increase rapidly, with 10% growth in participation in short-term study tours and 20% growth in the number of students spending at least a semester abroad. The number of students interning abroad will increase steadily.

Significant scholarship funds to support all three types of international experiences will be sought.

Enhancing faculty scholarship in IB will include the hiring of an Eminent Scholar in IB. That individual will be the face of UNF's IB program nationally and internationally, bringing and instant increase in recognition and then attracting high-quality faculty. Coggin will continue its conference-hosting programs, expanding them into new geographic areas to ensure that our faculty are well-qualified globally. Faculty development will continue, with existing faculty participating in high-quality programs worldwide. Faculty diversity will increase through aggressive recruiting of Ph.D.s trained outside the US. Increasing emphasis will be placed on Coggin faculty getting Fulbright appointments, and the College will host a Fulbright continuously.

Demonstration of national/international recognition will take two forms. First, UNF will rank high in *US News & World Report's* ranking of undergraduate IB programs. Second, UNF will pursue the prestigious CIBER designation from the US Department of Education.

Quality students will be recruited both locally and nationally. A major effort during 2005-6 will be the creation of outstanding printed materials designed to pique students' interest in IB activities. Students will be directed to a high-quality website with current information.

The total initial-year flagship funding request from UNF is \$260,000, of which \$52,000 is non-recurring. External gifts in support of the program are expected to be at least \$9,390,000. The CIBS director will seek additional grant funding to support program activities.

In summary, the International Business program in the Coggin College of Business is perfectly poised to become a nationally/internationally-recognized program. UNF will be well-rewarded by designating the IB program as a flagship candidate.

## **Appendix A: Coggin Mission, Vision, and Values Statements and Strategic Goals**

*(Note: Emphasis on international focus is added for clarity)*

### **Mission**

The Coggin College of Business at the University of North Florida serves Northeast Florida, the State of Florida, and selected national and international communities by educating and developing individuals who will become organizational leaders in the global economy. The College endeavors to increase the social and economic value of its stakeholders through relevant, accredited undergraduate and professional graduate programs, provided by faculty who integrate creative scholarly activities and interaction with the community. The primary commitment is to instruction, with scholarship and service supporting and complementing this focus.

### **Vision**

We envision that our efforts to continuously improve our instructional capabilities and to adapt to the ever-changing business and societal requirements of the global economy will be rewarded with national recognition as a premier institution for professional business education.

### **Values**

We believe that life-long learning is fundamental to the development of well-rounded, successful individuals. We are committed to providing the best business education possible. We are also committed to pursuing sufficient resources to accomplish our goal of providing the best programs of their type in the State. We value and expect hard work on the part of the faculty and staff, and on the part of the students. We believe that an outstanding business education program is one which:

- Enables students to successfully manage a business and make sound business decisions under conditions of uncertainty.
- Integrates ethics, diversity, and community.
- Educates students about international issues.
- Requires the development of critical skills, including the ability to communicate effectively.
- Provides opportunities for real world experience and emphasizes career development and placement opportunities.
- Requires highly qualified, full-time faculty with sufficient support to perform their assignments effectively.
- Requires faculty devoted to outstanding classroom instruction and demands high quality performance.
- Requires faculty who are inquisitive and analytical and who are actively engaged in the pursuit of knowledge related to business.
- Requires small class sizes and promotes interaction between faculty and students inside and outside the classroom.

### **Strategic Goals**

Achieve recognition for the College as a “College of Excellence,” the institution of first choice on the First Coast, and an innovator and leader within the University, through:

- The delivery of undergraduate, graduate, and professional programs that fulfill the needs of our stakeholder groups;
- The infusion of international business education throughout all degree programs;
- The advancement of programs of distinction that enhance the College, including:
  - Logistics
  - Entrepreneurship and Family Owned-Businesses
  - Financial Services & Investments;
- The implementation of continuous improvement processes throughout all College systems.

<b>Appendix B: Timeline for IB Flagship Program Development by Activity: Years 1-5</b>						
Type of Activity	Activity	2006-7	2007-8	2008-9	2009-10	2010-11
<i>Academics and Co-Curriculars</i>	Curriculum reviews	Integrate study abroad into core	Integrate SA into majors	Integrate SA into grad.		
	Infusion of IB throughout curriculum	Int'lize CCB core curriculum	Int'lize UG majors	Int'lize graduate pgms		
	GlobalMBA (Europe)	Offer	Offer	Offer	Offer	Offer
	GlobalMBA (Latin America focus)	Identify/contact partners	Negotiations	Finalize program	Recruit	First cohort begins
	GlobalMBA (US-China focus)				Identify/contact partners	Negotiations
	FIG	Develop FIG in IB	Offer FIG	Offer FIG	Offer FIG	Offer FIG
	Introduction to Global Bus. Course	Restructure course	Offer; refine	Offer	Offer	Offer
	Recruit students from FCCJ	Develop relationships; recruit	Recruit	Recruit	Recruit	Recruit
	IB Honors course at lower-division	Develop course	Offer course	Offer course	Offer course	Offer course
	Honors in Major	Create curriculum	Recruit students	Run program	Run program	Run program
	Language immersion on campus	Create Spanish program	Offer Spanish program	Add other lang's	Offer	Offer
	Language immersion abroad	ID 1-2 providers/language	Visit providers; recruit	Evaluate; recruit	Evaluate; recruit	Evaluate; recruit
	Speakers	ID partners; bring 1 speaker	2/year	4/year	4/year	4/year
	Integrate int'l & domestic students	Create activities; offer 1 program	Offer 2-3 programs	Offer 5 programs	Offer 5-8 programs	Offer 5-8 programs
	Recognition of Stud. Int'l Experiences	Explicit notation on transcripts				
	Executive in Residence	Identify donor	Cultivation	Ask	In place	
<i>International Experiences</i>	Short study tours (min # students)	170	187	206	226	249
	Semester abroad (min # students)	35	42	50	60	73
	Internships abroad (min # students)	5	10	15	20	25
<i>Faculty Scholarship</i>	Eminent Scholar in IB	Identify donor	Cultivation	Ask	Recruit	In place
	UNF-Warsaw Univ. Conference	At UNF	At UNF	At WU	At UNF	At UNF
	UNF-BISU Conference		At UNF		At BISU	
	Other UNF-hosted Conferences		Determine faculty need	1 new program		2nd new pgm
	Hire international faculty	All hires	All hires	All hires	All hires	All hires
	Faculty Development	5 junior faculty participate	5 junior faculty	5 junior faculty	5 junior faculty	5 junior faculty
	More CCB faculty get Fulbrights	Market Fulbright program to faculty	Faculty apply for Fulbrights	At least 1 Fulbright	At least 1 Fulbright	At least 2 Fulbrights
	Fulbright-in-Residence	Offer position through Fulbright	Host scholar	Host scholar	Host scholar	Host scholar
	US News & World Report Ranking	Develop plan to increase ranking	Implement plan	Implement plan	Implement plan	Implement plan
	CIBER status				Planning for RFP	Write CIBER application
<i>Program Promotion</i>	Relationships w/ local high schools	ID/visit 5 key schools	Focus on 5 sch.	Add 3 schools	Add 3 schools	Add 3 schools
	Develop promotional materials	Create/distrib. materials	Refine/distribute	Refine/distribute	Refine/distribute	Refine/distribute
	Local promotion	Faculty speak to org's	Faculty speak to org's	Faculty speak to org's	Faculty speak to org's	Faculty speak to org's
	National promotion					

Appendix D: Budget for IB Flagship Program Development						Future Flagship Funding			Other
Type of Activity	Activity	2006 Flagship Funding		Other	Comments	Initial	Recurring	Non-Recur.	Sources
		Recurring	Non-Recur.	Sources		Funding			
		Amount	Amount	Amount		Year			Amount
<i>Academics and Co-Curriculars</i>	Curriculum reviews	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Infusion of IB throughout curriculum	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	GlobalMBA (Europe)	\$ -	\$ -	\$ -	Program operation is self-funded		\$ -	\$ -	\$ -
	GlobalMBA (Latin America focus)	\$ -	\$ -	\$ -	Program development only; operation will be self-funded	2007-8	\$ -	\$ 5,000	\$ -
	GlobalMBA (US-China focus)	\$ -	\$ -	\$ -	Program development only; operation will be self-funded	2009-10	\$ -	\$ 5,000	\$ -
	FIG	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	Introduction to Global Bus. Course	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	Recruit students from FCCJ	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	IB Honors course at lower-division	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	Honors in Major	\$ 1,500	\$ -	\$ -	Stud. recruiting materials (\$1K); scholarships end. (\$200K)		\$ -	\$ -	\$ 200,000
	Language immersion on campus	\$ 30,000	\$ 10,000	\$ -	Grant: pgm. development (10K); lang. fac. salaries (\$30K)		\$ -	\$ -	\$ -
	Language immersion abroad	\$ -	\$ 5,000	\$ -	Grant for language faculty to evaluate partners abroad		\$ -	\$ -	\$ -
	Speakers	\$ 20,000	\$ -	\$ -	Funds to co-sponsor speakers with other organizations		\$ -	\$ -	\$ 20,000
	Integrate int'l & domestic students	\$ 5,000	\$ -	\$ -	Run events		\$ -	\$ -	\$ -
	Recognition of Stud. Int'l Experiences	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Executive in Residence	\$ 4,000	\$ -	\$ -	Stipend		\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 60,500	\$ 35,000	\$ -			\$ -	\$ 10,000	\$ 220,000
									\$ -
<i>International Experiences</i>	Short study tours (min # students)	\$ -	\$ -	\$ -	\$90K/year to spend (or corresp. endowment): scholarships		\$ -	\$ -	\$ 90,000
	Semester abroad (min # students)	\$ -	\$ -	\$ -	\$50K/year to spend (or corresp. endowment): scholarships		\$ -	\$ -	\$ 50,000
	Internships abroad (min # students)	\$ -	\$ -	\$ -	\$25K/year to spend (or corresp. endowment): scholarships		\$ -	\$ -	\$ 25,000
	<b>Subtotal</b>	\$ -	\$ -	\$ -			\$ -	\$ -	\$ 165,000
<i>Faculty Scholarship</i>	Eminent Scholar in IB	\$ -	\$ -	\$ -	\$2.5m gift + 100% match		\$ -	\$ -	\$ 5,000,000
	UNF-Warsaw Univ. Conference	\$ 5,000	\$ -	\$ -	Printing costs for proceedings		\$ -	\$ -	\$ -
	UNF-BISU Conference	\$ -	\$ -	\$ -	Printing and travel costs recur every 2nd year	2007-8	\$ 15,000	\$ -	\$ -
	Other UNF-hosted Conferences	\$ -	\$ -	\$ -	Printing and travel costs recur every 2nd year	2008-9	\$ 10,000	\$ -	\$ -
	Hire international faculty	\$ 3,000	\$ 2,000	\$ -	Create materials; recruitment travel costs		\$ -	\$ -	\$ -
	Faculty Development	\$ 20,000	\$ -	\$ -	5 faculty/year at \$4000 each		\$ -	\$ -	\$ -
	More CCB faculty get Fulbrights	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Fulbright-in-Residence	\$ 1,500	\$ -	\$ -	Cost of phone, office supplies, etc.		\$ -	\$ -	\$ -
	US News & World Report Ranking	\$ 5,000	\$ -	\$ -	Create materials; mailing costs		\$ -	\$ -	\$ -
	CIBER status	\$ 5,000	\$ -	\$ -	\$5K recurs for 5 years: consultant; \$5K raised annually	2008-9	\$ -	\$ -	\$ 5,000
	<b>Subtotal</b>	\$ 39,500	\$ 2,000	\$ -			\$ 25,000	\$ -	\$ 5,005,000
<i>Program Promotion</i>	Relationships w/ local high schools	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Develop promotional materials	\$ -	\$ 5,000	\$ -			\$ -	\$ -	\$ -
	Local promotion	\$ 2,000	\$ -	\$ -			\$ -	\$ -	\$ -
	National promotion	\$ 5,000	\$ -	\$ -			\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 7,000	\$ 5,000	\$ -			\$ -	\$ -	\$ -
<i>Administration</i>	Associate dean	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	CIBS director	\$ 25,000	\$ -	\$ -	Equivalent of 2 summer courses for director		\$ -	\$ -	\$ -
	Eminent Scholar	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Internship coordinator	\$ 3,000	\$ -	\$ -	Travel to set up international internships		\$ -	\$ -	\$ -
	CIBS assistant director	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Secretary	\$ 30,000	\$ -	\$ -	Salary & fringes		\$ -	\$ -	\$ -
	Student assistants (2)	\$ 13,000	\$ -	\$ -	2 students at \$6.50/hour for 20 hours/week for 50 weeks		\$ -	\$ -	\$ -
	Website support	\$ 10,000	\$ 10,000	\$ -	Website design & continuous updating		\$ -	\$ -	\$ -
	Operating budget	\$ 20,000	\$ -	\$ -	Supplies, operating expenses, etc.		\$ -	\$ -	\$ -
	Naming CIBS	\$ -	\$ -	\$ -	\$2m + 100% match		\$ -	\$ -	\$ 4,000,000
	<b>Subtotal</b>	\$ 101,000	\$ 10,000	\$ -			\$ -	\$ -	\$ 4,000,000
<b>Totals</b>		\$ 208,000	\$ 52,000	\$ -			\$ 25,000	\$ 10,000	\$ 9,390,000

<b>Appendix C: Metrics for IB Flagship Program Development by Activity</b>		
Type of		
<b>Activity</b>	<b>Activity</b>	<b>Metrics</b>
<i>Academics and Co-Curriculars</i>	Curriculum reviews	student survey of ease of using foreign credits in POS, # of students studying abroad for credit, # of credits transferred back
	Infusion of IB throughout curriculum	percentage of IB content by course, student performance on international questions in CCB exit exams
	GlobalMBA (Europe)	number of participating students, mean GMAT score of new students, job placement rates and starting salaries
	GlobalMBA (Latin America focus)	number of participating students, mean GMAT score of new students, job placement rates and starting salaries
	GlobalMBA (US-China focus)	number of participating students, mean GMAT score of new students, job placement rates and starting salaries
	FIG	numbers of participating students and faculty, percentages of participating students who major in business and/or study abroad
	Introduction to Global Bus. Course	percentage of course students who later study abroad
	Recruit students from FCCJ	#s and %s of former FCCJ students who major in business, have foreign language abilities, and study abroad (in English or foreign lang.)
	IB Honors course at lower-division	# of participating faculty, student enrollment, %s of students who major in business and/or study abroad
	Honors in Major	number of students selecting honors-in-the-major in business
	Language immersion on campus	# of participating students, incremental language skills acquired, % of participants who study abroad in a foreign language
	Language immersion abroad	# of participating students, incremental language skills acquired, % of participants who study abroad in a foreign language
	Speakers	# and reputation of speakers, # of students and faculty who listen to speakers
	Integrate int'l & domestic students	# of students (of both types) who participate, number of post-program contacts between domestic and international students
	Recognition of Stud. Int'l Experiences	% of students reporting international activities, # of international activities reported
	Executive in Residence	# of students who work with Executive, starting positions and salaries of those students (relative to other students)
<i>International Experiences</i>	Short study tours (min # students)	# and % of students participating in study tours
	Semester abroad (min # students)	# and % of students participating in study tours
	Internships abroad (min # students)	# of students interning abroad, % of international interns who get job offers abroad, starting salaries/positions of such students
<i>Faculty Scholarship</i>	Eminent Scholar in IB	number/quality of new faculty attracted by Scholar, number of new high-profile activities generated
	UNF-Warsaw Univ. Conference	# of participants, # of countries represented by participants
	UNF-BISU Conference	# of participants, # of countries represented by participants
	Other UNF-hosted Conferences	# of participants, # of countries represented by participants
	Hire international faculty	% of faculty hired with international qualifications
	Faculty Development	# of faculty participating, # and quality of academic activities related to participation
	More CCB faculty get Fulbrights	# of faculty having a Fulbright experience, # of resulting program enhancements
	Fulbright-in-Residence	# of Fulbright visitors hosted, # of resulting program enhancements
	US News & World Report Ranking	Rank within IB category
	CIBER status	Whether status is obtained, reviewer comments relative to application
<i>Program Promotion</i>	Relationships w/ local high schools	# and % of incoming students from these schools, incoming SAT scores and GPAs
	Develop promotional materials	Response rates to mailouts (number of hits to website, number of email or other inquiries, # of applicants)
	Local promotion	Results of survey regarding perception of UNF/CCB in the IB area
	National promotion	US News and World Report Ranking, CIBER status

<b>Appendix B: Timeline for IB Flagship Program Development by Activity: Years 1-5</b>						
<b>Type of Activity</b>	<b>Activity</b>	<b>2006-7</b>	<b>2007-8</b>	<b>2008-9</b>	<b>2009-10</b>	<b>2010-11</b>
<i>Academics and Co-Curriculars</i>	Curriculum reviews	Integrate study abroad into core	Integrate SA into majors	Integrate SA into grad.		
	Infusion of IB throughout curriculum	Int'lize CCB core curriculum	Int'lize UG majors	Int'lize graduate pgms		
	GlobalMBA (Europe)	Offer	Offer	Offer	Offer	Offer
	GlobalMBA (Latin America focus)	Identify/contact partners	Negotiations	Finalize program	Recruit	First cohort begins
	GlobalMBA (US-China focus)				Identify/contact partners	Negotiations
	FIG	Develop FIG in IB	Offer FIG	Offer FIG	Offer FIG	Offer FIG
	Introduction to Global Bus. Course	Restructure course	Offer; refine	Offer	Offer	Offer
	Recruit students from FCCJ	Develop relationships; recruit	Recruit	Recruit	Recruit	Recruit
	IB Honors course at lower-division	Develop course	Offer course	Offer course	Offer course	Offer course
	Honors in Major	Create curriculum	Recruit students	Run program	Run program	Run program
	Language immersion on campus	Create Spanish program	Offer Spanish program	Add other lang's	Offer	Offer
	Language immersion abroad	ID 1-2 providers/language	Visit providers; recruit	Evaluate; recruit	Evaluate; recruit	Evaluate; recruit
	Speakers	ID partners; bring 1 speaker	2/year	4/year	4/year	4/year
	Integrate int'l & domestic students	Create activities; offer 1 program	Offer 2-3 programs	Offer 5 programs	Offer 5-8 programs	Offer 5-8 programs
	Recognition of Stud. Int'l Experiences	Explicit notation on transcripts				
	Executive in Residence	Identify donor	Cultivation	Ask	In place	
<i>International Experiences</i>	Short study tours (min # students)	170	187	206	226	249
	Semester abroad (min # students)	35	42	50	60	73
	Internships abroad (min # students)	5	10	15	20	25
<i>Faculty Scholarship</i>	Eminent Scholar in IB	Identify donor	Cultivation	Ask	Recruit	In place
	UNF-Warsaw Univ. Conference	At UNF	At UNF	At WU	At UNF	At UNF
	UNF-BISU Conference		At UNF		At BISU	
	Other UNF-hosted Conferences		Determine faculty need	1 new program		2nd new pgm
	Hire international faculty	All hires	All hires	All hires	All hires	All hires
	Faculty Development	5 junior faculty participate	5 junior faculty	5 junior faculty	5 junior faculty	5 junior faculty
	More CCB faculty get Fulbrights	Market Fulbright program to faculty	Faculty apply for Fulbrights	At least 1 Fulbright	At least 1 Fulbright	At least 2 Fulbrights
	Fulbright-in-Residence	Offer position through Fulbright	Host scholar	Host scholar	Host scholar	Host scholar
	US News & World Report Ranking	Develop plan to increase ranking	Implement plan	Implement plan	Implement plan	Implement plan
	CIBER status				Planning for RFP	Write CIBER application
<i>Program Promotion</i>	Relationships w/ local high schools	ID/visit 5 key schools	Focus on 5 sch.	Add 3 schools	Add 3 schools	Add 3 schools
	Develop promotional materials	Create/distrib. materials	Refine/distribute	Refine/distribute	Refine/distribute	Refine/distribute
	Local promotion	Faculty speak to org's	Faculty speak to org's	Faculty speak to org's	Faculty speak to org's	Faculty speak to org's
	National promotion					

<b>Appendix C: Metrics for IB Flagship Program Development by Activity</b>		
Type of		
<b>Activity</b>	<b>Activity</b>	<b>Metrics</b>
<i>Academics and Co-Curriculars</i>	Curriculum reviews	student survey of ease of using foreign credits in POS, # of students studying abroad for credit, # of credits transferred back
	Infusion of IB throughout curriculum	percentage of IB content by course, student performance on international questions in CCB exit exams
	GlobalMBA (Europe)	number of participating students, mean GMAT score of new students, job placement rates and starting salaries
	GlobalMBA (Latin America focus)	number of participating students, mean GMAT score of new students, job placement rates and starting salaries
	GlobalMBA (US-China focus)	number of participating students, mean GMAT score of new students, job placement rates and starting salaries
	FIG	numbers of participating students and faculty, percentages of participating students who major in business and/or study abroad
	Introduction to Global Bus. Course	percentage of course students who later study abroad
	Recruit students from FCCJ	#s and %s of former FCCJ students who major in business, have foreign language abilities, and study abroad (in English or foreign lang.)
	IB Honors course at lower-division	# of participating faculty, student enrollment, %s of students who major in business and/or study abroad
	Honors in Major	number of students selecting honors-in-the-major in business
	Language immersion on campus	# of participating students, incremental language skills acquired, % of participants who study abroad in a foreign language
	Language immersion abroad	# of participating students, incremental language skills acquired, % of participants who study abroad in a foreign language
	Speakers	# and reputation of speakers, # of students and faculty who listen to speakers
	Integrate int'l & domestic students	# of students (of both types) who participate, number of post-program contacts between domestic and international students
	Recognition of Stud. Int'l Experiences	% of students reporting international activities, # of international activities reported
	Executive in Residence	# of students who work with Executive, starting positions and salaries of those students (relative to other students)
<i>International Experiences</i>	Short study tours (min # students)	# and % of students participating in study tours
	Semester abroad (min # students)	# and % of students participating in study tours
	Internships abroad (min # students)	# of students interning abroad, % of international interns who get job offers abroad, starting salaries/positions of such students
<i>Faculty Scholarship</i>	Eminent Scholar in IB	number/quality of new faculty attracted by Scholar, number of new high-profile activities generated
	UNF-Warsaw Univ. Conference	# of participants, # of countries represented by participants
	UNF-BISU Conference	# of participants, # of countries represented by participants
	Other UNF-hosted Conferences	# of participants, # of countries represented by participants
	Hire international faculty	% of faculty hired with international qualifications
	Faculty Development	# of faculty participating, # and quality of academic activities related to participation
	More CCB faculty get Fulbrights	# of faculty having a Fulbright experience, # of resulting program enhancements
	Fulbright-in-Residence	# of Fulbright visitors hosted, # of resulting program enhancements
	US News & World Report Ranking	Rank within IB category
	CIBER status	Whether status is obtained, reviewer comments relative to application
<i>Program Promotion</i>	Relationships w/ local high schools	# and % of incoming students from these schools, incoming SAT scores and GPAs
	Develop promotional materials	Response rates to mailouts (number of hits to website, number of email or other inquiries, # of applicants)
	Local promotion	Results of survey regarding perception of UNF/CCB in the IB area
	National promotion	US News and World Report Ranking, CIBER status

Appendix D: Budget for IB Flagship Program Development						Future Flagship Funding			Other
Type of Activity	Activity	2006 Flagship Funding		Other	Comments	Initial	Recurring	Non-Recur.	Other
		Recurring	Non-Recur.	Sources		Funding			Sources
		Amount	Amount	Amount		Year	Amount	Amount	Amount
<i>Academics and Co-Curriculars</i>	Curriculum reviews	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Infusion of IB throughout curriculum	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	GlobalMBA (Europe)	\$ -	\$ -	\$ -	Program operation is self-funded		\$ -	\$ -	\$ -
	GlobalMBA (Latin America focus)	\$ -	\$ -	\$ -	Program development only; operation will be self-funded	2007-8	\$ -	\$ 5,000	\$ -
	GlobalMBA (US-China focus)	\$ -	\$ -	\$ -	Program development only; operation will be self-funded	2009-10	\$ -	\$ 5,000	\$ -
	FIG	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	Introduction to Global Bus. Course	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	Recruit students from FCCJ	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	IB Honors course at lower-division	\$ -	\$ 5,000	\$ -	Summer grant for course development		\$ -	\$ -	\$ -
	Honors in Major	\$ 1,500	\$ -	\$ -	Stud. recruiting materials (\$1K); scholarships end. (\$200K)		\$ -	\$ -	\$ 200,000
	Language immersion on campus	\$ 30,000	\$ 10,000	\$ -	Grant: pgm. development (10K); lang. fac. salaries (\$30K)		\$ -	\$ -	\$ -
	Language immersion abroad	\$ -	\$ 5,000	\$ -	Grant for language faculty to evaluate partners abroad		\$ -	\$ -	\$ -
	Speakers	\$ 20,000	\$ -	\$ -	Funds to co-sponsor speakers with other organizations		\$ -	\$ -	\$ 20,000
	Integrate int'l & domestic students	\$ 5,000	\$ -	\$ -	Run events		\$ -	\$ -	\$ -
	Recognition of Stud. Int'l Experiences	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Executive in Residence	\$ 4,000	\$ -	\$ -	Stipend		\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 60,500	\$ 35,000	\$ -			\$ -	\$ 10,000	\$ 220,000
									\$ -
<i>International Experiences</i>	Short study tours (min # students)	\$ -	\$ -	\$ -	\$90K/year to spend (or corresp. endowment): scholarships		\$ -	\$ -	\$ 90,000
	Semester abroad (min # students)	\$ -	\$ -	\$ -	\$50K/year to spend (or corresp. endowment): scholarships		\$ -	\$ -	\$ 50,000
	Internships abroad (min # students)	\$ -	\$ -	\$ -	\$25K/year to spend (or corresp. endowment): scholarships		\$ -	\$ -	\$ 25,000
	<b>Subtotal</b>	\$ -	\$ -	\$ -			\$ -	\$ -	\$ 165,000
<i>Faculty Scholarship</i>	Eminent Scholar in IB	\$ -	\$ -	\$ -	\$2.5m gift + 100% match		\$ -	\$ -	\$ 5,000,000
	UNF-Warsaw Univ. Conference	\$ 5,000	\$ -	\$ -	Printing costs for proceedings		\$ -	\$ -	\$ -
	UNF-BISU Conference	\$ -	\$ -	\$ -	Printing and travel costs recur every 2nd year	2007-8	\$ 15,000	\$ -	\$ -
	Other UNF-hosted Conferences	\$ -	\$ -	\$ -	Printing and travel costs recur every 2nd year	2008-9	\$ 10,000	\$ -	\$ -
	Hire international faculty	\$ 3,000	\$ 2,000	\$ -	Create materials; recruitment travel costs		\$ -	\$ -	\$ -
	Faculty Development	\$ 20,000	\$ -	\$ -	5 faculty/year at \$4000 each		\$ -	\$ -	\$ -
	More CCB faculty get Fulbrights	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Fulbright-in-Residence	\$ 1,500	\$ -	\$ -	Cost of phone, office supplies, etc.		\$ -	\$ -	\$ -
	US News & World Report Ranking	\$ 5,000	\$ -	\$ -	Create materials; mailing costs		\$ -	\$ -	\$ -
	CIBER status	\$ 5,000	\$ -	\$ -	\$5K recurs for 5 years: consultant; \$5K raised annually	2008-9	\$ -	\$ -	\$ 5,000
	<b>Subtotal</b>	\$ 39,500	\$ 2,000	\$ -			\$ 25,000	\$ -	\$ 5,005,000
<i>Program Promotion</i>	Relationships w/ local high schools	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Develop promotional materials	\$ -	\$ 5,000	\$ -			\$ -	\$ -	\$ -
	Local promotion	\$ 2,000	\$ -	\$ -			\$ -	\$ -	\$ -
	National promotion	\$ 5,000	\$ -	\$ -			\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 7,000	\$ 5,000	\$ -			\$ -	\$ -	\$ -
<i>Administration</i>	Associate dean	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	CIBS director	\$ 25,000	\$ -	\$ -	Equivalent of 2 summer courses for director		\$ -	\$ -	\$ -
	Eminent Scholar	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Internship coordinator	\$ 3,000	\$ -	\$ -	Travel to set up international internships		\$ -	\$ -	\$ -
	CIBS assistant director	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -
	Secretary	\$ 30,000	\$ -	\$ -	Salary & fringes		\$ -	\$ -	\$ -
	Student assistants (2)	\$ 13,000	\$ -	\$ -	2 students at \$6.50/hour for 20 hours/week for 50 weeks		\$ -	\$ -	\$ -
	Website support	\$ 10,000	\$ 10,000	\$ -	Website design & continuous updating		\$ -	\$ -	\$ -
	Operating budget	\$ 20,000	\$ -	\$ -	Supplies, operating expenses, etc.		\$ -	\$ -	\$ -
	Naming CIBS	\$ -	\$ -	\$ -	\$2m + 100% match		\$ -	\$ -	\$ 4,000,000
	<b>Subtotal</b>	\$ 101,000	\$ 10,000	\$ -			\$ -	\$ -	\$ 4,000,000
<b>Totals</b>		\$ 208,000	\$ 52,000	\$ -			\$ 25,000	\$ 10,000	\$ 9,390,000