



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** University of Baltimore: Master of Science in Global Leadership

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** January 26, 2011

**SUMMARY:** The proposed M.S. in Global Leadership is designed to prepare participants for global leadership positions in international businesses, multilateral agencies, and non-profit organizations. A review of regional institutions of higher education programs suggests that more could be done in the state to adequately respond to the challenge of global leadership education. While Johns Hopkins University and George Washington University offer Global MBA degrees, these programs do not focus on global leadership.

The proposed program will hone the special competencies required for success in multicultural organizations at home and abroad. The program integrates international political, legal and social issues into the core of the program and offers an international field study experience that is unique to this program. In addition, opportunities provided for virtual and face-to-face interactions will provide a significant resource as students learn from each other's rich experiences. This 30-credit program is designed for great flexibility so that students can participate without interruption to full-time career responsibilities.

It is expected that the program will attract individuals who are in management positions with global leadership responsibilities, managers of foreign companies charged with cross-border business coordination and outsourcing services, accounting professionals and management consultants assuming global roles, public sector managers, and students jointly enrolled in a UB JD/MS in Global Leadership program.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Master of Science in Global Leadership.

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COMMITTEE RECOMMENDATION: \_\_\_\_\_ DATE: \_\_\_\_\_

BOARD ACTION: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu

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Office of  
the President

December 9, 2010

Dr. James E. Lyons, Sr.  
Secretary  
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, MD 20401

Dear Secretary Lyons:

In accordance with MHEC approval guidelines, the University of Baltimore is requesting approval of the attached M.S. in Global Leadership. The program will be offered through the Merrick School of Business.

Please let me know if you need anything further.

Thank you.

Sincerely,

Robert L. Bogomolny  
President

Enclosure

Cc: Irvin Goldstein, Senior Vice Chancellor for Academic Affairs, USM  
Joseph Wood, Provost and Senior Vice President for Academic Affairs, UB  
Darlene Smith, Dean, Merrick School of Business

**University of Baltimore**  
1420 N. Charles St.  
Baltimore, MD 21201

T: 410.837.4866  
F: 410.837.4875  
E: [president@ubalt.edu](mailto:president@ubalt.edu)  
[www.ubalt.edu](http://www.ubalt.edu)

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

- X** New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

**University of Baltimore**

Institution Submitting Proposal

**Global Leadership**

Title of Proposed Program

**Master of Science**

Degree to be Awarded

**Fall Semester 2011**

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

**Department of Management & International  
Business**

Department in which program will be located

**Dr. Tigineh Mersha**

Department Contact

**410-837-4965**

Contact Phone Number

**Tmersha@U Balt.edu**

Contact E-Mail Address

  
Signature of President or Designee

  
Date

## Relationship to Mission

The University of Baltimore's mission is to provide innovative education in law, business and liberal arts, building capabilities and enabling students to address significant 21<sup>st</sup> century challenges, particularly those facing Baltimore and the region. The University is an integral partner in this international, multicultural environment, encouraging proactive community engagement, social responsibility and leadership development. The University has a history of applying its strengths and resources to the development and launch of new programs that fulfill state needs. The proposed M.S. in Global Leadership exemplifies this approach—aiming to serve a significant regional need while capitalizing on the University's core competencies.

## Characteristics of the Proposed Program

**Uniqueness of this program: Addressing a priority for Maryland higher education.** Global leadership capabilities are in demand within multicultural organizations in Maryland and throughout increasingly complex public and private sector networks across borders. Maryland businesses, non-profits, and government agencies represent a tapestry of native and foreign born employees. By 2000 approximately one tenth of Maryland residents were foreign born and international immigration to the state is expected to grow by over a half million people between 1995 and 2025. Maryland's organizational leaders are challenged to inspire and motivate a multicultural workforce while building strong cross-cultural relationships with customers, suppliers and partners across borders.

Global business leadership plays a vital role in Maryland's economy. From global giants to entrepreneurial exporters, the international context of the state's commercial base is palpable. Statistics help to put this economic dimension in perspective. In 2008 Maryland's exports grew by 27% over the previous year, surpassing \$11 billion and accounting for 40,000 jobs. Add to this number the 100,000 people employed by foreign companies that have invested in Maryland and you begin to grasp the contributions that global leadership brings to the state -- not only to the state's economy, but also to its social welfare.

While global leadership capabilities are crucial to the future of Maryland's economy and for advancing opportunities for its citizens, we must not forget that the state's public welfare depends on it. Since Sept. 11, 2001, there has been a paradigm shift in the views of both public and private sector leaders regarding the importance of education with a global perspective. Such education is essential to the national interest, both for the United States' continued leadership in the world economy and as a matter of national security.

Paraphrasing remarks by University System of Maryland Chancellor William "Brit" Kirwan to the Maryland International Education Association annual meeting Nov. 18, 2002:

*Higher education must produce a new generation work force that is worldly wise, culturally aware and foreign-language literate...At the national level, 9/11 was a wakeup call to this generation as Sputnik was to mine. We have gotten a wakeup call that we are not creating a generation of internationally educated students. We must learn about foreign countries' economies, customs and cultures, language and politics or we certainly will be at a large disadvantage. They certainly know everything about us...Our national security depends on creating specialists educated about different regions of the world. International issues are on Maryland university presidents' minds as they never have been before ...*

However, despite clear indications of the need for global leadership education, higher education institutions have not adequately responded to the challenge. For example, in an extensive study regarding the most critical skills for managerial competence, it was revealed that business schools tend to emphasize administrative and analysis skills while giving insufficient attention to the more advanced capabilities associated with successful leadership, such as decision-making and human capability development.

A review of Maryland's institutions of higher education suggests that more could be done in the state to adequately respond to the challenge of global leadership education. In our region, Johns Hopkins University

and George Washington University offer Global MBA degrees, but not one more broadly focused on global leadership.

### **Educational Objectives of the Program**

The M.S. in Global Leadership is designed to meet this challenge. The Program's educational objectives are outlined below.

- Develop the business skills needed to successfully lead an organization in a global environment
- Develop the ability to operate effectively in diverse socioeconomic, political and cultural global environments
- Provide socially responsible leadership in the multicultural, global arena
- Be able to build and sustain mutually rewarding relationships with key global partners

### **Description of the Program as it would appear in the catalog**

The M.S. in Global Leadership is designed to prepare participants for global leadership positions in international businesses, multilateral agencies, and non-profit organizations, and will hone the special competencies required for success in multicultural organizations at home and abroad. Opportunities provided for virtual and face-to-face interactions among participants will provide a significant resource as students learn from each other's rich experiences. This 30-credit program is designed for great flexibility so that students can participate without any interruption to full-time career responsibilities.

The program integrates international political, legal and social issues into the core of the program and offers an international field study experience that is unique to this program. The Program is founded on five key themes, all essential for multicultural and global leadership success:

- Analysis and Creative Solutions (Analytical Tools, Creativity and Intrapreneurship)
- Global Context (Socioeconomic, Cultural and Political Factors)
- Cross-Cultural Collaboration (Building and maintaining networks and relationships)
- Strategic Action (Decision-Making; Strategic Planning and Implementation)
- Leading Sustainable Organizations (Triple bottom line mindset: People, Planet & Profits)

The program has one foundation course as a prerequisite: ECON 504 (3 credits). The 30-credit program includes an eight-course core (24 credits) that features one international field study experience that is unique to this program. A choice of two elective courses (6 credits) allows each participant to explore topics to suit their individual interest.

### **Degree Requirements**

#### **Foundation Courses (3 credits)**

ECON 504	Economics
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#### **Required Courses (24 credits)**

ECON 720	International Economics and Finance (3)
MGMT 600	Leading and Managing People (3)
MGMT 757	E-commerce and Supply Chain Management (3)
MGMT 760	Organizational Creativity and Innovation (3)
MGMT 780	Leading Across Cultures (3)
MGMT 798	Global Field Study (3)
CNCM 740	Ethnic and Cultural Factors of Conflict (3)
PUAD 770	Government-Business Cooperation in Community Development (3)

**Elective Courses (6 credits)** *Select two courses from the following:*

MGMT 745	Sustainability Management (3)
MGMT 796	Global Business Practicum (3)
MGMT 797	Special Topics in Management as approved by the program advisor (3)
MGMT 799	Individual Research (3)
PUAD 704	Managing Diversity (3)

Other courses as approved by the program advisor, such as appropriate courses in the College of Arts and Sciences, the College of Public and International Affairs or additional business courses, including international courses such as a second study abroad; MBA international business specialization courses where prerequisites are satisfied by undergraduate coursework. (These include such courses as International Finance, International Marketing, and International Business Strategy.) Also, other business courses may be approved by the program advisor, such as Project Management, and E-Commerce Technologies and Applications. Elective options for students in a UB JD/MS in Global Leadership Program, with at least one year of law school, include Comparative Law, International Business Transactions, and International Trade.

**Demonstrable quality of program faculty**

**Dr. Tigineh Mersha, Dr. Christine Nielsen, Dr. Dennis Pitta, Dr. Alan Randolph, Dr. Kal Singhal and Dr. Ven Sriram** are all Professors in the Merrick School of Business who teach and do research in International Business. **Dr. Mersha, Dr. Nielsen and Dr. Sriram** are all Fulbright Scholars. **Dr. Nielsen Dr. Pitta and Dr. Randolph** have regularly conducted study abroad courses for both undergraduate and graduate business students. **Dr. Kalyan Singhal** is the founder and editor-in-chief of the *Production and Operations Management Journal*, a premier journal in the field. **Dr. Lenneal J. Henderson, Jr.**, is Distinguished Professor, Government and Public Administration; Senior Fellow, William Donald Schaefer Center for Public Policy; and Henry C. Welcome Fellow, The University of Baltimore. **Ivan Sascha Sheehan, Ph.D.** is an Assistant Professor Negotiations and Conflict Management Program in the School of Public and International Affairs. **Dr. Sheehan** received his Ph.D. from the Institute for Conflict Analysis and Resolution at George Mason University. His research focuses on the intersection of transnational terrorism, counterterrorism, and international conflict management.

**Potential Participants Who Would Benefit from this Program**

- High performing managers fast-tracked for global leadership responsibilities.
- Managers of foreign companies charged with cross-border business coordination and outsourcing services.
- Functional experts and cross-functional team leaders challenged to perform in multicultural settings.
- Accounting professionals and management consultants assuming global roles.
- Production and operations managers moving into leadership positions in international firms.
- Public sector managers groomed for global leadership positions.
- Senior managers of multilateral agencies and non-profit organizations.
- Legal professionals moving into senior management positions in global organizations.
- Non-managers aspiring to move from a technical career path into a management track.
- Students enrolled in joint a UB JD/MS in Global Leadership program.

**Library requirements**

Appropriate library resources are available.

**Facilities and equipment**

No special facilities or equipment are required.

**Finances**

<b>TABLE 1: RESOURCES</b>					
<b>Resources Categories</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
1. Reallocated Funds <sup>1</sup>					
2. Tuition/Fee Revenue <sup>2</sup> (c+g below) <b>(at 80% rate)</b>	<b>\$32,640</b>	<b>\$65,280</b>	<b>\$117,504</b>	<b>\$143,616</b>	<b>\$143,616</b>
a. #F.T Students					
b. Annual Tuition/Fee Rate					
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students	5	10	18	22	22
e. Credit Hour Rate	\$680	\$680	\$680	\$680	\$680
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	<b>\$40,800</b>	<b>\$81,600</b>	<b>\$146,880</b>	<b>\$179,520</b>	<b>\$179,520</b>
3. Grants, Contracts, & Other External Sources <sup>3</sup>					
4. Other Sources					
<b>TOTAL (Add 1 - 4)</b>	<b>\$32,640</b>	<b>\$65,280</b>	<b>\$117,504</b>	<b>\$143,616</b>	<b>\$143,616</b>

<sup>1</sup> Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

<sup>2</sup> This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

<sup>3</sup> Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1. Total Faculty Expenses (b + c below)</b>	<b>\$21,341</b>	<b>\$42,681</b>	<b>\$76,826</b>	<b>\$93,898</b>	<b>\$93,898</b>
a. # FTE (Based on 360 CrHrs/FTE)	.17	.33	.60	.73	.73
b. Total Salary (\$100,971 avg based on 87% FT and 13% adjunct)	\$16,829	\$33,657	\$60,583	\$74,046	\$74,046
c. Total Benefits	\$4,512	\$9,024	\$16,243	\$19,852	\$19,852
<b>2. Total Administrative Staff Expenses (b + c below)</b>	<b>\$4,543</b>	<b>\$9,085</b>	<b>\$13,628</b>	<b>\$18,171</b>	<b>\$18,171</b>
a. # FTE	.05	.10	.15	.20	.20
b. Total Salary(1 FTE=\$70,000 avg)	\$3,500	\$7,000	\$10,500	\$14,000	\$14,000
c. Total Benefits	\$1,043	\$2,085	\$3,128	\$4,171	\$4,171
<b>3. Total Support Staff Expenses (b + c below)</b>	<b>\$5,767</b>	<b>\$5,767</b>	<b>\$8,650</b>	<b>\$8,650</b>	<b>\$8,650</b>
a. # FTE	.10	.10	.15	.15	.15
b. Total Salary (1 FTE=\$40,000 avg)	\$4,000	\$4,000	\$6,000	\$6,000	\$6,000
c. Total Benefits	\$1767	\$1767	\$2,650	\$2,650	\$2,650
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses <sup>1</sup>		\$5,000	\$15,000	\$20,000	\$20,000
<b>TOTAL (Add 1 - 7)</b>	<b>\$31,651</b>	<b>\$62,533</b>	<b>\$114,104</b>	<b>\$140,719</b>	<b>\$140,719</b>

<sup>1</sup> Faculty / Travel Expenses to support study abroad courses