



UNIVERSITY OF
SAN FRANCISCO

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**CONTINUOUS IMPROVEMENT REVIEW REPORT
AACSB International**

**SCHOOL OF MANAGEMENT
University of San Francisco**

November 25, 2020

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Dean**



TABLE OF CONTENTS

<u>Executive Summary</u>	iii
▪ Engagement, Innovation, and Impact	
<u>Section 1. Institution and Business School Overview</u>	1
▪ Situational Analysis	
▪ Progress Update: CIRC 2017 Issues	
<u>Section 2. Strategic Management and Innovation</u>	11
▪ Strategic Management Planning Process and Outcomes	
▪ Financial Strategies and Allocation of Resources	
▪ Mission Statement and Summary of Strategic Plan	
▪ Intellectual Contributions	
▪ New Degree Programs / Closed (Taught Out) Degree Programs	
<u>Section 3. Participants – Students, Faculty, and Professional Staff</u>	22
▪ Students	
▪ Faculty and Professional Staff Sufficiency and Deployment	
▪ Faculty Management and Support	
<u>Section 4. Learning and Teaching</u>	35
▪ Curricula Management	
▪ Teaching Quality and Development	
<u>Section 5. Academic and Professional Engagement</u>	42
▪ Student Academic and Professional Engagement	
▪ Executive Education	
▪ Strategies Supporting Faculty Engagement	
<u>Section 6. Consultation Requests and Concluding Comments</u>	50
<u>Addendum. COVID-19 Impact and Responses</u>	51

ACRONYMS GLOSSARY

Programs

BSBA	Bachelor of Science in Business Administration
BSM	Bachelor of Science in Management
EMBA	Executive Master in Business Administration
MBA	Master of Business Administration
MGEM	Master of Global Entrepreneurial Management ¹
MNA	<i>Master of Nonprofit Administration</i> ²
MPA	<i>Master of Public Administration</i> ²
MSEI	Master of Science in Entrepreneurship and Innovation
MSFA	Master of Science in Financial Analysis
MSIS	<i>Master of Science in Information Systems</i> ²
MSMI	Master of Science in Marketing Intelligence
MSOD	Master of Science in Organization Development

Committees

AoL	Assurance of Learning Committee
DEI	Diversity, Equity, and Inclusion Committee
FDC	Faculty Development Committee
FGC	Faculty Governance Council
GPC	Graduate Program Committee (Curriculum)
PRC	Peer Review Committee
SPC	Strategic Planning Committee
UPC	Undergraduate Program Committee (Curriculum)

Departments

ACCT	Accounting
BAIS	Business Analytics and Information Systems
ELIB	Economics, Law, and International Business ³
EIS	Entrepreneurship, Innovation, and Strategy ⁴
FIN	Finance
HOSP	Hospitality Management
MKTG	Marketing
MILS	Military Science
OLC	Organization, Leadership, and Communication
PNA	Public and Nonprofit Administration

¹ Program discontinued and taught out.

² Program in italics excluded from AACSB CIR.

³ This department no longer exists.

⁴ This department is now called Entrepreneurship, Innovation, Strategy, and International Business (EISIB).

EXECUTIVE SUMMARY

The [School of Management](#) (SOM) has played a major role in the development of the University of San Francisco (USF) and continues to impact significantly the city of San Francisco, the state of California, the nation, and the world. Founded in 1925 as the College of Commerce and Finance, the School of Management – then known as the College of Business Administration – was first accredited in 1953 by AACSB International. AACSB granted separate accreditation to the school’s graduate programs in 1981. The accreditation of the undergraduate and graduate business programs at USF was re-affirmed in 1988, 2001, 2012, and 2017. Today, the SOM is one of 876 schools of business in 57 countries accredited by AACSB. This accreditation greatly enhances the reputation of the University of San Francisco and provides students, faculty, staff, alumni, and the greater community assurance as to its durability, strength, and quality.

In 2025, the School of Management will celebrate its 100th anniversary. Armed with a revised vision statement – *We will lead transformation toward a more inclusive, equitable, and prosperous world* – as well as a new mission statement, the school is poised to participate in and contribute to the ever-changing external landscape. Our mix of programs across three sectors – private, public, and nonprofit – attracts diverse students interested in changing the world for the better. Our continuing work aligns with the university’s current strategic planning process grounded in five enduring values: Jesuit Identity; Diversity, Equity, and Inclusion; Globally Focused and Responsible; With and In Community; and Resilience and Responsiveness. This alignment corresponds to the newly adopted 2020 AACSB Standards and their emphasis to make a difference in the world through positive societal impact.

Our location is vital to who we are as a school. While students can engage academically and professionally within the classroom, the SOM views the San Francisco Bay Area as an extension of the classroom. We are able to bring into the classroom the richness and diversity of San Francisco and the stakeholders located here. Equally important, we send students out into the greater San Francisco Bay Area to learn and explore.

Since our last re-affirmation of accreditation visit in 2016, we have committed ourselves to implementing and maturing key processes, with particular emphasis on continuous improvement related to assurance of learning and strategic planning. Our re-affirmations of accreditation in 2012 and 2017 were defined by the Peer Review Teams’ initial recommendations that the school be placed on continuing status. In both instances, we were given an additional year to address our inability to sustain processes associated with assurance of learning specifically. Since 2016, these processes have become embedded in the daily life of the SOM. A recent dean transition and the COVID-19 pandemic have not derailed the assurance of learning and strategic planning efforts.

Key achievements and strategic actions since our last reaffirmation of AACSB accreditation:

- Establishing robust Assurance of Learning and closing the loop processes.
- Developing a new strategic plan – including new vision and mission statements, and new strategic initiatives – with input from all stakeholder groups.
- Growing and sustaining the number of programmatic or departmental advisory boards beyond that of the Dean’s Circle. These boards are actively engaged in the life of the

school through rich discussions and collaborative efforts pertaining to curricula and internship and career opportunities.

- Implementing a new MBA curriculum in fall 2017 that includes the Management Exercises. The Management Exercises, created by two SOM faculty, seek to further orient students toward a life of questioning and engagement as students learn to exercise discernment, to build character, and to enact citizenship. (See [Document 8: Management Exercises](#). Note: Some documents have a title page.)
- Redesigning the EMBA program curriculum (See [Document 34: EMBA Redesign](#)).
- Launching the Master of Science in Marketing Intelligence in fall 2020.
- Teaching out the MGEM program after assessing its viability.
- Adding two majors to the BSBA program: Management and Business Analytics.
- Revitalizing the BSBA Honors program resulting in a 309% increase in its participation rate over a six-year period.
- Securing just over \$13 million through fundraising, including \$5.78 million dedicated to student scholarships and \$950,000 for the China Business Studies Initiative.
- Publishing 176 peer-reviewed journal articles, part of 889 intellectual contributions produced by the business faculty.

AACSB-accredited members are said to share a common purpose, that is, “preparing learners for meaningful professional, societal, and personal lives.” This preparation is rooted in actions reflective of engagement, innovation, and impact. The USF School of Management continues to impact the university and the surrounding community; to lead via 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 remain inextricably intertwined in the school’s ethos.

Engagement, Innovation, and Impact

In February 2019, the High Impact Practices (HIPs) initiative was launched within the school. HIPs are “co-curricular” – offered inside or outside the classroom to enhance student learning and success. Due to their positive associations with student learning and retention, certain opportunities are designated “high-impact.” HIPs share several traits: They demand considerable time and effort; facilitate learning outside of the classroom, require meaningful interactions among students, faculty, staff, and external stakeholders; encourage collaboration with diverse others; and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing.⁵

In defining what constitutes a HIP, we use the American Associations of Colleges & Universities [definitions](#). Faculty and staff report HIPs via an online submission [portal](#) with a submission taking no more than five minutes. Between February 2019 and May 2020, a total of 146 submissions was provided by 39 individuals reflective of 24 distinct HIP types, including collaborative assignments and projects; capstone courses and projects; mentoring and professional development; and diversity and global learning.

⁵ Kuh, G.D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

High impact practices are reflective of engagement, innovation, and/or impact, and are not limited to activities associated with the student experience only. Table 1 provides a summary (based on a self-assessment via the application of the definitions) of high impact practices. This summary reflects how each practice is relevant to engagement, innovation, and/or impact, as defined by AACSB. It is but a microcosm of the daily activities accomplished by the faculty and staff preparing students and others to lead meaningful and distinctive lives. Currently, the portal does not ask for the number of students who participated in a given submission or the specific course(s) in which the HIP is embedded. The portal will be updated to collect such information in the future. An additional opportunity, not yet realized, is to track each student's participation across the HIPs, thus ensuring all students experience two or more while enrolled in the school.

Table 1. SOM High Impact Practices, 2016-2020

	Engagement	Innovation	Impact
Undergraduate Community Engaged Learning (CEL). All undergraduates are required to enroll in at least one CEL- designated course before graduating.	X		X
SOM Alumni Mentors. Increased participation of SOM alumni as mentors. Since 2015, over 1,200 unique SOM alumni have volunteered via attending admission events, speaking on panels, working with the MBA Career Accelerator Platform projects, sitting on an advisory board, or mentoring students in the alumni mentor program.	X		X
Alumni and External Relations Events . Held over 105 events since 2016 with an attendance count of 12,398 alumni, faculty, staff, friends, and prospective students. (See Document 1: Alumni Events .)	X		
China Business Studies Initiative (CBSI). Increased substantially its fundraising to endow operations while hosting or sponsoring numerous conferences. This center bridges China industry, public policy, and academia. (See Document 2: CBSI Activities .)	X		X
Gellert Family Business Resource Center . Continued to infuse BSBA undergraduate curriculum and co-curricular activities with external partners. This center is committed to working with family businesses to promote networking, facilitate an open exchange of ideas, and advance consultation and scholarship. (See Document 3: Gellert Center Activities .) Gellert Center was featured in the AACSB Entrepreneurship Challenge at ICAM in 2017.	X		X
Innovate for Good Conference . Held annually since 2017 (except 2020 due to COVID 19). Conference brings together leaders who have already acted on their passion to change the world. (See Document 4: Innovate for Good .)	X	X	X
Advisory Boards . Increased the number of program, department, and center advisory boards to 11. (See Document 5: Advisory Boards .)	X		X
MSMI Program . Launched the Master of Science in Marketing Intelligence in fall 2020. (See Document 6: MSMI Proposal .)		X	X
MBA Program Redesign . Launched re-imagined full-time and part-time MBA programs. (Further discussed in Section 4 or at: Full-time or Part-time .)	X	X	
New BSBA Majors . Introduced two new undergraduate BSBA majors in Management and Business Analytics. (Further discussed in Section 4 .)			X
BSBA Honors Program . Witnessed a 309% increase in its participation rate between the 2015-2016 and 2020-2021 academic years. (See Document 7: BSBA Honors .)	X		

<u>The Management Exercises.</u> Integrated the Management Exercises in the newly-redesigned MBA programs; offered as an elective in the BSM program; and offered at the Universidad of Loyola (Seville, Spain) in December 2018 and January 2019. (See Document 8: Management Exercises.)	X	X	X
<u>Student-Faculty Scholarly Collaborations.</u> Involved students in 50 distinct presentation and publication projects between July 2015 and June 2020. (See Document 9: Student-Faculty Collaboration.)	X		X
<u>Ignatian Activities by Faculty.</u> Produced a total of 159 Ignatian-focused intellectual contributions: 92 presentations and 67 publications (eight of which were peer reviewed).			X
<u>Student-Managed Investment Fund.</u> Managed a \$1.5 million portfolio launched in 2014 with initial seed funding of \$970,000. Today, MSFA, MBA, and BSBA students participate. (See Document 10: Student-Managed Fund.)			X
<u>International Student Ambassador Program (ISAP).</u> Commenced in 2016 by the China Business Studies Initiative (CBSI) to nurture USF students in their professional and personal and cultural development related to China and U.S. business. (See Document 11: ISAP.)	X		
<u>MSEI New Venture Expositions.</u> Held three such expositions annually in August since 2018 showcasing MSEI student capstone projects. The 2020 expo was virtual. Key Expo objectives are to showcase the venture-launch-related work in the program and to raise pre-seed funding. On average, the Expo attracts over 100 attendees annually, including MSEI company partners, funders, and founders from Silicon Valley.	X		X
<u>National Black MBA Association.</u> Participated in the undergraduate National Black MBA Association case competition starting fall 2018. Sponsored both MBA and undergraduate students to attend sessions and career fair which resulted in internships or job offers for students.	X		X
<u>Academic Global Immersions.</u> Offered intensive global studies options (for credit) to undergraduate and graduates students. (See Document 12: AGIs.)	X		X
<u>Apple Programming Initiative.</u> Identified shared interest across multiple schools to establish a “design center” that will be influenced by Apple’s design process. Faculty from SOM, Computer Science, and Engineering completed a three-day Apple IOS app design project in early July 2020.	X	X	X
<u>Malloy Group.</u> Witnessed the Malloy Group serve 38 organizations across multiple industries via almost 200 graduate students providing consulting and offering research-based, innovative solutions. Currently, there are 47 graduate students participating. (See Document 13: Malloy Group.)	X		X
<u>DEI Committee.</u> Launched in 2019 this committee comprised of faculty and staff addresses diversity, equity, and inclusion issues within the school. (See Document 14: DEI Committee.)	X		X
<u>AACSB.</u> Increased participation in AACSB-related seminars and conferences, including multiple presentations to the Associate Deans Affinity Group. One such presentation in 2017 included how USF coordinates processes across multiple accrediting bodies. (See Document 15: AACSB Involvement.)	X		
<u>State of the School Event.</u> Launched the annual State of the School event which brings together the Dean’s Circle and programmatic or departmental advisory boards. (See Document 16: State of the School.)	X	X	

[\[Return to Table of Contents\]](#)

Section 1. INSTITUTION AND BUSINESS SCHOOL OVERVIEW

Situational Analysis

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

The University of San Francisco is an independent, private, nonprofit institution of higher education governed by a 38-member Board of Trustees. It is one of 27 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, became a School of Nursing in 1954, and in 2011 became the School of Nursing and Health Professions. 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.

The University of San Francisco's consistent maintenance of external accreditation further substantiates the quality of education provided by its programs. 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 2019, WSCUC reaffirmed USF's accreditation for 10 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 renewed the accreditation of the Master in Public Administration program in 2020 for another five years; the Nonprofit Academic Centers Council (NACC), which in 2019 awarded full accreditation for five years to the Master in Nonprofit Administration program; and the Council on Education for Public Health (CEPH), which accredited the Master of Public Health program in 2014.

The current [Vision, Mission, and Values Statement](#) of the University of San Francisco, 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 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 recently revised SOM [Mission Statement](#) is congruent with USF'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; 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. At USF, as noted as a high impact practice, courses designated as community engaged learning are required of all undergraduates, including in the SOM.

Until recently, USF was ranked as one of the top 100 national universities by *U.S. News & World Report*. USF is currently tied at #103 in the just announced 2020 rankings. By any measure, USF is one of the most diverse universities in the nation, ranking as the fifth most diverse campus and in the top 30 for campuses with the most international students (*U.S. News & World Report*, 2019). USF is also ranked 63rd in the nation for being one of the best colleges for veterans. USF's student body represents diverse ethnic, religious, social, and economic backgrounds. Within USF's traditional undergraduate student population in fall 2020, 15.8% grew up in a home where English was not their first language, 32.9% were the first in their family to enroll in college, and 91% of all undergraduates were awarded financial aid, including 26% who received Pell Grants. Additional USF student demographic data is provided in Table 2.

Table 2.

USF Fall 2020 Student Demographics

Female	64%
International	13%
States Represented	46
Foreign Countries Represented	52
Ethnicity:	
Asian	22.2%
African American	6.4%
Latino	21.4%
Pacific Islander	0.5%
Multi Race	8.0%

In fall 2020, the SOM enrolled 1,420 undergraduate and 593 graduate students, or 20% of the total USF student population. SOM students are enrolled in two undergraduate and 10 graduate programs on the main (Hilltop) campus, at the downtown San Francisco campus, and at one additional location (Pleasanton).

Student enrollments in the SOM and its respective programs since the last AACSB visit are detailed in Table 3. Between Fall 2015 and Fall 2019, the school's total enrollment decreased by 22.5%. The school's enrollments dropped another 15.8% between Fall 2019 and Fall 2020 because of COVID-19, with students deferring matriculation or choosing to take a break from school, due in part to the university's decision to be fully online for the academic year.

Table 3. USF and SOM Enrollments Fall 2015-Fall 2020; 2019-2020 Graduation Numbers

USF Student Population		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2019-20 Graduates
Undergraduate		6,682	6,664	6,798	6,661	6,510	5,810	1,701
Graduate		3,988	4,209	4,183	3,983	4,034	4,189	1,664
USF Total		10,670	10,873	10,981	10,644	10,544	9,999	3,365
SOM Program		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Graduates
BSBA	Established 1928 Location (as of Fall 2020) San Francisco Hilltop	2,095	2,020	2,002	1,836	1,668	1,365	474
BSM*	2012 San Francisco Downtown, Pleasanton	215	124	92	63	58	55	26
Undergraduate (AACSB)		2,310	2,144	2,094	1,899	1,726	1,420	500
EMBA	1991 San Francisco Downtown	36	42	42	42	49	50	24
MBA**	1963 San Francisco Downtown	191	175	167	151	160	161	62
Juris Doctor/MBA	2002 San Francisco Downtown	27	27	15	6	3	-	-
Financial Analysis/MBA	2006 San Francisco Downtown	5	4	6	1	2	3	-
Environmental Management/MBA	2006 San Francisco Downtown	6	5	3	4	5	6	-
Asia Pacific Studies/MBA	1989 San Francisco Downtown	5	5	4	5	4	5	-
MGEM***	2009 San Francisco Downtown	41	39	42	10	40	-	31
MSEI	2017 San Francisco Downtown			37	45	40	25	34
MSFA	2003 San Francisco Downtown	140	154	117	92	88	83	39
MSMI	2020 San Francisco Downtown						22	-
MSOD****	1987 San Francisco Downtown	67	72	86	86	89	77	39
Graduate (AACSB)		475	482	491	426	466	418	229
Total (AACSB)		2,785	2,626	2,585	2,325	2,192	1,838	729
Excluded Programs								
MNA	San Francisco Downtown	40	49	43	35	36	38	15
MPA	San Francisco Downtown	218	236	167	119	104	72	46
MSIS	San Francisco Downtown	43	49	49	47	60	65	21
Graduate (Non-AACSB)		301	334	259	201	200	175	82
SOM Total		3,086	2,960	2,844	2,526	2,392	2,013	811

*Previously legacy CPS working professional/degree completion programs.

**Dual Degree students included in MBA program student totals.

***Discontinued effective Fall 2020.

****Previously MEHROD program established in 1979; Discontinued offering degree at Pleasanton location in 2017.

Significant changes between fall 2015 and fall 2019 include:

- A 20.4% drop in BSBA enrollments. The majority of this decrease is attributed to the school's international undergraduate and graduate student population falling 40%.
- A 73% drop in the BSM enrollments. This planned decrease was the result of no longer offering the program at three additional locations in Sacramento, San Jose, and Santa Rosa. Also, instead of cohort starts in both the fall and spring semesters, students start the program in the fall semester only.
- A 16% decrease in MBA enrollments, though enrollments have been steady for the last four years.
- A 40.7% decrease in MSFA enrollments, which can be explained by the elimination of the part-time program and the spring cohort launch.

Strategies for addressing the enrollment decline are addressed under [“What opportunities exist for enhancing the school’s degree offerings?”](#)

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

A ranking near the top 100 comprehensive universities greatly enhances USF’s visibility to undergraduate and graduate students, especially international students seeking to study in the U.S. The SOM benefits from its long and distinguished history in San Francisco, a world-class city, and from the state of California with its large and diverse population of potential students from which to draw upon. Sixty percent of all USF undergraduate students come from the state of California.

For the SOM, the part-time MBA program ranking has dramatically improved from 175th in 2017 to 106th in 2020 by U.S. News & World Reports. The most recent full-time MBA program ranking (from 2019) places that program at 104th. As for the BSBA program, it was ranked as the 109th best overall undergraduate program (out of 500-plus such programs), including a 19th best and 27th best ranking for the entrepreneurship and marketing majors, respectively.

The SOM is consistently recognized by many organizations for its entrepreneurial, sustainability, and social responsibility activities. The school integrates experiential and real-world learning through many of its academic and non-academic options (e.g., Silicon Valley Immersion Programs, academic global immersions, corporate partnerships, and internships) and by bringing together diverse students and faculty members in a shared learning enterprise. The School has a talented and well-qualified faculty who focus on translating theory into practice in and beyond the classroom. In addition, the SOM has an active network of 46,720 alumni globally, with 17,655 in the Bay Area. The top employers of SOM undergraduate alumni are Wells Fargo, Google, Kaiser-Permanente, PwC, Apple, Salesforce, Facebook and Oracle. Employers of recent SOM graduate students are available in [Document 17: Graduate Student Employers](#).

Another advantage is the school's portfolio of graduate programs. The faculty associated with the MSEI, MSFA, MSMI, MSIS, and MSOD programs teach in – and thus bring their specialized knowledge to – our traditional undergraduate and graduate programs (i.e., BSBA, EMBA, and MBA) which greatly enhances the curricula of these business administration degree programs.

A final advantage is the Downtown San Francisco campus located at 101 Howard (the historically-designated Folger Building). All graduate programs and the BSM program are offered at this location, which was acquired in 2012. By offering greater accessibility to organizations based in the city's financial district, the 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 literally steps from the building. The Downtown San Francisco campus boasts nine classrooms, six seminar rooms, six study/breakout rooms (that can be pre-scheduled by students), six Bloomberg terminals available in a dedicated room on the first floor, the large 5th floor Agora Lounge area, and the salon area (between the two 5th floor classrooms). Malloy Hall, which is located at the USF Hilltop location, is dedicated to faculty and staff offices, the dean's suite, and the undergraduate BSBA operations. Malloy Hall's Madonna Lounge, three breakout rooms, and six classrooms are dedicated to undergraduate BSBA students.

With respect to disadvantages, the school's strategic planning process has not been informed by an ongoing university strategic planning process. Before a [new university-wide strategic planning process](#) was launched in July 2020, it had been over 10 years since the [USF 2028](#) document was approved by the Board and Trustees. A newly-constituted university committee, which includes two faculty members from the SOM, has been developing a new university strategic plan by May 2021.

The school's current financial resources, which include a small endowment dedicated specifically to the school, are not sufficient to direct sustained attention to improving the rankings of the EMBA, MBA and BSBA program. In addition, funding for graduate program marketing and graduate student scholarships is dependent on increasing enrollments, and increased enrollments are achieved, in a large part, via marketing and graduate scholarships.

At the undergraduate level, the school has experienced a decrease in transfer students, once a strong source of enrollments. Former Governor Jerry Brown's mandate to UC and California State University campuses in 2012 to develop strong articulation agreements with community colleges has created an additional challenge for the university's Strategic Enrollment Management division. The SOM has mitigated some of these effects by accepting lower-division business, economics, and business law courses completed at these schools. This change has not negatively impacted the school's revenue (e.g., economics is offered by the College of Arts and Sciences) or the quality of the students.

A final disadvantage is a centralized website structure within the university that delays improvements and updates to both the look and information provided to an external audience. A website overhaul had been planned for the 2020-2021 academic year, but the overhaul has been postponed because of COVID-19 budget-related issues.

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

USF is located in a highly competitive higher educational market. The San Francisco Bay Area is home to 24 four-year institutions of higher education, most of which have business programs. In addition, Wharton (Pennsylvania), Cornell, Columbia, UC Davis, and INSEAD offer graduate-level business programs in the Bay Area. The San Francisco area hosts lower cost 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 – the nearest Jesuit university⁶ – emphasizes its connection to Silicon Valley and competes with USF's positioning as a Bay Area institution.

Like most universities, especially medium-sized, private, tuition-driven schools, USF – and the SOM specifically – continues to:

- Deal with this extreme competitive environment for students while maintaining a stable annual discount rate (see Table 4);
- Grapple with the fallout from the COVID-19 pandemic and resulting economic and social disruptions;
- Face ever-changing immigration and student VISA policies that attenuate international student interest in studying in the U.S.; the SOM has typically enrolled approximately two-thirds of all international students enrolled at USF;
- Secure undergraduate and graduate student internships and gainful employment for graduates in a dynamic and uneven economic environment;
- Confront growing debt levels 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;
- Integrate major technological changes into educational methodology, administrative processes, and alumni development;
- Increase outside donations and grants in an increasingly competitive funding environment to offset lower annual tuition rate increases;
- Continue to attract talented students, faculty, and staff to one of the most expensive cities in the nation for housing and transportation.

Table 4. USF and SOM Discount Rates Fall 2016–Fall 2020

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
USF Undergraduate	30.8%	32.7%	35.3%	37.5%	38.9%
SOM Undergraduate	20.7%	23.4%	27.2%	30.4%	33.4%
SOM Graduate	6.2%	5.9%	8.1%	11.3%	11.2%

Historically, USF and SOM have been successful in responding to environmental challenges and opportunities. USF and SOM continue to be adaptive to changing times, underpinned by SOM's comprehensive 2020 Strategic Plan ([Appendix 5](#)) and a compelling vision for the future designed to promote learning in the Jesuit Catholic tradition. Discussion related to USF's and the school's

⁶ Santa Clara University is located approximately 50 miles away from USF.

COVID-19 responses are included in the addendum of this document.
What opportunities exist for enhancing the school's degree offerings?

There are several opportunities to enhance (and grow enrollments of) the school's degree offerings. As noted in the school's 2020 Strategic Plan, significant upgrades to the undergraduate curriculum are warranted. When we recover from COVID-19, the undergraduate business core courses are to undergo a comprehensive review and reimagining to ensure that the business core, as whole, provides a sound foundation for business administration students relevant to the workplace in the 21st century. The process would be guided by input from faculty, students, employers, alumni, and advisory board members, as well as a comprehensive study of comparative schools.

At the graduate level, we are exploring the creation of a 3.5-plus-1 option for undergraduate BSBA students interested in either the MSEI or MSMI program. Also, under consideration is allowing a small cohort of newly graduated USF undergraduate students (with a minimum GPA of 3.5 and some work experience or internships) to enroll in the full-time MBA program. Similar to the full-time MBA program idea, the MSOD program is discussing allowing recent high-potential undergraduate graduates (and not limited to just USF graduates) to enroll in the program. Currently, there are no known MSOD programs that accept individuals with limited experience who are interested in pursuing an entry-level position in organization development.

Finally, we will consider launching new high-potential programs. However, any decision to start new programs will be based on sound market research; our current mix of programs, the ability to tap a new student population (thus not cannibalizing existing enrollments); and committed internal and external funding to ensure adequate resources at the time of launch.

Progress Update: CIRC 2017 Issues

At the conclusion of the last AACSB review in 2016-2017, the Peer Review Team identified four issues to monitor.

Standard 1: Mission, Impact and Innovation. *It was not clear how other stakeholders besides School of Management (SOM) faculty and staff members were included in the strategic planning process. The school should consider the appropriate role for students, alumni, the professional community, and other stakeholder groups in the strategic planning process.*

In addition to the Dean's Circle – the school's advisory board comprised of key business leaders and alumni – a stated goal in the school's 2016 strategic plan was the creation of the program-specific advisory boards (e.g., MSOD, MSFA, EMBA/MBA, etc.). These advisory boards include business/philanthropic leaders, and alumni. In fall 2018, the school held its inaugural off-site State of the School event where all advisory boards met after the dean delivered a state-of-the-school overview. The agenda allowed each advisory board to provide feedback on the school's strategic initiatives and to reflect (and report out) on how it could advance one or more of the strategic actions. The intention is to hold such an event annually to stimulate ongoing interaction across the advisory boards, especially with respect to the school's strategic plan,

though the 2019-2020 academic year State of the School event was cancelled due to the COVID-19 pandemic.

In developing the 2020 Strategic Plan, the Strategic Planning Committee (SPC) sought feedback from students, school advisory boards, employers, and alumni. This feedback was gathered via surveys which focused on the revised vision and mission statements and the proposed strategic initiatives. The SPC integrated the feedback in finalizing the 2020 Strategic Plan – including specific actions or goals – for faculty and staff approval by January 2021. Once approved, the SPC will bi-annually provide updates to all relevant stakeholders on the progress of the strategic initiatives and solicit input on needed additions to the strategic plan through the State of the School event in the fall and the dean’s newsletter in the spring.

Finally, related to increased strategic planning input, the dean plans to create two student advisory boards – one at the undergraduate level, the other at the graduate level. The dean and the respective associate deans for undergraduate or graduate programs will meet regularly each semester with these student advisory boards.

Standard 8: Curricular Management and Assurance of Learning. *Continue to implement the planned Assurance of Learning assessment activities as scheduled. It is important that the school be able to show evidence of curricular changes that were implemented to address learning outcomes deficiencies.*

In 2015, a commitment was made to develop a consistent process across programs *and stick with it for a full five-year cycle*. This commitment included a structural change: the creation of an AoL Committee that works with the Undergraduate Program Committee (UPC) and the Graduate Program Committee (GPC), and provides greater oversight of the AoL process by the office of the associate dean for academic affairs. It also included training for and implementation of process changes that included the creation of curriculum maps and learning outcome assessment schedules for all programs; and approval procedures for learning outcomes and assessment plans by the AoL Committee.

This commitment is noteworthy, as prior to 2015, the record of the school to sustain assurance of learning activities was not good. Assessment difficulties oftentimes resulted in ill-advised mid-stream actions – for example, changing assessment processes, eliminating current or adding new learning outcomes, or simply not assessing a learning outcome. With no previous sustained oversight, the lack of commitment undermined the AoL process resulting in few documented curricular changes or continuous improvements tied to assessment activities.

New documentation (see [Appendix 8: BSBA AoL Summary](#) for an example) developed for this Continuous Improvement Review clearly outlines for each program its (1) learning outcomes, (2) direct measures (including how, when, and where assessments occurred), (3) learning outcome assessments over two cycles and the most recent results; (4) curricular changes based on direct measures; (5) indirect measure sources; (6) curricular changes informed by indirect measures; and (7) next steps. This programmatic documentation demonstrates that we remained committed to the five-year process. Better documented information has been regularly collected resulting in tangible examples of continuous improvement. As detailed in the program-specific AoL

summaries, direct and indirect measures have led to curriculum changes to the BSBA, EMBA, MBA, MSFA, and MSOD programs, and next steps are clearly articulated for discussion at the school, department, and committee levels. Furthermore, the two new programs launched in the past five years – the MSEI and MSMI programs – have established both learning outcomes and assessment plans.

We are aware that we have too many learning outcomes, on average, per program, thus making the process unwieldy and time consuming. The review, revision, and reduction of learning outcomes – or *learning competencies* given the 2020 AACSB standards – will require additional discussion regarding when, where, and how the learning competencies are best achieved. Finally, with the introduction of Curriculog and its documentation and approval platform for programmatic changes across the university, key information about curricular changes is now captured electronically. This information includes: the rationale for the program change; curriculum requirements; and program learning outcome changes.

Standard 8: Curricular Management and Assurance of Learning. *Along with item two, the SOM should continue to foster faculty involvement in the management of the curriculum through appropriate governance of the AoL process.*

Besides structural and process changes, the success of an AoL process depends on faculty support rooted in the belief that the assessment of learning is fundamental to continuous improvement to assure high-quality learning. Equally important is faculty engagement via formal and informal interactions where assessment data is reviewed, discussed, and then acted upon. Both faculty support and engagement are present in our AoL Committee, which includes faculty representatives from every teaching area outlined across the learning outcomes.

The SOM AoL Committee meets at least twice per year, and works in collaboration with the school's two curriculum committees – the Undergraduate Program Committee (UPC) and the Graduate Program Committee (GPC). The membership of the AoL Committee, and the UPC and GPC, are provided in [Appendix 7: SOM Committee Membership](#). Although there are faculty and staff members on the UPC and GPC, only faculty members vote on issues that come before those two committees. The UPC and GPC, which meet monthly during the academic year, are responsible for reviewing and approving all curricular changes. The AoL Committee is charged with overseeing the assurance of learning process, including the establishment and review of programmatic curriculum maps, learning outcomes, and when and how the learning outcomes are assessed. Senior academic affairs staff members, who are members of the AoL committee, meet at least once per academic year with program directors (and department chairs when needed) to ensure assessment goals are being completed and that loop closing activities occur.

The school's Undergraduate Program (Curriculum) Committee (UPC) is actively involved in the assurance of learning process and has representation on the AoL Committee. During the 2019-2020 academic year, each department chair offered updates to the UPC as to its continued attention to the BSBA core curriculum and respective department majors. This activity has been central to closing the loop and attaining continuous improvement. As noted by then UPC co-chair, Dr. Michelle Millar, after the updates were completed:

“It was a very useful exercise. With different departmental perspectives we identified a BSBA (learning outcome) that was repetitive, identified content overlap in finance and accounting classes, educated each other about what our capstone course offers, and how our other courses tie to it (or don't, in many cases). There is more work to be done, however. The information we collected needs to be synthesized, and next steps taken, as determined by the incoming UPC chair. One thing is for sure, this exercise was really eye-opening by highlighting how "siloed" we remain, and don't know much about what goes on in our other core classes.”

It should be noted that there is emerging evidence that this effort of coordinated sharing – especially with respect to engagement, innovation, and impact – are stimulating discussion within the school’s respective departments. For example, in recent Organization, Leadership and Communication Department recent meetings, the faculty have been discussing revisions to the BSBA core “Management and Organization Dynamics” course.

The Graduate Program (Curriculum) Committee (GPC) is also represented on the AoL Committee. Most assurance of learning activities are coordinated through the graduate program directors and the faculty that teach in the program. Still, having broad oversight of the AoL process that is reviewed by the GPC is important. The GPC was set to hear program updates by program directors – comparable to the UPC department chair reports – during the spring 2020 semester, but these updates were delayed by COVID-19. Such updates will be provided in the future on a set three-year rotating schedule.

Standard 4: Student, Admissions, Progression and Career Development. *Post student achievement information on your school’s web site. In addition, it is advisable to make this information available to the public through other means, such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement.*

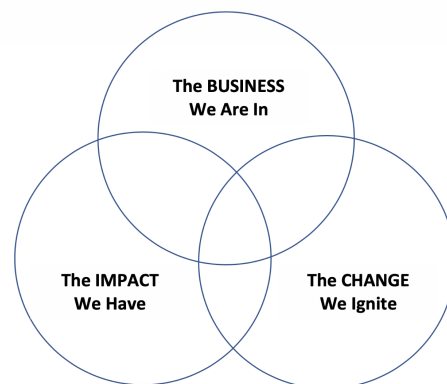
The information on the website is vastly improved from 2016. Attention has been directed at adding admissions, retention, time-to-graduation, and diversity and inclusion data. A student achievement [webpage](#) filters USF student information by school and program. Information related to rankings, student learning outcomes, and student success stories continue to be updated for all degree programs so that each programmatic website provides current and prospective students the necessary and up-to-date information pertinent to understanding their SOM degree options. However, ensuring the currency of the information on the website remains an issue. There is no longer a SOM-based coordinator to gather updated information and oversee changes and updates as all website personnel have been centralized within the university’s Office of Marketing and Communication (OMC). The process is disjointed because each department and/or program is responsible for keeping the website up to date, and the updating process is hampered by the centralized nature of website administration where changes go through OMC but are difficult to track.

[\[Return to Table of Contents\]](#)

Section 2. STRATEGIC MANAGEMENT AND INNOVATION

Strategic Management Process and Outcomes

At the 2020 Virtual AACSB International Conference and Meeting, Roger Martin, former dean of the Rotman School of Management at the University of Toronto, spoke of COVID-19 accelerating everything for the educational industry. He commented that the higher education industry has entered a highly competitive era where schools of management (business) will struggle – especially those schools that cannot compete on scale (i.e., low cost) – if they cannot articulate a distinctive strategy. USF cannot compete on scale; therefore, it must compete through distinctiveness. In the School of Management, our intention is to be distinctive by our conscious intention to regularly:



- Commit to robust and regular assessment of learning;
- Engage a wide swath of internal and external stakeholders in our strategic planning process;
- Model strategic planning for individual SOM groups – for example, departments, programs and centers;
- Inspire and support high quality intellectual contributions of our faculty; and
- Maintain our fiscal responsibility and advocate for the resources necessary to sustain our quality educational program and initiatives.

The SOM reviews and revises its strategic plan – including its mission and vision when warranted – every five years in conjunction with the school’s reaffirmation of accreditation schedule. This five-year process is supported by annual reviews by the Strategic Planning Committee (SPC) to ensure the strategic initiatives and the plan remain relevant to the current environment and needs of our stakeholders.

Because the school views strategic planning as an organic (living) process, all efforts and successes depend on ongoing faculty and staff engagement and commitment. Besides creating trust among the school’s stakeholders and respect for strategic planning itself, there are the expectations this iterative process (1) increases the sharing of knowledge and information and (2) continuously uncovers new opportunities for action.

In 2016, the SPC was re-constituted with faculty and staff representing all academic departments and operating units. The dean and a faculty-member co-chaired the committee. At the time, the expectation within the school was that all key groups, such as academic departments and non-academic units, needed to be represented. The committee included 19 members, and over time, scheduling meetings and sustaining full member engagement became a challenge. Needless to say, the majority of the committee’s work – including updating the plan and keeping

stakeholders informed – fell on a few people. In 2019, by-laws specific to the SPC were approved (similar to the by-laws of other SOM standing committees: Faculty Governance Council, Graduate Program Committee, Undergraduate Program Committee, Peer Review Committee, and Faculty Development Committee), and established a more manageable committee of 10 members. (The membership lists for SOM committees are provided in [Appendix 7: SOM Committees Membership](#).)

Since the implementation of the 2016 Strategic Plan, the school has held annual retreats focused on better understanding the internal strengths and weaknesses of the school and identifying opportunities and threats emanating from the external environment. (See [Document 18: Strategic Planning Activities](#) for information related to the annual retreats.) In that time, two acclaimed speakers spoke to the future of higher education. In January 2018, Jeff Selinger – a former editor of the *Chronicle of Higher Education*, author of three books including *College (Un)Bound* and *There Is Life After College*, and a regular contributor to the *Washington Post* – came to campus to speak to the SOM faculty and staff. Recently, in May 2020, Salim Ismail – the founding executive director of Singularity University – spoke via Zoom to the faculty and staff. Both speakers provided a forward-looking view of trends – both opportunities and challenges – facing higher education.

The maturation of the strategic planning process over the past five years is exemplified by the creation of a smaller SPC and the recent retirement of the 2016 Strategic Plan. The “retirement” of a strategic plan is a first for the school. As outlined in [Document 19: 2016 Strategic Plan](#), 59 of the 88 actions/goals (a 79.6% rate) outlined in the document have been completed or remain in progress while only 20.4% of the actions/goals were abandoned or deemed no longer applicable. ([Key achievements](#) from the 2016 Strategic Plan are listed in the Executive Summary.)

It is important to acknowledge the development of the 2020 Strategic Plan (see [Appendix 5: SOM 2020 Strategic Plan](#)) as another indication of process maturation. The 2016 Strategic Plan is now viewed, in hindsight, as one where we sought to demonstrate our commitment to that process by producing a plan that now seems overly long and detailed. It wasn’t so much a plan that guided decision-making; it was one that emphasized decisions related to actions that had already been outlined. A process goal realized by the 2020 Strategic Plan is one that is more focused with respect to realizing the school’s strategic – and mission-driven – priorities while better informing decisions during the plan’s lifetime.

Since the smaller re-constituted SPC was established in November 2019, it has been meeting every other week – and sometimes every week depending on the need. Meetings have consisted of reviewing feedback and revising specific elements of the strategic plan. At that time, given that the current vision and mission were developed in 2010, the SPC began the process of revising the School’s mission and vision in December 2019. The SPC process included soliciting ideas from faculty, staff, and students using Poll Everywhere and creating word maps that provided insight into themes of strong agreement. The SPC presented these word maps in January 2020 at the school’s All-Hands Retreat, where multiple teams of faculty and staff used these maps as a springboard in creating new mission and vision statements – the beginnings of what we refer to as the 2020 Strategic Plan (see Table 5 for the timeline).

Table 5. Strategic Planning Process Timeline

Date	Process Steps	Who	Outcome
11/06/2019	First meeting on charges for SPC	Dean Moses, Richard Stackman, co-chairs of SPC	SPC charge
11/18/2019	First meeting of newly formed SPC	Faculty and staff on the SPC	Explain charge, agreed to make the process inclusive and to meet bi-weekly or weekly depending on need
12/3/2019	Poll Everywhere survey/word map	SOM faculty/staff, students	Collect ideas for revising mission and vision statements
1/24/2020	All-Hands day-long retreat on mission, vision and strategic initiatives; presented results from Poll Everywhere word maps; created draft mission and vision statements from multiple small groups.	SOM faculty/staff	Collect details on mission, vision and strategic initiatives
2/26/2020	Survey 1: Vision Statement	SOM faculty/staff	Survey (with four different vision statements) for review/feedback
4/2/2020	Survey 2: Vision revision	SOM faculty/staff	Survey for final feedback
4/14/2020	Survey 3: Mission Statement	SOM faculty/staff	Survey (with four different mission statements) for review/feedback
5/1/2020	Survey 4: Mission revision	SOM faculty/staff	Survey for final feedback
8/4/2020	Survey 5: Strategic Initiatives	SOM faculty/staff	Call for strategic initiatives
8/13/2020	All-Hands SPC Update	SOM faculty/staff	
9/17/2020	Survey 6: Mission, Vision, Strategic Initiatives revision	SOM faculty/staff, students	Collect feedback on mission, vision, strategic initiatives
10/1/2020	Present Mission, Vision, Strategic Objectives for review/feedback	Dean's Circle	Feedback collected post- meeting via an email request
10/26/2020	Survey 7: Mission, Vision, Strategic Initiatives revision	SOM faculty/staff, Dean's Circle, Advisory Boards, Employers, Alumni	Collect feedback on mission, vision, strategic initiatives
11/4 – 11/11/2020	Review feedback and revise for final CIR report	SPC	
12/2020 and 1/2021	All-Hands Meetings: SPC Update, present strategic plan elements; faculty and staff vote on strategic plan	SOM faculty/staff	
Spring 2021 Semester	Present 2020 Strategic Plan to Dean's Circle; Request 2020 Strategic Plan is shared with other advisory boards and key stakeholders	SOM faculty/staff	

Subsequent to the retreat, the SPC reviewed all ideas generated and drafted new mission and vision statements during spring 2020. Terms like “innovative”, “immersive”, “inclusive”, “ethical” and “awareness”, which had strong agreement among faculty, staff, and students, factored heavily into drafts of these mission and vision statements. The SPC surveyed faculty

and staff for their feedback on these statements, revised the statements, and then re-surveyed the faculty and staff to reach a consensus.

In August 2020, the SPC solicited ideas for strategic initiatives (informed by the revised vision and mission statements) from the faculty and staff. The SPC aggregated these ideas under broad categories and again surveyed faculty and staff. At the same time, the SPC surveyed graduate and undergraduate students for feedback on the new vision and mission statements. The SPC used all of this feedback to further refine the school's strategic initiatives. In October, the mission and vision statements and the draft strategic initiatives were shared with the Dean's Circle, the SOM advisory boards, alumni, and employers for their feedback. As of November 2020, the feedback received by the SPC has included 424 student responses, 368 faculty and staff responses, and 198 external stakeholder (alumni, advisory board, and employer) responses. All feedback was incorporated into the school's 2020 Strategic Plan, and will be vetted by the faculty and staff at the All-Hands meetings scheduled for December 2020 and January 2021. A vote to formally accept the 2020 Strategic Plan is planned for late January 2021.

Today, strategic planning efforts are not limited to the school level. Departments and other units within the school are creating vision and/or mission statements to guide their respective strategic plans developed over the course of department meetings and retreats. For example, the Business Analytics & Information Systems Department created a vision – *Every analyst a leader ~ Every leader an analyst* – and a mission statement. The Organization, Leadership, and Communication Department at its November 2019 off-site retreat created a draft core defining statement – *Making organizations as humane as possible* – to complement its mission statement before prioritizing specific goals and action steps. (See [Document 20: Departmental Strategic Planning Examples](#).)

Financial Strategies and Allocation of Resources

Due in large measure to the annual maintenance of a balanced budget, USF and SOM continue to be on sound financial ground. The online magazine Marker⁷ recently predicted that USF would survive the coronavirus. In its published research, Marker categorizes schools as to whether they will thrive, survive, struggle, or perish. Schools that have the brand equity, a solid credential-to-cost ratio, and/or endowments are more likely to weather the threat of demand destruction and lower revenue.

As a tuition-based institution, enrollments are critical to the university's and the school's financial stability. Total university enrollments have remained relatively unchanged between fall 2015 and fall 2019 – 10,670 and 10,544, respectively. Because of COVID-19, total enrollment for fall 2020 was 9,999, not including 69 visiting students. Between fall 2015 and fall 2019, the enrollments for the AACSB-relevant graduate programs remained relatively unchanged. During that same time period, enrollments in the BSBA program – the school's largest program – decreased by 20.4% (see [Table 3](#) above). This decrease has been largely the result of a sharp decline in international BSBA students: 918 in fall 2015 to 474 in fall 2019. In addition, the steep decline in the BSM enrollments is primarily the result of teaching out the BSM program at

⁷ <https://marker.medium.com/this-chart-predicts-which-colleges-will-survive-the-coronavirus-8aa3a4f4c9e6>

the Santa Rosa, Sacramento, and San Jose locations between fall 2015 and fall 2017.

Decreasing enrollments over the past five years have impacted the budget in two ways – one-time reductions (because of lower enrollments in a given year) and permanent base budget reductions. Since fall 2016, the SOM has maintained its expected contribution margin⁸ to the larger university, though budget savings have resulted in fewer faculty and staff lines and a smaller operating budget, which includes total compensation and benefits, scholarships, and other operating expenses (see Table 6.)

Any budget savings are “swept up” by the university and are not available for funding new strategic priorities. Over the past several years, the Provost’s Office has also implemented policies that dictate how the school must deal with under-enrolled classes, overload compensation practices for faculty, annual budgetary “claw-backs” when a graduate program is under-enrolled, and graduate program reviews and programmatic teach out policies for suspended or discontinued programs. (See [Document 32: USF Budgeting Priorities](#).) Ultimately, the dean’s ability to manage the school’s budget over multiple years is constrained by these policies.

Table 6. SOM Financials, 2015-2021

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Budgeted 2021
Faculty Full-Time	89	84	81	76	72	64
Staff Full-Time	66	56	55	50	47	44
SOM Revenue	\$ 67,743,511	\$ 69,748,511	\$ 70,387,311	\$ 65,005,967	\$ 66,949,702	\$ 65,016,612
SOM Expenses	\$ 29,512,234	\$ 29,467,772	\$ 28,286,703	\$ 26,318,917	\$ 24,549,076	\$ 23,467,441
SOM Financial Aid (Graduate & Undergraduate)	\$ 8,505,799	\$ 9,563,428	\$ 11,499,734	\$ 11,928,245	\$ 13,146,588	\$ 13,331,719
Select SOM Expenses						
Compensation & Benefits	\$ 26,277,884	\$ 25,827,175	\$ 24,013,289	\$ 22,721,556	\$ 21,494,103	\$ 19,195,070
Operating Expenses	\$ 3,234,350	\$ 3,640,597	\$ 4,753,509	\$ 3,676,721	\$ 3,094,456	\$ 2,983,040
Graduate Programs Marketing	\$ 543,244	\$ 647,249	\$ 659,227	\$ 579,590	\$ 561,888	\$ 568,224
Graduate Programs Scholarships	\$ 944,886	\$ 1,055,121	\$ 1,153,788	\$ 1,490,530	\$ 1,248,475	\$ 1,373,801
Full-time Faculty Development Funds	\$ 268,904	\$ 271,143	\$ 328,647	\$ 241,939	\$ 242,291	\$ -
SOM Discretionary Funds Spending	\$ 356,033	\$ 500,348	\$ 839,469	\$ 857,322	\$ 571,958	\$ -
SOM Budget Savings Exercises						
Base	\$ 500,000	\$ 200,000	\$ 1,212,580	\$ 1,817,899	\$ 1,455,028	\$ 585,000
One-Time		\$ 169,241	\$ 475,121	\$ 779,123	\$ 115,000	\$ 1,007,008
Total	\$ 500,000	\$ 369,241	\$ 1,687,701	\$ 2,597,022	\$ 1,570,028	\$ 1,592,008
SOM Expenses (as % of Total Revenue)	43.56%	42.25%	40.19%	40.49%	36.67%	36.09%
SOM Financial Aid (as % of Total Revenue)	12.56%	13.71%	16.34%	18.35%	19.64%	20.51%
SOM Contribution to USF (as % of Total Revenue)	43.88%	44.04%	43.47%	41.16%	43.70%	43.40%

Although we have eliminated faculty and staff positions because of university mandated cost-saving initiatives, in particular since the COVID-19 pandemic, we have maintained faculty ratios and sufficient staff positions to preserve a reasonable measure of academic support with the aim of sustaining quality. During this time, the school has continued to “right-size” through cost-savings measures realized through faculty and staff reductions as enrollments have decreased.

⁸ The contribution margin is calculated as the percent of revenue available to the university after the School of Management expenses and student financial aid is subtracted from the total tuition revenue generated by the school. Over the past five years, the School of Management contribution margin has been either the highest or second highest in the university.

Consequently, the SOM has sufficient resources to achieve its mission. However, its ability to deliver on its strategic priorities and identified initiatives will depend on stabilizing and/or growing enrollments, stabilizing its generated revenue in relation to the university's share, addressing the discount rate, growing executive education offerings, and increasing annual fundraising.

Turning to fundraising, from fiscal year 2016 to fiscal year 2020, the SOM received a total of \$13,121,013 in gifts and pledges from alumni, corporations, faculty, staff, foundations, friends, parents, bequests, trustees, and others (see Table 7). The SOM has recently been gifted an additional \$7.5 million from an alumnus in his estate plan. This gift will formally be included in the fundraising numbers for fiscal year 2020-2021. The school has a \$25 million goal – of which the SOM has now raised 90% – as part of the larger university capital campaign of \$300 million.

Table 7. SOM Fundraising Totals 2015-2020

SOM Initiatives	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Initiative Totals
Undergraduate and Graduate Scholarships	\$ 2,320,348	\$ 1,895,807	\$ 510,166	\$ 334,237	\$ 372,289	\$ 5,432,847
China Business Studies Initiative	\$ 28,475	\$ 28,165	\$ 79,285	\$ 86,321	\$ 728,100	\$ 950,346
School of Management Professional Edge	\$ 5,215	\$ 1,200	\$ 110	\$ 70	\$ 1,175	\$ 7,770
Harari Leadership and Social Innovation Initiative	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 500	\$ 1,000,500
Endowed Chairs: Endowed Accounting Mini Chair	\$ 105	\$ -	\$ 3,000	\$ -	\$ -	\$ 3,105
Endowed Chairs: Rossi Entrepreneurial Chair	\$ 1,240,000	\$ -	\$ -	\$ 3,971	\$ 1,200	\$ 1,245,171
Other: Mulhem Endowment for the SOM Building	\$ 217,672	\$ -	\$ -	\$ -	\$ -	\$ 217,672
Other: School of Management	\$ 72,158	\$ 31,521	\$ 1,756	\$ -	\$ -	\$ 105,435
Other: School of Management Deans Circle	\$ 30,000	\$ 35,811	\$ 77,420	\$ 95,345	\$ 118,241	\$ 356,818
Other: School of Management Gift Fund	\$ 30,000	\$ 40,000	\$ 73,041	\$ 40,409	\$ 36,983	\$ 220,433
Other: Silk Speaker Series	\$ 400,000	\$ 350,000	\$ 500,000	\$ 500,000	\$ 350,000	\$ 2,100,000
Other: Silk Speaker Series Endowment	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000
Other: Total for All Other Giving to SOM (combined)	\$ 94,821	\$ 157,017	\$ 56,431	\$ 381,579	\$ 241,068	\$ 930,916
Other: USF Gellert Family Business Center	\$ -	\$ -	\$ -	\$ 250,000	\$ -	\$ 250,000
Fiscal Year Totals	\$ 5,438,794	\$ 2,839,521	\$ 1,301,210	\$ 1,691,932	\$ 1,849,556	
Grand Total FY 2014 - present						\$ 13,121,013

Mission Statement and Summary of Strategic Plan

The new vision and mission statements align with USF's vision and mission and also the parameters outlined in the International Association of Jesuit Universities (IAJU) document – *A New Inspired Paradigm for Jesuit Business Education*.⁹ Faced with a “volatile, uncertain, complex and ambiguous” (VUCA) future, the IAJU document emphasizes the need to raise student awareness with respect to sustainable development, just resource allocation, and humanistic management practices and policies.

⁹ <https://iaju.org/working-groups/new-paradigm-jesuit-business-education>

Vision Statement	
2016	2020
The School of Management will be one of the premier Jesuit teaching, research, and multi-sector engagement platforms for management education, one that is regionally anchored, nationally recognized, and globally connected.	We will lead transformation toward a more inclusive, equitable, and prosperous world.
Mission Statement	
2016	2020
The School of Management at the University of San Francisco is an innovator in business, government, and nonprofit management practice. Drawing on the diversity and entrepreneurial energy of the region, we educate students through research, teaching, and engagement to build high-performing and global responsible organizations. We value human dignity and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit.	Through rigorous management education and impactful research, in the heart of the San Francisco community, we inspire our students to cultivate their skills, lead with integrity, and serve others to promote a more just and sustainable society.

Based on the work of the SPC and feedback from stakeholders, the SOM 2020 Strategic Plan (see [Appendix 5: SOM 2020 Strategic Plan](#)) is founded on six strategic objectives:

- Diffuse the values of our mission and vision into our everyday operations and activities.
- Create a culture of quality, consistency, and continuous improvement in teaching amongst all instructors.
- Innovate/expand our undergraduate curriculum and graduate programs.
- Stimulate impactful research across departments linked to our mission and vision.
- Align/improve admission and recruiting with our mission and vision.
- Strengthen our relationships with external partners and stakeholders.

The recently launched university-wide strategic planning process has developed five principles – Jesuit Identity; Diversity, Equity, and Inclusion; Globally Focused and Responsible; With and In Community; and Resilience and Responsive. It is the combination of the university principles and the six strategic objectives developed during this round of strategic planning that define the distinctiveness of the school. Moreover, the six strategic objectives are consistent with the strategic objectives dating back to 2012. This consistency is noteworthy as it signals continued alignment with the school’s and university’s missions and the school’s focus on leveraging its strategic assets with respect to educational programming, student experiential learning, scholarship, teaching quality, and engagement.

The current draft of the 2020 Strategic Plan outlines the actions or goals, including their start date, first-year cost or revenue and continuing annual cost or revenue, and who is responsible. By the end of January 2021, the strategic plan will have been vetted and approved by the faculty and

staff. At that time, the action and goals (and their associated costs or revenues) listed in the strategic plan will be reconciled with the four fundraising priorities in Table 8.

Table 8. Other Fundraising Priorities 2020-2022

	Goal	Fundraising to Date	Notes
Endowed Undergraduate and Graduate Scholarships	\$17 million	\$5.78 million	A \$7.5 million gift (UG scholarships) confirmed via an irrevocable estate gift.
Harari Center	\$3 million	\$1 million	
Executive-in-Residence	\$1 million	\$0	Added as a priority in 2020
Other (e.g., Programs, Centers, and Scholarships)	\$7 million	\$4.6 million	CBSI (\$1 million; Malloy Group (\$2 million); Professional Edge (\$1 million); BSBA Honors Program (\$2 million); Gellert Family Business Resource Center (\$1 million).

In summary, key aspirations and closing the gap measures highlighted in the 2020 Strategic Plan include:

- Stabilizing and increasing enrollments of existing programs through re-imagining current degree programs;
- Increasing discretionary funds via fundraising;
- Expanding executive education, including building on non-degree programming in areas where USF already has strengths, including through the Silicon Valley Immersion program; and
- Developing short-term, non-degree certificate programs and one-off lifelong learning.

Intellectual Contributions

The SOM faculty continue to produce high-quality intellectual contributions that are consistent with the mission, expected outcomes, and strategic initiatives of USF. These high-quality intellectual contributions influence management theory, practice, teaching, and the institution's support of the surrounding community. The SOM seeks a balance of intellectual contributions across the basic, applied, and pedagogical classifications, though given the school's graduate programs portfolio there is a greater emphasis on basic/discovery scholarship. The percentages for each classification over the past five years is: 49.7% (basic), 30.9% (applied), and 19.4% (pedagogical).

Congruent with Standard 2 of the AACSB Eligibility Procedures and Accreditation Standards, a summarized Table 2-1 (next page) provides the total intellectual contributions by department. A full list of faculty intellectual contributions (and sorted by department) is available in [AACSB Table 2-1](#) and [AACSB Table 2-2](#).¹⁰ Of note, since July 2015, 85% percent of the participating

¹⁰ For the purposes of this CIR, AACSB Tables 2-1, 2-2, 15-1, 15-2 are considered Appendices 1-4, respectively.

Table 2-1 Intellectual Contributions Date Range: July 1, 2015 - June 15, 2020																
Part A: Five-Year Summary of Intellectual Contributions				Types of Intellectual Contributions									Percentages of Faculty Producing ICs			
Portfolio of Intellectual Contributions																
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/ Professional Meeting Proceedings	Peer-Reviewed Academic/ Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards, or Public Policy	Other IC Type Selected by the School	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	62.83	6	9	77.83	17.83	2	8	39	0	0	0	8	3	77.83	90.0%	87.3%
Business Analytics and Information Systems	44.83	74	15	133.83	18.83	6	8	25.5	1	0	0	18	56.5	133.83	81.8%	72.2%
Economics, Law, and International Business	10.67	1	1	12.67	1	0	0	8	0	0	0.67	1	2	12.67	83.3%	89.0%
Entrepreneurship, Innovation, and Strategy	121	79.67	56.5	257.17	52.17	4	24.5	54.67	22.33	3	10	28	58.5	257.17	93.3%	78.9%
Finance	59.83	27.5	16	103.33	21.83	5	1	25	4	0	1.5	41	4	103.33	83.3%	77.6%
Hospitality Management	12.5	6.83	3.5	22.83	8.5	1	1	2.83	0	0	2	2	5.5	22.83	60.0%	64.4%
Marketing	64.5	27.5	13	105	26.5	5.5	14	23	1	0	0	27	8	105	83.3%	91.2%
Organization, Leadership, and Communication	67.67	53	58.17	178.83	29.33	6.5	8	72.5	5.67	0	1.83	12	43	178.83	80.0%	81.2%
Grand Total	443.83	275.5	172.17	891.5	176	30	64.5	250.5	34	3	16	137	180.5	891.5	85.1%	80.2%

Part B: Alignment with Mission, Expected Outcomes, and Strategy	
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.	
The School of Management continues to produce high quality intellectual contributions that are consistent with the mission, expected outcomes, and strategic initiatives of USF. These high quality intellectual contributions influence management theory, practice, teaching, and the institutions support of the surrounding community. Faculty have full academic freedom to pursue any research topics they choose. Faculty are encouraged, expected, and supported to focus efforts on peer-reviewed journal articles and peer-reviewed academic presentations.	
Part C: Quality of Five-Year Portfolio of Intellectual Contributions	
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.	
The business faculty published 204 peer-reviewed and editorial-reviewed journal articles. Of the 204 articles, 15 were published by adjuncts and 4.5 papers were not deemed "of quality" to count toward Scholarly Academic status. Eight articles were published in unranked but mission-specific Ignatius journals. Of the remaining 176.5 articles by full-time business faculty, 64.7% were classified as A+, A, or B (based on the ABDC list); 37.5% of all peer-reviewed business publications were in A+ or A journals.	
Part D: Impact of Intellectual Contributions	
Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.	
Indications of the faculty's impact from their scholarly activities include the 9,000-plus citations of their work over the past five years. Six faculty members have an h-index between 10 and 22, and another 21 faculty have an h-index between three and nine. Finally, as a Jesuit university, Ignatius-focused publications and presentations are key to fulfilling the school's mission. Between academic year 2015-16 and 2019-20, SOM faculty produced a total of 159 Ignatius-focused intellectual contributions: 92 presentations and 67 publications (including eight peer-reviewed journal articles).	

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

The School of Management continues to produce high quality intellectual contributions that are consistent with the mission, expected outcomes, and strategic initiatives of USF. These high quality intellectual contributions influence management theory, practice, teaching, and the institutions support of the surrounding community. Faculty have full academic freedom to pursue any research topics they choose. Faculty are encouraged, expected, and supported to focus efforts on peer-reviewed journal articles and peer-reviewed academic presentations.

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business faculty, spanning every department, produced the 991.5 intellectual contributions¹¹ identified in Table 2-1 since July 2015.

Over the past five years, the business faculty (excluding the Public and Nonprofit Administration Department) published 176 peer-reviewed journal articles, not including the eight Ignatian journal publications – an average of three articles per business faculty member. The number of peer-reviewed publications, according to the Australian Business Deans Council 2019 rankings, are provided in Table 9. Speaking to the quality of these peer-reviewed business journal publications, 64.7% were classified as A*, A, or B (based on the ABDC list); 37.5% of all peer-reviewed business publications were in A* or A journals.

For those articles published in journals not on the ABDC list, the department chairs are currently responsible for providing a written justification. (See [Document 21: PRJ Quality Justifications](#).) Also, according to our faculty qualifications document, faculty cannot publish in predatory journals. Department chairs or a department subcommittee are charged with determining whether or not a journal is predatory.

Table 9. PRJ Article Classification for Business Full-Time Faculty (Based on ABDC List)

	2006-2010	2011-2015	2016-2020
Average Number of Business Faculty	60	78	60
A*	6	20	19
A	40	58	48
B	20	59	48.5
C	N/A	N/A	22
Department Justification	N/A	N/A	41
Ignatian	N/A	N/A	8

N/A: Not Available.

Indications of the faculty’s impact from their scholarly activities include the 9,000-plus citations of their work over the past five years. Six faculty members have an h-index between 10 and 22, and another 21 faculty have an h-index between three and nine. Finally, as a Jesuit university, Ignatian-focused publications and presentations are key to fulfilling the school’s mission.

New Degree Programs / Closed (Taught Out) Degree Programs

New Degree Programs

The Master of Science in Marketing Intelligence. After attending an Insights Association conference, it became evident to the Marketing Department faculty that there was shortage of marketing research professionals nationally. Launched in fall 2020 with 22 students, the Master

¹¹ Regarding the high number of “Other IC Type” in Table 2-1, six faculty account for 47% (127.5 of the 270) entries). Business faculty examples include Mark Cannice (his quarterly *Silicon Valley Venture Capitalist Confidence Index* reports, 20 entries); Vijay Mehrotra (column in *Analytics Magazine* 30.5, entries).

of Science in Marketing Intelligence¹² is designed for new graduates and those with less than three years of full-time employment experience to obtain skills needed for an entry-level position in the marketing research department of a corporation, at a marketing research firm, or at a government or nonprofit organization. The MSMI is a 30-credit, 11-month, full-time, cohort-based program offered at the Downtown San Francisco location. The current Marketing department faculty have the qualifications to teach the program's entire curriculum – foundational and applied courses – so no additional faculty members have been needed. (The 2020-2021 projected sufficiency ratio is 62.5%.) Currently, the program is in the process of hiring a program manager to support the academic program director. Details about the MSMI program, including the market research information pertinent to the program's viability are provided in [Document 6: MSMI Proposal](#); the program's learning outcomes are available in [Appendix 15: MSMI AoL Summary](#).

Closed (Taught Out) Degree Programs

Master in Global Entrepreneurial Management (MGEM). COVID-19 related challenges operating a three-location program along with the realignment of strategic priorities resulted in the difficult decision in July 2020 to end our partnership with IQS (Spain) and Fu Jen University (Taiwan) in offering the MGEM program.

Master of Science in Financial Analysis (Part-Time). Interest in the part-time option had decreased to the point that staffing both a full-time and a part-time program with scholarly academic qualified faculty was no longer feasible; thus, the decision was made to offer only the full-time MSFA program.

Bachelor of Science in Management (BSM). Between 2016 and 2018, the school phased out offering the BSM at three additional locations – Sacramento, San Jose, and Santa Rosa. By offering the BSM at two locations – San Francisco Downtown and Pleasanton – the school was able to stabilize reported faculty qualification ratios (but not the sufficiency ratios) for the BSM program and the school overall (see [Table 15](#) and [AACSB Table 15-2](#)). At the three taught out locations, it had become increasingly difficult to secure qualified faculty for student populations that were declining.

[\[Return to Table of Contents\]](#)

¹² This degree program was originally referred to as the M.S. in Marketing Research & Customer Insights.

Section 3. PARTICIPANTS – STUDENTS, FACULTY, AND PROFESSIONAL STAFF

Students

The School of Management reflects the demographics and the diversity of the entire university, and the school's student demographics remain unchanged (see Table 10) when considering the decrease in enrollments since fall 2015. The BSBA program retention and graduation rates (for incoming freshmen) can be found in Table 11. Overall, the retention rates have been consistent with the exception of the COVID-19 impact for students who enrolled in the SOM between fall 2016 and fall 2018. Also consistent are the graduation rates with 67.6% of entering freshman (fall 2014) graduating in four years. That graduation number increases to almost 74% in five years. Both numbers are slightly higher than the USF percentages recorded for freshmen who started at USF in fall 2014.

Table 10. SOM Total Student Demographics

Ethnicity¹	Fall 2015	Fall 2019	Fall 2020
Asian	551	479	418
African American	109	93	100
Latino/Latina	398	411	354
Native American	7	3	2
Pacific Islander	19	13	9
White	648	553	445
Multi-Race	131	159	154
Unknown	94	37	21

Gender	Fall 2015	Fall 2019	Fall 2020
Female	1,599	1,204	1,003
Male	1,478	1,194	1,010

Nationality	Fall 2015	Fall 2019	Fall 2020
Domestic	1,957	1,728	1,503
International	1,120	672	510

¹Totals do not include international students.

Table 11. SOM Freshman Retention and Graduation Rates

Retention Rates: Freshmen			
	# of Students	Second Fall	Third Fall
Fall 2019	315	69.2%	--
Fall 2018	391	84.1%	72.1%
Fall 2017	391	83.6%	75.4%
Fall 2016	403	81.9%	73.5%

Graduation Rates Freshmen				
	# of Students	Fourth Year	Fifth Year	Sixth Year
Fall 2016	403	64.8%	--	--
Fall 2015	374	71.1%	77.3%	--
Fall 2014	448	67.6%	74.1%	74.6%
Fall 2013	375	62.7%	74.1%	74.4%
Fall 2014: Transfer	188	79.3%	79.8%	79.8%
Fall 2014: USF Overall	1,501	63.5%	70.7%	71.5%

Recent graduation rates for graduate students starting in fall 2018 are provided in Table 12. Overall, 180 of the 210 students (85.7%) who started a program graduated within two years. Of note, the graduation percentage increases to almost 91% given the MBA Part-Time students – of which there are 12 in this cohort – who typically take up to three years to complete the program.

Table 12. SOM Graduate Student Graduation Rates

	# of Students	One-Year Program	Two-Year Program	Graduation Rate
EMBA	26	--	24	92.3%
MBA Full-Time	23	--	19	82.6%
MBA Part-Time	28	--	16	57.1%
MGEM	9	9	--	100.0%
MSEI	44	41	1	95.5%
MSFA	40	25	9	85.0%
MSOD	40	--	36	90.0%
Total	210	75	105	85.7%

Undergraduate: Admissions and Student Academic Support: Freshmen

The admissions policies and processes for freshmen applicants to the SOM, which 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 SOM in terms of entering freshman GPA and SAT scores, are comparable to those of the entire USF freshman class. In the fall of 2019, the USF freshman class entered with an average GPA of 3.53 and an average combined SAT of 1,238. For the SOM entering freshmen class of 2019, the average GPA was 3.44, and the average combined SAT (verbal and math) was 1,224.

Undergraduate: Student Support Services

USF prepares all of its students for success through a variety of services including USF's Center for Academic and Student Achievement ([CASA](#)) and through the SOM Undergraduate Studies Office, which is divided into two units: Undergraduate Student Advising and Operations & Student Engagement. (See [Document 22: UG Studies Office Activities](#).) Freshman and undeclared sophomores and first semester transfer students are advised through a variety of mechanisms by the Undergraduate Student Advising unit. All first-semester freshmen have advising holds placed on their accounts, which are removed after attending in-person advising sessions. Second semester freshman and sophomores must complete the quizzes at the end of their Canvas tutorials to have their advising holds removed. Detailed Canvas (online) tutorials developed for each major help guide sophomore students schedule their business foundation courses.

Because of specific professional or major requirements, freshmen majoring in accounting and hospitality management are assigned faculty advisers upon matriculation. As freshmen often switch majors while taking their business foundation courses, all remaining students are assigned a full-time faculty advisor based on their major in the summer between the students' freshman and sophomore year. First-year students are also welcome to meet with faculty regarding their

specific major.

The CASA, which operates out of the Division of Student Life, provides students with compassionate academic and personal support through the following services and programs:

- *Academic Success Coaches (ASC)*, a team of professional staff who from orientation to graduation support the holistic development of students while keeping them on track to graduate.
- *New Student Success Survey*, a comprehensive survey tool that identifies how first-year students are transitioning to USF (administered three weeks into the fall semester).
- *Back on Track*, an academic probation program that provides structured support and resources to students working to regain good academic standing. In addition to meeting with their success coach throughout the semester, Back on Track utilizes early alert course progress reports and offers academic success activities.
- *Early Alert Mid-Semester Progress Reports*, an online tool used by faculty to report students who may be performing below a C level in their course.
- *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.
- *PACT*, a design-thinking program for USF students of color to explore multiple life paths and develop critical thinking skills within a supportive environment.
- Additional programs and resources include College Success courses, Explore Your Path for major/minor exploration, and collaboration with the colleges/schools to provide registration assistance for Webtrack and throughout the academic year (during first week of classes and continuing registration).

All incoming students are paired with an ASC before the start of their first semester and receive a welcome email from their assigned coach to introduce CASA's resources and to invite them to make a one-on-one appointment. During new student orientation, all business students are introduced to CASA, their ASC, and resources available to all undergraduate students.

CASA support is also available for the many international students enrolled in the SOM. For example, CASA has a Mandarin speaking ASC and can take referrals from faculty members who identify Chinese students who are having academic, time management, or social and emotional issues that need to be addressed. CASA will also refer students to Counseling and Psychological Services (CAPS), which too has Mandarin-speaking counselors, when necessary. Finally, for BSM students at the Downtown San Francisco and Pleasanton locations, regular office hours are held by a dedicated CASA ASC to interface regularly with faculty and students. The ASC also connects virtually to students at these two locations.

The SOM faculty members are encouraged to identify students who may be at risk of not passing a class or need additional academic support by submitting a Progress Report via the Early Alert Program (as noted above). 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. The goal of the Early Alert Program is to reach out to at-risk students early on so they can receive the support

they need to achieve academic success. For BSM majors, the SOM faculty are encouraged to reach out to the ASCs, particularly at the entry level courses (INTD 310: Interdisciplinary Research and Writing; INTD 311: Ethics and Society), regarding working professional students who are at risk of failing, have poor attendance, or would benefit from extra support. CASA also provides additional intervention and persistence outreach to first-generation students, students who have earned an incomplete grade, students who have earned a D or F grade, students returning from a leave of absence, and much more. For undergraduate students who are having difficulties, CASA intervenes when appropriate. CASA ASCs will make one-on-one appointments with students and will provide referrals to other support services offices (e.g., Student Disability Services; Learning, Writing, and Speaking Centers; and Counseling and Psychological Services). Additionally, ASCs are accessible to students and hold regular drop-in hours throughout campus. Students often visit CASA via a faculty referral, outreach initiated by their ASC, or a student-initiated visit to seek academic and personal support.

Undergraduate: Career Development Services

The Career Services Center (CSC), housed in the Division of Student Life, offers one-on-one career success coaching for all undergraduate students in the university, select non-SOM graduate students, and alumni. The Center's structure focuses on directly connecting students with desirable employers and experienced alumni. The CSC's staff consists of eight full-time professionals: a senior director, a director of career success, three career counselors, a director of employer relations, an associate director of employee relations, and a program assistant.

In the 2019-2020 academic year, CSC counselors held 553 appointments with the SOM undergraduate students and alumni, accounting for 27% of their appointments though the SOM accounts for 18% of CSC's total population served. CSC supports students in a number of different ways from reviewing resumes and LinkedIn accounts in one-on-one sessions to developing and delivering timely workshops for students. Examples of workshops, which are representative of what CSC offers each semester to SOM undergraduate students, include: Introduction to Handshake, Career Essentials for STEM, First Chance to Internships, The Ins-and-Outs of LinkedIn, How to Ace the Interview in 30 Minutes, and International Student Career Workshop.

Most recently, CSC has agreed to support our first-year students by making class presentations to students in the required BUS 100 Launch into Business course on resumes, Handshake, and LinkedIn. CSC counselors then follow up by meeting with each first-year student in BUS 100 to review their resume draft. By the end of spring 2021, CSC will have been in contact with 325 first-year students.

The CSC holds a number of events annually for business majors included:

- *Meet the BFFs* (Big, First and Foremost): This is a recruiting and networking event for juniors and seniors. The organizations in attendance are considered to be among the most influential both locally and nationally. The November 2019 BFFs event (2020 was cancelled) featured Amazon, Facebook, Gap, Golden State Warriors, Goodby Silverstein (advertising), SAP, Sephora, Tesla, Uber, and Visa.

- *Career Fairs:* Many company representatives are gathered in one big room with information about working at their companies. Student can ask questions and leave their resumes with company representatives. Additionally, many companies conduct “mini-interviews” on the spot at the event.
- *Meet the Firms:* This is a smaller event focused on accounting and finance firms. Only SOM undergraduate students are invited. Small groups of students meet with company representatives at a table then rotate after a short period of time to another table. This allows students to ask questions in an informal setting and learn from one another’s questions. Notable firms include Bloomberg, Lyft, Dolby Labs, InstaCart, and Silicon Valley Bank.
- *Pop-Up/In:* Mini career fairs with no more than ten employers and done by theme. These are promoted to relevant SOM undergraduate majors. One example is the “Finance and Accounting Pop Up” (e.g., Silicon Valley Bank, Wells Fargo Bank, Ernst & Young).

During the 2019-2020 academic year, 34,876 jobs and 10,704 internships were posted on Handshake. Every USF student automatically has a Handshake account once enrolled at the university. Additionally, USF students have access to roughly 2,000 internship postings via UCAN, our internship consortium which consists of 16 select universities strategically located around the country. The bi-weekly SOM student newsletter (BUZZ) averages 2.7 career-related items (e.g., job listings, internship opportunities, and networking events) per issue.

For the May 2018 graduating class, the university launched its inaugural first destination survey of undergraduates. Based on responses from the classes of 2018 and 2019, 72% of new SOM undergraduate alumni reported having a full-time job within six months of graduation, while 10% reported they were continuing their education and 18% reported that they were still looking for employment. The average starting salary for these two years was \$58,756. Finally, considering internships, from the 2019 first destination survey, 60 students (from a response of 99) reported completing and internship/field experience. The average number of internships/field experience was 2.17 per student.

Graduate: Admissions and Student Academic Support

Application requirements differ according to the specific graduate degree program, but generally, an online application, personal statement, résumé, test scores¹³, transcripts, and recommendations are required. USF looks at each application as a whole, with an eye toward applicants who show interest in the USF mission of making the world a better place. Program specific requirements for graduate programs are accessible [here](#).

The SOM 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 2019, ranged in age from 21 to 36, 12% were domestic minority students, 70% were

¹³ The School of Management does not have a stated policy or minimum requirement for the GMAT or GRE, except to say that it is required for the MBA-FT, MBA-PT, EMBA and MSFA programs. Test scores may be waived on a case-by-case basis for the EMBA program. For all the SOM graduate programs, the English proficiency requirement is: Duolingo (120), TOEFL (92), IELTS (6.5), and Pearson (62).

international, and 53% were female. For the fall 2020 full-time MBA, students ranged in age from 22 to 38, 36% were domestic minority students, 39% were international, and 50% were female. [Document 23: Graduate Student Demographics](#) provides further information for the fall 2019 graduate degree program students.

Graduate Student Support Services

The SOM Graduate Student Affairs ([GSA](#)) Office serves students in the following graduate degree programs: MBA full-time and part-time, MSMI, MSEI, MSFA, MSIS, MSOD, MNA, and MPA. The EMBA program has its own program manager who serves those students.

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 (i.e., academic probation and timely degree 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 graduate degree programs to allow for prompt student service. With an open-door policy, staff members are able to accommodate student needs, including offering after hours appointments scheduled with part-time students on non-traditional schedules. Twice a semester, the GSA is available for drop in hours on Saturdays to accommodate our part-time Saturday students during heavy registration periods.

The GSA staff – working with the respective graduate program directors – plans and organizes orientations for each incoming cohort across the eight graduate programs. Some programs tailor their orientation to include more team-building activities. During orientations, students are welcomed to the university, introduced to university services (i.e., financial aid and library 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. In addition, the GSA staff primarily works with program directors coordinating new student orientations and selecting co-curricular events and activities throughout the academic year. These events and activities mostly include collaboration with student organizations to build community amongst all SOM graduate students studying at the Downtown San Francisco campus. For the MBA program, the GSA staff collaborates with the Graduate Career Services to hold a follow-up orientation three weeks into the first semester.

Over the last five years, GSA has made several improvements to services offered to students based on the feedback students provide via annual surveys. This feedback highlighted the need to make academic advising more accessible for working professional students and to schedule more extracurricular and co-curricular activities as a way for students to connect with other students across programs and cohorts. As a result, academic advising services have been increased to include not only one-on-one advising but group advising for part-time MBA students at the beginning of the semester. As noted above, the GSA has increased its visibility and availability for part-time students who attend classes on Saturdays. Finally, the GSA has also provided additional ways for students to provide input, feedback and hear updates regarding activities and actions within the school and the university by hosting regular student town hall meetings with the dean and program-specific meetings with the associate dean for graduate programs. A new

student governing board – specific to the SOM – has been launched that advocates on the students’ behalf and provides additional activities for all SOM students.

Graduate: Student Career Development Services

Since the last AACSB reaffirmation of accreditation, the SOM [Graduate Career Services](#) unit has expanded dramatically in terms of scope and capacity. The Graduate Career Services team supports SOM graduate students from nine degrees. 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.

For career and networking events, the office works closely with the SOM Alumni & External Relations unit to collaborate on speakers and content that bring the USF community together and foster strong ties between students and alumni. USF offers an alumni mentor program every fall for all USF students to meet a mentor once a month. Overall, the primary areas of focus are:

- Career Management Portal – job postings, career subscriptions, event registration
- FT/PT MBA Career & Professional Development Curriculum
 - Career Modules course
 - Communication Modules course (Business Case Analysis and Presentation Skills)
- Individual career advising with career team and outside industry coaches
- Workshops, guest speakers, local business events, and alumni panels specific to career development
- Community engagement, including company visits to Udemy, Recology, IDEO, Yelp, Airbnb, Go Pro, Salesforce Foundation, and the Federal Reserve
- Monthly newsletter highlighting workshops, job postings, and sponsored events
- Employment survey at graduation

Graduate Career Services annually collects data and feedback from students. This feedback provides valuable information to improve the services provided. Over the past five years, the following improvements have occurred:

- MBA (Full-Time):
 - Redesign the MBA Career Modules curriculum to integrate the Spring Executive Speaker Series as Coffee Chats in the fall (pending approval from the MBA Program Director). Transform the spring curriculum into job search work sessions to improve the odds of student employment earlier in the semester.
 - Reintroduce mandatory advising sessions for both 1st and 2nd year full-time MBA students.
 - Increase MBA student career readiness by sending MBA Career Modules pre-work to deposited students during the summer, including resume templates, career videos, and career guides.
- Other Full-time Programs (MSEI, MSFA, MNA, MSIS, MSMI):

- Offer a weekly opt-in career development curriculum in fall open to all students, with a focus on full-time programs. The goal is to improve employment outcomes.
- Collaborate with MSIS and MSMI Program Directors to address any specific needs for these new programs.
- For international students, partner with the International Student and Scholar Services (ISSS) department and external experts to offer a three-week series of workshops in the fall geared to international students to assist with their specific challenges landing jobs in the U.S. and/or abroad. Plans are in place to team international students with alumni connections in their home countries for future employment.
- Part-Time Programs:
 - Collaborate with program directors to assess needs for customized programming for MBA PT, EMBA, MSOD, MPA, and MNA students. Currently, exploring the potential for online programming as well as a process for determining how often students change jobs or advance in their careers while students and make major career changes two-to-five years after graduation.

Graduate Career Services track employment for students in the full-time graduate programs. The employment data is collected at graduation and then again at three, four or six months after graduation (depending on the program and per the MBA CSEA standards). For the MBA FT graduates, the domestic employment rates for the May 2019 graduates were 94% six months after graduation. For international students with non-permanent work authorization it was 82% at six months after graduation.

Faculty and Professional Staff Sufficiency and Deployment

Faculty Recruitment and Retention

USF has a well-developed [policy](#) on Affirmative Action and Equal Employment Opportunity. The SOM is bound by and supports this policy. The Vision, Mission, and Values Statement of USF underscores the importance of recruiting and retaining under-represented faculty members. Among the strategic initiatives listed in that statement are 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 USF have made major efforts at recruiting and retaining full-time under-represented faculty members, notwithstanding severe competition from other institutions for hiring under-represented faculty members. To recruit under-represented 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 15 print and online publications that target diverse academic communities.
- The faculty hiring process is fair and inclusive. All committees are briefed on fair processes by the Human Resources unit.

The various deans also have special programs to attract a diverse pool. For example, the school remains a long-standing 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.

As can be seen in Table 13, the diversity of the faculty in the SOM based on ethnicity and gender remains stable. Noteworthy is the fact these numbers have remained consistent with recent faculty retirements and reductions in overall faculty numbers resulting in a net decrease of 25 faculty members since the 2015-2016 academic year.

Table 13. SOM Full-Time Faculty by Ethnicity and Gender*

Ethnicity	Fall 2010	Fall 2015	Fall 2019	Fall 2020
Asian	8	12	14	13
African American	2	4	4	4
Latino/Latina	3	7	5	5
Native American	0	1	0	0
Pacific Islander	0	0	0	0
White	40	45	36	33
Two or More Races	0	2	2	2
International	1	4	4	3
Other	13	7	4	4
Gender	Fall 2010	Fall 2015	Fall 2019	Fall 2020
Female	22	27	26	22
Male	45	55	43	42

*Actual individuals, not budgeted faculty lines.

New Faculty

The SOM added 14 new full-time faculty members since its last re-affirmation of accreditation. It is not possible to differentiate whether these are net new faculty or replacement faculty given the overall number of faculty decreased by 25 between fall 2015 and fall 2020.¹⁴ All 14 members hired (see Table 14) were classified as scholarly academic, and today, their hiring has been critical to the school maintaining its sufficiency and qualification ratios.

Faculty Sufficiency

The SOM 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 AACSB [Table 2-1](#)), 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 6: Faculty Qualifications](#)), 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.¹⁵

Results of Faculty Sufficiency Analysis. The SOM offers its programs at three locations: the main USF (Hilltop) campus (BSBA program), the Pleasanton campus location (BSM program), and the San Francisco Downtown location (which houses the graduate programs and the BSM program). AACSB [Table 15-1](#) and [Table 15-2](#) provide the results of faculty sufficiency analyses for all programs and campus locations for the 2019-2020 academic year. A summary overview

Table 14. New Faculty Hires, 2015-2018

Year	Name	Department
2015	Zachary Burns	OLC
2016	Majid Dadgar	BAIS
	Vanessa Hasse	ELIB
	Ryan Langan	Marketing
	Courtney Masterson	OLC
	Bhavya Mohan	Marketing
2017	Mehrnoush Shahhosseini	Finance
	June Lee	EISIB
	William Riggs	PNA
	Shivani Shukla	BAIS
2018	Allison Cohen	PNA
	Johnathan Cromwell	EISIB
	Longyuan Du	BAIS
	Kyunghee Yoon	Accounting

¹⁴ Eleven of the 25 resulted from retirements; three from non-renewal of probationary faculty; and the remaining faculty leaving the school for other opportunities.

¹⁵ The two consultants hired to review our reaffirmation of AACSB accreditation documentation raised the following issues. First, it is likely not sufficient to automatically deem full-time faculty as participating by virtue of a collective bargaining agreement. Pending consultation with our Peer Review Team at the time of its visit, a faculty review of what it means to be participating can occur in 2021. One potential result is the creation of a list of activities, like the one provided for the part-time faculty, with an expectation of how many of the items on the list (and in what proportion) would deem a faculty member as participating. The second issue is that the current part-time faculty standards do not reference how many of the items (and in what proportion) are needed to classify an adjunct faculty member as participating.

of 2019-2020 along with 2020-2021 projections is provided in Table 15. Even with a decrease in the number of full-time faculty since 2015, these results indicate that the SOM continues to provide its students with the opportunity to receive an outstanding education from a qualified faculty. Instances where the school fell below the 60% threshold include:

- Until fall 2020, the EIS department offered both the MGEM and MSEI programs and impacted the MSEI participating faculty ratio. With the closure of the MGEM program, the MSEI participating ratio has improved significantly for 2020-2021 to 68.4%.
- The BSM and MSFA rely on qualified adjuncts who teach to these unique populations. The majority of the adjuncts are not classified as participating. The part-time faculty collective bargaining agreement restricts part-time faculty from activities other than teaching their courses unless they are compensated. Securing resources from the Provost's Office to compensate part-time faculty is needed to improve the sufficiency ratios for these two programs.

Table 15. SOM Faculty Sufficiency Comparisons by Program and Department

Program	2019-2020	2020-2021	Department	2019-2020	2020-2021
BSBA	74.8%	84.9%	Accounting	84.6%	91.5%
BSM*	50.0%	35.7%	Business Analytics & IS	59.1%	75.4%
San Francisco	58.3%		Economics, Law & Int'l Business*	84.6%	100%
Pleasanton	40.0%		Entrepreneurship, Innovation & Strategy**	61.1%	64.2%
EMBA	73.9%	89.5%	Finance	76.5%	89.6%
MBA	81.8%	87.3%	Hospitality Management	100%	100%
MSEI	55.2%	68.4%	Marketing	86.3%	84.7%
MSFA	61.4%	58.3%	Organization, Leadership & Comm.	81.8%	86.4%
MSMI		62.5%			
MSOD	93.3%	78.9%			
Total	74.0%	81.0%			

*Department eliminated.

**Department now includes International Business.

KEY:

Met Ratio	Did Not Meet Ratio
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*Locations combined for 2020-2021 academic year.

**Program to be taught out and closed.

Faculty Mentoring, Evaluation and Reward Systems.

Department chairs, within their respective departments, oversee the mentoring of tenure-track faculty. Since chemistry between a mentor and a mentee is important for building trust, this relationship is nurtured differently depending on the people involved. For example, in some departments, mentoring roles are matched between a tenured faculty member and a new assistant professor (e.g., OLC Department). In other departments, the chair takes on the informal mentoring of an assistant professor (e.g., BAIS Department). In addition, the dean and the associate dean for academic affairs keep a close eye on the tenure-track faculty through periodic

check-ins to advise, acknowledge performance and progress (intrinsic rewards), and determine if and what types of support may be needed.

Faculty evaluation occurs primarily through the annual ACP (Academic Career Prospectus) meeting between each full-time faculty member and either the dean and/or associate deans, which focuses on the faculty member's teaching, research, and service for the prior year and goals for these areas in the subsequent year. These meetings are governed through the Collective Bargaining Agreement of the USFFA (see [Section 4](#)). Lastly, since faculty performance is not merit-based, per the CBA, there are no formal reward systems per se. For example, faculty salaries and annual step increases are automatically determined through the CBA salary scale. Within the School of Management, however, faculty in high-demand disciplines typically receive a market-rate adjustment when hired. Faculty also can receive stipends or course release for serving in particular roles (i.e., department chair, program director) or specialty roles in leading periodic or time-limited SOM initiatives and projects. We do provide annual awards for exceptional teaching and research at the assistant, associate, and full professor levels. Annual awards are also given for merit in service.

Professional and Support Staff

The SOM 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. (See [Document 24: SOM Staff Positions](#) for list of staff positions.) In cooperation with other university-wide offices, the SOM support staff manages graduate student career advising and placement, alumni relations, public relations, and fundraising.

Since the last AACSB visit in 2016, the SOM support staff has decreased from 66 to 44 positions. Several open positions remain “frozen” because of COVID-19 cost saving measures. The major changes to staffing included:

- Consolidating the EMBA and MBA program director roles into one position.
- Moving two Web Development Services roles to the university's centralized Marketing & Communication unit.
- Transferring two External Relations positions to the university's centralized Development unit.
- Reducing the Academic Affairs unit by five positions. The loss of these five staff positions comprised the technology staff person moving to the USF Center for Institutional Planning and Effectiveness (CIPE). This person still supports the SOM with Tableau but not Digital Measures reporting. Additional reductions included the elimination of the program assistant manager role and three program assistant positions. The loss of these program assistant roles eliminated staff support for adjuncts and to the SOM standing committees. Moreover, effective September 2020, the one remaining program assistant supports the eight department chairs, but not individual faculty members. Department chairs agreed to absorb several types of staff support. In addition, staff assigned to other units were cross-trained to provide additional staff support.

Currently, the professional staff and services are mostly sufficient to support student learning, instruction, information technology for the degree programs, and executive education. Additional staff needs include a social media manager for external engagement and a program manager to support the MSOD, MNA, MPA and MSIS programs.

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 qualified and diverse pools of talent. In addition, USF provides a competitive and sustainable compensation and benefits package designed to help recruit, retain, and recognize a diverse, qualified, and mission-oriented workforce.
- All staff are provided a computer by the university's Information Technology Services unit, which also supports their additional software and hardware needs. The university's Human Resources units provides all necessary career-related services.
- For staff development, USF and SOM 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. Examples include: Coping Skills: Resiliency while Social Distancing; Planning and Facilitating Effective Meetings; and Conflict Resolution Styles. Staff are able to view the opportunities and reserve a spot via the university's "myLearning" portal.
- Finally, 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.

[\[Return to Table of Contents\]](#)

Section 4. LEARNING AND TEACHING

Curricula Management

The School of Management has developed and committed to an assurance of learning (AoL) process to “close the loop” on learning and teaching, inform curricula management and development, and continuously improve its programs and processes. Our AoL process draws upon a wide range of direct and indirect measures gleaned from multiple stakeholders. The commitment to stick with a process for a full five-year cycle has resulted in tangible curricula changes across programs. Today, faculty engagement within departments and via school-wide discussions in the Undergraduate Program Committee and the Graduate Program Committee signal that a once irregular and reactive process is now moving to one that is proactive and focused on demonstrating continuous improvement. The quality of assessment data continues to improve via multiple indirect assessment sources involving, for example, various stakeholders and the regular inclusion of direct measures from established knowledge/competency-focused rubrics, use of the Comprehensive Business Exam (CBE), the Global Perspective Inventory (GPI), and panels assessing capstones, for example.

Tables available in Appendices 8 through 16, which were developed for this Continuous Improvement Review, outline each program’s (1) learning outcomes, (2) direct measures (including how, when, and where assessments occurred), (3) learning outcome assessments over two cycles; (4) curricular changes based on direct measures; (5) indirect measures sources; (6) curricular changes informed by indirect measures; and (7) next steps. Program curricula are provided in [Appendix 17: Program Curricula](#).

BSBA ([Appendix 8](#))

The Bachelor of Science in Business Administration (BSBA) is comprised of six domain concept core courses, a “Launch into Business” course for freshman, and a program capstone course. In addition to this, there are seven majors with an eighth – Business Analytics – added in fall 2020 (see [Document 25: Business Analytics Major](#)).

Direct assessments for the program are conducted in the core courses and the capstone course. Highlights of curriculum development in the past five years, driven by direct assessment, include changes to BUS 201 (Principles of Financial Analysis) and the emphasis on statement of cash flow (based on LO6 assessment); changes to BUS 305 (Principles of Finance) to include additional financial concepts; changes to BUS 205 (Applied Business Technology)/BUS 204 (Quantitative Business Analysis)/BUS 308 (Systems in Organizations) to enhance understanding of SQL and program language development. Additional changes include revision to: the LO3 language for Ethics knowledge (based on CBE results); the LO6 wording and rubric to expand students’ required knowledge of the statement of cash flows; the LO9 Marketing wording to emphasize Product Development; and the LO13 Diversity wording based on results of the GPI exam.

Changes driven by indirect measures (i.e., feedback from students, advisory boards, and employers; and input from panelists judging capstone presentations) include the launch of the

new [Management major](#) (and the subsequent retirement of the Business Administration and the Organizational Behavior and Leadership majors); reintroduction of BUS 100 (Launch into Business) as a required course; an Options and Futures course for Finance majors; and introduction of a single (and new) capstone course – BUS 403: Entrepreneurial Strategy. BUS 403 will be the sole capstone course offered starting in fall 2022 with the retirement of the current capstone choices of BUS between BUS 401: Strategic Management and BUS 406: Entrepreneurial Management.

The transfer credit policy for the BSBA program can be found in [Appendix 9](#).

BSM ([Appendix 10](#))

With the appointment of a dedicated academic program director in the spring of 2019, attention to redesigning the program began during the 2019-2020 academic year. When the BSM program was created in 2013, the decision was to model the BSM program after the BSBA program, which included appropriating the BSBA learning outcomes – learning outcomes that are business administration and not necessarily management focused. While every attempt was made to assess the 13 learning outcomes, the direct measure results for a student population of 50-plus students were limited, at best. The program is structured quite differently from the BSBA program, with students taking one class at a time at night. Courses typically run seven weeks, including a full-day Saturday session.

The working professional student employment demographics for the BSM program did not fit with that of a traditional business administration, degree. The employment demographics for the past three years reflect the original, but not implemented, BSM three-sector vision: 50.7% (business), 36% (education, government, health-care, nonprofit), and 13.3% (other). A proposed redesign (see [Document 26: Draft BSM Redesign](#)) seeks to grow the BSM program by shifting its distinctiveness and value proposition toward a three-sector focus. The revised curriculum will speak to the needs of students from the business, public, and nonprofit sectors while addressing AACSB requirements. New competency-based outcomes are being proposed within the redesign which will drive assessment going forward, and thus, address the assessment challenges noted in the previous paragraph.

MBA ([Appendix 11](#))

The Masters in Business Administration (MBA) program went through a complete redesign with the new curriculum launching in fall 2017. Two of the key performance indicators of the redesign, both of which are monitored regularly by the program, are summer internship placement and percentage of students accepting a full-time job offer within six months of graduation. For each of the cohorts graduating under the redesigned MBA, over 90% of our recent full-time MBA students report enjoying a summer internship and accepting a job offer within six months. This is up from about 70% of the students reporting such success under the previous MBA Program.

Beginning with academic year 2018-2019, the program has maintained its assessment cycle, assessing each learning outcome once in a two-year period. Major additions to the program are

project-based learning and the Magis' Capstone. Projects are built into the curriculum in three courses (including the Capstone), allowing students to learn "by doing" and applying the concepts taught in the classroom. *Magis* refers to the philosophy of doing more for others. The *magis* approach allows students to go beyond the skills and knowledge taught in the program by applying them to have an impact in the community and thus contribute to "the greater good."

While students can earn dual degrees from USF in Law, Financial Analysis, Environmental Management, and Asia Pacific Studies, the School offers only one joint degree with the School of Dentistry at the University of California, San Francisco. While this program is identified as joint degree program, there is no programmatic benefit, meaning no changes in the required program of study to that of a traditional part-time MBA student. Students completing the MBA/DDS must still complete 40 credits and have all of the same degree completion requirements. In fall 2018, we enrolled our largest number of DDS students: six. No other year prior to or since have we enrolled more than two students.

EMBA ([Appendix 12](#))

Based on the EMBA direct measure plan, every outcome is assessed once during a three-year cycle. Data collected has already informed major programmatic changes. In academic year 2016-2017, assessment for LO9 done in the Global Business Practicum questioned the mapping between the course and the learning outcome as well as the purpose of the course. Subsequently, the program partnered with WorldStrides and incorporated client facing projects and a service learning project to fill a realized gap. Assessment for the Core Business Concepts (LO10) in the 2018-2019 academic year revealed the program fell short in delivering a comprehensive and integrated curriculum. Thus, faculty members were brought together for a holistic planning retreat in 2019 to reimagine the curriculum. Additionally, faculty and graduate assistants researched the program's market position and identified areas for needed improvement such as content choice (i.e., electives) in the schedule. A revamped EMBA curriculum was introduced and approved by the EMBA faculty committee and the Graduate Program Committee in 2019-2020. The fall 2020 entering cohort will be the first to experience the new curriculum (see [Document 34: EMBA Redesign Proposal](#)), which includes elective options.

MSEI ([Appendix 13](#))

Launched in fall 2017, the Master of Science in Entrepreneurship and Innovation (MSEI) program's major accomplishments include STEM designation beginning in fall 2020; 100% placement in internships, externships and projects for all students; and over 20% of students hired by the company that they are placed with for their internship.

Learning outcomes are assessed on a three-year cycle. Direct measure assessment began in year three of the program, and the results of these assessments will be reviewed among program faculty once a full cycle of assessment is completed. Indirect measures include a pre- and post-program questionnaire on students' perceived entrepreneurial acumen, career survey, and employment results. Also, faculty are encouraged to do mid-course self-assessments to evaluate any issues students might incur. Curriculum changes include three new courses to fulfill STEM requirements and increase student quantitative skills knowledge (and thus their employability).

The program has an established advisory board comprised of industry professionals. It meets once per year but is in communication all year long. For example, members evaluate curriculum change proposals via email.

MSFA ([Appendix 14](#))

The Master of Science in Financial Analysis (MSFA) program is a CFA-affiliated program. As such, the program must cover at least 70% of the CFA content, resulting in the curriculum remaining stable over the past five years. The program has maintained its three-year cycle of direct assessment of program learning outcomes. Major accomplishments for the program include a new internship component as well as the introduction of the 4+1 program wherein qualified undergraduate students can start the program in their senior year.

As noted in the AoL Summary, one substantive curriculum change made to the program in the past five years was moving the MSFA 736 (Econometrics) course to the first semester to develop students' quantitative skills earlier in the program. Lesser curricular changes include the integration of MSFA 725 (Applied Equity Valuation) and MSFA 726 (Advanced Financial Statement Analysis) after assessment of LO1.3 showed that improvements could be made in student understanding of financial accounting concepts. Assignments given in MSFA 716 (Macroeconomics for Finance) were changed to better develop students' ability to identify and analyze economic activity, including industry structure, firm profitability, macroeconomic output, prices, interest and exchange rates.

Other programmatic changes are based on student feedback. For example, the program was STEM-designated in 2017 after feedback from current and prospective international students seeking three years of Optional Practice Training (OPT) after graduating. Additionally, an internship component was added to the program in fall 2019, another necessity for international students making plans to study in the U.S. Alternatively, a portion of students elect to participate in the SOM Malloy (Consulting) Group. The Academic Global Immersion in the program was reworked, in part out of consideration for student cost. The trip was moved from New York and is now Bay Area-based. Finally, the program director has received feedback from students that the CFA pass rate is above average, with students noting that the program helped them prepare and pass the exam, though it should be noted that result reporting is voluntary.

MSOD ([Appendix 16](#))

The Master of Science in Organization Development has assessed its learning outcomes in its culminating project course (OD 690) via a presentation (assessed by a panel of faculty and external OD professionals) and the written project report (assessed by faculty using a rubric). Being a team-based project, the learning outcomes have been assessed at the team, not individual, level. This issue was addressed during the spring 2020 semester when revised program goals (and competency outcomes) were developed. There are now three competency-based outcomes to be assessed at the individual level at different points in the program. Since working in teams to develop and change organizations is fundamental to the program, a fourth competency-based outcome was included to assess team experiential learning. Both the previous

and newly revised program goals and competency outcomes adhere to the established competencies outlined by the Organization Development Education Association (ODEA).

Regarding the most recent assessment of the former outcomes in spring 2019, there was consensus among the faculty and panelists, who have observed culminating projects for multiple years using the same rubrics, that this set of team presentations were the strongest they had ever evaluated. This high level of quality in the student presentations indicates the learning outcomes had been achieved. The culminating project course experience is both rich and reflective of student learning in the program. Over the past two years, the majority of the projects have been sponsored by Genentech, a Bay Area company with a robust OD department. This mix of multiple projects within one organization coupled with other non-Genentech companies have exposed students to diverse projects both within and among organizations.

Summary

What has been articulated in Section 4 is demonstrative of the ways the SOM is now more routinely using the results of the assessment to drive curricular changes.¹⁶ We are aware that continuous improvement with respect to the process of learning assessment will need to occur through sustained commitment. Still, there are signs that such improvement is occurring as faculty, via departmental and/or programmatic discussions, are finding value from assessment activities. Similar to what occurred with our strategic planning process, we implemented a process in 2016 that could be described as excessive for some programs. One example is the 13 learning outcomes for both the BSBA and BSM programs. Seven of the 13 outcomes are specific to discipline-based knowledge, and thus, are not reflective of the skills and competencies necessary for integrated knowledge across the disciplines is deemed critical. Therefore, continued success with respect to closing the loop depends on reducing the number of learning outcomes in some programs and revising learning outcomes in other programs to focus on competency-based outcomes as emphasized in the newly adopted 2020 AACSB Accreditation standards. These changes will inform our next re-affirmation of accreditation in 2026. Doing so will reflect continuing improvement with respect to a more efficient – and, yes effective – process.

Teaching Quality and Development

The University of San Francisco Faculty Association (USFFA) [Collective Bargaining Agreement](#) (CBA) Handbook is the primary, authoritative document that outlines rules and regulations for all USF faculty members. 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.

An ongoing process for each probationary and tenured faculty occurs annually when the dean (or

¹⁶ A final example of the commitment to assurance of learning involves the MGEM program, which was taught out in 2020. The MGEM learning outcomes were assessed at least twice between 2015 and 2019.

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. In order to encourage, support, and maintain teaching quality, we use two important processes. The first concerns the USF Blue teaching evaluation. The second includes a new administrative process from the dean and associate deans.

The Blue forms (see [Document 27: Blue Evaluation](#)) are automatically (and electronically) sent to all students within the school two weeks before the end of each term. Four dimensions are included in this form: *Instructional Design*, *Instructional Practices*, *Student Engagement*, and *Student Learning*. In each of these dimensions, students are asked to rate their responses to 3-4 questions or statements. For example, the statements in the *Instructional Design* dimension focus on the clarity that students perceived in terms of the learning outcomes, their responsibilities, the schedule, and the criteria for assessing their performance. Under *Instructional Practices*, student input is sought for the clarity of the subject matter, the level of preparedness of the sessions, and if they received constructive feedback. The Blue evaluation also includes *Student Engagement* so that faculty and administrators can assess how the instructional activities contributed to students' desire to engage in their courses, stimulated their interest in the subject matter, and motivated them to learn. Lastly, the dimension of *Student Learning* focuses on how well students' knowledge increased vis-a-vis the learning outcomes; whether the learning strategies in the course transfer to other subjects; and if the course contributed to students' understanding of the subject matter.

Faculty are able to review (self-evaluate) the student feedback scores immediately after posting their final course grades. In other words, faculty have access to their student evaluations soon after the end of a semester, thus giving them time to incorporate changes to their assigned courses in the upcoming semester. Moreover, they can self-evaluate not only in terms of the four content dimensions of the Blue form, but also in terms of how their averages compare on the same dimensions to the average scores in their department, the school, and the university. There are also several spaces in the Blue form for students to add written comments, which on average, have increased over the past couple of years.

Starting with the fall 2020 semester, the dean and associate deans have begun a new process for working with faculty members related to their teaching effectiveness. First, the three associate deans have systematically and comprehensively reviewed the 2019-2020 Blue teaching evaluations for all full-time faculty as a preliminary step in preparing for the annual faculty ACPs (Academic Career Prospectus). In the past, ACPs have occurred with the dean and associate deans each taking on particular groups of the faculty by rank to review (e.g., the dean typically reviews all tenure-track faculty and those faculty who will be applying for tenure and/or promotion in the following spring semester). However, this year, the deans have begun a pre-review that focuses in particular on the teaching improvement agreements made with faculty in their preceding ACP. As part of this pre-review, the associate deans have highlighted not only past teaching improvement agreements with each faculty, but also areas for improvement shown in recent Blue evaluations where faculty would benefit from teacher training whether formally or through the university's Tracy Seeley Center for Teaching Excellence ([CTE](#)).

In the second step of this new process, the associate deans then meet with the dean to pre-review each full-time faculty member prior to his/her scheduled ACP. During this pre-review, the deans determine the message to convey to each faculty member regarding her/his teaching and which dean is best suited to facilitate these conversations. This includes holding ACP performance reviews for some faculty with both the dean and one associate dean, something that has not occurred before. In this way, the concerted pre-review efforts of the deans focus on faculty as individuals with their own unique teaching stories to tell, Blue performance feedback, and the fulfillment of past teaching goals and planning of new ones for the upcoming academic year.

In consideration of faculty teaching evaluations during spring 2020, when all USF courses were urgently moved to remote teaching due to Covid-19, the deans will henceforth provide developmental coaching and action planning for remote teaching. A key resource for faculty in developing their remote teaching skills are the many accessible, in-depth, and relevant training services developed and sustained by the USF Educational Technology Services (ETS). Coaching for development in faculty remote teaching will also include recommendations for ETS follow-on training and consultation.

Lastly, starting in January 2021, the SOM will launch two new initiatives to support faculty remote teaching. The first, TeachTalk, will offer twice monthly drop-in zoom calls during lunchtime for faculty to share teaching ideas and discuss what has worked and not worked in remote teaching. Organized by the associate dean for academic affairs, this bi-monthly gathering will include themes suggested by the faculty. This loosely structured time and space has been tested by the UPC members during fall 2020. The second teaching resource will be a Slack site for faculty to share ideas and teaching materials, and also participate in ongoing discussions about their self-selected topics of interest. The Slack site will also serve as a dynamic repository from which faculty can drop in for timely peer advice and coaching.

[\[Return to Table of Contents\]](#)

Section 5. ACADEMIC AND PROFESSIONAL ENGAGEMENT

Student Academic and Professional Engagement

There are myriad ways in which undergraduate and graduate students engage academically or professionally. Since fall 2015, 387 SOM students have studied abroad, representing just over 27% of the entire USF study abroad population during that time period. Additionally, the school has offered eight undergraduate (139 students) and nine graduate academic global immersions (160 students) over the past five years. In the Full-Time MBA program, over 90% of the students secured summer internships in 2019.¹⁷ Student involvement in clubs provides engagement opportunities through sponsoring speakers and career-related events, including the following:

- *Undergraduate Student Clubs:* Asian Entrepreneurs Club, Beta Alpha Psi, Black Business Association, Business Analytics Club, Entrepreneurs Club, Financial Management National Honor Society, USF Marketing Club, Stock Investment Club, the Hospitality Society, and Women in Business.¹⁸ One example of professional engagement: The faculty advisor of the Financial Management National Honor Society annually sets up student visits to companies. These visits expose students to the inner workings of companies. Recent visits have included Autodesk, Bloomberg, Silicon Valley Bank, JP Morgan, and Wells Fargo.
- *Graduate Student Clubs:* Association for Information Systems, Entrepreneurship Club, Graduate Business Association, Graduate Finance Club, Marketing Club, Nonprofit Student Council, and Women in Business.¹⁹

The San Francisco Bay Area is rich with potential guest speakers, and the faculty routinely take advantage of their contacts and the school's External Relations and Alumni unit to bring professionals into their classrooms. The school hosts frequent speaker events, including, the just-launched Dean's Distinguished Speaker Series, the annual Master in Marketing Award, and the bi-annual Organization Development Edge speaker event. Recently, San Francisco Mayor (and MPA alumna) London Breed spoke on emergency preparedness; UCSF CEO Mark Laret discussed research, response, and values during a pandemic; and Alice Waters, renowned owner of the restaurant Chez Panisse, discussed the future of the restaurant industry and community support during a pandemic.

If there is one trend reflected by the aforementioned High Impact Practices (HIPs) reported by faculty and staff, it is the blurring of what constitutes academic versus professional engagement. While students can engage academically and professionally within the classroom, the SOM views the San Francisco Bay Area as an extension of the classroom. Examples of this trend and extension include:

- All undergraduate students must complete a community engaged learning (CEL) project embedded within the curriculum of a given course. Community engagement activities are

¹⁷ Currently, undergraduate internship participation data is unavailable.

¹⁸ The OLC Department is currently working with BSBA Management majors to launch a Management Club.

¹⁹ The Challenge for Charity (C4C) Club is currently inactive.

shaped in collaboration with community partners and students, addressing some issue of the public good as an essential expectation of the course. For example, the Hospitality Management Department in its Hospitality Catering and Fine Dining capstone links social justice to the course's event planning activities. Students created a silent auction as part of the event and raised over \$6,000 dollars for the Jesuit Homeless Shelter Meal program.

- The Entrepreneurial Business Development and Sales undergraduate course provides students the opportunity to practice collaborative learning. They receive mentoring and professional development from integration activities with the Career Services unit and the experience provided by industry experts and guest speakers.
- As part of the BUS 370 Internet Business Application course, undergraduates work on a semester-long startup project designing, building, and launching an online business. Some teams go beyond the course requirement by launching their application in the real world. An exemplar project is BobaMate – an online platform that provides eco-friendly, sustainable, and recyclable bubble tea bottles. The students raised \$58,000 in four weeks through Kickstarter and have been featured on several media outlets.
- Since 2017, the Marketing Department has tracked the number of unique speakers (43) in classes and other events (e.g., Masters in Marketing Award ceremony) witnessed by 2,882 (non-unique) students.
- The BSBA program capstone project course hosts a semi-annual competition where students integrate their business functional knowledge to develop comprehensive business capabilities. At the end of each semester, in the “Strategy & New Venture Competition”, student teams present their projects to a panel of business executives who ask questions, give comments, and evaluate the quality of the projects.
- In the management major culminating course (Personal Brand and Career Development), students participate in a two-night silent retreat. The cost of the first retreat was funded by a USF Jesuit Foundation Grant.
- The Magis Project, a component of the MBA program, has students compete in a challenging cross-disciplinary business simulation, engage in structured reflection, interact with guest speakers, and jointly identify and perform a community service project.
- A two-day Excel-based financial and valuation workshop is offered to MSFA students by Wall Street Prep, a very well-known finance training firm.
- The MSEI program actively seeks out company partnerships for the students. In 2019-2020, 21 companies partnered with the program. It is worth noting that during the 2020 COVID-19 crisis not a single student was released from their internship.
- In the MSOD culminating project course, student consulting teams have partnered the past two years with a global biotech firm to diagnosis and offer solutions to organization development-related challenges. The students worked collaboratively in teams and presented their final projects to a panel of faculty, advisory board members, and alumni as well as to their business leaders from the biotech firm.
- The MSOD program hosted a virtual conference (theme: Reflect, Reimagine, Realize) in October 2020. Of the 202 registrants, 47 were students, 17 faculty and staff, 72 alumni, and 66 friends of the program.
- Also, in the MSOD program, the Research Design and Analysis for Organization Development course was refreshed to involve students in the on-going “State of OD”

research project led by four OLC faculty members. Working in pairs, students use the established interview protocol to interview San Francisco Bay Area OD executives before transcribing and then analyzing the data.

- [The Malloy Group for Organizational Science Consulting](#) is an interdisciplinary (MBA, MSOD, MBA, MFSA, and MNA) experiential learning practice area. Annually the Malloy Group executes 8-10 real-time consulting projects in the Bay Area across multiple industries. Students are taught Design Thinking Consulting which is implemented over a six-week engagement with clients. Past clients include Bank of America, Adobe, Francis Ford Coppola Winery, the San Francisco Giants, Uber, and Slow Medicine-UCSF. Currently, there are 47 student participants.

Experiential and Active Learning Strategies for Students

Professional Edge: Undergraduate

The Professional Edge program introduces the tools for a successful transition from student-to-working professional in today's competitive, enabling students to keep pace with the challenges facing today's professional workforce. Due to a series of budget cutbacks beginning 2016, the school was unable to deliver this professional development program as originally planned. As a result, the Professional Edge program became an "opt-in" program for students. Students were offered a number of different options for advancing their career development. The Office of Undergraduate Studies co-hosted a number of career-related events with student organizations and specific academic departments within the SOM (see [Document 22: UG Studies Office Activities](#)). In addition, the Office of Undergraduate Studies heavily promoted Career Services events targeted at the business administration majors. In 2018, a one-credit "Get your Career in Gear" course was offered. This course developed modules on Canvas that could be used in subsequent sections of the Launch into Business (BUS 100) course. Modules created targeted Handshake, LinkedIn, and resume development.

In the future, one of the strategic initiatives involves working with departments and the UPC to add a career or personal development modules to relevant core courses. This plan ensures that all students get key career and personal development elements as they take their business core courses.

Career Accelerator Platforms: Full-Time MBA

The [Career Accelerator Platform](#) (CAP) is a personalized approach to creating a curriculum that prepares the full-time MBA students academically and professionally for success. Each of the three CAPs – Business Finance, Customer Success Management, and Human Factors of Business Performance – has three required courses associated with it. For each CAP, students participate in a consulting project, applying relevant coursework directly to client-facing projects and summer internships.

Executive Education

Executive education makes up less than five percent of the SOM budget. Information on this unit is provided in [Document 33: Executive Education](#) in keeping with AACSB guidelines.

Strategies Supporting Faculty Engagement

The school is comprised of nine departments²⁰, seven of which pertain specifically to this reaffirmation of AACSB accreditation: [Accounting](#); [Business Analytics and Information Systems](#); [Entrepreneurship, Innovation, Strategy and International Business](#); [Finance](#); [Hospitality Management](#); [Marketing](#); and [Organization, Leadership, and Communication](#).²¹ The Military Science²² and [Public and Nonprofit Administration](#) Departments are excluded from this report.

The teaching load for a full-time faculty member is 36 credits over two years – a 2-2-2-3 course load per a two-year cycle. The number of course preps per faculty vary, and it is not uncommon for faculty to have multiple preps or to teach comparable discipline content in distinct courses at both the undergraduate and graduate levels.

Faculty receive a computer that is on a predefined three-to-five-year replacement schedule. Pre-COVID-19, faculty were eligible for five hours/week from a dedicated student research assistant (RA) and additional RA hours could be approved by the associate dean. Currently, access to research assistant funding has been suspended. To enhance faculty scholarly productivity, the university provides faculty development funds annually, equivalent to approximately \$3,365 per faculty member based on 2019-2020 figures. Faculty annually submit requests for funding, and these requests are reviewed and decided upon by the Faculty Development Committee. Again, this funding has been suspended for the 2020-2021 academic year as a COVID-19 cost-cutting measure. When this funding is available, faculty can use it to attend conferences and workshops and to purchase additional computer software or hardware. In addition to the faculty development funds, the Dean's Office covers the costs of five data bases – Option Metrics, Wharton Research Data Bases, Center for Research in Security Prices, SAS – JMP Academic Suite, and S&P Global. These data bases have an annual cost of \$143,910. Also available to faculty are teaching workload adjustments, access to Barron's (provided via a donation to the school), and support from the Center for Research, Artistic, and Scholarly Excellence (CRASE) and the Center for Teaching Excellence (CTE). Faculty are eligible for a half-year (full pay) sabbatical every seven years. Newly hired faculty members are guaranteed two years of funding in the form of research support and summer stipends from the Dean's Office, and are eligible for a 4th-year, one-semester sabbatical.

²⁰ The Economics, Law, International Business Department was eliminated following the retirement of three professors – one in law and the two economics professors. International Business was added to the then-named Entrepreneurship, Innovation and Strategy Department.

²¹ Full-time and adjunct faculty CVs are available by clicking on the following links: [Accounting](#), [BAIS](#), [EISIB](#), [Finance](#), [Hospitality](#), [Marketing](#), [OLC](#), [PNA](#), and [Law](#).

²² Military Science is considered a department within the School of Management for university structural and operational issues; however, the faculty and staff associated with Military Science are not included in the faculty and staff personnel totals.

The dean encourages underrepresented faculty to participate in events held specifically for faculty of color such as those facilitated by the Office of Diversity and Community Outreach ([DECO](#)), especially regarding engagement with this community. University-wide faculty of color writing retreats, currently coordinated by faculty from the College of Arts and Sciences, are held once each academic year. The dean has supported eligible SOM faculty attending this retreat annually by fully funding their participation. The dean also supports faculty scholarship by sponsoring SOM writing retreats for all SOM faculty held each semester. Both COVID-19 and budget constraints have curtailed these retreats for the time being. However, day-long retreats sponsored by the Center for Research, Artistic, and Scholarly Excellence ([CRASE](#)) continue to be offered throughout the academic year to support faculty research.

Finally, the school annually names a top researcher for the ranks of assistant, associate, and full professor.²³

Results of Faculty Qualifications Analyses

Our analyses indicate that the SOM 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 16 displays the basic academic requirements and some defining characteristics of the school's faculty members classified as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (PA), or Instructional Practitioners (IP). First adopted in 2015, the qualifications were reviewed in 2017.²⁴ The complete criteria are included in [Appendix 6: Faculty Qualifications](#).

Because faculty can be deemed SA based on a combination of intellectual contributions and scholarly activities (e.g., journal editor, academic conference chair, etc.), Table 17 provides a list of other significant validating scholarly activities by faculty.

Over the next five years, given the 2020 AACSB standards, it will be important for the school to demonstrate how the faculty's research is having a positive societal impact. The intersection of the school's Jesuit identity – especially its commitment to fostering a more human and just world – and its San Francisco location continues to provide opportunities for the emergence of faculty thought leaders. The faculty thought leaders include: Diane Roberts (accounting ethics), Todd Sayre (corporate social justice), Nicholas Tay (sustainable success management and the circular economy), Michelle Millar (corporate social responsibility and sustainability), Vijay Mehrotra

²³ The awards, which are announced every spring, were not given this past year due to COVID-19.

²⁴ Faculty can be deemed "scholarly academic" based on a combination of intellectual contributions and scholarly activities (e.g., journal editor, academic conference chair, etc.). Prior to completing this report, however, the consultants noted that we have inappropriately labeled scholarly activities as intellectual contributions in our faculty qualifications document. In 2021, separate lists – intellectual contributions and scholarly activities – will be created to correct this oversight. It was also recommended that we clarify in our faculty qualifications that many DBA degrees are in fact research degrees.

(customer service operations), Majid Dadgar (health informatics), Richard Gregory Johnson III (social equity and technology), Rebekah Dibble (global virtual teams), and Kimberly Rae Connor and Richard Stackman (the Management Exercises).

Table 16. SOM Faculty Qualifications

	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
Standard Degree Requirements	Ph.D.*	Ph.D.	Master's	Master's
Relevant Contribution Lists (See Appendix 6: Faculty Qualifications)	IC	PC, IC	IC, PC	PC, IC
Minimum Points Required	Six (6)	Six (6)	Six (6)	Six (6)** or Four (4)***
Additional Requirements	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 6: Faculty Qualifications](#).)

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

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

Table 17. SOM Faculty Accomplishments/Contributions, 2016-2020

	Number of Faculty	% of FT Faculty	Total Accomplishments
Research Grants	17	24%	59
Research Awards	20	28%	35
Board of Advisors/Board of Directors	21	29%	26
Journal Editors (include invited and section)	23	32%	39
Journal Editorial Boards	19	26%	37
Journal/Conference Reviewers	49	68%	251
Conference Program Chairs	14	19%	23

% based on fall 2019 total faculty members of 72.

AACSB Table 15-1 (summarized below; the full [Table 15-1 is here](#)) and [Table 15-2](#) provide the results of our analyses of faculty qualifications for all programs under review for the 2019-2020 self-study year. AACSB Table 15-1 reflects two issues with respect to the Economics, Law & International Business (ELIB) and the Hospitality Management (HM) Departments. The ELIB Department has been eliminated. The lone full-time law professor is still listed here (until he is assigned to another department) as are two retired faculty who taught as adjuncts during the 2019-2020 academic year. Also, it is under discussion to merge the Hospitality Management

Department with another department by the end of the 2020-2021 academic year. These structural changes coupled with the newly-approved 2020 AACSB Standards where ratios will be calculated by discipline and not department should eliminate these issues.

Projected ratios for the 2020-2021 academic year have all programs achieving the expected qualification ratios.

AACSB Table 15-1 (Summarized): Faculty Qualifications by Department, 2019-2020

	SA > 40%	SA + PA + IP > 60%	SA + PA + SP + IP > 90%
Accounting	68.6%	79.8%	96.9%
Business Analytics & Information Systems	55.3%	61.0%	92.5%
Economics, Law & International Business*	0%	59.9%	59.9%
Entrepreneurship, Innovation, Strategy & International Business	50.2%	77.7%	100.0%
Finance	62.6%	75.1%	92.5%
Hospitality Management	42.9%	42.9%	100.0%
Marketing	76.6%	82.4%	100.0%
Organization, Leadership & Communication	71.3%	80.7%	94.0%
School Total	58.7%	73.6%	94.0%

AACSB Table 15-2: Faculty Deployment by Qualification Status, 2019-2020

Percent of Teaching by Degree Program (Measured by Courses Taught)						
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
BSBA	54.7%	13.09%	2.35%	27.52%	2.35%	100%
BSM	76.47%	11.76%	0%	11.76%	0%	100%
EMBA	69.57%	8.70%	0%	13.04%	8.7%	100%
MBA	71.21%	15.15%	0%	9.09%	4.55%	100%
MSEI	48.28%	24.14%	0%	27.59%	0%	100%
MSFA	50.0%	22.73%	0%	27.27%	0%	100%
MSOD	65.38%	11.54%	0%	23.08%	0%	100%

*MGEM program closed effective fall 2020.

Faculty Professional Engagement

Almost half of the full-time faculty (45%) are actively engaged with the business community and beyond academia. Faculty consult with a wide range of both small (including start-ups) and large companies across a variety of industries. Several faculty members have been involved with their own start-ups as well. The types of faculty engagements include consulting in management, marketing, development, and finance. In addition, a number of faculty members provide ongoing advising to company clients. The companies served in the business community include local (in

our rich Bay Area business environment), and national and international corporations. Overall, the engaged SOM faculty members, primarily associate and full professors, provide real-world applications to the business community, which no doubt serve their students and create potential synergies with other faculty members.

[\[Return to Table of Contents\]](#)

Section 6. CONSULTATION REQUESTS AND CONCLUDING COMMENTS

A fundamental concept for Jesuit universities is that of *magis* – or the *more* or the *greater*. The self-study year, which is documented in this Continuing Improvement Review report, and the Peer Review Team examination are the foundations to the re-affirmation of accreditation. Much is learned regarding what has been done and, more importantly, what *more* can be done, especially through continuous improvement. And, the *more* that can be accomplished is not dependent necessarily on acquiring new or more resources, but instead, can be realized through the resources currently available. The COVID-19 pandemic has made that abundantly clear.

In this Continuing Improvement Review report, we presented a narrative documenting sustained and maturing assurance of learning and strategic planning processes. These processes are a noteworthy improvement from what we outlined in our 2011 and 2016 CIR reports. Continuous improvement is evident as we cycle through these processes. Thus, these processes will continue to mature, and we believe they position us well five years from now when we will again seek re-affirmation of accreditation under the newly implemented 2020 AACSB standards.

As a Jesuit institution, the missions – at both the school and university levels – are already reflective of Standard 9: Engagement and Impact. This CIR captures a school that continues to advance itself as (1) a hub for lifelong learning, (2) a catalyst for innovation, (3) an enabler of global prosperity, (4) co-creators of knowledge, and (5) a developer of leaders. Over the next five years, additional instruments will need to be created and implemented to best capture the unique ways we impact society. In the near term, we will update our HIP reporting portal to better document activities that positively impact society.

Finally, to better guide our ongoing continuous improvement efforts, we seek consultation from our Peer Review Team members on the following:

- How best to transition our existing programmatic learning outcomes to competency outcomes? Which of our programs' learning goals are currently framed (or presented) as competency outcomes?
- Are there examples as to how to effectively and efficiently survey alumni, especially with respect to learning, teaching impact, engagement, and societal impact? In our recently concluded 10-year reaccreditation by WSCUC, the Commission recommended that USF “improve methods of systematically surveying alumni in order to create a fuller picture of the impact of a USF education.”
- Specific to the new standards and the requirement to report faculty sufficiency based on discipline (and not department), what disciplines would be best for the SOM given its portfolio of programs?

[\[Return to Table of Contents\]](#)

Addendum. COVID-19 IMPACT AND RESPONSES

Risk analysis and contingency planning are an important part of the newly adopted 2020 AACSB standards. Central to this risk analysis is discussion on what could go wrong with respect to operations and future plans. Unfortunately, COVID-19 has provided a real-time opportunity for us to practice risk analysis now.

It is impossible to articulate the efforts by faculty, staff, and administration – and the goodwill of the students – at USF to attenuate the effect of COVID-19 on the operations of the school and university while remaining committed to our respective missions. Thus far, the COVID-19 impact has been:

- 423 fewer USF undergraduate students than budgeted for the 2020-2021 academic year; the SOM accounts for 186 of those students;
- Negligible with respect to five-year undergraduate trends regarding ethnicity, first generation, and Pell Grant recipients;
- 46 more USF graduate students than budgeted; the SOM, however, enrolled 48 fewer graduate students than it had budgeted (primarily due to international student deferrals);
- Overall, USF missed its budgeted student headcount by 393 students (from a budgeted figure of 10,464 students);
- An estimated budget shortfall between \$40 to \$60 million, with \$25 to \$30 million due to lost room and board revenue; the latter lost revenue is the result of keeping the campus closed except for 217 students who currently live in on-campus;
- Significantly higher discount rates (compared to the previous year) for first-time and transfer undergraduate students; and
- Lower discount rates (compared to the previous year) for Law School and non-law graduate students and a steady overall discount rate of 32.7% as compared to the previous two years.

During the summer and prior to the start of the 2020-2021 academic year, the university administration met with or negotiated with various university units to identify \$40 million in budgetary savings. An agreement with the USF Faculty Association resulted in the full-time faculty committing to savings that would account for 36% of the \$40 million shortfall. These savings included foregoing a negotiated cost-of-living increase and the budgeted faculty developments funds for the academic year, and reductions of up to 15% of faculty gross salaries (based on rank).

To facilitate a seamless and robust educational experience entering the new academic year:

- The Continuity of Instruction Response Team, that was launched in February 2020, continues to meet; two SOM associate deans serve on this team;
- The Provost's Office [surveyed students, faculty, and staff](#) regarding their experience with online education during the second half of the spring 2020 semester and a follow-up survey of students was completed in October 2020;
- The Center of Instruction and Technology (CIT) and Educational Technology Services (ETS) provided numerous trainings related to online (synchronous and asynchronous)

instruction, Zoom, and other computer-based educational platforms (see [Document 28: ETS Training Examples](#)); two different opportunities for faculty, a summer and a fall “Faculty Remote Instruction Intensive” that combined synchronous and asynchronous education and took a minimum of eight hours to complete of which over 95% of the SOM faculty teaching undergraduates participated in at least one of the workshops; and

- The same ETS department sends out weekly tips and suggestion for remote teaching via email.
- An Instructional Delivery Modes primer was created (see [Document 29: Delivery Modes Primer](#)).

Examples of specific actions taken within the SOM include:

- Dean Moses created a Budget Task Force – comprised of faculty, staff, and administrators – to advise him on potential budget savings. This Budget Task Force also surveyed the faculty and staff on potential (and yet unrealized) revenue-enhancing opportunities. (See [Document 30: Revenue-Producing Example](#).)
- Starting in March 2020, Graduate Career Services in the SOM continued to offer its services via Zoom. Additionally, workshops and speaker events were offered twice a day and recorded to accommodate all students’ time zones around the world. Weekly classes and workshops are then sent out in emails as well as stored in Canvas. We have hired coaches on the East Coast and in Hawaii to help accommodate time zones in Asia.

[\[Return to Table of Contents\]](#)