

ACCREDITATION MAINTENANCE REPORT

PREPARED FOR AACSB INTERNATIONAL ■ DECEMBER 15, 2010



PLEASE ADDRESS INQUIRIES TO:

Mike Duffy, J.D., Dean
School of Business and
Professional Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

PHONE: 415.422.2508
EMAIL: mduffy3@usfca.edu

TABLE OF CONTENTS

Accreditation Maintenance Report Prepared for AACSB International

Executive Summary	1	Faculty	22
Situational Analysis	2	<ul style="list-style-type: none"> ■ Awards and Honors ■ Faculty Demographics ■ Faculty Management Policies: recruitment, hiring, mentoring, evaluation, and reward system ■ Intellectual Contributions 	
<ul style="list-style-type: none"> ■ The School of Business and Professional Studies ■ Challenges and Opportunities 		Assurance of Learning.....	27
Progress Update on Concerns from Previous Review	7	<ul style="list-style-type: none"> ■ Assessment Tools and Procedures ■ Instruments ■ Assessment Responsibility ■ Management and Presentation of Assessment Results ■ What the 2008-2010 Data Showed For Direct Measures ■ Planned Improvements to MBA Program Curriculum Based on Assessment Results ■ Planned Improvements to BS Program Curriculum Based on Assessment Results ■ Business Ethics ■ Assessment of the MS in Organization Development ■ Indirect Measures of Student Learning ■ Instruments ■ USF Alumni Survey ■ National Survey of Student Engagement (NSSE) ■ Multi-Institutional Study of Leadership (MSL) ■ Findings on Indirect Measures ■ Overall Planned Improvement to Program, Curricula, and Courses ■ Planned Improvement to AoL Program ■ The MS in Financial Analysis and Assurance of Learning 	
<ul style="list-style-type: none"> ■ Key Issues 		Innovative and Exemplary Practices	40
Strategic Management	9	<ul style="list-style-type: none"> ■ Master of Global Entrepreneurship and Management ■ Business Undergraduate Honors Program ■ USF International Business Plan Competition ■ International and Executive Programs ■ Multicultural Marketing Emphasis ■ Online JesuitNet Courses ■ Hospitality Management Symposium and Community Engagement 	
<ul style="list-style-type: none"> ■ The Merger of the School of Business and Management with the College of Professional Studies ■ Strategic Plan and Process ■ Mission Statement ■ Key continuous improvement achievements since last accreditation review ■ Curricula Development ■ Unit changes ■ Increased depth of major study at the undergraduate level ■ Mid-Semester MBA Program ■ Change to 4-Unit Base Courses 		Conclusion	43
New Degree Programs	11		
<ul style="list-style-type: none"> ■ The Joint Master of Global Entrepreneurship and Management (jMGEM) ■ The Master of Science in Business Economics (MSBE) ■ The Master of Science in Organization Development (MSOD) ■ The Master of Science in Financial Analysis (MSFA) ■ The Master of Science in Risk Management (MSRM) ■ The Bachelor of Science Applied Economics (BAE) 18 ■ The Bachelor of Science in Organizational Behavior and Leadership (BSOBL) ■ New Majors/Areas of Emphasis ■ Faculty Instructional and Technological Support 			
Financial Strategies	13		
<ul style="list-style-type: none"> ■ Operating Funds ■ Restricted Funds ■ Endowment Funds 			
Students.....	15		
<ul style="list-style-type: none"> ■ Honors, Awards, and Achievements ■ Enrollment Trends ■ Diversity ■ Graduation and Retention Rates ■ Support Services ■ Results of the Graduating Student Survey 			



TABLES

■ Table 1: Degree Programs for Accreditation Review	5
■ Table 2: New Initiative Funding for BPS, FY 2008	15
■ Table 3: USF, Business, and Professional Studies Enrollment, Fall 2001–Fall 2010	16
■ Table 4: Six-Year Enrollment Data for Degree Programs in Accreditation Review, School of Business and Professional Studies and MSFA and MSRM in the College of Arts and Sciences, Fall 2004–Fall 2010	17
■ Table 5: MBA Program Assessment Results	29
■ Table 6: BSBA Program Assessment Results	29

APPENDICES

Tab 1. Required AACSB Tables

- **Table 2-1:** Five-Year Summary of Intellectual Contributions
- **Table 2-2:** Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each
- **Table 9-1:** Summary of Faculty Sufficiency by Department & School
- **Table 10-1:** Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities
- **Table 10-2:** Calculations Relative to Deployment of Qualified Faculty

Tab 2: USF Vision, Mission, and Values Statement

- Vision
- Mission
- Core Values
- Strategic Initiatives

Tab 3. USF 2028

- Jesuit Catholic Tradition
- Academic Excellence
- San Francisco Location
- Diversity
- Global Perspective

Tab 4. Draft BPS Mission Statement

Tab 5. Results of the Graduating Student Survey, 2001-2010

- **Table 1:** Comparison of Undergraduate Student Responses to Select Graduating Student Survey Questions
- **Table 2:** Comparison of Graduate Student Responses to Select Graduating Student Survey Questions

Tab 6. Survey Data on Indirect Measures of Assurance of Learning

- **Table 1:** Alumni Survey Items for the School of Business and Management and the College of Professional Studies, 2007
- **Table 2:** Comparison of NSSE Items among the School of Business, Professional Studies and other Traditional Colleges (Arts & Sciences and Nursing), 2008
- **Table 3:** Comparison of MSL Items between the USF's School of Business and Business Students of the Catholic Consortium

Tab 7. School of Business and Professional Studies: Firsts, Facts, Honors, and Achievements, 2001-2010

- School of Business and Professional Studies: Prominent Alumni
- School of Business and Professional Studies: Prominent Alumni Professors

Tab 8: Student Diversity

- **Table 1:** Ethnicity of Undergraduate Business Students, Fall 2010
- **Table 2:** Ethnicity of Undergraduate Professional Studies Students, Fall 2010
- **Table 3:** Ethnicity of Graduate Business Students, Fall 2010
- **Table 4:** Ethnicity of Graduate Professional Studies Students, Fall 2010

Tab 9. Faculty Diversity

- **Table 1:** Full-Time Business and Professional Studies Faculty by Gender, 2010-2011
- **Table 2:** Full-Time Business and Professional Studies Faculty by Ethnicity, 2010-2011
- **Table 3:** Full-Time School of Business and Management Faculty by Gender, Fall 2001
- **Table 4:** Full-Time School of Business and Management Faculty by Ethnicity, Fall 2001
- **Table 5:** Full-Time College of Professional Studies Faculty by Gender, Fall 2001
- **Table 6:** Full-Time College of Professional Studies Faculty by Ethnicity, Fall 2001

Tab 10. Assurance of Learning Responsibilities for all Programs

Tab 11. Graduation and Retention Rates

- **Table 1:** USF First-Time Freshmen-to-Sophomore Attrition Rates, All Students, and by Gender, Fall 2001 to Fall 2008 Beginning Cohorts
- **Table 3:** USF Six-Year Graduation Rates for First-Time Freshmen, All Students, and by Gender, Fall 1997 to Spring 2003, Beginning Cohorts
- **Table 4:** USF Six-Year Graduation Rates for First-Time Freshmen, by School, Fall 1997 to Spring 2003, Beginning Cohorts

Tab 12. AQ Guidelines, PQ Guidelines, and Participating Faculty Guidelines

- 1. Academically Qualified (AQ) Faculty Guidelines
- 2. Professionally Qualified (PQ) Faculty Guidelines
- 3. Participating Faculty Guidelines

Tab 13. Faculty Development Committee Call for Applicants

Tab 14. Program Reviews for Business and Professional Studies

Acknowledgements



ACCREDITATION MAINTENANCE REPORT

PREPARED FOR AACSB INTERNATIONAL ■ DECEMBER 15, 2010



EXECUTIVE SUMMARY

The University of San Francisco began in 1855 as a one-room schoolhouse named St. Ignatius Academy. Its founding is interwoven with the establishment of the Jesuit Order in California, European immigration to the western United States, and the population growth of California and San Francisco as a result of the California Gold Rush. On October 15, 1855, the school opened its doors to its first class. Three students showed up, a number that gradually grew to 65 by 1858. In 1859, Anthony Maraschi, S.J., the founding president of St. Ignatius Academy, incorporated the institution under California state law, obtained a charter to issue college degrees, formed a board of trustees, and renamed the institution St. Ignatius College. Student enrollment, composed largely of first- and second-generation Irish and Italian immigrants, increased to 457 by 1862. By 1930, enrollment had grown to more than 1,300 students, and the institution changed its name to the University of San Francisco.

The past 155 years have seen enormous change at the University of San Francisco: from three students to more than 9,500; from a single wooden class room, to a fifty-five acre campus; from temporary facilities on sand dunes on Market Street, to a magnificent campus near the geographical center of the entire city; from one rigidly prescribed

curriculum that gave pride of place to classical Latin and Greek, to five schools and colleges that offer more than 100 graduate and undergraduate degrees. USF's schools and colleges include the School of Law, founded in 1912; the College of Arts and Sciences, organized in 1925; the School of Business and Professional Studies, which began in 1925 as the College of Commerce and Finance and was merged with the College of Professional Studies in 2009; the School of Education, which started as the Department of Education in 1947 and was upgraded to a school in 1972; and the School of Nursing, which began as the Department of Nursing in 1948 and became a school in 1954.

The School of Business and Professional Studies (BPS) has played a major role in the development of the University of San Francisco.

- BPS contributed significantly to USF's numerous awards, honors, and national and international reputation, including the NAFSA 2010 Senator Paul Simon Award for Internationalizing the Campus, the President's Higher Education Community Service Award four years in a row beginning in 2006, the Carnegie Foundation community engagement classification in 2006, a ten-year reaffirmation of accreditation by the Western Association of Schools and Colleges in 2010, designation by the *Chronicle of Higher Education* as one of the top



22 national research institutions in producing Fulbright scholars in 2009, placement by *U.S. News & World Report* in its first tier of national research universities in its 2011 edition, and inclusion by the *Princeton Review* of the Masagung Graduate School of Business in its list of 300 “outstanding institutions” for 2011.

- BPS is developing a mission statement aligned with the university’s mission, emphasizing its Jesuit Catholic tradition, academic excellence, San Francisco location, diversity, and a global perspective.
- BPS has graduated more than 5,000 leaders in business, the professions, government, and education, including more than 40 college professors. Among USF’s 93,430 living alumni, 39,501 (42.3 percent) are graduates of the legacy schools of Business and Management or the College of Professional Studies.
- BPS currently enrolls 2,589 undergraduate and graduate students (27 percent of the total student population) in a wide range of on-campus, regional, and international programs. In keeping with USF’s mission, all of the undergraduates are required to enroll in service-learning courses, and many of the graduate students are active in social justice programs, such as the MBA Challenge for Charity and Net Impact.
- Since the last AACSB visit in 2001, the business school has made continuous improvements to the curriculum, including providing greater depth of major study at the undergraduate level; a wider variety of courses at the graduate level; the addition of new degrees, majors, and areas of emphasis; and the full incorporation of the latest technology into faculty teaching and research.
- BPS has developed sophisticated financial strategies that are an integral part of the university-wide budgeting process and that have been highlighted in national publications.
- BPS educates students who receive honors and awards, who reflect the diversity of USF, whose retention and graduating rates are improving, and whose responses on the graduating student survey are increasingly positive.
- BPS is providing enhanced support services for undergraduate and graduate students, especially in academic and career advising.

- BPS is developing a cadre of award-winning and diverse faculty members, who are increasingly conducting research and publishing. As of the fall of 2010, BPS faculty members have an overall AQ ratio of 56 percent, and an AQ plus PQ ratio of 92 percent. By the fall of 2011, the overall AQ ratio is projected to rise to 66 percent, while the AQ plus PQ ratio will be 92 percent.
- BPS is implementing an assurance of learning process that encompasses a wide range of direct and indirect assessment tools to measure students’ attainment of school-wide common learning goals and that are employed to improve programs.
- BPS has developed innovative and exemplary practices that speak to the school’s commitment to a global perspective, to diversity, and to social justice, including a master of global entrepreneurship and management, an undergraduate honors program, an international business plan competition, various international and executive programs, online JesuitNet courses, and a hospitality management symposium and community outreach program.

SITUATIONAL ANALYSIS

Central to the mission of the University of San Francisco is the preparation of men and women to shape a multicultural world with generosity, compassion, and justice. The institution’s most recent Vision, Mission, and Values Statement, approved by the Board of Trustees on September 11, 2001, after a year of formulation and campus-wide participation, captures the essence of this commitment in its opening paragraph: “The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.” This mission permeates all aspects of the institution, including student learning and faculty development, curriculum design, program and degree offerings, alumni relations, publications, and a host of other institutional features. The mission of USF’s School of Business and Professional Studies fully reflects the university’s Vision, Mission, and Values Statement (Appendices, Tab 2 and 4).

In 2008, USF crystallized its mission with a university-wide document, titled USF 2028. The document was adopted after a year of dialogue involving all constituents at the university, and embraces five interrelated areas: 1) its Jesuit Catholic



tradition, 2) academic excellence, 3) its San Francisco location, 4) diverse experiences, perspectives, and opinions within the University community, and 5) a global perspective (Appendices, Tab 3). Stakeholders in the School of Business and Professional Studies helped develop USF 2028 and fully support it.

USF has a long history of service to the citizens of San Francisco. During the 2009–2010 academic year, more than 4,000 USF undergraduate students performed 289,000 hours of community service in the city. USF is one of the few national universities that require all undergraduates to complete a service-learning course to graduate, and the university has more than 50 student organizations and six living-learning communities dedicated to community service. Business undergraduates fulfill their service-learning requirement in a mandatory core business course. Due to this community outreach, the Corporation for National and Community Service placed USF on the President’s Higher Education Community Service Honor Roll for four years in a row. In 2009, USF was also ranked as one of the 100 top universities in the nation for civic engagement in a study entitled “Saviors of our Cities,” and was among a select group of 62 universities in 2006 to receive the Carnegie Foundation community engagement classification for both curricular engagement and outreach and partnerships. USF’s School of Business and Professional Studies contributed significantly to these achievements. USF’s School of Business and Professional Studies participates in The MBA Challenge for Charity, a non-profit organization that draws on MBAs from nine top West Coast business schools to support Special Olympics and family-related local charities, and to develop business leaders with a lifelong commitment to community involvement and social responsibility. MBA students are also active in Net Impact, which seeks to improve the world by growing and strengthening a network of new business leaders who seek to make a positive social, environmental, and economic impact.

The high quality of USF’s global education is evidenced by its recent recognition as one of five universities in the nation, and the only one on the West Coast, to receive NAFSA’s prestigious 2010 Senator Paul Simon Award for Internationalizing the Campus. The university’s academic excellence was also witnessed in February 2010 by a ten-year reaffirmation of accreditation by the Western Association of Schools and Colleges, which explicitly commended the all-

pervasive impact of the university’s mission. In 2009, USF was listed by the *Chronicle of Higher Education* as one of the top 22 national research institutions in producing Fulbright Scholars. Two of USF’s four Fulbright Scholars in 2009 were from the School of Business and Professional Studies. In 2010, USF’s Masagung Graduate School of Management was one of the 300 “outstanding institutions” featured in the 2011 edition of the *Princeton Review Best Business School’s Guidebook*. These honors and awards, and many others, were the result of the efforts of faculty, staff, and students in all the schools and colleges at USF, including the School of Business and Professional Studies.

For 155 years, the University of San Francisco has served the citizens of San Francisco and the world, and the institution has enriched the lives of thousands of people. USF looks back with pride at its contributions to society—three San Francisco mayors, a United States Senator, four California Supreme Court Justices, three members of the U.S. House of Representatives, a California Lieutenant Governor, the current Undersecretary of the Department of Education, the former Press Secretary for President John F. Kennedy, two Pulitzer Prize winners, numerous business leaders, philanthropists, and corporate CEOs, three Olympic Medalists, a number of athletes in their respective halls of fame, many judges and public servants, school superintendents, numerous police and fire chiefs, and the former president of Peru. This rich legacy fuels USF’s confidence that its contributions to the City of San Francisco and the world have only just begun. Future years will see USF, and all of its schools and colleges, ever more faithful, creative, energetic and effective in fulfilling its Jesuit Catholic mission of educating minds and hearts to change the world.

The School of Business and Professional Studies

The School of Business and Professional Studies reflects a rich legacy that is integral to the University of San Francisco, and that has contributed enormously to the development of the institution.

In 1924, the University of San Francisco began offering evening courses in accounting and business administration. By the fall semester of 1925, these courses and others in banking, advertising, taxes, business law, foreign commerce, corporate finance, auditing, and business ethics, formed





the basis for the College of Commerce and Finance, the antecedent of the School of Business and Management. The College of Commerce and Finance awarded the bachelor of commercial science degree to its first 10 students in May 1928. After World War II, enrollment soared at USF, fueled by the G.I. Bill of Rights, and the College of Commerce and Finance was renamed the College of Business Administration. In 1953, the college became one of a small number of schools to be nationally accredited by the American Assembly of Collegiate Schools of Business (AACSB). The college's first MBA program was introduced during the 1964–65 academic year. USF received a major grant in 1973 from the Irvine Foundation to remodel the west end of Phelan Hall on the USF campus. The grant honored Norman Loyall McLaren, a long-term trustee of the Irvine Foundation and a USF regent. The College of Business Administration was renamed the McLaren College of Business. Accreditation was granted by AACSB to the graduate programs in the McLaren College of Business in 1981, and most recently reaffirmed at the undergraduate and graduate levels in 2001. In 2003, a major donation by Putra Masagung, a 1974 graduate of the business school, underpinned a capital campaign involving more than 3,000 donors to build a new wing for the business school, a state-of-the-art facility that opened in 2004. In recognition

of Mr. Masagung's lead gift, the MBA programs are offered within the Masagung Graduate School of Management. In recognition of a major closing gift by Thomas E. Malloy, class of 1961, and his wife Sharon, the new business school facility was named Malloy Hall in 2004.

In 1975, the Office of Continuing Education, the immediate predecessor of the College of Professional Studies, began at USF. It offered an innovative selection of undergraduate degrees in the evenings and on weekends, mostly to working adults who had undertaken some college work but had not completed a degree. From 1975 to 1979, the Office of Continuing Education developed undergraduate degrees in applied economics, human relations and organizational behavior, public administration, and public service. The degree programs were premised on a cohort model: a group of learners began and ended an entire degree program as a community of learners. The cohort model, an experiential learning component, and the delivery of the programs in the evenings and on the weekends placed USF on the cutting edge of adult education in the United States. The Office of Continuing Education was upgraded to the School of Continuing Education in 1979, and the Board of Trustees approved renaming the School of Continuing Education the College of Professional Studies in 1980. In 1983, Michael



O'Neill, former dean of the USF School of Education, developed a master's degree in nonprofit administration in the College of Professional Studies, one of the nation's first master's degrees in the nonprofit field.

In June 2009, the University of San Francisco created the School of Business and Professional Studies by merging the School of Business and Management with the College of Professional Studies. The merger built upon the strengths of both legacy schools, bringing into a single administrative structure faculty and staff with complementary expertise. Mike Duffy, former Dean of the School of Business and Management, became the founding dean of the new school.

As of the fall semester of 2010, the School of Business and Professional Studies enrolled 2,589 undergraduate and graduate students in its wide range of on-campus, regional, and international programs. The MS in Financial Analysis (professional and accelerated) and the MS in Risk Management, both in the College of Arts and Sciences, are also under review at the request of AACSB. As of the fall of 2010, these programs enrolled a total of 134 students. The degree programs included in this accreditation review, along with the number of 2009–2010 graduates in each program, as of May 2010, are displayed in Table 1.

Table 1: Degree Programs for Accreditation Review

LEVEL	DEGREE	MAJOR	FT	PT	EVENINGS/ WEEKENDS	OFFERED OFF- CAMPUS?	HAS PARTNER SCHOOLS	NUMBER OF GRADUATES IN 2009-2010
Undergraduate	BS in Business Administration	Accounting	X					49
Undergraduate	BS in Business Administration	Entrepreneurship	X					25
Undergraduate	BS in Business Administration	Finance	X					69
Undergraduate	BS in Business Administration	General Business	X					82
Undergraduate	BS in Business Administration	Hospitality Management	X					19
Undergraduate	BS in Business Administration	International Business	X					38
Undergraduate	BS in Business Administration	Management	X					7
Undergraduate	BS in Business Administration	Marketing	X					41
Undergraduate	BS in Organizational Behavior and Leadership*	Organizational Behavior and Leadership		X	X	X		68
Undergraduate	BS in Applied Economics*	Applied Economics		X	X	X		38
Masters-Generalist	Master of Business Administration (MBA)	Entrepreneurship	X	X	X			16
Masters-Generalist	Master of Business Administration (MBA)	Finance	X	X	X			34
Masters-Generalist	Master of Business Administration (MBA)	International Business	X	X	X			7
Masters-Generalist	Master of Business Administration (MBA)	Marketing	X	X	X			28



Table 1: Degree Programs for Accreditation Review *(continued)*

LEVEL	DEGREE	MAJOR	FT	PT	EVENINGS/ WEEKENDS	OFFERED OFF- CAMPUS?	HAS PARTNER SCHOOLS	NUMBER OF GRADUATES IN 2009-2010
Masters-Generalist	MBA for Executives	General Business			X			41
Masters-Generalist	MBA/Juris Doctor	Business Law	X	X	X			5
Masters-Generalist	DDS/MBA	Dentistry	X	X	X		X	1
Masters-Generalist	MBA/MSEM	Environmental Management	X	X	X			1
Masters-Generalist	MBA/MSFA	Financial Analysis	X	X	X			0
Masters-Generalist	MAPS/MBA	Asian Pacific Studies		X	X			1
Masters-Specialist	Master of Global Management & Entrepreneurship*	Global Management & Entrepreneurship	X				X	0
Masters-Specialist	MS in Organization Development*	Organization Development		X	X	X		62
Masters-Specialist	MS in Business Economics*	Business Economics	X	X				0
Masters-Specialist	MS in Financial Analysis* (professional)	Financial Analysis		X	X			19
Masters-Specialist	MS in Financial Analysis* (accelerated)	Financial Analysis	X		X			40
Masters-Specialist	MS in Risk Management*	Risk Management	X		X			0

Data from: Census Report 9/18/10. Degrees posted as of May 2010. *Programs not reviewed by AACSB in 2001 (highlighted in yellow)

Challenges and Opportunities

The current downturn in the world and national economies poses challenges to all institutions of higher education, including USF and its School of Business and Professional Studies. The continuation of high unemployment rates, depressed housing prices, eroding consumer confidence, national deficits, and weakness in the world's markets affect college fundraising and endowments, student recruitment, and employability among recent college graduates.

Due partly to the recession, and buttressed by the largest incoming freshman classes in the nation's history, the undergraduate business major is actually gaining in popularity at many of the nation's universities. At many schools, freshman enrollment among business students was up by as much as 10 percent from 2008 to 2009. At USF, freshman business enrollment grew from 204 to 223

students from the fall of 2009 to the fall of 2010, a 9.3 percent increase. Across the nation, however, business majors have been as negatively affected by the economic downturn as other majors, and the confidence that many students place in a business major as a practical discipline to secure a job will hinge upon an upturn in the economy. The recession also affected working adults when firms often stopped paying tuition for employees taking classes. Beginning salaries for business majors have also been affected by the recent economic downturn. Even so, business remains a popular major among undergraduates. At USF, 330 of the 1279 bachelor's degrees (25.8 percent of the total) awarded during the 2009-2010 academic year were conferred on business students. In academic year 2006-2007, 310 USF undergraduate students received bachelor's degrees in business, 24.9 percent of the total.

Globalization in recruitment and in curriculum



development is a major focus of business schools across the nation. USF's School of Business and Professional Studies is in the forefront of that trend. Among USF's undergraduate business population, 29.7 percent were international in the fall of 2010, up from 25.6 percent in the fall of 2009. Among graduate business students, however, 16.7 percent were international in the fall of 2010, down from the 24.0 percent who were international in the fall of 2009. The last two years have witnessed a dramatic expansion of the global curriculum in the School of Business and Professional Studies. The school provides numerous international opportunities for faculty and students to develop a global perspective on business and management, including a Master of Business Administration with a concentration in International Business, and an Intensive One-Year MBA that requires international experience. In recent years, USF business students have traveled and studied in Turkey; Dubai; Argentina; Seoul, Korea; Helsinki, Finland; Tallinn, Estonia; Santiago, Chile; St. Petersburg and Moscow, Russia; Mexico City; and in Beijing, China. In 2009, the School began an innovative Master in Global Entrepreneurship and Management in partnership with Fu Jen University in Taipei and IQS in Barcelona, whereby students from the United States, Spain, and Taipei spend a trimester studying at each university and interning in multinational companies in Barcelona, Taipei, and San Francisco. This program unites three continents, three Jesuit universities, and three groups of students working for a graduate degree.

The inculcation of values in their students has recently become a major issue for many highly rated business schools. In May 2010, approximately 300 graduating MBAs at the Harvard Business School took an oath, pledging to play a positive role in society once they graduate. The dean for the Haas School of Business at the University of California, Berkeley, recently said, "this feels like exactly the time for a business school to take values seriously." Like all other Jesuit schools, USF has taken ethics very seriously since its founding in 1855, and to this day, all undergraduates, including in the School of Business and Professional Studies, are required to take ethics as part of their core curriculum. Students must also integrate an ethical perspective into their required service-learning courses. At the graduate level, the core curriculum integrates an ethical perspective throughout the program. Courses such as Ethics and Social Responsibility in Business, and Learning to Lead, are examples of core courses

that place a strong emphasis on ethics, and that reflect the mission statement of the university, which acknowledges "the moral dimension of every significant human choice."

PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

Key Issues

The key issues from the last AACSB visit in April of 2001 were:

- Continuing to address the salary issue related to the cost of living in the Bay Area for both new recruits and continuing faculty
- Engaging and rewarding scholarship in the critical areas of accounting, as well as decision sciences and information systems
- Clarifying core offering in the MBA and consider strengthening the operations component

At the University of San Francisco, faculty salaries are determined through a collective bargaining process between university administration and the USF Faculty Association (USFFA). Full-time business faculty members have been represented by USFFA since the beginning of collective bargaining in September of 1975. Professional studies full-time faculty members became part of the collective bargaining process with the merger of the School of Business and Management and the College of Professional Studies in June of 2009. Over the years, representatives of the faculty association have been successful in securing substantial faculty salary increases for their members. The School has been successful in recruiting nine tenure-track faculty members over the past three years with no indication that salary offers were uncompetitive. In addition, significant increases in salary support for research-active faculty members and new hires since 2007 have altered the compensation picture since the last AACSB visit.

Scholarly productivity among full-time accounting faculty remains an issue, but recent faculty hires in decision sciences and information systems have significantly increased the faculty research productivity in those two areas.

The core offerings in the MBA program have been reviewed and revamped twice since the last AACSB visit,



most recently in 2008. The operations component has been significantly strengthened by the inclusion of courses in both business analytics and operations/information systems.

STRATEGIC MANAGEMENT

The Merger of the School of Business and Management with the College of Professional Studies

In June 2009, the University of San Francisco created the School of Business and Professional Studies by merging the programs, faculty, and staff of the College of Professional Studies and the School of Business and Management. Mike Duffy, the dean of USF's School of Business and Management, was the founding dean for USF's new school. USF Provost Jim Wisner made the final decision to create the School of Business and Professional Studies after a lengthy deliberative process, during which he consulted with the deans of the six colleges at USF, and held meetings with and received communications from the faculty and staff of the two legacy schools.

By creating a richer portfolio of programs than either school was able to provide on its own, USF now offers a wider menu of options for students who are seeking a rigorous, Jesuit education which prepares them to succeed in today's world. By placing closely-related programs within a single administrative structure, the merger allows for better curricular cooperation among programs, and enhances the opportunity to create new and linked offerings. By facilitating curricular and programmatic development, the merger expands the options for nontraditional undergraduate students. By combining faculty with complementary expertise, the merger creates a community of scholars of sufficient size, depth, and breadth to foster greater scholarly interaction, curricular development, and professional involvement. By bringing together the skills and experience of the administrative and support staffs, the merger creates an organization where improved advising and student support services are delivered to all students. USF's new School of Business and Professional Studies provides current and future students opportunities to work with faculty and staff members in a dynamic environment combining the research, teaching, and programmatic strengths of the legacy schools.

By conjoining the alumni of the two schools, the merger also significantly expands the networking opportunities

available to the graduates of the various programs. As of June 2010, there were 18,214 living alumni from the legacy school of Business and Management, and 21,287 living alumni from the legacy College of Professional Studies. Among those alumni, there were more the 5,000 leaders in business, the professions, government, and education, including more than 40 college professors (Tab 7).

During the summer of 2009, USF implemented a process designed to effect this important merger. Faculty, staff, and students of both schools participated in this effort. By early 2010, a number of strategic meetings involving faculty and staff were held to focus on the new school's mission statement, to develop a strategic management plan, and to identify key issues and objectives. To facilitate the development of a new mission statement, an online survey was administered to faculty, staff, and students.

The governance of the new school (i.e., committees, roles, responsibilities, and decision-making) was developed with faculty and staff in conversation with the appropriate unions. Former College of Professional Studies full-time and part-time faculty members were brought into the respective collective bargaining agreements. Salary scales or ranges for both part-time and full-time faculty and for staff, as well as benefits packages, were the same for both legacy schools

Strategic Plan and Process

During the summer of 2010, Academic Leadership Associates (LLC) was contracted to assist the faculty and staff of BPS, and other key stakeholders, to finalize a mission statement and articulate a strategic management plan for the new school. This process facilitated by LLC will continue through February 2011. A draft mission statement for the School of Business and Professional Studies appears below.

Mission Statement (Draft)

USF's School of Business and Professional Studies is a catalyst for positive change; educating others to build a more humane, just and productive world through a rigorous, experienced-based curriculum that draws upon the creativity, diversity and entrepreneurial energy that is San Francisco.

In keeping with its strong Jesuit tradition, the School of Business and Professional Studies values an open mind, a collaborative spirit and a courageous soul.



Key continuous improvement achievements since last accreditation review

Since the last accreditation review in April of 2001, the business school has witnessed numerous improvements in the curriculum, reflecting student input, greater academic rigor, and changes in the curriculum in other business schools, especially among USF's aspirant schools.

Curricula Development

In 2007, the mix of core/elective units in the MBA program was changed to 50/50. Prior to 2007, the core curriculum accounted for more than 70 percent of the curriculum. This change, fully supported by the faculty, was in response to students' requests for more elective units, and a change in the curriculum offerings at other business schools, especially among USF's aspirant schools. MBA requirements prior to the change included 12 elective units and 38 core units. Beginning in 2008, 28 units were required in the core and 28 were permitted as electives.



Unit changes

In conjunction with the curriculum changes noted above, the business school instituted a series of 2-unit courses, taught primarily over a 7 week "mini-semester." This change permitted a more concentrated introduction to a wide variety of core topics, while allowing for a more robust elective set of offerings. Each semester, most elective courses are offered in

the same format: seven-week classes that allow students to explore a variety of specialized topics in business. Some elective courses are still a full semester in length, however, allowing for more in-depth coverage. As part of the changes to the number of electives and the unit count per course, each core course was redesigned as were all MBA concentrations.

Increased depth of major study at the undergraduate level

Requirements for each major were changed to better reflect a common body of knowledge, and to more effectively prepare students for potential employment in a given area of study. Majors are now required to take more units in their chosen area, and generally are required to take more units in specific areas in which potential employers are likely to expect competency.

Mid-Semester MBA Program

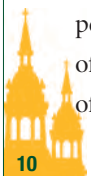
Consistent with the seven week, 2-unit format, an "eighth week" program was instituted for MBA students. This mid semester week (mid-October and mid-March) features professional development activities such as career fairs and mock interviews. Additionally, an integrated academic exercise (case or simulation) is also featured. Such features are designed to better support the integration of learning and development of the "whole person," and to provide students with practical skills.

The two unit curricular change has also allowed MBA students to pursue a much wider variety of courses, including the option of taking two areas of emphasis. With 28 units of available electives, students may satisfy the 12-unit emphasis requirement in two areas, and still have four "free" elective units remaining. From the perspective of faculty, the change provides an opportunity to teach courses in specialized areas of interest (often conforming with research interests) that would have been unavailable in the previous elective format.

The new format also provides more flexibility in scheduling and adaptation to emerging areas of interest. With a robust elective offering set, new electives are easy to insert into the curriculum in a seven-week slot, and scheduling changes are easier to implement.

Change to 4-Unit Base Courses

In the 2003-2004 academic year, the university adopted a 4-unit per course base curriculum. This became a method to offer more in-depth core and elective courses, especially at the undergraduate level. The 4-unit format also allowed an easier split into half-semester two unit courses, as described above.



NEW DEGREE PROGRAMS

The Joint Master of Global Entrepreneurship and Management (jMGEM)

Initiated in 2009, the joint master's degree in globalization, entrepreneurship and management is targeted towards recently graduated students. This is a twelve-month program, with approximately equal numbers of students from USF, Fu Jen University in Taiwan, and Instituto Químico de Sarriá (IQS) in Barcelona, Spain. The program provides an immersive global experience, with courses being taught at all three campuses (one semester each), with regular visits to local companies and exposure to differing business practices. Program graduates will have the skills to work for the growing employment market of global businesses of all sizes. The program unites three continents, three Jesuit universities, and three groups of students working toward a common degree. Assessment of learning processes is underway for this new program. In approving the jMGEM, the Western Association of School's and Colleges (WASC), USF's regional accrediting agency, noted, "The degree represents a creative approach to developing cross cultural competence in business practices and helping students to directly experience globalization."

The Master of Science in Business Economics (MSBE)

The master's degree in business economics (MSBE) program is scheduled to start in 2011, and it will provide students with sophisticated quantitative and qualitative analytical tools from the worlds of both economics and business. MSBE graduates will be able to identify competitive threats and opportunities, propose practical solutions to these challenges, and forecast the outcomes of their recommendations in fields such as banking, investment management, stock brokerage, real estate, financial planning, and corporate and nonprofit management. The one-year (full-time) or two-year (part-time) program is 32 units, and a minimum of two years professional work experience is required for the part-time MSBE program. Half of the coursework in this program comes from pre-existing MBA courses.

The Master of Science in Organization Development (MSOD)

The master's degree in organizational development has been offered at the University of San Francisco since 1979 in the legacy College of Professional Studies, and is now included in the umbrella AACSB accreditation. It was not part of the School of Business during the last AACSB visit in 2001. The master's degree in organizational development is designed to develop leaders to transform organizations. The degree program emphasizes academic rigor and ethical practice rooted in the Jesuit tradition. Students learn relevant theory, gain interdisciplinary knowledge, and develop practical skills in organizational assessment, intervention, and evaluation.

The Master of Science in Financial Analysis (MSFA)

The master's degree in financial analysis, in the College of Arts and Sciences, provides a comprehensive professional education in financial analysis and investment management. The program is designed to train students in the use of economics to analyze markets, industries, and companies and value financial assets associated with these areas. The curriculum is closely linked to learning outcomes developed by the CFA Institute for its CFA® designation and is a recognized academic program partner of the CFA Institute. These learning outcomes are arrived at after extensive interviews with financial and investment management firms as well as current CFA® charter holders. The learning outcomes are updated regularly. Each course in the MSFA program has a set of well-defined learning outcomes for the CFA® designation. Instructors in the program are drawn from both USF faculty and practicing Chartered Financial Analysts (CFA®). Students receive training on the most current issues involved in meeting regulatory requirements and financial policies.

The MSFA is designed to train students as financial analysts and investment managers. The program's goals are:

- Provide an interdisciplinary approach to the study of financial markets and the analysis and valuation of financial assets.
- Utilize quantitative methods and analytic tools of economics, statistics, finance and accounting to provide both theoretical and applied knowledge for students



interested in analyzing or managing portfolios of financial assets.

- Prepare students to meet the demands of the financial industry for high standards of ethical behavior and knowledge of financial responsibilities and regulations.

There are two versions of the MSFA program. The professional MSFA program is designed to allow students to continue in full-time employment while pursuing the degree. Classes meet on Saturdays over four semesters in a two-year period. The accelerated MSFA program, in contrast, is a one-year intensive program designed for full-time students to cover the same material in three consecutive semesters, i.e. one calendar year. Both versions of the MSFA program are structured as a cohort program: all students proceed through a set of well-defined courses together. Both versions of the MSFA program share a common curriculum and to a large extent a common set of instructors. AACSB requested review of this program for which the School of Business and Professional Studies had requested an exclusion from consideration.

The Master of Science in Risk Management (MSRM)

The master's degree in risk management, in the College of Arts and Sciences, is a specialized program in financial risk management that analyzes the dynamic nature of risk measurement and regulation, building on a solid understanding of the economic foundations of financial markets. The program provides training in Value at Risk for market and credit risk, examines the role of derivative instruments in hedging risk with case studies specific to pensions, mutual funds and hedge funds, and addresses regulatory risk requirements and their role in corporate governance and operations. The curriculum is structured around learning outcomes developed by the Global Association of Risk Professionals (GARP) for the Financial Risk Manager (FRM®) exams. The MSRM program prepares students for the FRM certification exams and the first two levels of the Chartered Financial Analyst (CFA) designation exams.

The MSRM Program is offered as a one-year, full-time cohort program available to students with strong quantitative backgrounds. It covers some of the same courses as the USF's master's in financial analysis, with a focus on the use of mathematics, statistics and computer programming

in modeling and managing financial risk. The master's in risk management consists of modules in quantitative risk analysis, derivatives, credit risk, market risk, investment management risk and the legal and operational aspects of integrated risk management. MSRM program faculty include both USF professors and Bay Area risk management and financial professionals with FRM or CFA designations to deliver a program that is strong in both theory and practical applications. AACSB requested review of this program for which the School of Business and Professional Studies had requested an exclusion from consideration.

The Bachelor of Science Applied Economics (BAE)

The undergraduate applied economics program has been offered at the University of San Francisco since 1987 as an adult-learning program in the legacy College of Professional Studies, and is now included in the umbrella AACSB accreditation. The program educates current and future business leaders and develops the skills necessary for becoming more effective, strategic managers through the application of economic reasoning to organizational decision-making. The program combines a foundation in managerial economics with competitive strategy, encouraging integration of coursework with experience in the workplace. Students focus on the principles of micro and macroeconomics, international trade, forecasting, accounting, finance and strategic management. In past AACSB visits, this program was excluded from accreditation consideration.

The Bachelor of Science in Organizational Behavior and Leadership (BSOBL)

The undergraduate program in organizational behavior and leadership has been offered at the University of San Francisco since 1979 in the legacy College of Professional Studies, and is now included in the umbrella AACSB accreditation. The organizational behavior and leadership program prepares individuals to assume leadership roles that are essential to meet the challenges and uncertainties confronting today's organizations. The program is structured to equip students with the knowledge, skills, abilities, attitudes, and tools to facilitate the performance of the organizations where they serve. The curriculum focuses on the theoretical frameworks



and practical applications for exploring and explaining human behavior in the workplace, providing a broad perspective so that students can go beyond traditional ways of interacting and working with others. Through classroom emphasis on critical thinking and independent judgment, students learn to be active investigators of organizational life while developing the conceptual and problem-solving skills that an organizational leader needs to inspire a group or an entire organization. In past AACSB visits, this program was excluded from accreditation consideration.

New Majors/Areas of Emphasis

In response to student interest, and resulting from the merger of the School of Business and Management and the College of Professional Studies, the new School of Business and Professional Studies now has additional undergraduate and graduate elective offerings and emphases. Within the undergraduate marketing major, for example, an emphasis in multicultural marketing has been created. The emphasis will serve the mission of BPS and USF to encourage and nurture diversity. Two new tenure-track faculty members (Mandy Ortiz and Ricardo Villarreal) have been hired in the past two years to enable this plan to go forward.

Faculty Instructional and Technological Support

Full-time and adjunct faculty members have actively incorporated the latest technology into their teaching and research. Faculty at the university and the newly merged School of Business and Professional Studies utilize Blackboard instructional platform for all courses. In addition, Wiki, Wimba, multimedia packages, and other instructional media and software are used to enhance student learning. The university has expanded its multi-faceted and well-staffed Center for Instruction and Technology (CIT), which offers robust ongoing training and development programs for faculty and staff. BPS administration continues to expand its customized programming via partnership with CIT. BPS faculty awards for the uses of technology in teaching are discussed in a separate section.



FINANCIAL STRATEGIES

The University of San Francisco and its School of Business and Professional Studies were highlighted in *Inside Higher Education*, on August 25, 2010. The article described how USF is on the cutting edge of developing sophisticated budgeting processes for new initiatives in accordance with the university's mission and strategic plan, and how USF's School of Business and Professional Studies is an integral part of that university-wide process. Salvador Aceves, vice provost for planning, budget, and review, and former associate dean in the business school, has implemented many of the ideas outlined in Jane Wellman's *Delta Project on Postsecondary Education Costs, Productivity, and Accountability*, calling for a detailed budgetary analysis prior to approval of an educational initiative. At USF, Aceves has introduced a thorough and standardized process for deans who are contemplating new programs, calling upon their schools or colleges to complete a nine-page excel spreadsheet that assesses variables such as three-year enrollment projections, technology and library costs, new teaching loads, marketing expenses, ongoing maintenance costs, and new university life responsibilities the program is likely to create. Aceves, according to the article, has made the case that a Jesuit institution such as USF cannot fulfill its mission without considering the profit margin of its programs, or as he puts it, "No margin, no mission." According to the article, Carl Gayden, associate dean of finance and administration in the School of Business and Professional Studies, was among the first to implement Aceves'

budget projection model when the school was contemplating a new weekend MBA program in 2009. Gayden plugged in three-years of enrollment projections, and calculated overall program costs for the three-year period, to determine the program's profit or "contribution margin" for the university.

The School of Business and Professional Studies enjoys several funding sources supportive of its strategic initiatives. These include the annual operating budget, restricted funds (gifts and grants earmarked for BPS), endowments, self-supporting events, and accumulated reserves.

Operating Funds

Operating funds, which are allocated and distributed annually to USF's colleges and departments, are the School of Business and Professional Studies' primary source of support. BPS's FY 2009-2010 operating budget was \$23.4 million, of which 88 percent supports salaries and associated fringe benefits. Operating distributions provide funding support for BPS's ongoing operations and special initiatives, including:

- Annual collectively bargained faculty merit increases, generally three to four and a half percent.
- Annual administrator and staff increases, two to five and a half percent.
- Faculty development summer research grants of \$197,000 and faculty development research support grants of \$95,000 for a total of \$292,000 in FY10.
- Funding to support faculty-recruitment efforts.
- Capital funding for reconfiguration of Malloy Hall due to the BPS merger (approximately \$172,000).
- Support for advertising, publications, and expanded student recruitment efforts (approximately \$363,000).

Restricted Funds

Restricted funds include gifts from individuals and corporations that are specifically earmarked for use by the School of Business and Professional Studies. Although some restricted funds are dedicated to specific purposes, most are discretionary and can be used to support BPS's strategic initiatives. The School of Business and Professional Studies' 43 restricted funds had a value of \$2.34 million as of 5/31/10, and of this amount, \$1.17 million were new gifts given to the

School of Business and Professional Studies in Fiscal Year 2010. Both principal and interest are available to support BPS initiatives. Annual gifts, interest, and accumulated reserves provide a strong base of funding support for those BPS initiatives that are not covered by the operating budget, and include recent or planned expenditures for:

- Scholarships for business undergraduate and graduate students.
- Marketing, communications and strategy initiatives to improve branding.
- Temporary salaries for three new positions to support initiatives for corporate communication, executive education, and graduate admissions prior to moving all positions to permanent lines.
- Designing and improving the new School of Business and Professional Studies website
- Faculty development outside of the university's allocation
- International business plan competition
- Operational funding for the hospitality industry program
- Relocation funds for new tenure track faculty

Endowment Funds

The School of Business and Professional Studies' endowment fund primarily supports scholarships, faculty development, and building maintenance for Malloy Hall. The University of San Francisco's endowment pool has historically paid a 4.5 percent annual rate on the three-year moving-average market value for each endowment fund. The total endowment market value (including quasi-endowments) as of May 31, 2010, was approximately \$1.5 million. Annual expenditures from endowments include:

- Student scholarships
- Faculty development
- Building maintenance for Malloy Hall

The university's support for BPS was evidenced in FY08 by the new initiatives funding support. In addition to the faculty lines that the provost gave to BPS as part of the 15 new full-time faculty lines that were approved in FY08, the college also received four new staff and the following financial support (Table 2).



Table 2: New Initiative Funding for BPS, FY 2008

	PLAN	DESCRIPTION	FTE	REVENUE	COMPENSATION	OPERATING
08-044	MBA Recruiting Print Materials	One time				70,000
08-041	Executive Education	Base	2.0	492,800	235,950	325,000
08-048	Web Site Manager (SOBAM)	Base	1.0		78,010	7,500
08-042	Undergraduate Advising and Retention	Base	1.0		96,076	10,000

STUDENTS

Honors, Awards, and Achievements

During recent years, students in the School of Business and Professional Studies have received numerous honors and awards, which speak to both their academic abilities and their ethical and societal commitment. In April 2008, a team of students from the School of Business and Management Honors Cohort Program was named division champions and national runners-up at the 10th National Intercollegiate Business Ethics Competition, held at Loyola Marymount University, competing against schools such as Dartmouth College, New York University, Loyola University of Chicago, the U.S. Military Academy, the U.S. Naval Academy, and the University of Oregon. In the spring of 2008, MBA graduate student Robert Lahaderne claimed second place in the semi-final round of the USF International Business Plan Competition with a proposal to improve hemodialysis for hundreds of thousands of patients. The 22 competing teams hailed from such top-tiered schools as Duke University, Massachusetts Institute for Technology (MIT), Cambridge University, and Hong Kong University of Science and Technology. In 2009, the USF Chapter of Beta Alpha Psi, an honorary organization of financial information students and professionals, achieved superior chapter status, the highest recognition from that national organization. In addition, the USF chapter of Beta Gamma Sigma, an honorary organization of business students, achieved recognition as a premier chapter in 2010, and as a premier or exemplary chapter every year since 2005. The USF business students logged in 1,122 professional development hours and 821 hours of community

service for a total of 1,943 hours in 2010. In 2009, the National Association for the Self-Employed named Joe Pielago, a School of Business and Professional Studies student, “Future Entrepreneur for 2009.” Mr. Pielago was awarded \$24,000 toward his education. In 2010, Noelan Brewington-Janssen, an international business major, was awarded a prestigious \$5,000 Gilman Scholarship, and will be attending the Beijing Business Center for the academic year 2010-2011.

Students in the School of Business and Professional Studies have also contributed to other types of recognition for the University of San Francisco. In 2010, for the fourth year in a row, the Corporation for National and Community Service selected USF for the President’s Higher Education Community Service Honor Roll, one of only a few select schools nationwide to receive this honor in four successive years. Reasons for selection in 2010 included the large number of students engaged in service-learning and community service in a single year, the total number of hours USF students were so engaged, and the exemplary nature of USF’s community service projects. Over the past four years, approximately 33 percent of the students participating each year in the service-learning projects through USF’s Leo T. McCarthy Center for Public Service and the Common Good have been undergraduate students in the business school. Business students also made a significant contribution to USF’s 2009 ranking among the top 100 universities in the nation for civic engagement in a study of more than 3,000 institutions. The study, titled “Saviors of Our Cities: Survey of Best College and University Civic Partnerships,” was conducted by Evan Dobbelle, president of Westfield State College in Massachusetts.



Enrollment Trends

The University of San Francisco has witnessed a substantial enrollment increase since the last AACSB visit in the spring of 2001. As of the fall 2001 census date, USF enrolled 7,600 students. By the fall 2010 census date, overall enrollment had increased 26.1 percent to a total of 9,585 students.

Undergraduate business enrollment increased 32.7 percent during the same time period, from 1,046 in the fall of 2001 to 1,388 in the fall of 2010, while undergraduate professional studies student enrollment declined 39.5 percent during that time frame, from 646 to 391 students. At the graduate level,

enrollment in the business school went from 518 students in the fall of 2001 to 362 in the fall of 2010, a decline of 30.1 percent, whereas graduate enrollment in professional studies in 2010 (448 students) was about the same as in 2001 (474 students).

During the last four years, undergraduate enrollment in business has increased 5.3 percent, undergraduate professional studies enrollment has decreased 4.4 percent, graduate business enrollment has increased 8.7 percent, and graduate professional studies enrollment has increased 3.2 percent (Table 3). Table 4 displays enrollment trends since the fall of 2004 in those programs that are part of the accreditation review.

Table 3: USF, Business, and Professional Studies Enrollment, Fall 2001-Fall 2010

	FALL '01	FALL '02	FALL '03	FALL '04	FALL '05	FALL '06	FALL '07	FALL '08	FALL '09	FALL '10
USF Overall	7600	7951	8139	8274	8447	8568	8722	8772	9036	9585
USF Undergraduate	3697	3870	4026	4274	4448	4793	4869	4929	4987	5718
USF Graduate	1844	2063	2121	2114	2396	2404	2518	2549	2708	2952
USF Special	270	164	156	178	280	207	187	158	169	149
USF Law	669	701	733	741	759	715	739	703	727	766
USF Undergraduate Business	1046	1045	1011	1061	1103	1226	1318	1369	1306	1388
USF Graduate Business	518	514	456	398	333	304	333	349	391	362
USF Undergraduate Professional Studies	646	624	548	567	564	449	409	433	445	391
USF Graduate Professional Studies	474	529	555	400	395	417	434	439	477	448



Table 4: Six-Year Enrollment Data for Degree Programs in Accreditation Review, School of Business and Professional Studies and MSFA and MSRM in the College of Arts and Sciences, Fall 2004-Fall 2010

LEVEL	DEGREE	MAJOR	FALL '04	FALL '05	FALL '06	FALL '07	FALL '08	FALL '09	FALL '10	# OF GRADUATES IN 2009-2010
Undergraduate	BS in Business Administration	Accounting	109	115	115	133	143	144	151	49
Undergraduate	BS in Business Administration	Entrepreneurship	–	6	38	71	84	76	72	25
Undergraduate	BS in Business Administration	Finance	103	105	119	137	166	159	175	69
Undergraduate	BS in Business Administration	General Business	410	410	450	488	477	376	353	82
Undergraduate	BS in Business Administration	Hospitality Management	78	73	83	81	103	84	107	19
Undergraduate	BS in Business Administration	International Business	174	171	178	166	158	142	140	38
Undergraduate	BS in Business Administration	Management**	–	31	48	58	59	29	11	7
Undergraduate	BS in Business Administration	Marketing	187	192	195	184	157	152	158	41
Undergraduate	BS in Organizational Behavior and Leadership	Organizational Behavior and Leadership	207	217	175	172	193	180	153	68
Undergraduate	BS in Applied Economics	Applied Economics	123	125	110	85	92	104	92	38
UNDERGRADUATE ENROLLMENT TOTAL***			1391	1445	1511	1575	1632	1446	1412	436

Masters-Generalist	Master of Business Administration (MBA)	Entrepreneurship	20	33	31	50	62	63	52	16
Masters-Generalist	Master of Business Administration (MBA)	Finance	118	86	67	74	79	61	35	34
Masters-Generalist	Master of Business Administration (MBA)	International Business	51	29	38	35	25	29	24	7
Masters-Generalist	Master of Business Administration (MBA)	Marketing	77	74	61	68	58	51	34	28
Masters-Generalist	Master of Business Administration (MBA)	Unspecified/ Other	90	63	50	34	44	73	98	–
MBA SUBTOTAL			356	285	247	261	268	277	243	85

Masters-Generalist	MBA for Executives	General Business	32	37	41	46	59	64	58	41
Masters-Generalist	MBA/Juris Doctor	Business Law	9	6	8	8	12	10	14	5
Masters-Generalist	DDS/MBA*	Dentistry	–	–	5	6	0	0	4	1
Masters-Generalist	MBA/MSEM	Environmental Management	–	2	2	5	5	1	4	1
Masters-Generalist	MBA/MSFA	Financial Analysis	–	–	1	2	1	7	9	0
Masters-Generalist	MAPS/MBA	Asian Pacific Studies	1	3	0	5	4	2	2	1

Table 4: Six-Year Enrollment Data for Degree Programs in Accreditation Review, School of Business and Professional Studies and MSFA and MSRM in the College of Arts and Sciences, Fall 2004-Fall 2010 (continued)

LEVEL	DEGREE	MAJOR	FALL '04	FALL '05	FALL '06	FALL '07	FALL '08	FALL '09	FALL '10	# OF GRADUATES IN 2009-2010
Masters-Specialist	Master of Global Management & Entrepreneurship	Global Management & Entrepreneurship	-	-	-	-	-	30	28	0
GRADUATE BUSINESS SUBTOTAL			398	333	304	333	349	391	362	134
Masters-Specialist	MS in Organization Development	Organization Development	137	118	130	120	135	161	152	62
Masters-Specialist	MS in Business Economics	Business Economics	-	-	-	-	-	-	-	-
Masters-Specialist	MS in Financial Analysis (professional)	Financial Analysis	29	44	51	53	53	48	42	19
Masters-Specialist	MS in Financial Analysis (accelerated)	Financial Analysis	-	-	26	50	47	44	83	40
Masters-Specialist	MS in Risk Management	Risk Management	-	-	-	-	-	-	-	0
GRADUATE ENROLLMENT TOTAL			564	495	511	556	584	644	648	255

* Dual degree program in partnership with University of California, San Francisco.

** Discontinued in 2009.

*** Undergraduate enrollment totals include two former CPS programs (Organization Behavior and Applied Economics) and do not, therefore, equal the same number as undergraduate business students in Table 3. Graduate enrollment totals include Financial Analysis and Risk Management and do not equal the graduate business students in Table 3

Data from: Census Report 9/10/2010. Degrees posted as of May 2010

On the regional campuses (Santa Rosa, San Ramon, Sacramento, and Cupertino), there has been a 36 percent decline from the 2005-06 academic year to the 2010-11 academic year in the number of student cohorts in the three degree programs under accreditation review that are offered in these regions (BS in Organizational Behavior and Leadership, BS in Applied Economics, and MS in Organizational Development). Since 2005-2006, the number of cohorts has declined from 33 to 21. The number of students in these cohorts has decreased by 10.4 percent, from 316 students in 2005-2006 to 283 students in 2010-2011. As part of its strategic plan, the University of San Francisco is currently reviewing its off-campus programming and activities in order to enhance academically rigorous offerings and to provide innovative student opportunities throughout the San Francisco Bay Area.

Diversity

USF has one of the most ethnically diverse student bodies in the nation, and the school was rated 27th in undergraduate student ethnic diversity among 261 national universities in the *U.S. News & World Report* 2011 ratings. In addition, USF is the second most ethnically diverse university among the 28 Jesuit colleges and universities. Within the overall traditional USF undergraduate student population in the fall of 2010, 20.7 percent were Asian, 15.4 percent were Latino, 4.0 percent were African American, 1.5 percent were Native Hawaiian/Pacific Islander, and 10.7 percent were international. The School of Business and Professional Studies contributes significantly to that diversity. Within the undergraduate population of business students in the fall of 2010, 19.4 percent were Asian, 11.7 percent were Latino, 2.4 percent were African American, 1.4 percent were Native Hawaiian/Pacific Islander, and 29.7

percent were international (Tab 8, Table 1). The undergraduate student population in professional studies is likewise highly diverse, as are the graduate student populations in business and in professional studies. In all three of these populations, White students comprise less than 42 percent of the total (Tab 8, Table 2).

Women are also highly represented in the School of Business and Professional Studies, and comprise 48.6 percent of the undergraduate business population, 48.1 percent of the graduate business students, 49.0 percent of the undergraduate students in professional studies, and 61.4 percent of the graduate students in professional studies. These percentages are noteworthy relative to national averages. Nationwide, for example, about 45 percent of the MBAs are awarded to women (U.S. Department of Education, Degrees Awarded, 2007-2008, 10/6/10)

Graduation and Retention Rates

Over the past three years, the University of San Francisco has conducted a number of studies on the patterns and possible reasons for student attrition at USF. The results of this research have helped the university to implement a number of strategies designed to improve the university's retention and graduation rates. The School of Business and Professional Studies has fully participated in that research and the implementation of effective strategies to enhance student persistence. As can be seen in the graphs and tables in Tab 11, student attrition has substantially decreased at the university and in the business school since 2001, and six-year graduation rates have improved. Freshman-to-sophomore attrition rates among all first-time USF students decreased from 19.4 percent in the 2001 cohort to 15.8 percent in the 2008 cohort, whereas among business students, the attrition rate decreased from 24.1 percent to 16.8 percent during the same time period (Tab 11, Tables 1 and 2). The six-year graduation rate for all USF undergraduates who started in 2001 was 65.0 percent, but by the 2003 cohort, it has risen to 68.8 percent. The graduation rate for business undergraduates climbed from 65.2 percent in the 2001 cohort to 73.2 percent in the 2003 cohort (Tab 11, Tables 3 and 4).

Support Services

Undergraduate support services have been significantly enhanced since the last AACSB visit in 2001, and are likely

playing an important role in improved rates of student persistence. This enhancement came after a review of existing staff positions, with the goal of reassigning and/or restructuring job responsibilities. The undergraduate programs office has increased from three to nine individuals, and currently consists of an executive director, an associate director, a retention and matriculation advisor, two associate directors of advising, one undergraduate advisor, two OPE support staff, and a student peer advisor. Student accessibility to faculty members has been enhanced by the creation of the McLaren FARE (Faculty Advising Registration Event), held twice yearly before registration week. FARE is a 2-day advising session held in the lobby of Malloy Hall, wherein each major is represented by faculty members, who are available for drop-in advising from 10 am to 4 pm each day. Staff advisors are available to support faculty who are meeting with students. For issues related to policy and procedures, the undergraduate programs office holds faculty-advising sessions twice before each FARE, directed by the associate director. Additionally, a *Faculty Advising Handbook* was created and is updated each semester. Although FARE provides greater access to faculty for academic and career advising, professional and short-term academic advising is still conducted by the professional staff in the undergraduate programs office. Student Peer Advising is also scheduled for four hours each week by appointment. The undergraduate programs office also sponsors an end-of-year event, VERNUS, during which all faculty and all students in BPS meet in Tarantino Plaza for a barbeque, fostering an informal interaction between faculty and students. The name of each faculty advisor is also listed online in the student's USFConnect account, and there are "visual tutorials" in the student handbooks, which show the student how to access needed information. Regarding career advising, in addition to exposure to faculty expertise, students are introduced to representatives of the USF career services center at each new student orientation, a power point presentation is made, and contact information is given to students. In addition, USF Career Services staff members are integrated in "Launch into Business," a required freshman course for our majors. A comprehensive student handbook also provides contact information and a list of services for students. It is updated each term to provide thorough knowledge about the university and BPS policies and procedures. Hard copies are printed and flash drive versions are distributed to every student enrolled at the undergraduate level. Video information and online registration is also available for freshmen and transfer students.



A freshman launch seminar and workshop, “Launch into Business,” provides students a broad sampling of the major areas of business. The seminar is mandatory for all business majors entering after 2008. The seminar creates a sense of community and identification with BPS, permits students to immediately engage with the business curriculum, and makes faculty members the students’ first advisors. Staff members from the undergraduate programs office also advise during the freshman launch workshops, and individual and groups advising occurs during these meetings. A representative from USF’s career services center gives a presentation at the freshman launch seminar and conducts workshops each term as part of this course. To foster student persistence, STAR (Students Taking Academic Responsibility) was established in 2008. Students on academic probation sign a contract that outlines a program requiring reports, meetings, supervision, and periodic check-in sessions. Brown bag sessions, directed by the retention and matriculation advisor, are also designed to foster student persistence to graduation. Approximately five such lunches are held per term. These lunches are announced through brochures handed out during student orientation, materials at the front desk of the undergraduate programs office, and through posters. They are also promoted through Facebook and online through USFConnect. The lunches are held in collaboration with faculty members, many of who attend the event. Recent topics included, “Am I in the Right Major?” “Time Management,” “Stress,” and “Am I On Track to Graduate?” During the first six weeks of the fall semester of 2010, 346 students attended a total of five brown bag sessions, averaging 69 students per session.

In June 2010, USF’s provost outlined a university-wide initiative, Stay on Track, which should significantly increase the percentage of USF students who will persist to graduation,



graduates who will carry USF’s unique Jesuit Catholic mission to the wider world.

For BPS graduate students, the office of graduate student affairs provides academic advising throughout the program in several ways. Each incoming graduate cohort is welcomed with a Kickoff orientation program. A main component of this orientation is a student services session. This session covers the curriculum requirements, elective options, and

academic global immersion opportunities. This is the first opportunity to give students an in-depth look at the program, to pose questions, and to set future appointments. This session also provides critical information on health and wellness resources, counseling program, and fitness classes. Every fall and spring semester, the graduate student affairs office holds formal two-to-three hour open advising sessions. These are held during the day and in the evenings to accommodate all students. At these sessions, staff provides a wide-range of advising materials (e.g., elective advising sheets, curriculum flowcharts). Staff members outline scheduling and course options with students in a group setting, addressing questions students may have regarding their academic programming. The office uses these opportunities to set up additional one-on-one meetings if a student needs more support.

Almost every day, at least one individual (e.g., executive director, program manager, program coordinator) is available in the student affairs office for drop in hours. The staff communicates to students the open door policy and typically staff members are able to accommodate students’ advising needs. The staff also offers appointments for part-time students, who tend to have a non-traditional schedule. Advising staff can meet with students before or after class and during evening hours, as needed. The office also has peer advisors available to offer insights into course loads

and teaching styles and to provide students with a student perspective, assisting students with any questions they may have or to help find a balance with work, personal lives, and education. The director of professional development and the director of career services jointly run career services for students in the MBA program. Its many activities include sponsoring workshops on resume writing and interview techniques, providing internship and job introductions, and offering employment and career guidance.

For students in graduate programs from the legacy College of Professional Studies, advisors work Tuesday through Saturday, from 10:00 am to 7:00 pm. Every four to six weeks, there are all-day regional campus visits, with schedules appointments or drop-in sessions available for all the regional campuses. Staff can also accommodate students via phone, e-mail, and eventually by web conferencing.

The master's in financial analysis and the master's in risk management are tightly structured around internationally recognized bodies of knowledge. As a result, most advising consists of orienting new students to the structure and expectations of each program. The program director provides an orientation to each entering cohort and generally teaches a course in the first semester of the program. The students in both full-time programs are required to take a career preparation course taught by the administrative director, where they acquire skills in resume writing, interview preparation and internship or job search resources. Students in the professional version of the MSFA program tend to be working in the financial industry, and use the program to further develop their professional networks. USF has an officially sanctioned University Chapter of the Global Association of Risk Professionals (GARP) based in the MSRM program. The USF GARP chapter was approved in October 2010 and it plans to put on risk management speaker and career events throughout each year. These events are jointly sponsored with GARP and will raise the visibility of the MSRM program.

Results of the Graduating Student Survey

Since May 1997, USF has conducted an annual comprehensive survey of its graduating undergraduate and graduate students. The survey instrument, connected to the online application to graduate, assesses students' education, work, and living experiences while at USF; attitudes about individual, ethnic, and religious differences; satisfaction with various USF

facilities and services; attitudes about education at USF; volunteer services, internships, and community service learning at USF; and plans after graduation. The results of the survey provide evidence that many of the core values of the *Vision, Mission, and Values Statement* of the University of San Francisco and of the values in the School of Business and Professional Studies Mission Statement are being incorporated into the worldview of our students.

The May 2010 USF graduating student survey was completed online by 1,862 students prior to graduation. The respondents included 425 undergraduate and graduate business students and 231 undergraduate and graduate professional studies students, or 35 percent of the total 1,862 respondents. The overall response rate was 93 percent in May 2010, and has been consistently above 90 percent since 2006, when the survey was connected to the online application to graduate. Although the results varied somewhat by students' school or college in 2010, students overall indicated a high level of satisfaction with their learning experience while at USF. Since 2001, the year of the last AACSB visit, there has been improvement in the ratings given to USF by its business and professional students on most items. Regarding "satisfaction with a USF education," undergraduate business students went from 90.3 percent who strongly agreed or agreed with this proposition in 2001 to 90.6 percent who felt that way in 2010, while among professional studies students, 93.2 percent were satisfied with a USF education in 2001, and 95.1 percent felt that way in 2010. Among graduate business students, 84.0 percent were satisfied with a USF education in 2010, considerably up from the 71.0 percent who said that in 2001. Among professional studies graduate students, however, there was a slight decline in the percentage that agreed or strongly agreed that they satisfied with a USF education, from 91.5 percent in 2001 to 88.7 percent in 2010. On items related to instructor interest in student learning and accessibility, undergraduate students' ratings were high in 2001 (93.0 percent to 95.7 percent), and were even higher in 2010 (94.6 percent to 96.7 percent) on comparable items. Among graduate students, the same pattern was found in comparing the results of 2001 to the results in 2010, with one exception: in 2001, 92.8 percent of the business graduate students strongly agreed or agreed that their instructors were reasonably accessible outside of class, whereas 89.5 percent of the business graduate students held that view in 2010 (Appendices, Tab 5).



Among all of USF's respondents to the May 2010 survey, 86.5 percent felt that at USF individual, ethnic, religious, and other differences were valued "very much" or "somewhat," and 70.5 percent of the graduating students agreed "very much" or "somewhat" with the following question: "Did your appreciation of individual, ethnic, and religious differences *increase* at USF?" Among undergraduate business and professional studies students, the percentage of students who felt that individual, ethnic, religious, and other differences were valued "very much" or "somewhat" was higher than among the overall student body: 89.1 percent of the undergraduate business students and 86.9 percent of the professional studies students felt that individual, ethnic, religious, and other differences were valued "very much" or "somewhat," and 78.7 percent of the business students and 66.7 percent of the professional studies students felt that their appreciation of differences *increased* while at USF (Appendices, Tab 5). On the open-ended question regarding "any specific aspects of your USF experience, or specific USF services, that had a particularly positive impact on you," one business student wrote: "I learned to respect the multicultural differences between classmates and people from different countries and to value integrity even in a business major." A professional studies student remarked positively about "the study of the importance of cultural diversity and good workplace cultural environments."

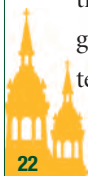
Students' perceptions of academic advising have dramatically improved since 2001. Among all of USF undergraduates who responded to the graduating student survey in May 2001, only 36.4 percent rated academic advising as excellent or good. By May of 2010, the percentage of who rated academic advising as excellent or good had increased to 62.6 percent. Similarly, only 30.2 percent of undergraduate business students rated academic advising as excellent or good in 2001, but 56.5 percent of undergraduate business students rated it as excellent or good in May 2010. Among professional studies undergraduate students, 46.0 percent rated academic advising as excellent or good in 2001, but 56.2 percent did so in 2010. In 2005, upon the recommendation of an advising subcommittee composed largely of the associate deans from the USF schools and colleges, the Office of Institutional Research subdivided the long standing item on academic advising on the graduating student survey into three components: short-term academic advising by semester, long-term academic

advising within the major, and academic advising-career advising. In 2005, 34.4 percent of business undergraduates rated short-term academic advising as excellent or good, but by 2010, 55.6 percent did so. In 2005, 31.1 percent of business undergraduates rated long-term academic advising as excellent or good, but five years later, 46.2 percent of undergraduate business students felt that way. On the item addressing career advising, only 18.3 percent of the business undergraduates felt it was excellent or good in 2001, whereas 34.4 percent thought it was excellent or good in 2010. Improvements are underway.

FACULTY

Awards and Honors

In recent years, faculty members in the School of Business and Professional Studies have received numerous awards and honors, and have developed innovative programs that have significantly enhanced the prestige of the University of San Francisco. In 2003, associate professor of business Mark Cannice inaugurated the USF International Business Plan Competition. The competition involved top-tier schools from all over the world submitting proposals for innovative business plans and sending teams of students to the Bay Area to compete for awards based on several criteria: defining a problem, providing a product or service to address the problem, projecting revenue and profits based on the market, and determining the amount of money needed from investors. In 2005, accounting professor Todd Sayre created a course on sustainable business, the first of its kind in the USF School of Business and Management and among the first offered at an American university. At the National Foundation for Teaching Entrepreneurship (NFTE) 16th Annual Entrepreneurial Spirit Awards Dinner, held in New York in April 2009, Mike Duffy, Dean of the School of Business and Professional Studies, received the 2009 Enterprising Educator Award in recognition of his "excellence in advancing entrepreneurship education throughout the Bay Area." J.P. Allen, associate professor of information systems, was awarded a Fulbright in December 2009, and taught an MBA course on innovation management and technology at the University of the Azores in Portugal. Building on similar USF-developed courses, Allen focused on internet-based innovation. School of Business and Professional Studies professor Mark Cannice's first quarter venture capitalist confidence survey, released in April 2010, garnered



significant attention from the media. Cannice's findings showed venture capitalist's confidence has been rising steadily since early 2009 in both Silicon Valley and China. His research was featured in 25 articles, including coverage in *Bloomberg Business Week*, *Economist*, *Investors' Business Daily*, *New York Times*, *San Jose Mercury News*, and CNET. In May 2010, professor Joel Oberstone, department of finance, economics, and quantitative analysis, became a regular columnist for the European electronic edition of the *Wall Street Journal*, presenting his innovative work in sports analytics, focusing on the English Premier League. Dayle Smith, professor, School of Business and Professional Studies, received a Fulbright in May

Faculty members in the School of Business and Professional Studies have also received various university-wide awards, which speak to their standing among their faculty peers and staff from other schools and colleges at USF. In 2005, business professor Eugene Muscat received the CIT award for using innovation technology in teaching, and he also won a team award for his leadership of the university-wide committee that successfully planned and implemented the 150th anniversary celebration of the university's founding. The CIT innovation award was also won in 2006 by Stephen Morris, assistant professor in BPS; in 2007 by J.P. Allen, associate professor in BPS; in 2009, by Mouwafac



2010 and joined a small team of international Fulbright Scholars in one of the most important reforms in higher education in Hong Kong history. Professor Art Karshmer, chairman of the technology, innovation, and entrepreneurship department, and a leading scholar and researcher in the field of computer-assisted mathematics for the blind, was invited in June 2010 to the Czech Technical University in Prague. He collaborated on research projects, gave talks in the Czech Republic, and provided assistance to Czech researchers as they designed a curriculum for blind math students. Sonja Poole, BPS assistant professor, was invited to give a presentation at the AACSB International Assessment Conference in 2011.

Sidaoui, assistant professor in BPS; and in 2010 by Ryan Wright, assistant professor in BPS. In 2008, Dayle Smith, professor of business, won the faculty service learning award, and in 2010, Monika Hudson, assistant professor and director of the Gellert Foundation Family Business Center, also won that award. The awards committee noted, "In the three years since her appointment as a full-time faculty member in the School of Business and Professional Studies, (Hudson) has supervised over 99 service-learning projects involving 49 different community partners."

Faculty members in the master's programs in financial



analysis and risk management who have been honored include Jim Keene and Satish Swamy, both of whom were elected president of the CFA Society of San Francisco, which is the sixth largest CFA society in the world. Don Davis and Marina Eroshin were elected to that society's board. Barbara Domingo was elected to the board of the National Investor Relations Institute. Jonathan Mandel won the PRSA Compass Award of Merit for marketing support and public relations. John Veitch won the Frank L. Beach Distinguished Service and Leadership Award from the USF College of Arts and Sciences in 2006, and received the outstanding teaching award in the USF Executive MBA program in the School of Business and Management in 2001, 2003, and 2005.

Faculty Demographics

There are currently 77 full-time faculty members in the School of Business and Professional Studies. Among the full-time faculty, there are 33 professors, 17 associate professors, 23 assistant professors, and 4 instructors. Forty-six of those faculty members are tenured, 12 are tenure-track, and 19 are term appointments. Among the 77 full-time faculty members, 67.5 percent are male, and 32.5 percent are female. Among the full-time faculty, 20.8 percent are Asian, African American, or Latino (Tab 9, Tables 1 and 2). Since the last AACSB accreditation visit in 2001, faculty in the legacy School of Business and Management and the legacy College of Professional Studies have become more diverse. In 2001, the business school faculty was 82.0 percent white and 80.0 percent male, and the professional studies faculty was 100.0 percent white and 72.2 percent male. In 2001, the two schools had a combined total of 68 full-time faculty members (Appendices, Tab 9, Tables 3, 4, 5, and 6).

Faculty Management Policies: recruitment, hiring, mentoring, evaluation, and reward system

The primary recruitment venue has been the national conference in the area of the hiring specialty. In all cases, faculty members have been recruited to fulfill USF's mission and that of the school. Generally, department faculty members review CVs and interview candidates at annual meetings. With the dean's approval, the search committee invites a pool of candidates for on-campus interviews and a research

presentation. All faculty and staff members who meet the candidate are invited to comment and the search committee makes recommendations to the dean. The dean negotiates with finalists and makes a recommendation to the provost who makes the official offer of a position.

Recent examples of tenure-track hires include Mandy Ortiz and Ricardo Villareal in multicultural marketing; Vijay Mehrotra in Business Analytics; Xiaohua Yang in Chinese business; Neil Walshe and Jennifer Parlamis in organizational behavior, development, and change. As of the writing of this report, three additional tenure-track faculty members have been hired to start in 2011, all in the area of organizational behavior and development. In the last four years, half of the tenure-track hires have been women and more than half have been from historically underrepresented groups.

New faculty members are assigned a faculty mentor, participate in a university new faculty orientation program, and are invited by the provost to a series of new faculty discussions over lunch. All full time faculty members meet with the dean for an annual review (the Academic Career Prospectus or ACP), at which time the faculty member's progress is discussed, and faculty requests considered for resources necessary to adequately perform the job. In the case of untenured faculty, the discussion includes the progress being made towards a successful tenure application. To further faculty research, summer research stipends are awarded to those faculty who successfully complete a separate review process. The review team is comprised of faculty members and the dean; funding is awarded primarily on the presentation of a credible long-term research agenda with evidence of likely success of the faculty member.

Intellectual Contributions

By 2006, it was clear that research had been neglected in the School of Business and Management for some time, and that the school needed to examine its research priorities and its research culture. Through a series of discussion documents, informal conversations, solicited comments, and open meetings, all faculty members had an opportunity to hear and comment on the role and future of research in the school. In February 2006, the Faculty Development Committee (FDC) produced a document called *Elements of a Research Strategy*, which identified elements of what an effective research culture looks like, and discussed how a strong research culture could



be created. The school's efforts were supported by the university's commitment to 75 percent paid sabbaticals; a reduction in teaching load (from 3 courses per semester to the equivalent of 2.25 courses per semester); the development of an Office of Sponsored Projects; a written policy on the use of grant money for course release; and an increase in faculty development funding.

In the 2007–2008 academic year, the FDC energetically pursued several initiatives in alignment with a revitalized research strategy. These initiatives included a new research funding system; a new research grant expense policy that provided maximum flexibility to faculty; a new twice-yearly research review newsletter; a revitalized research seminar series; the first research retreat (an off-site weekend program to provide support, encouragement, and time to write); an outstanding research award; and the distribution of research seminar announcements to MBA students. The FDC also increased its effectiveness by establishing a meeting schedule for the entire semester, securing dedicated staff support, and communicating information on a regular basis. Through 2010, the FDC has continued its projects, including refining the new research funding system process, securing a professional design for the *Research Review* newsletter, requiring that faculty who received a research grant give a research seminar, and offering additional research retreats.

The traditional source of research funding has been faculty development funds, provided by the university under the terms of the faculty union contract. In the past, however, there was no substantive connection between deployment of resources and outputs or research strategy. It was common for available funds to be left unallocated. In the summer of 2006, the School of Business and Management started to change the way that research resources were allocated. The school shifted to a “research program” basis for allocating funding. In the new system, faculty applicants present their research program, which includes a statement of the lines of inquiry being pursued, a CV, and a copy of all publications in the last five years (Appendices, Tab 13). The FDC uses a faculty member's recent set of publications as evidence of output. Proposals are evaluated as A, B, or C. “A” proposals receive summer stipend and a flexible block grant, “B” proposals receive a flexible block grant, and “C” proposals are not funded. The system is closely connected to the AQ standards and is operated to provide meaningful support to faculty who are AQ or are making a serious attempt to achieve AQ.

In keeping with the union contract, somewhat more generous support is provided to assistant and associate professors that need to produce results for tenure and promotion. New faculty members are provided with a three-year package of support. This includes a mix of research grant, summer stipend, and teaching release. The details are negotiated with the dean and are tailored to the needs of each faculty member. Three-year support is provided to new faculty members so they can focus on generating research outputs and not be concerned with an annual application cycle. After the three-year period, new faculty members enter the FDC proposal system.

Starting in 2007, additional funds (\$175,000 to \$300,000 annually) were made available for research support. These funds came through the dean's office and were larger than the university faculty development funds (about \$175,000 annually). In order to ensure transparency and effectiveness of resource allocation, virtually all research funding was run through the FDC, even though only the contractual faculty development funds were required to be allocated in this way. Some support is available, however, outside the FDC process for research assistants and for unanticipated expenses. In the past, these expenses received ad hoc vetting and analysis and were not transparently awarded. As of the fall of 2010, all such support is now run through the newly empowered department chairs that have authority to approve or deny such requests. Going forward, it is likely that some of this funding will also be transferred to the annual FDC process.

In the fall of 2007, the School of Business and Management developed the standards for Academic Qualification (AQ) and Professional Qualification (PQ). The school launched the Faculty Qualification Task Force, comprising four tenure/tenure-track faculty, one instructor, and the administrator in charge of scheduling and faculty record keeping. The task force collected 10 sample AQ/PQ definitions from AACSB workshops, and another 10 from other Jesuit business schools. The task force also conducted a faculty survey and held two faculty open discussion sessions. A final document was produced in February 2008. The current AQ criteria (Appendices, Tab 12) are consistent with schools comparable to USF, that have a strong teaching mission, and seek to balance teaching and research. For faculty members to be considered AQ, they must have published either three peer-reviewed journal publications, or two peer-reviewed journal publications, plus two additional items that have received





substantial academic scrutiny, within the preceding five years. The criteria are provided in a Faculty Qualifications Report form that faculty members are required to fill out annually. The process for establishing PQ guidelines exactly paralleled that of the AQ process and involved the collection of samples from comparable schools, a series of faculty meetings, a faculty survey, and the development of set of guidelines by the Faculty Qualification Task Force that assigned points to various professional activities (Appendices, Tab 12). As of the fall of 2010, BPS faculty members have an overall AQ ratio of 56 percent, and an AQ plus PQ ratio of 92 percent (Appendices, Tab 1, Tables 9-1, 10-1, and 10-2).

As can be seen in Tables 2-1 and 2-2 (Appendices, Tab 1), a substantial cross-section of faculty members in each discipline in the School of Business and Professional Studies are making intellectual contributions to their disciplines, to their school, and to the university. During the past five years, current BPS faculty members have published 144 peer-reviewed journals, 29 books, and have made a substantial amount of other intellectual contributions. This research commitment is congruent with the mission of the School of Business and Professional Studies, which calls for educating men and women to take a leadership roles in business and nonprofit organizations, and with the USF's *Vision, Mission, and Values Statement*, which advocates "high quality scholarship and academic rigor sustained by a faith that does justice."

ASSURANCE OF LEARNING

For more than 15 years, the University of San Francisco has engaged in a university-wide assessment process, reflecting the call for assessment in higher education, and in accordance with the evolving scholarship in the field. During the past five years, USF has developed and implemented a number of strategies that have advanced the assessment process and created a culture of evidence. These efforts have included the creation of a university-wide office of assessment; appointment of a university-wide assessment steering committee; integration of university-wide assessment and evaluation efforts; development of a university-wide assessment plan; identification and/or review of learning outcomes for all academic programs and co-curricular service units; mapping of related program learning outcomes with courses and services; drafting of a three-year assessment plan for each program; continuing assessment of the university's

core curriculum; implementation of program reviews and external feedback in academic and service units; and direct and indirect assessment of student learning in a number of programs. The School of Business and Professional Studies has fully participated in these university-wide assessment efforts. The results of recent external program reviews are summarized in Tab 14 of the Appendices. BPS considers the reviews as an important source of continuous improvement.

Assessment Tools and Procedures

In 2008, the School of Business and Management began developing its own Assurance of Learning Program (AoL). After several revisions, the central piece of the AoL program, the *School-wide Common Learning Goals*, was finalized. The goals embrace a body of knowledge and a set of skills and abilities students should demonstrate before the completion of their program. The goals describe areas of learning that fall into five broad domains:

G1. Leadership: Develop a keen sense of personal responsibility, awareness of self and others, and the ability to effectively communicate and work with others.

G2. Global Perspective: Develop a global view of business issues and consider relevant cultural economic, political, historical, geographic, and environmental factors in business decisions.

G3: Information Analysis and Application: Identify, access, and analyze relevant quantitative and qualitative information to develop and evaluate business decisions.

G4: Ethical and Legal Behavior and Corporate Social Responsibility: Recognize and analyze ethical, legal and social implications of business decisions and devise an appropriate course of action.

G5: Business Concepts: Understand fundamental business concepts and theories and demonstrate readiness to apply this knowledge to appropriate business settings.

Between spring 2008 and spring 2010, faculty members, the faculty director of assessment, and the associate dean, implemented AoL assessment plans based on the common goals for two degree programs, the Bachelor of Science in Business and the MBA program. The rationale for not



implementing a unified AoL program with all BPS programs was based on two factors: (1) the recent merger of the former School of Business and Management and the College of Professional Studies created new administrative and academic structures and processes, which would invariably change the existing assessment approach, and (2) faculty wanted to be sure that the new assessment approaches worked and were sustainable before further implementation. It should be noted, however, that the professional studies programs and undergraduate major programs concurrently developed and coordinated individual program assessment plans that helped to inform and shape the BSBA and MBA program assessment plans. All degree programs for both legacy schools used assessment procedures in line with the expectations of our regional accreditation agency (WASC) as part of USF's successful ten-year renewal of accreditation in 2010.

For the AoL plan, each of the common goals were mapped to a course alignment matrix (curriculum map), which delineated each goal description, the courses used for assessing each goal, and the timeline for the assessment of each goal. Instruments were adopted to collect data. The instruments included course-embedded assessments, the Education Testing Service (ETS) Major Field Test (MFT), and student and alumni surveys, described below.

Instruments

Course-Embedded Assessments

For each of the goals, faculty evaluators conducted at least one course embedded evaluation of student work from select courses. Most of the work was scored using rubrics¹. In addition, multiple-choice test questions were embedded in existing course examinations. A benchmark 75% satisfactory performance level was set for each assessment and the student performance data was subjected to a simple analysis of means and frequencies.

1. A rubric is an explicit set of criteria used for assessing a particular type of work or performance. A rubric usually includes levels of potential achievement for each criterion, and sometimes also includes work or performance samples that typify each of those levels. Levels of achievement are given numerical scores. A summary score for the work being assessed may be produced by adding the scores for each criterion or calculating an average.

The Major Field Test²

In addition to course-embedded assessment, an external exam, the ETS Major Field Test (MFT), was adopted to assess student performance in the undergraduate business and MBA degree programs. This test is designed by ETS to be a comprehensive outcomes assessment to measure the critical knowledge and understanding obtained by students in business programs. Overall scores were used to evaluate proficiency on select goals. Performance was evaluated by aggregating individual BPS undergraduate and MBA students' total scores and comparing their scores to the cumulative scores of all comparable students who took the test. Nearly 600 domestic institutions are included in this comparison. BPS faculty expected BPS students to score on average at the 70th percentile on the overall test and in each of the subject areas of the exam. Three sections of an undergraduate capstone course took the test in spring 2009, and one section of an MBA capstone course took the test in spring 2010.

Assessment Responsibility

Individual professors within the BSBA and MBA programs, members of the undergraduate program committee (UPC), and the graduate program committee (GPC) performed and oversaw the assessment, as detailed in the above sections. The faculty director of assessment provided technical support and coordinated the entire process under the direction and oversight of the associate dean. The assurance of learning responsibilities, by program is detailed in the appendices (Appendices, Tab 10).

Management and Presentation of Assessment Results

As each goal was assessed, an analysis of the results of the assessment for that goal was generated, and a *Goal Report* was presented to faculty. These reports were stored in electronic and physical files (binders) managed by the faculty director of assessment. At the end of each year, the individual Goal Reports were compiled in an executive summary.

2. The MFT contains 120 and 124 multiple-choice questions for undergraduate business and MBA students respectively. These questions are designed to measure a students' subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels. The test lasts 3 hours and is administered in a proctored environment.

What the 2008-2010 Data Showed for Direct Measures³

The results of the 2008-2010 cycle of assessment are delineated in Tables 5 and 6 below.

Table 5: MBA Program Assessment Results

LEARNING GOAL	INSTRUMENT USED	MET OVERALL PERFORMANCE EXPECTATIONS	MET DEFINED DIMENSIONS EXPECTATIONS
G1: Leadership	Course Embedded Assessment (Rubrics)	Yes	Yes
G2: Global Perspective	Course Embedded Assessment (Rubrics)	Yes	Yes
G3: Information Analysis	Course Embedded Assessment (Rubrics) & MFT	No	No
G4: Ethics, Law & CSR	Course Embedded Assessment (Rubrics)	No	No
G5: Business Concepts	Course Embedded Assessment & MFT	No	No

Table 6: BSBA Program Assessment Results

LEARNING GOAL	INSTRUMENT USED	MET OVERALL PERFORMANCE EXPECTATIONS	MET DEFINED DIMENSIONS EXPECTATIONS
G1: Leadership	Course Embedded Assessment (Rubrics)	Yes	Yes
G2: Global Perspective	MFT	Yes	N/A
G3: Information Analysis	Course Embedded Assessment (Rubrics)	Yes	No
G4: Ethics, Law & CSR	Course Embedded Assessment (Multiple choice test)	No	N/A
G5: Business Concepts	Course Embedded Assessment & MFT	Yes	No

3. Detailed reports are available upon request.

Planned Improvements to MBA Program Curriculum Based on Assessment Results

The results of the MBA program assessment point to strategies to enhance the curriculum. Regarding the core objectives of the MBA program, some results indicate adequate or good performance, and some results indicate deficiencies in what MBA students should master. Below the results are summarized, along with a roadmap for correcting noted deficiencies:

- A. The Leadership (Written Communication Skills) test demonstrated a high student competency.
- B. The Global Perspective (Global Assessment) test demonstrated high student competency.
- C. The Information Analysis (Critical Thinking) exam showed below average student performance. Faculty have a multi-step plan to further assess and act on this information.
 - Faculty are not completely confident in administration of the test so testing will be conducted again to verify the MFT exam results.
 - Faculty will examine relevant course syllabi to ensure that the core requirement of critical thinking is being covered and to what degree.
 - Faculty will remind/urge/insist that relevant courses focus on core requirement of critical thinking.
 - Faculty will propose for discussion with the graduate program committee that an additional core class in critical thinking be added to make up for deficient student performance in critical thinking.
- D. Ethics, Law, and Corporate Social Responsibility (Ethical Leadership) did not meet expectations on overall performance or any individual performance dimension.
 - Faculty will interview the professor who conducted the exam for better understanding of why the students' performance was not up to standards.
 - Faculty will have another professor administer the test to check for inter-rater reliability at end of program.
 - Faculty will recommend injecting an additional ethics module in the last class in the second year.



- Business ethicist David Batstone was added to our faculty in 2010 and is scheduled to teach in our graduate programs starting in Spring 2011.



Recommended changes will be reviewed by the graduate program committee, and by applicable departments, for implementation in the MBA curriculum. The MBA academic director will oversee this review and implementation process.

As a university, a school, and an MBA program, there is a commitment to providing valuable, current, and comprehensive academic and professional content to ensure that USF's MBA students master the necessary skills to perform at a superior level in the modern workplace. In our continuous effort to adapt our curriculum and implement it effectively, we intend to take every opportunity to measure and improve our offerings to benefit our students.

Planned Improvements to BSBA Program Curriculum Based on Assessment Results

Assessment indicated that undergraduate students do not always meet expected standards in understanding and demonstrating a proficiency in oral and written communications.

Planned Improvements (short term):

The school will encourage all business faculty members to adopt an oral and written component linked to the course subject matter for each course taught. This coverage will be explicitly described in course syllabi and demonstrated in one of several ways:

A. Oral communication

- Course credit for oral class participation (well-defined and clearly communicated to students) could include students asking questions, furthering classmate comments, enhancing class discussions, or responding substantively to instructor in-class inquiries.
- A significant percentage of the course grade could be given for group projects (in all core courses), preparing and presenting problem-solving techniques with explanations (in accounting, finance, quantitative, and computer-based classes), case study presentations (in law, marketing courses), or oral presentations of technology-based business models, entrepreneurial schemes, product or service development, or business plans. Alternate forms of oral presentations (e.g., interviews, panels, facilitation

- E. The Business Concepts (Business/Management Domain) course embedded assessment was administered to two groups of second-year students and they met expectations; however, a major field test was not satisfactory. In particular, critical thinking skills were insufficient.
- Faculty are not completely confident in the administration of the test so testing will be conducted again to verify the MFT exam results.
 - Faculty will examine relevant course syllabi to ensure that the core requirement of critical thinking is being covered and how.
 - Faculty will remind/urge/insist that relevant courses focus on core requirement of critical thinking.
 - Faculty will propose adding an additional core class to make up for deficient student performance in business concepts.



of activities) could be encouraged in addition to stand-alone speeches based on PowerPoint, Keynote, or another comparable presentation vehicle.

B. Written Communication

- Course credit for writing assignments should be well-defined and clearly communicated. The assignments could include abbreviated writing exercises related to assigned reading, home study problems, guest speaker presentations, or relevant current events. The written tasks could also include a simple short-answer question added to a midterm or an instructor-designed essay, or final exam.
- A significant percentage of the course grade could be given for research papers (in law, finance, accounting courses), journal entries for off-campus excursions, reflective papers and briefs for a federal courtroom experience, executive summaries of business negotiations, analysis of a mock mediation, service-learning synopses, extensive business and marketing plans, and creative business models.

Planned Improvement (long term):

The school will seek a qualified tenure-track faculty member to teach a two-unit communication course in the business core, and offer additional courses in the elective pool. These planned improvements lie along a two-to-three year continuum with incremental changes and planned evaluation of the impact on students, faculty and financial resources. A full-time faculty member will be designated to implement, oversee, and evaluate this continuum.

Business Ethics

Assessment results also indicated that undergraduate students do not always meet expected standards in understanding and demonstrating a proficiency in business ethics.

Planned Improvement (short term):

The school will encourage all business faculty members to adopt an ethical component linked to the course subject matter for each course taught. The ethics coverage will be explicitly described in course syllabi and demonstrated in one of several ways:

- Assign and review textbook material on ethics
- Make ethics documentaries available for viewing (in class or on blackboard) and discuss. Suggested documentaries

include *Inside Job: Financial Crisis* (2010), *Dangerous Business Revisited*/ McWane (2008), *Smartest Guys in the Room/ Enron* (2008), *The High Cost of Low Price/Wal-Mart* (2005), *The Corporation* (2003)

- Provide guest speakers on business ethics
- Assign case studies on business ethics for reading and review

Planned Improvement (long term):

The school will seek a qualified tenure-track faculty member to teach a two-unit business ethics course in the business core and provide additional ethics course offerings in the elective pool. These planned improvements lie along a continuum encouraging incremental changes and evaluation of the ethics component including impact on students, faculty, and financial resources. The end result has a financial impact on the school and affects other departments. Changes will be in place to ensure this transition happens over a two-to-three year period. A full-time faculty member will be assigned to oversee these efforts. A full professor of ethics, David Batstone, was recruited to the school in 2010. Batstone has been called “America’s business ethics guru” by *USA Today*.

Other Assessment Activities: MS in Organization Development

The MS in Organization Development (MSOD) program’s university-mandated review was completed in the spring of 2007, just prior to the WASC reaffirmation of accreditation visit. During the 2007-2008 academic year, the full-time faculty, with input from adjunct faculty, reviewed the external examiners’ report and feedback from student course evaluations. New program learning outcomes resulted from this process and several courses were completely revamped by September 2008, before the MSOD faculty turned its attention to revising the entire curriculum. The revised curriculum (32-units, 23-month completion time, including 6 units of electives) is ready to be launched in the fall of 2011.

Indirect Measures of Student Learning

In addition to direct measures of student learning, USF has employed a variety of survey instruments to indirectly measure student learning and to ascertain attitudes on a wide range of academic and co-curricular topics among students and alumni. These surveys include the USF Alumni Survey,



the National Survey of Student Engagement (NSSE), and the Multi-Institutional Study of Leadership (MSL). The Office of Institutional Assessment administered the Alumni Survey, NSSE, and MSL. The results of all of the surveys were analyzed by the Office of Institutional Research, and focused on the responses by business and professional studies students, in comparison to other student populations.

Instruments

USF Alumni Survey

During the spring semester of 2007, an online survey was conducted of approximately 10,000 individuals who received a baccalaureate degree from USF in the preceding decade. A total of 848 responses were received, of which 138 were business alumni and 191 were professional studies alumni.

National Survey of Student Engagement (NSSE)

During the last decade, the National Survey of Student Engagement (NSSE) has become a major tool used throughout higher education to measure the degree to which students participate in educational practices that are linked to valued outcomes. Approximately 1400 colleges and universities use the NSSE as an institutional assessment tool. USF participated in the national survey every year from 2004 through 2008, and will next participate in 2011. In 2008, 324 freshmen and 400 seniors at USF completed the survey. From this population, 92 students were business seniors and 72 were professional studies upper division students.

Multi-Institutional Study of Leadership (MSL)

The Multi-institutional Study of Leadership (MSL) is a national study of college student leadership development that explores the role of higher education in emerging leadership capacities. The MSL survey is comprised of over 400 variables, scales and composite measures representing students' pre-college experiences, experiences during college, and key outcome measures. In the spring of 2009, the MSL questionnaire was administered to a total of 3,923 USF traditional undergraduate students, of which 1,444 responded to the survey: a 36.8 percent response rate. Among the respondents, there were 342 undergraduate business students.

Findings on Indirect Measures

G1. Leadership: Develop a keen sense of personal responsibility, awareness of self and others, and the ability to effectively communicate and work with others

In responding to the USF alumni survey, 86.0 percent of the business school graduates and 89.4 percent of the professional studies graduates felt their alma mater prepared them "very well" or "well" in "developing leadership capabilities." The alumni survey also found that 99.3 percent of the business alumni and 95.2 percent of the professional studies alumni agreed that USF prepared them to work with others, and 93.4 percent of the business alumni and 92.6 percent of the professional studies alumni agreed that USF helped them to develop interpersonal skills. Business and professional studies alumni also felt that their communication skills were enhanced at USF: 90.5 percent of the business school respondents and 97.4 percent of the professional studies respondents said that USF prepared them "very well" or "well" in "developing oral and written communication skills" (Appendices, Tab 6, Table 1).

The NSSE also contained several items that addressed the development of communication and group interaction skills among business and professional studies students. For example, 80.3 percent of the senior business students and 91.6 percent of the professional studies students agreed that USF contributed "quite a bit" or "very much" to their ability to write clearly and effectively. The NSSE data also indicated that 92.4 percent of the business students and 95.8 percent of the professional studies worked "very often" or "often" on projects that required them to integrate information and ideas from different sources. Class presentations were made "very often" or "often" by 83.7 percent of the senior business students who were surveyed, and by 79.2 percent of the professional studies students.

An analysis of overall leadership ability, as measured by the MSL, indicated that 84.4 percent of the seniors in the business school felt "confident" or "very confident" in their ability to lead others. This is comparable to business seniors in the Catholic consortium schools in the study, 83.1 percent of whom felt "confident" or "very confident" in their ability to lead others. Two of the items on the MSL addressed the relation between mentorship and leadership: among USF business students, 75.6 percent believed that their most



significant mentor empowered them to engage in leadership, whereas 75.5 percent of the Catholic consortium business students felt that way. Among USF business students, 68.3 percent believed that their most significant mentors empowered others for leadership, whereas 69.0 percent of the Catholic consortium students held that view. Regarding items addressing the relationship between leadership and awareness of self, leadership and group interaction, and leadership and communication skills, USF students held attitudes similar to business students in the Catholic consortium on the majority of items (Appendices, Tab 6, Table 3).

G2. Global Perspective: Develop a global view of business issues and consider relevant cultural economic, political, historical, geographic, and environmental factors in business decisions.

Two items on the USF Alumni survey addressed the development of a global perspective: “How well did USF prepare you in meeting the demands of technology in today’s global environment,” and “How well did USF prepare you in becoming more aware of international issues?” On the first question, 83.2 percent of USF’s business alumni and 77.8 percent of the professional studies alumni responded “very

well” or “well.” On the second question, 83.8 percent of the business alumni and 71.7 percent of the professional studies alumni responded positively (Appendices, Tab 6, Table 1).

G3. Information Analysis and Application. Identify, access, and analyze relevant quantitative and qualitative information to develop and evaluate business decisions.

The alumni survey indicated that 93.5 percent of the business graduates and 95.7 percent of the professional studies graduates believed that their education at USF developed their critical thinking and problem solving skills “very well” or “well,” and 93.5 percent of the business alumni and 93.6 percent of the professional studies alumni believed that their ability to locate, organize, and evaluate information from multiple sources was enhanced by their USF education. Among the business alumni, 88.3 percent indicated that USF prepared them to analyze quantitative issues, a view shared by 88.8 percent of the professional studies alumni. Among business alumni, 85.3 percent felt that their alma mater prepared them to think creatively, as did 93.6 percent of the professional studies alumni (Appendices, Tab 6, Table 1).

The NSSE included a number of items that assessed students’ perceptions of their curriculum respecting information analysis and application. Among business seniors, 95.3 percent felt that their curriculum emphasized analysis “quite a bit” or “very much,” 85.9 percent thought that the coursework emphasized making judgments, 90.6 percent believed that the coursework emphasized applying theories or concepts to practical problems or new situations, and 84.7 percent agreed that their coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships. Professional studies students had similarly positive responses: 90.0 percent felt their curriculum emphasized analysis, 77.5 percent said their curriculum emphasized making judgments,



87.3 percent agreed that their coursework emphasized applying theories or concepts to practical problems or new situations, and 87.3 percent believed that their coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships. Among business school seniors, 87.8 percent felt that USF contributed “quite a bit” or “very much” to their ability to think critically and analytically, a view shared by 84.5 percent of the professional studies students who responded to the NSSE. USF contributed “quite a bit” or “very much” to their ability to analyze quantitative problems, according to 79.2 percent of the business students and 73.2 percent of the professional studies students. Additionally, 76.3 percent of the business seniors indicated that USF contributed “quite a bit” or “very much” to their ability to solve complex real-world problems, a view shared by 67.6 percent of professional studies students. While 87.8 percent of the business seniors felt that the institution contributed “quite a bit” or “very much” to their ability to use information technology, 74.6 of the CPS students indicated that this was the case.

Four MSL items addressed business students’ perception of areas related to information analysis and application: (1) the ability to learn on one’s own, pursue ideas, and find information; (2) to put ideas together and see relationships between ideas; (3) to critically analyze ideas and information; and (4) to learn about things that are new. In all four areas addressed by the MSL, business seniors indicated that they had “grown” or “grown very much,” during their time at USF, with the positive responses ranging from 87.5 percent to 89.6 percent (Appendices, Tab 6, Table 3).

G4. Ethical and Legal Behavior and Corporate Social Responsibility: Recognize and analyze ethical, legal and social implications of business decisions and devise an appropriate course of action.

On the USF alumni survey, 81.6 percent of the business school respondents and 88.8 percent of the professional studies respondents felt that their USF experience gave them the skills to take action on moral and ethical issues. In addition, 95.5 percent of the business alumni and 96.3 percent of the professional studies alumni “strongly agreed” or “agreed” that USF gave them the skills to act ethically in their professions, and 92.0 percent of the business alumni and 88.2 percent of the professional studies alumni believed that USF helped them

to explore and define their own value system (Appendices, Tab 6, Table 1).

G5. Business Concepts: Understand fundamental business concepts and theories and demonstrate readiness to apply this knowledge in appropriate business settings.

On the USF alumni survey, 93.4 percent of the school’s business alumni and 92.1 percent of the professional studies alumni felt that their overall academic education prepared them “well” or “very well” for their first job after graduation, and 94.1 percent of the business alumni and 90.0 of the professional studies alumni believed that USF prepared them for their current job (Appendices, Tab 6, Table 1).

Overall Planned Improvement to Program, Curricula, and Courses

Taken in whole, the results of the direct and indirect assessments provided valuable information that will be used for improvement. As part of the ongoing planning and review processes within the School of Business and Professional Studies, several outcomes and planned improvements to programs, curricula, and courses are highlighted below:

- A. *Modifications to the School-wide Common Learning Goals.* The original School-wide Common Learning Goals were enhanced by faculty members to reflect the unification of the College of Professional Studies and the School of Business and Management. The modification process involved asking faculty to submit a certain number of educational learning outcomes, which graduates of the program should achieve. In some cases, it was necessary to identify similar outcomes put forward that represented several courses and generalize to the program level based on faculty input. A list of all possible learning goals for the programs was created and a consensus was reached. Considerations included developing goals that met not only student needs, but also those of employers, focusing on the ends and not the means, and further clarifying terms so that goals were observable and measurable.
- B. *Troubleshoot weak performance areas.* The assessment results indicate that students were not always meeting faculty expectations in several critical areas. For the BSBA program, these areas included ethics, law, and corporate



social responsibility; some business content areas; and critical thinking (formally information analysis). For the MBA program, areas of concern, as noted above, included informational analysis; ethics, law, and corporate social responsibility; and business concepts. Formal dialogues in department meetings, undergraduate program committee meetings, and graduate program committee meetings yielded the following outcomes:

- Faculty members have discovered there is inconsistent coverage of topics in ethics, law, and corporate social responsibility throughout the BS and MBA programs. USF sees ethics as a critical component of the undergraduate learning experience, and as such, undergraduates are required to satisfactorily complete one ethics course as part of the university core requirement. Since BPS does not offer an undergraduate business ethics course, many students elect the business ethics course in the philosophy department. Business undergraduates can also take other ethics courses, most of which are offered by the philosophy department. At the MBA program level, students are required to complete one course in ethics (Ethics and Social Responsibility in Business). Considering our unique mission as a Jesuit university, and in light of recent business events, we believe ethics should be integrated in each of the business core courses in the BS and MBA programs. Care will be taken by program directors and department chairs to systematically review course syllabi for the inclusion of related topics. In addition, course instructors will be encouraged to participate in professional development opportunities that help strengthen pedagogy in this area. Lastly, Professor David Batstone, an internationally recognized expert in business ethics, joined our faculty in 2010. Sophomore business majors will now be encouraged to enroll in his immersive learning program in social ethics called “Erasmus.” He will also begin teaching in the MBA for Executives program in Spring 2011.
- Poor performance in a number of content areas within the business concepts area (Goal 5) led faculty members to examine coverage of the content throughout the curriculum and their methods of helping students retain more of what is covered in

class. Through a review of course syllabi and faculty discussion, we concluded that faculty are providing learning opportunities in the core business courses. That finding directed our attention to ways to help students retain more information. Solutions that emerged from this dialogue included: 1) providing students with more opportunities to reflect upon what was recently taught; 2) providing students with lecture roadmaps that present the big picture and help student figure out how the small ideas fit together; and 3) relating the material to real cases or experiences that students are familiar with. These and other techniques will be discussed in upcoming BPS faculty development workshops.

- Poor performance on the MFT for MBAs (the primary measure used to assess critical thinking and business concepts) directed faculty to determine possible causes. They found that the primary possible reason students did not meet expectations on this exam was the exam was not a part of a course or program requirement, or did not count as part of a their grade in the course. Research has shown that linking a tangible incentive to the MFT significantly increases students’ performance⁴. A secondary possible factor was that students were given the option to take or not take the exam, which may have lowered its significance from a student’s perspective. These two findings led faculty to disregard the results and plan to administer the exam again in 2011 to a larger sample of MBA students in a more controlled testing environment with a tangible incentive.

Planned Improvement to AoL Program

In addition to improvements to programs, curricula and courses, several enhancements to the BPS AoL process have been adopted to increase its effectiveness and efficiency. They are summarized here and were effective as of September 2010.

- A. **Upgrade Faculty Involvement.** To effectively formulate a long-term assurance of learning program, faculty must be involved at the course and departmental level. The key thrust of this approach is for individual faculty to take

4. Terry, Neil; Mills, LaVelle; Rosa, Duane; Sollosy, Marc. (2009, December 1). Do on-line students make the grade on the business major field ETS exam? *The Free Library*. (2009). Retrieved October 06, 2010 from [http://www.thefreelibrary.com/Do online students make the grade on the business major field ETS...+a0219062897](http://www.thefreelibrary.com/Do+online+students+make+the+grade+on+the+business+major+field+ETS...+a0219062897)

ownership of key learning goals within their specific area of interest (major or emphasis), and coordinate with academic faculty directors to ensure that learning goals at the course level are consistent with goals at the program level. This requires both a “bottom-up” (course level to program level) and “top-down” approach. The top-down portion approach means that learning goals, rubrics, instruments, and schedules are developed for each degree program. Next, those portions of the rubrics and instruments at the program level that also occur at the course or department level are identified, and the information is collected at the course level. This ensures that key program learning actually occurs at the course level, and that faculty in the area are involved in the process.

This integrated assurance of learning process requires communication between the program directors and each liaison faculty member (and, by extension, all faculty in the area of interest). For example, if an MBA program learning goal is that students understand the process by which goods and services are marketed to overseas consumers, then the MBA program director would coordinate with the marketing liaison faculty member to ensure that this goal is assessed, measured, and a plan to enhance/improve learning of the desired goal (“closing the loop”) is developed at the course level.

- B. Assignment of Liaison Faculty.** A key factor in this AoL process is the assignment of the liaison faculty (area point person). This person is most likely not the department chair, would work closely with the instructors of the courses used for assessment, and must commit to a minimum of one assessment cycle (about three years). The cycle may loosely be defined as: 1) collect and analyze assessment data, 2) create recommendations for improvement, 3) undertake changes. It is critical that an individual faculty “own” or *be responsible for*—all facets of the process at the major/emphasis level. Similarly, the academic program director will be responsible for the same program cycle. The assignment of faculty liaisons will ensure that the exercise or task selected for the course-embedded assessment is appropriate and that the overarching goals of the program are captured in the assessment. In addition, faculty area liaisons are the most fitting individuals to work directly with the faculty director of assessment to standardize and refine the assessment tools to ensure their integrity and suitability

for the AoL program.

- C. Improve inter-rater reliability.** The ratings analysis indicated that inter-rater reliability is significantly low. This was an issue in the use of instruments to assess several BPS goals, and indicates the need for workshops to improve the inter-rater reliability. It is possible that the criteria for identifying the three performance dimensions are too loosely defined. This issue is also being addressed by the faculty liaisons as they modify the rubrics.
- D. Include examples of assignment tools.** For purposes of refining the assessment process, all assessment reports will include a copy or example of the assignment (or test questions) used for the assessment. Reviewing the assignment can provide meaningful information to consider when evaluating the process or instruments for improvement.
- E. Modifying the rubrics.** Some assessments used a five-point scale and others used a four-point scale. In one assessment, the evaluators used half-points to score students’ work. These varied techniques make it difficult to evaluate and report students’ performance across learning goals and also makes defining performance levels relatively elusive. We recommend that all assessments use either a standard three-point scale or a pass-fail instrument.
- F. Outsource the assessors.** In some cases, the faculty instructor of record was also the evaluator of student performance for AoL. Employing assessors external to the course will provide results that are more objective, and therefore more reliable. For similar reasons, when possible, we will recruit two or more evaluators for each assessment that uses rubrics.
- G. Educate and train on issues of assessment.** Our goal is to increase awareness and knowledge about the significance of assessment and how it supports program and course improvement. To that end, we will hold assessment workshops each semester to ensure that faculty assessment advocates and/or other faculty and staff understand how to conduct assessment, are informed of any changes to the assessment process, and learn about the standards regarding assessment administration and policy.
- H. Improve select assessment instruments.** The ethics, law, and corporate social responsibility instruments, in particular, and other instruments deemed inadequate by liaison faculty, will be improved.





- I. *Expand the AoL program.* The AoL program will include legacy professional studies programs, the executive MBA program, and the master in global entrepreneurship and management program.

The MS in Financial Analysis and Assurance of Learning

The master's degree in financial analysis is unique in that its program goals are explicitly tied to those of the CFA® designations Comprehensive Body of Knowledge (CBOOK). The CFA® designation is administered by the CFA Institute and requires candidates to pass three annual exams offered worldwide. The CFA Institute conducts ongoing surveys of its members (CFA charter holders, other investment professionals, and investment firms worldwide) to determine periodic changes to the CBOOK.



The MSFA program has been an academic program partner of the CFA Institute since 2006. To become an academic program partner, a university and program must fulfill a set of qualifications outlined in the CFA program partnership. In particular, the MSFA program had to show that it covered more than 70% of the learning outcome statements (LOS) that comprise the CFA CBOOK, used CFA-approved texts in the MSFA programs, met accreditation standards, and have a minimum number of credit hours for graduation.

The MSFA program was judged to meet the required standards; in particular, the coverage of very detailed LOS's associated with the three levels of the CFA exams. The document, MS in Financial Analysis Curriculum to CFA® CBOOK, provides a mapping from the CFA LOS areas to the relevant MSFA courses. This was submitted to the CFA Institute as part of the academic program partnership process, along with detailed syllabi from each course in the MSFA program, and approved by the CFA Institute as covering the CFA CBOOK.

The CFA CBOOK learning objectives are very specific statements regarding knowledge that a student should have in a variety of topic areas to be prepared for a career in financial analysis or investment management. MSFA courses strive to achieve understanding and ability to implement CFA's higher-level goals using the tools and theories set out specifically in the CFA CBOOK LOS. The CFA Program Higher Level Goals include:

1. Framework for ethical conduct in the investment profession by focusing on the CFA Institute Code of Ethics and Standards of Professional Conduct as well as the Global Investment Performance Standards (GIPS®).
2. Fundamental quantitative techniques essential in almost any type of financial analysis including (i) the time value of money, (ii) basics of statistics and probability theory, (iii) probability theory applied in the field of investment valuation and financial risk management, and (iv) joint behavior of two or more variables, including correlation and linear regression.
3. Thorough knowledge of macroeconomic and microeconomic principles, including the key components of economic activity, macroeconomic theory and policy, international trade, and exchange rates. Develop expected returns and risks for asset classes and individual assets based on macro- and micro-expectation factors.



4. Thorough knowledge of financial accounting procedures and rules. Able to (i) analyze and use financial statements and accompanying disclosures in the investment valuation process; (ii) analyze a company's liquidity, profitability, financial stability, solvency, and asset utilization; and (iii) analyze the effects of alternative accounting methods and assumptions.
5. Thorough knowledge of the analysis of equity investments, including securities markets, efficient market theory, the analysis of equity risk and return (for industries and companies), and technical analysis. Apply to the management of equity portfolios, including global investments.
6. Thorough knowledge of the analysis of fixed income investments, including basic characteristics of bonds in alternative sectors, valuation tools, and factors that influence bond yields. Develop strategies for fixed income portfolios.
7. Thorough knowledge of the analysis of derivative investments, including forwards, futures, options, and swaps.
8. Working knowledge of the analysis of alternative investments, including mutual funds, exchange traded funds, real estate, venture capital, hedge funds, closely held companies, distressed securities, and commodities and commodity derivatives. Develop strategies for incorporating alternative assets in multi-asset portfolios.
9. Specify and quantify investor objectives, constraints, and preferences in terms of return requirements and risk tolerances, and develop an appropriate investment policy statement; document approved investment policies; recommend an appropriate asset allocation based on return and risk; develop strategies for managing portfolios of domestic and foreign debt securities, including passive, semi-active, and active management techniques; develop strategies for managing portfolios of domestic and foreign equity securities, including passive, semi-active, and active management techniques that incorporate different management styles; and manage portfolio risk and adjust risk exposure with derivative securities.

The MSFA program is explicitly built on a set of LOS's that are professionally designed to reflect a body of knowledge that is continually updated to reflect the needs of the investment management profession. The MSFA program also uses finance

and investment management professionals who are CFA charter holders to deliver a significant portion of the MSFA program. Approximately 40 percent of the program is concentrated in courses involving case studies and applications of techniques.

There are two main methods of evaluating the success of the MSFA program in achieving its goal of helping students gain the necessary training to succeed in financial analysis or investment management:

1. Track student success in securing jobs in the area of investment management, and for those working before or during the program, track job promotions or salary increases in the years immediately after they finish the program.
2. Track student achievements of the CFA Level I, II, and III exams relative to performance of all candidates taking these exams.

Evaluation method #1 is beyond the scope of the MSFA at present given the limited resources available to track and interview graduating students at USF. Evaluation method #2 is somewhat biased, as not all students in the MSFA program take, or even plan to take, the CFA exams. It is possible to track self-reported outcomes from students who have taken the exams through a survey of current and recently graduated students each year. The survey elicits student views on how the MSFA program helped them with their CFA exam preparation, relative to not having the courses, and what could be improved in the program.

Beginning in the 2010-2011 academic year, the MSFA program director will conduct surveys of recent graduates of the MSFA program to determine their career experiences after graduating from the MSFA program. This survey is likely to be highly sensitive to macroeconomic conditions, and the results from 2009-2010 will likely be dramatically skewed by the financial crisis of September/October of 2008. Nonetheless, it is likely that feedback of the experience of MSFA graduates in the job market will help make the case for more, and better targeted, career service support for the program. It will also highlight the very different experiences of the primarily domestic professional MSFA students and the primarily international accelerated MSFA students in the job market. It is likely the accelerated MSFA graduates will focus on the need for support for U.S internships and a higher visibility for MSFA graduates with financial companies in other countries.



INNOVATIVE AND EXEMPLARY PRACTICES

Central to the identity of USF and its School of Business and Professional Studies are innovative and exemplary practices that reflect its mission. They speak to the school's commitment to a global perspective, to diversity, and to social justice. Many of these practices have received regional and national recognition.

Master of Global Entrepreneurship and Management

In January 2009, the School of Business and Management introduced an ambitious joint program on three continents designed to immerse students in the real-world issues of globalization, international entrepreneurship, and management. The 12-month joint master of global entrepreneurship and management (jMGEM) holds classes at USF; at the Instituto Químico de Sarriá (IQS) in Barcelona, Spain; and at Fu Jen Catholic University in Taipei, Taiwan. It is designed for students who recently earned an undergraduate business degree, or the equivalent. Students attend courses in Barcelona from September to December, in Taipei from January to April, and in San Francisco from May to August. While classes are taught in English, one-third of the program's students come from each of the partner universities. Students spend a year together attending classes, working in teams, socializing, traveling, and visiting model businesses. The program is designed to provide multi-national knowledge from three prominent universities to benefit from each university's strengths: leveraging the latest developments in science and technology at IQS, observing global outsourcing at work in Taipei, and speaking face-to-face with venture capitalists and entrepreneurs in San Francisco. Students attend classes on cross-cultural management, global competitiveness, and venture capital, among other topics. Graduates earn a jMGEM degree with certificates from each of the three universities, plus gain access to each school's alumni network. The jMGEM was commended by the Western Association of Schools and Colleges (WASC), and was one of the programs cited by NAFSA when it bestowed on USF the prestigious Senator Paul Simon Award for Internationalizing the Campus in 2010, one of only five schools in the nation, and the only one on the West Coast, to receive this award.

Students who enter USF's business program as freshmen with eight or more credits from advanced placement or international baccalaureate examinations are invited to consider a four or four-and-a-half year program which culminates with the simultaneous awarding of the BSBA and MGEM degrees. This program may include a sophomore semester at Fordham University's London center under the direction of their business school. Among the goals of this program are the attraction and retention of high-achieving undergraduate business majors. Early response to this program is very positive.

Business Undergraduate Honors Program

The School of Business and Professional Studies offers an innovative business honors program for undergraduate students who seek a rigorous and challenging academic experience in a community of outstanding students. The four-year program includes an honors freshman seminar, an honors sophomore semester at Fordham University's London program, and a junior/senior cohort program. The small class size makes it easy to develop a strong network of close relationships with other students and faculty. Commitment and motivation run high within the honors classrooms, as do friendships and a strong sense of community. The program is dedicated to providing students with valuable experiences, both in and out of the classroom, including:

- Field trips to Fortune 500 companies and startups
- Corporate speakers
- Opportunities to participate in intercollegiate business competitions such as:
 - National Sales Competition
 - Intercollegiate Business Ethics Competition
- Mentoring and internship programs

For incoming freshmen, the requirements include a minimum high school cumulative GPA of 3.5 or higher; strong ACT and/or SAT scores, excellent written, verbal, and interpersonal skills; and letters of recommendation, an essay, and interviews.





USF International Business Plan Competition

In 2003, associate professor of business Mark Cannice inaugurated the USF International Business Plan Competition. The competition involves top-tier schools from throughout the world submitting proposals for innovative business plans and sending teams of students to the Bay Area to compete for awards based on several criteria: defining a problem, providing a product or service to address the problem, projecting revenue and profits based on the market, and determining the amount of money needed from investors. All of the teams receive feedback and training from experts before they compete. Judges include representation from many of the top venture capital firms in the San Francisco Bay Area. Approximately \$25,000 is awarded to teams of business students and recent graduates with the best business plan proposals. In the spring of 2008, MBA graduate Robert Lahaderne claimed second place in the semi-final round of the USF International Business Plan Competition, with a proposal to improve hemodialysis for hundreds of thousands of patients. The 22 competing teams in the contest hailed from such top-tiered schools as Duke University, Massachusetts Institute for Technology (MIT), Cambridge University, and

Hong Kong University of Science and Technology. Since founding the competition, USF's rank as an entrepreneurial campus climbed into the top 25 in the nation, according to *Entrepreneur Magazine* and *Princeton Review* (2006). In the survey, several factors were considered: the entrepreneurship emphasis of the curriculum, mentoring, experiential learning, faculty credentials, and the success of the graduating students and alumni. High-ranking schools were those that demonstrated a commitment to practical, hands-on experiential learning to provide the skills that translate into real-world businesses.

International and Executive Programs

The School of Business and Professional Studies offers an array of international and executive programs that focus on entrepreneurship and innovation for corporate business development and marketing executives; business, science, and engineering students; economic development agency managers; engineering and software development managers; educators, researchers, program developers, and academic staff. These programs connect participants from throughout the world to business leaders and organizations that promote innovation. *The Silicon Valley Immersion Program*, for



example, affords participants an opportunity to learn real-world lessons from executives in the Silicon Valley through face-to-face site visits to their companies and through networking events. The globalization program offers a practical curriculum for individuals seeking to initiate a global business in new or existing companies in emerging economies. In the U.S. Hispanic Market Immersion Program, participants learn about current developments in multicultural marketing, near shoring, financial services, micro-lending, and the creation of new entrepreneurial ventures to serve ethnic minorities.

Multicultural Marketing Emphasis

The multicultural marketing emphasis, within the undergraduate marketing major, is designed to teach students the skills needed to market successfully to several demanding, though subtly different cultural groups. The curriculum includes market research and advertising techniques for multicultural consumers presented by diverse faculty, who have multicultural marketing experience and who are actively engaged in scholarly research. The San Francisco Bay Area is the ideal living laboratory for this kind of learning. It is one of the most culturally diverse areas in the world, and its current diversity—complex Hispanic, Asian, and African-American populations—precisely represents the markets that will fuel corporate growth in the immediate and long-term future. USF's long tradition of cultural engagement and service brings students into contact with the populations that students need to understand. Faculty members focus on applying marketing principles to multicultural consumer segments in the United States, offering the skills needed to market to Hispanic, African American, and Asian ethnic groups. The curriculum looks at commonalities and differences among these various cultural groups, making synergistic marketing campaigns feasible while connecting a general marketing campaign to multicultural consumers.

Online JesuitNet Courses

Prior to the merger that created the School of Business and Professional Studies, and as the university was developing USF 2028, the legacy College of Professional Studies was moving cautiously toward a defined target online strategy and contracted with JesuitNet in the creation of potential online courses. Several legacy CPS programs already offered select online courses,

notably the BSOBL program and its topics in organizational behavior course. JesuitNet's CADE (Competency Assessment Distributed Education) program focuses on course development in the Jesuit tradition with respect to what students know and what they can do with what they know. Ultimately, courses were developed in consulting and organizational change, strategic planning and complex projects, negotiations in organizations, change and complex adaptive entities, and human capital metrics and valuation. Several of these courses have been offered as MBA electives over the past year. Also noteworthy, while CADE was used to develop online courses, the process is useful in improving teaching and learning, teaching with technology, and assessing course-learning outcomes.



Hospitality Management Symposium and Community Engagement

For 20 years, the USF hospitality management program has sponsored a highly acclaimed hospitality management symposium. It is the largest educational venue of its kind, and has gained a reputation for being the premier educational and networking event in Northern California. More than 5,400 students and executives have attended the symposium to discuss timely topics affecting the industry. The symposium is a joint venture between education and industry, a relationship that benefits future industry executives (students) and executives alike. The event is co-managed by USF business students as a class project. The goal is for the students to learn the various dimensions of event planning and management through the actual hands-on management of the symposium. Learning activities include strategic planning, event registration, financial/accounting, volunteer management, information systems, and general event operations. Each symposium is held at a major San Francisco hotel and brings together national and international leaders from the hospitality management industry to give cutting-edge presentations, lead workshops, and meet with USF hospitality management students. Many USF hospitality management students have made contacts at the symposium that have launched their careers. Years later, these former students, by then successful leaders in the hospitality industry, have returned to the symposium to help the next generation of students start their careers.

Since 1995, the hospitality management program has also teamed with University Ministry to provide meals to families living in homeless shelters in San Francisco. The first banquet for the homeless of San Francisco was held for 40 families from the Hamilton Family Shelter. The banquet was held at USF in the Handlery Dining Room (a gift from Paul and Ardyce Handlery and the Conrad N. Hilton Foundation). In 2005, University Ministry also started bringing approximately 40 individuals from St. Anne's home in San Francisco to USF's Handlery Dining Room to be served by hospitality management students. The program has been funded by the School of Business and Professional Studies and the Hospitality Management Advisory Board. The program has been one of several USF hospitality management programs that have stimulated the San Francisco Hotel Nonprofit Cooperative to reach out to the community and

donate services and hotel items to homeless shelters. For the homeless families served, the project has been of great significance. The free dinners on the USF campus symbolize for business students the importance of community social service, provide service and training experience to students who are entering the field of hospitality management, and help fulfill the mission of USF to "promote a culture of service that respects and promotes the dignity of every person." The hospitality management community engagement project was one of twenty USF programs cited by the Carnegie Foundation for the Advancement of Teaching in 2006, when it designated USF as one of a handful of doctoral/research national universities to receive the community engagement classification for both curriculum engagement and outreach and partnership.

CONCLUSION

The School of Business and Professional Studies at the University of San Francisco looks to the future with confidence in the quality of its students, faculty, and staff. The school continues to enroll a diverse and academically capable student body who win awards while at the university, and who achieve success in their careers and lives after graduation. The school has taken enormous steps toward creating a diverse faculty cadre of outstanding teachers, scholars, and leaders in the school and in the university. An active research culture is evolving among the school's faculty members that informs teaching, contributes to the professions, and enhances the university's reputation. Staff members are committed to serving students as witnessed by improving retention and graduation rates, increasingly high marks given by students on the graduating student survey, and positive ratings on a host of items on standardized survey instruments. A culture of assessment is also evolving in the school that promises to enhance student learning and program improvement. Most significantly, the school is fully integrated and supported by a highly respected and award-winning university that for 155 years has successfully met every challenge it has confronted; that is guided by Jesuit values that have endured for 470 years; and is that is committed to use faith and reason, mind and heart, to seek a better world now and in the future.





Appendices

Required AACSB Tables

Table 2-1: Five-Year Summary of Intellectual Contributions*

	PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS									SUMMARY OF TYPES OF ICS		
	PEER REVIEWED JOURNALS [1]	RESEARCH MONOGRAPHS [2]	BOOKS [3]	CHAPTERS [4]	PEER REVIEWED PROCEEDINGS [5]	PEER REVIEWED PAPER PRESENTATIONS [6]	FACULTY RESEARCH SEMINAR [7]	NON-PEER REVIEWED JOURNALS [8]	OTHERS [9]	LEARNING & PEDAGOGICAL RESEARCH	CONTRIBUTIONS TO PRACTICE	DISCIPLINE-BASED RESEARCH
Department of Marketing, Globalization & Strategy												
Barsky	2			1								3
Chen, R.	4					5						9
Costello												
Efendioglu	6	7				11		1				25
Fu												
Fullsack												
Goldgehn	2					6		1		8		1
Imparato	2					2						4
Kwong												
Millar	3					13						16
O'Meara												
Ortiz						2						2
Park	10			1		6		2				19
Poole												
Takahashi	2					2						4
Thota	4					7						11
Villareal	4	1				4						9
Yang	8	3		3		9						23

Table 2-1: Five-Year Summary of Intellectual Contributions*

	PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS									SUMMARY OF TYPES OF ICS		
	PEER REVIEWED JOURNALS [1]	RESEARCH MONOGRAPHS [2]	BOOKS [3]	CHAPTERS [4]	PEER REVIEWED PROCEEDINGS [5]	PEER REVIEWED PAPER PRESENTATIONS [6]	FACULTY RESEARCH SEMINAR [7]	NON-PEER REVIEWED JOURNALS [8]	OTHERS [9]	LEARNING & PEDAGOGICAL RESEARCH	CONTRIBUTIONS TO PRACTICE	DISCIPLINE BASED RESEARCH
Department of Technology, Innovation & Entrepreneurship												
Allen	3				5			2		5	3	2
Alter	8				20			4		4	28	
Cannice	1		1	1					7	9		1
Chen, M.	1				2			3				6
Gunn												
Henderson	3				2			1				6
Karshmer			5	1	14				5			25
Lorton									7	7		
MacPherson												
Morris									4	4		
Nguyen												
Wright	5				13			2				20

Table 2-1: Five-Year Summary of Intellectual Contributions*

	PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS									SUMMARY OF TYPES OF ICS		
	PEER REVIEWED JOURNALS [1]	RESEARCH MONOGRAPHS [2]	BOOKS [3]	CHAPTERS [4]	PEER REVIEWED PROCEEDINGS [5]	PEER REVIEWED PAPER PRESENTATIONS [6]	FACULTY RESEARCH SEMINAR [7]	NON-PEER REVIEWED JOURNALS [8]	OTHERS [9]	LEARNING & PEDAGOGICAL RESEARCH	CONTRIBUTIONS TO PRACTICE	DISCIPLINE BASED RESEARCH
Department of Finance, Accounting, Analytics, Modeling, and Economics												
Blakely	2				2							4
Doyle	2				2							4
Forcier						2						2
Goldberg	3				1							4
Graham												
Grossman	6				4					3	4	3
Huxley												
Koeplin	2				1	2				3		2
Louie												
Mefford	5				3							8
Mehrotra	6				2						1	7
Neilson												
Oberstone	6					1				3		4
Ohara												
Puntillo												
Roberts	6					4					5	5
Roehl												
Sayre	1											1
Shaw												

Table 2-1: Five-Year Summary of Intellectual Contributions*

PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS										SUMMARY OF TYPES OF ICS		
	PEER REVIEWED JOURNALS [1]	RESEARCH MONOGRAPHS [2]	BOOKS [3]	CHAPTERS [4]	PEER REVIEWED PROCEEDINGS [5]	PEER REVIEWED PAPER PRESENTATIONS [6]	FACULTY RESEARCH SEMINAR [7]	NON-PEER REVIEWED JOURNALS [8]	OTHERS [9]	LEARNING & PEDAGOGICAL RESEARCH	CONTRIBUTIONS TO PRACTICE	DISCIPLINE BASED RESEARCH
Department of Finance, Accounting, Analytics, Modeling, and Economics <i>(continued)</i>												
Sidaoui												
Tarrazo	6			1	3	1				2		9
Tay	5			1	1	4						11
Department of Organizations, Leadership & Society												
Batstone			1									1
Becker												
Bell	3		11			3				6	5	6
Boedecker	2				1	3			4		2	8
Brewster	1		1	1		2						5
Connor	2			3					6		1	10
Fletcher						2				2		
Friedman												
Gallo						1			3	1	3	
Hanson	2		1	1								4
Horiuchi	4			4		12			2		2	20
Hudson	2	1		1		17				1	1	19
Kane	3			1		9				12	1	
Kass	1					4						5

Table 2-1: Five-Year Summary of Intellectual Contributions*

PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS										SUMMARY OF TYPES OF ICS		
	PEER REVIEWED JOURNALS [1]	RESEARCH MONOGRAPHS [2]	BOOKS [3]	CHAPTERS [4]	PEER REVIEWED PROCEEDINGS [5]	PEER REVIEWED PAPER PRESENTATIONS [6]	FACULTY RESEARCH SEMINAR [7]	NON-PEER REVIEWED JOURNALS [8]	OTHERS [9]	LEARNING & PEDAGOGICAL RESEARCH	CONTRIBUTIONS TO PRACTICE	DISCIPLINE BASED RESEARCH
Department of Organizations, Leadership & Society <i>(continued)</i>												
Loney												
O'Neill	3					5						8
Parlamis	2			1		4						7
Penner						4						4
Ribera												
Scalise	3		2			1				6		
Smith	1		7			1				8	1	
Stackman	3					2		1				6
Walshe						11						11
Totals Across All Faculty												
TOTALS	150	12	29	21	76	162	0	17	38	83	57	364

*Faculty have full academic freedom to pursue any research topics they choose, and to publish or not publish in any outlets of their choice. As BPS transitions to higher research expectations, faculty are encouraged, expected, and supported to focus their efforts on peer-reviewed journal publications. Because our school strikes a balance between teaching and research, and takes pride in our connection to the practice of business, we welcome publications that are pedagogical, practice-oriented, and discipline-based.

Table 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each

PEER REVIEWED JOURNALS	NUMBER OF ARTICLES
Asia Pacific Journal of Management	4
Administrative Theory & Praxis	3
Communications of the Association for Informational Systems	3
Implicit Religion: Journal of the Centre for the Study of Implicit Religion and Contemporary Spirituality	3
INFORMS Transactions on Education	3
Interfaces	3
The Journal of Industrial Relations and Human Resources	3
The Journal of International Management Studies	3
Journal of Quantitative Analysis in Sports	3
Project Management Journal	3
Christianity and Literature	2
Critical Perspectives on Accounting	2
Emergence: Complexity and Organization	2
Global Business Development Journal	2
International Journal of Conflict Management	2
International Journal of Techno Entrepreneurship	2
Journal of Advanced Corporate Learning	2
Journal of Business Case Studies	2
Journal of Small Business and Entrepreneurship (Journal of the Canadian Council of Small Business and Entrepreneurship)	2
Journal of Travel & Tourism Marketing	2
Nonprofit and Voluntary Sector Quarterly	2
Perspectives in Business	2
Production and Operations Management	2
Academy of Marketing Studies Journal	1
Accounting, Organizations and Society	1
Acta Turistica	1
Advances in Investment	1
Alta Direccion	1
American Journal of Drug and Alcohol Abuse	1
American Journal of Health Behavior	1
Analysis and Portfolio Management	1
Annals of Tourism Research	1

Table 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each *(continued)*

PEER REVIEWED JOURNALS	NUMBER OF ARTICLES
Annals of Wyoming	1
Asia Pacific Journal of Tourism Research	1
Business and Society Review	1
Business Journal of Hispanic Research	1
The Business Review, Cambridge	1
California Journal of Operations Management	1
Case Research Journal	1
Communications of the ACM	1
The Copperfield Review	1
Cornell Hospitality Quarterly	1
Current Issues in Tourism	1
Decision Support Systems	1
e-Service Journal	1
European Journal of International Management	1
Financial Management	1
Group Decision and Negotiation	1
IBM Systems Journal	1
iBusiness	1
IEEE Intelligent Systems	1
IEEE Technology and Society Magazine	1
i-manager's Journal of Management	1
Information Resource Management Journal	1
Information Systems Research	1
The International Business and Economics Research Journal	1
International Journal of Applied Decision Sciences	1
International Journal of Business and Management	1
International Journal of Critical Accounting	1
The International Journal of Finance	1
International Journal of Integrated Supply Management	1
International Journal of Music Community	1
International Journal of Organisational Design and Engineering	1
International Journal of Organizational Theory and Behavior	1
International Review of Economics and Finance	1

Table 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each *(continued)*

PEER REVIEWED JOURNALS	NUMBER OF ARTICLES
Journal For Advancement of Marketing Education	1
Journal of Accountancy, Accounting Historians Journal	1
Journal of Advertising	1
Journal of Advertising Research	1
Journal of American Studies	1
Journal of Business Cases and Application	1
Journal of Business Ethics	1
Journal of Business Ventures	1
Journal of Catholic Higher Education	1
Journal of Cleaner Production	1
Journal of Consumer Psychology	1
Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior	1
Journal of Electronic Commerce Research	1
The Journal of Financial Education	1
Journal of Hospitality & Tourism Research	1
Journal of Hospitality and Tourism Education	1
Journal of Human Resources in Hospitality and Tourism	1
Journal of Information Security and Privacy	1
Journal of Information System Education	1
Journal of International Management	1
Journal of Legal, Ethical and Regulatory Issues	1
Journal of Management Education	1
Journal of Management Education	1
Journal of Management Information Systems	1
Journal of Marketing Theory and Practice	1
Journal of Organizational Computing and Electronic Commerce	1
Journal of Public Administration Research and Theory	1
Journal of Relationship Management	1
Journal of Travel Research	1
Journal of Vacation Marketing	1
Listening: A Journal of Religion and Culture	1
Management Science	1
Midwest Law Journal	1

Table 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each *(continued)*

PEER REVIEWED JOURNALS	NUMBER OF ARTICLES
MIS Review	1
Operations and Supply Chain Management	1
Probability in the Engineering and Informational Sciences	1
Research in Finance	1
Research in International Business and Finance	1
Sinergie	1
Springer Series on Agent Based Social Systems: Agent-Based Approaches in Economic and Social Complex Systems	1
Thunderbird International Business Review	1
Venture Capital: An International Journal of Entrepreneurial Finance	1
White Academics/African American Texts	1
World Economics Journal	1
TOTAL	144

Table 9-1: Summary of Faculty Sufficiency by Department & School

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy				
Abrams (ADJ)*	P	80		
Allen, M (ADJ)	S		52	
Allen-Hinchliff (ADJ)	S		70	
Barsky	P	0		
Buehler (ADJ) [IB]	P	108		
Chang (ADJ)	P	78		
Chen, R	P	216		
Costello	P	90		
Durham (ADJ)	P	196		
Efendioglu	P	272		
Fu	P	160		
Fullsack	P	90		
Goldgehn	P	292		
Ho (ADJ)	S		0	
Imparato	P	162		
Kwong (ADJ)	P	116		
Lambrechts (ADJ)	S		80	
Millar	P	0		
Mortimer (ADJ)	S		0	
Nolan (ADJ)	S		70	
Odsather	P	123		
Olt (ADJ)	S		100	
Ortiz	P	108		

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy <i>(continued)</i>				
Park	P	0		
Poole	P	92		
Prost (ADJ)	S		156	
Saytes (ADJ)	S		164	
Schraosch (ADJ)	P	0		
Takahashi	P	192		
Thota	P	164		
Villareal	P	308		
Yang	P	158		
TOTAL MGS PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		3005	692	81%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Technology, Innovation, & Entrepreneurship				
Allen	P	0		
Alter	P	228		
Baradello	P	80		
Cannice	P	236		
Chen, Michelle	P	0		
Gunn	P	0		
Henderson	P	0		
Karshmer	P	0		
Kelly (ADJ)	S		140	
Lorton	P	378		
Lucaccini (ADJ)	P	88		
MacPherson	P	238		
Mehrotra	P	219		
Morris	P	320		
Muscat	P	149		
Nguyen, Nicole	P	176		
Wright	P	300		
TOTAL TIE PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		2412	140	95%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Finance, Accounting, Analytics, Modeling, & Economics				
Aceves (ADJ)	P	0		
Bell E (ADJ)	S		112	
Bi	P	0		
Blakely	P	216		
Carlile (ADJ) [AE]	S		45	
Daher (ADJ)	P	52		
De L'Eau (ADJ)[AE]	S		75	
Doyle	P	267		
Driscoll (ADJ)[AE]	S		48	
Faustino-Pulliam (ADJ)[AE]	S		30	
Fitch (ADJ)[AE]	S		27	
Forcier	P	42		
Ford (ADJ)[AE]	S		15	
Goldberg	P	292		
Green (ADJ)	P	124		
Grossman	P	0		
Harper (ADJ)[AE]	S		30	
Holcher (ADJ)	S		112	
Huxley	P	156		
Jouganatos (ADJ)[AE]	S	66		
Koeplin	P	388		
Louie	P	429		

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Dept. of Finance, Accounting, Analytics, Modeling, & Economics <i>(cont.)</i>				
Mefford	P	274		
Mulford (ADJ)	S	116		
Neilson	P	324		
Oberstone	P	232		
Ohara	P	348		
Pritchard (ADJ) [AE]	S		42	
Puntillo	P	70		
Roberts	P	286		
Roehl	P	468		
Sayre	P	276		
Sevall (ADJ) [AE]	P		15	
Shaw	P	200		
Sidaoui	P	257		
Tarrazo	P	372		
Tay	P	52		
Witt (ADJ) [AE]	S		42	
Wu (ADJ)	S		0	
TOTAL FAME PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		5582	593	90%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society				
Ali (ADJ) [OBL]	S		42	
Arnold (ADJ) [OBL]	S		33	
Beal (ADJ) [OBL]	S		32	
Becker	P	232		
Bell A	P	0		
Bergen (ADJ) [OBL]	S		48	
Boedecker	P	212		
Brady (ADJ) [OBL]	S		24	
Brewster	P	0		
Bryan (ADJ) [OBL]	S		39	
Capella (ADJ) [OBL]	S		24	
Chomko (ADJ) [OD]	S		36	
Connor	P	0		
Devine	P	0		
Edwards (ADJ) [OD]	S		27	
Feinberg (ADJ) [OBL]	S		32	
Friedman M	P	152		
Gallo	P	0		
Griffis (ADJ)	P	244		
Halley (ADJ) [OBL]	S		30	
Hanson	P	0		
Harrison (ADJ) [OBL]	S		45	
Horiuchi	P	0		

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society <i>(continued)</i>				
Hudson M	P	316		
Jacobson (ADJ) [OD]	S		45	
Kane	P	84		
Kass	P	132		
Knutson (ADJ) [OD]	S		0	
Loney	P	122		
Lowenthal (ADJ) [OBL]	S		30	
Mandell (ADJ) [OBL]	S		13	
March (ADJ) [OBL]	S		30	
Mendelsohn (ADJ) [OBL]	S		36	
Morrison (ADJ) [OD]	S		69	
Newcomb (ADJ) [OBL]	S		42	
O'Meara	P	0		
O'Neill	P	34		
Parlami	P	90		
Penner	P	0		
Pritchard (ADJ) [OD]	S		42	
Quade (ADJ) [OD]	S		48	
Scalise	P	208		
Sevall (ADJ) [OD]	S		30	
Slingsby (ADJ) [OD]	S		45	
Smith	P	192		
Stackman	P	108		

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society <i>(continued)</i>				
Strohauer (ADJ) [OBL]	S		40	
Stryker (ADJ) [OBL]	S		21	
Swanson (ADJ) [OBL]	P	24		
Turner (ADJ) [OBL]	S		24	
Walls (ADJ) [OBL, OD]	S		28	
Walshe	P	141		
Wardell (ADJ) [OBL]	P		36	
Whitty (ADJ)	P	69		
Young (ADJ) [OD]	S		36	
TOTAL OLS PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		2360	1027	70%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Spring 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
College of Arts & Sciences, MSFA & MSRM				
Ananthaswamy, Satish	S		80	
Chau, Peter	S		44	
Collins, Patrick J.	S		42	
Craig, John B.	S		42	
Davis, Donald L.	S		96	
Gonzales, John	P	334		
Jonas, Michael R.	P	82		
LaBlanc, Gregory	S		102	
Lau, Man-Lui	P	290		
Veitch, John M.	P	256		
Walden, Loren W.	S		86	
TOTAL MSFA & MSRM PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		962	492	68%

Spring 2010

TOTAL BUSINESS & PROFESSIONAL STUDIES PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 75%]	13359	2452	84%
TOTAL MSFA & MSRM PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 75%]	962	492	68%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy				
Abrams (ADJ)*	P	74		
Allen, M (ADJ)	S		24	
Allen-Hinchliff (ADJ)	S		38	
Barsky	P	40		
Chang (ADJ)	P	38		
Chen, R	P	185		
Costello	P	27		
Durham (ADJ)	P	128		
Efendioglu	P	116		
Fu	P	0		
Fullsack	P	59		
Goldgehn	P	202		
Ho (ADJ)	S		104	
Imparato	P	154		
Kwong (ADJ)	P	160		
Lambrechts (ADJ)	S		34	
Millar	P	240		
Mortimer (ADJ)	S		130	
Nolan (ADJ)	S		30	
Odsather	P	106		
O'Meara	P	339		
Ortiz	P	244		
Park	P	214		

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy <i>(continued)</i>				
Poole	P	76		
Prost (ADJ)	S		48	
Saytes (ADJ)	S		308	
Schraosch (ADJ)	P	34		
Takahashi	P	255		
Thota	P	272		
Villareal	P	140		
Yang	P	44		
TOTAL MGS PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		3147	716	81%

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Technology, Innovation, and Entrepreneurship				
Allen	P	154		
Alter	P	0		
Arnold-Hernandez	S		24	
Baradello	P			
Cannice	P	368		
Chen, Michelle	P	313		
Gunn	P	0		
Henderson	P	21		
Himmelstein	S		196	
Hinchliff	S		60	
Holmes (ADJ)	S		120	

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Technology, Innovation, and Entrepreneurship <i>(cont.)</i>				
Karshmer	P	0		
Lorton	P	92		
Louie	P	352		
Lucaccini (ADJ)	P	116		
MacPherson	P	238		
Mehrotra	P	210		
Miller, M	S		72	
Morris	P	96		
Muscat	P	238		
Nguyen, Nicole	P	346		
Wright	P	391		
TOTAL TIE PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		2935	472	86%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Department of Finance, Accounting, Analytics, Modeling, and Economics				
Aceves (ADJ)	P	160		
Bi	P	60		
Blakely	P	223		
Cackler (ADJ)	P	40		
Daher (ADJ)	P	80		
De L'Eau (ADJ) [AE]	S		15	
Doyle	P	222		
Faustino-Pulliam (ADJ) [AE]	S		27	
Forcier	P	93		
Goldberg	P	312		
Green (ADJ)	P	76		
Grossman	P	196		
Huxley	P	0		
Kent	S		120	
Koeplin	P	240		
Mefford	P	264		
Mez (ADJ) [AE]	S		30	
Milo (ADJ) [AE]	S		27	
Neilson	P	176		
Oberstone	P	320		
Ohara	P	488		
O'Shaughnessy (ADJ) [Acct]	S		152	
Pritchard (ADJ) [AE]	S		45	

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Dept. of Finance, Accounting, Analytics, Modeling, and Economics <i>(cont.)</i>				
Puntillo	P	78		
Roberts	P	335		
Roehl	P	360		
Sayre	P	276		
Sevall	S		39	
Shaw	P	144		
Sidaoui	P	414		
Tarrazo	P	256		
Tay	P	160		
TOTAL FAME PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		4973	455	92%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Dept. of Organizations, Leadership & Society				
Alcade	S		18	
Ali (ADJ) [OBL]	S		24	
Arnold (ADJ) [OD]	S		18	
Batstone	P	0		
Becker	P	372		
Beal	S		40	
Bell A	P	0		
Boedecker	P	232		
Brewster	P	0		
Bryan (ADJ) [OBL]	S		135	
Connor	P	0		
Devine	P	96		
Edwards (ADJ) [OD]	S		72	
Feinberg (ADJ) [OBL]	S		52	
Friedman M	P	246		
Gallo	P	122		
Griffis (ADJ)	P	296		
Hanson	P	0		
Harrison (ADJ) [OBL]	S		132	
Horiuchi	P	0		
Hudson M	P	432		
Kane	P	126		
Kass	P	177		

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
Dept. of Organizations, Leadership & Society				
Knutson (ADJ)	S		22	
Loney	P	162		
McBride (ADJ) [OBL]	S		48	
Morrison (ADJ) [OD]	S		105	
Newcomb (ADJ) [OBL]	S		150	
O'Neill	P	0		
Parlamis	P	112		
Penner	P	0		
Ryder (ADJ)	S		208	
Scalise	P	192		
Shaw (ADJ) [OBL]	S		21	
Smith	P	0		
Stackman	P	116		
Stryker (ADJ) [OBL]	S		30	
Turner (ADJ) [OBL]	S		28	
Walshe	P	128		
Wardell (ADJ) [OBL]	P	40		
TOTAL OLS PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		2849	1103	72%

Table 9-1: Summary of Faculty Sufficiency by Department & School *(continued)*

Fall 2010	PARTICIPATING OR SUPPORTING	AMOUNT OF TEACHING IF P (SCHS)	AMOUNT OF TEACHING IF S (SCHS)	QUALIFICATION RATIOS
College of Arts & Sciences, MSFA & MSRM				
Acharya, Kandarp	S		82	
Ananthaswamy, Satish	S		88	
Bharadwaj, Srinivas	S		20	
Gonzales, John	P	276		
Hanken, John	S		18	
Jonas, Michael R.	P	62		
La Blanc, Gregory	S		140	
Lau, Man-Lui	P	436		
Mandle, Jonathan	S		80	
Veitch, John M.	P	106		
Weaver, Matthew	P		20	
Wong, Sunny	P	20		
TOTAL MSFA & MSRM PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 60%]		900	448	67%
Fall 2010				
TOTAL BUSINESS & PROFESSIONAL STUDIES PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 75%]		13904	2746	84%
TOTAL MSFA & MSRM PARTICIPATING/SUPPORTING RATIO [P TTL / (P TTL + S TTL) > 75%]		900	448	67%

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Department of Marketing Globalization & Strategy												
Barsky	Ph.D., 1991	9/1/1985	50%		√		3		1		10	UG, SER, RES
Chen, R	Ph.D., 1996	9/1/1995	100%	√			9		1		7	UG/GR, ADM, SER, RES
Costello	M.A., 1972	8/1/1990	100%		√							UG, ADM, SER
Efendioglu	Ph.D., 1978	9/1/1977	100%	√			25				13	UG/GR, SER, RES
Fu	Ph.D., 1989	9/1/1989	100%			√					2	UG/GR, SER, RES
Fullsack	CAP, 1972	2/1/1997	100%		√			3			5	UG, SER
Goldgehn	Ph.D., 1982	2/1/1986	100%	√			8		2		7	UG/GR, SER, RES
Imparato	Ph.D., 1970	9/1/1970	100%	√			4				6	UG/GR, SER, RES
Kwong	M.B.A., 1985	9/1/2010	100%		√			1				UG/GR, SER, ADM
Millar	Ph.D., 2009	9/1/2010	100%	√			16				5	UG, RES, SER
O'Meara	M.B.A., 1985	9/1/2010	100%		√			2	1		1	UG, SER
Ortiz	Ph.D., 2008	9/1/2008	100%	√			2				6	UG/GR, RES, SER
Park	Ph.D., 2006	9/1/2010	100%	√			19	1	1		17	UG/GR, RES, SER
Poole	Ph.D., 2007	9/1/2008	100%	√				1	2		21	UG/GR, ADM
Takahashi	Ph.D., 1995	9/1/1997	100%	√			4				1	UG, ADM, SER, RES
Thota	Ph.D., 2004	9/1/2008	100%	√			11				4	UG, RES, SER

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities *(continued)*

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Department of Marketing Globalization & Strategy <i>(continued)</i>												
Villareal	Ph.D., 2004	9/1/2009	100%	√			9			5		UG, RES, SER
Yang	Ph.D., 1996	9/1/2009	100%	√			23		1		4	UG/GR, RES, SER

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities *(continued)*

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Department of Technology, Innovation & Entrepreneurship												
Allen	Ph.D., 1995	9/1/2003	100%	√			10				3	UG/GR, SER, RES
Alter	Ph.D., 1975	9/1/1994	100%	√			32					UG/GR, SER, RES
Cannice	Ph.D., 1997	9/1/1996	100%	√			10				14	UG/GR, ADM, SER, RES
Chen, M	Ph.D., 2008	9/1/2010	100%	√			6				4	UG/GR
Gunn	Ph.D., 1974	6/1/2006	100%		√			1			5	UG/GR, RES, SER
Henderson	Ph.D., 1985	8/22/2002	33%	√			6				8	UG/GR, ADM, SER, RES
Karshmer	Ph.D., 1978	9/1/2006	0%	√			25				7	UG/GR, ADM, SER, RES
Lorton	Ph.D., 1973	9/1/1973	44%			√	7		1		8	UG, SER, RES
MacPherson	D.M., 2002	9/1/1993	100%		√						4	UG/GR, SER
Morris	Ed.D., 2010 (ABD)	9/1/1999	100%	√			4					UG/GR, SER
Nguyen, Nicole	M.B.A., 1989	2/1/2003	100%		√			1				UG/GR, SER
Wright	Ph.D., 2009	9/1/2009	100%	√			20		1		4	UG/GR, RES, ADM, SER

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities *(continued)*

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Dept. of Finance, Accounting, Analytics, Modeling & Economics												
Blakely	Ph.D., 1982	8/24/1981	100%	√			4					UG/GR, SER, RES
Doyle	Ph.D., 1985	9/1/1984	100%	√			4		1		4	UG/GR, ADM, SER, RES
Forcier	Ph.D., 1991	9/1/2004	100%		√		2	1			4	UG, ADM, RES, SER
Goldberg	Ph.D., 2001	2/1/2001	100%	√			4				1	UG, SER, RES
Graham	Ph.D., 1995	9/1/1998	0%			√						on leave
Grossman	Ph.D., 1994	9/1/2003	100%	√			10				5	UG/GR, ADM, SER, RES
Huxley	Ph.D., 1975	9/1/1973	100%		√			1			4	UG/GR, SER, RES
Koeplin	Ph.D., 1998	8/15/2005	100%	√			5					UG, SER, RES
Louie	M.B.A., 1981	4/1/2005	100%		√			1		1	2	UG/GR, SER
Mefford	Ph.D., 1983	2/1/1985	100%	√			8				4	UG/GR, SER, RES
Mehrotra	Ph.D., 1992	9/1/2009	100%	√			8				6	UG/GR, ADM, RES, SER
Neilson	Ph.D., 1974	9/1/1980	100%			√					1	UG, SER, RES
Oberstone	Ph.D., 1972	9/1/1986	100%	√			7		1		3	UG/GR, SER, RES
Ohara	JD., 1991	9/1/2007	100%		√			1			2	UG/GR, SER
Puntillo	M.B.A., 1969	9/1/1990	100%		√				3		2	UG/GR, SER, RES
Roberts	Ph.D., 1995	2/1/1994	100%	√			10				2	UG/GR, ADM, SER, RES

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities *(continued)*

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Department of Finance, Accounting, Analytics, Modeling & Economics <i>(continued)</i>												
Roehl	B.A., 1986	9/1/2004	100%		√						1	UG/GR, SER
Sayre	Ph.D., 1975	8/24/1998	100%			√	1					UG, SER, RES
Shaw	Ph.D., 1980	7/1/1989	100%			√					2	UG/GR, SER, RES
Sidaoui	Ed.D., 2007	9/1/2001	100%		√			1			3	UG/GR, SER
Tarrazo	Ph.D., 1993	9/1/1990	100%	√			11				3	UG/GR, SER, RES
Tay	Ph.D., 1998	9/1/1998	100%	√			11				4	UG/GR, SER, RES

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities *(continued)*

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Department of Organization, Leadership & Society												
Batstone	Ph.D., 1989	9/1/1994	100%	√			1				3	GR, SER, RES
Becker	Ph.D., 1975	9/1/1975	100%		√			2				UG, SER, RES
Bell A	Ph.D., 1973	9/1/1993	100%	√			17					UG/GR, SER, RES
Boedecker	Ph.D., 1974	9/1/1976	100%	√			10					UG/GR, SER, RES
Brewster	Ph.D., 1975	6/1/1999	0%			√	5				2	UG/GR, ADM, RES, SER
Connor	Ph.D., 1991	9/1/2001	0%	√			11				2	UG, SER, RES
Fletcher	Ed.D., 2002	9/1/2010	0%			√	2				4	UG/GR, SER
Friedman M	Ed.D, 2011 (ABD)	8/13/2007	100%	√				2	1		7	GR, SER
Gallo	Ed.D, 2008	3/1/2007	100%	√			4	1			6	UG, SER
Hanson	Ph.D., 1993	9/1/2001	0%	√			4					UG, SER, RES
Horiuchi	D.P.A., 2001	9/1/2005	0%	√			22				5	UG/GR, RES, SER
Hudson M	D.M., 2007	9/1/2007	100%	√			21				10	UG/GR, SER
Kane	Ph.D., 1972	9/1/1991	100%	√			13		1		5	UG/GR, SER, RES
Kass	Ph.D., 1999	9/1/2008	100%	√			5				5	UG/GR, SER
Loney	D.P.A., 1983	9/1/2007	100%		√			1				UG/GR, SER
O'Neill	Ed.D., 1971	9/1/1992	0%	√			8					UG/GR, SER, RES

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities *(continued)*

FIVE YEAR SUMMARY OF DEVELOPMENT ACTIVITIES SUPPORTING AQ OR PQ STATUS

	HIGHEST DEGREE EARNED & YEAR	DATE OF FIRST APPOINTMENT TO THE SCHOOL	PERCENT OF TIME DEDICATED TO THE SCHOOL'S MISSION	ACADEMICALLY QUALIFIED	PROFESSIONALLY QUALIFIED	OTHER	INTELLECTUAL CONTRIBUTIONS	PROFESSIONAL EXPERIENCE	CONSULTING	PROFESSIONAL DEVELOPMENT	OTHER PROFESSIONAL ACTIVITIES	NORMAL PROFESSIONAL RESPONSIBILITIES
Department of Organization, Leadership & Society												
Parlamis	Ph.D., 2001	9/1/2007	100%	√			7		2		7	UG/GR, RES, SER
Penner	Ph.D., 1974	11/15/1989	0%			√	4				1	UG/GR, SER, RES
Ribera	Ph.D., 1987	9/1/2010	0%			√					9	UG/GR, SER
Scalise	J.D., 1973	11/1/1987	100%	√			6					UG, SER, RES
Smith	Ph.D., 1986	9/1/1993	100%			√	9		1		5	UG/GR, SER, RES
Stackman	Ph.D., 1995	9/1/2003	100%	√			6		1		17	UG/GR, ADM, SER, RES
Walshe	Ph.D., 2010	9/1/2007	100%	√			11		2		15	UG, RES, ADM, SER

Table 10-2: Calculations Relative to Deployment of Qualified Faculty

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy					
Abrams (ADJ)*	PQ		17%		
Allen, M (ADJ)	PQ		13%		
Allen-Hinchliff (ADJ)	PQ				
Barsky	PQ		100%		
Bauer (ADJ)	PQ		27%		
Bischel (ADJ)	PQ		0%		
Buehler (ADJ) [IB]	PQ		27%		
Chang (ADJ)	PQ		0%		
Chen, R	AQ	100%			
Costello	PQ		100%		
Durham (ADJ)	PQ		27%		
Efendioglu	AQ	100%			
Fu	O			100%	
Fullsack	PQ		100%		
Goldgehn	O			100%	
Groff (ADJ)	PQ		27%		
Ho (ADJ)	PQ		0%		
Imparato	AQ	100%			
Kwong (ADJ)	PQ		27%		
Lambrechts (ADJ)	PQ		0%		
Li	AQ	100%			
Millar	AQ	100%			
Mortimer (ADJ)	PQ		0%		

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy <i>(continued)</i>					
Nolan (ADJ)	PQ		0%		
Odsather	O			33%	
Olt (ADJ)	PQ		27%		
Ortiz	AQ	100%			
Park	AQ	100%			
Poole	AQ	100%			
Prost (ADJ)	PQ		27%		
Saytes (ADJ)	PQ		53%		
Schraosch (ADJ)	PQ		0%		
Takahashi	O			100%	
Thota	AQ	100%			
Villareal	AQ	100%			
Yang	AQ	100%			
TOTAL MGS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1100%	570%	333%	55%
TOTAL MGS AQ + PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1100%	570%	333%	83%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Technology, Innovation & Entrepreneurship					
Allen	AQ	100%			
Alter	AQ	100%			
Baradello	PQ		100%		
Cannice	AQ	100%			
Chen, Michelle	AQ	100%			
Gunn	PQ		0%		
Henderson	AQ	0%			
Karshmer	AQ	0%			
Kelly (ADJ)	PQ		27%		
Lorton	O			100%	
Lucaccini (ADJ)	PQ		27%		
MacPherson	PQ		100%		
Mehrotra	AQ	100%			
Morris	AQ	100%			
Muscat	AQ	100%			
Nguyen, Nicole (ADJ)	PQ		40%		
Wright	AQ	100%			
TOTAL TIE AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		800%	293%	100%	67%
TOTAL TIE AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		800%	293%	100%	92%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Finance, Accounting, Analytics, Modeling, and Economics					
Aceves (ADJ)	PQ		0%		
Bell E (ADJ)	PQ		27%		
Bi	0			100%	
Blakely	0			100%	
Carlile (ADJ) [AE]	PQ		40%		
Daher (ADJ)	PQ		13%		
De L'Eau (ADJ)[AE]	PQ		40%		
Doyle	0			100%	
Driscoll (ADJ)[AE]	PQ		20%		
Faustino-Pulliam (ADJ)[AE]	PQ		40%		
Fitch (ADJ)[AE]	PQ		20%		
Forcier	PQ		100%		
Ford (ADJ)[AE]	PQ		20%		
Goldberg	AQ	100%			
Graham (leave)	0			0%	
Green (ADJ)	PQ		53%		
Griffis (ADJ)	PQ		53%		
Grossman	AQ	100%			
Harper (ADJ)[AE]	PQ		20%		
Holcher (ADJ)	PQ		27%		
Huxley	PQ		100%		
Jouganatos (ADJ)[AE]	PQ		40%		
Koeplin	AQ	100%			

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Finance, Accounting, Analytics, Modeling, and Economics					
Louie	PQ		100%		
Mefford	AQ	100%			
Mulford (ADJ)	PQ		13%		
Neilson	O			100%	
Oberstone	AQ	100%			
Ohara	PQ		100%		
Pritchard (ADJ) [AE]	PQ		20%		
Puntillo	PQ		100%		
Roberts	AQ	100%			
Roehl	PQ		100%		
Sayre	O			100%	
Sevall (ADJ) [AE]	PQ		20%		
Shaw	O			100%	
Sidaoui	PQ		100%		
Tarrazo	AQ	100%			
Tay	AQ	100%			
Weiner (Leave)	O			0%	
Witt (ADJ) [AE]	PQ		20%		
Wu (ADJ)	PQ		0%		
TOTAL FAME AQ RATIO [AQ TTL/ (AQ TTL+PQ TTL+O TTL) ≥ 60%]		800%	1187%	600%	31%
TOTAL FAME AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		800%	1187%	600%	77%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Ali (ADJ) [OBL]	PQ		20%		
Arnold (ADJ) [OBL]	PQ		20%		
Beal (ADJ) [OBL]	PQ		27%		
Becker	PQ		100%		
Bell A	AQ	100%			
Bergen (ADJ) [OBL]	PQ		27%		
Boedecker	O			100%	
Brady (ADJ) [OBL]	PQ		20%		
Brewster	O			0%	
Bryan (ADJ) [OBL]	PQ		20%		
Capella (ADJ) [OBL]	PQ		20%		
Chomko (ADJ) [OD]	PQ		20%		
Connor	AQ	0%			
Devine	PQ		27%		
Edwards (ADJ) [OD]	PQ		20%		
Feinberg (ADJ) [OBL]	PQ		27%		
Friedman M	PQ		100%		
Gallo	AQ	0%			
Halley (ADJ) [OBL]	PQ		20%		
Hanson	AQ	0%			
Harrison (ADJ) [OBL]	PQ		20%		
Horiuchi	AQ	0%			
Hudson M	AQ	100%			

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Jacobson (ADJ) [OD]	AQ	20%			
Kane	O			100%	
Kass	AQ	100%			
Loney	PQ		100%		
Lowenthal (ADJ) [OBL]	PQ		20%		
Mandell (ADJ) [OBL]	PQ		27%		
March (ADJ) [OBL]	PQ		20%		
Mendelsohn (ADJ) [OBL]	PQ		20%		
Morrison (ADJ) [OD]	PQ		20%		
Newcomb (ADJ) [OBL]	PQ		20%		
O'Meara	PQ		0%		
O'Neill	AQ	100%			
Parlami	O			100%	
Penner	O			0%	
Pritchard (ADJ) [OD]	PQ		20%		
Quade (ADJ) [OD]	PQ		20%		
Scalise	AQ	100%			
Sevall (ADJ) [OD]	PQ		20%		
Slingsby (ADJ) [OD]	PQ		20%		
Smith	O			100%	
Stackman	AQ	100%			
Strohauer (ADJ) [OBL]	PQ		27%		
Stryker (ADJ) [OBL]	PQ		20%		

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Turner (ADJ) [OBL]	PQ		20%		
Walls (ADJ) [OBL]	PQ		20%		
Walshe	AQ	100%			
Wardell (ADJ) [OBL]	PQ		0%		
Whitty (ADJ)	AQ	25%			
Young (ADJ) [OD]	PQ		0%		
TOTAL OLS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		745%	880%	400%	37%
TOTAL OLS AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		745%	880%	400%	80%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Spring 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
College of Arts & Sciences, MSFA & MSRM					
Ananthaswamy, Satish	PQ		13%		
Chau, Peter	PQ		13%		
Collins, Patrick J.	AQ	13%			
Craig, John B.	PQ		13%		
Davis, Donald L.	PQ		13%		
Gonzales, John	O			100%	
Jonas, Michael R.	O			100%	
La Blanc, Gregory	O			13%	
Lau, Man-Lui	O			100%	
Veitch, John M.	PQ		100%		
Walden, Loren W.	PQ		13%		
TOTAL MSFA & MSRM AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 70%]		13%	166%	313%	3%
TOTAL MSFA & MSRM AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		13%	166%	313%	36%

Spring 2010

ACTUAL 10S BUSINESS & PROFESSIONAL STUDIES AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]	3445%	2930%	1433%	44%
ACTUAL 10S BUSINESS & PROFESSIONAL STUDIES AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]	3445%	2930%	1433%	82%
ACTUAL 10S MSFA & MSRM AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]	13%	166%	313%	3%
ACTUAL 10S MSFA & MSRM AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]	13%	166%	313%	36%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy					
Abrams (ADJ)*	PQ		13%		
Allen, M (ADJ)	PQ		27%		
Allen-Hinchliff (ADJ)	PQ		13%		
Barsky	PQ		100%		
Chang (ADJ)	PQ		13%		
Chen, R	AQ	100%			
Costello	PQ		100%		
Durham (ADJ)	PQ		40%		
Efendioglu	AQ	100%			
Fu	O			100%	
Fullsack	PQ		100%		
Goldgehn	AQ	100%			
Ho (ADJ)	AQ	27%			
Imparato	AQ	100%			
Kwong	PQ		100%		
Lambrechts (ADJ)	PQ		13%		
Millar	AQ	100%			
Mortimer (ADJ)	PQ		27%		
Nolan (ADJ)	PQ		13%		
Odsather	O			33%	
O'Meara	PQ		100%		
Ortiz	AQ	100%			
Park	AQ	100%			

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Marketing Globalization & Strategy					
Poole	AQ	100%			
Prost (ADJ)	PQ		27%		
Saytes (ADJ)	PQ		27%		
Schraosch (ADJ)	PQ		13%		
Takahashi	AQ	100%			
Thota	AQ	100%			
Villareal	AQ	100%			
Yang	AQ	100%			
TOTAL MGS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1227%	727%	133%	59%
TOTAL MGS AQ + PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1227%	727%	133%	94%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Technology, Innovation & Entrepreneurship					
Allen	AQ	100%			
Alter	AQ	100%			
Arnold-Hernandez (ADJ)	PQ		27%		
Baradello	PQ		0%		
Cannice	AQ	100%			
Chen, Michelle	AQ	100%			
Epstein	PQ		27%		
Gunn	PQ		0%		
Henderson	AQ	33%			
Himmelstein (ADJ)	PQ		27%		
Karshmer	AQ	0%			
Lorton	O			44%	
Louie	PQ		100%		
Lucaccini (ADJ)	PQ		80%		
MacPherson	PQ		100%		
Mehrotra	AQ	100%			
Morris	AQ	100%			
Nguyen, Nicole	PQ		100%		
Wright	AQ	100%			
TOTAL TIE AQ RATIO [AQ TTL/ (AQ TTL+PQ TTL+O TTL) ≥ 60%]		733%	460%	44%	59%
TOTAL TIE AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		733%	460%	44%	96%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Finance, Accounting, Analytics, Modeling, and Economics					
Aceves (ADJ)	AQ	27%			
Bi	O			100%	
Blakely	AQ	100%			
Cackler (ADJ) [Acct]	PQ		27%		
Daher (ADJ)	PQ		13%		
De L'Eau (ADJ) [AE]	PQ		20%		
Doyle	AQ	100%			
Faustino-Pulliam (ADJ) [AE]	PQ		20%		
Forcier	PQ		100%		
Goldberg	AQ	100%			
Graham	O			0%	
Green (ADJ)	PQ		27%		
Grossman	AQ	100%			
Himmelstein (ADJ)	PQ		40%		
Huxley	PQ		100%		
Kent (ADJ)	PQ		13%		
Koeplin	AQ	100%			
Mefford	AQ	100%			
Mez (ADJ)	PQ		20%		
Milo (ADJ) [AE]	PQ		20%		
Neilson	O			100%	
Oberstone	AQ	100%			
Ohara	PQ		100%		

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Finance, Accounting, Analytics, Modeling, and Economics					
O'Shaugnessy (ADJ) [Acct]	AQ	27%			
Pritchard (ADJ) [AE]	PQ		20%		
Puntillo	PQ		100%		
Roberts	AQ	100%			
Roehl	PQ		100%		
Sayre	O			100%	
Sevall (ADJ) [AE]	PQ		20%		
Shaw	O			100%	
Sidaoui	PQ		100%		
Smith, B (ADJ) [AE]	PQ		20%		
Tarrazo	AQ	100%			
Tay	AQ	100%			
Weiner	O			0%	
TOTAL FAME AQ RATIO [AQ TTL/ (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1053%	860%	400%	46%
TOTAL FAME AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1053%	860%	400%	83%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Alcade (ADJ) [OD]	PQ		20%		
Ali (ADJ) [OBL]	PQ		20%		
Arnold (ADJ) [OD]	PQ		20%		
Batstone	AQ	100%			
Becker	PQ		100%		
Beal (ADJ) [OBL]	PQ		27%		
Bell A	AQ	100%			
Boedecker	AQ	100%			
Brewster	O			0%	
Bryan (ADJ) [OBL]	PQ		60%		
Connor	AQ	0%			
Devine	PQ		0%		
Edwards (ADJ) [OBL & OD]	PQ		60%		
Feinberg (ADJ) [OBL]	PQ		27%		
Fletcher	O			0%	
Friedman M	AQ	100%			
Gallo	AQ	100%			
Griffis (ADJ)	PQ		67%		
Hanson	AQ	0%			
Harrison (ADJ) [BUS]	AQ	27%			
Horiuchi	AQ	0%			
Hudson M	AQ	100%			
Kane	AQ	100%			

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Kass	AQ	100%			
Loney	PQ		100%		
McBride (ADJ) [OD]	PQ		40%		
Morrison (ADJ) [OD]	PQ		40%		
Newcomb (ADJ) [OD]	PQ		80%		
O'Neill	AQ	0%			
Parlami	AQ	100%			
Penner	O			0%	
Ribera	O			0%	
Ryder (ADJ) [BUS]	AQ	53%			
Scalise	AQ	100%			
Shaw, C (ADJ) [OBL]	PQ		20%		
Smith	O			0%	
Stackman	AQ	100%			
Turner (ADJ) [OBL]	PQ		27%		
Walls (ADJ) [OBL]	PQ		20%		
Walshe	AQ	100%			
Wardell (ADJ) [OBL]	PQ		27%		
Winton (ADJ)	PQ		20%		
TOTAL OLS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1280%	773%	0%	62%
TOTAL OLS AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1280%	773%	0%	100%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2010	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
College of Arts & Sciences, MSFA & MSRM					
Acharya, Kandarp	PQ		13%		
Ananthaswamy, Satish	PQ		13%		
Bharadwaj, Srinivas	PQ		13%		
Gonzales, John J.	O			100%	
Hanken, John	PQ		13%		
Jonas, Michael R.	O			100%	
La Blanc, Gregory P.	O			13%	
Lau, Man-Lui	O			100%	
Mandle, Jonathan	PQ		13%		
Veitch, John M.	PQ		100%		
Weaver, Matthew	PQ		13%		
Wong, Sunny	AQ	100%			
TOTAL MSFA & MSRM AQ RATIO [AQ TTL/ (AQ TTL+PQ TTL+O TTL) ≥ 60%]		100%	191%	313%	17%
TOTAL MSFA & MSRM AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		100%	191%	313%	48%

Fall 2010

TOTAL BUSINESS & PROFESSIONAL STUDIES AQ RATIO [AQ TTL/ (AQ TTL+PQ TTL+O TTL) ≥ 60%]	4293%	2821%	578%	56%
TOTAL BUSINESS & PROFESSIONAL STUDIES AQ + PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]	4293%	2821%	578%	92%

Fall 2010

TOTAL MSFA & MSRM AQ RATIO [AQ TTL/ (AQ TTL+PQ TTL+O TTL) ≥ 60%]	100%	191%	313%	17%
TOTAL MSFA & MSRM AQ + PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]	100%	191%	313%	48%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
MGS FALL 2011: ONE ADDITIONAL AQ FACULTY IN FALL 2011	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Dept. of Marketing Globalization & Strategy					
AQ new faculty (reduced % of 2 ADJ)	AQ	100%			
Abrams (ADJ)*	PQ		13%		
Barsky	PQ		100%		
Chang (ADJ)	PQ		13%		
Chen, R	AQ	100%			
Durham (ADJ)	PQ		40%		
Efendioglu	AQ	100%			
Fu	O			100%	
Fullsack	PQ		100%		
Goldgehn	AQ	100%			
Ho (ADJ)	AQ	27%			
Imparato	AQ	100%			
Kwong	PQ		100%		
Lambrechts (ADJ)	PQ		13%		
Millar	AQ	100%			
Mortimer (ADJ)	PQ		27%		
Nolan (ADJ)	PQ		13%		
Odsather	O			27%	
Olt (ADJ)	PQ		0%		
O'Meara	PQ		100%		
Ortiz	AQ	100%			
Park	AQ	100%			

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
MGS FALL 2011: ONE ADDITIONAL AQ FACULTY IN FALL 2011	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Dept. of Marketing Globalization & Strategy					
Poole	AQ	100%			
Prost (ADJ)	PQ		27%		
Saytes (ADJ)	PQ		27%		
Schraosch (ADJ)	PQ		13%		
Takahashi	AQ	100%			
Thota	AQ	100%			
Villareal	AQ	100%			
Yang	AQ	100%			
TOTAL MGS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1327%	587%	127%	65%
TOTAL MGS AQ + PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1327%	587%	127%	94%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
TIE FALL 2011: MACPHERSON LESS THAN 100%	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Dept. of Technology, Innovation & Entrepreneurship					
Adjunct Unknown	PQ		53%		
Allen	AQ	100%			
Alter	AQ	100%			
Baradello	PQ		0%		
Cannice	AQ	100%			
Chen, Michelle	AQ	100%			
Gunn	PQ		0%		
Henderson	AQ	33%			
Karshmer	AQ	0%			
Lorton	O			44%	
Louie	PQ		100%		
MacPherson	PQ		50%		
Mehrotra	AQ	100%			
Morris	AQ	100%			
O'Meara	PQ		100%		
Nguyen, Nicole	PQ		100%		
Wright	AQ	100%			
TOTAL TIE AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		733%	403%	44%	62%
TOTAL TIE AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		733%	403%	44%	96%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
FAME FALL 2011: BI IS RETIRED. WEINER IS RETIRED. 4 NEW AQ FACULTY IN FALL 2011 (COVERS ADJ UNITS).	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Dept. of Finance, Accounting, Analytics, Modeling, & Economics					
Aceves (ADJ)	AQ	27%			
New AQ Faculty	AQ	400%			
Blakely	AQ	100%			
Doyle	AQ	100%			
Forcier	PQ		100%		
Goldberg	AQ	100%			
Graham	O			0%	
Grossman	AQ	100%			
Huxley	PQ		100%		
Koeplin	AQ	100%			
Mefford	AQ	100%			
Neilson	O			100%	
Oberstone	AQ	100%			
Ohara	PQ		100%		
Puntillo	PQ		100%		
Roberts	AQ	100%			
Roehl	PQ		100%		
Sayre	O			100%	
Shaw	O			100%	
Sidaoui	PQ		100%		

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
FAME FALL 2011: BI IS RETIRED. WEINER IS RETIRED. 4 NEW AQ FACULTY IN FALL 2011 (COVERS ADJ UNITS).	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Dept. of Finance, Accounting, Analytics, Modeling, & Economics					
Tarrazo	AQ	100%			
Tay	AQ	100%			
TOTAL FAME AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1427%	600%	300%	61%
TOTAL FAME AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1427%	600%	300%	87%

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
OLS FALL 2011: 3 NEW AQ FACULTY IN FALL 2011	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Adjunct Unknown	PQ		253%		
New AQ Faculty	AQ	300%			
Batstone	AQ	100%			
Becker	PQ		100%		
Bell A	AQ	100%			
Boedecker	AQ	100%			
Brewster	O			0%	
Connor	AQ	0%			
Fletcher	O			0%	
Friedman M	AQ	100%			
Gallo	AQ	100%			
Hanson	AQ	0%		0%	
Horiuchi	AQ	0%			
Hudson M	AQ	100%			
Kane	AQ	100%			
Kass	AQ	100%			
Loney	PQ		100%		
O'Neill	AQ	0%			
Parlamis	AQ	100%			
Penner	O			0%	
Ribera	O			0%	
Scalise	AQ	100%			
Smith	O			100%	

Table 10-2: Calculations Relative to Deployment of Qualified Faculty *(continued)*

Fall 2011 Scenario					
OLS FALL 2011: 3 NEW AQ FACULTY IN FALL 2011	QUALIFICATION (AQ, PQ, OTHER)	AQ % OF TIME DEVOTED TO MISSION	PQ % OF TIME DEVOTED TO MISSION	OTHER % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS
Department of Organizations, Leadership & Society					
Stackman	AQ	100%			
Walshe	AQ	100%			
TOTAL OLS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]		1500%	453%	100%	73%
TOTAL OLS AQ+PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]		1500%	453%	100%	95%

Fall 2011

TOTAL BPS AQ RATIO [AQ TTL / (AQ TTL+PQ TTL+O TTL) ≥ 60%]	4987%	2043%	571%	66%
TOTAL BPS AQ + PQ RATIO [(AQ TTL + PQ TTL) / (AQ TTL+PQ TTL+O TTL) ≥ 90%]	4987%	2043%	571%	92%

USF Vision, Mission, and Values Statement

USF VISION, MISSION, AND VALUES STATEMENT

Vision

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

Mission

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Core Values

The University's core values include a belief in and a commitment to advancing:

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;
- earning as a humanizing, social activity rather than a competitive exercise;
- a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;

- diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- excellence as the standard for teaching, scholarship, creative expression and service to the University community;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;

the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;

- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others;
- a culture of service that respects and promotes the dignity of every person.

Strategic Initiatives

The following initiatives are key to the University's achieving the recognition as a premier Jesuit Catholic, urban university:

- A. Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Vision, Mission and Values;
- B. Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.
- C. Provide an attractive campus environment and the resources to promote learning throughout the University:
 - Learning resources that enhance curriculum and support scholarship
 - Technology solutions to enhance learning and improve service
 - Facilities to support outstanding educational programs
- D. Continue to strengthen the University's financial resources to support its educational mission.

USF 2028

USF 2028

The core mission of the University of San Francisco is to “promote learning in the Jesuit Catholic tradition” (*Vision, Mission, Values Statement*). In this tradition, education aims at fully developing every dimension of a person’s humanity — intellectual, moral, social, religious and aesthetic — so that our graduates, in addition to mastering a requisite body of knowledge, think clearly, analyze critically, communicate effectively, evidence a disciplined sensitivity to human suffering, construct lives of purpose and meaning and work effectively with persons of varying background and cultures for the common good.

In pursuit of its mission, USF offers students a demanding, integrated and holistic education that is the product of: 1) its Jesuit Catholic tradition, 2) academic excellence, 3) its San Francisco location, 4) the diverse experiences, perspectives and opinions within the University community and the Bay Area, and 5) a global perspective. These five qualifiers are not discrete attributes that may be neatly separated one from the other, but five closely interwoven strands that together, and only together, are the “whole cloth” of educational excellence in our distinctively Jesuit tradition.

Jesuit Catholic Tradition

The Jesuit tradition is fully committed to the pursuit of academic excellence in the framework of students’ realizing the fullness of their humanity — of their developing into intelligent, sensitive and responsible members of society. As a Catholic university, USF asserts the centrality of God as a mystery that should engage believers and non-believers alike and the compatibility of faith and reason in the pursuit of truth. Therefore, USF:

- A. challenges students to wrestle in a disciplined and thoughtful way with “big questions” of ultimate meaning and purpose so that they may live lives of passion, integrity and purpose;
- B. rigorously explores the transcendent dimension of human experience and its consequences for individuals and society;
- C. promotes learning from other cultures and informed conversation between faith and reason, religion and culture, belief and non-belief and among different faith traditions;

- D. serves the Catholic Church, local and universal, through teaching, research, creative expression and service;
- E. offers students the knowledge, skills, sensitivities, and motivation to succeed as persons and as professionals contributing to the common good of all, especially the most vulnerable;
- F. provides opportunities for persons of all faiths, and for Catholics in particular, to explore, share, celebrate and appropriate their faith tradition;
- G. offers programs and resources that allow trustee, faculty, staff and students to experience the dynamics of Ignatian spirituality, which animates USF’s Jesuit Catholic educational tradition.

Academic Excellence

The University holds-up “excellence as the standard for teaching, scholarship, creative expression and service” (Core Values). USF evidences this commitment to excellence in the core activities of discovering, communicating and applying knowledge. Therefore, USF:

- A. offers demanding academic programs that challenge students to maximally expand and develop their intellectual capacities and transformative educational experiences that will “act” them into new ways of thinking about the world and their role in it;
- B. supports a faculty of teaching scholars whose pedagogy is informed by rigorous research and who engage in their disciplines, participate in scholarly discourse that constitutes serious inquiry and involve students in their research efforts;
- C. encourages faculty to address issues, questions and problems of import through their scholarly work;
- D. fosters the development of curricula that reflect the most recent advances within and between the disciplines;
- E. sponsors campus programs and activities that promote student development and resident hall experiences that enhance learning and strengthen community;
- F. challenges students of demonstrated academic capability to develop the intellectual curiosity and discipline that support advanced learning;
- G. promotes close student-faculty relationships and effective

mentoring/advising by faculty and staff on the personal and professional development of students.

San Francisco Location

USF contributes to and benefits from the energy, resources, diversity and opportunities of a world-class city on the edge of the Pacific Rim. Therefore, USF:

- A. draws on the cultural, civic, legal, commercial, service and scientific resources in San Francisco to create opportunities that connect classroom learning with out-of-class experiences&
- B. taps into the creativity, diversity, and entrepreneurial energy of the Bay Area to enrich curricular and co-curricular experiences;
- C. cultivates partnerships with local organizations that mutually benefit the university and the community;
- D. works with community organizations on issues of common concern and provides space for conflicting interest groups to work towards the common good;
- E. serves as a social and educational agent by applying creative expression, knowledge, and research skills to promoting human development, advancing understanding, and improving the quality of life for all Bay Area residents and promoting academic engagement from the university.

Diversity

USF prepares students for the complexities of a diverse and interdependent world through curricular and co-curricular offerings which capitalize on the differences within the city and the university. Therefore, USF:

- A. creates structures, programs, and courses that engage differences of persons, perspectives and opinions so that students appreciate the commonality of our humanity as well as what distinguishes individuals and groups within the human family;
- B. ensures that different voices and perspectives are present in curricula, programs and activities across the university so that students engage the complexities and subtleties of human experience;
- C. recruits and retains a richly diverse mix of students, faculty and staff so that the university community, as

much a possible, broadly resembles the world to which our students will contribute;

- D. promotes disciplinary competence for students and faculty while also providing opportunities to cooperatively probe issues, questions, and problems from multi-disciplinary perspectives;
- E. offers students a wide variety of activities that promote engagement with each other and affiliation with the University, as well as opportunities to develop important life skills;
- F. draws from the cultural offerings of San Francisco to enrich students' understanding and appreciation of a diverse and multicultural world class city.

Global Perspective

USF educates students to responsible global citizenship in an increasingly interdependent world that offers innumerable opportunities for good, but is also home to two billion people who struggle to survive on \$2 a day or less. Therefore, USF:

- A. exposes students, faculty and staff to the multiplicity of values, the rich artistic and cultural achievements and the natural beauty of our world, as well as to the inhumane conditions which diminish the lives of seventy-five percent of the world;
- B. recruits and retains students, faculty and staff from other countries, who have global exposure and perspectives that insure a breadth of experiences and views inform a campus culture which challenges students to think and act in a globally responsible manner;
- C. acts in an environmentally responsible way, which acknowledges that the earth and its resources are to be shared justly among all people and held in trust for future generations;
- D. challenges students to pursue a common good that transcends local and national boundaries;
- E. educates students to issues affecting the global community, e.g., environmental justice, the creation and distribution of wealth and resources, war, migration, health, and education;
- F. offers on-site courses, programs, and experiences that help students understand and appreciate the complexities of our global reality, so that they may succeed in an

interdependent world and contribute professionally across the globe.

The University's challenge is to interweave these five qualities into a single multi-hued tapestry that is Jesuit Catholic education at the University of San Francisco.

It is critical for the future of USF that it recruit, retain and develop faculty, staff and students who share its understanding of and commitment to offering this academically rigorous, integrated, holistic education. USF's continued success demands that we be increasingly intentional, focused and accountable in educating the minds and hearts of our students so that they change their piece of the world.

BPS Mission Statement Draft

BPS MISSION STATEMENT DRAFT

USF's School of Business and Professional Studies is a catalyst for positive change; educating others to build a more humane, just and productive world through a rigorous, experienced-based curriculum that draws upon the creativity, diversity, and entrepreneurial energy that is San Francisco.

In keeping with its strong Jesuit tradition, the School of Business and Professional Studies values an open mind, a collaborative spirit and a courageous soul.

Results of the Graduating Student Survey 2001-10

Table 1: Comparison of Undergraduate Student Responses to Select Graduating Student Survey Questions, 2010 & 2001

	Business		Professional Studies	
	2010 N=281	2001 N=156	2010 N=123	2001 N=122
	VERY MUCH/ SOMEWHAT	VERY MUCH/ SOMEWHAT	VERY MUCH/ SOMEWHAT	VERY MUCH/ SOMEWHAT
From your perspective, are individual, ethnic, religious and other differences valued at USF?	89.1%	80.3%	86.9%	87.8%
Did your appreciation of individual, ethnic, religious and other differences increase at USF?	78.7%	67.9%	66.7%	67.8%
Were the courses in your academic major effective in providing you with a multicultural perspective?	80.1%	73.6%	77.2%	73.7%
Was the general education curriculum effective in providing you with a multicultural perspective?	81.3%	68.7%	70.5%	67.8%
Were the co curricular activities (e.g., clubs, residence halls, athletics) effective in providing you with a multicultural perspective?	65.3%	56.0%	11.5%	11.2%
Did your sense of social justice improve at the University of San Francisco as a result of your experiences here?	75.2%	58.4%	61.0%	61.9%
	EXCELLENT/ GOOD	EXCELLENT/ GOOD	EXCELLENT/ GOOD	EXCELLENT/ GOOD
ACADEMIC ADVISING	56.5%	30.2%	56.2%	46.0%
a. Short-Term Academic Advising By Semester	55.6%	34.4%*	49.6%	41.6%*
b. Long-Term Academic Advising within Major	46.2%	31.1%*	50.9%	47.9%*
c. Career Advising	34.4%	18.3%*	12.9%	13.7%*
	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
My instructors took an active interest in my learning.	96.0%	93.0%	96.7%	95.7%
My instructors were reasonably accessible outside of class.	94.6%	93.7%	95.9%	94.9%
Overall, I was satisfied with the courses I took in my major.	90.2%	88.7%	95.9%	91.5%
Overall, I was satisfied with the general education courses I took.	77.8%	68.3%	87.6%	77.3%

Table 1: Comparison of Undergraduate Student Responses to Select Graduating Student Survey Questions, 2010 & 2001 *(continued)*

	Business		Professional Studies	
	2010 N=281	2001 N=156	2010 N=123	2001 N=122
	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
Overall, I was satisfied with the elective courses I took.	86.8%	83.9%	71.4%	73.3%
Overall, I was satisfied with my USF education.	90.6%	90.3%	95.1%	93.2%
If I had a chance to relive my college experience, I would choose to attend USF again.	76.4%	67.9%	91.7%	88.9%

AFTER GRADUATION, DO YOU PLAN TO:	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
look for a job:	50.7%	44.1%	10.7%	14.3%
begin or continue job:	17.0%	38.6%	44.6%	47.3%
attend grad school:	15.9%	7.6%	33.9%	31.3%
not sure yet:	16.3%	9.7%	10.7%	7.1%

AFTER GRADUATION, WHAT WILL BE YOUR EMPLOYMENT STATUS?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
start new job:	7.7%	31.2%	1.6%	5.3%
continue current job:	14.0%	16.3%	68.0%	76.3%
receive promotion:	0.7%	5.7%	5.7%	6.1%
work a temporary job:	1.5%	2.8%	0.8%	0.0%
seek employment:	59.2%	35.5%	19.7%	10.5%
does not apply:	16.9%	8.5%	4.1%	1.8%

DID YOU PARTICIPATE IN ANY VOLUNTEER ACTIVITIES WHILE AT USF?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
Yes	43.0%	36.7%	25.6%	18.1%
No	57.0%	63.3%	74.4%	81.9%

DID YOU PARTICIPATE IN COMMUNITY SERVICE LEARNING WHILE AT USF?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
Yes	52.4%	20.5%	32.0%	19.6%
No	47.6%	79.5%	68.0%	80.4%

Table 1: Comparison of Undergraduate Student Responses to Select Graduating Student Survey Questions, 2010 & 2001 *(continued)*

	Business		Professional Studies	
	2010 N=281	2001 N=156	2010 N=123	2001 N=122
	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
DID YOU COMPLETE AN INTERNSHIP WHILE AT USF?				
Yes:	36.6%	29.7%	3.3%	1.7%
No:	63.4%	70.3%	96.7%	98.3%

* Data for these questions are from the 2005 Graduating Student Survey, the first year for which they were asked

Table 2: Comparison of Graduate Student Responses to Select Graduating Student Survey Questions, 2010 & 2001

	Business		Professional Studies	
	2010 N=138	2001 N=106	2010 N=107	2001 N=65
	VERY MUCH/ SOMEWHAT	VERY MUCH/ SOMEWHAT	VERY MUCH/ SOMEWHAT	VERY MUCH/ SOMEWHAT
From your perspective, are individual, ethnic, religious and other differences valued at USF?	75.4%	72.2%	77.6%	73.3%
Did your appreciation of individual, ethnic, religious and other differences increase at USF?	54.8%	57.7%	43.0%	43.3%
Were the courses in your academic major effective in providing you with a multicultural perspective?	70.9%	66.7%	54.2%	53.3%
Was the general education curriculum effective in providing you with a multicultural perspective?	62.7%	61.7%	49.5%	40.7%
Were the co curricular activities (e.g., clubs, residence halls, athletics) effective in providing you with a multicultural perspective?	35.2%	31.6%	9.4%	10.2%
Did your sense of social justice improve at the University of San Francisco as a result of your experiences here?	51.5%	33.3%	38.3%	31.6%
	EXCELLENT/ GOOD	EXCELLENT/ GOOD	EXCELLENT/ GOOD	EXCELLENT/ GOOD
ACADEMIC ADVISING	27.1%	18.4%	23.3%	26.9%
a. Short-Term Academic Advising By Semester	23.7%	22.3%*	21.1%	15.9%*
b. Long-Term Academic Advising within Major	22.9%	13.3%*	19.8%	21.3%*
c. Career Advising	18.5%	13.3%*	16.3%	13.0%*
	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
My instructors took an active interest in my learning.	86.4%	85.4%	96.2%	95.1%
My instructors were reasonably accessible outside of class.	89.5%	92.8%	98.1%	93.5%
Overall, I was satisfied with the courses I took in my major.	85.5%	74.8%	86.7%	85.0%
Overall, I was satisfied with the general education courses I took.	80.8%	51.6%	80.1%	56.1%
Overall, I was satisfied with the elective courses I took.	70.0%	76.8%	50.0%	40.4%
Overall, I was satisfied with my USF education.	84.0%	71.0%	88.7%	91.5%
If I had a chance to relive my college experience, I would choose to attend USF again.	74.0%	48.9%	79.2%	83.0%

Table 2: Comparison of Graduate Student Responses to Select Graduating Student Survey Questions, 2010 & 2001

	Business		Professional Studies	
	2010 N=138	2001 N=106	2010 N=107	2001 N=65
AFTER GRADUATION, DO YOU PLAN TO:	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
look for a job:	42.9%	54.6%	33.3%	15.3%
begin or continue job:	49.2%	42.3%	60.0%	74.6%
attend grad school:	0.0%	0.0%	2.9%	0.0%
not sure yet:	7.9%	3.1%	3.8%	10.2%
AFTER GRADUATION, WHAT WILL BE YOUR EMPLOYMENT STATUS?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
start new job:	6.4%	21.4%	2.8%	3.2%
continue current job:	38.4%	27.6%	53.3%	67.7%
receive promotion:	8.0%	5.1%	9.3%	9.7%
work a temporary job:	0.0%	0.0%	0.0%	1.6%
seek employment:	35.2%	41.8%	31.8%	14.5%
does not apply:	12.0%	4.1%	2.8%	3.2%
DID YOU PARTICIPATE IN ANY VOLUNTEER ACTIVITIES WHILE AT USF?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
Yes	18.3%	9.6%	11.8%	3.7%
No	81.7%	90.4%	88.2%	96.3%
DID YOU PARTICIPATE IN COMMUNITY SERVICE LEARNING WHILE AT USF?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
Yes	7.1%	8.2%	10.8%	5.5%
No	92.9%	91.8%	89.2%	94.5%
DID YOU COMPLETE AN INTERNSHIP WHILE AT USF?	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE	STRONGLY AGREE/AGREE
Yes	14.0%	26.0%	14.0%	5.5%
No	86.0%	74.0%	86.0%	94.5%

* Data for these questions are from the 2005 Graduating Student Survey, the first year for which they were asked

Survey Data on Indirect Measures of Assurance of Learning

Table 1: Alumni Survey Items for the School of Business and Management and the College of Professional Studies, 2007

ITEMS	BUSINESS		CPS	
	N	%	N	%
How well did your overall academic education at USF prepare you for your first job after graduation? [VERY WELL/WELL]	128	93.4%	174	92.1%
How well did your total experience at USF prepare you for your first job after graduation? [VERY WELL/WELL]	126	92.0%	170	90.9%
How well did your overall academic education at USF prepare you for your current job? [VERY WELL/WELL]	128	94.1%	171	90.0%
How well did your total experience at USF prepare you for your current job? [VERY WELL/WELL]	127	94.8%	174	92.1%
Looking back at your experiences as a USF student, how satisfied are you NOW with your academic course work experience while at USF. [VERY SATISFIED/SATISFIED]	129	93.5%	173	91.5%
Looking back at your experiences as a USF student, how satisfied are you NOW with – the academic activities outside the classroom offered at USF (ex. internships, invited speakers, academic clubs, service learning opportunities, etc.) [VERY SATISFIED/SATISFIED]	90	72.0%	73	74.5%
My experiences while at USF gave me the skills to appreciate the needs of others. [STRONGLY AGREE/AGREE]	126	92.6%	174	93.0%
My experiences while at USF gave me the skills to participate in activities that assist the underserved and marginalized. [STRONGLY AGREE/AGREE]	104	75.9%	151	81.6%
My experiences while at USF gave me the skills to contribute positively to society. [STRONGLY AGREE/AGREE]	127	93.4%	178	94.7%
My experiences while at USF gave me the skills to be a “person for others” [STRONGLY AGREE/AGREE]	119	88.1%	172	92.0%
How well did USF foster in you a culture of service to the community that respects and promotes the dignity of every person? [VERY WELL/WELL]	125	91.9%	163	89.1%
How well did USF foster in you a culture of service to the community that respects and promotes the dignity of every person? [VERY WELL/WELL]	125	91.9%	163	87.6%
My experiences while at USF gave me the skills to take action on moral and ethical issues. [STRONGLY AGREE/AGREE]	111	81.6%	166	88.8%

Table 1: Alumni Survey Items for the School of Business and Management and the College of Professional Studies, 2007

ITEMS	BUSINESS		CPS	
	N	%	N	%
My experiences while at USF gave me the skills to act ethically in my profession. [STRONGLY AGREE/AGREE]	127	95.5%	182	96.3%
How well did USF prepare you in developing your personal integrity? [VERY WELL/WELL]	132	96.4%	176	95.7%
My experiences while at USF have helped me to: - explore and define my value system. [STRONGLY AGREE/AGREE]	127	92.0%	165	88.2%
How well did USF prepare you in developing leadership capabilities? [VERY WELL/WELL]	117	86.0%	168	89.4%
How well did USF prepare you in developing interpersonal skills? [VERY WELL/WELL]	128	93.4%	174	92.6%
How well did USF prepare you in developing the ability to express ideas clearly in an articulate and persuasive way? [VERY WELL/WELL]	123	89.1%	175	94.6%
How well did USF prepare you in developing oral and written communication skills? [VERY WELL/WELL]	124	90.5%	184	97.4%
How well did USF prepare you in developing the ability to work with others? [VERY WELL/WELL]	136	99.3%	179	95.2%
How well did USF prepare you in developing critical thinking and problem solving capabilities? [VERY WELL/WELL]	129	93.5%	180	95.7%
How well did USF prepare you in developing the ability to locate, organize, and evaluate information from multiple sources? [VERY WELL/WELL]	129	93.5%	176	93.6%
How well did USF prepare you in developing the ability to analyze quantitative issues? [VERY WELL/WELL]	121	88.3%	167	88.8%
How well did USF prepare you in developing the ability to think creatively? [VERY WELL/WELL]	116	85.3%	176	93.6%
How well did USF prepare you: - in understanding the implications of technology? [VERY WELL/WELL]	116	84.7%	148	80.4%
How well did USF prepare you in developing the ability to relate positively to people who are racially/ethnically different from me? [VERY WELL/WELL]	134	97.8%	169	91.4%
How well did USF prepare you in developing the ability to relate positively to people who are religiously different from me? [VERY WELL/WELL]	134	97.8%	158	86.8%

Table 1: Alumni Survey Items for the School of Business and Management and the College of Professional Studies, 2007

ITEMS	BUSINESS		CPS	
	N	%	N	%
How well did USF prepare you in developing the ability to relate positively to people who have a different socioeconomic background than mine? [VERY WELL/WELL]	130	94.9%	164	89.1%
How well did USF prepare you for working in a multicultural environment? [VERY WELL/WELL]	130	94.9%	154	82.6%
How well did USF prepare you in appreciating differences between people? [VERY WELL/WELL]	131	95.6%	174	93.0%
My experiences while at USF have helped me to relate positively to people who have different political beliefs/values than mine. [VERY WELL/WELL]	124	90.5%	158	84.5%
My experiences while at USF have helped me to: -relate positively to people that have a different sexual orientation than mine. [STRONGLY AGREE/AGREE]	127	92.0%	138	74.6%
My experiences while at USF have helped me to: - personally and/or professionally advocate for diversity. [STRONGLY AGREE/AGREE]	123	90.4%	148	80.4%
How well did USF prepare you in meeting the demands of technology in today's global environment? [VERY WELL/WELL]	114	83.2%	147	77.8%
How well did USF prepare you in becoming more aware of international issues? [VERY WELL/WELL]	114	83.8%	134	71.7%

Table 2: Comparison of NSSE Items Among the School of Business, Professional Studies and Other Traditional Colleges (Arts & Sciences and Nursing), 2008

	BUSINESS		PROFESSIONAL STUDIES		ARTS & SCIENCES AND NURSING	
	N	%	N	%	N	%
To what extent has your experience at this institution contributed to your development of each of the following: Leading by example [QUITE A BIT/VERY MUCH]	52	68.4%	55	80.9%	151	72.6%
To what extent has your experience at this institution contributed to your development of each of the following: Increasing your awareness of the relationship between global and local issues [QUITE A BIT/VERY MUCH]	53	70.7%	45	66.2%	152	72.7%
In your experience at your institution during the current school year, about how often have you done each of the following? Worked with other students on projects DURING CLASS [OFTEN/VERY OFTEN]	56	60.9%	53	73.6%	90	38.1%
In your experience at your institution during the current school year, about how often have you done each of the following? Worked with classmates OUTSIDE OF CLASS to prepare class assignments [OFTEN/VERY OFTEN]	82	89.1%	38	52.8%	145	61.2%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Working effectively with others [QUITE A BIT/VERY MUCH]	72	87.8%	59	84.3%	180	84.5%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Writing clearly and effectively [QUITE A BIT/VERY MUCH]	65	80.3%	65	91.6%	178	84.0%
In your experience at your institution during the current school year, about how often have you done each of the following? Prepared two or more drafts of a paper or assignment before turning it in [OFTEN/VERY OFTEN]	53	57.6%	55	76.4%	110	46.6%
In your experience at your institution during the current school year, about how often have you done each of the following? Worked on a paper or project that required integrating ideas or information from various sources [OFTEN/VERY OFTEN]	85	92.4%	69	95.8%	218	92.8%
In your experience at your institution during the current school year, about how often have you done each of the following? Made a class presentation OFTEN/VERY OFTEN	77	83.7%	57	79.2%	153	64.8%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Speaking clearly and effectively [QUITE A BIT/VERY MUCH]	67	81.7%	52	73.2%	163	76.9%
During the current school year, how much has your coursework emphasized the following mental activities? Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components [QUITE A BIT/VERY MUCH]	81	95.3%	63	90.0%	207	93.6%

Table 2: Comparison of NSSE Items Among the School of Business, Professional Studies and Other Traditional Colleges (Arts & Sciences and Nursing), 2008

	BUSINESS		PROFESSIONAL STUDIES		ARTS & SCIENCES AND NURSING	
	N	%	N	%	N	%
During the current school year, how much has your coursework emphasized the following mental activities? Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions [QUITE A BIT/VERY MUCH]	73	85.9%	55	77.5%	180	81.1%
During the current school year, how much has your coursework emphasized the following mental activities? Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations [QUITE A BIT/VERY MUCH]	77	90.6%	62	87.3%	190	85.6%
During the current school year, how much has your coursework emphasized the following mental activities? Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships [QUITE A BIT/VERY MUCH]	72	84.7%	62	87.3%	189	85.5%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Thinking critically and analytically [QUITE A BIT/VERY MUCH]	72	87.8%	60	84.5%	193	90.6%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Analyzing quantitative problems [QUITE A BIT/VERY MUCH]	65	79.2%	52	73.2%	151	70.6%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Solving complex real-world problems [QUITE A BIT/VERY MUCH]	61	76.3%	46	67.6%	151	71.2%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Using computing and information technology [QUITE A BIT/VERY MUCH]	72	87.8%	53	74.6%	165	77.1%
During the current school year, how often have you done the following? Examined the strength and weaknesses of your own views on a topic or issue [OFTEN/VERY OFTEN]	46	54.8%	42	60.0%	142	64.5%
During the current school year, how often have you done the following? Learned something that changed the way you understand an issue or concept [OFTEN/VERY OFTEN]	60	71.4%	53	75.7%	173	78.6%
To what extent has your experience at this institution contributed to your development of each of the following: Making ethical decisions in personal situations [QUITE A BIT/VERY MUCH]	59	77.6%	51	77.3%	158	76.0%
To what extent has your experience at this institution contributed to your development of each of the following: Making ethical decisions in professional situations [QUITE A BIT/VERY MUCH]	62	83.8%	55	82.1%	159	76.4%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Acquiring job or work-related knowledge and skills [QUITE A BIT/VERY MUCH]	62	75.6%	58	71.7%	150	70.8%

Table 2: Comparison of NSSE Items Among the School of Business, Professional Studies and Other Traditional Colleges (Arts & Sciences and Nursing), 2008

	BUSINESS		PROFESSIONAL STUDIES		ARTS & SCIENCES AND NURSING	
	N	%	N	%	N	%
In your experience at your institution during the current school year, about how often have you done each of the following? Participated in a community-based project (e.g., service learning) as part of a regular course [OFTEN/VERY OFTEN]	30	32.6%	12	16.7%	123	54.4%
In your experience at your institution during the current school year, about how often have you done each of the following? Had a serious conversation with students of a different race or ethnicity than your own? [OFTEN/VERY OFTEN]	52	56.6%	48	66.7%	167	74.9%
During the current school year, about how often have you done each of the following? Tried to better understand someone else's views by imagining how an issue looks from his or her perspective [OFTEN/VERY OFTEN]	55	59%	50	69.1%	167	75.9%
Which of the following have you done or plan to do before you graduate? Community service or volunteer work [DONE]	63	68.5%	26	36.1%	177	74.7%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Understanding people of other racial and ethnic background [QUITE A BIT/VERY MUCH]	65	70.6%	43	59.8%	158	74.5%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Contributing to the welfare of your community [QUITE A BIT/VERY MUCH]	58	63.1%	46	58.3%	160	75.8%

Table 3: Comparison of MSL Items between the USF's School of Business and Business Students of the Catholic Consortium

ITEMS	USF		CATHOLIC CONSORTIUM	
	N	%	N	%
When thinking of your most significant mentor at this college/university, indicate your level of agreement or disagreement with the following: This mentor helped me to....Empower others to engage in leadership [AGREE/STRONGLY AGREE]	28	68.3%	290	69.0%
When thinking of your most significant mentor at this college/university, indicate your level of agreement or disagreement with the following: This mentor helped me to.... Live up to my potential. [AGREE/STRONGLY AGREE]	38	92.7%	389	92.4%
When thinking of your most significant mentor at this college/university, indicate your level of agreement or disagreement with the following: This mentor helped me to....Be a positive role model [AGREE/STRONGLY AGREE]	33	80.5%	367	87.2%
How confident are you that you can be successful at the following? Taking initiative to improve something [CONFIDENT/VERY CONFIDENT]	84	87.5%	751	86.9%
Please indicate your level of agreement with the following items: I can make a difference when I work with others on a task [AGREE/STRONGLY AGREE]	82	85.4%	767	88.9%
Please indicate your level of agreement with the following items: I think it is important to know other people's priorities [AGREE/STRONGLY AGREE]	80	83.3%	732	84.9%
Please indicate your level of agreement with the following items: I actively listen to what others have to say [AGREE/STRONGLY AGREE]	85	88.5%	787	89.0%
Please indicate your level of agreement with the following items: I have helped to shape the mission of the group [AGREE/STRONGLY AGREE]	69	71.9%	598	69.4%
Please indicate your level of agreement with the following items: I enjoy working with others toward common goals [AGREE/STRONGLY AGREE]	80	83.3%	761	88.1%
Please indicate your level of agreement with the following items: Others would describe me as a cooperative group member [AGREE/STRONGLY AGREE]	79	82.3%	780	90.3%
Please indicate your level of agreement with the following items: Collaboration produces better results [AGREE/STRONGLY AGREE]	83	87.4%	723	83.9%
How confident are you that you can be successful at the following: Organizing a group's task to accomplish a goal [CONFIDENT/VERY CONFIDENT]	83	86.5%	773	89.5%
How confident are you that you can be successful at the following? Working with a team on a group project [CONFIDENT/VERY CONFIDENT]	87	90.7%	796	92.1%
Please indicate your level of agreement with the following items: I am seen as someone who works well with others [AGREE/STRONGLY AGREE]	84	87.5%	760	88.0%

Table 3: Comparison of MSL Items between the USF's School of Business and Business Students of the Catholic Consortium

ITEMS	USF		CATHOLIC CONSORTIUM	
	N	%	N	%
Please indicate your level of agreement with the following items: It is important to develop a common direction in a group in order to get anything done [AGREE/STRONGLY AGREE]	83	86.5%	739	85.5%
Please indicate your level of agreement with the following items: I respect opinions other than my own AGREE/STRONGLY AGREE	78	81.3%	771	89.2%
Please indicate your level of agreement with the following items: I contribute to the goals of the group [AGREE/STRONGLY AGREE]	84	87.5%	788	91.3%
Please indicate your level of agreement with the following items: My contributions are recognized by others in the groups I belong to [AGREE/STRONGLY AGREE]	78	81.3%	712	82.5%
Please indicate your level of agreement with the following items: I share my ideas with others [AGREE/STRONGLY AGREE]	82	85.4%	742	86.0%
Please indicate your level of agreement with the following items: I support what the group is trying to accomplish [AGREE/STRONGLY AGREE]	80	83.4%	748	86.7%
In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? Ability to learn on your own, pursue ideas, and find information you need [GROWN/GROWN VERY MUCH]	84	87.5%	750	86.8%
In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? Ability to put ideas together and to see relationships between ideas [GROWN/GROWN VERY MUCH]	84	87.5%	770	89.1%
In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? Ability to critically analyze ideas and information [GROWN/GROWN VERY MUCH]	85	88.5%	767	88.9%
In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? Learning more about things that are new to you [GROWN/GROWN VERY MUCH]	86	89.6%	787	91.2%
When thinking of your most significant mentor at this college/university, indicate your level of agreement or disagreement with the following: This mentor helped me to...Engage in ethical leadership [AGREE/STRONGLY AGREE]	21	51.2%	292	69.4%
During your college experience, how often have you engaged in the following activities: Communicated with campus with campus or community leaders about a pressing concern? [SOMETIMES/OFTEN]	39	40.7%	243	28.1%
During your college experience, how often have you engaged in the following activities: Took action in the community to address a social or environmental problem? [SOMETIMES/OFTEN]	32	33.3%	273	31.6%
During your college experience, how often have you engaged in the following activities: worked with other to make the campus or community a better place? [SOMETIMES/OFTEN]	56	58.3%	442	51.2%

Table 3: Comparison of MSL Items between the USF's School of Business and Business Students of the Catholic Consortium

ITEMS	USF		CATHOLIC CONSORTIUM	
	N	%	N	%
During your college experience, how often have you engaged in the following activities: Acted to raise awareness about campus? [SOMETIMES/OFTEN]	41	42.7%	319	36.9%
During your college experience, how often have you engaged in the following activities: Took part in a protest, rally, or demonstration? [SOMETIMES/OFTEN]	21	21.9%	134	15.5%
During your college experience, how often have you engaged in the following activities: Worked with others to address social inequalities? [SOMETIMES/OFTEN]	39	40.6%	246	28.2%
During your college experience, how often have you engaged in the following activities: Talked about different lifestyles/customs? [OFTEN/VERY OFTEN]	69	71.9%	586	67.8%
During your college experience, how often have you engaged in the following activities: Held discussions with students whose personal values were different from your own? [OFTEN/VERY OFTEN]	61	63.5%	582	67.4%
During your college experience, how often have you engaged in the following activities: Discussed major social issues such as human rights, and social justice? [OFTEN/VERY OFTEN]	55	57.3%	474	54.9%
During your college experience, how often have you engaged in the following activities: held discussions with students whose religious beliefs were very different form your own? [OFTEN/VERY OFTEN]	49	51.1%	419	48.5%
During your college experience, how often have you engaged in the following activities: discussed your views about multiculturalism and diversity? [OFTEN/VERY OFTEN]	59	61.5%	468	54.2%
During your college experience, how often have you engaged in the following activities: held discussion with students whose political were very different from your own? [OFTEN/VERY OFTEN]	43	55.2%	534	61.8%
Please indicate your level of agreement with the following statement: I values differences in others [AGREE/STRONGLY AGREE]	85	88.5%	746	86.3%
Please indicate your level of agreement with the following statement: I am focused on my responsibilities [AGREE/STRONGLY AGREE]	89	92.7%	771	89.1%
Please indicate your level of agreement with the following statement: I belief I have a responsibility to my community [AGREE/STRONGLY AGREE]	79	82.3%	662	76.7%
Please indicate your level of agreement with the following statement: I volunteer my time to the community [AGREE/STRONGLY AGREE]	52	73.3%	383	44.1%
Please indicate your level of agreement with the following statement: I believe my work has a greater purpose for the larger community [AGREE/STRONGLY AGREE]	66	68.8%	549	63.5%
How confident are you that you can be successful at the following: leading others [CONFIDENT/ VERY CONFIDENT]	81	84.4%	718	83.1%

School of Business
and Professional
Studies Firsts,
Facts, Honors, and
Achievements
2001-10

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES: FIRSTS, FACTS, HONORS, & ACHIEVEMENTS, 2001-2010

- The International Institute of Criminal Justice Leadership was founded in the College of Professional Studies in 2001. It is currently under the direction of Anthony Ribera, former police chief of San Francisco. The institute provides training and research in law enforcement leadership for international, national, and local law enforcement personnel; and it sponsors an annual symposium that raises thousands of dollars each year for student scholarships.
- A group of 37 China Resources managers completed an executive MBA in Hong Kong through the McLaren School of Business in May 2003, and traveled to USF for commencement exercises. The students in this programs were executives from mainland China, and when they came to USF to participate in commencement activities in St. Ignatius Church, it was, for most of the new graduates, the first time in their lives they had entered a church.
- In 2003, associate professor of business Mark Cannice inaugurated the USF International Business Plan Competition. The competition involves top-tier schools from all over the world submitting proposals for innovative business plans and sending teams of students to the Bay Area to compete for awards based on several criteria: defining a problem, providing a product or service to address the problem, projecting revenue and profits based on the market, and determining the amount of money needed from investors.
- In 2003, a major donation by Putra Masagung, a 1974 graduate of the business school, underpinned a capital campaign involving more than 3,000 donors to build a new wing for the business school, a state-of-the-art facility that opened in 2004. In recognition of Mr. Masagung's lead gift, the graduate programs are now offered within the Masagung Graduate School of Management.
- In recognition of a major closing gift by Thomas E. Malloy, class of 1961, and his wife Sharon, the new business school facility was named Malloy Hall in 2004.
- In 2005, accounting professor Todd Sayre created a course on sustainable business, the first of its kind in the USF School of Business and Management and among the first offered at an American university.
- In 2006, USF's School of Business and Management was ranked as one of the nation's top graduate schools for entrepreneurs, according to *The Princeton Review* and *Entrepreneur* magazine's annual ranking. The joint study surveyed more than 700 schools and ranked USF's Entrepreneurship Program 25th in the country.
- The USF MBA program is ranked 6th for business schools with the greatest opportunities for minority students (*The Princeton Review*, 2006).
- In 2006, USF joined with the University of California, San Francisco (UCSF) to offer UCSF dental students a master's in business administration while they complete their doctorate in dental surgery. It was one of only 10 such programs nationwide and the first cooperative agreement between USF and UCSF.
- MBA graduate Robert Lahaderne claimed second place in the semi-final round of the USF International Business Plan Competition in the spring of 2008, with a proposal to improve hemodialysis for hundreds of thousands of patients. The 22 competing teams hailed from such top-tiered schools as Duke University, Massachusetts Institute for Technology (MIT), Cambridge University, and Hong Kong University of Science and Technology.
- In 2008, a team of students from the School of Business and Management Honors Cohort Program was named division champions and undergraduate runners-up at the National Intercollegiate Business Ethics Competition.
- An undergraduate business ethics team won the undergraduate division championship in the 10th annual National Intercollegiate Business Ethics Competition held at Loyola Marymount University in April 2008, competing against schools such as Dartmouth College, New York University, Loyola University of Chicago, the U.S. Military Academy, the U.S. Naval Academy, and the University of Oregon.
- In 2009, the USF Chapter of Beta Alpha Psi, an honorary organization of financial information students and professionals, achieved superior chapter status, the highest recognition from that national organization. The USF business students logged in 1,122 professional development hours and 821 hours of community service for a total of 1,943 hours.

- In January 2009, the Business School went global, introducing an ambitious joint program on three continents designed to immerse students in the real-world issues of globalization, international entrepreneurship, and management. The 12-month joint Master of Global Entrepreneurship and Management (jMGEM) – comprised of classes at USF, in Barcelona, and in Taipei, Taiwan is designed for students who recently earned an undergraduate business degree, or the equivalent.
- At the National Foundation for Teaching Entrepreneurship (NFTE) 16th Annual Entrepreneurial Spirit Awards Dinner in New York in April 2009, Mike Duffy, Dean of the School of Business and Management, received the 2009 Enterprising Educator Award in recognition of his “excellence in advancing entrepreneurship education throughout the Bay Area.”
- In June 2009, the University of San Francisco created the School of Business and Professional Studies by merging the School of Business and Management with the College of Professional Studies. The merger was designed to build upon the strengths of both legacy schools, bringing into a single administrative structure faculty and staff with complimentary expertise. Mike Duffy, former Dean of the School of Business and Management, became the founding dean of the new school.
- The National Association for the Self-Employed named Joe Pielago, a School of Business and Professional Studies student, Future Entrepreneur for 2009. He is focusing on entrepreneurship, as USF is among the top-25 ranked schools in the nation for “most entrepreneurial campuses” according to *Forbes* magazine and *The Princeton Review*, and has been awarded up to \$24,000 to put toward his education.
- J.P. Allen, associate professor of information systems, was awarded a Fulbright in December 2009, and will take three months to teach an MBA course on innovation management and technology at the University of the Azores in Portugal. Building on similar USF-developed courses, Allen intends to save focus on open innovation and internet-based innovation.
- School of Business and Professional Studies professor Mark Cannice’s first quarter venture capitalist confidence survey, released in April 2010, garnered significant attention from the media. Cannice’s findings, showing venture capitalist’s confidence has been rising steadily since early 2009 in both Silicon Valley and China and was featured in 25 articles, including top tier coverage in *The Economist*, *The New York Times*, *San Jose Mercury News* and CNET.
- In May 2010, professor Joel Oberstone, of the School of Business and Professional Studies, Department of Finance, Economics, and Quantitative Analysis became a regular columnist for the *Wall St. Journal*, Europe, presenting his leading edge work in *Sports Analytics*, particularly focusing on the English Premier League.
- Dayle Smith, professor, School of Business and Professional Studies received a Fulbright in May 2010 from the U.S. Department of State, and she will be joining a small team of international Fulbright Scholars in “one of the most important reforms in higher education in Hong Kong history.”
- Professor Art Karshmer, Chairman of the Technology, Innovation, and Entrepreneurship Department of the School of Business and Professional Studies, and a leading scholar and researcher in the field of computer-assisted mathematics for the blind, was invited in June 2010 to the Czech Technical University in Prague. He will be collaborating on research projects, giving talks in the Czech republic, and providing assistance to Czech researchers as they design a curriculum for blind math students.
- The Aspen Institute’s *The Sustainable MBA: The 2010-2011 Guide to Business Schools That Are Making a Difference* features USF’s MBA program as a leader in business and social impact issues.
- USF’s School of Business and Professional Studies is listed #24 in the 2009-2010 “Best in Leadership Development” ranking in the Education/Universities/Schools of Management and Business category by *Leadership Excellence* magazine.
- Gloria Duffy, Roxanne Fernandes, Rose Castillo Guilbault, and Elisa Stephens, graduates of the School of Business and Professional Studies, were principal honorees at the *San Francisco Business Times* Most Influential Women in Bay Area Business event in June 2010.
- Term Assistant Professor and Director of the Gellert Foundation Family Business Center Monika Hudson won the Faculty Service-Learning Award. “In the three years since her appointment as a full-time faculty member in the School of Business and Professional Studies, (Hudson) has

supervised over 99 service-learning projects involving 49 different community partners,” the awards committee noted in June 2010.

- Ryan Wright, assistant professor in the College of Business and Professional Studies, claimed the ITS Full-Time Faculty Innovations Award for using software and Internet program Blackboard and wikis to efficiently manage his classes, and spearheading a class dedicated to online business applications in June 2010.
- Noelan Brewington-Janssen, and international business major who will be attending the Beijing Center for the academic year 2010-2011, was awarded a \$5,000 Gilman Scholarship.
- Enrollment has tripled since the School of Business and Professional Studies began offering courses in multi-cultural marketing in fall 2008. Led by business professors Mandy Ortiz – one of only about a dozen Latina marketing professors with doctorates in the country – Ricardo Villarreal, Sweta Thota, and Sonja Poole, the popular program has grown fast enough that a separate multi-cultural marketing concentration is slated to launch for 2010-2011.
- In July 2010, at the Conference of the International Association of Chinese Marketing Research, the delegation from the University of San Francisco School of Business and Professional Studies, including Dean Mike Duffy and seven other USF delegates. The delegation represented the most comprehensive American academic group specifically organized to study and facilitate the creation of global Chinese business, and included five native mandarin speaking USF BPS faculty members. USF’s BPS delegation was one of the largest single groups in attendance from North America.
- In October 2010, USF’s Masagung Graduate School of Management was named one of the 300 “outstanding institutions” in the 2011 edition of the *Princeton Review Best Business School Guidebook*.

School of Business and Professional Studies: Prominent Alumni

- **ALFRED AFFINITO ’50** served as Pittsburg’s mayor and as a city council member during the 1960s. He serves as the national president of the Sons of Italy.
- **RICHARD BECHELLI ’55** serves as a member of the USF Board of Trustees. He is a partner with Bechelli Properties, a family-owned commercial properties company, and the owner of three apparel businesses.
- **GARY D. BOYD ’79** CEO of Southern Mono Healthcare \ District, Mammoth Lakes.
- **ORAL LEE BROWN ’86** established the Oral Lee Brown Foundation, which has financed the college education of many Oakland youths. She received an honorary doctorate from USF for her community service work.
- **THIRAPHONG CHANSIRI ’88** current president of Thai Frozen Food products.
- **CLAUDIO CHIUCHIARELLI ’79** Managing Partner of Banyan Securities Company LLC, and Chairman of the USF Board of Trustees.
- **EUISUN CHUNG ’98** is currently vice chairman of Hyundai Motors.
- **JEANNE CUNICELLI ’98** Partner at Bay City Capital; member of the USF Board of Trustees, Investment Committee, and Business Advisory Council.
- **RONALD HOLT ’02** has been awarded the 2009 David Lawrence Community Service Award. This national prize from Kaiser Permanente acknowledges individuals and groups who display exceptional effort to improve the health of the community.
- **LINDA HOTHEM ’04** is currently CEO of Pacific American Group.
- **OLIVER JOHNSON ’65** operations manager of the Shared Food Network, a division of Catholic charities in Washington, DC; served as director of human resources at Giant Food, Inc.; member of the USF Board of Trustees.
- **THOMAS MALLOY ’61** founder of Tom Malloy Corporation; member of the USF Board of Trustees.
- **PUTRA MASAGUNG ’74** received the University of San Francisco’s President Medallion in 2005; executive chairman of Guthrie GTS; member of the USF Board of Trustees.

- **ANGELA MCCONNELL '95** received the Mountain View Chamber of Commerce's 2005 Athena Award for Outstanding Woman of the Year.
- **SALVADOR MENJIVAR '06** is currently Executive Director, One California Foundation
- **JOHN NICOLAI '71** Managing Partner, Ernst & Young LLP; Tax Managing Partner for Asia Pacific; member of the USF Board of Trustees.
- **PAUL OCON '93** fellow of the American College of Healthcare Executives (ACHE), the nation's leading professional society for healthcare leaders.
- **JO ELLEN ROSS '97** received the Distinguished Executive Leader Award from the Cannon Health Care Quality Improvement Endowment.
- **MIKE SANGIACOMO '71** CEO of Recology, San Francisco's major recycling organization.
- **EMMANUEL SERRIERE '81** received a certificate of recognition from California State Assemblyman Greg Aghazarian "in honor of his commitment to improving the community through kindness, and for the enduring value of his professional goals and pursuit of excellence."
- **ROBERT SHIREMAN '86** Deputy undersecretary of U.S. Department of Education.
- **MICHELLE JARRETT SKAFF '76** President of the Sierra Foundation and Chairman of the Sierra Club Foundation; member of the USF Board of Trustees.
- **BOB ST. CLAIR '52** member of Pro Football Hall of Fame and star player on the famous 1951 USF "undefeated, untied, and uninvited" football team.
- **LENA TAM '96** named "Woman of the Year" by Assemblywoman Wilma Chan of the 16th Assembly District. She chairs the Alameda County Council of the League of Women Voters; served as president of the city of Alameda League of Women Voters and the East Bay Asian Voter Education Consortium.
- **DOMINIC TARANTINO '54** former chairman of Price Waterhouse World Firm Limited and former chair of the USF Board of Trustees.
- **LORRAINE TAYLOR '88** founder of 1000 Mothers to Prevent Violence, an organization that offers help to families affected by violence.
- **BURL TOLER '52** inducted into the Bay Area Sports Hall of Fame; first African American to become an NFL game official; first African American junior high school principal in San Francisco history, and star player on the famous 1951 USF "undefeated, untied, and uninvited" football team.
- **MALCOLM VISBAL '52** Certified Public Accountant for over 35 years; member of the USF Board of Trustees.
- **LYNN WOOLSEY '81** serving her eighth-term in the Sonoma-Marín district seat of the U.S. House of Representatives.
- **DENNIS A. YOUNG '65** recognized by the California Society of CPAs with its Public Service Award for 2008 for service to community organizations; founded the Los Altos Community Foundation and currently serves as its corporate secretary.

School of Business and Professional Studies: Prominent Alumni Professors

- **LYNDA AIMAN-SMITH '85** is currently teaching at North Carolina State University.
- **JOHN BARDARO '59** is currently teaching at City College of San Francisco.
- **DIANE L. BRAUNER '93** is currently teaching at California State University, Hayward.
- **MICHAEL J. CALEGARI '80** is currently teaching at Santa Clara University
- **STEVEN R. CAMPBELL '04** is currently teaching at Heald Business College
- **MARK CANNICE '92** is currently teaching at the University of San Francisco.
- **MARY A. CASSELL '76** is currently teaching at Sierra Community College.
- **ALAN B. COLEMAN '52** is currently teaching at Southern Methodist University.
- **LOUIS R. CONCORDIA '69** is currently teaching at Frostburg University.
- **MARCOS R. CONTRERAS, MA '80** is currently teaching at San Joaquin Delta College.
- **MICHAEL W. DAE '98** is currently teaching at UCSF, as the Chief Medical Officer at Radian.

- **ROBERT J. DE DOMINIC '63** is currently teaching at the University of Montana.
- **EMILY BETH DEVINE '99** is currently teaching at the University of Washington.
- **JON R. DUKE '76** is currently teaching at Missouri Valley College.
- **CHRISTINE A. ERNST-MILLER '87** is currently teaching at University of the Pacific in the department of Dental Practice.
- **MARY GALLO '00** is currently teaching at the University of San Francisco.
- **MICHAEL M. GERBER '76** is currently teaching at the University of California, Santa Barbara.
- **LAURENCE E. GESELL '82** is currently teaching at Arizona State College.
- **GRANT B. GOOLD '93** is currently teaching at American River College.
- **CONNIE E. GOZZARINO '97** is currently teaching at Santa Rosa Junior College.
- **W. NORMAN GUSTAFSON '84** is currently teaching at Fresno City College.
- **BERNARD HANES '80** is currently teaching at California State University, Northridge.
- **FAYRENE HOFER '84** is currently teaching at College of the Sequoias.
- **MONICA HUDSON '03** is currently teaching at the University of San Francisco.
- **CATHERINE S. KLIFA '02** is currently teaching at University of California, San Francisco.
- **KATHERINE O. KOELLE '88** is currently teaching at Vista College.
- **LEE W. KUHRE '82** is currently teaching at the University of San Francisco.
- **STEPHEN K. MORRIS '91** is currently teaching at the University of San Francisco.
- **LAUREN A. MURRAY '83** is currently teaching at New England College.
- **JOHN J. O'SHAUGHNESSY '75** is currently teaching at San Francisco State University.
- **DAVID P. PITMAN '58** is currently teaching at San Jose State University.

- **ROBERT E. QUIGLEY '66** is currently teaching at City College of San Francisco.
- **GREGORY S. QUIRING '93** is currently teaching at the Bethel Theological Seminary.
- **FRANK J. RODGERS '70** is currently teaching at Yuba College-Woodland Campus.
- **GUOR-RURNG SHIEH '89** is currently teaching at the Chinese Military Academy.
- **FREDERICK J. SIMONELLI '87** is currently teaching at Mount Saint Mary's College.
- **BRENT W. SOMMER '87** is currently teaching at Samuel Merritt College.
- **GENE A. STARNES '75** is currently teaching at Portland State University.
- **TETSUO TANAKA '75** is currently teaching at Kumagay Foreign Language College.
- **PHILLIP L. WILLIAMS '81** is currently teaching at the University of Georgia.
- **GLENN F. ZURAWSKI '92** is currently teaching at the University of Texas Anderson Cancer Center.

Note: The college professors listed above generally attained advanced degrees beyond those degrees earned at USF. A list of more than 5,000 leaders in business, the professions, government, and education is available upon request.

Student Diversity

Table 1: Ethnicity of Undergraduate Business Students, Fall 2010

ETHNICITY	N	%
Asian	269	19.4%
African American	34	2.4%
Latino	163	11.7%
Native American	19	1.4%
Native Hawaii/Pacific Islander	22	1.6%
International	412	29.7%
Unspecified	125	9.0%
White	344	24.8%
TOTAL	1,388	100.0%

- Asian
- African American
- Latino
- Native American
- Native Hawaii/Pacific Islander
- International
- Unspecified
- White

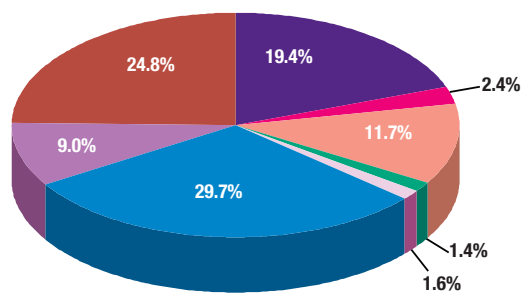


Table 2: Ethnicity of Undergraduate Professional Studies Students, Fall 2010

ETHNICITY	N	%
Asian	52	13.3%
African American	36	9.2%
Latino	58	14.8%
Native American	4	1.0%
Native Hawaii/Pacific Islander	5	1.3%
International	1	0.3%
Unspecified	79	20.2%
White	156	39.9%
TOTAL	391	100.00%

- Asian
- African American
- Latino
- Native American
- Native Hawaii/Pacific Islander
- International
- Unspecified
- White

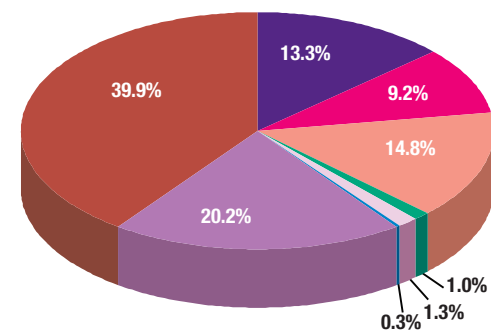


Table 3: Ethnicity of Graduate Business Students, Fall 2010

ETHNICITY	N	%
Asian	86	23.8%
African American	10	2.8%
Latino	25	6.9%
Native American	4	1.1%
Native Hawaii/Pacific Islander	4	1.1%
International	60	16.6%
Unspecified	23	6.4%
White	150	41.4%
TOTAL	362	100.0%

- Asian
- African American
- Latino
- Native American
- Native Hawaii/Pacific Islander
- International
- Unspecified
- White

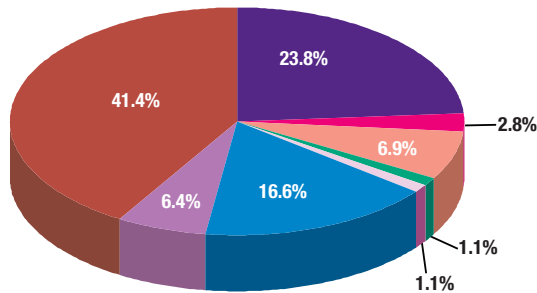
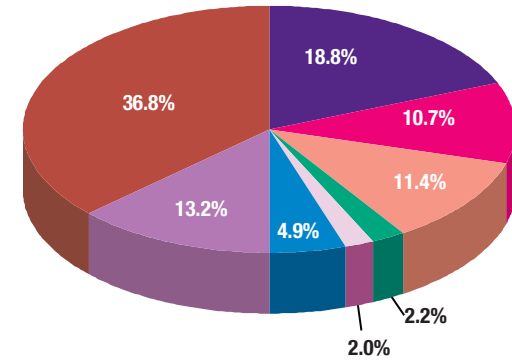


Table 4: Ethnicity of Graduate Professional Studies Students, Fall 2010

ETHNICITY	N	%
Asian	84	18.8%
African American	48	10.7%
Latino	51	11.4%
Native American	10	2.2%
Native Hawaii/Pacific Islander	9	2.0%
International	22	4.9%
Unspecified	59	13.2%
White	165	36.8%
TOTAL	448	100.0%

- Asian
- African American
- Latino
- Native American
- Native Hawaii/Pacific Islander
- International
- Unspecified
- White



Faculty Diversity

Table 1: Full-Time Business and Professional Studies Faculty by Gender, 2010-2011

GENDER	N	%
Male	52	67.5%
Female	25	32.5%
TOTAL	77	100.0%

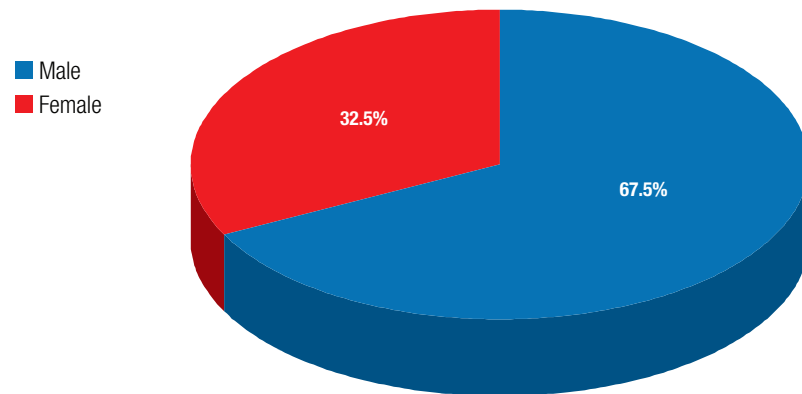


Table 2: Full-Time Business and Professional Studies Faculty by Ethnicity, 2010-2011

ETHNICITY	N	%
Asian	11	14.3%
Black	2	2.6%
Hispanic/Latino	3	3.9%
Unspecified	16	20.8%
White	45	58.4%
TOTAL	77	100.0%

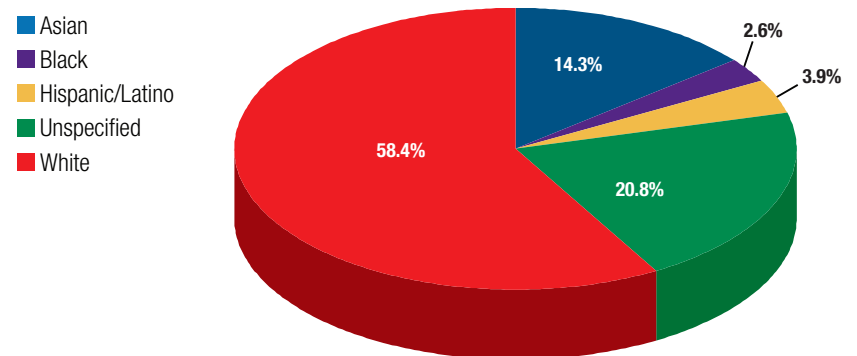


Table 3: Full-Time School of Business and Management Faculty by Gender, Fall 2001

GENDER	N	%
Male	40	80.0%
Female	10	20.0%
TOTAL	50	100.0%

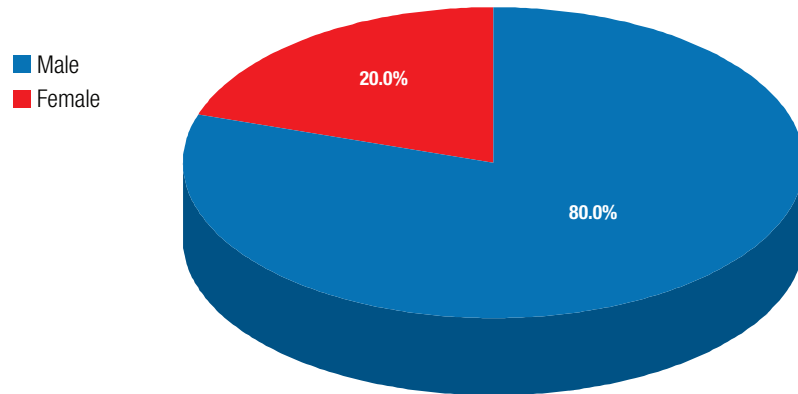


Table 4: Full-Time School of Business and Management Faculty by Ethnicity, Fall 2001

ETHNICITY	N	%
Asian	6	12.0%
Black	0	0.0%
Hispanic/Latino	3	6.0%
Unspecified	0	0.0%
White	41	82.0%
TOTAL	50	100.0%

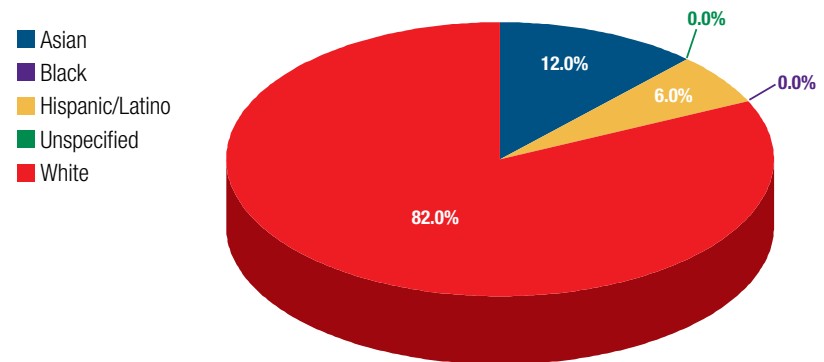


Table 5: Full-Time College of Professional Studies Faculty by Gender, Fall 2001

GENDER	N	%
Male	13	72.2%
Female	5	27.8%
TOTAL	18	100.0%

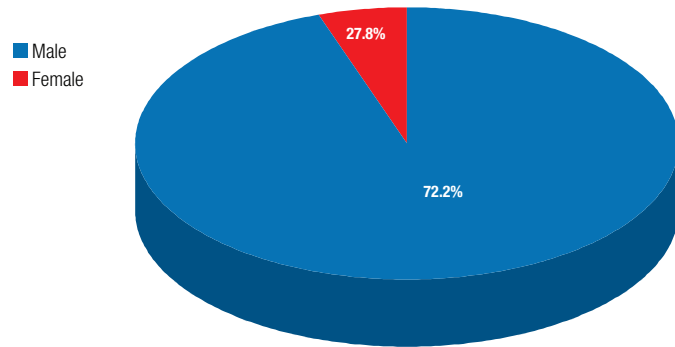
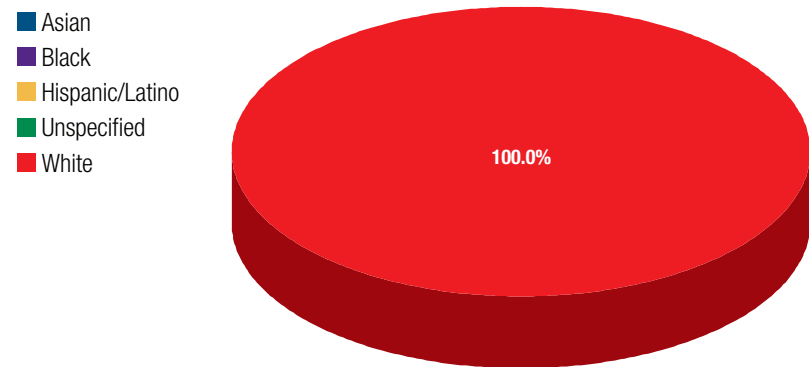


Table 6: Full-Time College of Professional Studies Faculty by Ethnicity, Fall 2001

ETHNICITY	N	%
Asian	0	0.0%
Black	0	0.0%
Hispanic/Latino	0	0.0%
Unspecified	0	0.0%
White	18	100.0%
TOTAL	18	100.0%



Assurance
of Learning
Responsibilities
for All Programs

Assurance of Learning Responsibilities for All Programs

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
All Programs/Majors			<p>Ethical Leadership</p> <p>a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance.</p> <p>b. Communication—effectively communicate orally and in writing using various mediums across unique situations.</p> <p>c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses.</p>
			<p>Global Perspective</p> <p>View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p>
			<p>Critical Thinking</p> <p>Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p>
BPA	Larry Brewster	Primary	[To be added after revised.]
BSBA	D. Scalise	Supporting*	<p>Business Domain Concepts</p> <p>a. Accounting—prepare and interpret financial statements for corporate enterprises.</p> <p>b. Finance—use financial information to assess economic value of real and financial assets, and make decisions to create value.</p> <p>c. Organizational Behavior and Theory—develop and leverage human and social capital in organizations.</p> <p>d. Business Technology and Logistics—grasp the core information technology concepts that enable business operation and understand how technology trends enable innovation.</p> <p>e. Marketing—produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels.</p> <p>f. Strategy and Competitive Advantage—develop specific and actionable strategic options at different levels to enhance the firm's competitive position through rigorous analysis of the changes in a firm's competitive environment, its industry, and its internal resources.</p>
BSM**	R. Stackman	Supporting*	
MBA (All)	M. Canice	Supporting*	

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
MPA	L. Brewster	Primary	<p>MPA Domain Concepts Educate students so they might, as compassionate and effective leaders, humanely manage social structures in a constantly changing society</p> <ol style="list-style-type: none"> Initiate and facilitate interactions between the public, private, and nonprofit sectors to provide workable solutions to societal needs Create an environment of excellence in instruction, research, and service Facilitate professional growth and interpersonal relationships beyond typical organizational boundaries Translate research into effective practices and achievable, humane policies Serve the San Francisco Bay Area and beyond through outreach, engagement, education of citizens and professionals, and applied research.
MNA (and MBA NA emphasis)	K. Fletcher	Primary	<p>Nonprofit Management Domain Concepts</p> <ol style="list-style-type: none"> Describe the roles of the nonprofit sector in the US and internationally, and provide examples of those roles. Identify and explain the similarities and differences between nonprofit management and management in the for-profit and public sectors. Demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, marketing, and advocacy. Identify ethical issues brought forth in their classes and discuss how these ethical considerations impact the work of nonprofit managers. Design and carry out applied research projects to answer research questions faced by nonprofit organizations. Analyze data and make recommendations based on their findings.
MSOD (and MBA OD emphasis)	Richard Stackman	Primary	<p>Organization Development Domain Concepts</p> <ol style="list-style-type: none"> Develop research-based competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating change interventions at the individual, group, and organization levels.

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
MSOD (and MBA OD emphasis) <i>(continued)</i>	Richard Stackman	Primary	<ul style="list-style-type: none"> b. Integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication. c. Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives. d. Embrace the humanistic foundations of organization development as an authentic (self-as-instrument) agent of change by upholding uncompromising ethics and respecting diverse ideas and backgrounds. e. Utilize knowledge associated with business fundamentals and emerging trends to demonstrate how planned change builds organizational capacity and resiliency.
OBL Major (undergraduate)	Richard Stackman	Primary	<p>Organization Behavior Domain Concepts</p> <ul style="list-style-type: none"> a. Develop a fuller awareness and appreciation of self, others, society and the world through the Jesuit values of moral and ethical leadership, social justice, and service to others. b. Apply concurrently organizational studies to management practices in the classroom, organization, and society. c. Analyze and synthesize how cognitive, behavioral, and emotional outcomes contribute to the effectiveness and sustainability of organizations. d. Demonstrate competence and relevant organizational behavior skills as active investigators and leaders of organizational life. e. Lead and work effectively with diverse individuals and groups using a broad, interdisciplinary liberal arts foundation.
BA Major (undergraduate)***	Richard Stackman	Primary	<p>Ethical Leadership</p> <ul style="list-style-type: none"> a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations. c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses.

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
<p>BA Major (undergraduate)*** <i>(continued)</i></p>	<p>Richard Stackman</p>	<p>Primary</p>	<p>Global Perspective View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p> <p>Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p> <p>Business Domain Concepts</p> <ol style="list-style-type: none"> Identify and apply key concepts and theories in management, organizational behavior and strategy. Articulate the domestic and global dimensions of, and influences on, business and management. Develop leadership and team-management skills necessary for success in a diverse and changing workplace. Recognize the history and development of theories and concepts in business management, accounting, economics, statistics, finance, marketing, human resource management, business law, and strategic management and apply these theories and concepts to various business situations. Apply appropriate information technology to analyze problems and issues, develop business research, report key data, and recommend management strategy and action plans.
<p>International Business (IB) Major</p>	<p>P. Takahashi</p>		<p>Ethical Leadership</p> <ol style="list-style-type: none"> Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. Communication—effectively communicate orally and in writing using various mediums across unique situations. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses. <p>Global Perspective/Diversity View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p>

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
International Business (IB) Major	P. Takahashi		<p>Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p> <p>IB Domain Concepts</p> <ul style="list-style-type: none"> a. Identify factors in the macro business environment, e.g., the political, regulatory, economic, technological and cultural, as well as the micro business environment, e.g., competitive forces, consumer needs and preferences, to develop products and services to meet global needs. b. Recognize managerial challenges to entering developing countries and formulate specific strategies in specific functional areas, e.g. finance and/or marketing, to overcome them. c. Communicate in at least one other language besides English⁵ d. Demonstrate knowledge of a variety of business norms and customs

5. The language requirement for the IB major is either the student passes the language placement exam to the end of the 3rd semester, i.e., the student would be placed in the 4th semester or above OR the student passes the 3rd semester of a language. Only the 3rd semester can be counted as an IB elective.

Hospitality Major	T. Costello	Primary	<p>Ethical Leadership</p> <ul style="list-style-type: none"> a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations. c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses. <p>Global Perspective/Diversity</p> <p>View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p> <p>Critical Thinking</p> <p>Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p>
--------------------------	-------------	---------	--

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
Hospitality Major <i>(continued)</i>	T. Costello	Primary	Hospitality Domain Concepts a. Define problems and identify business solutions and then utilize fundamental and quantitative tools for hospitality management decision-making b. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace c. Utilize hospitality industry techniques, systems and technology programs for operational success and professional integrity.
Entrepreneurship Major	M. Cannice	Primary	Ethical Leadership a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations. c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses. Global Perspective/Diversity View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions. Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions. Entrepreneurship Domain Concepts a.
Information Systems (IS) MIS	TBD		Ethical Leadership a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations.

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
Information Systems (IS) MIS <i>(continued)</i>	TBD		<p>Ethical Leadership <i>(continued)</i> c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses.</p> <p>Global Perspective/Diversity View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p> <p>Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p> <p>IS Domain Concepts a.</p>
Project Management	L. Henderson	Primary	<p>Ethical Leadership a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations. c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses.</p> <p>Global Perspective/Diversity View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p> <p>Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p> <p>PM Domain Concepts a.</p>

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
<p>Accounting Major</p>	<p>D. Roberts</p>	<p>Primary</p>	<p>Ethical Leadership a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations. c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses.</p> <p>Global Perspective/Diversity View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p> <p>Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p> <p>Accounting Domain Concepts a. Use terminology of accounting b. Apply generally accepted accounting principles to business transactions c. Prepare external financial statements d. Analyze external financial statements e. Identify and analyze financial information to make effective managerial decisions f. Identify the ethical and professional responsibilities of an accountant</p>
<p>MGEM</p>	<p>M. Sidaoui</p>		<p>Ethical Leadership a. Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. b. Communication—effectively communicate orally and in writing using various mediums across unique situations.</p>

Assurance of Learning Responsibilities for All Programs *(continued)*

PROGRAM/MAJOR	LEAD LIAISON	DEPARTMENTAL ROLE	STUDENT LEARNING OUTCOMES
MGEM <i>(continued)</i>	M. Sidaoui		<p>Ethical Leadership <i>(continued)</i> c. Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of business decisions and devise appropriate responses.</p> <p>Global Perspective View business issues from a global perspective and integrate relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.</p> <p>Critical Thinking Identify, create, access, and analyze relevant quantitative and qualitative information to craft, make, and evaluate business decisions.</p> <p>Business Domain Concepts</p> <ul style="list-style-type: none"> a. Accounting—prepare and interpret financial statements for corporate enterprises. b. Finance—use financial information to assess economic value of real and financial assets, and make decisions to create value. c. Organizational Behavior and Theory—develop and leverage human and social capital in organizations. d. Business Technology and Logistics—grasp the core information technology concepts that enable business operation and understand how technology trends enable innovation. e. Marketing—produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels. f. Strategy and Competitive Advantage—develop specific and actionable strategic options at different levels to enhance the firm’s competitive position through rigorous analysis of the changes in a firm’s competitive environment, its industry, and its internal resources.

*Supporting department role refers to specific Assurance of Learning ‘Student Learning Goals’ listed in the next column.

**Current proposal is for one working adult undergraduate degree program called ‘Bachelor of Science in Management’. Program would initially include OBL and AE programs.

***Program learning outcomes listed, not major learning outcomes.

Graduation and Retention Rates

Table 1: USF First-Time Freshmen-to-Sophomore Attrition Rates, All Students, and by Gender, Fall 2001 to Fall 2008 Beginning Cohorts

	2001	2002	2003	2004	2005	2006	2007	2008
All	19.4%	14.6%	12.8%	15.2%	17.0%	17.6%	14.7%	15.8%
Female	17.7%	13.4%	14.1%	13.8%	15.0%	18.2%	13.7%	16.5%
Male	23.0%	17.3%	9.9%	18.0%	21.9%	16.3%	16.6%	14.5%

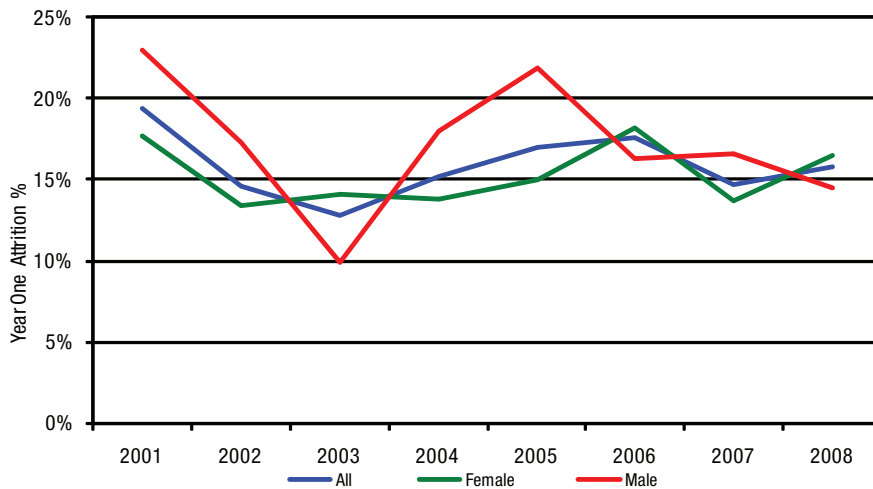


Table 2: USF First-Time Freshmen-to-Sophomore Attrition Rates, by School, Fall 2001 to Fall 2008 Beginning Cohorts

	2001	2002	2003	2004	2005	2006	2007	2008
Arts	20.1%	15.1%	15.6%	17.8%	20.4%	21.3%	17.8%	17.8%
Science	14.6%	16.9%	8.7%	9.1%	13.0%	13.3%	15.3%	15.0%
Business	24.1%	14.5%	13.4%	15.6%	16.0%	18.0%	12.6%	16.8%
Nursing	12.5%	6.1%	5.2%	11.1%	10.9%	6.0%	3.0%	4.1%

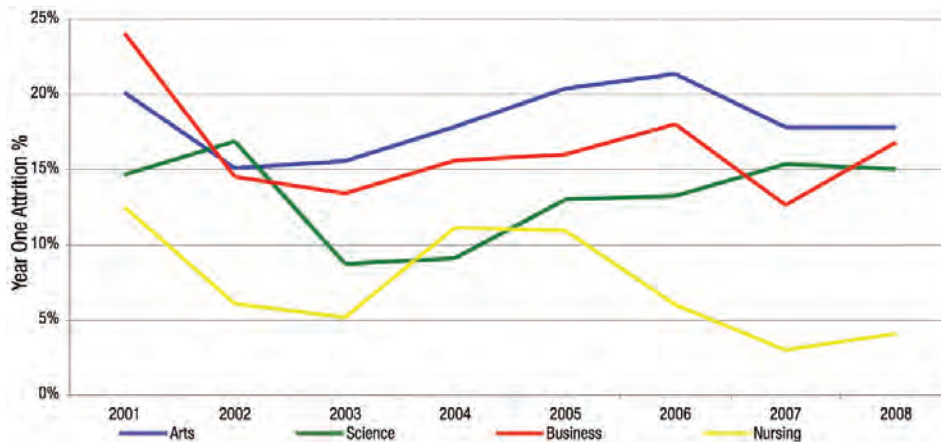


Table 3: USF Six-Year Graduation Rates for First-Time Freshmen, All Students, and by Gender, Fall 1997 to Spring 2003, Beginning Cohorts

	1997	1998	1999	2000	2001	2002	2003
All	65.5%	65.9%	65.9%	65.3%	65.0%	66.4%	68.8%
Female	66.3%	66.6%	68.5%	67.0%	68.3%	66.2%	68.9%
Male	64.1%	64.4%	61.0%	61.3%	57.8%	66.9%	68.6%

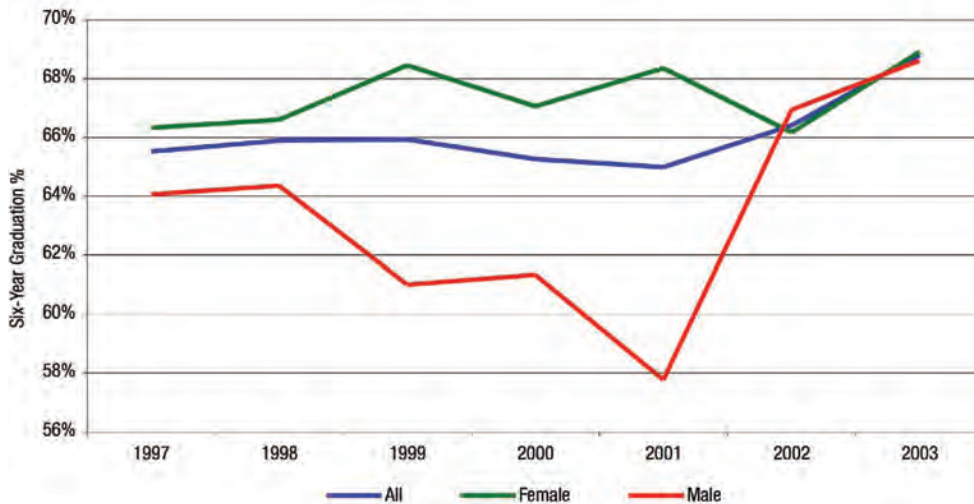
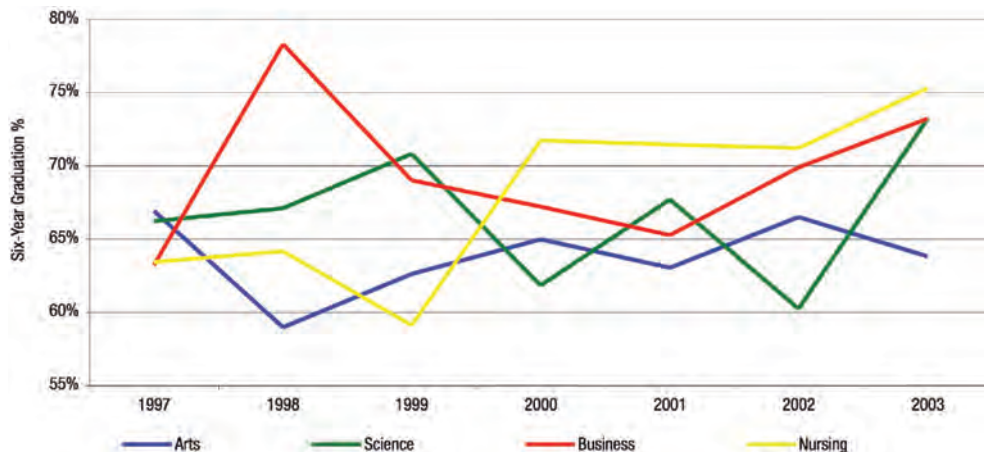


Table 4: USF Six-Year Graduation Rates for First-Time Freshmen, by School, Fall 1997 to Spring 2003, Beginning Cohorts

	1997	1998	1999	2000	2001	2002	2003
Arts	66.9%	58.9%	62.6%	65.0%	63.0%	66.5%	63.8%
Science	66.2%	67.1%	70.8%	61.8%	67.7%	60.2%	73.2%
Business	63.2%	78.3%	69.0%	67.2%	65.2%	69.9%	73.2%
Nursing	63.4%	64.2%	59.1%	71.7%	71.4%	71.2%	75.3%



AQ Guidelines,
PQ Guidelines,
and Participating
Faculty Guidelines

AQ GUIDELINES, PQ GUIDELINES, AND PARTICIPATING FACULTY GUIDELINES

1. Academically Qualified (AQ) Faculty Guidelines

Initial Five-Year Appointment as AQ Faculty:

- Earn a terminal degree.

Maintenance of AQ Status After the Initial Five-Year Appointment:

- Has three (3) refereed journal publications; or has two (2) refereed journal publications and earns at least two (2) points from scholarly and/or validating academic activities over the past 5 years.
- Scholarly and/or validating academic activities are to be awarded points as shown in the table below.
- This definition of Academically Qualified Faculty for AACSB accreditation purposes is not intended to indicate any particular research evaluation (inadequate, adequate, or superior) for tenure and/or promotion purposes.

AQ Scholarly or Validating Academic Activities

Referred (peer reviewed) journal article that is published in a widely disseminated journal in the relevant academic area (not a proceeding)	2 points
New scholarly book or monograph that is reviewed by peers in the field, published by a recognized publishing house, must be related to what the faculty member teaches	2 points
New text book: reviewed by peers in the field, published by a recognized publishing house, adopted in at least one university other than USF	2 points
New trade book: must be related to what the faculty member teaches, published by a recognized publishing house, accepted by the relevant trade	1 point
New textbook chapter: reviewed by peers in the field, published by a recognized publishing house, adopted in at least one university other than USF	1 point
Revised scholarly book, monograph, textbook, textbook chapter, or trade book that meets the relevant criteria above	1 point
Academic presentation of a peer reviewed paper on a business related topic at conference	1 point
Non-peer reviewed journal article that is published in a widely disseminated journal in the relevant academic area (not a proceeding)	1 point

2. Professionally Qualified (PQ) Faculty Guidelines

PQ Validating Activities

Full/part-time business ownership/position in area of teaching, with duties corresponding to level of teaching	6 points
Work experience/consulting (paid/unpaid)/expert witnessing/volunteer to for-profit and/or not-for-profit business and organizations in area of teaching	2 points per major engagement
Maintenance of professional license and/or certification related to teaching area	2 points
Software development related to teaching area adopted for use in university and/or in industry	2 points
Paid membership on board of directors	2 points per year
Pedagogical developments: <ul style="list-style-type: none"> • Continuous improvement, innovation, and currency in content, design, and conduct of teaching • Development and implementation of industry best practices as it relates to specific fields of teaching 	2 points
Active participation in professional meeting related to teaching area as a speaker, presenter, organizer, or member of panel.	2 points
Conferences related to teaching area: <ul style="list-style-type: none"> • Full attendance for the duration of conference 	1 point
Professionally-oriented publications related to teaching area	2 points
Professionally-oriented presentations related to teaching area	1 point

3. Participating Faculty Guidelines

- All full time faculty members, both term and tenure-track, are participating faculty. Their contract with the university provides for active participation in the activities of the school, including, but not limited to: student advising, curriculum design, co-curricular design, and other service to the university.
- Part-time (adjunct) faculty members are generally considered to be supporting faculty. However, some adjunct faculty may be considered participating if they actively participate in the activities noted in the first statement above. Such activities must be documented by the appropriate department chair or the dean.

Call for Application
for Faculty
Development Funds

CALL FOR APPLICATION FOR FACULTY DEVELOPMENT FUNDS ACADEMIC YEAR 2011-2012

UNIVERSITY OF SAN FRANCISCO

School of Business and Professional Studies

**DEADLINE FOR SUBMISSION:
NOVEMBER 24, 2010**

I. Overview

All full time faculty members are eligible and encouraged to apply for faculty development funding (FDF) to support their research and professional development activities. Tenure-track faculty members who are already receiving multi-year support are eligible to apply only for funds to support research assistants. Eligible faculty may apply for any or all of the funding opportunities--research support, summer stipend, and research assistant. While all development activities may not directly correlate to scholarly papers that are suitable for publishing in peer-reviewed academic journals (including pedagogical journals), the aim of the funding is to encourage steady and distinctive scholarly production that is consistent with the applicant's ACP.

Funding will be distributed in the following ways:

- A. **Faculty Development Funds to Support Research**—a block grant for general research support that can be used at the faculty member's discretion for legitimate expenses. These include:
 - *Conference attendance and paper presentations*
 - *Renewal of software and database licenses*
 - *Travel expenses to support professional services that add substantial value to the school and USF, such as editorial work, leadership positions in professional organizations, etc.*
 - *Other professional development activities justified by the applicant that contribute to achievement of the individual's research agenda*
- B. **Summer Stipend**—a salary to be distributed in a lump sum or monthly installments to support faculty who have forgone teaching, consulting and other paid work in order to focus on producing scholarly publications. Please note:

while the expectation for faculty who receive a summer stipend is that they not teach, faculty whose teaching contract requires teaching in the summer will be allowed to teach but not allowed to take on overload courses.

- C. **Funds to Support Research Assistants**—an allocation of funds to employ RA's to support work leading to scholarly publication. Please note: all RA funds will now be allocated by the FDC. Tenure track faculty members who are already guaranteed summer research support will now need to apply for funds to be considered for RA support.

Faculty who accept funding are expected to use the USF template for PowerPoint currently being developed for conference and other presentation. Additionally, faculty are required to make their published work available at a USF institutional repository and on SSRN. Instructions on how to do this will be provided later.

Funding priorities are given to faculty members who are seeking tenure and/or promotion.

Funding is provided by Faculty Development Funds under the Collective Bargaining agreement, and supplemented by funds raised by Dean Duffy and contributed by supporters of the School of Business and Professional Studies. The faculty representatives on the FDC and the administration will jointly evaluate the applications, and based on the merits of each application, they will jointly determine the amount of the block grant.

II. General Review Criteria

Our hope is to provide funding decisions by February 11, 2010 to allow faculty adequate time to make plans for the summer. The FDC strives to conduct a fair, competitive, and evidence-based review process. Funding decisions will be based on the merits of a candidate's overall research/professional development agenda. An ideal research agenda will:

- A. Establish a foundation for research
- B. Develop the direction the research will take
- C. Determine how the agenda fits with a candidate's scholarly record, expertise, career trajectory

III. Application Contents

As discussed in article 34 of the Collective Bargaining Agreement, it is important that your application be consistent

with your ACP. Dean Duffy will be participating in the committee's discussions and will read your application in light of your ACP. Please use language understandable to colleagues from various disciplines on the committee. To save time, you might wish to extract relevant information from your ACP. (Please note that the FDC does not have access to your ACP.)

You must include your updated C.V. and AQ status report in order to apply for funding.

Your application should include the Cover Sheet (provided on the last page of this document) and the information organized as below:

i. Application Narrative

- A. BACKGROUND.** State clearly and briefly the background to the research questions to be addressed, how the proposed activity is connected to your work in the past, and demonstrate your qualifications for conducting this work
- B. PUBLICATION STRATEGY AND/OR OUTCOMES.** If a candidate's research is primarily scholarly or academic, then the candidate should describe all work that has progressed beyond preliminary stages and is aimed towards submission for publication consideration. At a minimum, indicate the venue(s) you are targeting, and your planned date for submission. If a candidate's research aims to promote professional development, then s/he should describe the deliverables that can be expected from proposed activities. FDC welcomes additional detail.
- C. RESEARCH PROGRESS.** It is important that the committee be able to track your research progress over time. In addition, Articles 34 of the Collective Bargaining Agreement provide for accountability in the use of Faculty Development Funds. If you had received faculty development funds in the previous cycle, you should describe your research work conducted from summer 2009 to the present:
- Briefly summarize the research activities you performed.
 - If a paper was submitted, prepared or presented, please attach a copy of the manuscript. Manuscripts should reflect the requirements of the targeted journals.
 - If a paper was submitted to a journal, please attach the journal's acknowledgement and the most recent communication from the journal (such as reviewer or

associate editor comments, invitation to revise and resubmit, rejection letter, or acceptance letter).

- D. REQUEST FOR RA SUPPORT.** Provide a brief narrative describing how the assistant will support your research in the next year and include an explanation and evidence of research productivity derived from work supported by a research assistant over the past year.

2. Estimated Research Expenses.

Provide a projected total dollar amount for your anticipated expenses and a brief explanation. Do not submit a detailed budget.

3. Working Papers and Documentation.

Enclose your working paper(s) if any and all relevant communication with the journal(s) for your submission(s). Do not submit published manuscripts; these would already be submitted as part of the AQ process.

DEADLINE: MONDAY, NOVEMBER 24, 2010

Incomplete applications will not be processed. Please be sure your application is complete.

Where to Submit, File Format and Filename

We highly recommend submitting your application as a PDF file to avoid problem with reading your file. If you can't create PDF, please submit your application in MS Word format.

Please label your file as: *lastname_FDF_2011.pdf* or *lastname_FDF_2011.docx*. You may attach other files as appropriate.

Email your application to Helen Wong:

Email to: wongh@usfca.edu

Subject: FDF Application

Please address any questions on the content of your application to FDC Chair Nicholas Tay, tay@usfca.edu

COVER SHEET TO ACCOMPANY APPLICATION FOR FACULTY DEVELOPMENT FUNDS FOR AY2011-12

NAME:

ACADEMIC RANK (*Assistant/Associate/Full*):

TERM, TENURE-TRACK OR TENURED FACULTY: (*If term faculty please state duration of term*)

Check all that apply:

Faculty Development Funds to Support Research

Summer Stipend

If you are applying for either one or both of the above supports, you need to submit the following:

- Updated CV and AQ Status Report
- Application narrative
- An estimate of total anticipated research expenses and a brief explanation
- Appropriate documentation of journal communications
- Working papers, if any

Funds to Support Research Assistants

If you are applying for funds to support RAs, you need to submit the following:

- Updated CV and AQ Status Report
- Brief narrative describing how the assistant will support your research
- Evidence of prior research productivity derived from work supported by a research assistant

Article 34.3 of the Collective Bargaining Agreement states the application shall include

- a signed statement of intent which sets forth the specific objectives and goals to be accomplished through the use of such funds and*
- the phrase, "Failure to use FDF/LDF for the stated purpose shall obligate the Association member to reimburse the FDF/LDF in full. FDF/LDF may not be awarded without a signed statement of intent."*

Signature of applicant agreeing to Article 34.3:

SIGNATURE

DATE

Program Reviews for Business and Professional Studies

Program Review: Master of Nonprofit Administration

Campus Visit: April 13-14, 2009

PROGRAM(S) REVIEWED: MASTER OF NONPROFIT ADMINISTRATION (MNA)

EXTERNAL REVIEWERS:

John Palmer Smith, Director, Helen Bader Institute for Nonprofit Management, University of Wisconsin-Milwaukee
 Pier Rogers, Director, Axelson Center for Nonprofit Management, North Park University
 Suzanne Feeney, Director, Institute for Nonprofit Management, Portland State University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Proceed with a full scale review of the content and structure of the MNA degree program.	A review was undertaken in 2009-10, resulting in a proposal forwarded to the dean of BPS in June 2010	Will be discussed at future meeting with dean and/or associate dean
Decision should be made whether the current 36-unit requirement is sufficient to have the MNA degree program positioned as one of the leading programs in the U.S.	A proposal to increase units to 42 was part of the proposal forwarded to the dean	Same as above
Serious consideration should be given to increasing the number of elective courses in the MNA degree.	The revised curriculum in the proposal includes core courses and choices of electives	Same as above
Reconsider the role of the capstone requirement and make (or reaffirm) a decision with respect to what options for students are most appropriate to satisfy this requirement without creating an unreasonably high barrier to graduation	The capstone requirement has been changed to a research project that students complete as part of their 36-unit degree program. Former students who did not graduate because of the thesis requirement have been invited to come back to complete the new requirement and therefore get their degree	On-going
Increase the length of courses to something more closely approximating the Carnegie standard of 37.5 classroom contact hours.	The new curriculum proposal brings the MNA program into line with the MBA program as far as number of units and contact hours per course are considered.	Will be discussed at future meeting with dean and/or associate dean
Consider adding new courses to the curriculum to permit MNA students to select from a wider array of electives and/or choose to specialize in certain areas of interest	The proposed curriculum revision includes more MNA electives and possibilities for students to take electives from other programs like the MBA	Same as above
Consider increasing the accessibility to an expanded array of "nonprofit focused" graduate courses by students in other graduate-level programs at USF	All students in the School of Business and Professional Studies are welcome to take MNA courses except for the final three courses that lead to the capstone project	On-going
Consider adding one or more specializations within the MNA degree that could be added to other graduate degrees at USF	An emphasis in nonprofit management has already been developed for the MBA degree	On-going
Begin to explore the possibilities of introducing online instruction or other alternative formats to increase accessibility to and enrollments in these programs without compromising program quality.	This is definitely a future goal as the university becomes more involved in online education.	Holding as a future goal

Program Review: Master of Nonprofit Administration *(continued)*

Campus Visit: April 13-14, 2009

PROGRAM(S) REVIEWED: MASTER OF NONPROFIT ADMINISTRATION (MNA)

EXTERNAL REVIEWERS:

John Palmer Smith, Director, Helen Bader Institute for Nonprofit Management, University of Wisconsin-Milwaukee
Pier Rogers, Director, Axelson Center for Nonprofit Management, North Park University
Suzanne Feeney, Director, Institute for Nonprofit Management, Portland State University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Increase the number of regular USF faculty members assigned to teach MNA courses by hiring new faculty members with appropriate nonprofit teaching and research expertise	We are in the middle of a search for a tenure-track faculty member for the MNA program in the areas of marketing and fundraising	On-going
Increase the percentage of courses in the MNA program taught by regular USF faculty members or adjunct faculty members with Ph.D or equivalent academic credentials	We have increased the number of regular USF faculty members teaching in the MNA program by two this academic year	On-going

Program Review: School of Business and Management, Undergraduate Program

Campus Visit: October 16-17, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE PROGRAM

EXTERNAL REVIEWERS:

Debbie Barbeau, Instructor of Accounting and Undergraduate Associate Dean, John Cook School of Business, Saint Louis University
 James Halpin, Assistant Dean for Academic Counseling, Adjunct Lecturer, Carroll School of Management, Boston College
 Mahmoud Nourayi, Associate Dean, Chair, Accounting Department, College of Business Administration, Loyola Marymount, University, Los Angeles
 Stephen Standifird, Director of Undergraduate Programs, Associate Professor of Management, School of Business Administration, University of San Diego

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Build the departments into more cohesive units and provide chairpersons with sufficient administrative staff to carry out their responsibilities.</p>	<p>Department Chair and Course Champion job descriptions developed and disseminated to the relevant faculty members. Departments have their own sections in the SOBAM Business Network Blackboard site for file exchange, archiving of departmental documents, and electronic communication. Each department has representation on the SOBAM program committees (Undergraduate and Graduate) and on the SOBAM faculty governance committees that comprise the SOBAM Executive Council. Departments also have departmental meetings so that the departments are active on an intra-department basis and are active as part of the governance of SOBAM as a whole.</p> <p>Given the current economic and fiscal conditions, offering additional staff members through hiring may be difficult. But, due to recent merger with CPS, realignments of existing staff members and their responsibilities to provide departments with better administrative support are possible and currently under considerations.</p>	<p>On-going</p>
<p>Majors need to be more structured and a set of requirements specified.</p> <p>Note the curriculum portion of the external review was of the Undergraduate Business Core rather than the majors (course work taken in addition to the core). Other than an overview of the majors offered and the relative number of students taking each major no detailed information was provided in the External Review Self Report. The rationale was that each major would have its own external review. External reviews of the Marketing, International Business, and Finance majors had already taken place. In this external review both the Accounting and Hospitality Management majors were given positive evaluations. The main concern of these external reviewers was the Business Administration major (essentially a general business major).</p>	<p>A survey of students who are declared Business Administration as their major was conducted to better identify the profile of this major's students, understand why they select this major, understand the career objective (or lack of objective) they are pursuing, and the basis for selecting the courses to fulfill the major.</p> <p>An analysis of the business courses taken to fulfill the 20 unit major requirement was conducted.</p> <p>Benchmarking of the Business Administration major against competitor and comparable schools was conducted.</p> <p>Based on the results of student survey, course analysis and benchmarking develop a revised General Management/General Business major that allows students flexibility to pursue varied career objectives while providing with some depth of knowledge and rigor in the major.</p>	<p>On-going</p>

Program Review: School of Business and Management, Undergraduate Program *(continued)*

Campus Visit: October 16-17, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE PROGRAM

EXTERNAL REVIEWERS:

Debbie Barbeau, Instructor of Accounting and Undergraduate Associate Dean, John Cook School of Business, Saint Louis University
 James Halpin, Assistant Dean for Academic Counseling, Adjunct Lecturer, Carroll School of Management, Boston College
 Mahmoud Nourayi, Associate Dean, Chair, Accounting Department, College of Business Administration, Loyola Marymount, University, Los Angeles
 Stephen Standifird, Director of Undergraduate Programs, Associate Professor of Management, School of Business Administration, University of San Diego

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Assessment – lack of an assessment plan seems to be a weakness.</p> <p>Doesn't seem to be common objectives or common textbooks used across multiple sections of a course, potentially creating problems with an assessment plan.</p>	<p>Major Assessment Plan: Each major developed an Assessment Plan for the major in Summer 2008. This plan was then implemented in Academic Year 2008-2009 through discussion and approval of the plan in Fall 08. Data was collected and assessed during the remainder of the academic year. SOBAM has a designated assessment coordinator, Sonja Martin Poole, to coordinate the assessment efforts and be a resource to SOBAM faculty performing the assessment.</p> <p>Core Course Assessment: Learning Outcomes were developed for each core course and an assessment timeline developed. Data was collected and assessed per the timeline. Results were submitted to the Undergraduate Program Committee to 'close the loop.'</p> <p>Course Champions: Each core course was assigned a faculty member to act as Course Champion under the direction of the Department Chair. This faculty member is to coordinate the faculty and syllabi for the particular course to insure common objectives and textbooks across multiple sections of a course.</p>	<p>On-going</p>
<p>Integration of serious ethical analysis in all areas of the curriculum areas will require resources from the school and determination on the part of the faculty.</p>	<p>Submit external review comments to Department Chairs and Course Champions for better documentation through course syllabi of ethical course content and coordination of significant ethical coverage across multiple sections of the Business Core courses.</p> <p>Discussion of this issue at the Undergraduate Program Committee found ethical course content in all members' courses but in most cases it was not specifically noted in the syllabus nor clearly identified as an ethical issue in addition to the business-subject issue to students. The committee membership included at least one member from each business area or department so it would appear that this may be a school-wide situation.</p> <p>The external reviewers suggested a new faculty hire in the area of managerial ethics; however, this is not feasible given current budgetary constraints.</p>	<p>On-going</p>

Program Review: School of Business and Management, Undergraduate Program *(continued)*

Campus Visit: October 16-17, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE PROGRAM

EXTERNAL REVIEWERS:

Debbie Barbeau, Instructor of Accounting and Undergraduate Associate Dean, John Cook School of Business, Saint Louis University

James Halpin, Assistant Dean for Academic Counseling, Adjunct Lecturer, Carroll School of Management, Boston College

Mahmoud Nourayi, Associate Dean, Chair, Accounting Department, College of Business Administration, Loyola Marymount, University, Los Angeles

Stephen Standifird, Director of Undergraduate Programs, Associate Professor of Management, School of Business Administration, University of San Diego

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>University Core Course Integration with Business Curriculum (p. 1, p. 9) – Some student comments during the external reviewers' visit that indicated the students considered the university core requirements a distraction from the pursuit of their management studies.</p>	<p>Submit external review comments to Course Champion for the Freshman Launch program courses. This course introduces freshmen to business and can also introduce students to the purpose of the courses that comprise the University core. For current students beyond their freshman year reinforcement of the reasons why the University core is important can be provided during advising.</p>	<p>On-going</p>
<p>Service Learning in 304, Management and Organizational Dynamics – better integration of the service learning project with course learning outcomes and coordination of requirements across multiple sections (p. 2, p. 9).</p>	<p>Submit external review comments to Course Champion and Department Chair for follow up.</p>	
<p>International Business – no stand-alone course in the Business core.</p>	<p>International/global aspects of business are integrated throughout the core courses instead of being isolated in a stand-alone course. This is a conscious curriculum design decision. Discussion of the Undergraduate Program Committee confirmed this curriculum design at this time given resource constraints (both faculty availability and room in the curriculum for a stand-alone international course).</p>	<p>On-going</p>
<p>Business Major demand for Business Minor courses (p. 9)</p>	<p>The External Reviewers were very impressed by the Business Minor courses that are integrated rather than discipline specific. They expressed concern that Business Majors would want to take these courses instead of the major courses that are more discipline specific.</p> <p>No Business major students have expressed any interest in the Business Minor during the past academic year. As this problem has not occurred no action is deemed necessary.</p>	
<p>Dean – student – student club interaction</p>	<p>The Dean had a luncheon meeting with the McLaren Undergraduate Business Council in Spring 2009. This Council is the umbrella organization that has a member from each of the individual business student organizations. This will be a regularly scheduled meeting.</p> <p>The Dean hosts the Beta Gamma Sigma and Beta Alpha Psi recognition events each semester.</p>	

Program Review: School of Business and Management, Undergraduate Program *(continued)*

Campus Visit: October 16-17, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE PROGRAM

EXTERNAL REVIEWERS:

Debbie Barbeau, Instructor of Accounting and Undergraduate Associate Dean, John Cook School of Business, Saint Louis University

James Halpin, Assistant Dean for Academic Counseling, Adjunct Lecturer, Carroll School of Management, Boston College

Mahmoud Nourayi, Associate Dean, Chair, Accounting Department, College of Business Administration, Loyola Marymount, University, Los Angeles

Stephen Standifird, Director of Undergraduate Programs, Associate Professor of Management, School of Business Administration, University of San Diego

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Staffing (p. 6) – Undergraduate Program appears understaffed.</p>	<p>Since the visit of the External Reviewers a full-time Executive Director, Sheila Sullivan, was hired in January 2009 to replace the previous Executive Director. One graduate student advisor who works 4 days a week has been added to the staff.</p> <p>The office continues to employ four undergraduate student workers (20 hours per week each) who provide office support and advise as Student Peer Advisors. Students served remain at prior high levels and additional staff once budget permits would assist the office in performance of its mission.</p>	
<p>Advising (p. 7, 8, 12) – Defining responsibilities of faculty versus those of the Undergraduate Program Office in light of understaffed Program Office.</p>	<p>A task force on Advising was convened and it developed a comprehensive advising plan. A portion of this plan was FARE (Faculty Advising and Registration Event). In Spring 2009 the faculty held advising sessions in the lobby of Malloy Hall and all majors were represented. Students were provided the schedule of faculty availability prior to the event and a survey of student participants was conducted. Survey results showed very positive student reaction and indicated that students felt very well prepared to register for classes.</p> <p>The Undergraduate Program Office participated in the university WEBTrack advising process this summer and assigned each new freshman a faculty advisor via email. For continuing freshman students Staff Advising occurs in the Freshman Launch Professional Development Workshops prior to registration for their second semester.</p> <p>Informal meetings available to all Business Undergraduate students are held on selected Tuesdays during dead hour related to various advising issues and procedures.</p>	
<p>Under performing students (p. 10) – Submission of midterm grades.</p>	<p>The Undergraduate Program Office requested and received electronic “Early Alert” reports from the Arts and Sciences Academic Support Office on business student grades in their courses.</p>	

Program Review: School of Business and Management, Undergraduate Program *(continued)*

Campus Visit: October 16-17, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE PROGRAM

EXTERNAL REVIEWERS:

Debbie Barbeau, Instructor of Accounting and Undergraduate Associate Dean, John Cook School of Business, Saint Louis University

James Halpin, Assistant Dean for Academic Counseling, Adjunct Lecturer, Carroll School of Management, Boston College

Mahmoud Nourayi, Associate Dean, Chair, Accounting Department, College of Business Administration, Loyola Marymount, University, Los Angeles

Stephen Standifird, Director of Undergraduate Programs, Associate Professor of Management, School of Business Administration, University of San Diego

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Career Services (p. 12) – Centralized office not meeting business students needs with exception of accounting and hospitality. Addition of in-house internship coordinator was recommended.	Coordination with Career Services was increased through Career Services participation in the McLaren Orientation August 24, 2009, and a career services counselor presentation to each Freshman Launch Workshop. Vanessa Gamache, an existing Undergraduate Program Office employee, is the Internship Coordinator. She maintains a list of internship positions and publicizes these opportunities to students.	

Program Review: School of Business and Management, Department of Finance and Quantitative Analysis

Campus Visit: March 13-14, 2008

PROGRAM(S) REVIEWED: B.S. IN FINANCE; M.B.A. WITH CONCENTRATION IN FINANCE

EXTERNAL REVIEWERS:

Peter Brous, Khalil Dibee Endowed Chair of Finance, Seattle University

Carl Chen, William J. Hoben Professor of Finance, Editor of International Review of Economics and Finance, University of Dayton

Stephen Powell, Professor of Business Administration, Tuck School of Business at Dartmouth

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Require faculty to design comprehensive, multi-year research programs.	This has been tied with academic qualification initiatives and Faculty Development funding, and clearly communicated to faculty. Faculty has started to work this	On-going
Create financial and course load incentives for faculty with successful research programs and/or who provide research mentoring.	Faculty Development funding takes into account evidence of faculty research progress and success. Mentoring and collaborations are active	On-going
Acquire data and software and other library resources necessary for research.	Have inquired the faculty regarding their needs for such resources and purchased data bases as requested	On-going
Create publication lists by field that establish which are A, B, and C publications.	Under discussion	On-going
Leverage the school's location by holding research seminars for Bay Area scholars	Tied with school-wide faculty development activities, which are under discussion	On-going
Reform the student evaluation process to ensure students make a serious effort to provide useful feedback.	Have sought MBA students' feedback on elective course offerings and course scheduling. Continue discussion	On-going
Establish a teaching seminar with speakers from the faculty and from outside the school to bring innovative ideas to the faculty, to encourage discussion among the faculty, and to establish a program of peer review of teaching (independent of the faculty promotion process).	Being considered	Early stage
Encourage faculty to attend and present papers at teaching conferences and to write for teaching journals.	This has been tied to AQ and FDC initiatives.	On-going
Reward faculty for innovative teaching and teaching excellence.	Similar school-wide practices exist and are going.	On-going
Fully utilize the Bay Area's business community resources to better combine theories and practices in the classroom.	Guest speakers from Bay Area business community are a frequent practice. Have started conversations to bring feedback from local business communities to continue improving curriculum designs and to identify desired learning outcomes.	On-going

**Program Review: School of Business and Management,
Department of Finance and Quantitative Analysis** *(continued)*

Campus Visit: March 13-14, 2008

PROGRAM(S) REVIEWED: B.S. IN FINANCE; M.B.A. WITH CONCENTRATION IN FINANCE

EXTERNAL REVIEWERS:

Peter Brous, Khalil Dibee Endowed Chair of Finance, Seattle University
 Carl Chen, William J. Hoben Professor of Finance, Editor of International Review of Economics and Finance, University of Dayton
 Stephen Powell, Professor of Business Administration, Tuck School of Business at Dartmouth

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Revise the undergraduate major in Finance to require a core level of competency in key areas	Under discussion	Early stage
Conduct surveys of students and employers to help determine the appropriate elective course offerings at the graduate level.	Have sought MBA students' feedback on elective course offerings and course scheduling. Have started conversations to bring feedback from local business communities to continue improving curriculum designs and to identify desired learning outcomes.	On-going
Alumni Relations: create a database to track alumni; leverage use of alumni for courses, projects, and faculty research; establish an alumni-based business advisory council at the departmental level; create a regular schedule of events for alumni.	Alumni Relations is a part of school-wide efforts. Alumni-based business advisory will be considered.	On-going/under consideration
Placement: Create a Director of Undergraduate Placement; add staff to the office of MBA Placement; gather data on starting salaries of graduates.	Gathering data has been a part of on-going efforts at MBA level. Adding staff to UG and MBA Placement is difficult given the current fiscal conditions	On-going/under consideration

Program Review: Department of Marketing, Globalization, and Strategy (MGS)

Campus Visit: March 5-7, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE MARKETING (MKTG), UNDERGRADUATE INTERNATIONAL BUSINESS (IB), GRADUATE MARKETING AREA OF CONCENTRATION, GRADUATE IB AREA OF CONCENTRATION.

EXTERNAL REVIEWERS:

Rodney Stump, Professor of Marketing, Chairperson, Department of Marketing and e-Business, Towson University
 Seung H. Kim, Professor of International Business, Director, Boeing Institute of International Business, St. Louis University, School of Business and Administration
 Peter V. Raven, Professor of Marketing, Director, International Business Programs, Seattle University, School of Business and Economics

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Improve advising for undergraduates	New school-wide Faculty Advising and Registration Event (FARE) for undergraduates has been created and implemented. New Faculty Academic Advising Handbook for undergraduates has been produced.	On-going
Increase opportunities for internship or sufficient support in enabling students to obtain them (and full-time employment upon graduation).	This has staffing implications, which is difficult to address given the current fiscal conditions, and tends to be supported at the University level.	Being considered
Change BUS 464 (Marketing Strategy and Planning) from being an elective to being designated as the required capstone course for the major.	Being considered	Being considered
Expand the array of free electives to include more focused marketing contexts, e.g., services, non-profit, hospitality/tourism, entrepreneurial, product/brand management, marketing channels/supply chain management.	Is being considered, together with initial thinking on the re-design of the marketing major and its the strategic focus	Being considered
Consider offering elective courses in 2 units	Is being considered, together with initial thinking on the re-design of the marketing major and its the strategic focus	Being considered
Consider adding an internship as a Marketing elective.	Is being considered, together with initial thinking on the re-design of the marketing major and its the strategic focus	Being considered
Undergraduate International Business (IB) Major:		
<ul style="list-style-type: none"> Allow BUS 350 (Intro to IB) to be taken earlier, at junior or even sophomore level. 	Being considered	Being considered
<ul style="list-style-type: none"> Designate BUS 452 (The Manager in the Global Economy) as the required capstone course for the major. 	Being considered	Being considered
<ul style="list-style-type: none"> Specify two other core required courses for the IB major (perhaps BUS 430 and BUS 461) to ensure all IB majors are exposed to the same core body of knowledge in IB. 	Being considered	Being considered

Program Review: Department of Marketing, Globalization, and Strategy (MGS) *(continued)*

Campus Visit: March 5-7, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE MARKETING (MKTG), UNDERGRADUATE INTERNATIONAL BUSINESS (IB), GRADUATE MARKETING AREA OF CONCENTRATION, GRADUATE IB AREA OF CONCENTRATION.

EXTERNAL REVIEWERS:

Rodney Stump, Professor of Marketing, Chairperson, Department of Marketing and e-Business, Towson University

Seung H. Kim, Professor of International Business, Director, Boeing Institute of International Business, St. Louis University, School of Business and Administration

Peter V. Raven, Professor of Marketing, Director, International Business Programs, Seattle University, School of Business and Economics

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Consider rationalizing the array of free electives to:</p> <ul style="list-style-type: none"> • reduce the options that can reasonably be covered by full & part-time faculty • 2) reduce redundancy • add more operational courses in certain regions/countries. • Consider adding an internship as an IB elective 	<p>Under discussion</p>	<p>Under discussion</p>
<p>Graduate Marketing Area of Emphasis and IB Area of Emphasis Consider the option of waiving a select number of core courses (e.g., MBA 618 or MBA 6106: Marketing Management) for students coming in to the program with a recent bachelor's degree in business from an accredited program.</p>	<p>This is accomplished by the inauguration of the MBAI program in summer 2009, whereby recent business degree holders do not repeat these core courses but review them at an elevated and enriched level</p>	<p>On-going</p>
<p>Increase gender diversity in the faculty.</p>	<p>There are five new hires in the department, four of whom are women</p>	<p>On-going</p>
<p>Encourage increase of publications in peer reviewed journals.</p>	<p>This has been tied with academic qualification initiatives and Faculty Development funding, and clearly communicated to faculty.</p>	<p>On-going</p>
<p>Blacks and Hispanics ... are underrepresented, and should be increased in number.</p>	<p>At school level, we started to address this issue. SOBAM is now a sponsoring school of NSHMBA. We are in the process of forming Black MBA Club as a way to communicate and attract African-American MBA candidates</p>	<p>On-going</p>
<p>We request that at least a part time office assistant to be assigned to assist the department chair, starting in fall 2008.</p>	<p>With the current fiscal conditions, it is difficult to accomplish this. Will revisit this when fiscally feasible.</p>	<p>Hold</p>
<p>For incumbent faculty members, the emphasis must be on motivating them to develop a higher research profile. Incentives tied to workloads and teaching assignments, coupled with development support are recommended.</p>	<p>This has been tied with academic qualification initiatives and Faculty Development funding, and clearly communicated to faculty.</p>	<p>On-going</p>

Program Review: Department of Marketing, Globalization, and Strategy (MGS) *(continued)*

Campus Visit: March 5-7, 2008

PROGRAM(S) REVIEWED: UNDERGRADUATE MARKETING (MKTG), UNDERGRADUATE INTERNATIONAL BUSINESS (IB), GRADUATE MARKETING AREA OF CONCENTRATION, GRADUATE IB AREA OF CONCENTRATION.

EXTERNAL REVIEWERS:

Rodney Stump, Professor of Marketing, Chairperson, Department of Marketing and e-Business, Towson University

Seung H. Kim, Professor of International Business, Director, Boeing Institute of International Business, St. Louis University, School of Business and Administration

Peter V. Raven, Professor of Marketing, Director, International Business Programs, Seattle University, School of Business and Economics

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Recruiting new faculty – the review team recommended more IB faculty to enhance the IB area coverage.	We successfully recruited a few new faculty, and an experienced IB faculty has been hired	Addressed

Program Review: Master of Science in Organization Development

Campus Visit: March 19-22, 2007

PROGRAM(S) REVIEWED: M.S. IN ORGANIZATION AND DEVELOPMENT

EXTERNAL REVIEWERS:

Larry M. Starr, Professor of Management, University of Pennsylvania
David W. Jamieson, President of Jamieson Consulting Group

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Redesign MSOD 600 (Organizational Behavior, Diagnosis, and Change).		
Decrease tests and use more integrative papers and other assignment.		
Encourage the faculty and staff to create more mentoring opportunities that would include mentoring by alumni and adjunct faculty. The mentoring should include personal objectives of students while they attend as well as future career development.		
The full-time faculty should frequently consult the adjunct faculty in curriculum development, including topics of current interest and relevance in the field.		
Cultivate adjunct faculty networks to facilitate students becoming connected to the OD community. Develop more core advisory groups consisting of leaders in the OD profession.		
Encourage the faculty to create a core advisory group consisting of leaders in the OD profession.		
Website: Improve the design and content of the MSOD website.		
Change marketing strategies to emphasize the uniqueness of program.		
Offer fewer cohorts to increase average class size.		
Link MSOD courses to other graduate programs offered by the College in the form of concentrations or elective courses.		
Develop an intensive new student orientation similar to orientations that most MBA programs offer to their students.		
A strategic plan may help to move from an incremental approach to improving the program and differentiating it from the competition.		

Program Review: Information Systems (M.S. & B.S.)

Campus Visit: April 6-7, 2007

PROGRAM(S) REVIEWED: B.S. IN INFORMATION SYSTEMS AND M.S. IN INFORMATION SYSTEMS

EXTERNAL REVIEWERS:

Steve Chenoweth, Associate Professor, Department of Computer Science and Software Engineering, Rose-Hulman Institute of Technology
 Mannocheer Ghiassi, Director of the MSIS Program and Professor in the Operation & Management Information Systems Department, Leavey School of Business, Santa Clara University
 George Ledin, Chair of the Computer Science Department, Sonoma State University
 Rob Nickerson, Professor and Chair of the Dept. of Information Systems and Director of the Center for Electronic Business in the College of Business, San Francisco State University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Include recent developments in the IS marketplace and/or refocus the undergraduate and graduate programs toward local industries, such as the financial, health care, hospitality, and biotechnology sectors.	We expect to complete the restructuring of both the MSIS and BSIS programs by the end of calendar year 2008. At this point we can conclusively address all recommendations and issues raised by the review committee.	
Create an advisory board, with representation from target industries.		
Build on new and evolving fields that are not fully included in the current curriculum. Examples include web-based technologies, software-oriented architectures, virtualized environments, and wireless communications.		
Develop alliances with other schools/colleges at USF.		
Regularly review and revise the curriculum.	The greatest need for immediate action was in the MSIS program. The curriculum for MSIS was restructured to reflect many of the recommendations and suggestions by the review committee. Courses that had some degree of redundancy were consolidated; while other courses that had become marginal to the mainline MSIS curriculum were eliminated. This led to the introduction of four (4) new courses (out of 12) in the MSIS program. Furthermore, the MSIS program now offers a focused emphasis in Information Security	
Revise course offering format		
Eliminate course content redundancy		
Reduce rampant grade inflation		
Establish a "course/field coordinator" [within CPS this is the role of the associate program director, which the IS program has been without].	Dr. Moira Gunn has been promoted to Program Director.	
Formalize the undergraduate portfolio process.		

Program Review: Information Systems (M.S. & B.S.) *(continued)*

Campus Visit: April 6-7, 2007

PROGRAM(S) REVIEWED: B.S. IN INFORMATION SYSTEMS AND M.S. IN INFORMATION SYSTEMS

EXTERNAL REVIEWERS:

Steve Chenoweth, Associate Professor, Department of Computer Science and Software Engineering, Rose-Hulnam Institute of Technology
 Mannoher Ghiassi, Director of the MSIS Program and Professor in the Operation & Management Information Systems Department, Leavey School of Business, Santa Clara University
 George Ledin, Chair of the Computer Science Department, Sonoma State University
 Rob Nickerson, Professor and Chair of the Dept .of Information Systems and Director of the Center for Electronic Business in the College of Business, San Francisco State University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Have adjuncts teach only within their areas of strength, and reduce course preps for adjuncts to no more than 3 or 4 per year.	The IS program has made great strides in hiring new adjunct faculty with terminal degrees (Ph.D., J.D. and/or MBA).	
Develop enrollment statistics, report number of applicants, their academic metrics, and final acceptance and rejection rates for each cohort.		
Require GMAT, GRE, or other standardized minimum test scores from each MSIS candidate.		
<p>Improve guidance to adjunct instructors to enable consistent course delivery, such as (1) earlier notice to the adjuncts regarding their teaching schedules, (2) appointment of area / course coordinators, (3) meeting of adjunct and full time faculty at least once per semester, and (4) preparing a curriculum chart of all courses and their expected learning outcomes.</p> <p>Establish MSIS pre-program requirements to include some appropriate level of proficiency in mathematics, statistics, and programming.</p>		
Address the mismatch between the current faculty expertise and the expertise needed for emerging fields (e.g., hire a new tenure-track faculty member with the appropriate expertise).	A request for a new term faculty line has been put forward.	
The College of Professional Studies provides only adequate learning environments for their students. Neither the classrooms nor the laboratories are state of the art.		

Program Review: College of Professional Studies, Applied Economics

Campus Visit: May 1-2, 2005

PROGRAM(S) REVIEWED: B.S. IN APPLIED ECONOMICS

External Reviewers:

Andrew T. Williams, Professor of Economics, Saint Mary's College (California)

Raymond Sfeir, Associate Professor in Economics, Chapman University

Edward M. Cooper, Professor of Business and Chair of the M.S. in International Management, Regis University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Program outcomes need to be clearly identified and articulated and individual course objectives need to be linked to those outcomes.</p> <p>Once articulated, the outcomes need to be communicated to students and prospective students, full and part-time faculty, administrators and the University at large.</p>	<p>The new program director has held a series of discussions with FT and adjunct faculty, students, AE staff; and the College administration to identify and communicate program learning outcomes, held faculty workshops (including adjunct faculty) to integrate individual course learning outcomes with overall program outcomes. Analyzed student and alumni survey data related to this issue. As appropriate, revised course learning outcomes in support of program outcomes.</p>	<p>On-going</p>
<p>Better integrate the capstone experiences of AE 490 Current Issues: Economics for Managers (re-titled "Current Issues in Applied Economics in 2006) and AE 492, Strategic Economic Analysis, and better relate the capstone experience to the above-mentioned learning outcomes</p>	<p>As a part of an overall revision of the curriculum several options are under consideration. It is acknowledged by the faculty and students that the capstone experience needs improvement. This area is one of several included in the new curriculum package that will be presented to the CPS curriculum committee in AY 2007-2008.</p>	
<p>The Program director, the full time faculty and staff should meet regularly with adjunct faculty to promote their professional development and to discuss and plan for program changes.</p>		

Program Review: College of Professional Studies, Applied Economics *(continued)*

Campus Visit: May 1-2, 2005

PROGRAM(S) REVIEWED: B.S. IN APPLIED ECONOMICS

External Reviewers:

Andrew T. Williams, Professor of Economics, Saint Mary's College (California)

Raymond Sfeir, Associate Professor in Economics, Chapman University

Edward M. Cooper, Professor of Business and Chair of the M.S. in International Management, Regis University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Consider requiring incoming students to already have taken basic micro and macroeconomics and statistics.</p>	<p>As a part of the overall changes to the AE curriculum (see above), the faculty are considering this recommendation. The challenge is ensuring all students have a common and firm background in micro-and macro economics, and responding to market demands (80% of our incoming students have not taken one or both of these courses). We are considering deleting these courses and having them as prerequisites to the program; or deleting them and requiring students who do not have these courses to enroll in a new blended micro/macro summer course, thus revamping the existing courses to provide a unique learning experience for all students and ensuring that every student has a common baseline of understanding.</p> <p>The curricular revisions under consideration include requiring statistics as a prerequisite and replacing the current statistics course with an econometrics course. The program director has circulated to relevant faculty econometric books for their review and recommendation.</p> <p>The faculty are considering additional courses that may expand the scope and depth of the program offerings, especially if macro and micro are deleted from the program (allowing for two additional courses to be offered).</p>	
<p>Provide better guidance about, and a more cost-effective means by which students may fulfill their philosophy requirement.</p>	<p>CPS offers online courses that satisfy the Core philosophy requirement. Students often elect to take this requirement at community colleges and through other online offerings at lower tuition.</p>	

Program Review: Bachelor of Public Administration and Master in Public Administration

Campus Visit: April 15-19, 2005

Program(s) Reviewed: Bachelor of Public Administration and Master of Public Administration

External Reviewers:

Ramon Del Castillo, Professor and Chair of Public and Non-Profit Administration, Regis University

Tim Hodson, Professor of Public Administration and Executive Director of the Center for Professional Studies, California State University, Sacramento

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Provide an adequate quantitative methods component in the MPA program and refine the overall program learning outcomes to include mastery of commonly used quantitative methods	The program administration and full-time faculty developed and implemented a required Quantitative Methods (MPA 670) course. In addition, the Independent Study in Public Administration course (MPA 698) was revised to incorporate more discussion of and advising on quantitative research methods for all current and future MPA students—effective Summer 2005.	Completed.
Conduct an assessment of Emerging Technologies for Public Managers (MPA 638) with the goal of adopting a clear statement of the goals and purpose of the course.	Based on feedback from adjunct faculty who have taught the course, the program administration and full-time faculty revised MPA 638, including selection of better textbooks and related reading materials, and better articulating course learning objectives. The course reviews (students and adjunct faculty) have been consistently positive since its re-design.	Completed.
Reevaluate the recent shift from 8 to 7 class meetings format.	The College elected to adopt a uniform 7-week format for all courses in every program to better integrate CPS into the university systems, e.g., financial aid, scheduling, etc. The lost “seat time” was more than recaptured via extensive online instruction and supplemental activities offered through every in-class course. Specifically in the case of the MPA program, recent feedback from faculty and students indicates that the revised format has had minimal impact on student learning or instruction as a result of the re-evaluation of course learning objectives and increased use of online resources/ discussion (Blackboard). Exceptions are allowed within CPS. The newly developed Quantitative Methods course (see above) is an excellent example. Based on the scope and difficulty of the subject, the Quantitative Methods course is 8 weeks.	On-going
Use the service learning requirements to strengthen diversity.	The undergraduate program in Public Administration offers a service learning course (BPA 368). This course has been reevaluated and redesigned in an effort to make it more robust and meaningful. We have established stronger community ties to facilitate student placement in public agencies and non-profit organizations. Cultural diversity has been incorporated in graduate and undergraduate courses (primarily through case studies and supplemental materials), especially in the Introductory and Organizational Analysis courses (BPA 351, 353, MPA 611, 613). Other courses have been strengthened in terms of diversity issues, e.g., Human Resource Management (BPA 364 and MPA 636) and Public Policy Analysis (BPA 352 and MPA 632). The program administration is in the process of evaluating and considering the option of offering a service- learning component as part of the MPA Program.	Partially completed and on-going
Standardize and clarify the use of Blackboard in course descriptions and curricula.	All courses in both programs are designed for Blackboard, and faculty are required to supplement their in-class instruction and assignments with online resources and assignments, Faculty are required to have at least 10% of the student’s grade based on Blackboard interactivity.	Completed

Program Review: Bachelor of Public Administration and Master in Public Administration *(continued)*

Campus Visit: April 15-19, 2005

Program(s) Reviewed: Bachelor of Public Administration and Master of Public Administration

External Reviewers:

Ramon Del Castillo, Professor and Chair of Public and Non-Profit Administration, Regis University

Tim Hodson, Professor of Public Administration and Executive Director of the Center for Professional Studies, California State University, Sacramento

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Develop and implement a more coordinated approach to selecting adjunct faculty members, including an analysis of proposed teaching materials, and a group process to provide feedback.</p>	<p>As of 2006, the program administration has developed and implemented a procedure of inviting prospective adjuncts (those who have been selected from the pool of applicants and who have passed an initial interview process) to develop a sample course outline, followed by a sample lecture/class activity to be presented to the Program Director and Associate Program Director. Selected adjunct faculty are then invited to deliver a guest lecture in one of the on-going classes on a topic relevant to the course and in the applicant's area of expertise. Students and the course instructor are invited to provide feedback and to rate the guest speaker.</p>	<p>Completed</p>
<p>Develop a plan and work toward a more diverse faculty.</p>	<p>Following the program reviewers' visit, the program administration has focused its efforts on increasing faculty diversity, including eliminating the male-female ratio imbalance. Since the review, we have hired at least 12 excellent female faculty (one full-time) and at least 6 faculty of minority status. As a result of these efforts, at least 45% of the faculty are female, and at least 30% are ethnic or racial minorities. Unfortunately, because of the natural adjunct faculty attrition, it is a constant struggle to recruit and retain minority faculty.</p>	<p>Partially completed and on-going</p>
<p>Develop a plan for enhancing communication between the administration and adjunct faculty, provide convenient training for adjunct faculty on Blackboard, and assist them in locating current text and articles to assist them to stay current in the field.</p>	<p>The need for enhanced communication is emphasized at every public administration faculty meeting and faculty development workshop. The meetings and workshops are well attended and provide faculty an opportunity to share their concerns, ideas and to network with one another. Although the use of the Faculty Forum on Blackboard has been consistently encouraged and facilitated, regrettably few faculty avail themselves of this resource on a regular basis. We have found active faculty participation at our semi-annual curriculum meetings (all adjunct faculty are encouraged to participate) and development workshops. In addition, the College has resurrected its newsletter, published each semester and distributed to all students, faculty and alumni. Each issue has included stories about students and faculty in the public administration program</p>	<p>On-going</p>
<p>Review and further develop procedures and support for addressing the quality of student writing, especially that of non-native speakers of English.</p>	<p>The quality of students' writing remains an issue. Some improvements have been achieved in terms of administrative support and advising (e.g., early identification, on-going advising by faculty and program administration, and referrals to the USF Learning and Writing Center and ESL programs.) Student cohorts are supported and encouraged to embrace and assist students with writing and language needs. The USF TOEFL admission standards have been reviewed and are being rigorously enforced.</p>	<p>On-going</p>

Program Review: Organizational Behavior

Campus Visit: May 14-17, 2004

PROGRAM(S) REVIEWED: B.S. IN ORGANIZATIONAL BEHAVIOR

EXTERNAL REVIEWERS:

Thomas Mayes, Professor of Management, California State University, Fullerton

Asbjorn Osland, Associate Professor of Organization and Management, San Jose State University

Larry Robertson, Associate Dean Executive Education, Leavey School of Business, Santa Clara University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
<p>Clarify the content of OB 335, add elective courses, combine statistics and research, and consider adoption of experiential and competency-based OB textbooks.</p>	<p>Recommendation: Clarify Content of OB 335.</p> <p>Action: The name of the course was changed from Social and Organizational Networks to Organizations in Context. The course is now focused on organizational theory concepts. A new text and additional readings were added to the course curriculum.</p> <p>Recommendation: Alter Delivery Method of OB 336.</p> <p>Action: This three-unit course, called Topics in Organizational Behavior, has been divided into three separate one-unit courses. One unit has been tied to OB 319—Foundations of Organizational Behavior; one unit to OB 321 Organizational Communication; and one unit to OB 323—Leading Change in Organizations. Each unit presents two topics, with additional readings, in greater depth, and relates to the course content of the course to which it is tied.</p> <p>Recommendation: Combine Statistics and Research Course.</p> <p>Action: This was completed and provided the opportunity to create a new course – OB 361—Financial Analysis for Costing Organizational Outcomes – which is now the last course in the curriculum.</p> <p>Recommendation: Review Course Texts and Assignments.</p> <p>Action: The course text and readings were updated initially in the 2004-2005 academic year. Changes to course curriculum, including new texts, readings, and assignments, occur on an annual (and as needed) basis.</p>	

Program Review: Organizational Behavior *(continued)*

Campus Visit: May 14-17, 2004

PROGRAM(S) REVIEWED: B.S. IN ORGANIZATIONAL BEHAVIOR

EXTERNAL REVIEWERS:

Thomas Mayes, Professor of Management, California State University, Fullerton

Asbjorn Osland, Associate Professor of Organization and Management, San Jose State University

Larry Robertson, Associate Dean Executive Education, Leavey School of Business, Santa Clara University

RECOMMENDATIONS	ACTIONS TAKEN	STATUS
Increase adjunct faculty development activities.	This continues to be a focus, albeit difficult to implement given the five locations where the program is offered and the schedules of the program's adjunct faculty. The OBL Program schedules one to two Saturday meetings a year (one each semester) with the adjunct faculty. The primary purpose of these meetings is not informational; instead, the focus is on pedagogical development.	
Add a tagline to the OB program title, e.g., Leadership in Contemporary Organizations.	Name Change or New Degree Program. Action: The name of the program was changed to Organizational Behavior and Leadership effective January 2007. It was decided not to create a new program called Organizational Leadership. Instead, select courses in the curriculum have an increased focus on leadership. No substantive discussions about creating an entirely new program which would borrow content from all CPS undergraduate programs have occurred.	
Add one or two more full time faculty, with greater emphasis on diversity.	Program Faculty Workload (including Role of Program Director).	
Increase administrative support so that full time faculty members are able to pursue their research in preparation for tenure and promotion.	Action: No additional faculty lines, beyond the two currently budgeted, have been added to the program; however, the associate program director remains instrumental in the operation of the program freeing up the faculty members' time to focus on curriculum development and adjunct faculty mentoring. An effort has been made to increase the amount of contact between the full-time faculty and the students.	

ACKNOWLEDGEMENTS

Report Writing Task Force

- Laura Camara, *Manager, Student Data and Publication, School of Business and Professional Studies*
- Jennifer Contreras, *Associate Dean, Corporate and External Relations, School of Business and Professional Studies*
- Barry Doyle, *Associate Dean and Professor of Finance, School of Business and Professional Studies*
- Carl Gayden, *Associate Dean of Finance and Administration, School of Business and Professional Studies*
- Danielle Glynn, *Executive Director, Graduate Programs, School of Business and Professional Studies*
- Gleb Nikitenko, *Senior Associate Program Director, Public Administration, School of Business and Professional Studies*
- Renate Otterbach, *Senior Research Analyst, Office of Institutional Research*
- Jennifer Parlamis, *Assistant Professor, School of Business and Professional Studies*
- Sonja Poole, *Assistant Professor, School of Business and Professional Studies*
- Sheila Sullivan, *Executive Director, Undergraduate Programs, School of Business and Professional Studies*
- Alan Ziajka (chair), *Special Assistant to the President for Special Projects and Director of Institutional Research, Academic Affairs*

Special Contributors

- Thomas Grossman, *Professor, School of Business and Professional Studies*
- Richard Stackman, *Associate Professor, School of Business and Professional Studies*
- John Veitch, *Professor, Economics, College of Arts and Sciences*
- Paola Cespedes de Ergueta, *Research Associate, Office of Institutional Research*

USF Leadership Team Contributors

- Jennifer Turpin, *Provost and Vice President for Academic Affairs*
- Gerardo Marín, *Vice Provost, Academic Affairs*
- Salvador Aceves, *Vice Provost, Planning, Budget, and Review, Academic Affairs*
- Mike Duffy, *Dean, School of Business and Professional Studies*

Design

USF Office of Publications



MADE FROM 15% POST-CONSUMER RECYCLED FIBER.