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**Continuous Improvement Review Report  
AACSB International**

**School of Management  
University of San Francisco**

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**UNIVERSITY OF SAN FRANCISCO  
SCHOOL OF MANAGEMENT  
CONTINUOUS IMPROVEMENT REVIEW REPORT**

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## **Introduction**

The fall semester of 2015 marked the 160<sup>th</sup> anniversary of the founding of the University of San Francisco (USF), and the 90<sup>th</sup> anniversary of the establishment of USF's School of Management (SOM), originally known as the College of Commerce and Finance. Since 1925, the School of Management has played a major role in the development of the University of San Francisco and has had a significant impact on the city, the nation, and the world. In 1953, USF's College of Business Administration, as the School Management was then known, became one of just a handful of schools to be accredited nationally by the American Assembly of Collegiate Schools of Business (AACSB). In 1981, AACSB granted separate accreditation to USF's graduate programs in business. The undergraduate and graduate business programs at USF were reaccredited by AACSB International in 1988, 2001, and 2012. Today, the USF School of Management is one of 739 schools of business in the world that are accredited by AACSB. This accreditation greatly enhances the reputation of the University of San Francisco and provides students, faculty, staff, and the community assurance as to the strength and quality of its School of Management. We are proud to offer our Continuous Improvement Review Report and attached documents in support of our application for maintenance of accreditation by AACSB International.

## **Section 1. Engagement, Innovation, and Impact**

The USF School of Management (<https://www.usfca.edu/management>) continues to have a major impact on the University and the surrounding community; to be a leader in innovative practices; and to engage students, faculty, staff, alumni, and the community in shaping a multicultural world with generosity, compassion, and justice—in keeping with USF's Jesuit mission and heritage. Engagement, innovation, and impact are inextricably intertwined in the School of Management, but for purposes of clarity and to address AACSB guidelines, we will draw distinctions among these three areas.

### **Engagement**

The School of Management engages and prepares its students for meaningful professional, societal, and personal lives, consistent with USF's mission to “offer undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity to be men and women for others.” The School of Management:

- Recognizes among its living alumni, more than 9,600 CEOs, presidents, vice presidents, managers, and directors in business, the professions, government, and education, including 98 higher education faculty members (see Appendix 11 for a select list of prominent alumni, a full list will be provided to the AACSB visiting team);
- Graduated 4,626 undergraduate and graduate students since 2010, and has 42,978 living alumni from the School of Management or its legacy schools of Business, Business and Management, or the College of Professional Studies, representing 41 percent of all USF's 105,900 living alumni;
- Enrolled 3,067 undergraduate and graduate students in the fall of 2015 (29 percent of the total USF 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 at least one service-learning designated course before they graduate;

- Saw 761 of its undergraduate business students (33 percent of the total number of business undergraduates) participate in service-learning projects during 2015, involving the implementation of 120 service-learning projects across 67 distinct organizations (see Appendix 9);
- Contributed significantly to USF’s numerous community engagement awards and honors, including:
  - placement on the President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service for eight years in a row, and most recently in 2015 (for the 2013-14 academic year);
  - recognition by the Carnegie Foundation for the Advancement of Teaching as a community engagement institution in 2006, and renewed in 2015 for ten years;
- Witnessed 135 SOM alumni sign-up as mentors for current SOM students, with more than 150 matches in 2015. In 2014, there were over 80 mentors and 91 students who signed-up, resulting in 64 matches;
- Between fall 2014- present, the School of Management Alumni and External Relations team put on over 40 events, connecting over 1,700 alumni, faculty, staff, friends and prospective students. Highlights include, “Behind the Scenes at Kiva,” “Change the World Through Code,” “Experience Tesla,” and “Behind the Scene at the Gates Foundation;”
- Celebrated two of its students—Mona Ahmadi, an MBA candidate, and Alissa Oropeza, a business undergraduate—who were awarded scholarships in 2014 by the Financial Women of San Francisco Association for their extraordinary talent and great desire to pursue careers in finance and financial services;
- Honored two MBA students, Arriel Sherman and Vicki Ye, recipients of scholarships in 2015 from the Financial Women of San Francisco Association, due to their commitment to the organization, their life-long goals pertaining to finance, and their involvement in the community;
- Recognized students Mia Aguillon and Valerie Nerio, who were finalists in the American Advertising Federation’s Most Promising Minority Students program of 2012;
- Saw business undergraduates take second place in a Manhattan College Business Analytics Competition, where a team of four students had the chance to work with and analyze real business data, and present their findings to a panel of executive judges.

## **Innovation**

The School of Management fosters creativity, experimentation, strategic innovation, and an entrepreneurial spirit in its quest for continuous improvement in its programs and mission-driven activities. Since the last AACSB accreditation visit, the School of Management has:

- Witnessed *Forbes Magazine* rank USF 19<sup>th</sup> in its 2015 list of the nation’s most entrepreneurial universities (up from 21st on its 2014 list) by calculating each school’s entrepreneurial ratio, based on the number of students and alumni who started their own company in relation to the school’s total student body;
- Re-imagined the undergraduate curriculum with a consultant who formerly worked for IDEO, an award-winning global design firm that takes a human-centered, design-based approach to helping organizations in the public and private sectors innovate and grow (see Appendix 10);

- Implemented TracDat<sup>®</sup>, a web-based faculty reporting tool that enhances assurance of learning processes and Digital Measures<sup>®</sup>, which tracks and updates faculty teaching, research, publications, service, and accomplishments;
- Sponsored USF's entrepreneurship club and a nonprofit organization for a Startup Weekend in April 2015, including 54 hours of experiential education for technical and non-technical entrepreneurs, business plan development, basic prototype creation, demonstrations, and presentations. Approximately 80 students attended the event, which fostered an entrepreneurial mindset, one of the core competencies of the School of Management. In the summer of 2015, Master in Global Entrepreneurship Management students hosted a Tech for Good Startup Weekend at an Impact Hub in downtown San Francisco. Graduate students from USF organized, volunteered, and participated in the event;
- Developed Partners in Entrepreneurship (PIE) proposal to offer students, faculty, and alumni the opportunity to engage in dialogue, membership, and direct access to curriculum and entrepreneurship programs. Program will include lectures and activities tied to the SF startup ecosystem and a global network of entrepreneurs and strategic alliances with ImpactHub and Angelhack. (see Appendix 17);
- Hosted an inaugural China Business Studies Initiative (CBSI) Conference in February 2015, drawing more than 200 academics, practitioners, entrepreneurs, and political leaders, including the Ambassador from China, and California State Senator Bob Hertzberg, to discuss "China: Cracking the US Market." CBSI subsequently held two additional conferences at USF in August and November 2015 (see Appendix 12).
- Initiated Academic Alliances with Salesforce Foundation for graduate and undergraduate skills certification for students and with Apple Mobile Tech for eMBA faculty to create "Digital Natives."

## **Impact**

The School of Management focuses on outcomes that are consistent with the school's mission and that have an impact on business theory and research, teaching and learning, and on the local and global community. The School of Management:

- Was named a GOLD Net Impact Chapter (the highest level) for the last three years, a distinction held by only 38 of the nation's graduate business schools. Net Impact is one of the most prestigious nationally recognized non-profit organizations, as it manages over 300 clubs for students focused on doing well and doing good;
- Witnessed a 75% increase in scholarly publications by School of Management faculty members and administrators from the 2006-2010 time period (162 scholarly journal publications) to the 2011-2015 time period (283 scholarly journal publications), including an increase in publications in A+ journals from 6 to 20, in A journals from 40 to 58, and in B journals from 20 to 59 (see pg. 16). From 2010 to 2015, journal articles published by School of Management faculty members and administrators were cited 2,785 times (see Appendix 13);
- Placed 22nd in Corporate Knights' inaugural "Global Green MBA" rankings in 2013, honoring schools with a commitment to sustainability in learning, green business, and the triple bottom line;
- Saw Elizabeth Davis, the school's dean, named by the *San Francisco Business Times* to its 2015 list of the most influential women in the Bay Area who make a difference in their companies, industries, and communities;
- Celebrated alumna Sabeen Ali, CEO of AngelHack and founder of Code for a Cause, a nonprofit organization. Ms. Ali was selected by AACSB in 2015 to be in its inaugural class of the world's

100 most influential leaders, among 127 universities in 25 countries. Her focus is on implementing social change in organizations, promoting equality in business, and teaching young girls to code, a universal language that transcends gender, race, or class.

(Other examples of engagement, innovation, and impact are given in Section 8.)

## **Section 2. Situational Analysis**

### **What historical, national, local, and other factors shape the school's mission and operations?**

The University of San Francisco began in 1855 as a one-room schoolhouse named St. Ignatius Academy, and is the 10<sup>th</sup> oldest Jesuit institution of higher education in the nation. 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. In 1859, Anthony Maraschi, S.J., the school's founding president, 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. With enrollment at 650 students, St. Ignatius College moved in 1880 from its original home on Market Street to the corner of Hayes Street and Van Ness Avenue, the current location of the Louise M. Davies Symphony Hall. On April 18, 1906 a massive earthquake followed by several days of fires, brought St. Ignatius College, and most of San Francisco, to almost complete ruin. In September 1906, St. Ignatius Church and College reopened in temporary quarters on the southwest corner of Hayes and Shrader streets, currently the site of one of the buildings of St. Mary's Medical Center. In 1927, St. Ignatius College moved to its current location and into its new Liberal Arts Building, the present Kalmanovitz Hall, near the corner of Fulton and Parker Streets. Three years later, St. Ignatius College changed its name to the University of San Francisco.

Today the University of San Francisco is an independent, private, nonprofit institution of higher education governed by a 42-member Board of Trustees. It is one of 28 Jesuit Catholic colleges and universities in the United States. USF currently has four schools and one college: the School of Law, founded in 1912; the College of Arts and Sciences, organized in 1925; the School of Management, which began in 1925 as the College of Commerce and Finance, was renamed the College of Business Administration in 1945, and 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 and Health Professions, which began as the Department of Nursing in 1948 and became a School of Nursing in 1954, and in 2011, became the School of Nursing and Health Professions by adding programs in public health, clinical psychology, health informatics, health simulation, and behavioral health. In 1964, USF became completely coeducational, though women had been enrolled in the evening programs in business and law since 1927, in education since 1947, and in nursing since 1948. In the fall of 2015, 63 percent of the overall student population was female. By any measure, USF is one of the most diverse universities in the nation. USF was listed as a Tier One National University in the 2016 *U.S. News & World Report*, was ranked in 8th place in undergraduate student ethnic diversity, and 11th for the percentage of international students (see Appendix 1).

In addition to AACSB accreditation, the University of San Francisco is also accredited by the WASC Senior College and University Commission (WSCUC), an accreditation first granted in 1950 by the Western College Association (WCA), the antecedent of the Western Association of Schools and Colleges (WASC). In 2010, WASC reaffirmed USF's accreditation for 9 years. USF is also accredited

by several other professional accrediting bodies, including the American Bar Association (ABA), which first accredited USF's School of Law in 1935; the California Commission on Teacher Credentialing, which initially accredited USF's Department of Education (now the School of Education) in 1948; the Commission on Collegiate Nursing Education (CCNE), which first accredited USF's Nursing programs in 2003, following its first accreditation by the National League for Nursing in 1958; the National Association of Schools of Public Affairs and Administration (NASPAA), which accredited the Master in Public Administration program in 2012; and the Council on Education for Public Health (CEPH), which accredited the Master of Public Health program in 2014. Historically, the University of San Francisco has achieved high marks from external accreditation bodies. These positive evaluations continue today and substantiate what generations of USF students know to be the case regarding the quality of education provided by this institution.

The current Vision, Mission, and Values Statement of the University of San Francisco (see Appendix 1), approved by the Board of Trustees on September 11, 2001, reflects the Jesuit origins of the University, and is the foundation for all of its divisions, schools, colleges, and programs, including in the School of Management. The Mission articulates core values that embrace educational excellence, academic freedom, reasoned discourse, learning as a social and humanizing enterprise, diversity of cultural and ethnic experiences and traditions as essential for quality education, and a commitment to local and global social justice. 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. 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 Statement of the School of Management is congruent with the University of San Francisco's Vision, Mission, and Values Statement.

USF is classified as a Doctoral/Research Institution by the Carnegie Foundation for the Advancement of Teaching. Under the Carnegie Foundation classification system, USF is characterized as balancing arts, sciences, and the professions at the undergraduate level; as doctoral/professional dominant at the graduate level; with the majority of its students being undergraduates; as selective, with a high level of transfer-in students; and as a medium-sized, four-year, and primarily residential institution. In 2006, USF received the Carnegie Foundation's Community Engagement classification in both possible categories: curriculum engagement and outreach and partnerships. USF was among only 62 schools that received this honor during the first year it was granted. This classification was renewed by the Carnegie Foundation in 2015 for ten years. In 2015, for the eighth straight year, USF was named to the President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. This honor highlights USF students' exemplary service on issues ranging from poverty and homelessness, to environmental justice. Honorees are chosen on the basis of the scope and impact of service projects, percentage of students participating in service activities, and the extent to which the school offers academic service-learning courses. At USF, service-learning courses are required of all undergraduates, including in the School of Management

As of September 11, 2015 (Census Date), the University of San Francisco enrolled 10,828 students (up from 10,701 in fall 2014), including 6,682 undergraduate students, 3,548 graduate students, and 598 law students. USF's student body represents diverse ethnic, religious, social, and economic backgrounds, 49 states, and 94 foreign countries. Among the entire fall 2015 student population, 22% were Asian, 6% African American, 18% Latino, 1% Native Hawai'ian/Pacific Islander, 1% Native American, 17% international, 30% White, and 4% unspecified. Within USF's traditional undergraduate student population in the fall of 2015, 35% grew up in a home where English was not their first language, 35% were the first in their family to enroll in college, and 67% of all

undergraduates were awarded financial aid, including 26% who received Pell Grants. The School of Management currently enrolls 2,291 undergraduate and 776 graduate students, or 29 percent of the total USF student population. SOM students are enrolled in two undergraduate and seven graduate programs on the main (Hilltop) campus, at the downtown San Francisco campus, or at four branch campuses. Currently, there are 78 full-time faculty members in the School of Management, part of a cadre of 497 full-time faculty members at the University of San Francisco.

The main USF campus occupies 55 acres near Golden Gate Park in San Francisco. In addition to this Hilltop campus, the university offers classes at four Northern California branch campuses (Sacramento, San Jose, Santa Rosa, and Pleasanton) at a Southern California branch campus, at locations in downtown San Francisco, including the Folger Building at 101 Howard, which houses the graduate programs in the School of Management, and at the San Francisco Presidio. The institution also offers students a multitude of international opportunities, study-abroad programs, and immersion experiences that enrich the learning community and fulfill the university's mission.

**What are the school's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?**

One of the School of Management's major advantages is its long and distinguished history in San Francisco, buttressed by its accreditation record, as detailed in this report. The School of Management is also located in a world-class city that has a large and diverse population of potential students to draw upon. Moreover, the school has been consistently recognized by many organizations for its entrepreneurial, sustainability, and social responsibility activities, as noted in the sections on engagement, impact, and innovation. Further, the School of Management integrates experiential and real-world learning through many of its offerings (e.g., Silicon Valley Immersion Programs, corporate partnerships, internships, and practicums) and by bringing together diverse students and faculty members in a common learning enterprise. The School has a talented and well-qualified faculty who focus on translating theory into practice in the classroom. In addition, SOM has an active network of 43,000 alumni globally, with 22,000 in the Bay Area. SOM has alumni working at the management level or above at every Fortune 500 company in California. The top employers of SOM undergraduate alumni are Wells Fargo, Kaiser Permanente, Deloitte, PricewaterhouseCoopers, AT&T, Hewlett-Packard, KPMG, and Genentech. The top employers of SOM graduate degree holders are Wells Fargo, Kaiser Permanente, Stanford University, UCSF, Genentech, Cisco Systems, Sutter Health, and Gap Inc.

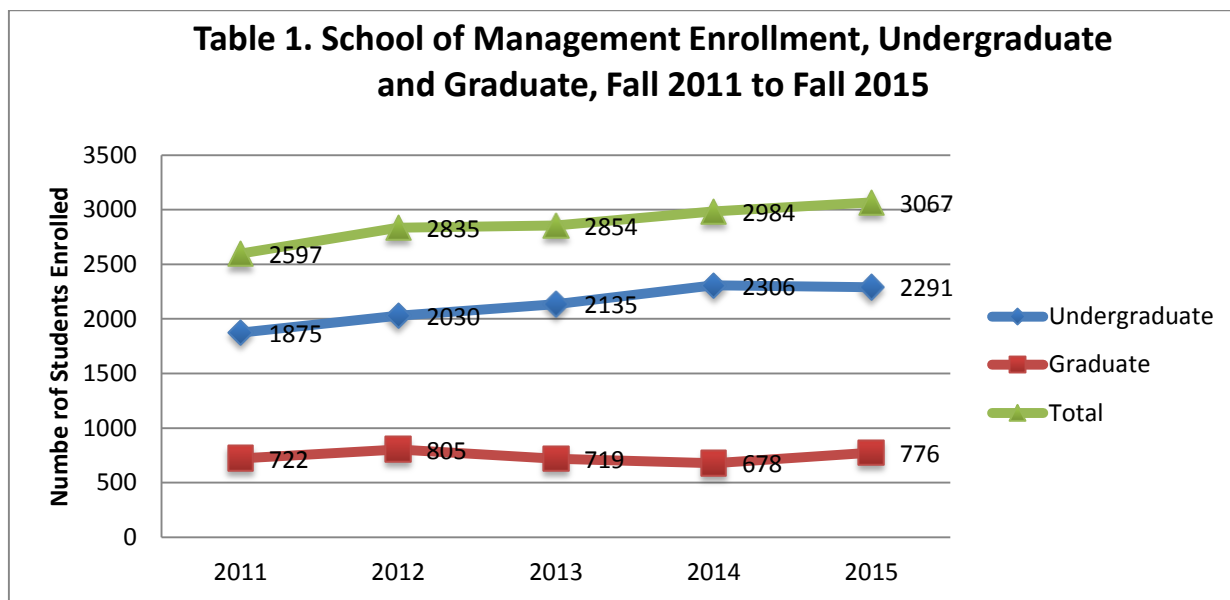
As a final advantage, the acquisition of 101 Howard (the Folger Building) in 2012 fundamentally changed the SOM undergraduate and graduate students' experience with respect to space. Prior to the university's purchase of the building in the heart of the San Francisco downtown/financial district, all San Francisco-based programs (undergraduate and graduate, except for the MSFA program), were housed on the Main Hilltop Campus in Malloy Hall. Today, all San Francisco-based graduate programs occupy 101 Howard, which boasts 15 classrooms, 8 study/breakout rooms (that can be pre-scheduled, and 6 of the 8 house Bloomberg terminals), the large 5<sup>th</sup> floor Agora Lounge area, and the salon area (between the two 5<sup>th</sup> floor classrooms). Malloy Hall's Madonna Lounge, three breakout rooms, and six classrooms are now dedicated to undergraduate BSBA students. This Downtown San Francisco location also enhances engagement opportunities (i.e., guest speakers, corporate tours, etc.) with such companies as the Gap, Salesforce, and Charles Schwab, which are literally steps from the building.



Regarding disadvantages, SOM has a comparatively small MBA program, particularly the part-time MBA program. Neither the full-time MBA nor part-time MBA programs at USF are nationally ranked by *U.S. News & World Report*. The undergraduate business program at USF was ranked 114<sup>th</sup> by *U.S. News & World Report* in its 2016 edition, from among the nation’s undergraduate programs accredited by AACSB.

**What internal, environmental, or competitive forces challenge the school’s future?**

The University of San Francisco is located in a highly competitive educational environment, and the greater San Francisco Bay area is home to 24 four-year institutions of higher education, 19 of which have business programs. The San Francisco area hosts competitors with relatively well-developed niches, such as San Francisco State University, which maintains a focus on sustainability and social justice, serving as public competition for USF’s values-focused education. Santa Clara University emphasizes its connection to Silicon Valley, which competes with USF’s positioning as a Bay Area institution. Santa Clara University also has a focus on Jesuit values. The well-advertised practicum programs and partnerships at other Bay Area institutions highlight the school’s need to expand similar programs. Nevertheless, the School of Management has seen its overall student enrollment increase by 18.1 percent from 2011 to 2015 (see Table 1).



In addition to competition for students, other challenges and opportunities facing USF and its School of Management include:

- Addressing the education needs of an increasingly diverse and aging population;
- Securing gainful employment for graduates in a rapidly changing and uneven economic environment;
- Confronting the growing debt among student borrowers, a shrinking middle-class, growing income inequality, potential reductions in federal and state financial aid, and the need to reduce the rate of tuition increases;
- Adapting to increasing complex federal mandates, regulations, and data requests, forcing accrediting agencies to interpret and implement ever stricter accountability standards;
- Successfully integrating major technological changes into educational methodology, administrative processes, and alumni development;

- Increasing outside donations and grants in an increasingly competitive funding environment to offset lower annual tuition rate increases;
- Continuing to attract talented students, faculty, and staff to one of the most expensive cities in the nation for housing and transportation;
- Managing growth within the space constraints of an urban campus.

Historically, the University of San Francisco and its School of Management have been successful in responding to environmental challenges and opportunities. In 2015, USF and its School of Management continue to be adaptive to the signs of the times, underpinned by USF’s and SOM’s comprehensive strategic plans, and a compelling vision for the future designed to promote learning in the Jesuit Catholic tradition.

### Degree Programs

The following degree programs in the School of Management are included in the accreditation review (see Table 2):

**Table 2: Degree Programs in the AACSB Review, Fall 2011 to Fall 2015 Enrollment, and Number of 2014-15 Graduates**

	Date Established	Location	Headcount at Fall Census Date					2014-15 Graduates
			Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	
<b>Undergraduate Degrees:</b>								
BS in Business Administration (BSBA)	1928	San Francisco Hilltop	1485	1721	1916	2073	2079	471
BS in Management (BSM)	2012	San Francisco Downtown, Pleasanton, San Jose, Sacramento, Santa Rosa	-	-	219 <sup>1</sup>	233	212	171
<b>Masters Degrees:</b>								
Master of Business Administration (MBA)	1963	San Francisco Downtown	256	225	171	153	149	69
MBA for Executives (EMBA)	1991	San Francisco Downtown	45	23	22	30	36	14
Juris Doctor/MBA (JD/MBA)	2002	San Francisco Hilltop, San Francisco Downtown	15	21	24	22	27	6
Financial Analysis/MBA (MBA/MSFA)	2006	San Francisco Downtown	4	3	4	1	5	1
Environmental Management/MBA (MBA/MSEM)	2006	San Francisco Hilltop, San Francisco Downtown	3	5	3	5	6	2
Asia Pacific Studies/MBA (MAPS/MBA)	1989	San Francisco Hilltop, San Francisco Downtown	1	3	3	5	5	3
Master of Global Entrepreneurship and Management (MGEM)	2009	San Francisco Hilltop, San Francisco Downtown; Barcelona, Spain; Taipei, Taiwan	35	39	40	36	41	34
MS in Organization Development (MSOD)	1987	San Francisco Downtown, Pleasanton	130	140	106	88	66	47
MS in Financial Analysis (MSFA)	2003	San Francisco Downtown	134	114	110	111	135	73

<sup>1</sup> First fall semester with BSM degree program as an option. Other legacy degree programs taught out during the next two academic years.

### **Section 3. Progress Update on Concerns from Previous Review**

At the time of the last AACSB review in 2011, the Peer Review Team identified two especially salient issues to monitor for continuous improvement:

*“1. The SoM has made good progress on meeting AACSB expectations with respect to faculty qualifications, but has only had a year to address this important issue. Please report on your progress in this area with your mid-cycle Maintenance of Review Application. (Standard 10: Faculty Qualifications)”*

At the time of the last accreditation visit, the School of Management was still working through the merger of two schools: the School of Business and Management (SOBAM) and the College of Professional Studies (CPS). Ensuring qualified faculty coverage across the combined mix of undergraduate and graduate programs was a challenge. In academic year 2014/2015, overall sufficiency and qualification standards were either not met or just below the standard in the BSM program, and in the MGEM, eMBA and MSOD programs. However with seven new faculty hires in fall 2015, the School of Management has met AACSB faculty qualification and sufficiency standards in all programs, with the exception of the BSM. Going forward, the faculty coverage issues in the BSM will be resolved by reducing the number of branch locations to two and limiting the number of starts to three annually (two in downtown San Francisco and one in Pleasanton). By the fall of 2016, SOM will have eliminated Santa Rosa, Sacramento, and San Jose as locations for the BSM. Only downtown San Francisco and Pleasanton will remain as the major sites for this degree completion program. The cohorts at Santa Rosa, Sacramento, and San Jose will be taught out over the next two years and no recruitment will be done at those campuses. Additionally, the School will receive two faculty lines to address ongoing faculty sufficiency and qualification issues associated with the BSM.

*“2. The SoM has designed an infrastructure to achieve a sound AOL system, but is still in the process of putting together its full AOL system. Please report back on your progress in this area with your mid-cycle Maintenance of Review Application. (Standard 15 - 19: Assurance of Learning)”*

Since the last AACSB visit, the School of Management has greatly enhanced its assurance of learning process to encompass a wide range of direct and indirect assessment tools to measure students' attainment of learning outcomes, to continuously improve programs, and to close the loop on learning and teaching. As will be seen in Section 6 on Learning and Teaching, and in Appendix 22, School of Management programs continuously use feedback from faculty members, students, alumni, businesses, student employers, professional organizations, and from changing professional standards to make program improvements, and to close the loop on learning and teaching. Faculty members and program directors also consistently keep abreast of the best practices in their respective disciplines through conference attendance, analyses of other business programs, and professional networking in order to improve programs, curricula, and student learning.

Since the last AACSB visit, the School of Management has also implemented TracDat<sup>®</sup>, a planning and outcomes assessment software application that provides a framework to help organize, align, document, report, and take effective actions for improvement. The School of Management has used TracDat<sup>®</sup> to help align each program's goals with learning outcomes and used the software to identify specific courses to assess the various program learning outcomes. The assessment function in TracDat<sup>®</sup> helps track the assessment activities within each course, allows for the reporting of results, and identifies results where targets are not met. Closing-the-loop activities are also recorded.

The School is starting to embed Assurance of Learning into many courses beginning with embedding program learning outcomes and AACSB standards aligned within the rubrics, to hold regular program and department faculty meetings to discuss the outcomes, and to discuss ways to improve student learning outcomes, whether through curriculum, pedagogical, or other changes and improvements as deemed necessary. In order to assure that the course-based assessments provide accurate and reliable data for the continuous improvement process, faculty will attend workshops on creating a consensus on what each learning outcome means, what is actually to be assessed, attain inter-rater reliability, and be imbued with a much greater understanding of the assessment process. A sub-group of the Undergraduate Curriculum Committee (BSBA/BSM AoL subcommittee) was formed in the early fall semester of 2015 to manage this process; they represent most departments in the undergraduate program and coordinate regularly with department chairs to facilitate this process.

In addition, the Undergraduate Program Committee (UPC) has been tasked with re-examining and evaluating the BSBA and BSM program goals and learning outcomes, especially in light of the BSBA redesign project (See Appendix 10 for the BSBA Curriculum Redesign Project, and Appendix 26 for the by-laws for the faculty or joint-faculty-administration committees, including the UPC). Plans are also being made to have off-site retreats with faculty and staff from each program to discuss, create, and/or modify each program's goals and learning outcomes. The retreats will be an ongoing dialog within each program to continually examine, evaluate, and achieve consensus about the program's goals, learning outcomes, and assessment measures.

Since the last AACSB site visit, an Assurance of Learning process has been applied in all seven programs that fall under the AACSB umbrella. This past year has seen the School of Management's AoL process become better defined and implemented across all programs, with an emphasis on continuous improvement and closing-the-loop activities.

## **Section 4. Strategic Management and Innovation**

### Background

Prior to Dean Elizabeth Davis' arrival, and subsequent to the development of the Strategic Plan presented in the Accreditation Maintenance Report of December 2010, the School of Management implemented a strategic planning and review process. As part of the Team Visit Report, Section II-1, USF was advised that it "should report on its progress in gaining support for executing its new strategic plan." The Strategic Planning Committee (SPC) was formed in fall 2012 "to review, revise as needed, and recommend implementation strategies." This process was completed in the late spring of 2013, and the results are available in Appendix 25.

After her arrival in August 2014, Dean Davis launched a school-wide strategic planning process to review the existing strategic plan and amend it as needed. Instead of a designated group "owning" the strategic planning process, Dean Davis envisioned an organic process where all school stakeholders play a role. Such an organic process could not be a one-off, check-the-box endeavor. Instead, any subsequent successes from a strategic planning process required improved faculty and staff engagement and a commitment to a continued, pervasive strategic planning effort. Besides creating trust among the school's stakeholders and respect for strategic planning itself, there were the expected goals of (1) sharing of knowledge and information and (2) uncovering new opportunities for action.

This process, launched with an all-day, off-site retreat of the School's leaders in January 2015, was followed up by four meetings of the School's faculty and staff. During the summer, a representative group of faculty and staff met to review the work to date and prepare for school-wide meetings during the 2015-16 academic year. The timeline, including a description of key topics thus far, is provided

in Appendix 6. Information and documentation created in the meetings is also available on the School's Intranet site.

Over this past year, consistent themes from the meetings have emerged in relation to engagement, innovation, and impact. These key themes are:

### Communication/Transparency

- The School needs to systematize communication outlets; how should these outlets be structured via an effective communications protocol? What should be communicated internally and externally, and who is responsible?
- How do we best showcase (celebrate) the activities and accomplishments of students, faculty and staff?
- Are we communicating the scholarly engagement of our faculty and the impact of their scholarship (especially with respect to the faculty development investments) optimally?

### Vision/Mission

- How do our current vision and mission statements need to change to reflect who we want to be given today's realities?
- How do the key initiatives (see Table 5) relate to the School's vision and mission?
- How do the emerging ideas of "conscious leadership" and "responsible enterprise" inform our discussions of vision and mission? How do we best discuss and implement these ideas?

### Linkages/Integration

- How do the key initiatives fit into our curriculum?
- How do we better embed the ethics/social responsibility component in our other programs?
- How do we sustain the progress in developing partnerships (e.g., Salesforce, Impact Hub, programmatic advisory boards)? How are these partnerships (engagement) driving impact and innovation?
- Related to the 'Communication/Transparency' theme: How are we communicating our success (engagement) at building partnerships?

### The Student Experience

- Given changes in the education environment, confirmed by market research, how can we better provide a distinctive learning environment for our undergraduate and graduate students?
- How is a focus on experiential learning across programs resulting in tangible programmatic innovations and, thus, leading to greater student engagement?
- How else are we supporting experiential learning via co-curricular options?
- How are we integrating curricular and co-curricular activities into cohesive experiential opportunities?
- How can we better support our faculty in delivering ever-improving learning experiences in and out of the classroom?
- How can we integrate Jesuit tradition into the overall undergraduate and graduate experience in a more meaningful way?

- How can the School use assurance of learning to drive curricular changes at the programmatic level in a more efficient way?

In summary, the School has an organic, sustained strategic planning process. This year, seven task forces were formed that created plans to address some of the themes identified above. Proposals were submitted and four proposals were approved and funded. Next year, the school is slated to review the mission and augment the planning. Success of this renewed strategic planning process is seen in people taking initiative on their own while keeping the evolving vision and mission in mind, such as the proposed Ignatian Management Exercises (see Appendix 18) and the BSBA Curriculum Redesign Project (see Appendix 10).

The proposed strategic plan can be found online

(<https://www.usfca.edu/management/about/mission-and-strategic-plan>), and appears below:

### **School of Management Strategic Plan**

#### **Vision**

The School of Management will be one of the premier teaching, research and networking platforms for managerial education, one that is regionally anchored, nationally recognized and globally connected.

#### **Mission**

The School of Management at the University of San Francisco is a catalyst for change in business, government and non-profit managerial practice. Through research and teaching that draws on the global diversity and entrepreneurial energy of our region, we educate students to build more productive and compassionate organizations. We value human dignity and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit.

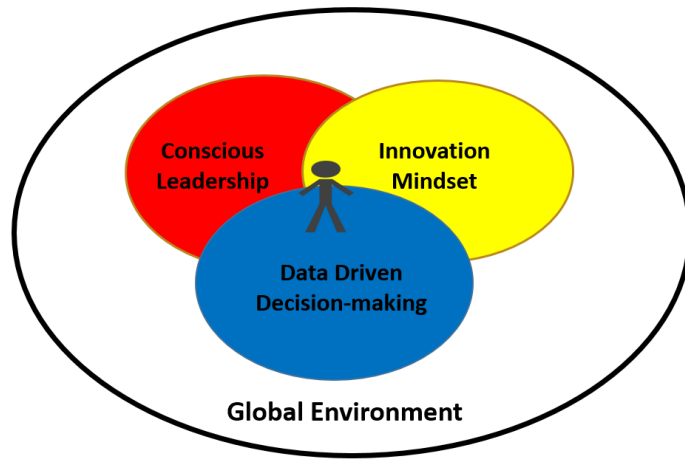
#### **Key Strategic Objectives**

- 1) **Build** a culture of *engagement and innovation* with faculty, staff, and students, using a platform of theory-to-practice focused on experiential learning.
- 2) **Rebuild** business, alumni and community ties in the San Francisco region and beyond, creating a sustainable system of *engagement* and giving.
- 3) **Craft** a differentiation strategy to carry the school forward for the next 3-5 years, building on internal core competence in *conscious leadership, innovation mindset, and data-driven decision-making*.

#### **Strategic Framework-Distinctive Core Competence**

This year's strategic conversation revealed distinct core competencies. The School of Management will promote a culture of conscious leadership capable of generating innovation and making data-driven decisions in our curricula and activities. The School will focus on educating leaders for the 21<sup>st</sup> Century who will reflect an innovation mindset and will found and strategically lead effective organizations that create greater stakeholder value. Portrayed below is the intersection of three distinctive core competencies: conscious leadership, an innovation mindset, and data-driven decision making (see Figure 1).

Figure 1



These three distinctive areas represent core competencies of the faculty and provide a platform for building current and future curricula. Philosophically, the SOM cultivates in its students a sense of higher purpose in the business enterprise; cultivates conscious culture (values the individual and the whole); conscious leadership (principled and socially responsible leadership); and finally emphasizes not just shareholder return, but reinforces the creation of stakeholder value orientation.

**This allows us to use Strategic levers associated with:**

- San Francisco Location
- Multi-Sector Orientation
- Conscious Capitalism/Social Innovation

The mission statements of the University of San Francisco and its School of Management align with each other and with many of the learning goals outlined by the University's regional accrediting agency (WSCUC). This alignment for the SOM undergraduate programs is portrayed in Appendix 21. The alignment of the mission statements of USF and its School of Management at the graduate level are provided in Section 6 on Learning and Teaching.

**Strategic Management Planning Process and Outcomes**

The School of Management's strategic planning process has generated a wide range of innovative actions, practices, programs, and improvements since the last AACSB visit in 2011. During 2015, the School of Management held four retreats aimed at better understanding the strengths and weaknesses of the School and identifying opportunities and threats in the external environment. In 2014-2015, the School commissioned outside consultants to gather data on the external environment in three areas: market environment for graduate education defined by existing alumni; opportunities in the market as defined by potential students; and future workforce needs as defined by employers in the San Francisco Bay region and beyond (reports available to the visiting team). Strategic management decisions were also informed by drawing on the expertise of several advisory boards, including the Dean's Circle (Dean's Advisory Board), the Hospitality Management Advisory Board, the International Institute of Criminal Justice and Leadership Advisory Board, the Masters in Nonprofit Administration Advisory Board, the Masters in Public Administration Advisory Board, the Chinese

Business Study Initiative Advisory Board, the Advisory Board for Accounting, the MBA Advisory Board, and student focus groups connected to the MBA and EMBA. Information from all these sources frame the competitive landscape for the School of Management in the region, speak to the School's engagement in the community, and inform the assurance of learning process. As a result, the School of Management has:

- Enhanced experiential education through additional and innovative internships, practicums, service-learning opportunities, faculty mentored research, business competitions, and field trips to the Bay Area's and the world's leading firms (see Appendix 8);
- Re-imagined and developed a new undergraduate core that better integrates curricular and co-curricular activities and that leverages experiential learning in the school's location at the hub of innovation on the Pacific Rim. More than thirty-five stakeholders, representing students, faculty, staff, alumni, and business leaders are currently involved in this initiative (see Appendix 10);
- Created the BSM program, which subsequently underwent several improvements (see Section 6);
- Restructured the MBA core in the fall of 2012 into 4-unit blocks, replacing the 7 week/2-unit structure. This improvement permitted the fuller exposition of core topics, and was based on input from students and faculty members (see Section 6);
- Reevaluated the MBA core and foundation courses for transfer credit or waivers for incoming students, creating a shortened matriculation time and more flexibility for students to take electives (see Section 6);
- Changed the MBA curriculum to include more relevant presentation skills. This component, formerly a total of three units of business communications, is now a zero credit (but required) sequence that provides professional presentation and critical analysis skills delivered partially through rigorous case analysis (see Section 6);
- Partnered with Apple Corporation to develop a pilot program on digital technology, with select SOM faculty members becoming digital natives in the classroom. Program provided iPads to instructors and students to better integrate technology into learning environments. The current pilot includes 13 faculty members teaching in the Executive MBA Program (see Section 6).
- Partnered with the Salesforce Foundation to create certification and participation workshops for undergraduate and graduate students in the use and application of Salesforce software in social media and administration. A week-long boot camp was created that is designed for junior and senior college students from throughout the Bay Area, who will learn certified skills in Salesforce enterprise systems during the summer and/or intersession. After passing an exam, participants will receive a certificate from Salesforce. USF MBA students will also gain access to the training, and will be certified in Salesforce marketing and HR. The program is slated for further development to include the "train the trainers" portion involving SOM Faculty learning this skill set and eventually delivering these programs in a self-sustaining manner (see Appendix 8). The SOM Dean presented this Academic Alliance during *Dreamforce*, a San Francisco event sponsored by Salesforce in August 2015, which brought together a global community of more than 150,000 people to discuss critical topics in the business environment.



In the next two to three years, other improvements are planned, pending approval by the new provost. The School of Management faculty and administration, with the involvement of key stakeholders, will:

- Plan a new Master’s Degree in Entrepreneurship and Innovation, to begin in the fall of 2017 (see Appendix 7);
- Plan a new Master’s Degree in Market Research and Consumer Insights, to be launched in the fall of 2017;
- Expand executive education, including building on non-degree programming in areas where USF already has strengths, including through the Silicon Valley Immersion program (see Section 7);
- Implement the Professional Edge Program, a co-curricular program to provide undergraduate business students the practical skills and knowledge to make a successful transition from student to working professional (see Appendix 8);
- Launch the Ignatian Management Exercises for undergraduate and graduate students, faculty, and alumni (see Appendix 18);
- Develop a Center for Social Impact, with the approval of the new provost, as a catalyst for university-community collaborative projects, wherein School of Management students, faculty, staff, alumni, and curricula can find the institutionalized hub for promoting and coordinating social impact programs and community based projects with select partnering organizations aligned with USF’s mission (see Appendix 15);
- Create a Center for Conscious Leadership and Social Innovation. With \$1 million in seed money from a recent grant, the Center will sponsor a social business competition, a leadership forum, and a social entrepreneur-in-residence program, followed by research and educational programming aimed at leadership development in conscious capitalism, applied ethics, and social responsibility in the business sector. An additional \$500,000 in scholarships has been supplied by a donor to catalyze the development of conscious leaders (see Appendix 15);
- Establish a School of Management Incubator/Accelerator PIE Program (Partners in Entrepreneurship Program) to provide hands-on experiences for graduate and undergraduate students interested in entrepreneurial activity. The focus will be on external partnerships that provide a foundation for students, faculty, and staff to work with individual entrepreneurs in the field. Partners are currently being evaluated regarding the resources, skills, and expertise needed to assist potential entrepreneurs and innovators seeking to build social enterprises and address a societal needs (see Appendix 17);
- Re-focus the Malloy Group, a graduate student organization designed to provide hands-on experience in solving real-world business and organizational problems. Graduate students will be required to attend a series of workshops on consulting in organizations, and organizational problems will be vetted by a faculty board of overseers who will guide the consulting projects of students (see Appendix 15);
- Develop short-term, non-degree certificate programs in areas such as internal auditing, women’s leadership, wine immersion, and event planning (see Section 7);

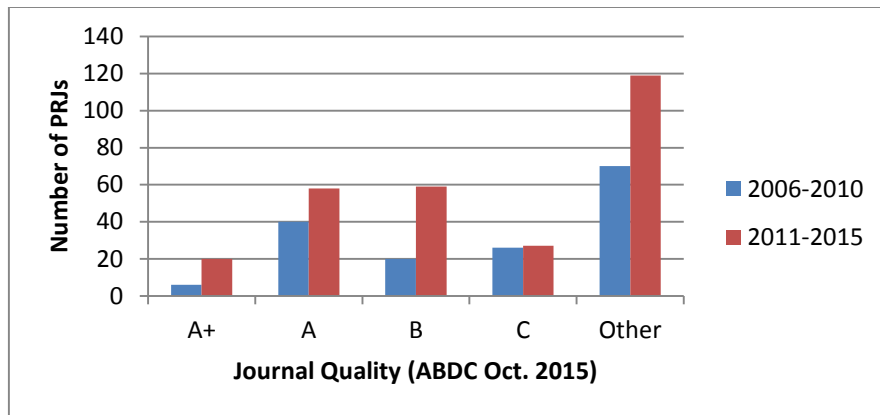
### **Intellectual Contributions, Impact, and Alignment with Mission**

The School of Management produces high-quality intellectual contributions that are consistent with the mission, expected outcomes, and strategic initiatives of USF and SOM. These high-quality

intellectual contributions influence management theory, practice, teaching, and the institution’s support of the surrounding community. Congruent with Standard 2 of the AACSB Eligibility Procedures and Accreditation Standards, Table 2.1 (see Appendix 4) includes a summary of intellectual contributions by department and a list of intellectual contributions by individual faculty members. The table also includes information on how the portfolio of intellectual contributions aligns with the school’s mission, expected outcomes, and strategy; provides evidence demonstrating the quality of the portfolio of intellectual contributions; and shows that the school’s intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management.

A summary of the increase in the number and quality of Peer Reviewed Journals is shown in Table 3:

**Table 3. Peer Reviewed Journal Count Comparison by Journal Quality**



Source: Australian Business Deans Council

There has been significant improvement in the quantity and quality of scholarly publications by the School of Management faculty since the last AACSB maintenance report in December 2010. Comparing the time period 2006 through 2010 to the time period 2011 through 2015, reveals a 75% increase in the number of scholarly publications (from 162 to 283) among School of Management administrators and faculty members between these two time periods. Moreover, the number of publications in more highly rated journals, according to the Australian Business Deans Council, has also increased during this time period: from 6 to 20 in A+ rated journals, from 40 to 58 in A rated journals, and from 20 to 59 in B rated journals (see Appendix 13). Since 2010, publications by SOM faculty and administrators have been cited 2,785 times by other scholars. To enhance faculty scholarly productivity, the University provides faculty development funds annually, allocated by the faculty development committee (see Appendix 26). The Dean of the School of Management more than matches those allocated funds. New faculty members have been guaranteed three years of funding in the form of research support and summer stipends, and a 4<sup>th</sup>-year half-year sabbatical. Table 4 provides a list of other significant intellectual contributions by faculty.

**Table 4. Faculty Accomplishments, 2010-2015**

Accomplishment	Number of Faculty	% of FT Faculty	Total Accomplishments
Research Grant	27	31%	88
Research Award	16	18%	29
Board of Advisors/Board of Directors	27	31%	59
Editorial Boards, Editors	32	37%	88
Reviewers	49	56%	249
Conference Chairs	15	17%	49

### **Financial Strategies and Allocation of Resources**

The University of San Francisco and its School of Management continue to be on solid financial ground, due in large measure to continuing enrollment increases in most of USF's programs, including in the undergraduate and graduate programs in the School of Management. Enrollment for the entire university increased 10.1 percent from the fall of 2011 to the fall of 2015, from 9,837 students to 10,828 students. During this same period, enrollment in the School of Management increased by 18.1 percent, from 2,597 students to 3,067 students, as noted in Table 1. The School of Management has sufficient financial resources to achieve its mission and implement its strategic priorities. During the 2014 fiscal year, the School of Management had total revenue from all sources of \$56,633,833, while the total expenditures during the 2014 fiscal year were \$27,487,211 (see Appendix 2 for the 2014-15 BSQ Finances Module). From FY 2012 to FY 2016 (to date), the School of Management has received a total of \$15,346,847 in gifts and pledges from alumni, corporations, faculty, staff, foundations, friends, parents, bequests, trustees, and others (see Appendix 19). During the preceding five years, from FY 2007 to FY 2011, the School received \$9,069,893 in gifts and pledges. Comparing these two five-year periods, the School witnessed a \$6,276,954 increase (69.2%) in giving since the last AACSB visit. The financial support for new strategic initiatives is provided in Table 5.

**Table 5. Financial Support for Strategic Initiatives**

School of Management University of San Francisco Financial Support for Strategic Initiatives				
Initiative	Start Date	First-Year Cost	Continuing Annual Cost	Source of Funds
<b>Professional Edge Program</b>	Sept. 2016	\$90,000 to hire a Manager for Internships	\$260,000 (for faculty/staff in Career Services and undergraduate infrastructure support in each of five years)	Base budget for staff. Proposing annual fee to support this initiative \$100.00/student. School currently enrolls 2,300 UGs.
<b>Harari Program for Conscious Leadership and Social Innovation</b>	Spring 2016	\$45,000 – Program Director and Symposium costs, Executive in Residence, and competition. (See costs in proposal.)	\$45,000 – from Endowment \$55,000 – In kind donation from the School of Management for Program Director and Symposium costs, Executive in Residence, and competition. (See costs in proposal.)	\$1M endowment received from Alan Davis Fund, plus support from Dean’s Discretionary Fund.
<b>Masters in Entrepreneurship and Innovation</b>	Sept. 2017	\$180,000 for faculty member/program director in entrepreneurship  \$138,000 for faculty member in technology/ entrepreneurship	\$80,000 for staff support of program	Tuition, self-funding through annual base budget.
<b>Partners in Entrepreneurship Program</b> (including reconfiguration of 101 Howard second floor for program incubator/accelerator)	Sept. 2017	\$50,000 capital project.  \$250,000 curriculum development for faculty and staff participation.	\$150k for program director (based budget) and \$75 for lecturers (base budget).  \$30k for speaker events plus competition.	Reconfiguration from capital campaign. Endowment from donor; membership fees from students; and equity stakes in new business ventures.
<b>Center for Social Impact</b> (which includes an Executive Education Certificate)	Spring 2018	\$180,000 for faculty member/ program director  \$138,000 for professor in social impact analysis	\$80,000 for staff support of program	Fees from certificate program. Endowment from donor.
<b>SOM Dean’s Student Scholarships</b> (in Conscious Leadership and Social Innovation)	Fall 2016	\$20-30k	\$20k spin out.	\$500k Endowment from Alan Davis Fund

**Professional Edge Program.** The Professional Edge (see Appendix 8 for an overview) is a four-year co-curricular program to provide business majors the practical skills and knowledge to make a successful transition from student to working professional in today’s competitive business world. Beginning freshman year, students will participate in workshops and activities that will develop their marketable skill sets, provide unique opportunities for professional growth and development, and enhance their capability to secure valuable internships and career options upon graduation. The Professional Edge Program will highlight emerging technologies. In addition to the planned structure via workshops and other experiential activities, the Professional Edge would offer supplemental programming that would highlight USF’s Jesuit foundation through the Ignatian Management Exercises (see Appendix 18 for the proposal and program design). This reflective program will be offered online and led by faculty and staff with experience in Ignatian spirituality and pedagogy. While the impetus for the Ignatian Management Exercises was the undergraduate student population, the design of the Exercises will be made available to all School of Management student populations and potentially to alumni. The costs associated with the Professional Edge Program (excluding the Ignatian

Management Exercises) include: workshops that enhance students' competitiveness in the workforce; support for conferences/symposia, speaker series and seminars that develop students' competencies in leadership, technology, time management and other relevant topics; support for students to participate in technology certification programs; and support for new staff, including an Assistant Director for Student Professional Development, Manager for Internships and Professional Experience, Manager for Student Engagement and Assessment, and additional program assistant support.

**Program for Conscious Leadership & Social Innovation (CCLSI).** The recent Harari-Davis Grant from a key donor has recognized the School's expertise in social innovation, resulting in a \$1 million grant from the Davis Foundation in honor of SOM Professor Oren Harari. This grant will create, among other activities, a social business competition, a leadership forum, and a social entrepreneur in residence program. Expansion of this effort would allow for the establishment of research and educational programming aimed at leadership development in conscious capitalism, applied ethics and social responsibility in the business sector. There is a naming opportunity to endow the Center and ensure the longevity of the program. The initial costs associated with the CCLSI include: sponsorship of a faculty director; funding for faculty scholarship, including student research assistants; grants to support students' community based projects; sponsorship of speaker series; sponsorship of research fellows and visiting scholars; and Executive-in-Residence program.

**Masters in Entrepreneurship & Innovation.** The School intends to capitalize on its location by expanding its current graduate degree portfolio by introducing a Masters in Entrepreneurship & Innovation in fall 2017 (see Appendix 7 for a full description). We envision this program complementing the PIE Program (see below), creating a vertically integrated experience for our current undergraduate entrepreneurship majors, the graduate students in this proposed degree as well as our MBA program, and participants in our highly successful Silicon Valley Immersion program (which is part of our executive education unit). Together, these activities capitalize on our strengths in this area and our desire to develop an innovative mindset linking our students, faculty and local community.

**Partners in Entrepreneurship (PIE) Program.** Envisioned as an incubator/accelerator housed in the School, PIE (see Appendix 17) for a full description) would be established to provide hands-on experiences for graduate and undergraduate students interested in entrepreneurship. Its focus on *partnerships* provides a foundation for students, faculty and staff to work with individual entrepreneurs via dialogue opportunities, lectures, and consultation. The goal from these activities is realized business ideas and plans. Currently, there are several partners that have expressed interest: Impact Hub (would register all center members as Hub members and co-host two to four events a year at USF's downtown campus while USF would sponsor the annual SoCap meeting, securing sponsorship level pricing and discounts for twenty of its students to SoCap); Kiva (would like to partner on engaging student interns to help with deal sourcing and due diligence of Kiva Zip projects); AngelHack (would partner on curriculum development for social startups); Just Business (providing internships to their incubation center); and the Santa Clara University Partnership (which would allow both undergraduate and graduate students to attend their entrepreneurship program for non-academic credit). There is a naming opportunity to endow the PIE Program and ensure the longevity of the program. The costs associated with the PIE Program include: sponsorship of a faculty director and associate director; funding for research assistants; and grants to support students' entrepreneurial ideas.

**Center for Social Impact (CSI).** The CSI's main objective is to become a catalyst for university-community collaborative projects. Operating as an institutionalized hub, the CSI will promote and coordinate social impact endeavors by linking curricula with and faculty, staff, students, and alumni. Social impact programs need the coordination and mediation of a center to guarantee continuing dialogues linking class-based projects in our graduate programs (e.g., MNA, MPA, MBA, MSOD, etc.) with community-based projects. The CSI will serve as a conduit for selecting partnering organizations aligned with the USF mission of social justice and the SOM strategic priorities for social impact and social innovation. There is a naming opportunity to endow the Center and ensure the longevity of the program. The costs associated with the CSI include: sponsorship of a faculty director and associate director; funding for research assistants (to be called CSI Associates); and grants to support students' community-based projects.

**SOM Dean's Student Scholarships (in Conscious Leadership and Social Innovation).** Scholarships enable the School to attract top caliber students in an increasingly competitive business school environment regardless of their financial situation and background. The Dean's Undergraduate and Graduate Scholarships will be awarded to students who show academic excellence and financial need in the following programs: BSM, MSFA, MSOD, MPA, MBA, MGEN and MNA. These awards will focus on those students who exemplify the conscious leadership philosophy tied to the School's Jesuit values and/or those who have demonstrated social innovation through their work or other activities.

## **New Degree Programs**

The Bachelor of Science in Management (BSM) degree, while new since the last accreditation visit, is the result of merging four legacy College of Professional Studies working professional degree programs (business economics, information systems, organizational behavior and leadership, and public administration) into one degree. The university has a long tradition of educating working professional students via its distributed campus model. The BSM is offered at five non-main campus locations: downtown San Francisco, San Jose, Pleasanton, Sacramento, and Santa Rosa, although the Santa Rosa program is being taught out, and there will be no new starts in San Jose and Sacramento. The faculty members who are assigned to teach in the BSM program come from the full-time and adjunct faculty pools. The university has invested resources to ensure the technology is consistent across all five branches campuses and in comparison to the main campus. Moreover, faculty members have access to all resources provided at the main campus, including the library, information technology, and the Center for Instructional Technology. Other details about the BSM program appear in section six and Appendix 22.

## **Section 5. Participants: Students, Faculty, and Professional Staff**

### **Students**

Overall changes in student enrollment in the School of Management since the last AASSB visit are detailed in Table 1 and by specific program under review in Table 2. Tables 6, 7, and 8 portray changes in student demographics in the School of Management since the last AACSB visit.

**Table 6. USF School of Management Total Student Enrollment, Fall 2011 to Fall 2015**

Category	Enrollment		Percentage Change
	Fall 2011	Fall 2015	
Asian	546	624	14%
African American	134	138	3%
Latino/Latina	347	394	14%
Native American	45	28	-38%
Pacific Islander	18	24	33%
International	581	1120	93%
White	842	646	-23%
Other	84	93	11%
<b>Total</b>	<b>2597</b>	<b>3067</b>	<b>18%</b>

**Table 7. USF School of Management Total Student Enrollment by Gender, Fall 2011 to Fall 2015**

Category	Enrollment		Percentage Change
	Fall 2011	Fall 2015	
Female	1379	1592	15%
Male	1218	1475	21%
<b>Total</b>	<b>2597</b>	<b>3067</b>	<b>18%</b>

**Table 8. USF School of Management Total Student Enrollment, Domestic and International, Fall 2011 to Fall 2015**

Category	Enrollment		Percentage Change
	Fall 2011	Fall 2015	
Domestic	2016	1947	-3%
International	581	1120	93%
<b>Total</b>	<b>2597</b>	<b>3067</b>	<b>18%</b>

In keeping with recent changes in AACSB Standard 4, we also furnish retention and graduation rates by program in Appendix 20. As can be seen in the tables in this appendix, overall freshman-to-sophomore retention rates have improved since 2010, with some yearly fluctuations. Six-year graduation rates have also trended upward in recent years: from a 71.4% graduation rate for the cohort that began in 2005, to a 73.3% graduation rate for the cohort that began in 2009 and whose cohort members graduated by 2015. Graduation rates for graduate students, from the 2009-2010 to the 2013-2014 cohorts, are also displayed in Appendix 20.

### **Admissions and Student Academic Support**

#### Freshmen

The admissions policies and processes for freshmen applicants to the USF School of Management are the same as for all USF freshman applicants, are consistent with the mission of the University, and are transparent to all potential students. The characteristics of the most recent freshman cohort in the School of Management, regarding entering GPA and SAT scores, are comparable to those of the entire USF freshman class. In the fall of 2015, the USF freshman class entered with an average GPA of 3.63 and an average combined SAT of 1160. For the School of Management entering freshmen class of 2015, the average GPA was 3.53, and the average combined SAT (verbal and math) was 1136. In the fall of 2011, USF freshman entered with an average GPA of 3.52 and a combined SAT score of 1116. For SOM, the average GPA in the fall of 2011 was 3.43 and the combined SAT was 1102.

#### Graduate Students

Application requirements differ according to the specific graduate degree program, but generally, an online application, personal statement, résumé, test scores, transcripts, and recommendations are required. USF looks at each application as a whole, with an eye towards applicants who show interest in the USF mission of making the world a better place.

Program specific requirements for graduate programs are accessible from the following website: [https://www.usfca.edu/management/graduate/Admissions/Requirements\\_by\\_Program/](https://www.usfca.edu/management/graduate/Admissions/Requirements_by_Program/).

#### Characteristics of Graduate Students admitted in Fall 2015

The USF School of Management greatly values diversity and seeks to enroll students that represent different ages, countries, ethnicities, industries, and sectors. For example, the full-time MBA cohort that entered in the fall of 2015, ranged in age from 22 to 37, 37% were domestic minority students, 48% were international, and 43% were female. Among the full-time MGEM students who entered in the fall of 2015, the age range was 22 to 32, 69% were domestic minority students, 13% were international, and 56% were female. Appendix 5 provides tables that further detail the demographics

of the fall 2015 graduate degree program incoming cohorts, and Appendix 1 provides the demographic characteristics of all USF students.

### Undergraduate Student Support Services

The University of San Francisco prepares all of its students for success, including through USF's Center for Academic and Student Achievement (CASA) and through Faculty Advising Services in the School of Management. The 2015-2016 academic year marked the beginning of a transition in undergraduate advising services from CASA to SOM's Undergraduate Studies and Programming Division with the help of peer mentors and adjunct faculty advisors. In 2015-2016, the transition focused on freshmen, will continue for sophomores in 2016, and will eventually include all students.

CASA includes the following programs: *Academic Success Coaches (ASC)*, for assistance with various learning modalities, particularly if the student requires a one-on-one approach to learning new technologies; *USFAchieve Powered by Mapworks*, a comprehensive survey tool that identifies how first-year students are transitioning to USF; *Back on Track*, an academic probation support program that utilizes early alert course progress reports, monthly Academic Success Coach meetings, and attendance at academic success workshops; *Early Alert Mid-Semester Progress Reports*, a tool used by faculty to report students who may be performing below a 'C' level in their course; and the *Muscat Scholars Program*, designed for incoming first-year, first-generation students, wherein they participate in a two-week academic and social preparation program and continue to live together as a cohort during the first year. During new student orientation, all business students are given an introduction to CASA, the Academic Success Coach, and resources available to all undergraduate students.

For business/management students at the branch campuses, regular office hours are held to permit CASA staff members to interface regularly with faculty and students. CASA staff members also connect electronically to students at the branch campuses through Skype meetings and chat rooms. Workshops at the branch campuses have been well-attended. Framed for Professional Development, the workshops provide students with academic support tools (e.g., note-taking, presenting, test-taking) and professional/life skills (e.g., LinkedIn, Dealing with Difficult People). Workshops can be provided to students on demand as the need exists. Students who are enrolled in study abroad programs receive online advising by their CASA Academic Success Coach via email to circumvent any issues with registration for upcoming terms. CASA support is also available for the many international students enrolled in the School of Management. For example, CASA employs a full-time employee who is originally from China and is fluent in Mandarin. She takes referrals from faculty members who identify Chinese students who are having academic, time management, or social and emotional issues that need to be addressed. If the emotional issues are severe, the CASA employee will walk the student to the counseling center, which employs two Chinese-speaking counselors.

School of Management faculty members are encouraged to identify students who may be at risk of not passing a class by submitting a Mid-Semester Progress Report via the *AdvisorTrac* software program. This reporting system triggers notifications to the student, faculty adviser, and to the student's ASC, who will then reach out to the student to offer recommendations for improvement, or referrals to another department as necessary. Academic Progress Reports are run every semester to identify two groups of students: students who achieve academic excellence are recognized by receiving Dean's Honor Roll designation on their transcript, and students who earn a GPA below 2.0 and are placed on probation and must participate in the Back-on-Track Program. SOM Faculty are encouraged to reach out to the ASC, particularly at the entry level courses (INTD 310/311) regarding working professional students who are at risk of failing, have poor attendance, or would benefit from



extra support. CASA also provides early identification of retention and progression issues for traditional undergraduate students, utilizing *MAPWorks* to identify and assist students who exhibit early warning signs of difficulty adjusting to college life for a variety of reasons. For undergraduate students who are having difficulties, CASA intervenes when appropriate. CASA ASCs will make one-on-one appointments with students as necessary, or will provide referrals to other support services offices (e.g., Student Disability Services, Counseling and Psychological Services, Learning and Writing Center). Additionally, ASC's are accessible to students and hold regular office hours in the dorms. Students come to CASA via a faculty referral, outreach initiated by their ASC, or a student-initiated visit to seek non-academic support and assistance.

### Undergraduate Career Development Services

The Career Services Center, housed in the Division of Student Life, offers one-on-one career success coaching for all undergraduate students, select graduate students, and alumni. The structure, staff and strategy of the center were recently revamped to place more focus on directly connecting students with desirable employers and experienced alumni. A new position, Director of Employer Relations, was added this year.

Though the center still produces two large scale (90+ employers) career fairs each academic year, it has also added smaller, tailored recruiting events, with no more than ten employers, for undergraduate students in the School of Management. Examples of these events include "Meet the Big, First and Foremost Night" (e.g., Salesforce, Twitter, IBM, Pandora), "Meet the Financial Professionals Night" (e.g., UBS, Dodge and Cox, Merrill Lynch), "Yahoo Diversity Recruiting Night" and "Meet the Start-Ups." The Career Services Center also assists the student organization Beta Alpha Psi in procuring accounting firms for its annual "Meet the Firms" event.

Additionally, the Career Services Center produces numerous evening workshops covering such topics as LinkedIn strategy, effective interviewing techniques, career fair preparation, resume writing, and how to professionally interact with potential employers. These topics are also covered in 15 to 20 in-class and club presentations per year, conducted specifically for the undergraduate School of Management students. An extensive mock interview program, conducted by 20 volunteer human resources professionals from local companies, is also offered. Students can seek mentorship and guidance from alumni in the 3000+ member LinkedIn group, Dons Helping Dons, which is managed by The Career Services Center. Undergraduate business students are introduced to representatives of the Career Services Center at each new student orientation, and their contact information is given to students.

The Career Services Center also acts as a clearinghouse for internships and job listings from around the country, and is the resource for general support for students seeking to enter the job market or to apply for further studies in graduate school. The Career Services Center is a member of UCAN, a twenty-one school internship consortium in which students can view internships worldwide as posted by such institutions as Harvard, Princeton, Brown, Duke, and the University of Chicago.

In 2015, the School of Management participated in the Bloomberg employer survey for those undergraduates who graduated in 2013-14. This was the first year Bloomberg asked USF to participate in their rankings. The survey was assembled through the USF alumni office, which supplied information on alumni employment; the USF Office of Career Services, which supplied recruiter information and career placement information; and the SOM hospitality management program. Though not complete, the data submitted to Bloomberg for 2013-2014 shows:

1. Total number of students on the list: 1,064
2. Number of students for whom USF has employer information: 499
3. Percent of students for whom USF has employer information: 47%
4. Total number of firms that hired SOM students: 415

For comparative purposes, on the May 2015 graduating student survey (n=263), undergraduate School of Management students reported the following:

1. 48.2 % said they were going to look for a job
2. 14.7% said they were going to begin a new job
3. 5.9% said they were going to continue with their current job
4. 14.7% said they were going to attend graduate or professional school

Although work needs to be done to fully integrate and document gainful employment at the undergraduate level, the School of Management has made major strides in gathering employment data since the last AACSB visit in 2011.

On the co-curricular front, numerous changes have also been made to undergraduate clubs supported by the School of Management, and a major co-curricular experience for undergraduate students, the Professional Edge Program, began to be launched in the fall of 2015 in cooperation with the division of student life. This program will provide students with additional skills to move into a business career after graduation (see Appendix 8).

### Graduate Student Support Services

The Graduate Student Affairs (GSA) Office in the School of Management serves students in the following graduate degree programs: MSFA; MPA (Online, SF, Sacramento and San Jose); MSOD (Pleasanton and SF); MSIS; MGEM; MBA (Full-time and Part-time); and MNA.

Using a student-centered approach, the GSA staff establishes and maintains relationships with students to help them reach their educational goals, and guides them as they engage as learners and community members. The GSA staff monitors academic performance (academic probation, timely completion, and Dean's List awards), conducts one-on-one advising sessions, and assists students with navigating university policies and procedures. The GSA staff is cross-trained for all SOM degree programs to allow for prompt student service. With an open door policy, staff members are able to accommodate student needs, but can also offer scheduled appointments for part-time students on non-traditional schedules. The office is open from 8:30 am to 6:30 pm, Monday through Thursday; 8:30 am to 5 pm on Friday; and 10:00 am to 3:00 pm on Saturday, to serve full-time and part-time students. Staff members visit each branch campus twice a semester, and also offer skype and phone appointments. The GSA staff plans and organizes orientation for each incoming cohort across the eight graduate programs. Some programs tailor their orientation to include more team-building activities. During orientation, students are welcomed to the university, introduced to university services (financial aid, library, counseling and psychological services) and are provided an in-depth program introduction by the faculty program director. As a follow-up to orientation, a GSA advisor visits each cohort within the first month of school to answer any questions or concerns. GSA staff work with program directors to sponsor co-curricular events and activities throughout the academic year. For the MBA program, the GSA staff collaborates with the Career Services and Alumni Offices to hold a follow-up orientation three weeks into the first semester. The second day includes additional

information on electives, concentrations, academic global immersions and career and professional development opportunities. The day culminates in a student club fair and alumni mixer. Full-time MBA students are required to meet with an advisor before registration for the spring semester to select electives. Part-time MBA students are required to meet with an advisor before registration for the summer term to select electives.

### Graduate Student Career Development Services

Over the last four years, the SOM Graduate Career Services department has expanded dramatically in terms of scope and capacity. The primary staff expansion took place between late 2012 and 2014; however, the offerings became increasingly visible to all full-time and part-time students beginning in 2012, given the use of external consultants and online resources. The SOM Graduate Career Services team consists of five professionals that support SOM graduate students from all eight programs (including MGEM and Online MPA) at all campus locations. Given the wide range of career stages, industries, and potential roles students represent, the office offers a broad spectrum of programming content and advising to meet students' needs. Aside from in-person workshops, the majority of the career planning content is available online via the Career Management Portal. The office provides individual advising year-round with sessions available daily during the fall and spring semesters. Students can register for advising via the Portal and advisors can meet with them in-person at the downtown campus or via phone or Skype from any location. As a result of the increasing international student population in the Full-time MBA and MSFA programs, the International Advising and Business Development role position is designed to formulate appropriate content and strategies to support the unique needs of international students.

For career and networking events, the office works closely with the office of Alumni Relations to collaborate on speakers and content that will bring the USF community together and foster strong ties between students and alumni (see Appendix 14). Overall, the primary areas of focus are:

#### *Career Management*

- Career Management Portal – Job Postings, Career Subscriptions, Event Registration
- MBA Career & Professional Development Curriculum
  - Career Modules Course
  - Communication Modules Course (Business Case Analysis & Presentation Skills)
- Individual Career Advising
- Workshops, Guest Speakers, Local Business Events
- Weekly Newsletter highlighting workshops, job postings and sponsored events
- Employment Survey at Graduation

#### *Community Outreach*

- Establish relationships with employers and community organizations for internship, employment, or experiential learning opportunities
- Provide connections to alumni, recruiting firms, and professional associations
- Facilitate student participation with partners and local networking events

The School of Management tracks employment for students in the full-time graduate programs. The employment data is collected at graduation, and then again 3 months after graduation. For MBA

graduates, for example, the domestic employment rates for May 2015 graduates were 69% three months after graduation.

On the May 2015 graduating student survey, School of Management graduate students reported the following:

1. 27.3 % said they were looking for a job
2. 15.9% said they were going to begin a new job
3. 40.9 % said they going to continue with their current job
4. 2.3% said they were going to attend graduate or professional school

Over the next several years, SOM will continue to collect data from professional graduate program students. Since most attend classes while employed, the School is interested in how often students change or advance in their careers while taking classes, as well as make major career changes two to five years after graduation.

### **Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support**

#### **Faculty Recruitment and Retention**

The University of San Francisco has a well-developed policy on Affirmative Action and Equal Employment Opportunity. It reads:

*The University is an equal opportunity institution of higher learning education. As a matter of policy, the University does not discriminate in employment, educational services, and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, gender identity, sexual orientation, marital status, medical condition (cancer-related and genetic-related), and disability, and on other bases prohibited by law. The University reasonably accommodates qualified individuals with disabilities under the law.*

*The Office of Human Resources coordinates this policy in relation to the recruiting, compensation and benefit processes. For inquiries concerning the application of Federal and State Laws and Regulations, or to file a complaint regarding employment discrimination, please contact the Affirmative Action Officer in the Office of Human Resources.*

The School of Management is bound by and supports this policy. The Vision, Mission, and Values Statement of the University of San Francisco underscores the importance of recruiting and retaining underrepresented faculty members. Among the strategic initiatives listed in that statement is the following: "Recruit and retain a diverse faculty of outstanding teachers and scholars and a diverse, highly qualified, service-oriented staff committed to advancing the University's mission and its core values." All of the schools and colleges at the University of San Francisco have made major efforts at recruiting and retaining full-time underrepresented faculty members, notwithstanding severe competition from other institutions for hiring underrepresented faculty members. To recruit underrepresented faculty members, all of the University's schools and college mandate that:

- Ethnic and gender composition are considered when all faculty search committees are formed.
- All search committees ensure a diverse pool of applicants.
- Faculty positions are usually advertised in at least 12 print and online publications that target diverse academic communities.

- The faculty hiring process is fair and inclusive. All committees are briefed on fair processes.

The various deans also have special programs to attract a diverse pool. For example, the School of Management is a member of the “Ph.D. Project” that alerts business and management schools when qualified underrepresented Ph.D. candidates in business fields have finished their dissertations.

Competition with other institutions for minority faculty retention exists, but to a significantly less degree than at the hiring level, because faculty generally want to stay at USF after becoming members of USF’s inclusive, supportive, and mission-driven community. USF’s schools and the college use the following approaches to retain and support underrepresented faculty members:

- All new faculty members are generally paired with at least one mentor.
- Ongoing financial awards from the Faculty Development Fund support faculty scholarship, and have been critical for the professional development of many minority faculty members.
- Workshops are held for first-year faculty members that include discussions by second-year faculty and administrators about academic life, workload, and other similarly relevant issues.
- Writing retreats have been developed to specifically support ethnic minority faculty.

In the School of Management, the dean has also encouraged underrepresented faculty to reach out to colleagues in Arts and Sciences and has personally facilitated some of these initial contacts. Moreover, the School of Management has made extensive use of minority faculty writing retreats run by the College of Arts and Sciences, and has regularly underwritten the cost of School of Management faculty to attend those retreats. Due to the success of writing retreats offered by the College of Arts and Sciences, the School of Management has offered its own faculty writing retreats during the past two years, which have been filled. The School of Management has also instituted a faculty workshop on Harvard’s case method, started a series on master teaching using its own faculty, and continued to offer a research forum for faculty.

As can be seen in Tables 9 and 10, the School of Management has increased the diversity of its faculty from the 2010-2011 academic year, the period of the last AACSB review, to the current 2015-2016 academic year. It has also seen its budgeted faculty lines increase from 69 in 2010-2011 to 82 in 2015-2016.

**Table 9. Change in USF School of Management Full-Time Faculty by Ethnicity, 2011-2016\***

Category	Full-Time Faculty	
	2010-2011	2015-2016
Asian	8	12
African American	2	4
Latino/Latina	3	7
Native American	0	1
Pacific Islander	0	0
International	1	4
White	40	45
Two or More Races	0	2
Other/Unspecified	13	7
<b>Total</b>	<b>67</b>	<b>82</b>

\*Actual individuals, not budgeted faculty lines

**Table 10. Change in USF School of Management Full-Time Faculty by Gender, 2011-2016\***

Category	Full-Time Faculty	
	2010-2011	2015-2016
Female	22	27
Male	45	55
<b>Total</b>	<b>67</b>	<b>82</b>

\*Actual individuals, not budgeted faculty lines

### Faculty Sufficiency

The School of Management maintains and deploys faculty members in sufficient numbers to ensure academic quality in all degree programs. The intellectual contributions of the School’s participating faculty (see Table 2-1, Appendix 4), and the professional qualifications of the supporting faculty, underpin the School’s ability to advance management knowledge and practice.

All full-time faculty members are deemed participating by virtue of the collective bargaining agreement (Section 22.1). The CBA outlines that six units (the equivalent of nine hours per week) are allotted for non-teaching duties, such as student advising, committee work, extra-curricular duties and administrative duties. Per the faculty qualifications documents (see Appendix 3), part-time faculty members will be deemed “supporting” if they spend substantive time engaged in such activities as curriculum development, committee service, student advising, student club advising, and other service activities.

### Results of Faculty Sufficiency Analysis

Tables 15-1 and 15-2 in Appendix 4 provide the results of faculty sufficiency analyses for all programs and branch campuses for both academic year 2014/2015 and for fall 2015. Results indicate that the School of Management continues to provide its students with the opportunity to receive an outstanding education from a qualified faculty. We are aware that the AACSB standards require that participating faculty members deliver at least 60 percent of the teaching on the main campus, and at each branch campus, for each program, and that participating faculty provide at least 75 percent of overall instruction. SOM participating faculty delivered 72.6 percent of the overall instruction over the 2014/2015 academic year and 76.7 percent for fall 2015.

### Programs and Locations

The School of Management offers its programs at six locations: the main USF (Hilltop) campus, at four Northern California branch campuses (Sacramento, San Jose, Santa Rosa, and Pleasanton), and at a location in downtown San Francisco (the Folger Building at 101 Howard), which houses the graduate programs and the BSM program. The School of Management has met AACSB sufficiency standards for AY 14/15, with the exception of the BSM (49.5% overall) and MGEM (40% overall) programs. In fall 2015, the BSM program’s sufficiency percentage is increased to 72 percent with the addition of new faculty.

The breakdowns of sufficiency by campus for the BSM program in AY 14/15 are: downtown San Francisco (44.4%), Pleasanton, (37.5%), San Jose (70%), Sacramento (44.4%) and Santa Rosa (30.8%) branch campuses. In fall 2015, all of these numbers have improved and are: downtown San Francisco (77.8%), Pleasanton, (25%), San Jose (83.3%), Sacramento (75%) and Santa Rosa (100%). As noted previously, the Santa Rosa BSM is being taught out, and the School is further right-sizing

the program by only launching cohorts at the downtown San Francisco and Pleasanton locations starting fall 2016. The results of the deployment of all participating faculty at all locations, including the grand total, are provided in Appendix 4 (Table 15-2 Summaries, AY 2014/2015 and fall 2015).

### Departments

The School of Management is comprised of 10 departments:

- Accounting
- Business Analytics and Information Systems
- Economics, Law, and International Business
- Entrepreneurship, Innovation, and Strategy
- Finance
- Hospitality Management
- Marketing
- Military Science
- Organization, Leadership, and Communication
- Public and Nonprofit Administration

The academic programs under AACSB review include courses developed in eight of those departments: Accounting; Business Analytics and Information Systems; Economics, Law, and International Business; Entrepreneurship, Innovation, and Strategy; Finance; Hospitality Management; Marketing; Organization, Leadership, and Communication. The School of Management has deployed participating faculty from these departments to teach courses in each of the programs under review (See Tables 15-1 and 15-2, Appendix 4).

### **Results of Faculty Qualifications Analyses**

Our analyses indicate that the School of Management continues to provide its students with the opportunity to obtain superb instruction from an appropriately qualified faculty irrespective of program or location. The AACSB standard requires that at least 40 percent of instruction be delivered by faculty members classified as Scholarly Academics (SA); at least 60 percent by faculty members classified as Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (PA) combined; and at least 90 percent by faculty members classified as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (PA), or Instructional Practitioners (IP) combined. Table 11 displays the basic academic requirements and some defining characteristics of the School of Management's faculty members classified as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (PA), or Instructional Practitioners (IP). The complete criteria for each of these classifications were discussed among administrators and faculty members during the fall and winter of 2014-2015, and were voted on and approved by the full-time faculty during the first week of April 2015. The qualifications were amended by the faculty in September 2015. The faculty approved these changes after receiving feedback from our AACSB peer review team. The complete criteria are included in Appendix 3.

**Table 11. School of Management Faculty Qualifications**

	<b>Scholarly Academic (SA)</b>	<b>Practice Academic (PA)</b>	<b>Scholarly Practitioner (SP)</b>	<b>Instructional Practitioner (IP)</b>
<b>Standard Degree Requirements</b>	Ph.D.*	Ph.D.	Master's	Master's
<b>Relevant Contribution Lists</b> (see Appendices)	IC	PC, IC	IC, PC	PC, IC
<b>Minimum Points Required</b>	Six (6)	Six (6)	Six (6)	Six (6)** or Four (4)***
<b>Additional Requirements</b>	Four (4) points from peer-reviewed journals	At least four (4) points from PC List	At least four (4) points from the IC list	At least four (4) points from PC List

\* Alternative doctorates (ex. DPA, EdD, DBA, DM, etc.) may qualify as SA. (See Appendix 3.)

\*\* Six (6) points for Full-Time and Adjunct Participating Faculty

\*\*\* Four (4) points for Adjunct, Supporting Faculty

Table 15-2 (Appendix 4) provides the results of our analyses of faculty qualifications for all programs under review. In AY 2014/2015, the School of Management had the following overall faculty qualifications deployment ratios: 51.1% for SA faculty, 62.9% for SA+PA+SP faculty, and 89.3% for SA+PA+SP+IP faculty. For fall 2015, these ratios increased to: 60.3% for SA faculty, 70.8% for SA+PA+SP faculty, and 93.2% for SA+PA+SP+IP faculty in full compliance with AACSB standards.

Programs and Locations

As noted above, the School of Management uses six locations for its programs: the main USF campus, four Northern California branch campuses (Sacramento, San Jose, Santa Rosa, and Pleasanton), and at a location in downtown San Francisco (the Folger Building at 101 Howard). In all programs during fall 2015, at all locations, the School of Management has met AACSB standards regarding faculty qualifications for SA, PA, SP, and IP faculty, except for the BSM program.

New Faculty

The School of Management added six new full-time faculty members during the 2014-2015 academic year, with an additional seven new faculty members in the 2015-2016 academic year. The new full-time faculty members have been added to the sufficiency and faculty qualifications tables, and are listed below. These new faculty appointments substantiate the university's commitment to addressing potential areas of concern regarding faculty sufficiency and qualifications ratios. Recruitment from AY 2015-2016 will see replacement of one-year visitors with five new tenure track faculty hires.

**2014-2015**

Fernando Comiran, Assistant Professor, Accounting Department.

Joohyung Ha, Assistant Professor, Accounting Department.

Eunkyung Lee, Assistant Professor, Organization, Leadership & Communication Department.



Thomas A. Maier, Associate Professor, Hospitality Management Department.

Matthew J. Monnot, Assistant Professor, Department of Organization, Leadership & Communication.

Marco Tavanti, Professor, Public and Nonprofit Management Department and Program Director of Master of Nonprofit Administration program.

### **2015-2016**

Muhammed Al-Abdullah, one-year Term, Business Analytics & Information Systems Department.

Ivan Asensio, one-year Term, Finance Department

Zachary Burns, Assistant Professor, Department of Organization, Leadership & Communication

Isabelle Lescent-Giles, one-year Term, Economics, Law & International Business Department

Nicholas Ross, Assistant Professor, Accounting Department.

Kashi Tiwari, one-year Term, Finance Department

An Tran, one-year Term, Marketing Department

### **Support Staff**

The School of Management employs and maintains a highly-qualified support staff to ensure efficient and effective outcomes for a wide-range of school activities, to fully support its undergraduate and graduate academic programs, and to achieve its mission. Professional staff and services are sufficient to support student learning, instruction, information technology for the degree programs, and executive education. In cooperation with other university-wide offices, School of Management support staff manages student career advising and placement, alumni relations, public relations, and fundraising.

Since the last AACSB visit in 2011, the School of Management support staff has grown from 54 to 62 positions. Among the major changes:

- An Academic Data Manager position was created to assist the school in data collection, surveys, and accreditation matters.
- Faculty program assistant support grew from 3 to 4 staff members on the Hilltop (main) campus.
- Two SOM-dedicated Development staff members were hired and are located in-house on the Dean's floor on the Hilltop campus.
- The SOM Marketing and Communications Department was formed, and currently has a staff of four, including a Director, Marketing Manager, Web Manager, and a Program Assistant.
- The Finance, Administration and Operations staff was split into two units:
  - Finance, Budget and Planning has four staff members and supports SOM departments and administration with payroll and monthly reporting.
  - Administration and Operations has four staff members and handles HR issues, performance management, facilities and IT, and the Dean's office administrative support.

For undergraduate support:

- In June 2011, five advising positions within the Undergraduate Programs Office were moved into a centralized University unit, the Center for Academic and Student Achievement (CASA).
- Adjunct faculty have been trained to advise undergraduate students alongside FT faculty starting in the fall of 2015.
- The undergraduate associate dean is training upper classman to mentor incoming freshmen.
- A New Venture Center opened in spring 2014. The Center offers a place to grow entrepreneurial ideas. It is overseen by a faculty program director.

For graduate support:

- A new downtown campus opened in the fall of 2012. An Office Manager and an Office Coordinator were hired.
- An Academic Affairs program assistant was hired to support faculty members at the downtown campus.
- Career Services grew from a staff of two to a staff of five. They support all graduate programs.
- An alumni and external relations staff was created, which now has three staff members.
- The entire Executive MBA team is new, with an Assistant Dean and a staff of five. This includes Executive Education and the EMBA programs.
- A new MBA Program Director was hired in the fall of 2015.
- The Office of Graduate Student Affairs was restructured, and all staff have been cross-trained to assist all graduate populations.
- The Office of Graduate Admissions grew from five to seven positions.
- In the Malloy Group (see Appendix 15), a faculty advisor works with students to participate in experiential consulting work for real companies.

Management processes, including hiring practices, development, and evaluation systems for professional staff ensure high-quality outcomes relative to mission and strategies. Specifically:

- Hiring practices and staff job descriptions are written and developed with a clear listing of the responsibilities, minimum qualifications, and additional knowledge, skills, and abilities needed in order to be successful in supporting mission-related activities. Staff positions are advertised in areas which attract the most qualified and diverse pools of talent. In addition, USF and its School of Management provide a competitive and sustainable compensation and benefits package designed to help recruit, retain, and recognize a diverse, qualified, and mission-oriented workforce.
- For staff development, USF and its School of Management provide an array of learning opportunities, including workshops, seminars, and online programs. These learning opportunities provide staff with essential training, tools, skills, and competencies necessary for job success. In addition, staff may request funds for outside professional development and membership to professional associations which support staff performance in mission-related activities.
- Respecting evaluation systems, staff performance is formally evaluated at least once each year by supervisors. USF's formal performance evaluation system is supplemented by mid-year reviews and informal and ongoing feedback within staff units.

## **Section 6. Learning and Teaching**

The School of Management has developed an assurance of learning (AoL) process to close the loop on learning and teaching, inform curricula management and development, and continuously improve its programs, drawing upon a wide range of direct and indirect measures gleaned from multiple stakeholders (see Appendix 22 for detailed AoL plans by program). Since 2011, curricular revisions have been taking place and the quality of assessment data has been consistently and rapidly improving: first with multiple indirect assessment sources involving various stakeholders, followed by the regular inclusion of direct measures like the Comprehensive Business Exam (CBE) and panels assessing capstones, and now fully embedded assessment connecting program learning outcomes to AACSB standards.

The process for AoL has slight variations between graduate and undergraduate programs. At the undergraduate level, the Director of AoL, under the supervision and direction of the Associate Dean for Academic Affairs, has worked directly with department chairs to construct and monitor the AoL process. In early fall 2015, SOM created an undergraduate AoL team, which was a subcommittee of the Undergraduate Program Committee (UPC), to work with the directors and department chairs (see Appendix 24). This undergraduate AoL team was to provide better integration of the process, and to ensure that all learning objectives were addressed in the core and/or in the capstone courses.

At the graduate level, the AoL Director and Associate Dean for Academic Affairs work primarily with the program directors to ensure a thorough AoL process. In many cases, faculty teaching in the SOM graduate programs are drawn from multiple departments, and the model used for the undergraduate programs would not be as effective.

In both the graduate and undergraduate AoL processes, the AoL Director works with department chairs and program directors to optimize the entire process. This includes a periodic review of learning goals and objectives, a discussion of appropriate direct and indirect measures of assessment, and plans for closing the loop.

### **Bachelor of Science in Business Administration (BSBA)**

The BSBA program witnessed a 40% increase in enrollment from fall 2011 to fall 2015, from 1,485 to 2,079 students. Enrollment in the following majors increased by at least 50 percent: Accounting, Business Administration, Entrepreneurship and Innovation, Finance, and Marketing. With this growth, have come challenges, including the speaking, writing, and math skills among the growing number of international students and the need to ensure the optimal size of classes.

The University of San Francisco's BSBA program currently has four high-level program learning goals. Graduates of the BSBA program will:

- Learn what it is to be an ethical leader
- Improve their innovative and creative decision making
- Understand and master domain concepts in areas such as accounting, finance, and marketing
- Leave the program with a global mindset

To help students achieve learning outcomes based on these program goals, faculty and administrators of the BSBA program have continuously improved the program since the last AACSB visit in 2011.

Direct measures of student learning to be used for continuous improvement include the results of the Comprehensive Business Exam (CBE) taken by approximately 62 freshman and 55 seniors during the last two weeks of February 2015. Departments were provided with “course met learning objectives” data from faculty evaluations (SUMMAs) dating back to Spring 2014 for all core course sections, and the syllabi from all core course sections offered in the past year, in order to review consistency across course descriptions and course learning objectives. Each core course also has a designated faculty lead to ensure consistency across sections and faculty.

Continuous improvements to the B.S. in Business Administration are also informed by advisory boards, such as those for Accounting and Hospitality, and by the Undergraduate Program Committee (UPC) regarding changes to majors and minors (e.g., business administration majors must take one international designated course out of the five required courses; the marketing, entrepreneurship and hospitality management majors were redesigned and updated in the past three years). A subcommittee of the UPC meets regularly to discuss the methodologies used to assess student learning outcomes across disciplines. The current focus is to look at the results of the CBE given in the spring of 2015 to both freshmen and seniors and to understand the disparity between USF’s scores and the national average. Department chairs have also been tasked to work with their faculty to address the disparity of scores. The plan is to administer the CBE again in the spring of 2016.

Since the last AACSB visit, major revisions were made to both the Hospitality and Entrepreneurship majors. The Hospitality program created two new courses, dropped two courses, and made revisions to several others. A Hospitality Management task force was created to learn what was most important for a revised program by attaining the industry’s input through focus groups in the three key disciplines in the field: 1) lodging management, 2) food and beverage, and 3) convention and event management. The task force developed a list of 20 industry experts with global expertise and gathered between four and six of these industry experts in three separate focus group sessions with participation from the other task force members.

During the 2011-12 academic year, school-wide discussions began about redesigning the BSBA program. There were a number of issues that culminated in the School of Management undertaking the redesign of the program, including:

- Some dissatisfaction among faculty, students, and administrators with the existing curricula and structure, a dissatisfaction partially supported by survey data;
- An undergraduate student population that had grown by almost 40% during recent years, suggesting a need to reimagine the program;
- An influx of students from the Millennial generation, raising questions about how to teach this new generation of students, given their interests and future goals;
- The proliferations of online and blended courses nationally and internationally;
- A growing recognition of the tremendous potential to leverage the San Francisco Bay Area business community;
- Recognition that USF was the 2<sup>nd</sup> or 3<sup>rd</sup> choice of many undergraduate students, with the realization that a redesigned BSBA might help more students make USF their 1<sup>st</sup> choice;
- By having more students make USF their 1<sup>st</sup> choice, the university could become more selective and draw higher achieving students, making for a better school-wide learning environment.

Initial redesign ideas included a focus on high-tech, high-touch, high-engagement, and sustainability. During the 2012-13 academic year, undergraduate business students were asked to reimagine their undergraduate experience, and to focus their attention on fellow students and others outside of the

School of Management. The many BSBA program improvements suggested by students included a need for more course relevance, especially to the internships; a desire to have more learning applied to future jobs, the use of case studies, and enhanced faculty advising. Many issues associated with the program have either been addressed or are on hold until the design thinking exercise and consequent recommendations for re-imagining the BSBA are completed. Students also noted the strengths in the USF undergraduate business program, including small class sizes and positive interaction with professors, the ability to easily complete the degree in four years or less, the opportunity to shape one's degree for a more personal path, a multi-faceted business education with opportunities to engage with the community, and the opportunity to learn about businesses that are not solely focused on profit. In the spring of 2014, USF School of Management faculty members were surveyed regarding a revised BSBA program, and in the fall of 2014, alumni were surveyed on the same topic. In addition, USF's BSBA program was analyzed with reference to comparator schools, competitor schools, aspirant schools, and several other business programs. Other activities have included group discussions and brainstorming, individual interviews, and reviews (see Appendix 10).

The *Design Thinking/BSBA Curriculum Redesign Project* is the outcome of these efforts to continuously improve the experience for undergraduate business students. This exercise includes a design thinking consultant (John Stoddard, formerly of IDEO), who is coordinating the work of eight separate teams, comprised of students, full-time and part-time faculty, staff, and business leaders. To determine how to modify the BSBA curriculum to create the best experience and best prepare our BSBA students, Stoddard held a series of meetings with students, faculty (both full-time and part-time), staff, and business professionals to identify gaps in the curriculum. In addition, those attending the meetings were also tasked to reach out to alumni to identify pluses of the program and upgrades that should be considered in the re-design. The results from these sessions were then shared with Stoddard, and are summarized in Appendix 10. The ensuing discussions will drive further design thinking about the BSBA core curriculum: its structure, requirements, and content. Although the primary focus is on the program's business core requirements, the ultimate goal remains to create the best possible curricular/co-curricular student experience for BSBA students. The redesigned core curriculum is planned to go to a faculty vote by the end of 2015. As the BSBA redesign process continues and further defines a new structure, and most likely a new curriculum, the process will allow new program goals and learning outcomes to emerge. Once the program goals emerge, a new set of learning outcomes and assessments to measure those learning outcomes will be created.

### **Bachelor of Science in Management (BSM)**

During the spring 2012 semester, SOM faculty and administrators discussed preserving the working professional (degree completion) programs by merging the four legacy College of Professional Studies programs (business economics, information systems, organizational behavior and leadership, and public administration) into one degree program. Besides converting the 3-unit courses to the standard university 4-units, the intended goal was to increase curricular quality and academic integrity around a common core, not four distinct areas of study. The core coursework in the BSM was to mirror, where possible, the traditional undergraduate program (BSBA) core curriculum. The legacy degree programs became concentrations in the BSM. Students could elect a 'general' specialization by completing 16 units of elective courses. In developing the BSM program, the school planned to focus available resources toward strengthening one program offered at multiple sites rather than have distinct programs at multiple campuses competing for students. One working professional degree program further simplified marketing of the program by non-discipline experts outside of the school

as all undergraduate marketing and recruiting is handled centrally through the Office of Enrollment Management Services.

Projected enrollments were 15-20 students per cohort, per location. Given the university's commitment to a distributed campus model, the expectation was to launch a new cohort at each location in both the fall and spring semesters. The BSM was initially launched at three campuses (downtown San Francisco, San Jose, and Sacramento) in the spring 2013 semester. Cohorts were launched at all five campuses (including Santa Rosa and Pleasanton) in the fall of 2013. The increased enrollments were to drive increased resources, including additional full-time faculty lines primarily dedicated to teaching in the BSM and at the branch campuses. To date, the expected increase in demand (and resulting selectively) has not been realized. As noted earlier, the BSM program will be right-sized with respect to faculty coverage for the 2016-17 academic year when only three cohorts will be started: two at the downtown San Francisco campus and one at the Pleasanton branch campus. All current cohorts at the Santa Rosa, San Jose and Sacramento branch campuses will be taught out.

The BSM assurance of learning plan is nearly identical to that of the BSBA program (see Appendix 22). Assessment of learning had not begun in earnest as the first three cohorts graduated in December 2014. Starting in the fall of 2015, the core curriculum was assessed via the Comprehensive Business Exam (CBE). Since its launch, several key changes have been implemented to the curriculum, effective fall 2015. First, the demand to offer a minimum of 16 units of electives at five campuses was not sustainable with respect to faculty coverage. Relatedly, after the first offering of the two-unit Systems and Accounting, these two courses needed to become four-credit courses. The feedback from students and faculty alike expressed real concerns that two-credits worth of material for each course was not enough. As such, keeping the entire degree to 44 units, the BSM core will now be 24 credits (instead of 20) of management courses plus the eight credits dedicated to writing and ethics. The number of elective units will decrease from 16 to 12, and there will be no more designated specializations. Finally, departments are developing two- and four-unit elective offerings that can be offered online.

### **Master of Business Administration (MBA)**

The University of San Francisco's MBA program, launched in 1963, recruited a new director, Frank Fletcher, in 2015. It currently has six high-level student learning outcomes. Graduates of the MBA program will:

- Master the fundamental language and skills of core business areas
- Apply theory to solve practical problems
- Measure, analyze, and interpret all aspects of the business environment
- Integrate legal, ethical, and social concerns into business decisions
- Possess effective leadership and communication skills and strategies
- Formulate strategic visions and plans

To help students achieve these learning outcomes, faculty and administrators of the MBA program have continuously improved the program since the last AACSB visit in 2011. Representative improvements include:

- *Revised core curriculum.* The faculty revised the curriculum to make the core courses 4 units rather than 2 units. This decreased the complexity of the program, made it easier for students and

faculty to understand what they would be taking and when, simplified the task of staffing courses, and allowed the development of a smaller group of core instructors.

- *Core course instructor team.* The school established regular meetings of the core instructors. These focused on faculty teaching in a given semester, but also included faculty teaching in other semesters. One faculty member was assigned to be the convener of this team. This enabled better coordination across courses, led to visible improvements to “workload smoothing” by, for example, coordinating major exams and student deliverables, and was instrumental in some of the other activities described below.
- *Introduction of a multi-disciplinary simulation.* The core course instructor team introduced a new curriculum element of a simulation exercise for the 1<sup>st</sup>-year full-time MBA students that included concepts from analytics, accounting, finance, marketing, ethics, and leadership. Faculty from these disciplines and from the 2<sup>nd</sup>-year strategy course attended the quantitative-oriented simulation. Both full-time cohorts were combined and were assigned to mixed teams (which enabled learning on the leadership topic of managing and leading fluid team relationships). Assessment data shows that students perceive they benefitted in mastery of the fundamental language and skills in accounting, analytics, and leadership.
- *Examination of quantitative needs across the curriculum.* A group of faculty convened in spring 2015 to examine where quantitative skills were taught, and needed, across the entire MBA program. They interviewed students, faculty, and department chairs. They identified several opportunities. The group found that the core Spreadsheet Analytics course should be better coordinated with the elective Marketing Analytics course, and promptly arranged a meeting of the relevant instructors and chairs who took specific improvement actions for next year.
- *Enhancing student consulting projects.* It was recognized that students who participated in practicum/consulting activity were doing better in the job market upon graduation; this includes a couple of practicum-based courses as well as a student-run consulting group called the Malloy Group. The school is now embarking on a strengthening of the Malloy Group program, including more consistent administrative and academic support, a more coherent entry to the program, and expanded capacity for more students to participate.
- *External advisory board for Business Analytics.* The faculty in the Business Analytics and Information Systems department developed a suite of electives for MBA students. Prior to proposing it as a formal concentration, the department convened an advisory board of alumni to get input on the goals and title of any new concentration. Several adjustments to the learning goals were made, and these are in turn being added to the courses for the next offering. The Business Analytics concentration is nearly ready to launch; in the interim, the Business Analytics elective courses are being offered and some are over-subscribed.
- *MBA Advisory Group.* An MBA Advisory Group has been created, comprised of four active members of the USF MBA alumni, one current MBA student, one full-time faculty member, the Directors of the Career Management and Admissions teams, and a senior member of the USF SOM administrative team. The Advisory Group's core mission is to offer insights that help shape the future direction of both the Full and Part-time MBA Programs. Improving stakeholder engagement, identifying Program focus, clarifying market opportunities, and formulating student recruitment and career outcome strategies are the key initiatives the Advisory Group is currently undertaking.
- *MBA Experience Review, Revision, and Rethink.* Dean Davis has authorized a review of the Full and Part-time MBA Programs by a group of hand selected faculty and staff. This curriculum and program review is currently underway and will incorporate input from the MBA Advisory Group, MBA recruiter feedback, assurance of learning data, and benchmarking of best practices in the

graduate management education landscape. It is expected that the findings of this group will be rolled out for fall 2017.

The MBA program is experiencing steady erosion in enrollment in both the full-time and part-time modalities. The school has empaneled the MBA Advisory Group to examine the program. Although the Advisory Group has not completed its work, several issues were identified that are already being addressed.

- Work experience of incoming students. As is common across the country, incoming MBA students have less work experience than is ideal. To the extent that prior experience is a prerequisite for getting hired upon graduation, this is a challenge for the program. The school has determined to increase its capacity to provide students with practicum-type activities to help them close the experience gap. Specific actions will include establishing sustained commitment and support to the student consulting club (the Malloy Group); and in summer 2015, running focus groups to see if establishing an elective or required summer practicum experience or internship would be valued by employers.
- Legacy structure of the part-time MBA. The part-time program requires 3 years to complete and is not competitive on price, length of program, and curriculum compared to similar programs at other schools. The Advisory Group has identified an opportunity to rethink the part-time MBA by re-launching it as a “Professional MBA”, designing it to allow completion to 24 months, weakening or eliminating the current 100% curriculum overlap with the full-time MBA; and making it easier for students to ramp up or ramp down their participation as time permits. For students with an undergraduate business or economics major, a new waiver policy reduces the number of units that needs to be taken. The incoming associate dean supports this approach and will initiate a faculty group to design the new curriculum. Careful attention to maintaining a distinct identity and value proposition from the EMBA will be part of the process.

Several other issues are being explored by the Advisory Group. These include: How to articulate a distinctive vision that will be competitive in an increasingly specialized marketplace; the status of the existing legacy concentrations; a strategy for future concentrations; the absence of a multi-year schedule to insure that students know what courses will be offered; incentives and compensation for faculty who need to invest in activities outside the boundary of their course; mechanisms to insure consistent integration of core courses; mechanisms to connect core courses to co-curricular activities; mechanisms to insure consistently excellent course delivery by both adjunct and full-time faculty. These activities will in some cases require revisiting existing business processes and habits, and will benefit greatly from the addition of the full-time MBA director.

### **Master of Science in Organization Development (MSOD)**

The Master of Science in Organization Development, which began in the College of Professional Studies in 1987, guides working professionals in the transformation, promotion, and well-being of individuals, teams, and organizations through theoretical understanding, experiential activities, and enhanced self-awareness. The MSOD program’s mission is congruent with that of USF and the School of Management, and the program engages in a process of continuous improvement by employing direct and indirect measures of student learning outcomes, external scans of the marketplace, collaboration with other OD program directors across the nation, and feedback from faculty, students, and alumni.



Graduates of the MSOD program will:

- Understand the foundations, theories and models of OD
- Have the ability to lead change and use self-as-instrument
- Gain proficiency in organizational inquiry, research and analysis
- Attain competence with teams, culture and diversity
- Connect to the San Francisco location and Ignatian education values

The OD program director meets with all MSOD faculty members (full-time and adjunct) once each semester. At the spring meeting, a Plus/Delta exercise is conducted with the entire faculty to determine areas of current strength and areas of growth from the faculty's perspective. Similar Plus/Delta assessments are used with students. The last Plus/Delta assessment with students was conducted in May 2015. Questions used in the assessment for current students include: What is helping me learn in this program? What am I, as a student, doing to improve my learning in the program? What changes are needed in the program to improve learning? A future questionnaire for students will include some Likert-type questions, and will have additional open-ended questions, such as: What aspects of the program worked well in terms of your learning and overall experience? Which features of the MSOD program have been most beneficial to you? What aspects of the program could be improved to enhance learning and overall experience? In what ways could the MSOD program have better served you while you were enrolled in the program?

OD standing committees hold separate meetings to carry out tasks, make program improvements, or address initiatives to assess the program and close the loop. Current standing committees include: Admissions, OD Edge Speaker Series, Curriculum Review, and the AoL Committee. MSOD is also in the process of forming an Advisory Board. Advisory Board members will be composed of MSOD alumni, OD leaders in the Bay Area, faculty, and current students. The Advisory Board will make recommendations regarding the ongoing improvement of the MSOD program and provide guidance to maintain a high caliber graduate program. The Advisory Board will also assist with recruiting students, promoting collaboration with businesses, securing scholarships, and facilitating networking opportunities for MSOD students and alumni. By-laws are already written, people are being contacted, and meetings will be held once a year.

The USF MSOD program maps to the OD competencies established by the ODN. Additionally, the MSOD program is a founding member of the OD Educational Association (ODEA), which is a recognized group by the OD Network national organization. The MSOD program is in the process of reaffirming its alignment with the latest OD Program Essential Elements document, dated 5/18/14. The "Essentials" document is reviewed annually by the ODEA at the annual ODN conference. The OD director also meets with other OD directors from around the country at least once a year to discuss trends, strategies, and collaborative efforts. Ideas and recommendations are integrated into the program.

The OD program employs numerous direct assessment measures, including:

- The OD culminating project measures students' learning outcomes, using a panel of faculty and OD practitioners to evaluate students' presentations and projects, and to give feedback. Plans are to continue with the panel and to also have two independent raters assess the written project for attainment of learning outcomes.

- The Program Director is developing an assessment of learning instrument for first-year students to be used in pre-test and post-test assessment of OD knowledge, learning, and competencies.
- External program reviews are conducted periodically. The last program review was conducted in 2007, another review will be held in 2016.

Examples of closing the loop in the MSOD program since the last AACSB report in 2011 include:

- Changes to learning objectives, curriculum, specific courses, and required skills based on the Plus/Delta feedback by students and faculty members.
- The implementation of several key findings by an external marketing firm, Hanover Research, which conducted a market analysis for the OD program in October 2014. Recruitment is now focused more on general managers, formats are now being explored that allow for greatest convenience for working professionals, greater use is now being made of technology, and there is greater linkage to start-up organizations. Proposed initiatives for the MSOD include:
  - A proposed launch of a modified OD program in San Jose in the fall of 2016, including the offering of new electives, although the core classes will remain the same.
  - Potentially changing the format of course delivery in the regions (e.g., a Friday /Saturday executive format once a month versus once a week).
  - Leveraging technology for blended learning.
- Based on faculty feedback, the OD director and faculty members drafted a new OD Student Handbook. It was vetted and edited in the fall of 2015, and it is now part of the overall graduate student handbook.
- Examples of curriculum changes based on Plus/Delta feedback from students included changing the courses on Finance & Accounting Fundamentals and Statistics Fundamentals. These had been required courses (one-unit each), but were perceived by students as either covering too much material in too short a time, or as covering material students already knew from their jobs. Program administrators and faculty changed the courses from one to two units, and students are now required to take just one of the two courses, though students could elect to take the other course as an elective. By making each course two-units, students can now delve deeper into the material. This change was implemented in January 2015. Based on initial student feedback, this change was effective.

### **Executive MBA (EMBA)**

The Executive MBA was established in 1991. As of October 2014, the assurance of learning process for the Executive MBA is managed by an academic curriculum committee, chaired by a faculty member. The curriculum committee is composed of three faculty members who teach in the program, three SOM faculty members who do not have teaching responsibilities in the program, the EMBA Program Director, and the Associate Dean of Graduate Programs.

The EMBA program utilizes direct and indirect measures to ensure continuous improvement of the program, including a capstone project to assess program learning outcomes, updated rubrics developed by faculty members connected to learning outcomes, and student journals and portfolios to track how students use their learning in the workplace. In addition, the Program Director continuously monitors the best practices employed in other Executive MBA programs throughout the nation for use in the USF program, is a member of the Executive MBA Council, attends professional conferences, and has implemented changes based on those professional experiences. The Program Director recently conducted a competitive analysis of Executive MBA programs at UC Berkeley;

Wharton; Santa Clara University; Saint Mary's University; San Jose State University; Babson College; San Francisco State University, Pepperdine University in San Jose, and select online/hybrid programs, including Babson College in San Francisco, Cornell University (a hybrid program); Georgetown University (online); and the University of North Carolina (online). The analysis is updated biannually

The program director and the curriculum committee continuously draw upon feedback from faculty members, current students, and alumni for program improvements. Since the last AACSB visit in 2011, improvements in the EMBA program have included:

- Implementing a stronger curriculum, including the addition of classes in Business Law and Applied Innovation, updating of the Entrepreneurship class, and making other curriculum changes;
- Strengthening admission standards (a minimum eight years work experience is now required);
- Changing the program format, wherein classes are now held one weekend per month from 8:00 am to 6:00 pm on Thursday, Friday, and Saturday. The new schedule has opened the program to students at the director level and above, who would not have been able to come to the program otherwise. Some of the program's increase in enrollment can be attributed to this change in the class schedule. The USF EMBA program is now 50 percent female in contrast to 24.5 percent female nationwide;
- Modifying orientation weekend to make it an enculturation weekend, during which students develop a strong sense of cohort belonging, experience an iPad boot camp, receive an overview of student services, and engage in team-building activities;
- Using an assessment tool to identify leadership styles gleaned from the EMBA Council and administered when students enter the program. At the conclusion of their first year, teams are re-assigned based on the assessments results and students then participate in a follow-up, faculty-led reflection and vision session in preparation for their second year.
- Converting the Academic Global Immersion (AGI) trip to a more robust Global Business Practicum (GBP), wherein cohorts vote on the global trip destination and select projects to support their company initiatives, social entrepreneurship, or start-up proposals. Students identify companies as resources to support their projects and schedule meetings while they are in their chosen countries. Students also schedule at least two company visits (in addition to the ones the program schedules) that support their projects. Presentations of the projects are made six to eight weeks after returning from the GBP. An outside panel assesses the project presentations with a rubric aligned with the program's goals and learning outcomes;
- Making greater use of capstone projects as consultation projects for students' companies, thereby adding value to students and their organizations;
- Enhancing digital course material and student services delivery by providing iPads to students and faculty as part of USF's Mobile Initiative pilot in collaboration with Apple Computer;
- Making greater use of simulations, with built-in rubrics to assess student learning.

In addition to the improvements made since the last AACSB visit, the program has also experienced the following changes and updates which showcase the impact of the program on the students and their organizations, the level of engagement that students have with both the program and the community, and the innovative approach being taken by students in their work places.

- Fifty percent of students in the 2016 graduating class have received a promotion or accepted a new position with more responsibility since they began the program in August 2014;

- Students consistently report they are able to immediately apply concepts and ideas they learned in their classes to their companies. For example, a student found the ‘insights assessments’ assignment so valuable in creating a highly functioning team that she is having her entire team at her organization complete the assessment. Another student reported using an assignment from Applied Innovation to help her solve a problem of profit-loss at her company. Additionally, 100% of the class of 2015 reported a direct connection between their daily tasks and the material covered in their Managerial Accounting course;
- The innovative use of Launchpad software in the Entrepreneurship course allows students to become familiar with cutting-edge ideation processes. Through this experience, and the exercises with the software, students gain the skills to use the ideation process outside of the classroom;
- Students are required to engage with their organization’s leadership through an interview with their CEO (in the Strategic Management course) and with an entrepreneur (in their Entrepreneurship course), resulting in greater insight into different levels and approaches to business;
- Students have the opportunity to serve their cohort through multiple new leadership opportunities afforded by Alumni Ambassador, Cohort Ambassador, and Global Business Practicum Vote Facilitator;
- Students have the opportunity to engage with a variety of business professionals both inside and outside the classroom through company visits and guest speakers. Select examples include Ceja Vineyards, following a marketing case study of the company; various venture capital firms during the Entrepreneurship course; and the USF Chairman of the Board as a class speaker in Strategic Management.

### **Master of Science in Financial Analysis (MSFA)**

The Master of Science in Financial Analysis began in USF’s College of Arts and Sciences in 2003; became a nationally recognized academic program partner of the Certified Financial Analysis Institute in 2006; and buttressed by a rigorous external MSFA program review, was approved by the Western Association of Schools and Colleges (WASC) in 2010 as part of that accrediting agency’s reaffirmation of accreditation of USF. In 2011, with the guidance of AACSB, the MSFA moved to the School of Management. It was included in the AACSB review of that year and in the subsequent AACSB extension of accreditation granted to the School of Management in May 2012.

The Masters of Science in Financial Analysis is designed to train students as financial analysts and investment managers. The program provides quantitative training in statistics, economics, finance, and accounting. The goals of the MSFA program are:

- To provide an interdisciplinary approach to the study of financial markets and the analysis and valuation of financial assets.
- To train students to use the quantitative methods and analytic tools from economics, statistics, finance and accounting to value and manage portfolios of financial assets.
- To prepare students to meet the demands of the financial industry for high standards of ethical behavior and comprehensive knowledge of financial regulations.

The MSFA program’s mission is congruent with that of USF and the School of Management; it has a robust set of student learning outcomes; a host of direct measures of the achievement of those student learning outcomes, including assessment rubrics, course-embedded exam questions and writing exercises; course projects; written analyses of problem situations; demonstrations to the business

community, and student performance on the CFA exams (see appendix 22 for the complete Fall 2015 AOL report).

Based on the above set of direct measures, the faculty and administrators of the MSFA have continuously improved the program since the last AACSB visit in 2011. Representative examples of closing the loop include:

- *Curricula improvements*, including the introduction of an 18-month MSFA program in 2014 to meet the changing demands of international students for increased opportunities for professional interaction with U.S. investment management professionals. The 18-month MSFA program is structured as a four-consecutive semester full-time graduate program. This new version of the program covers the same learning outcomes as the Accelerated and Professional MSFA program, running for 12 months. The courses are identical, except for the option that students: 1) do a “practicum” course where teams of students led by a professor investigate real-world financial issues, or 2) take a course that exposes students to equity valuation training in New York City in association with the New York Society of Security Analysts (NYSSA). This new version is offered with both the Fall and Spring start dates. The accelerated MSFA program has been scaled back to a Fall start only.
- *Improved Teaching and Learning Materials*, including Bloomberg terminals being introduced in 2011 to the MSFA Presidio campus. These eight terminals were transferred to the new downtown campus at 101 Howard Street. As of the 2013-2014 academic year, all MSFA students were required to become Bloomberg-certified by the end of their first semester. This allowed most of the MSFA instructors to integrate Bloomberg terminals directly into their courses by assigning students projects that require them to use data and screens for class projects. The additional benefit to students is that the Bloomberg experience enhanced their employment prospects.
- *Enhanced career guidance for students*, such as in 2012, when the MSFA program began offering a series of career services programs to MSFA students including resume writing workshops, job search strategies, and networking skills.

Other sources of continuous improvement for the MSFA program are changing professional standards and business community feedback. The MSFA program reflects the Body of Knowledge underlying the CFA designation. This Body of Knowledge is continually updated by the CFA Institute and reflected in the CFA exam learning outcomes. Many of the adjunct faculty members who teach in the MSFA program also act as instructors in the CFA Society of San Francisco Exam Review program, and they track changes in the learning outcome statements each year within their areas of expertise. The MSFA program curriculum does not slavishly follow every change in the CFA Body of Knowledge, but the MSFA curriculum has evolved over time along with changes in that Body of Knowledge. Given that the CFA Body of Knowledge changes as a result of continuous surveys by the CFA Institute of CFA charter holders, investment professionals, and financial firms, the MSFA curriculum responds to community feedback.

Alumni have constituted another source of continuous improvement in the MSFA program. For example, MSFA alumni proposed that the program could benefit from additional training in the mechanics of valuation (i.e. programming spreadsheets to analyze a firm’s financial statements). The MSFA program faculty considered this to be more “job training” than academic preparation, so a Wall Street training firm was contracted to offer a two-day specialized spreadsheet training program similar to one they offer to investment banks. Student demand was high and very good feedback was received from students regarding this training.

## **Master of Global Entrepreneurship and Management (MGEM)**

The Master in Global Entrepreneurship and Management degree was launched in the fall of 2009, and in the fall of 2014, the degree became a joint degree, and was accredited by the Western Association of Schools and Colleges (WASC) through its substantive change process. A joint diploma is now issued by three universities, which are all accredited by AACSB: USF, Fu Jen University in Taipei, Taiwan; and Instituto Quimico de Sarria (IQS School of Management) in Barcelona, Spain. Under WASC guidelines, the degree was renamed the Joint Masters in Global Entrepreneurial Management (MGEM). The MGEM degree aligns with the Vision, Mission, and Values of the University of San Francisco, which calls on USF to 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,” and reflects the School of Management’s Mission to ensure “global diversity and entrepreneurship energy.”

In the MGEM program, students study and observe global and cross-cultural aspects of business decisions within entrepreneurial firms. The program offers courses that are practitioner-oriented and delivered in a sequence that maximizes the unique locations of the three partner schools. Unlike other study-abroad programs that offer students the option to travel to another continent for one semester, the MGEM cohort travels to a new continent in each of the three semesters, thus ensuring a deep understanding of how to conduct business on a global scale. The diverse student body comes from countries located in the Middle East, Africa, Asia, Europe, and the Americas. As a result, most MGEM students develop life-long friendships and build a global network composed of their peers, professors, and successful entrepreneurs.

In addition to classroom instruction, students engage with entrepreneurial firms through consulting opportunities in Asia, Europe, and the United States. In the classroom, cases and business problems are employed to simulate the tools and skills required to solve real-life problems. In each region, students visit various entrepreneurial companies. Examples of past visits include (in Europe): TOUS, Port de Barcelona, MANGO, Desayuno Clothing, SEAT; (in Taiwan/China): Taiwan Semiconductor Manufacturing Company (TSMC) Limited, Industrial Technology Research Institute, Alibaba Group, China (Shanghai) Pilot Free Trade Zone, Shanghai Futures Exchange; (in the United States): Kleiner, Perkins, Caufield and Byers (KPCB), Kiva, GooglePlex, Google Earth, Cisco Meraki, Annie’s, Gordon Biersch, Fair Trade USA, and Facebook. The consulting projects are scoped, and managed by a professor in the regions where they occur. Consulting clients have included, but are not limited to, Aqualogy, Coca Cola, SB Architects, Energy Management, FinSix, Goodwill, Project Open Hand, and others.

The MGEM program goals are to:

- Prepare students to be passionate, ethical, and effective global leaders.
- Instill multi-cultural fluency by participation in a culturally diverse student cohort, with a multi-cultural and multi-lingual faculty, and with the opportunity study in Asia, Europe and North America.
- Teach the students the skills necessary to develop a unique idea for a new business or a new product and or service within an existing firm.
- Develop students’ analytical, entrepreneurial, and communication skills by advising companies on how to expand their reach into new markets.

Three times a year, the designated MGEM faculty directors at each school meet to review curriculum, assess student success in the prior semester, and close the loop on program improvements. These meetings take place in September at IQS, in January at Fu Jen University, and in August at the University of San Francisco. Participants in these reviews include the faculty directors from IQS, Fu Jen, and USF, as well as the business dean and provost from the respective host institution. In these review sessions, teaching evaluations are assessed from the prior semester, student performance is assessed, and debriefing occurs on issues that arose during the semester. Detailed evaluations that students provide on each course and the overall program, site visits, business planning sessions, and assessment of consulting projects are also used to make ongoing improvements to the program. Assurance of learning processes are written into an ongoing report and given to each of the partner schools. This includes prior actions taken, future actions to be taken, and how students are assessed regarding the attainment of program goals and learning outcomes. The five program student learning outcomes are continuously assessed by faculty members using program rubrics.

Below are representative actions taken to improve the program in 2014 and 2015:

- Based on student surveys (with an 81% response rate), and qualitative feedback sessions conducted in July 2013, several recommendations were made to improve the program:
  - Reduce the business plan to one semester, as having a business planning process occur over the full year was deemed unwieldy and had diminishing returns for the students.
  - The two consulting courses were formalized into courses at both IQS and USF, based on student feedback indicating that the courses prepared them for interviewing and placement. This was implemented in 2014.
  - Students felt that all learning objectives were met, with the exception of the fifth learning objective: “Identify and analyze financial information to make effective managerial decisions. Based on this student feedback, a new course was introduced at IQS titled “Common Ground in Corporate Finance and Accounting.” Given that IQS starts in the fall, this course was introduced in the 2015 AY.
- In July 2014, a survey was conducted of all graduating students, with a 100% response rate. They were satisfied with the business plan course at Fu Jen and the two consulting courses at both IQS and USF. Learning objectives generated an average satisfaction level of 85%, with the exception of the fifth objective related to financial competency (only at 59%). A new course at IQS should address this concern, but could not be introduced until 2015 AY. In addition:
  - There was one course that was considered redundant between IQS and Fu Jen. In 2015 AY, this overlapping course was replaced with a finance course, eliminating course redundancies.
  - The consulting course at IQS needed more structure, and IQS administration now has this course under review. This continues to be an ongoing issue that is discussed among the three schools. Given that the consulting course serves as an integrative capstone course, external evaluators will assess the progress of the MGEM students from the first fall semester to the last summer semester to evaluate progress.
  - A common GPA scaling to minimize grading differences across all schools was instituted. This was effective in the 2015 AY.

## **Section 7. Academic and Professional Engagement**

### **Student Academic and Professional Engagement**

For the undergraduate programs, the proposed Professional Edge program will greatly expand undergraduate student engagement opportunities (see Appendix 8). The School of Management also supports the following student clubs: American Marketing Association, Asian Entrepreneurship, Beta Alpha Psi, Club Managers Association of America, Delta Sigma Pi, Entrepreneurship, Hospitality Management Association, and International Business. Undergraduate students are also actively involved in university-wide clubs and organizations. During the 2014-15 academic year, speakers were brought to campus on such topics as data visualization, big data, and being a team player. Major meetings on specific topics (e.g., accounting, entrepreneurship and innovation) were hosted. A Bloomberg Day, including BAT testing, was held in September 2014. During the 2014-2015 academic year, two student teams went to case competitions: one in human resources (at the University of LaVerne), and the other in analytics (at Manhattan College), where it took 2<sup>nd</sup> place out of 13 Catholic universities that competed. Finally, whereas all undergraduate students have the option to study abroad, the School of Management has offered an academic global immersion experience (AGI) to Dubai for the past three years, and another AGI to Columbia has been approved for the 2016 January Intersession. Since the fall of 2011, 690 School of Management students have enrolled in various international programs. A list of other SOM professional development experiences for undergraduates is provided in Appendix 23.

### **Executive Education**

The School of Management's executive education portfolio consists primarily of the EMBA program and the Silicon Valley Immersion program (SVI). The School hired a new director in the fall of 2012. The curriculum has subsequently been revised to reflect the best practices of aspirational business programs throughout the nation.

USF's Silicon Valley Immersion (SVI) Programs™ are custom certificate completion programs, with both academic and experiential learning components focused on innovation and entrepreneurship. The SVI programs have been offered to more than 1,500 participants from various organizations, including higher education institutions, incubators, accelerators, consulting firms, government agencies, and investment network organizations in 15 different countries in Asia, Europe, Latin America, and Africa. The SVI programs are now planning to expand to domestic universities and corporations. The SVI programs were moved in January 2015 from the Hilltop campus to the downtown campus in the Financial District in San Francisco, where the growth of start-ups and large tech companies' divisions now exceed that of the Silicon Valley. The SVI curriculum is designed and updated by a team of USF faculty and industry experts. These uniquely structured programs are composed of lectures, hands-on workshops, coaching sessions, panels, company visits, immersion experiences, team projects, and networking events. The immersion programs link to the School of Management's mission by providing innovative learning experiences to students, and opportunities for faculty to broaden their skills and knowledge in the area of entrepreneurship. Silicon Valley Immersion Programs are consistent with the School's focus on innovation and entrepreneurship, and versions of the current non-academic components are being considered for inclusion in select academic programs.



Several new certificate programs have been designed. An Internal Audit Certificate Program has advanced through the design stage with a summer 2016 projected launch. A portfolio of Hospitality Management Certificates is in the proposal stage and is gaining support from a select advisory board.

### **Faculty Qualifications and Engagement**

The policies and procedures for hiring qualified new faculty members are congruent with AACSB institutional standards and demonstrate the continuing support for the School of Management by the University of San Francisco and its Provost Office, regarding new faculty lines to continuously strengthen its programs. The University of San Francisco Faculty Association (USFFA) Collective Bargaining Agreement (CBA) Handbook (<http://www.usffa.net/legal/collective-bargaining-agreement/>) is the primary, authoritative document that outlines rules and regulations for all USF faculty members. USF faculty members are governed by the agreement in the context of the Vision, Mission, and Values Statement of the University of San Francisco. Every effort is made to effectively and clearly communicate the values of the institution to prospective faculty members, so that when individuals are invited to join the faculty ranks, they know the nature of the community that they are joining. All faculty members are informed and expected to focus their teaching, research, and service efforts to support USF's vision, mission, and values. Faculty retention, promotion, and tenure, follow the USFFA CBA criteria for appointment to and promotion of tenure-track faculty. In order to be considered for promotion and tenure, a faculty member must be judged to be superior in two of the following three categories and at least adequate in the third: teaching, research, and service. Community engaged scholarly work can be included as legitimate research for purposes of promotion and tenure. In the tenure promotion process, three or four external reviews are solicited. These individuals evaluate 1) Quality of scholarship, 2) Significance of contribution to the field, 3) Originality of scholarship, and 4) Quality of publication media.

An ongoing process for each probationary and tenured faculty occurs annually when the dean (or associate dean) and faculty member discuss the faculty's Academic Career Prospectus (ACP). During this process, the dean and faculty member review goals and accomplishments from the previous year and develop goals and strategies for the next year in light of the faculty member's interests, the mission of the school, and needs of the program. The ACP provides the basis upon which the faculty member prepares for tenure and promotion. Consideration for tenure and promotion for a faculty member begins with the school's or college's peer review committee. The faculty peer review committee (see Appendix 27) evaluates the candidate's promotion and tenure packet (a portfolio of work showing mastery in teaching, research, and service), which then forwards their evaluation and recommendations to the university-wide peer review committee and to the school or college dean. The university-wide peer review committee also evaluates the tenure and promotion packet and then forwards their recommendation to the university provost and dean's council. The provost and the president make the final decision regarding tenure and promotion.

Faculty qualifications and engagement in the School of Management are presented in Appendix 3 and Appendix 4 (Tables 2-1, 15-1, and 15-2). As can be seen in Table 2-1, which displays a five-year summary of faculty intellectual contributions by department, SOM faculty members are engaged in a wide range of basic research and teaching and learning scholarship, manifest in peer reviewed journals, research monographs, academic/professional meeting proceedings, competitive research awards, textbooks, cases, and other teaching material. Tables 15-1 and 15-2 display how the School of Management has addressed the AACSB sufficiency and qualifications standards during 2015 at all locations.

## **Section 8. Other Material**

In the final analysis, the School of Management at the University of San Francisco has made enormous improvements since the last AACSB visit in 2011. As evidence during the past five years, the School has received a large number of awards and honors that testify as to its engagement in the community; its innovative practices; and its impact on the local, national, and global communities. In addition to the examples of engagement, innovation, and impact that were provided in Section 1, we offer the following:

### **Engagement**

- Honored Kevin Lo, assistant professor in the School of Management, winner of the Faculty Service-Learning Award for 2013-2014, the University's highest honor for contributions to service-learning programs in the community. Kevin also won a Faculty Innovation Award in 2012 from the Provost's Office for his work in service-learning, and received a Jesuit Foundation Grant for Ignatian Pedagogy in 2013. In 2014-2015, Kevin was granted the facilitator's award for his role in developing community-engaged pedagogy for the faculty learning community;
- Celebrated Monika Hudson, assistant professor in the School of Management, who won USF's Ignatian Faculty Service Award in 2012, which recognizes an exceptional commitment by a faculty member to the service of students, the university, and the community at large, in light of the religious and moral legacy of St. Ignatius. Hudson also won the Faculty Service-Learning Award in 2010. She and her students recently provided research, education, and advocacy work on behalf of a city proposition to save legacy small businesses in the city;
- Honored Neil Walshe, associate professor in the School of Management, who won USF's Mentor of the Year Award in 2012, which recognizes a faculty or staff member who mentors students by helping them identify their academic goals, establish relationships between their curricular and co-curricular activities, supports academic and personal achievement, and discerns how their USF experience will assist them in forming a more humane and just world;
- Witnessed Frank Ohara, associate professor in the School of Management, serve as the co-chair of the Provost's Task Force on Career Services, a major endeavor and accomplishment with the resulting report and presentation being well-received by the USF leadership team and the USF Board of Trustees.
- Developed a Professional Edge Program to prepare undergraduate students to be business-ready by requiring two internships in a four-year period to complement academic preparation (see Appendix 8);
- Saw 88 SOM students, from various graduate programs, attend the Vanity Fair Summit in October 2015, an event that brought together leaders from technology, business, politics, and media, such as Elon Musk, Mark Zuckerberg, and James Murdoch. SOM was tagged and tweeted by students attending the event, and USF students had numerous opportunities to engage with industry leaders.

### **Innovation**

- Celebrated Peggy Takahashi, associate dean and associate professor in the School of Management, who won USF's Center for Instructional Technology Innovation Award in 2012, which recognizes excellence and the innovative use of technology in teaching and learning, contributing to the overall quality of the USF learning environment;
- Served as a conduit to the Silicon Valley by hosting companies from around the world, most recently from Ireland and Brazil, and by implementing more than 20 Silicon Valley immersion programs;

- Saw its MBA program rank 62nd in the 2011-2012 Aspen Institute's Beyond Gray Pinstripes ranking, designed to highlight innovative full-time MBA programs that integrate issues of social and environmental stewardship into curricula and research.

## Impact

- Saw David Batstone, professor in the School of Management, named by *Gentry Magazine* in March 2015 as one of its 50 "Philanthropists of the Year" for his work in attempting to end modern human trafficking around the world, through his San Francisco-based nonprofit organization, "Not For Sale;"
- Highlighted Mark Cannice, Professor and Department Chair for Entrepreneurship and Innovation, who for 11 years has authored the *Silicon Valley Venture Capitalist Confidence Index*, the only quarterly of its kind that captures trend data regarding future-oriented venture capitalist confidence. The report features 11 years of exclusive historical data, is carried by Bloomberg Profession Services in 174 countries, and is available to over 320,000 organizations. From 2006 to 2015, the quarterly report was cited 12 times by the *Wall Street Journal* and by a wide range of other media organizations and agencies (see Appendix 16);
- Witnessed Richard Stackman, former associate dean for undergraduate programs and associate professor of organizational behavior and organization development, named in 2015 as the Editor-in-Chief of the *Journal of Management Inquiry*, ranked 76<sup>th</sup> among 185 management journals by the 2014 Journal Citation Report, 17<sup>th</sup> among general management/management journals by the Scientific Journal Report, and rated as an A-level journal by other professional bodies;
- Honored Peggy Takahashi, associate dean and associate professor in the School of Management, who was ranked among the Top 20 Women Professors in California in 2014 by StateStat.org, a San Francisco nonprofit that builds and aggregates free web tools for educators. The organization announced its list after weighing educators' publications, conference presentations, and recent awards and recognitions, as well as their classroom adoption of Internet-based education tools;
- Celebrated Xiaohua Yang, associate professor in the School of Management, who was awarded a three-year collaborative grant for \$40,000 in 2013 by the China Natural Science Foundation to support research on the motivation of firms to engage in private-public partnerships and the implications of such partnerships for globalization of Chinese businesses. Dr. Yang will collaborate with colleagues from Xia Jiaotong University, an AACSB-accredited business school in China;
- Witnessed USF's MBA *Challenge for Charity and Net Impact* team, under faculty advisor Claudia Roehl, place third (for the second year in a row) in the 2014 annual Challenge for Charity (C4C) competition. C4C is the nation's largest charitable organization made up of MBA students, in which business schools compete in volunteering and fundraising activities. Over the past year, the nine competing West Coast business and management schools raised \$6.3 million, with over 16,000 hours of volunteer work completed by their teams;
- Celebrated the Master of Global Entrepreneurship and Management (MGEM), which was ranked number 58 in the world by the *Financial Times* among master's in management programs in 2015;
- Was honored by Graduateprograms.com, which ranked USF's MBA program as 45<sup>th</sup> among its top 50 Graduate Programs in the nation in the spring of 2015. The enumeration of the best graduate programs in the country in a variety of fields is based solely on ratings and reviews from current or recent graduate students posted on graduateprograms.com. Program rankings, compiled using data gathered between September 1, 2012, and March 31, 2015, encompassed reviews posted by more than 70,000 students participating in over 1,600 graduate programs nationwide;
- Recognized MBA graduates Jing Zhang ('13) and Michael Appezzato ('14), co-founders of Clearspace, a platform for building a digital resume;
- Celebrated MSFA graduate Luis Alvarado ('12), Investment Research Analyst with Wells Fargo Wealth Management, highlighted in *Forbes Magazine* as one of their "30 under 30;"

- Sponsored USF 4 Freedom 2015, a symposium on refugees, forced migration, and modern slavery, in cooperation with the United Nations Refugee Service, the Jesuit Refugee Service, “Nor for Sale”, the World Engagement Institute, and the Bay Area Anti Trafficking Coalition;
- Hosted the 17<sup>th</sup> Annual Jesuit Business Education Conference in July 2014, including 60 attendees from 21 Jesuit business schools and two organizations;
- Created a student-managed fund of \$1 million to give students the opportunity to invest in the financial markets under the advisement of Ludwig Chincarini, associate professor in the School of Management. The fund has had net gains since its creation in 2013;
- Celebrated the reaccreditation of the Master in Public Administration Program by NASPAA, the recognized global accreditor of master's degree programs in public policy, affairs, and administration.

The impact of our alumni on their communities, the nation, and the world should be seen as one of the most effective measures of the education provided by the School of Management at the University of San Francisco. We believe that one of the best tests of learning is the power of students to attain professional success in the competition of the open market place. How better to assure learning than to see what students do with their learning in the real world, as well as in the classroom. As noted in Section 1, alumna Sabeen Ali was selected by AACSB International in 2015 to be in its inaugural class of the world's 100 most influential leaders. She is CEO of AngelHack, and founder of Code for a Cause, a nonprofit organization that helps young women succeed. She is just one of thousands of SOM graduates who are changing the world. A list of more than 9,600 SOM living alumni who became CEOs, presidents, vice presidents, managers, directors, and other leaders in business, the professions, government, and education (including 98 higher education faculty members) will be provided at the time of the site visit.

Professional success for our students and their development of a commitment to the needs of others are central to the mission of the University of San Francisco. The University's Vision, Mission, and Values Statement proclaims that “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 to be men and women for others.” The School of Management at USF is helping to fulfill the university's mission by the type of graduates it is producing. In addition to professional success, many of our alumni have implemented social justice programs for their own businesses and communities in an effort to make the world a better place. Twenty-four years ago, Ernest Boyer, President of the Carnegie Foundation for the Advance of Teaching, wrote in his classic, *Campus Life: In Search of Community*, that “building a vital community is a challenge confronting not just higher learning, but the whole society. In our hard-edged competitive world, more humane, more integrative purposes must be defined. And perhaps it is not too much to hope that as colleges and universities affirm a new vision of community on campus, they may also promote the common good in the neighborhood, the nation, and the world.” At the University of San Francisco in 2015, Ernest Boyer's vision is flourishing at its School of Management. The vast improvements at the School of Management during the past five years fuels our confidence that the next five years will see ever more engaged and innovative practices that will have a profound impact on the communities we serve.