

# University of Northern Colorado

## Monfort College of Business



## **AACSB Continuous Improvement Report**

### **Business**

2012-2017



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## SECTION 1: INNOVATIONS, IMPACT, AND ENGAGEMENT

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### INNOVATIONS

Since not all students have the ability to study abroad, the departments of Accounting, Management, and Marketing have created modular courses that allow students to learn from visiting international faculty. Using this modular design, three visiting faculty members provide enrolled students an international perspective in these three disciplines. During AY 2016-2017, the Department of Marketing offered a marketing elective each semester taught by global exchange partners. Most recently, these partners have come from the Czech Republic, Italy, and Lithuania.

A MCB accounting recruiting team, comprised of a graduate student leader and several juniors and seniors, was appointed to enhance high school and community college outreach. These students connect with their former schools and interact with teachers, counselors, and—most importantly—students with a potential interest in MCB and the accounting program.

In 2015, MCB collaborated with the College of Performing and Visual Arts (PVA) to design an innovative Arts Entrepreneurship certificate that provides PVA students with business and marketing skills to promote their careers.

In 2014, MCB opened the Financial Education Center where MCB students in all disciplines meet to study topics in finance. The Center has computers with leading financial software packages including a Bloomberg terminal and a “trading room” utilized by students in the Student and Foundation Fund (SAFF) class.

The finance faculty, the UNC Foundation, and several MCB alumni worked with the Colorado Insurance and Business Education Foundation, Inc. (CIBEF) to establish an endowment fund to be managed by undergraduate business students. Four percent of the corpus is awarded in scholarships each year based on a three-year moving average corpus balance. The concept of students helping students through investment excellence differentiates this fund from most other student-managed funds.

As a graduation requirement, all undergraduate students are required to complete a professional experience (PE) which allows them to engage in work related to their emphasis area and/or career goals. UNC is the only university in Colorado with a required professional experience component for its undergraduate business students.

In collaboration with the School of Music, MCB hosted a new competition during AY 2016-2017 to support innovative and entrepreneurial ideas in music. School of Music students were invited to prepare feasibility studies that demonstrated future potential for success. Finalists presented to a panel of business leaders who evaluated the feasibility of the project and its potential to add value to the field of music.

Starting in 2013, the Department of Marketing offered a new elective course in social media marketing. In this course, students apply what they learn to a real-world, real-time use of social media for their own personal branding and job search. The course regularly includes several invited professionals as guest speakers, and all students earn Hootsuite Certifications (a social media management tool). In each of the last four semesters, 30-35 students have entered the work force with certified social media skills.

In 2014, the MCB Dean's office and Advising Center began conversations with business teachers at Monarch High School and Greeley West High School regarding the High School of Business program. Understanding the objectives and curriculum of the MBA Research – High School of Business resulted in an articulation agreement with UNC.

In 2013, the first student ambassador team was created. Since that time, the MCB Student Ambassador program has expanded significantly in number, scope, recruiting processes, and responsibilities. The ambassadors assist MCB with recruiting, hosting special events and guests, and serving as a student advisory group to the dean. This year, the ambassadors will participate in the MCB mentorship program for first-year business students. In AY 2017-2018, MCB will have a team of 25 student ambassadors, nine of whom served last year.

## IMPACT

The East Colorado Small Business Development Center (ECSBDC)/Bizhub is affiliated with MCB. The ECSBDC includes thirteen counties, covers over 22,500 square miles, and is recognized as one of the leading SBDCs in the state. MCB faculty, students, and staff work on projects through the ECSBDC providing clients with education, training, and business solutions.

Through the Daniels Fund Ethics Initiative at MCB, faculty partnered with the ECSBDC in Spring 2017 to host "Lunch & Learn" events for small business owners and employees to discuss and promote ethical practices in the workplace.

The MCB E-Challenge is a business plan competition that awards \$50,000 to the top five business plans. This competition is unique in that it is a statewide competition for residents of Colorado only.

Dr. Jay Lightfoot was selected in 2016 as a Fellow of the International Information Management Association based on his leadership and outstanding scholarship in the field of Information Management and his distinguished service to the association.

The American Marketing Association recognized Dr. Janice Payan with the 2016 Louis W. Stern Award for her outstanding *Journal of Marketing* article which made a significant contribution to the literature on marketing and channels distribution.

For her professional and community service, Dr. Karen Turner was recognized as BizWest's Northern Colorado Woman of Distinction in Education (2014) and one of the Colorado Society of CPAs Women to Watch (2013).

Dr. Denny McCorkle writes a blog for his students that is regularly syndicated to websites like *Business to Community* and *Social Media Today*. His blog posts regularly receive 200 to 2000 social shares and are broadly shared with other students, academics, and marketing professionals throughout the world. This has resulted in numerous invitations to speak to MCB and UNC student groups in addition to local community groups like the Chamber of Commerce Young Professionals.

Dr. Vish Iyer is now in his seventh year as the faculty representative on the UNC Board of Trustees.

Dr. Garth Allen served as president of the Greeley Rotary Club, one of the oldest and most influential service clubs in Greeley comprised of business owners and professionals in the



region. During his term, the club worked on many outreach and engagement projects including a 100-year anniversary event with a keynote address by the Rotary International president.

In December 2016, Dr. Joe French and the former Finance Minister of Myanmar presented a talk on stocks and the stock market to an audience of 700 in Yangon, Myanmar. The event was held on the one-year anniversary of the opening of the Myanmar Stock Exchange.

## **ENGAGEMENT**

A marketing career panel consisting of MCB alumni has become part of the annual MCB Career Week for the past three years. The alumni provide students with insights into the variety of marketing career paths and discussions of their own professional experiences.

Several marketing classes—BAMK 365 Advertising and Promotion, BAMK 368 Marketing Analysis and Research, and BAMK 464 Global Marketing Strategies—have real-world projects with live-clients including Wells Fargo, Crabtree Brewing, Fonta's Pizza, Rice's Honey, Arvi ir Ko Lithuania, and LinasAgro Latvia. The clients judge the project plans and presentations then often provide scholarships to the best teams.

In BAMG/BAMK 407 Small Business Consulting, a collaborative course with the ECSBDC, students work with small business clients applying business knowledge and skills to actual business problems facing the clients. Student teams conduct a needs assessment, analyze problems and opportunities, and present potential, innovative alternatives to the client.

Management students are provided several opportunities to interact with business professionals including luncheons, networking opportunities, and mentoring partnerships.

Students in BAMG 452 Business Ethics work directly with businesses that have been nominated for the Better Business Bureau's Torch Award for Ethics. In addition, the students write a report recommending the nominated businesses.

Students in BAFN 478 Student and Foundation Fund (SAFF) manage a portfolio valued at approximately \$2.5 million. The majority of the fund is part of the UNC endowment. This student group acts as consultants, presenting regularly to the UNC Foundation's Investment Committee.

The MCB student chapter of the Financial Management Association (FMA) has received the Superior Chapter award every year during this review period. This student group participates in the FMA Finance Leaders Conference and engages in field trips, speaker programs, and social events.

The SAFF class has participated in the Quinnipiac Global Asset Management Education Forum in New York City every year during this review term. This forum provides the opportunity to engage with students from many different universities, hear a diverse array of speakers, present ideas, and compete in a student portfolio competition.

MCB ethics teams have placed first (2016) and third (2015) in the Daniels Fund Ethics Initiative Case Competition, received the Best Paper Award in the Torch Award for Ethics project (2014, 2015, 2016), and won the Enactus Ethics Case Competition (2014).

Accounting students compete in the Deloitte FanTAXtic Competition and won the regional competitions in 2014 and 2015.

## SECTION 2: SITUATIONAL ANALYSIS

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### FACTORS SHAPING MCB

**About the University of Northern Colorado.** The University of Northern Colorado (UNC) is a public doctoral research university serving over 12,000 students. The history of UNC began in 1889 when the State Normal School was established in Greeley, Colorado to train teachers for the state's public schools. Local citizens raised money to erect the first academic building. In October 1890, the initial enrollment consisted of 96 students taught by 4 instructors. The two-year curriculum led to the award of a teaching certificate.

Growth in the state of Colorado necessitated changes. In 1911, the name changed to the Colorado State Teachers College, and it began offering Bachelor of Arts degrees. In 1935, to reflect its fully developed graduate program, the school's name was changed to the Colorado State College of Education. The name was shortened to Colorado State College in 1957, and the final change in 1970 provided the name that has lasted to present day.

The Monfort College of Business (MCB) is one of six academic units at UNC. The other five units are: College of Education and Behavioral Sciences, College of Humanities and Social Sciences, College of Natural and Health Sciences, College of Performing and Visual Arts, and University College. These academic units provide education in 106 undergraduate and 120 graduate programs. Outside of the main campus in Greeley, there are 60 Extended Campus programs offered in Denver, Loveland, Colorado Springs, and online. These programs serve students from almost every state and 40 countries. Currently, about 34% of UNC undergraduates are the first in their family to attend college.

UNC's operating budget for FY 2017 is approximately \$190 million. State support is about 19% of the operating budget and continuing on a downward trend.

**About the Monfort College of Business.** MCB was founded in 1968 as an autonomous, degree-granting academic unit. By 1984, the college had 2,000 undergraduate and graduate students with 50 faculty but was not yet accredited by AACSB. During the late 1980s, the focus became solely undergraduate business education which led to the elimination of all graduate programs. Initial accreditation was attained in 1992 for both business and accounting, making it the first business school in Colorado to be dual-accredited in business and accounting. In 1999, the Monfort Family Foundation made a \$10.5 million commitment, and the college became the Kenneth W. Monfort College of Business.

At the state level, MCB was recognized by the Colorado Commission of Higher Education as a Program of Distinction, the only business school to receive this recognition. National recognition followed when MCB won the 2004 Malcolm Baldrige Award given by the US Department of Commerce for quality and performance excellence. To date, MCB is the only business school to receive this award.

MCB currently serves 1,000 business students at the undergraduate and graduate levels. Undergraduate students graduate with a Bachelor of Science in Business Administration and can major in one of six emphases: Accounting, Computer Information Systems, Finance, General Business, Management, and Marketing. Undergraduate students—both business and non-business—can choose from a variety of minors: Business Administration (non-business majors only), Computer Information Systems, Entrepreneurship (business majors only), Global

Business (business majors only), and Network and Information Systems Security. MCB's graduate programs include a Master of Business Administration (MBA) and a Master in Accounting (MAcc). MCB, in collaboration with the School of Mathematical Sciences, also offers a Bachelor of Science in Software Engineering. This program is outside of this review and, in the future, will be applying for ABET accreditation.

MCB is organized into four academic departments: Accounting and Computer Information Systems, Finance, Management, and Marketing. These departments include 37 tenured, tenure-track, and contract faculty supported by a staff of 11. A full organization chart is included in [Appendix A](#).

MCB is host to the East Colorado Small Business Development Center (ECSBDC) which includes BizHub, a business incubator. The ECSBDC serves 13 counties in Colorado, covering 22,500 square miles. ECSBDC is recognized as a leading SBDC in the state and one of two connected to a Colorado business school. There is a strong relationship between MCB and the ECSBDC that includes courses taught by the director along with student and faculty participation in ECSBDC activities and projects.

MCB resources span the spectrum from more than adequate to barely adequate. Kepner Hall houses all of the faculty offices, classrooms, labs, and student space for MCB. The technology available to students and faculty is the best on campus and very competitive with business schools with much greater reputations than MCB. However, the annual MCB budget from the central administration is almost exclusively salaries, wages, and fringe benefits. The FY 2017 MCB budget is \$7.34 million. The operating margin has been made up by fundraising, and most significantly, by two generous foundation donations to MCB.

**Operating Environment.** UNC has set a goal of being a 15,000-student university in FY 2018 (see below for enrollments of previous years).

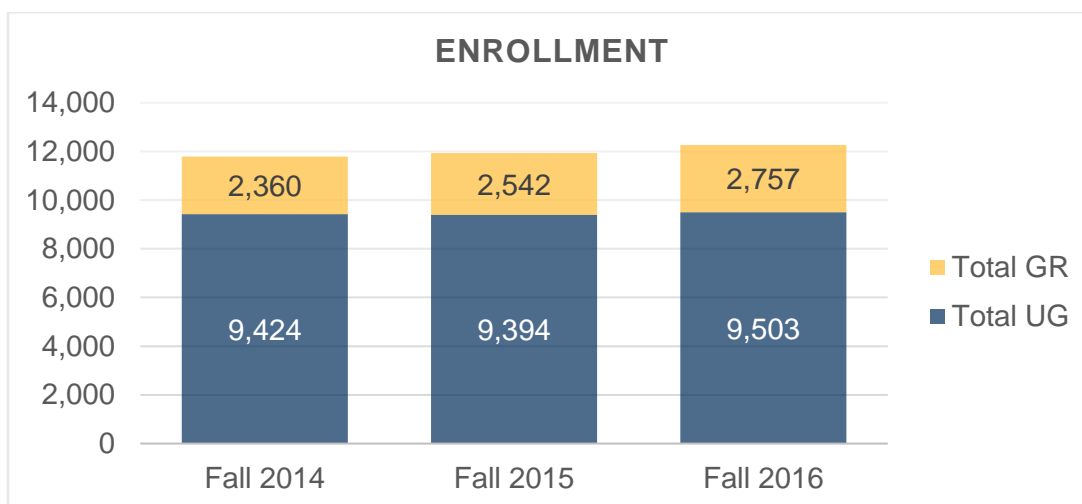


Figure 1. Total UNC Enrollments - Undergraduate and Graduate

The following factors hinder the attainment of the 15,000 student goal:

1. Level of state funding
2. Fundraising
3. The Colorado marketplace for higher education



Over the course of the past decade, the state support for higher education in Colorado has diminished overall. As a result, the cost for a Colorado undergraduate degree has dramatically shifted from what was once a roughly equal cost share between the state and the family as the graph below depicts.

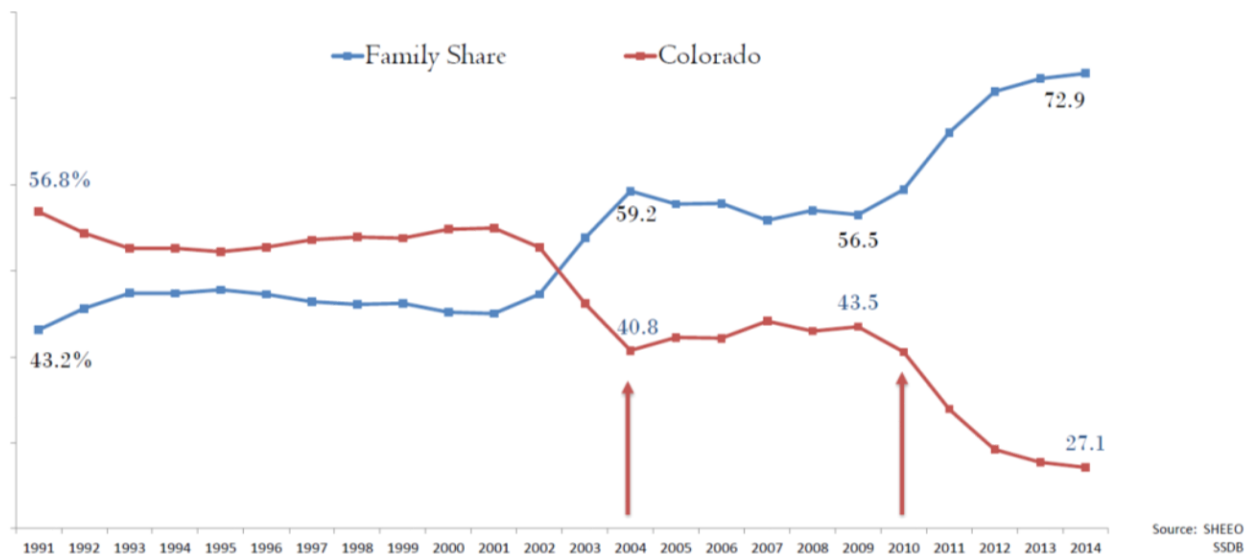


Figure 2. Cost Share – State of Colorado versus Family

The impact of decreasing state funds to UNC has been even more pronounced. With only 19% of the UNC budget from state appropriations, UNC has had to find ways in which the burden is not completely on the student and his or her family (see below). This is especially important because about 34% of undergraduate students are first-generation college students.

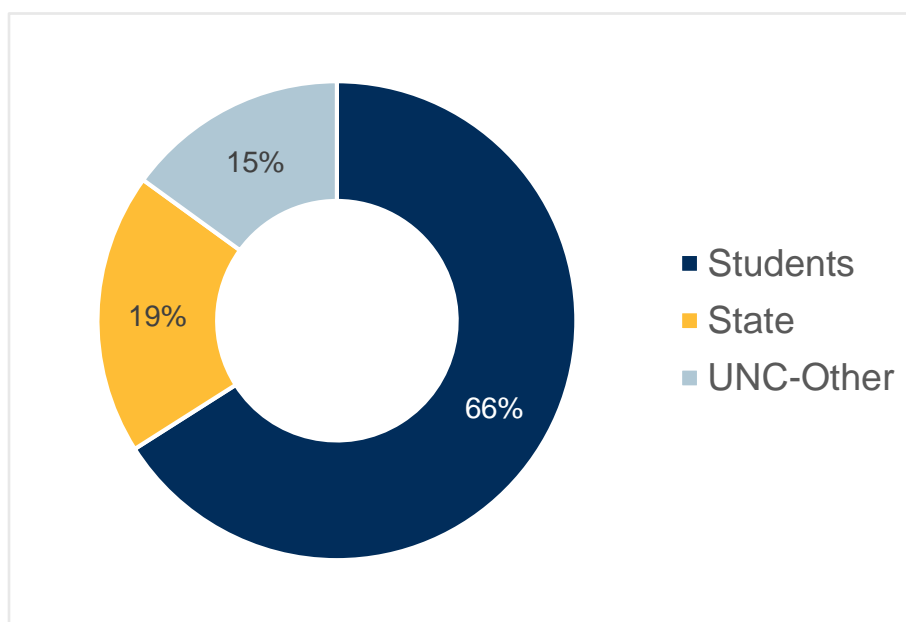


Figure 3. UNC Cost Share - UNC vs. Family

UNC is expecting a 5% decrease in state funds for the upcoming fiscal year. Since tuition increases must be limited in this hyper-competitive environment, the “UNC-Other” category is key to maintaining an affordable UNC degree.

Undergraduate scholarships are an essential element in expanding the “UNC-Other” category. At worst, expanding the number of scholarships replaces lost state funding, and at best, more scholarships will lower student cost. Since the last AACSB review in 2012, scholarships for MCB students have increased 38.1% to \$545,000. However overall, fundraising is in its infancy at UNC. The university is in its first capital campaign with a goal under \$70 million. In this area, UNC lags considerably in relation to most peer and competitor universities. This comparison is equally stark with regard to endowments. UNC’s endowment has a current market value of \$76,854,652 (MCB endowment - \$10,464,306). In summary, there are strategies and tactics in place to generate a significant increase in both annual giving and major gifts. However, the UNC baseline is low and efforts are several years behind most public institutions.

UNC is in a highly concentrated and competitive market. Within 55 miles of UNC are the four largest Colorado state universities: University of Colorado-Boulder, University of Colorado-Denver, Metropolitan State University of Denver, and Colorado State University. The enrollments of these universities range from 14,300 to 32,236 students. With the exception of CU-Boulder—which is only 60% Colorado residents—the other three universities are heavily dependent on in-state students, ranging from 84% to 97.8%. UNC is similar to the latter group with about 80% of the total student population hailing from in-state. With the cost of attendance, program offerings, academic reputation (real and perceived), and campus location being significant factors, increasing student enrollment will be a continuing challenge for UNC and MCB.

**Degree Enhancements.** To reach the 15,000 student enrollment goal at UNC, emphasis has been directed to graduate programs as well as undergraduate programs. In the latter case, however, there is the issue of limited on-campus housing. Since the last AACSB review, the MBA has been added to the MCB program portfolio. Initially, the program was taught at the UNC Loveland Center at Centerra, 16 miles from the Greeley campus. Recently, delivery of the program has moved to MCB’s Kepner Hall.

With most part-time MBA programs there is an expectation that students will have work experience. However, these employed students often find it difficult to come to campus for face-to-face classes during the work week for an entire 15-week semester. With its technological capabilities, MCB is exploring opportunities to better exploit those capabilities to attract more graduate students seeking an MBA. An MBA utilizing a virtual classroom would not only meet student expectations for better use of the workweek, but it would allow the program to attract an audience well outside the commuting distance to campus.

### SECTION 3: PROGRESS ON CONCERNS FROM PREVIOUS REVIEW

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The Team Visit Report dated January 15, 2013, recommended that the AACSB accreditation for MCB be extended for five years. Three items were identified by the Peer Review Team as areas that needed to be closely monitored and incorporated into ongoing strategic planning initiatives prior to the next Continuing Improvement Review. The progress made in each of these areas is addressed below.

1. Given the new master's program in Accounting, and in spite of existing budget challenges facing the university, the college should successfully complete the search to fill one essential academically-qualified faculty position in Accounting to help ensure that sufficient production of intellectual contributions is in place to support the program.  
(*Standard 2: Intellectual Contributions; Standard 10: Faculty Qualifications*)

Assistant Professor Ryan Cahalan was hired in 2013. Professor Cahalan held a Master in Taxation and a Juris Doctorate. He had research and teaching responsibilities in the tax courses offered in the accounting emphasis and Master of Accounting program. His previous experience was with Deloitte in Seattle. Professor Cahalan had two peer reviewed journal publications over the next two years. Unfortunately, Professor Cahalan left MCB in Spring 2016.

Searches for an additional scholarly academic were conducted in FY 2014-2015 and FY 2015-2016 but were unsuccessful. The department hired a Ph.D.-qualified, term instructor to teach courses in the interim. In Fall 2016, the Department of Accounting unsuccessfully searched for a tenure-track assistant professor. In Spring 2017, the department succeeded in hiring two positions. The person hired as the tenure-track assistant professor is well-qualified with experience at the university level, and prior to her doctorate, employment at one of the Big Four. The person selected for the Executive Professorship and Allen McConnell Chair has over thirty years of accounting experience in both the private and public sectors including partnership at a Big Four firm.

2. With evidence of high productivity of intellectual contributions among the faculty, the college should now place additional emphasis on the quality of peer reviewed journal publications and additional intellectual contributions beyond their existing levels.  
(*Standard 2: Intellectual Contributions*)

The Tointon Professorship was created to enhance the quality and impact of scholarly research produced by MCB. The Tointon Professor, in coordination with the dean and MCB faculty, has examined the research output of the college and begun targeted efforts to enhance faculty contributions starting with a careful review of faculty research over the past five years. This review revealed that several faculty at MCB were not optimizing the value of their research. To help alleviate this, the Tointon Professor, in conjunction with the Faculty Affairs Committee, developed a new definition of a scholarly contribution for evaluation and promotion purposes. It is believed that this new definition will assist faculty in avoiding publishing in non-impactful journals. In addition to this change, a process was initiated whereby the Tointon Professor reviews potential publications from faculty and offers aid in selecting journals that maximize the influence of their research.

A second activity addressing this concern is the modification of MCB's incentive structure. The current incentive structure has only two delineations of journal quality. The proposed

incentive structure delineates more classifications of journal quality in an effort to encourage faculty to publish in the best journal possible.

Finally, a plan is being discussed whereby research incentives will be contingent on the faculty demonstrating the direct impact of his or her research on MCB's stakeholders. Executive summaries of the impact of faculty research will be published annually and distributed to our communities.

It is believed that the combination of these efforts, along with outreach initiatives to partner with external stakeholders in the business community, will increase the quality and impact of faculty intellectual contributions.

3. While evidence of curriculum improvements associated with the college's AoL program are apparent, it should continue to strengthen the overall process including "closing the loop" activities.

*(Standards 15-20: Assurance of Learning)*

The Assurance of Learning (AoL) structure within MCB is more mature and robust than it was in the previous Maintenance of Accreditation cycle. This was achieved by modifying the purpose and responsibilities of the former "AoL Committee" and renaming it the "Accreditation and AoL Committee." The newly structured committee is now responsible for coordinating all accreditation activities involving student learning and performance within the college. This change expanded the purpose of the committee from merely administering assessments and reviewing data to also working with the departments and committees within MCB to pursue continuous improvement in student learning and better curriculum management.

Another change combined the written, ethical, and analytical assessments into a single instrument to minimize the "assessment fatigue" on students and lessen the impact on courses where assessments are administered. This combined assessment is being reviewed by an external consultant who specializes in evaluating written communication. The intention is to incorporate more scoring consistency and lessen inter-rater reliability problems in the assessment results.

An additional improvement concerns the oral communication assessments. Students are now required to take BA 205 Business Communications instead of ENG 123 College Research Paper. The new course requirement is better geared toward business communication.

Students are now provided with the assessment rubrics prior to assessment, and instructors across the curriculum are encouraged to provide more and better feedback on oral and written assignments. The oral assessment results are being evaluated by external assessors from the UNC School of Communication. This is intended to provide more uniform and technically correct oral assessment results. Full details of MCB's "closing the loop" activities can be found in [Section 6](#) of this document and in [Appendix B](#).

## SECTION 4: STRATEGIC MANAGEMENT AND INNOVATION

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### STRATEGIC PLANNING

Since the last AACSB visit, MCB has had an interim dean for half of the five-year span with a new dean arriving August 1, 2016. MCB operated under an existing strategic plan and associated key performance indicators (KPIs). There was ample evidence that it was time to put together a new strategic plan to move MCB forward. The process began in late fall 2016.

To set the stage for the planning process, an initial examination and review of what already existed at both the university and college level was conducted. In Fall 2009, UNC adopted a strategic planning framework shown in Figure 4. MCB had eight goals listed on the web page in addition to the vision, mission, and values.

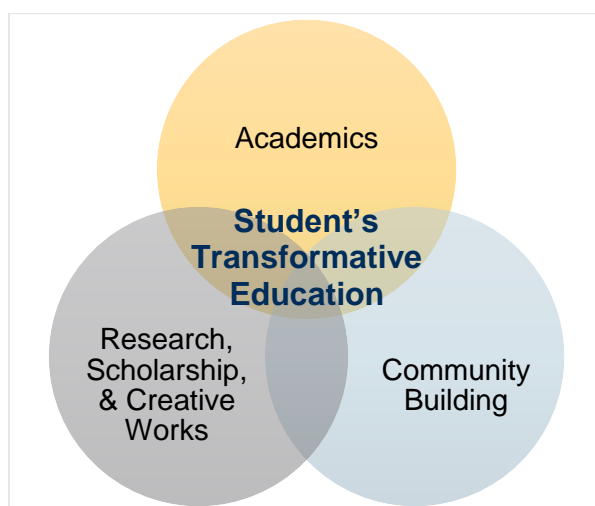


Figure 4. UNC Strategic Planning Framework

In examining MCB's existing goals against the university's framework, the goals heavily stressed academics but were virtually silent on research and scholarship and, to a lesser degree, community involvement. It was clear that there was a need to create a new plan.

The philosophy of creating the plan going forward involved participation by MCB faculty and staff along with input from students and alumni. In Fall 2016, the process of collecting input began with three important stakeholder groups: MCB Student Ambassadors through a survey and meeting, MCB faculty and staff using 60-minute, one-on-one interviews, and the MCB Dean's Leadership Council (DLC) during the initial meeting. Students, faculty, staff, and council members were asked to respond to the following questions:

1. What are the important strengths of MCB?
2. What opportunities for improvement currently exist within MCB?
3. What challenges currently exist or will be faced in the not-too-distant future?
4. What are the "underexploited" opportunities at MCB for growth? (where growth could be along many dimensions, e.g. financial, reputation, student quality, etc.)
5. What characteristics would indicate that MCB is moving to the "next level?"



The input was compiled, put into categories, and shared with all the participating stakeholders. This input—along with input about markets, competitors, programs, etc.—formed the basis for the planning process.

The planning process is moving through three stages:

- **Stage 1** is the creation of strategic statements. These are broad areas of current and future focus that are in alignment with the UNC Strategic Framework. A group of six, including four young faculty, are initiating the first draft which will then be reviewed by MCB's faculty and staff.
- **Stage 2** is the creation of current and future actionable items. These provide direction and the “how to” of the intended accomplishments in our strategic areas of interest. This stage of constructing tactics, initiatives, and actions is the area of full participation of faculty and staff, and again, with input from students and alumni. To maximize idea generation, resource limitations (e.g. money, time, etc.) are not set. The DLC will examine the results of this creative process and be asked to make additional suggestions.
- In **Stage 3**, plans are operationalized. MCB leadership will consider the constraints—namely, people's time and the available MCB financial resources—required to accomplish the tactics, initiatives, and actions created in stage 2. Another consideration in this process is the depth and breadth of the impact of each of the tactics, initiatives, and actions. With these two considerations—resources and impact—each tactic, initiative, and action will be prioritized. With priorities in place, detailed plans will be constructed, monitored, and implemented. The plan will be reviewed and updated on an annual basis.

A complete timeline of the process is shown in figure 5.

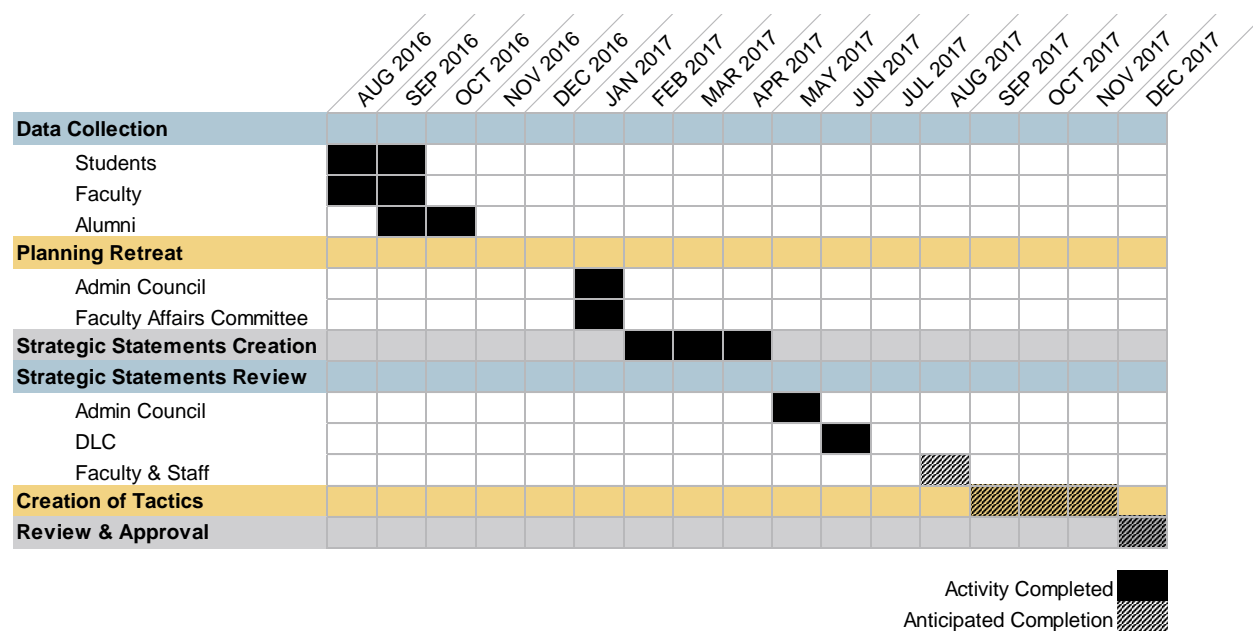


Figure 5. Strategic Planning Timeline

As part of the strategic planning process, the vision, mission, and values were reviewed by the Faculty Affairs Committee and recommendations for change made to the Administrative Council. Below are the vision, mission, and values statements:

**Vision.** To be a world-class provider of business education that prepares and inspires our students, alumni, and friends to be successful in their careers and in life.

**Mission.** To provide excellent primarily undergraduate and focused graduate business programs and related learning opportunities that prepare individuals for successful careers and responsible citizenship in a global society. We accomplish this by focusing our efforts in teaching, research, and service to benefit student learning.

**Values.**

- Excellence: We strive for excellence in all we do.
- Community: Partnering with the community is key to achieving our mission and vision.
- Integrity: We are committed to creating and promoting a culture based on ethics and morality.
- Respect: We treat all students, faculty, staff, and members of the community with respect in order to foster an environment of trust, mutual respect, and diversity of thought.
- Accountability: To achieve excellence we must hold each other accountable. We must be responsible and expect the best from each other.
- Success: We provide students with the skills, tools, and opportunities to have successful careers.

**Pillars of Excellence.**

- Teaching: Our primary purpose is to provide the highest quality education to students, most of whom come from Colorado and the surrounding states, by having professionally and academically qualified faculty who blend theoretical foundations with practical applications.
- Scholarship: We value all forms of scholarship that advance our teaching, and each discipline defines its research balance based on a discipline-specific focus. Given the applied nature of our Accounting program, it has chosen a research agenda focused on contributions to practice and pedagogical research. Our other programs have chosen a research agenda based primarily on discipline-based research, while valuing other forms of scholarship as well.
- Service: We provide value through service to our stakeholders including our students, our colleagues, the college, the university, the academic discipline, the community, the state, and the region in which we are located.

## KEY OUTCOMES

MCB has employed a set of key performance indicators (KPIs) to measure and track progress and trends. The former KPIs covered the following areas: recruiting (2), students (3), curriculum (2), staff (1), financial resources (2), and graduates/alumni (1). The 2013 AACSB standards and the strategic planning process provided an opportunity to review and change the KPIs to better reflect the current plan. This review process resulted in a smaller set of KPIs (below) and a broader set of supporting performance indicators (SPIs) listed in [Appendix C](#).

Table 1. MCB Key Performance Indicators

MCB Key Performance Indicator Summary (KPIs)																		
AREA	KPI	DEFINITION	MEASUREMENT METHOD	TREND														
Students	Student retention rates	The percentage of MCB students who persist from one academic year to the next.	IM&T report on student retention	<table><tr><th>Year</th><th>Retention Rate</th></tr><tr><td>2012</td><td>74.67%</td></tr><tr><td>2013</td><td>70.54%</td></tr><tr><td>2014</td><td>74.06%</td></tr><tr><td>2015</td><td>79.45%</td></tr><tr><td>2016</td><td>76.03%</td></tr><tr><td>2017</td><td>78.85%</td></tr></table>	Year	Retention Rate	2012	74.67%	2013	70.54%	2014	74.06%	2015	79.45%	2016	76.03%	2017	78.85%
Year	Retention Rate																	
2012	74.67%																	
2013	70.54%																	
2014	74.06%																	
2015	79.45%																	
2016	76.03%																	
2017	78.85%																	
Curriculum	Student learning in business	The overall performance of seniors on the ETS exam compared to national avgs.	ETS MFT Exam overall percentile, fall/spring combined	<table><tr><th>Year</th><th>Percentile</th></tr><tr><td>2012</td><td>96%</td></tr><tr><td>2013</td><td>95%</td></tr><tr><td>2014</td><td>95%</td></tr><tr><td>2015</td><td>89%</td></tr><tr><td>2016</td><td>85%</td></tr><tr><td>2017</td><td>90%</td></tr></table>	Year	Percentile	2012	96%	2013	95%	2014	95%	2015	89%	2016	85%	2017	90%
Year	Percentile																	
2012	96%																	
2013	95%																	
2014	95%																	
2015	89%																	
2016	85%																	
2017	90%																	
Faculty	Research & Scholarship	Rolling 6-year avg. number Intellectual Contributions per participating faculty across the college	Divide total number of intellectual contributions for past 6 years by the total number of participating faculty for past 6 years.	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2013</td><td>2.88</td></tr><tr><td>2014</td><td>2.88</td></tr><tr><td>2015</td><td>2.88</td></tr><tr><td>2016</td><td>2.88</td></tr><tr><td>2017</td><td>2.88</td></tr></table>	Year	Value	2013	2.88	2014	2.88	2015	2.88	2016	2.88	2017	2.88		
Year	Value																	
2013	2.88																	
2014	2.88																	
2015	2.88																	
2016	2.88																	
2017	2.88																	
Faculty	Quality of overall faculty	The percentage of faculty who meet the AACSB standards for SA+PA+SP+IP.	Digital Measures 15-1 report	<table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2013</td><td>97.3%</td></tr><tr><td>2014</td><td>97.3%</td></tr><tr><td>2015</td><td>97.3%</td></tr><tr><td>2016</td><td>97.3%</td></tr><tr><td>2017</td><td>97.3%</td></tr></table>	Year	Percentage	2013	97.3%	2014	97.3%	2015	97.3%	2016	97.3%	2017	97.3%		
Year	Percentage																	
2013	97.3%																	
2014	97.3%																	
2015	97.3%																	
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2017	97.3%																	
Grads/ Alums	Placement of graduates	Percentage of MCB graduates who are placed or attending graduate school full-time 1 year after graduation	Office of University Assessment	<table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2012</td><td>89%</td></tr><tr><td>2013</td><td>96%</td></tr><tr><td>2014</td><td>93%</td></tr><tr><td>2015</td><td>89%</td></tr><tr><td>2016</td><td>78%</td></tr></table>	Year	Percentage	2012	89%	2013	96%	2014	93%	2015	89%	2016	78%		
Year	Percentage																	
2012	89%																	
2013	96%																	
2014	93%																	
2015	89%																	
2016	78%																	

## INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION

Faculty workload at UNC begins with a base of five courses per semester. MCB's 3-3 faculty course load is the result of two course releases per semester, one for research and another for advising and service. Table 2-1 in [Appendix D](#) provides information on MCB intellectual contributions (ICs) over the last five years.

**Alignment with Mission, Expected Outcomes, and Strategy.** The MCB faculty workload is weighted more heavily on teaching. Consequently, the mission is focused on high-quality undergraduate and graduate programs. As such, MCB faculty ICs have teaching and learning as a prominent theme but are by no means narrow. From the large number of ICs in MCB's portfolio, topics range from articles on pedagogical tools such as case studies, to studies on learning settings such as online and study abroad, to teaching decision making. This is a sample of the breadth that this theme affords.

The collective ICs also include an international theme which is part of a strategy that was developed prior to the last AACSB review. Besides being part of the curriculum, it has become a major research theme. Once again, the range is quite broad. It is noteworthy that some of the ICs hit both themes—learning/teaching and international.

**Quality of Five-Year Portfolio of Intellectual Contributions.** Each department maintains a list of "Top 20 Journals" for their discipline (the Department of Accounting and Computer Information Systems maintains two lists). Given MCB's mission, it is impossible for faculty to only publish in the journals on these lists. A secondary list consists of journals that meets the following conditions:

1. In a business discipline
2. Double-blind, refereed journals
3. ≤40% acceptance rate in Cabell's Directory

During this review period, eleven articles have been published in the departments' "Top 20" journals. Additional quality recognition is due to Dr. Keiko Krahne's article published in the *Journal of Business Ethics*, the top ethics journal in the Financial Times Top 50 Journals. In 2016, Dr. Janice Payan received the prestigious Louis W. Stern Award presented by the American Marketing Association for the outstanding journal article that has made a significant contribution to the literature of marketing and channels distribution. A complete list of MCB journal articles are listed in [Appendix E](#).

In addition to scholarly output, MCB faculty—especially in accounting—have developed materials that have had an impact on students at other schools. For example, Dr. Rick Newmark's published textbook, *Building Accounting Systems Using Access 2010*, is available on *ResearchGate*. This textbook is still current and has been widely viewed, 3,385 views.

**Impact of Intellectual Contributions.** The quantitative measure of impact is show in Table 2 below.

Table 2. Google Scholar Citations - Faculty Meeting Thresholds by Rank

Rank	N	Minimum of 50 citations	Minimum of 100 citations	Minimum of 250 citations	Minimum of 500 citations	Over 750 citations
Professors	18	11	10	7	5	3
Associate Professors	9	5	4	1	0	0
Assistant Professors	5	2	1	1	0	0

In addition to the quantitative impact of faculty research shown above, MCB has numerous examples of the qualitative impact. These range from a variety of editorship appointments and posts on editorial review boards to visiting professorships at prestigious business schools in Europe and Asia. A noteworthy example is Dr. Mehrgan Mostowfi who has a National Science Foundation Grant and was granted a U.S. patent. A more complete listing of the qualitative impact of MCB research can be found in [Appendix F](#).

## FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES

Like all academic units at UNC, MCB has two funding sources—one from the central administration (often referred to as “state funds”) and the other from the UNC Foundation which includes annual gifts designated for MCB and the spendable funds from MCB endowments. The budget from central administration is sourced from state funding, tuition, and auxiliaries. As mentioned earlier, state appropriations to UNC have decreased in absolute terms over the past few years placing a greater reliance on tuition and auxiliaries.

The UNC budgeting system is a legacy model in contrast to a budget within a Responsibility Center Management (RCM) system. Under the UNC budgeting system, annual budget increases are primarily reserved for salary and wage raises and new faculty and staff lines. These new lines are requested by academic units through a staffing plan process. An unusual aspect of the UNC budgeting process is that at the end of the fiscal year all unused “state funds” are returned; i.e., there is no carryover from one fiscal year to the next.

The overall MCB funds available between the last AACSB review and this one are as follows:

- FY 2012 – state funds (\$6.0 million) and foundation funds (\$ 2.1 million)
- FY 2017 – state funds (\$7.4 million) and foundation funds (\$ 2.6 million)



Below, the summary of initiatives is arranged with near-term at the top and longer-term initiatives cascading downward.

Table 3. MCB Strategic Initiatives

STRATEGIC INITIATIVE	PHASE OF COMPLETION	SOURCE OF FUNDING
Recruiting undergraduate and graduate students	Fall 2016 permission to hire a recruiter granted (new line at .5 FTE)	\$30,000 + fringe benefits - Provost
	Summer 2017 recruiter hired	
Increasing retention of MCB first-year students	Spring 2017 planning activities	Existing resources, if any
	Fall 2017 implementation	
Leveraging SBDC/BizHub	Summer 2017 move SBDC/Bizhub into Kepner Hall	Funding for remodeling and move - Provost
Leveraging ethics in the curriculum	Spring 2017 create options for MBA Program	Daniels Fund Ethics Initiative
	Fall 2017 design and development	
	2018 implementation	
Differentiating MBA	2017 produce proposals for curricular and/or delivery changes	Existing resources
Retaining & hiring faculty	Fall 2016 prepare case statements for endowed chairs modeled after chairs in accounting and finance	Fundraising
	Fall 2019 funds available for use to hire replacement faculty	

### NEW PROGRAM: MONFORT COLLEGE OF BUSINESS MBA PROGRAM

After an extensive self-examination in the early 1980s, MCB made a decision to discontinue one of the largest distance-learning MBA programs in Colorado. The reasons for discontinuation were a lack of quality and the need to redirect resources into the undergraduate program to obtain AACSB accreditation. The last degree-seeking MBA graduates completed their studies in the late 1980s, and for the next twenty-five years, MCB has achieved its goal of continual AACSB accreditation in both business and accounting.

Recently, MCB stakeholders realized that graduate education is an essential component of a competitive business school. Beginning in Fall 2010, MCB and the central administration at

UNC took the first step into graduate business education with the Master in Accounting (MAcc) program. In Fall 2014, the new MBA program offered its first classes. The program and curriculum were approved in 2013 by the MCB faculty, the UNC Board of Trustees, and the Colorado Commission on Higher Education.

MCB is committed to providing a state-of-the-art MBA program that matches the high caliber of MCB's existing undergraduate and graduate programs. The program is designed to be flexible for both full-time and part-time students. Most classes are eight weeks in length and meet twice a week, generally in the evening. Students are allowed to take one, two, or more classes per session and are also allowed to take sessions off if needed.

The MBA's curriculum is comprised of 36 credit hours, 27 of which are core courses and 9 that are elective courses. With their electives, students can choose to specialize in healthcare administration, human resources management, or a general course of business management. They can also specialize in accounting by completing 9 credit hours in MCB's on-campus MAcc program. Prior to graduation, students are required to submit a project or portfolio that demonstrates an integrated and comprehensive mastery of the curriculum.

Each course blends theoretical and practical aspects of decision making under varied business conditions, enabling students to apply their academic and professional experiences in solving challenging and ever-changing managerial problems. In addition, the program allows all qualified students to study regardless of their undergraduate major. Students who did not major in business may be required to take four foundation courses, unless they can show that they have the required knowledge. These foundation courses are being offered in an online format.

**Admissions Criteria.** The following criteria are evaluated to determine if a student will be admitted in full standing.

- A degree from an accredited college or university with a GPA of 3.0 or higher in the most recent 60 credit hours
- A GMAT (or GRE equivalent) score of 500
- Proficiency at college-level calculus
- Two years of professional experience is preferred

Students not meeting all of these criteria who have a good GMAT or GPA but lack in one of the other areas may be admitted as provisional students. They must receive a "B" or better in each of their first 3 courses to be admitted in full standing.

Students who have significant work history (5+ years at a managerial level), service as an officer in the armed forces, passed the CPA exam, or a Master's degree from an accredited institution are able to apply for a waiver of the GMAT/GRE exam.

Students may take up to nine graduate credit hours before being admitted to the program.

**MBA Applications.** The following table shows the number of students who have applied for admission, were admitted, or were denied admission during the first two and a half years of the program.

Table 4. MBA Applicants & Enrollments

MBA				
	Applied	Admitted	Denied	Enrolled
Fall 2014	13	11	2	13
Spring 2015	3	2	1	13
Summer 2015	3	2	1	6
Fall 2015	4	3	1	11
Spring 2016	9	7	2	11
Summer 2016	3	0	3	6
Fall 2016	15	12	3	9

In Spring 2016, the MBA program had its first two graduates followed by two more graduates during the Summer 2016 session.

Prior to the launch of the MBA program, a marketing plan was created in collaboration with the UNC marketing group. However, the marketing group was disbanded during the first year of the MBA, and the program has received little marketing support from the university since then. In Fall 2016, the Graduate Programs Coordinator began working with the two individuals assigned to market all the university's graduate programs to begin marketing the MBA again.

**MBA Student Learning Goals and Objectives.** The MBA program has four learning goals and objectives that were created prior to the program being launched. Upon graduation, all MBA graduates will:

1. Be proficient with key business fundamentals.
  - Students will demonstrate a high level of competency in all business disciplines through their scores on each section of the ETS for MBA examination.
2. Demonstrate conceptual and analytical skills.
  - Students will analyze data and information to identify key problems, generate and evaluate appropriate alternatives, and make effective decisions.
3. Be effective communicators.
  - Students will demonstrate proficiency in preparing and delivering professional-quality oral presentations on business topics.
  - Students will demonstrate proficiency in preparing high-quality, professional written business documents.
4. Be proficient at analyzing and resolving ethical issues in business practice.
  - Students will demonstrate ethical awareness by employing an ethical framework to identify possible ethical issues or problems and analyze the consequences for various stakeholders.

During the past year, the ETS exam has been used to assess Learning Goal 1 for MBA students despite small enrollment numbers. Each of the four graduates performed very well on the exam. Comparison data for other schools and students is not obtainable due to the low

number of MCB MBA students, but the initial administration of the ETS was satisfactory. No concerns from the results have been identified to this point in time.

Other instruments, such as cases, are being created to help assess the remaining three learning goals and objectives. These instruments should be ready to administer in MBA 656 Strategic Management when it is offered in the Spring 2018 semester.

**Graduate Programs Committee.** The Graduate Programs Committee oversees the MBA and MAcc programs, evaluates the curriculum, and recommends and approves program changes. The committee is chaired by the Graduate Programs Coordinator and has representatives from each MCB department.

## SECTION 5: PARTICIPANTS

### STUDENTS

The decline in enrollment has been a concern for several years. To address this, MCB is engaged in a number of marketing strategies to increase public awareness of the high-quality programs offered and the college's successes. The trend is beginning to reverse. MCB is in close communication and partnership with UNC Admissions, Enrollment Management and Student Access, and University Relations to strategize the marketing efforts. These efforts include MCB showcase events at FBLA and DECA Conferences and meeting with high school counselors and high-performing seniors.

The information in the tables below shows the enrollment trend for the last five years. MCB continues to work with the enrollment issue as a top priority resulting in the start of an upward trend. The new software engineering program is attracting student interest. MCB has achieved tremendous success in student engagement in the community, professional events, and competitions. The goal is to increase public awareness of MCB as a college that offers high-quality business education and brings positive impact to the stakeholders.

Table 5. MCB Enrollment by Classification, 2012-2016

<b>Classification</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
Freshman	250	243	252	235	238
Sophomore	207	249	256	224	217
Junior	199	233	283	258	290
Senior	273	259	324	315	324
Graduate	13	9	28	21	25
<b>Total</b>	<b>1,018</b>	<b>993</b>	<b>1,143</b>	<b>1,053</b>	<b>1,094</b>

Table 6: MCB Major Enrollment, 2012-2016 (includes double majors)

<b>Majors</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
Accounting	225	228	197	187	182
Computer Information Systems	53	63	67	68	60
Finance	151	158	183	186	194
General Business	101	96	117	133	131
Management	271	267	292	261	272
Marketing	204	210	218	195	197
Software Engineering	1	25	41	63	79
MAcc	13	9	17	12	15
MBA	-	-	11	9	10
<b>Total</b>	<b>1,019</b>	<b>1,056</b>	<b>1,143</b>	<b>1,114</b>	<b>1,140</b>



Table 7. MCB Minor Enrollment, 2012-2016

Minors	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Business Administration	110	129	146	141	132
Computer Information Systems	7	14	14	11	14
Network/Info Systems Security	12	6	6	13	17
Global Business	29	15	17	14	12
Entrepreneurship	37	37	24	17	20
Non-Profit Administration*	13	11	6	1	0
<b>Total</b>	<b>208</b>	<b>212</b>	<b>213</b>	<b>197</b>	<b>195</b>

\*Non-Profit Administration Minor was discontinued in 2015.

MCB continues efforts to build an inclusive learning environment by attracting students and faculty from diverse backgrounds. Data on MCB students' ethnic background follows:

Table 8. MCB Undergraduate Ethnic Background

Ethnicity	F 12	SP 13	SU 13	F 13	SP 14	SU 14	F 14	SP 15	SU 15	F 15	SP 16	SU 16	F 16
American Indian or Alaska Native	6	6	1	6	6	2	4	2	0	3	5	2	1
Asian	19	17	3	21	18	8	21	23	9	21	19	11	26
Black or African American	30	29	11	22	20	7	28	25	8	26	23	12	25
Hispanic or Latino	133	126	34	162	150	38	164	154	45	167	157	56	185
Multiracial	20	19	4	30	27	10	32	29	10	34	32	14	42
Native Hawaiian or other Pacific Is.	3	2	0	2	1	0	1	1	0	2	1	1	3
Non-Resident Alien	22	23	4	20	24	16	25	23	19	24	25	15	25
Unknown	118	96	42	115	106	42	129	114	50	126	118	63	96
White	585	580	196	609	574	185	644	604	238	626	595	238	644
<b>Total</b>	<b>936</b>	<b>898</b>	<b>295</b>	<b>987</b>	<b>926</b>	<b>308</b>	<b>1,048</b>	<b>975</b>	<b>379</b>	<b>1,029</b>	<b>975</b>	<b>412</b>	<b>1,047</b>

MCB students have a wide variety of support services to expand their academic experience and prepare for career opportunities after graduation. These are outlined below.

**Advising.** The MCB Advising Center is located in Kepner Hall and consists of a director/academic advisor, a freshman academic advisor, and an administrative assistant. Students are advised in the MCB Advising Center during their freshman year and the first half of their sophomore year. As part of the advising process, each student works with the MCB Advising Center to create a 4-year academic plan (a sample plan is shown [Appendix G](#)). After they have completed 45 credits, each student is assigned a faculty advisor in their chosen emphasis area. The MCB Advising Center not only provides academic advising but also serves

as a place where students can get assistance in solving problems related to their degree program and find information on campus services and resources.

**Tutoring.** MCB has tutors available in Kepner Hall and also coordinates with UNC Academic Support and Advising to have tutoring available in Michener Library. To facilitate learning and provide supplemental instruction, tutoring is free to all MCB students.

**Professional Experience.** MCB implemented a required professional experience (PE) in Fall 2012. The opportunity for students to engage in the real business world is an invaluable experience and an important part of business education. All MCB business administration majors, regardless of emphasis area, are required to complete a minimum of 50 hours of business work experience within their specific area of study. Exceptions to this include international students, business administration minors, and software engineering majors. A monthly newsletter from the PE Coordinator provides students with PE opportunities (below is a sample).



## Monfort College of Business

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### Professional Experience Newsletter

#### Professional Experience Opportunities

The following are possible Professional Experience\* opportunities recently posted through Career Services' [Bears Career Connection](#) or communicated directly to the Professional Experience office.

Please see below for potential internships and work experiences that could fulfill your Professional Experience/BA 299 requirement:

*\*A Professional Experience cannot be formally approved without the necessary paperwork. Please find all required forms [here](#).*

#### EVENTS

***This week:***

**04/19** [Professionalism & Interviewing Workshop](#)

**04/20** [MCB Spring Picnic](#)

***Next week:***

**04/25** [Professionalism & Interviewing Workshop](#)

**04/28** [Resume & Cover Letter Writing Workshop](#)

Job ID	Position Title	Organization	Location	Emphases
29837	Product Management Intern	<a href="#">Billtrust</a>	Denver, CO	CIS, GEN
29842	Annual Giving Intern	<a href="#">UNC Development</a>	Greeley, CO	GEN, MGT, MKT
29843	Advertising Internship	<a href="#">Waterfowl Haven Outfitters</a>	Greeley, CO	GEN, MKT

Figure 6. Sample Professional Experience Newsletter

Students must complete prerequisites prior to the approved professional experience. These prerequisites include two workshops—one on resume and cover letter development and another on interviewing skills, networking and social media, and appropriate workplace behavior.

**Career Placement.** MCB and UNC Career Services have a strong partnership that provides MCB students a variety of career development and placement support programs. During MCB Career Week, students engage in activities such as Networking Night, industry panels, an annual pitch contest, and employer information tables and presentations. UNC Career Services also helps students to develop a career plan through a number of programs. *UNC Handshake* is a free online database where employers can advertise career opportunities. A campus-wide Job & Internship Fair also brings students and employers together. *UNC Connect* is an online professional mentoring platform to support students' professional development and facilitate meaningful volunteer opportunities for UNC alumni. Another career support program through UNC is *Success Looks Like Me*, which is designed to create opportunities for current UNC students to network and learn from the experiences and challenges UNC alumni have faced in the professional world.

**Regional Career and Networking Events.** With the Denver metro area being the hub of industry and career opportunities along the Colorado Front Range, MCB provides several opportunities for our students to experience Denver and get involved with area businesses. Annually, three of Colorado's largest universities (University of Colorado-Boulder, Colorado State University, and University of Denver) host the Colorado Business School Career Fair in which MCB is both a sponsor and participant. This fair boasts over 175 employers, all seeking engagement with the business students of Colorado universities. MCB provides shuttle transportation to Denver and prepares students for attendance through a pre-networking workshop, creation of business cards and nametags, and resume and interview guidance. MCB attendance at this event has steadily increased with over 50 students participating in the 2016 fair several of whom interviewed with or received a job offer from a company they spoke with at the fair.

At a more local level, the MCB Advising Center conducts business tours every semester for underclassmen to get an inside look into companies in the region. These tours allow for 15-20 students to get up close with organizations like Deloitte, the Ritz-Carlton, Coors Field, Wells Fargo, and Kraft Foods Global to see their facilities and network with employees as they begin to explore career options and employers of interest.

**Finley Fellows.** Each department chooses a Finley Fellow for a semester or school year. A Finley Fellow is selected because of his or her high academic achievement and competence in academic research. Finley Fellows assist professors as research assistants and receive a \$1,000 scholarship.

**Support for International Experience.** Over the past several years, MCB has increasingly encouraged students to go abroad either through MCB faculty-led programs or with partner schools in Canada, Thailand, Australia, Italy, Lithuania, Czech Republic, Spain, South Korea, etc. The impetus for this emphasis on international experience came from the MCB Global Program which was created in 2011 to address two important challenges. First, while both university and college recruiting continued a focus on diversity, MCB believed that additional diversity initiatives were needed. The MCB Global Program was created, in part, to broaden the diversity of ideas, thoughts, and education in our students. Second, from a broader aspect, business operates in a global marketplace that continues to expand. However, the MCB student population is very local, with anecdotal evidence indicating that fewer than 20% of MCB

students have traveled abroad and many have never been out of Colorado. With these and other challenges in mind, the MCB Global Program is focused on:

1. increasing incoming students from foreign countries into MCB to approximately 10% of enrollment.
2. aligning with the university strategic plan for internationalization and creating opportunities for every student to study abroad. More specifically, achieving at least 10% of students studying abroad by 2016.
3. encouraging faculty to teach, research, and/or attend conferences abroad so that they can bring their cultural experiences back into the classroom.
4. integrating international perspectives and issues into the curriculum by inviting visiting professors to teach and give campus-wide presentations.

The results of these efforts are described in [Appendix H](#).

**Enhancement of Learning Fund.** MCB students are provided with additional support to participate in learning opportunities outside of the classrooms. The Enhancement of Learning Fund (ELF) supports student learning opportunities such as attending conferences, competitions, and other learning activities. Students, faculty advisors of clubs, or faculty members of specific courses can apply for these grants. The expected learning outcomes of these activities must align with MCB's learning goals. MCB's Student Affairs Committee reviews applications and allocates ELF grants.

## **FACULTY**

MCB academic departments are primarily responsible for the management of the faculty including recruitment, hiring, mentoring, and evaluations (both biennial and comprehensive). The departments receive support from the MCB administration and staff as well as a variety of support services campus-wide. The policies and procedures governing MCB faculty are more fully discussed in the handbook which is on the MCB website. The following is a process summary starting with faculty recruitment.

### **Faculty Recruitment.**

**Tenure-track hires.** Faculty lines are controlled by the Provost Office. Every year MCB—and the other UNC colleges—submit the annual staffing plan. The plan includes what is required to meet current and future needs as determined by the dean and department chairs. The plan becomes a discussion document for the dean and provost, and with the provost's approval, the plan is the authorization mechanism to fill existing, but vacant, faculty lines as well as new faculty lines.

The recruiting and hiring process is similar to processes at other universities. A search committee is selected, and they create a position description that is aligned with the UNC AAEO guidelines. Advertisements are targeted based on discipline. Search committee members attend national disciplinary conferences (e.g., American Accounting Association Annual Meeting, Financial Management Association International Annual Meeting, Academy of Management, etc.) to interview pre-screened potential candidates, usually 30-45 minutes. A select number of candidates are then invited to campus for a 1.5-day interview process which includes departmental faculty, the dean, and other members of the MCB community. Throughout the hiring process, the department chair, dean, and search committee members maintain communication to minimize delays in the hiring decision. In consultation with the dean, the

department chair negotiates and hires the new faculty member. As part of the hiring package, new faculty are provided summer stipends for two years, up-to-date technology, moving assistance, and Green Card support, if required. Contracts usually begin in August with the start of the fall semester. The contract requires that all new faculty will have defended their dissertation and been awarded their Ph.D. (D.B.A. or J.D.).

**Part-time hires.** To meet student demand, MCB utilizes professionally-qualified, part-time faculty. When required, each department chair evaluates the part-time faculty member's qualifications against departmental policies that include educational background, professional business and managerial experience, prior teaching experience, etc. The utilization of part-time faculty is one way MCB engages students in a professional as well as academic learning experience.

**Criteria for Participating and Supporting Faculty.** The criteria for determining whether a faculty member is participating or supporting is outlined in the MCB Handbook as follows:

- **Participating faculty** are defined as those who, in addition to their instructional assignment, also have a research and/or service component as part of their workload assignment. Additional responsibilities could include the expectation of producing scholarly research, student advising, and other service assignments deemed relevant to the college mission. The college expects these individuals to be part of the faculty for more than the current year.
- **Supporting faculty**, by definition, are those individuals who do not meet requirements for being a participating faculty member (i.e., those that have no employment responsibilities to MCB other than teaching courses and holding appropriate office hours).

**Faculty Support.** New faculty are expected to be successful in all phases of MCB academic life: teaching, research and scholarship (referred to as professional activity), and service. New faculty are provided orientation and mentoring through both formal and informal methods. Department chairs provide a majority of the MCB new faculty orientation, supplementing the university-wide new faculty orientation. The UNC and MCB orientation introduces new faculty to the mission, policies, procedures, facilities, and available resources at the college and university. To help with the transition into MCB—and for some, their first academic position—the chair tries to minimize the number of new course preparations and does not immediately set high expectations for service within the department or MCB. The MCB Handbook is recommended as a useful resource.

All faculty, new and experienced, have access to a wide range of services and programs to enhance their skill level in all facets of academic life. For improvement in learning and teaching experience, some key aspects are:

1. Center for the Enhancement of Teaching and Learning (CETL) - At the university level, CETL provides numerous workshops and forums that are often delivered specifically to MCB as a whole or by department. These are for professional development and classroom and office skills. MCB supplements CETL with periodic teaching roundtables. These meetings, usually during lunch, provide a forum to learn about new teaching methods and discuss opportunities for best practices. As an example, last November a faculty member from across campus discussed the “flipped classroom.”



2. Instructional design and development - UNC provides faculty in-person and online workshops to learn how to efficiently use learning management systems and incorporate online pedagogy and technologies into the design of courses. This service is currently focused on the conversion from *Blackboard* to *Canvas*. This includes sessions from both UNC tech support as well as MCB tech support.
3. MCB Instructional and Program Improvement Grants - Grants are available to support improvements in classroom teaching, curriculum, instructional evaluation, and advising. Recipients are determined by application to the Faculty Affairs Committee.
4. Annual classroom observations - Department chairs conduct a classroom observation to provide feedback concerning classroom management and presentation. This, in part, is intended to provide opportunities for continuous improvement.

Since the faculty workload is a 3-3 for research-active faculty, formal assistance is augmented by informal help ranging from faculty-provided peer teaching reviews to individual training on the use of teaching platforms such as *Tableau* and *Panopto*.

Research and scholarship is a valued portion of the faculty's workload. As mentioned before, newly-hired faculty receive two summer stipends which helps enable them to make headway into their research program. Throughout the faculty life cycle, there are many forms of support for research-active faculty including:

1. Provost Fund Grants – This is a university-wide program through the Office of Sponsored Programs (OSP) to support academic research and travel and/or professional development.
2. MCB Research Awards – The college provides stipends to faculty publishing in peer-reviewed, accepted journals (amount of stipend is journal dependent) and to support travel to conferences for presenting papers and serving on panels.
3. MCB Summer Research Grants – The college, through a competitive process judged by the Faculty Affairs Committee, provides a number of summer research grants.
4. Faculty Sabbatical Leaves – MCB, through the Provost Office, grants sabbaticals to support research projects. These are available to tenured faculty by application with eligibility every seven years.

MCB currently has four endowed chairs and professorships. These endowments provide salary (plus fringe benefits) and professional fund stipends. These chairs and professorships function in two ways: by recognizing outstanding faculty currently at MCB and as a recruiting tool for hiring faculty with records of excellence. Currently, the Tointon Chair is used to recognize an MCB faculty member in finance.

Faculty development opportunities include many other areas as well as recognition opportunities. Among these opportunities are:

1. MCB awards for teaching, scholarly work, and service. Recognition is from both students and peers.
2. MCB Professional Activity Grants support engagement in the professional community.
3. The Consulting and Professional Activity Policy provides faculty the opportunity to accept occasional professional consulting engagements to bring current professional experiences to the classroom.
4. Global exchange offers the ability for MCB faculty to teach at global exchange partner institutions.

5. The Daniels Ethics Fund Initiative Faculty Fellows Program is a foundation-supported effort to emphasize ethics in business education. The program provides salary support for faculty interested in promoting ethics through case writing, bringing outside experts into the classroom, creation of ethics course materials, and participation in conferences having an ethics focus.

UNC also provides many quality of life/work opportunities for faculty as they progress in their careers.

**Faculty Evaluation.** UNC recently changed from an annual review to a biennial review process for tenured faculty. Annual evaluations are required for all untenured, tenure-track faculty. Tenured faculty may request an evaluation on an annual basis. The faculty evaluation process is used for purposes of professional development planning and is designed to provide feedback that will result in improvements in faculty performance. For MCB, the evaluation process is a useful tool to ensure that faculty are appropriately classified according to the MCB Faculty Qualification Policy. The biennial process is executed at the department level.

The comprehensive review is for promotion, tenure, and post-tenure review. Faculty are evaluated in instruction, professional activity, and service. Faculty are expected to demonstrate satisfactory instruction and service activities along with a pattern of professional activities required for promotion or tenure. Tenured faculty undergoing a post-tenure comprehensive review must demonstrate satisfactory instruction and service activities and a pattern of professional activities that maintain his or her faculty qualification. The post-tenure comprehensive review cycle is six years. The areas of evaluation mirror the areas for annual review: instruction, professional activity, and service. The complete comprehensive review process is available in the MCB Faculty Handbook.

## STAFF

The MCB staff consists of three groups: the college professional (11), classified staff (4), and the ECSBDC professional staff (5). As with the faculty, staff are provided multiple opportunities for professional development. These opportunities are on-campus, face-to-face courses and workshops provided by CETL to enhance skills and knowledge to better perform assignments and tasks. *SkillSoft* is a university-based set of online training courses in areas such as technology, business, management, human resources, etc. The university provides a tuition waiver for staff who want to continue their formal education toward a degree. MCB professional staff are provided travel funds to participate in professional conferences. As an example, our advising staff regularly attends the National Academic Advising Association (NACADA) conference.

## SECTION 6: LEARNING AND TEACHING

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MCB is dedicated to high-quality teaching and continuous improvement in educational opportunities for our students. We do this through a combination of enthusiastic instructors, small class sizes, exceptional technological infrastructure, and a well-defined set of processes and procedures intended to manage the curriculum and measure student learning. All of these components work together to form a seamless system of teaching and learning that aligns with the college mission and generates academic impact for our stakeholders.

### CURRICULUM MANAGEMENT & DEVELOPMENT

Curriculum within MCB is driven by and aligned to the college mission. This mission is periodically reviewed by the Administrative Council and presented to the teaching faculty for discussion when changes are warranted. Any modifications to the mission are made to better represent the needs and expectations of our stakeholders. The most recent mission review took place in AY 2016-2017 and resulted in a more focused approach to education considering MCB's dedication to exceptional teaching. This mission was subsequently used to review and, where necessary, revise the learning goals, objectives, and course-level student learning objectives (SLOs) that make up the curriculum management system.

MCB's curriculum management system is comprised of several interrelated levels. A diagram graphically representing the interaction of these layers can be found in [Appendix I](#). At the lowest level, each department has an independent curriculum committee comprised of all instructors currently teaching in the discipline. Each of these instructors have a voice in curriculum decisions; however, voting for local curriculum changes is limited to tenure and tenure-track faculty. Modifications to department curriculum can be proposed by any instructor. These change requests are discussed in department meetings and, if approved, forwarded to the college Curriculum Committee.

Committee members are elected by their respective academic discipline area, and two ex-officio, non-voting members are appointed by the dean, usually the associate dean and a staff member. The college Curriculum Committee meets regularly during the academic year and discusses proposed changes. While many curriculum change requests come from departmental sources, the college Curriculum Committee may also initiate changes directly. The committee acts in an advisory capacity; changes that are approved without modification are forwarded to the Administrative Council. Changes that cannot be passed without modification are either discarded or returned to the originating department for rework and possible resubmission. Occasionally, a proposed change will require approval from an outside group within the university. In those cases, the proposed change is submitted to the appropriate group for approval prior to local implementation.

In addition to the activities described above, the curriculum committees at both the departmental and college level are responsible for ensuring that the course offerings are in alignment with industry and stakeholder requirements. This normally is achieved through consultation with advisory boards, interaction with employers, and review of model curricula available from external sources. On a periodic basis, all departmental, college, and liberal arts core curriculum requirements are reviewed and, if necessary, updated to achieve this alignment.

Major curriculum-related activities are commonly initiated by cooperative action of the MCB Curriculum Committee and the Accreditation and AoL Committee. These can be summarized

into three categories which are shown in Table 9. The first, broad-level program changes include the introduction of a MBA, a new joint Software Engineering degree program offered by MCB and the College of Natural and Health Sciences, the deletion of the Non-Profit Minor, and moving the Entrepreneurial Option previously offered under the Business Administration Minor. The second category of activities include changes to international transfer credits and changes to courses that include coverage of Excel, Access, and student writing. All three areas were identified as areas in which students were underperforming. The college changed required courses and re-vamped the coverage of these topics in existing courses. The final category encompasses the routine modifications to existing classes and the addition of new courses. Most of these changes were initiated by periodic faculty curriculum review of peer institutions and feedback from stakeholders and were intended to maintain currency in the curriculum. A full listing of the program and course-level curriculum changes, along with the impetus for the revision can be found in [Appendix B](#).

Table 9. Significant Curriculum Changes (initiated by Curriculum and Accreditation and AoL)

Curricula Changes	
Category 1	Introduce MBA
	Introduce Software Engineering degree with College of Natural and Health Sciences
	Delete Non-Profit minor
	Delete Entrepreneurial Option under the Business Administration minor
Category 2	Adjust transfer credits for students studying abroad
	Revise course-level coverage of Excel and Access
	Change course requirements covering student writing
Category 3	Update course content and coverage across multiple CIS courses
	New course offerings (Accounting & Finance)
	Various minor course changes

Additional closing the loop activities not directly related to curriculum were initiated by the Accreditation and AoL Committee independently. These fall into one of two broad categories. The first category involves considerable efforts to revise the ethics, communication, and discipline-specific assessments and rubrics. The second category addresses improving the processes MCB uses for reviewing learning goals and collecting student data (both survey data and ETS performance data). These are summarized in Table 10.

Table 10. Changes initiated by Accreditation and AoL Committee

Non-Curriculum Changes	
Category 1	Refine ethics assessments & rubrics
	Refine communication assessments & rubrics
	Refine discipline-specific assessments
Category 2	Review and revise goals, learning objectives, criteria, and assessment instruments
	Streamline and improve data collection processes (various internal and external student surveys)
	Expand the scope of information received from ETS for use by departmental curriculum committees

**Assurance of Learning.** Assurance of learning (AoL) within MCB is achieved through a set of well-defined processes and procedures that involve individual course student learning objectives (SLOs), departmental SLOs, college-level learning goals and objectives, and a set of targeted key performance indicators (KPIs). These tools are designed, implemented, and maintained by the coordinated efforts of departmental curriculum committees, the college Curriculum Committee, the Administrative Council, and the Accreditation and AoL Committee.

Of these groups, the Accreditation and AoL Committee is the most directly involved in assurance of learning activities because it is responsible for managing and coordinating all learning-related assessments. This committee is comprised of one representative from each college department plus one non-voting representative from the dean's office. The group meets regularly throughout the academic year to plan assessment administration, review assessment results, discuss corrective actions for identified problems, and coordinate AoL activities at the departmental level. One member of the committee, usually the representative from the dean's office, also attends meetings of the college Curriculum Committee to ensure that the two groups are aware of each other's agenda and coordinate on relevant concerns.

From a procedural perspective, AoL problems are identified by the Accreditation and AoL Committee through regularly scheduled reviews of assessment results collected from assessment instruments. These instruments measure student performance on the MCB goals and objectives (see Table 11 for details). If an instrument shows that student learning results have declined for two consecutive assessment periods then the committee either delegates the task of addressing the problem to the appropriate group within the college (e.g., departmental curriculum committees) or formulates a corrective plan directly. If the plan involves core courses or a significant curriculum change, the Accreditation and AoL Committee forwards a recommendation to the college Curriculum Committee for review and approval. In all cases, the actions of the Accreditation and AoL Committee are subject to review and approval of the dean in consultation with the Administrative Council.

**MCB Assessment Plan.** The MCB Assessment Plan consists of seven learning goals and ten related learning objectives (see Table 11). All learning objectives are assessed by direct measures derived from a variety of instruments. A complete description of the assessment plan, the assessment rubrics, and assessment results are available upon request.

Table 11. MCB Learning Goals & Objectives

Learning Goal	Learning Objective	Criterion	Instrument
<b>Be knowledgeable of key concepts in core business curriculum</b>	Students will demonstrate a firm understanding of core business concepts.	Score $\geq$ 80th percentile	ETS Major Field Exam
<b>Be effective communicators</b>	Students will prepare and deliver quality presentations on a business topic.	Overall score $\geq$ 1.4 on a 0 to 2 scale	MCB Rubric
	Students will prepare quality business documents.	Overall score $\geq$ 2.4 on a 0 to 3 scale	MCB Rubric
<b>Demonstrate conceptual and analytical skills</b>	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	Overall score $\geq$ 2.4 on a 0 to 3 score	MCB Rubric
<b>Be proficient with technology</b>	Students will demonstrate proficiency in common business software packages.	Combined overall score $\geq$ 70% & no individual area scores $<$ 70%	Embedded course testing
<b>Demonstrate global awareness</b>	Students will be knowledgeable about the global business dimension.	Combined overall score $\geq$ 70%	MCB Examination
<b>Demonstrate ethical awareness</b>	Students will be knowledgeable about ethics and social responsibility.	Combined overall score $\geq$ 75%	MCB Examination
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	Overall score $\geq$ 2.4 on a 1 to 3 scale	MCB Case problem
<b>Be proficient with discipline-specific knowledge</b>	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	Average mean correct will be $\geq$ 80th percentile for students on the discipline-specific ETS questions in their emphasis	ETS Major Field Exam
	Students will demonstrate competency with advanced topics within their emphasis.	Overall score $\geq$ 70% for each emphasis within MCB	MCB emphasis examinations



The assessment plan is managed and coordinated by a set of well-defined processes and procedures designed to ensure consistency and continuous improvement. These processes are structured into three primary categories: key components processes, supporting components processes, and structural processes. A summary of these processes is given in Table 12.

Table 12. MCB Assessment Processes

Key Components Processes	
Mission/Vision/Values review	Process to periodically review the MCB mission, vision, & values
Learning Goals review	Process to review MCB learning goals and align to the mission
Learning Objectives review	Process to review MCB learning objectives and align to the mission
Objective Alignment update	Process to align MCB learning objectives to course-level objectives
Results review	Process to review results from assessments and generate solutions
Supporting Components Processes	
Criteria review	Process to periodically review learning objective criteria
Method review	Process to periodically review learning objective assessment methods
Rubric review	Process to periodically review assessment rubrics
Structural Processes	
Approval process	Process outlining the MCB approval steps
Process review process	Process concerning periodic review of processes
Process review schedule	Schedule for process review
Coordination plan	Overall coordination plan for key assessment components

**Closing the Loop Activities.** MCB has continued to strengthen its closing the loop processes and activities. These actions are pursued at multiple levels and in multiple venues throughout MCB. Departments initiate local actions in response to concerns identified through assessment results, interactions with external stakeholders, and evolving faculty expertise and continuing education. Likewise, the college Curriculum Committee in concert with the Accreditation and AoL Committee modify the curriculum and internal procedures to address situations where improvement is needed.

Since the last Maintenance of Accreditation visit, closing the loop efforts have concentrated on the student oral presentation and the business ethics and corporate social responsibility goals. In addition, several of the program discipline-specific assessments have been improved through closing the loop corrections. The text that follows describes these major efforts. [Appendix B](#) provides details for all MCB closing the loop activities during the past five years in pursuit of continuous academic improvement. Of course, there is tremendous overlap between the activities of the Accreditation and AoL Committee and the Curriculum Committee as many AoL

activities identify the need for corrective action to the curriculum. Consequently, the information provided in [Appendix B](#) lists closing the loop activities initiated by both sources.

**Communication Goal.** The MCB communication goal consists of two components: oral presentation and written business communication skills. Student oral presentation assessment scores are below the target goal. To correct this situation, a MCB “oral SWAT team”—consisting of faculty members who teach classes that stress oral presentation skills—was organized. These instructors, along with faculty members in the Accreditation and AoL and Curriculum Committees, formulated a set of three corrective strategies that have since been implemented. They are:

- Require business students to take BA 205 Business Communications. This course teaches communication skills which include business oral presentations. To further encourage business students to take this course, MCB successfully lobbied for it to be included in the university’s Liberal Arts Core and subsequently required all business students to take it as a graduation requirement.
- Distribute the MCB oral assessment rubric to students. The intent is to provide students with an overview of the assessment criteria in advance of the presentation so that they can prepare and focus on the key traits of a good presentation. An electronic copy of this rubric was placed on the MCB Communication Resource Toolkit webpage. Instructors were also asked to review the rubric with students prior to oral assessments.
- Provide a short Internet video that discusses business presentations and provides examples of good and bad presentations. An appropriate video could not be found; however, a website link was added to the MCB Communication Resource Toolkit webpage that provides numerous suggestions on how to prepare and deliver a good business presentation.

Taken together, these modifications are intended to close the loop and give MCB students the help they need to improve their communication skills.

An additional concern with the oral communication assessment involves the processes surrounding data collection and evaluation. Several assessment data sets were lost because either the data was collected incorrectly or the external assessor was unresponsive. To correct this, arrangements have been made with the UNC School of Communication to assess MCB student presentations and provide results. This should provide more consistent results and generate more professional feedback as well as lessening the problem of inter-rater reliability.

**Ethics Goal.** The MCB ethics goal consists of two related components: a business ethics and corporate social responsibility case and an objective ethics awareness examination. The assessment scores on the case were below the target goal, so closing the loop action was initiated. The overall score of the awareness examination was above the goal; however, there were several exam questions with consistently low scores, so closing the loop activities were also directed to this area.

MCB instructors involved in teaching ethics concepts, along with members of the Assessment and AoL Committee, worked together to develop a set of suggestions to improve the students’ ethical knowledge. These included:

- Making the case problem a take-home assignment rather than an in-class assignment. The intent of this modification is to standardize the administration process of the assessment. Previously, it was an in-class assignment for some sections and a take-home assignment for others. This produced results that were potentially incompatible. Making the assessment administration consistent will generate a uniform data set. Modifying the assessment to be a take-home assignment will also give students more time to think about the case and write cogent solutions.
- Assigning course points to the case problem. The intent of this change is to provide an incentive for students to take the assignment seriously and give their best effort to solve the problem. Previously, no points were assigned and some students interpreted this to mean that the assessment was not important and warranted minimal effort.
- Distribute the case rubric prior to the case assessment. Providing the rubric in advance gives the students valuable information about the solution characteristics that are measured by the assessment.

These steps were helpful; however, results on the ethics case assessment were still low, so the Accreditation and AoL Committee elected to hire a professional external reviewer to assess the case write-ups. The rationale was that a professional assessor would provide more consistent and insightful feedback. This person also assessed student writing and analytical ability via the case write-ups. The result of this change was that the assessment scores dropped significantly indicating that communication with the assessor to calibrate the review criteria to our expectations is necessary. We also plan to redouble efforts to ensure that all case assessment venues administer the assessment consistently.

Other closing the loop activities designed to improve student ethical assessment performance and increase the general awareness of ethical concepts were implemented. Examples include:

- MCB participates as an active member of the Daniels Fund Ethics Consortium. This is a partnership between eleven regional universities with a goal to strengthen and expand ethics education in the region. MCB currently has five Daniels Fund Initiative Faculty Fellows who are responsible for spearheading the local initiative and activities.
- Participate in an annual “Ethics Week” event. This event is intended to provide a forum for ethics awareness and discussion. Originally scheduled as a day-long event, its popularity and the number of activities grew so rapidly that it was expanded to a week-long event two years ago. Various activities and speakers are scheduled for each day, and students, faculty, and staff are encouraged to attend.
- Encourage faculty to participate in ethics roundtables. MCB sponsored a series of teaching roundtables that provided a forum for discussion on how to improve the teaching of ethics at MCB. They occurred throughout the year and were independent of the Ethics Week event.
- Outreach to students in dorms. “Ethics Movie Nights” were offered in 2014 and 2015 to residents in North Hall, the residence hall that houses the business student floor. The movies selected had ethical themes and/or conflicts in the plot. Prior to the movie, a faculty member provided a short discussion on ethics.

- Ethics curriculum updates. In Spring 2013, BAMG 452 was renamed as “Business Ethics.” The new name better reflected the content of the course and gave students a better understanding of its nature. Additionally, BAAC 424 Accounting Ethics is offered in the curriculum. This course was used to pilot online, principle-based ethics modules developed by UNC faculty in 2014.
- Departmental ethics seminars. Beginning in Fall 2013, funding was offered to MCB departments to bring in ethics experts to talk to students, faculty, and student clubs. This initiative was in recognition of the fact that there are discipline-specific ethical issues into which departments might like to delve more deeply.

***Discipline-Specific Assessments.*** The assessment plan within MCB requires that each emphasis program independently assess their majors on topics that are specific to the discipline. This examination is prepared by, administered, and analyzed by faculty within the discipline to determine if graduates have learned the core knowledge of the discipline by the end of the program. When low assessment scores are recorded, it is the responsibility of the emphasis faculty to determine and implement corrective action in their curriculum. Within this framework the following closing the loop activities have occurred.

- Updated CIS discipline-specific exam. The CIS department reworked the discipline-specific exam to better match the program curriculum objectives. The curriculum, in turn, was influenced by current industry trends as identified by the CIS Advisory Board and published Curriculum Guidelines for Information Systems.
- Updated Finance discipline-specific exam. The Department of Finance clarified the wording of a question on their discipline-specific exam to avoid student confusion. This was completed prior to the Spring 2013 assessment. Following this, finance modified the exam again to include 30 questions (instead of the original 15). This was done because emphasis faculty believed that more questions were needed to accurately measure student knowledge.
- Reliability and validity report on discipline-specific exams. To aid departments in deciding if discipline-specific examination changes were needed, the Assessment and AoL Committee prepared and distributed a report on the reliability and validity of questions in all discipline-specific examinations. This was done prior to the Spring 2014 assessment and resulted in two questions being updated on the Management exam.

These activities were undertaken with the goal of improving the accuracy and validity of the measurement instruments. Consequently, the information generated by these instruments is better able to identify problems that can be corrected by subsequent closing the loop activities.

***Miscellaneous Closing the Loop Activities.*** MCB has undertaken numerous other closing the loop activities. Some examples are below.

- Updated ETS videos. MCB uses the ETS Major Field Examination to assess students’ mastery of core business concepts. To help students prepare for this test, a series of new review videos were created during the last academic year. These videos were made available to students via the MCB website.

- BACS 101 change to pre-requisite. After investigating the importance of BACS 101 Business Computing to the introductory emphasis classes, the course was reclassified from a co-requisite to a prerequisite for the introductory accounting class, BAAC 220 Principles of Accounting I. This was done in response to the recognition that students need better Excel spreadsheet skills to succeed in the introductory accounting series.
- New Marketing course. The Department of Marketing is considering creating a Marketing Metrics and Analytics course based on feedback from their advisory board. If approved, this change will be in response to changes in the job market for MCB graduates.

Taken together, the closing the loop activities and modified assessment processes described above demonstrate MCB's commitment to continuous improvement and evidence-based curriculum management. Over time, the assessment scheme will continue to change and improve with the goal of better preparing MCB graduates for the modern workplace.

**Partnerships and Transfer Policies.** MCB continuously aims to improve the education and university experience for all students and does so by collaborating with various departments throughout campus. For example, in collaboration with the College of Performing and Visual Arts (PVA), MCB modified the Business Administration minor and its coursework to allow PVA students to supplement their education with a better understanding of business concepts. Modifications were made in majors such as Music and Theatre Arts to allow students to pursue their passion while gaining an understanding of the business core.

Additionally, MCB is currently working with the School of Sport and Exercise Science (in the College of Natural and Health Sciences) to add the Business Administration minor as part of the newly-formed Sport Administration major. This major enables students to combine sport-specific content and administrative practices—in preparation for the continually changing world of sport administration—with fundamental business skills essential in any career field.

Lastly, with the addition of a business emphasis in Economics, students are able to pursue a double major in Economics and Business Administration with the addition of twelve credits. The MCB Advising Center and faculty of Economics work together to relay this information at orientation, at Discover and Destination days, and during advising appointments throughout the semester.

Not only does MCB continue partnerships throughout the UNC campus, we value partnerships with community colleges statewide. The Colorado Statewide Business Articulation Agreement, in effect since April 2011, encourages students to begin their studies at a community college and then transfer to UNC with ease. In effect, this articulation agreement ensures that a student who begins and completes an Associate of Arts or Associate of Science degree at a community college in the state of Colorado will be able to transfer 60 credits into the Bachelor of Science in Business Administration degree at MCB. While this agreement does not guarantee admission to MCB, it does guarantee that admitted students who follow the conditions of the agreement will be granted complete transfer of their A.A. or A.S. degree. The MCB Advising Center works closely with AIMS Community College—located in Greeley—and other community colleges across the state in advising and helping with the transition and transfer of credits. A representative of the MCB Advising Center holds office hours at AIMS Community College and is available to speak with interested transfer students about the application and evaluation of credits each semester.

**Graduate Transfer Credits.** The MCB graduate transfer policy is aligned with the UNC graduate transfer policy. The MAcc program is 30 credits, so students of the program can transfer up to 6 credits from an AACSB accredited institution. The MBA is a 36-credit program which then allows students to transfer up to 9 credits from an AACSB institution and/or 9 credits from another UNC academic unit. In the latter case, those credits may only be electives. The MBA capstone course must be taken from MCB. In both cases, external and internal credit transfers, all transfers must be approved by the Graduate Programs Coordinator.

## SECTION 7: ACADEMIC AND PROFESSIONAL ENGAGEMENTS

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### STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

MCB provides active, professional learning opportunities both inside and outside the classroom. The small class size, faculty business experience, and integration of theory and practice provide the means for active, experiential learning. The paragraphs below include selected examples of academic and professional engagement:

1. As a result of the long-standing partnership between MCB and the Better Business Bureau (BBB), students in BAMG 452 Business Ethics are actively involved in a real-world project for the BBB's Torch Award for Ethics. During the spring semester, students search for regional businesses known for their ethical practices. After conducting in-depth research on the company's business practices, the students nominate those worthy of consideration for the Torch Award for Ethics. The BBB reviews and assesses the nominations and identifies official nominees for the award. In the fall semester, MCB student teams—along with students from Colorado State University and the University of Wyoming—prepare entries on behalf of the nominated businesses. The students evaluate the ways in which the businesses practice the BBB's TRUST! Principles: Transformation at the Top, Reinforce and Build, Unite the Team, Steer Performance, Treasure People, and Enthusiastically Reinvest. In both semesters, students visit the businesses, conduct interviews, and collect necessary information and data to be able to write reports on the companies' business practices and the evidence of their ethical practices.

Textbook theories and case discussions are important, but this project provides students with an experiential learning opportunity to work directly with regional businesses and explore ethical practices within a business context. Students not only get hands-on experience in business ethics but also learn the soft skills of communicating and conducting themselves in a professional manner. The reports that are generated and submitted are evaluated not only by the professor(s) but by a panel of judges at the BBB who make the award decisions. This type of authenticity—providing detailed information that becomes the basis of decision-making—creates a class project much more valuable to the students, and as a result, they become thoroughly invested in the process and the product. MCB students have been awarded the best paper by the BBB for the last three years.

2. In BACS 371 Introduction to Computer Forensics, Dr. Jay Lightfoot's class toured the FBI's Rocky Mountain Regional Computer Forensics Laboratory (RCFL) in Centennial, Colorado. This FBI lab is the regional office for all forensic activities in Colorado and Wyoming. According to the RCFL website:

An RCFL is a one stop, full service forensics laboratory and training center devoted entirely to the examination of digital evidence in support of criminal investigations such as terrorism, child pornography, crimes of violence, trade secret theft, theft or destruction to intellectual property, financial crime, property crime, internet crimes, fraud.

This exposure to the FBI lab was directly related to the course content, providing real-world examples that reinforced the theoretical aspects of the course.



3. In the process of creating and offering an MBA, MCB looked for a differentiator that would set the program apart from other more established graduate programs. Dr. Gene O'Hara, MCB's Executive in Residence during the MBA design phase, became a source of ideas for a new specialization in Healthcare Administration. With his help, a distinctive curriculum was developed that provided the college with an excellent opportunity to bring in representatives from the healthcare community. As this was a new specialization, MCB developed partnerships with community healthcare experts to deliver the program. The use of industry experts, such as CEOs of hospitals, to teach in this specialization provides practical knowledge for graduate students with career aspirations in healthcare fields.

MCB has further augmented this specialization with an ad hoc advisory council consisting of several healthcare professionals including two hospital CEOs. This group advises on marketing and recruiting of students, delivery of courses, and finding instructors.

4. Complete with both academic and professional components, the Student and Foundation Fund (SAFF) class is one of MCB's best examples of an active learning experience. This experience begins prior to enrollment as students must apply and interview to earn a selection in the class. Twelve to fifteen students are selected each semester and charged with managing two funds—Colorado Insurance and Business Education Foundation (CIBEF) and SAFF—totaling approximately \$2.6M.

About 25 years ago, the UNC Foundation allocated funds to the original SAFF portfolio with subsequent allocations during the early years. However, the CIBEF fund was donated to the UNC Foundation specifically for this class to manage with the intention that earnings from the endowment would fund finance and insurance student scholarships. Students in the SAFF class manage funds that literally help pay for their peers' tuition. As compensation for the responsibility of managing the funds, the SAFF class receives a fee from the UNC Foundation which is used to supplement the course and fund annual travel to a student-run fund conference.

The older and more conservative SAFF fund is guided by a conservative investment policy statement (IPS), allowing roughly 65% in equities and 35% in investment grade bonds. In contrast, the CIBEF IPS permits similar equity exposure but further allows an allocation to emerging market equities. It also adds high-yield bonds and alternative assets to truly expose SAFF students to a myriad of return-producing and risk-reducing asset classes.

Each semester students are introduced to SAFF and CIBEF IPS's as well as other guidelines for class conduct, security analysis, etc. The portfolio manager(s) guide the first major task of the term—construction of the SAFF Economic Forecast. The fixed income manager(s) ensure that the characteristics of the bond portfolio meet the IPS guidelines and make adjustments to the holdings based on the economic forecast. The equity manager(s), also guided by the IPS, make certain the portfolio remains properly diversified by ensuring individual holdings do not exceed 7% of the equity portfolio value and, informed by the economic forecast, propose sector weightings for the equity portfolio. The class agrees to voting thresholds for both "buys" and "sells." Typically, the threshold to buy is around 75% of the course enrollment while the sell threshold is a simple majority.

Students in the course also benefit from interaction with the profession. In the most recent term, for example, several investment professionals shared their experiences with various facets of investment management. A portfolio manager discussed how an economic forecast can drive tactical asset allocation decisions. Specialists in various asset classes—high-yield bonds, international equity, domestic equity, and alternative assets—shared their experiences and led lively discussions about how the SAFF class might use that expertise.

At the end of each semester, the students produce a newsletter highlighting their efforts and learning experiences. However, the highpoint of the semester is the student presentation to the UNC Foundation Investment Committee comprised of seasoned investment professionals. After the presentation, the committee grills the students to ensure they are fulfilling their fiduciary duties. Some committee members may have ulterior motives as many of them have hired SAFF alumni over the years.

5. MCB students in Computer Information Systems complete the emphasis with a two-course sequence in which an app is developed for a client. In BACS 487 Systems Analysis and Design, students proceed from the theoretical background into industry standard practices. This leads to engagement with external clients and the collection of requirements that become the basis of the next course, BACS 488 Senior CIS Project.

During this course, student teams work closely with clients to ensure the completed project meets client expectations. The professor of the course guides the student teams through development strategies and selections of technical platforms. The professor monitors the development process so that the completed project utilizes technology solutions that are sustainable for the client organization.

Over the past several years, student teams have successfully provided useful and needed technology to a wide spectrum of organizations. Examples of these include:

- City of Greeley Police Department—created an inventory control app to log evidence and a police car check-in and check-out reporting app
- Common Good Compost, LLC—created a sign-up and delivery app
- Colorado Division of Wildlife—created an app and website for reporting and managing bear sightings
- Local LGBT group—created an app for lesbian dating
- MPPX, a local Greeley Band—created an app to manage band announcements and audio/video fan pages
- UNC student registration—worked with UNC Information Technology to create a prototype app to streamline class registration and advising
- Dabloom—created an app designed to form the basis for a new company to assist students in managing personal financial budgets
- Bear Textbook—worked in consultation with the UNC bookstore to create an app so that students could rent textbooks from other UNC students
- Greeley Credit Union—created a financial advising app for members

At the completion of the semester, the teams present the projects in an open forum including the clients. The participants engage with members of the CIS Advisory Board, participating organizations, faculty, and general community.

6. MCB encourages and facilitates our student's professional engagement through the Professional Experience (PE) program. The PE program is designed to prepare undergraduate business students to become young professionals who confidently apply their knowledge to their chosen industry. By completing a professional experience, MCB students engage in the practical application of their major-specific courses through a short-term work experience (e.g., internship, part-time employment, volunteering, etc).

Prior to beginning their work experience, students are counseled on creating job application materials as well as interview skills and professional workplace behavior. This guidance is primarily provided by MCB staff and faculty but may also come from alumni and corporate recruiters. UNC and MCB have several resources through which students can gain resume advice, participate in mock interviews, and join in career conversations with working professionals. These resources enable students to gain multiple perspectives and begin building their own community of support and mentorship as they explore post-graduation opportunities.

Students completing a professional experience are expected to fully participate in professional work activities including job shadowing, performing entry-level tasks, and participating in typical office functions (e.g., meetings, supervision). Students are encouraged to use the opportunity to evaluate potential career paths, explore industries of interest, and build a professional network of mentors and colleagues. Students often receive offers for continued part-time or full-time employment through their participation in a professional experience, or they are encouraged to stay in contact with the organization in case future opportunities arise. The PE program allows students to engage professionally as they navigate their final semesters and look forward to gainful, professional employment.

7. Career Week, a recent MCB initiative, provides events designed to enhance student learning through professional engagement. Throughout the week, numerous businesspeople and alumni present on a variety of topics relevant to our undergraduates' professional development and understanding. Panelists discuss ethical issues in job searching, distinguishing oneself amongst other job applicants, personal-brand integrity, networking with purpose, and possible career paths based on academic areas of study and expanding area industries. These paneled events allow students to listen to industry experts and ask questions as they consider their own future beyond MCB.

The week culminates with the university-wide Job & Internship Fair and MCB's Networking Night. Both events are designed to inform students of local businesses, internships, and job opportunities in hopes that students will apply their course knowledge and skills in further professional engagement.

8. MCB is one of eleven schools that participate in the Daniels Fund Ethics Initiative Collegiate Program. Participating schools are located in Colorado, Wyoming, Utah, and New Mexico. The goal of the program is to instill a high standard of ethics in students and make a positive impact on business education by promoting principle-based ethics. MCB is committed to engaging our students, our faculty, the university, and the surrounding community in ethical thinking and responsible practice. The Daniels Fund Ethics Initiative makes it possible to offer a variety of programs and learning opportunities for the campus and surrounding communities. Each year, MCB submits a report to the Daniels Fund describing the results of the activities and programs offered.

Annual funding is contingent on successful performance against defined expected outcomes.

- a. **Ethics Week.** Every fall semester, MCB holds a week-long ethics program with speakers engaging in various activities, an internal case competition, and a movie night. In 2016, MCB held a town hall meeting attended by more than 200 UNC and Greeley community members. MCB has had success bringing high-profile speakers such as Eric Pillmore, former senior vice president of corporate governance at Tyco International, and Cynthia Cooper, former vice president of internal audit at WorldCom. Ethics Week makes a considerable impact on student learning of business ethics. In 2016, 700 students attended these events. The Daniels Fund has provided very positive feedback on the impact made with Ethics Week.
- b. **Ethics Case Competitions.** MCB recognizes the value of ethics case competitions and their alignment with our teaching philosophy emphasizing experiential learning. Students are able to apply ethics knowledge and principles to analyze a business case and present a professional solution to a panel of judges. In addition to the Daniels Fund Ethics Case Competition, students have participated in internal case competitions and other competitions including the Diversity and Business Ethics Competition and the Enactus Ethics Case Competition. MCB student teams have been successful in these competitions.
- c. **Conferences, Daniels Fund Ethics Summit, and Other Learning Opportunities.** Every year, several students are selected to attend the U.S. Military Academy's National Conference on Ethics in America at West Point and the Daniels Fund Ethics Summit. These opportunities provide students with hands-on learning experiences that include listening to ethics experts and interacting with business professionals. All MCB students are encouraged to participate in the NASBA (National Association of State Boards of Accountancy) Ethical Leadership Certificate. Students are reimbursed for the cost upon successful completion.
- d. **Career Week.** MCB has integrated ethics education into Career Week, held every spring semester. An important part of Career Week includes a panel discussion on ethics in career-related issues by several Colorado business leaders. Students are reminded that ethics and integrity are the foundations of personal and professional development.
- e. **Faculty Development in Teaching Business Ethics.** MCB engages in faculty development in teaching business ethics in order to enhance student learning. All MCB faculty can follow an internal grant process to request funds to attend ethics-related conferences and pursue professional development opportunities. MCB also encourages faculty members to participate in the ethics certificate program. Teaching roundtables are organized every semester for MCB faculty members to discuss ethics-related topics. Those who attended ethics conferences share information and ideas.

Additionally, academic and professional engagement is occurring on a regular basis with business professionals and managers often speaking to undergraduate and graduate classes. A sample of speakers over the past years is provided in [Appendix J](#).

## FACULTY QUALIFICATIONS AND ENGAGEMENT

With the adoption of the 2013 AACSB Standards, MCB created the following definitions for faculty qualifications:

- **Scholarly Academics (SA)** must achieve and maintain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly-hired faculty who have earned a research doctorate or other terminal degree within the last five years prior to the review date. Subsequent to hiring, SA status is normally sustained with two quality journal articles (QJA) and two other intellectual contributions (OIC) in the most recent six-year period.
- **Practice Academics (PA)** must achieve and maintain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty member's earlier work as an SA. A faculty member must be a tenured associate professor—typically a tenured full professor—to transition from SA to PA. The threshold for meeting the experience requirement for PA status exceeds the requirement for Instructional Practitioners (IP). PA status is sustained through a minimum of one QJA and five quality professional engagement (QPE – see [Appendix K](#)) activities from a minimum of three categories during the most recent six-year period.
- **Scholarly Practitioners (SP)** must achieve and maintain currency and relevance through continued professional experience, engagement, interaction, and scholarship related to their professional background and experience. In order to qualify for SP, a faculty member would normally have a master's degree related to their field of teaching. SP faculty will typically have been hired as Instructional Practitioners (IP) but have engaged in scholarly activity such that they have two QJAs and one OIC in the most recent six-year period.
- **Instructional Practitioners (IP)** must achieve and maintain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. As with SPs, IPs will typically have a master's degree related to their area of teaching. Normally, IP status is granted to newly-hired faculty who join the college with significant and substantive professional experience as outlined below. The level of teaching assignment will be consistent with the breadth and depth of professional experience and training. IP status is sustained through a minimum of three QPEs from at least two categories during the most recent six-year period.

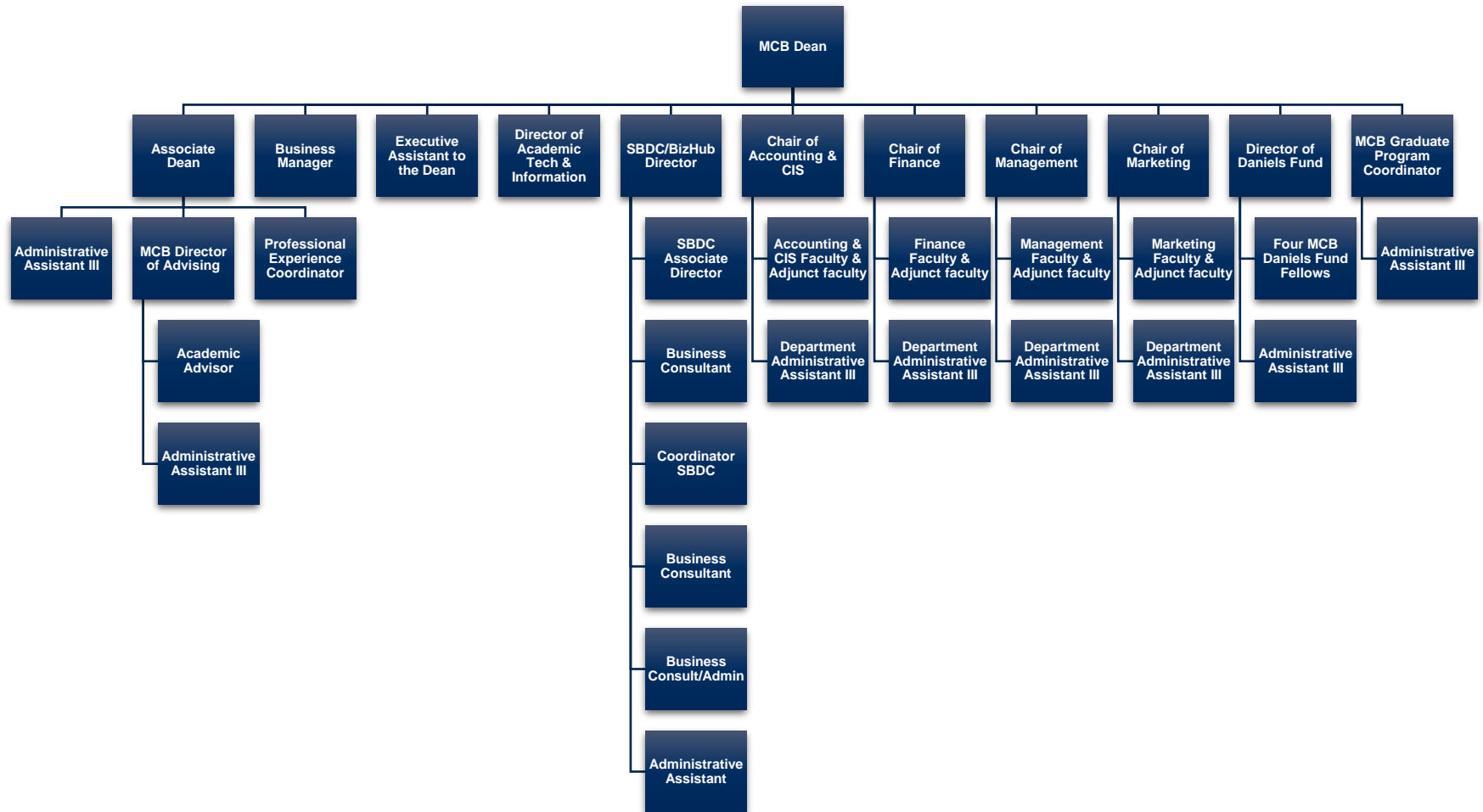
Tables 15-1 and 15-2 ([Appendix L](#)) show the deployment of the MCB Faculty for 2016-2017. MCB has a well-documented biennial evaluation process for faculty workload. Faculty workload consists of instruction, professional activity, and service. The three areas are defined in the following manner:

- **Instruction** includes evaluation of classroom teaching, other student-related activities, course materials, instructional delivery, and curriculum/program development. Faculty are expected to maintain relevancy and currency within their area(s) of instruction. Generally, instruction counts for 45% of a faculty member's workload.

- **Professional activity** includes intellectual contributions and other professional activities including refereed publications, academic and professional presentations, publications in conference proceedings, and other forms of scholarly productivity. Professional activities also may include consulting, grant solicitation, and continuing education seminars. Generally, professional activity counts for 35% of a faculty member's workload.
- **Service** provides benefit to the academic and professional community. Academic service may be at the university, college, or program level and includes active membership or leadership on committees and taskforces as well as other activities deemed relevant to advancing the college mission. Academic service also includes student academic and professional advising. Service should include professional interaction and active membership or leadership in organizations tied to one's profession and the community. Generally, service counts for 20% of a faculty member's workload.

In each of the three areas of faculty workload, faculty activities are viewed by considering engagement, impact, and innovation. Detailed criteria have been developed to determine the level of faculty achievement for each area.

## APPENDIX A – MCB ORGANIZATIONAL CHART





## APPENDIX B – MCB CURRICULUM CHANGES

Curriculum changes are motivated by a number of factors including consultations with external stakeholders, evolving faculty expertise and continuing education, and concerns identified from the systematic implementation of MCB's AoL practices. In addition, changes can be initiated by various groups within MCB. The table below presents a list of program-level and course-level changes to the curriculum during the past five years (2012-present), including the impetus for each revision. Items related to the entire business program are listed first, followed by actions specific to individual courses.

### PANEL A: PROGRAM-LEVEL CHANGES (to include AoL Closing the Loop activities)

Source of Revision (AoL / CURR)	Impetus for revision	Closing the Loop Action	Academic Year
	<b>MAJOR PROGRAM CHANGES</b>		
<b>CURR</b>	Faculty in the CIS department recognized market demand for undergraduate education in software engineering. No undergraduate programs in Colorado offered a BS in software engineering.	Creation of new joint degree Software Engineering program between MCB and the UNC College of Natural and Health Sciences	2013-2014
<b>CURR</b>	Demand for the Non-Profit minor was lagging, in part, because of the inability to offer the required courses in a timely manner. One required course in sociology – Grant Writing - was not regularly offered causing graduation delays for students.	Delete Non-Profit Minor	2013-2014
<b>CURR</b>	Review of resource allocation – lack of student demand	Delete Entrepreneurial Option under the Business Minor	2015-2016
<b>CURR</b>	Students studying abroad are not able to fully take advantage of the coursework opportunities available under the current curriculum structure. MCB desired changes that would allow students to experience more diversity of ideas and thoughts by taking an additional elective course when studying abroad yet maintain the principle that more than ½ of the credits for a MCB degree be earned at MCB.	Changed transfer credits to allow studying abroad students more electives	2013-2014
<b>CURR &amp; AOL</b>	A decline in ETS scores in several areas within MCB was noted. In order to identify specific discipline areas	MCB ordered a tool from ETS to analyze each question individually and provide sub-content area results. This will be used by discipline	2015-2016

	that need improvement more detailed ETS information was needed.	areas to better analyze which sub-topics within each emphasis area need additional depth. Based on this information, Accounting modified its curriculum to place more emphasis on the indirect cash flow method.	
<b>AOL</b>	The new MBA program did not have formalized learning goals.	The Accreditation and AoL Committee created an initial set of MBA learning goals for review by faculty involved in the creation of the new MBA program.	2013-2014
<b>AOL</b>	MCB learning goals had not been reviewed since the previous accreditation visit.	The Assessment Committee worked with the MCB Curriculum Committee to review, and update where necessary, the learning goals and objectives.	2013-2014
<b>AOL</b>	Feedback from both students and instructors indicated various surveys were asking questions that were redundant with other surveys and/or asking outdated questions.	The Curriculum Committee is charged Fall 2016 with reviewing all internal/external surveys to determine what is needed and not. The review is intended to streamline future data collection.	2015-2016
	Feedback from both students and instructors indicated too many assessments were being done in BAMG 456. This negatively impacted the students in the 456 classes because too much class time was being devoted to assessment activities.	The Accreditation and AoL Committee combined the ethics case, written, and analytical assessments into a single instrument that will be assessed by a single external assessor. This will reduce the number of independent assessments and generate more uniform data results.	2015-2016
<b>CURR &amp; AOL</b>	Feedback from the Accreditation and AoL committee, college faculty, and data from internal/external assessment tools suggested student writing in general (and business writing in particular) was below acceptable levels and required intentional intervention.	BA 205: Required for LAC 1B instead of ENG 123 being an option.	2013-2014
	Written assessment scores in the Accounting area were low.	Accounting divided the writing rubric traits among themselves and focused on improving areas in specific classes.	2015-2016
	The curriculum modification that required BA 205 instead of ENG 123 for business students reduced the number of electives for our majors. This reduced the	Modify the curriculum to replace BAFN 291 with STAT 150 to free up 3 hours of elective credits for our students.	2013-2014

	opportunities for students to pursue areas of interest in their education.		
<b>AOL</b>	The MCB Student Satisfaction Survey indicated that students did not feel they had adequate faculty advising opportunities prior to enrollment periods.	Faculty were required to add 5 additional hours of advising for each of the two weeks preceding student enrollment periods.	2014-2015
<b>AOL</b>	ETS scores for international issues were low.	A Global knowledge goal was added to the MCB assessment plan on a pilot basis and an assessment was generated and administered in BAMK 360. The final assessment instrument for this area is currently being developed.	2015-2016
<b>AOL</b>	Assessment results from the new combined ethics case, written, and analytical instrument were significantly lower than previous assessments.	It was decided that we will: 1) contact the evaluator to calibrate our performance expectations, 2) give students the assessment rubrics in advance, and 3) coordinate the assessment sections to provide consistent instructions and incentives to increase student efforts. We will also rewrite the instrument instructions to more clearly explain our expectations.	2016-2017
<b>AOL</b>	Assessment results for student oral communication assessment were below the goal threshold.	An oral assessment "SWAT team" was created to brainstorm corrective actions. Recommended changes were: 1) advise all business students to take BA 205, 2) distribute the oral assessment rubric to students prior to presentations, 3) locate a short video to demonstrate characteristics of a good presentation, 4) encourage faculty to give timely feedback on presentations.	2012-2013
<b>AOL</b>	MCB Oral communication assessments indicate that students needed to improve.	The MCB "Pitch Contest" is implemented to give students an opportunity to practice presenting short, concise presentations.	2013-2014
<b>AOL</b>	Oral assessment communication results were difficult to collect due to: 1) technical digital recording issues, 2)	Plans were made to collaborate with the UNC Communications department to assess the student presentations.	2014-2015

	post-production complexity of recordings, and 3) non-responsive external assessor.		
<b>AOL</b>	The oral assessment rubric was confusing to our external reviewers from the Communication department.	The assessment rubric was modified to allow for easier, more accurate assessment.	2015-2016
<b>AOL</b>	The Finance department did not feel that the current 15 question discipline-specific test adequately assessed their students' knowledge.	A new, 30-question assessment instrument was developed and administered in the spring.	2015-2016
<b>AOL</b>	Results for discipline-specific tests for CIS and Finance were below the goal threshold.	The CIS and Finance departments reviewed the questions. Several changes were made in the wording of both assessment instruments to avoid confusion.	2012-2013
<b>AOL</b>	Ethics case assessment results were below the goal threshold.	Corrective actions recommended by the Accreditation and AoL Committee included: 1) make the case a take-home assignment rather than an in-class assignment, 2) give the case to instructors early enough to include in the grading scheme, 3) assign points to the case, 4) distribute the rubric to students in advance.	2012-2013
<b>AOL</b>	The results for the ethics assessment were below the goal threshold.	The Daniel's Ethics Fellows were asked to review the questions for corrective action. Result were that four of the questions should either be assessed in a higher-level class or reworded to better match students' knowledge in the current venue.	2013-2014
<b>AOL</b>	The Management department determined that students would benefit if there was more interaction with employers and professionals in the field.	The Management department, in consultation with their Advisory Board, determined that a mentorship program would help alleviate this concern. They will look at similar programs at CU and CSU prior to moving forward with implementation.	2014-2015
<b>AOL</b>	Results for discipline-specific tests for CIS and Finance were below the goal threshold.	The CIS and Finance departments reviewed the questions. Several changes were made in the wording of both assessment instruments to avoid confusion.	2012-2013

**PANEL B: COURSE-LEVEL CHANGES (to include AoL Closing the Loop activities)**

Source of Revision (AoL / CURR)	Impetus for revision	Closing the Loop Action	Academic Year
<b>CURR</b>	After attending an industry seminar, a CIS faculty member determined the content of BACS 383 was not up-to-date.	BACS 383: Updated course description, course contents & prerequisites	2014-2015
<b>CURR</b>	Low demand to test out of BACS 101 (due partly by Microsoft's continual changes in Office Suite software.	Eliminated CPE Exam option.	2014-2015
<b>CURR</b>	Prerequisite change initiated to ensure student success in a 400-level course.	BAMG 458: Course prerequisite update	2014-2015
<b>CURR</b>	Feedback from the Accreditation and AoL Committee and discussions with faculty regarding student performance indicated students in BAAC 220, BAAC 221, and BAFN 371 found students did not have the skills in Microsoft Excel needed to perform course assignments.	BACS 101: Content modified to expand coverage of Excel and remove coverage of Access. Access coverage was moved to BACS 300.	2012-2013
<b>CURR</b>	BAAC 220 needed Excel to be utilized in class assignments earlier in the semester	BAAC 220: Changed BACS 101 to a prerequisite rather than co-requisite	2014-2015
<b>CURR</b>	Students in the BACS 485 class did not have the necessary background in Microsoft Access.	BACS 300: Added BACS 300 as a prerequisite.	2015-2016
<b>CURR &amp; AOL</b>	The Finance department did not feel that the current 15 question discipline-specific test adequately assessed their students' knowledge.	A new, 30-question assessment instrument was developed and administered in the spring.	2015-2016
<b>CURR &amp; AOL</b>	Review of IS model curricula and feedback from the CIS Advisory Board indicated that the content and objectives of BACS 488 was out of date.	BACS 488: Updated to reflect changes in industry and available technology.	2014-2015
<b>CURR</b>	Faculty review of peer institutions determined the course title, description and objectives needed updated.	BAMK 371: Changed name, course description & objectives	2014-2015
<b>CURR</b>	Faculty curriculum review of peer institutions determined the course title would be more appropriate to align with titles used at other institutions.	BAMG 452: Change course name	2012-2013
<b>CURR</b>	Faculty curriculum review of peer institutions determined the course title would be more appropriate to align with titles used at other institutions	BAMG 457: Updated course title & description	2012-2013
<b>CURR &amp; AOL</b>	BAMG 458 students (International Management) were performing below expectations.	BAMG 458: Added prerequisite of "Senior Standing" to preclude juniors from enrolling without the sufficient knowledge.	2013-2014

<b>CURR</b>	Department review of peer institutions found the course title and description were not commonly used across the nation and could cause difficulty when college transcripts were compared for hiring and graduate applications.	BAMG 457: Renamed "Organizational Theory and Design" and updated the course description to better match with peer norms.	2012-2013
<b>CURR</b>	Review of peer institutions and consultation with the Accounting Advisory board, suggested a tax case course was necessary to enhance students' ability to prepare and deliver professional tax and business presentations.	BAAC 329: New Course titled "Tax Cases" was added to the curriculum.	2012-2013

### Curriculum Changes for the MAcc and MBA

<b>MBA</b>	To be a competitive business school, graduate education is an essential piece. The college felt there was a demand for an MBA program in the vicinity. The college decided to add a Human Resource & Health track for students to pursue.	Created new MBA	2013-2014
<b>MAcc</b>	<p>This change was in response to an identified need to increase students' technical knowledge in areas more relevant to careers in public accounting and to be better prepared for the CPA exam.</p> <p>With the addition of BAAC 549, the graduate course number for Income Tax II (BAAC 429), we now have an additional tax course available for students who will pursue a public accounting career specializing in taxation.</p>	Reduced required major credits from 27 to 21 credits by removing BACS 500, BAMG 554, and MBA 660 from the required list. Increased required elective credits from a choice of 3 credits to a choice of 9 credits Added BAAC 549 as an elective.	2014-2015
<b>COURSE-LEVEL CHANGES</b>			
<b>MBA</b>	Give the students a better base knowledge.	Added prerequisites to MBA 671, 672, 673,674	2015-2016
<b>MBA</b>	Give the students a better base knowledge.	Added prerequisites to MBA 681,6802,683,684,685	2015-2016

## APPENDIX C – SUPPORTING PERFORMANCE INDICATORS (SPIs)

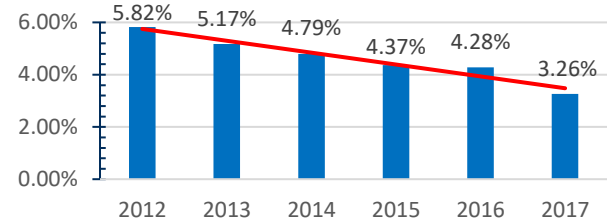
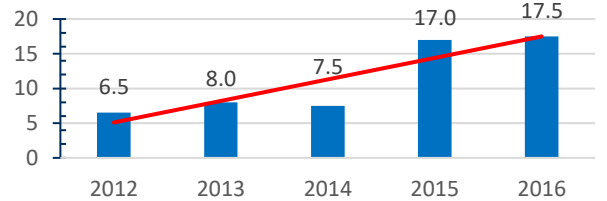
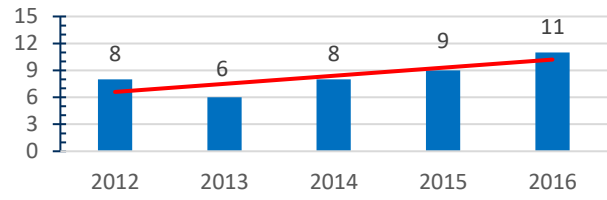
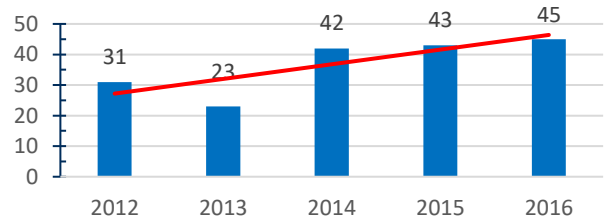
MCB Supporting Performance Indicator Summary (SPIs)																		
AREA	SPI	DEFINITION	MEASUREMENT METHOD	TREND														
Recruits	Quality of incoming freshmen students	Average CCHE Index scores of entering business freshmen	MCB Advising office	<table><tr><th>Year</th><th>Score</th></tr><tr><td>2012</td><td>112</td></tr><tr><td>2013</td><td>112</td></tr><tr><td>2014</td><td>109</td></tr><tr><td>2015</td><td>113</td></tr><tr><td>2016</td><td>112</td></tr><tr><td>2017</td><td>113</td></tr></table>	Year	Score	2012	112	2013	112	2014	109	2015	113	2016	112	2017	113
	Year	Score																
2012	112																	
2013	112																	
2014	109																	
2015	113																	
2016	112																	
2017	113																	
Recruits	Quality of incoming transfer students	Average transfer GPAs of entering business transfers (non-UNC)	UNC Admissions data on incoming students (external transfers)	<table><tr><th>Year</th><th>GPA</th></tr><tr><td>2012</td><td>3.12</td></tr><tr><td>2013</td><td>3.42</td></tr><tr><td>2014</td><td>3.36</td></tr><tr><td>2015</td><td>3.52</td></tr></table>	Year	GPA	2012	3.12	2013	3.42	2014	3.36	2015	3.52				
Year	GPA																	
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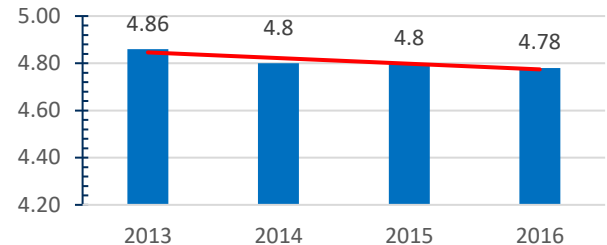
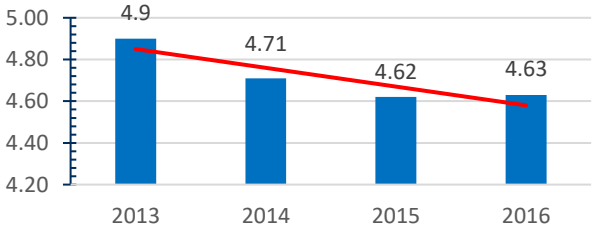


Students	Freshman retention rates	The percentage of MCB freshmen who persist to the sophomore year.	IM&T report on student retention	<table><thead><tr><th>Year</th><th>Retention Rate</th></tr></thead><tbody><tr><td>2012</td><td>74.67%</td></tr><tr><td>2013</td><td>70.54%</td></tr><tr><td>2014</td><td>74.06%</td></tr><tr><td>2015</td><td>79.45%</td></tr><tr><td>2016</td><td>76.03%</td></tr><tr><td>2017</td><td>78.69%</td></tr></tbody></table>	Year	Retention Rate	2012	74.67%	2013	70.54%	2014	74.06%	2015	79.45%	2016	76.03%	2017	78.69%
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2017	78.69%																	
Students	Business major counts	Total number of declared business majors between all six emphasis areas	Major count following drop/add deadline in fall semester	<table><thead><tr><th>Year</th><th>Major Count</th></tr></thead><tbody><tr><td>2012</td><td>1,005</td></tr><tr><td>2013</td><td>1,022</td></tr><tr><td>2014</td><td>1,074</td></tr><tr><td>2015</td><td>1,015</td></tr><tr><td>2016</td><td>1,025</td></tr><tr><td>2017</td><td>1,025</td></tr></tbody></table>	Year	Major Count	2012	1,005	2013	1,022	2014	1,074	2015	1,015	2016	1,025	2017	1,025
Year	Major Count																	
2012	1,005																	
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2015	1,015																	
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2017	1,025																	
Students	MCB current student satisfaction	Proportion of MCB juniors/seniors who would recommend other family members/friends enroll in MCB	Annual MCB Student Survey (Question 1)	<table><thead><tr><th>Year</th><th>Satisfaction Rate</th></tr></thead><tbody><tr><td>2012</td><td>92.60%</td></tr><tr><td>2013</td><td>93.30%</td></tr><tr><td>2014</td><td>92.60%</td></tr><tr><td>2015</td><td>91.80%</td></tr><tr><td>2016</td><td>91%</td></tr><tr><td>2017</td><td>92%</td></tr></tbody></table>	Year	Satisfaction Rate	2012	92.60%	2013	93.30%	2014	92.60%	2015	91.80%	2016	91%	2017	92%
Year	Satisfaction Rate																	
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2013	93.30%																	
2014	92.60%																	
2015	91.80%																	
2016	91%																	
2017	92%																	

Students	Ethnic Diversity	Percentage of students identifying as minority or multiracial out of students of known ethnicity	IM&T report on ethnic diversity	 <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2012</td><td>25.59%</td></tr><tr><td>2013</td><td>27.69%</td></tr><tr><td>2014</td><td>30.25%</td></tr><tr><td>2015</td><td>31.95%</td></tr><tr><td>2016</td><td>38.50%</td></tr><tr><td>2017</td><td>38.91%</td></tr></tbody></table>	Year	Percentage	2012	25.59%	2013	27.69%	2014	30.25%	2015	31.95%	2016	38.50%	2017	38.91%
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2017	38.91%																	
Curriculum	Avg. class size	The average number of students to one professor as measured in an MCB classroom learning environment.	Average of all class sections (sans independent studies and internships), fall semester count after drop/add deadline.	 <table><thead><tr><th>Year</th><th>Avg. class size</th></tr></thead><tbody><tr><td>2012</td><td>28</td></tr><tr><td>2013</td><td>27</td></tr><tr><td>2014</td><td>31</td></tr><tr><td>2015</td><td>31</td></tr><tr><td>2016</td><td>30</td></tr><tr><td>2017</td><td>31</td></tr></tbody></table>	Year	Avg. class size	2012	28	2013	27	2014	31	2015	31	2016	30	2017	31
Year	Avg. class size																	
2012	28																	
2013	27																	
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2017	31																	
Faculty	Student evaluation of teaching: <50% response	Average score by department on selected faculty evaluation questions for response rates < 50%	Department average data from evaluation kit survey. Only use classes with < 50% response rate. Proposed for future implementation.															
Faculty	Student evaluation of teaching: >=50% response	Average score by department on selected faculty evaluation questions for response rates >= 50%	Department average data from evaluation kit survey. Only use classes with >= 50% response rate. Proposed for future implementation.															

<b>Facilities/ Technology</b>	<b>Student satisfaction with facilities and computing resources</b>	The degree to which graduating seniors indicate satisfaction with MCB facility and computing resources	MCB Technology Satisfaction Survey.	<table><thead><tr><th>Year</th><th>Satisfaction Score</th></tr></thead><tbody><tr><td>2012</td><td>6.12</td></tr><tr><td>2013</td><td>6.27</td></tr><tr><td>2014</td><td>6.12</td></tr><tr><td>2015</td><td>6.00</td></tr><tr><td>2016</td><td>6.06</td></tr></tbody></table>	Year	Satisfaction Score	2012	6.12	2013	6.27	2014	6.12	2015	6.00	2016	6.06
Year	Satisfaction Score															
2012	6.12															
2013	6.27															
2014	6.12															
2015	6.00															
2016	6.06															
<b>Financial Resources</b>	<b>Total available state funds (annual)</b>	Total budgeted dollars from state funding sources (annual basis).	UNC Finance and Administration records.	<table><thead><tr><th>Year</th><th>State Funds (Millions)</th></tr></thead><tbody><tr><td>2012</td><td>6.09</td></tr><tr><td>2013</td><td>6.50</td></tr><tr><td>2014</td><td>7.40</td></tr><tr><td>2015</td><td>7.35</td></tr><tr><td>2016</td><td>7.40</td></tr></tbody></table>	Year	State Funds (Millions)	2012	6.09	2013	6.50	2014	7.40	2015	7.35	2016	7.40
Year	State Funds (Millions)															
2012	6.09															
2013	6.50															
2014	7.40															
2015	7.35															
2016	7.40															
<b>Financial Resources</b>	<b>Total available private funds annually.</b>	Total spendable dollars from private funding sources (annual basis), less "unpredictable" annual fund contributions.	UNC Foundation records--includes endowment and pseudo-endowment funds.	<table><thead><tr><th>Year</th><th>Private Funds (Millions)</th></tr></thead><tbody><tr><td>2012</td><td>1.88</td></tr><tr><td>2013</td><td>2.11</td></tr><tr><td>2014</td><td>1.80</td></tr><tr><td>2015</td><td>1.93</td></tr><tr><td>2016</td><td>2.64</td></tr></tbody></table>	Year	Private Funds (Millions)	2012	1.88	2013	2.11	2014	1.80	2015	1.93	2016	2.64
Year	Private Funds (Millions)															
2012	1.88															
2013	2.11															
2014	1.80															
2015	1.93															
2016	2.64															

<b>Grads/ Alums</b>	<b>Alumni giving</b>	Annual percentage of MCB alumni who participate in giving to UNC.	MCB Director of Development	 <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2012</td><td>5.82%</td></tr><tr><td>2013</td><td>5.17%</td></tr><tr><td>2014</td><td>4.79%</td></tr><tr><td>2015</td><td>4.37%</td></tr><tr><td>2016</td><td>4.28%</td></tr><tr><td>2017</td><td>3.26%</td></tr></table>	Year	Percentage	2012	5.82%	2013	5.17%	2014	4.79%	2015	4.37%	2016	4.28%	2017	3.26%
Year	Percentage																	
2012	5.82%																	
2013	5.17%																	
2014	4.79%																	
2015	4.37%																	
2016	4.28%																	
2017	3.26%																	
<b>Global</b>	<b>Faculty Participation</b>	Credit hours taught by MCB faculty in global exchange classes.	Annual data from MCB Global committee on participation	 <table><tr><th>Year</th><th>Credit Hours</th></tr><tr><td>2012</td><td>6.5</td></tr><tr><td>2013</td><td>8.0</td></tr><tr><td>2014</td><td>7.5</td></tr><tr><td>2015</td><td>17.0</td></tr><tr><td>2016</td><td>17.5</td></tr></table>	Year	Credit Hours	2012	6.5	2013	8.0	2014	7.5	2015	17.0	2016	17.5		
		Year	Credit Hours															
2012	6.5																	
2013	8.0																	
2014	7.5																	
2015	17.0																	
2016	17.5																	
		Number of MCB faculty participating in global exchange classes	Annual data from MCB Global committee on participation	 <table><tr><th>Year</th><th>Number of Faculty</th></tr><tr><td>2012</td><td>8</td></tr><tr><td>2013</td><td>6</td></tr><tr><td>2014</td><td>8</td></tr><tr><td>2015</td><td>9</td></tr><tr><td>2016</td><td>11</td></tr></table>	Year	Number of Faculty	2012	8	2013	6	2014	8	2015	9	2016	11		
Year	Number of Faculty																	
2012	8																	
2013	6																	
2014	8																	
2015	9																	
2016	11																	
<b>Global</b>	<b>Student Participation</b>	Number of MCB students who participate in global exchange opportunities	Annual data from MCB Global committee on participation	 <table><tr><th>Year</th><th>Number of Students</th></tr><tr><td>2012</td><td>31</td></tr><tr><td>2013</td><td>23</td></tr><tr><td>2014</td><td>42</td></tr><tr><td>2015</td><td>43</td></tr><tr><td>2016</td><td>45</td></tr></table>	Year	Number of Students	2012	31	2013	23	2014	42	2015	43	2016	45		
Year	Number of Students																	
2012	31																	
2013	23																	
2014	42																	
2015	43																	
2016	45																	

<b>Professional Experience</b>	<b>Employer Perception</b>	Degree to which employers who participate in P/E activities were satisfied with student performance	Employer survey and final P/E report from participating employer	 <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2013</td><td>4.86</td></tr><tr><td>2014</td><td>4.8</td></tr><tr><td>2015</td><td>4.8</td></tr><tr><td>2016</td><td>4.78</td></tr></tbody></table>	Year	Score	2013	4.86	2014	4.8	2015	4.8	2016	4.78
Year	Score													
2013	4.86													
2014	4.8													
2015	4.8													
2016	4.78													
<b>Professional Experience</b>	<b>Student Perception</b>	Degree to which students were satisfied with their P/E after it was completed	Post experience student survey and final P/E report from student participants	 <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2013</td><td>4.9</td></tr><tr><td>2014</td><td>4.71</td></tr><tr><td>2015</td><td>4.62</td></tr><tr><td>2016</td><td>4.63</td></tr></tbody></table>	Year	Score	2013	4.9	2014	4.71	2015	4.62	2016	4.63
Year	Score													
2013	4.9													
2014	4.71													
2015	4.62													
2016	4.63													

## APPENDIX D – TABLE 2-1

### Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
<b>Faculty</b> Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g. departments, research groups). Do not list by individual faculty member.													

### Accounting and Computer Information Systems

<b>Total Professor</b>	0	16 <sup>(8)</sup>	36 <sup>(6)</sup>	5 <sup>(4)</sup>	0	39 <sup>(9)</sup>	3 <sup>(1)</sup>	1	0	0	4	80%	82.5%
<b>Total Associate Professor</b>	6 <sup>(1)</sup>	16 <sup>(5)</sup>	14 <sup>(4)</sup>	12 <sup>(8)</sup>	0	15 <sup>(1)</sup>	5 <sup>(1)</sup>	0	0	4	0	100%	100%
<b>Total Assistant Professor</b>	7 <sup>(2)</sup>	8 <sup>(1)</sup>	7 <sup>(3)</sup>	6 <sup>(2)</sup>	5 <sup>(2)</sup>	3	6 <sup>(1)</sup>	0	0	0	2 <sup>(1)</sup>	100%	100%
<b>Total Lecturer</b>	2	5	9	2	0	13	1	0	0	0	0	66.67%	83.33%
<b>Total Adjunct Faculty</b>	0	0	1	0	0	1	0	0	0	0	0		19.34%
<b>Total Executive Professor</b>	0	3 <sup>(3)</sup>	1 <sup>(1)</sup>	1 <sup>(1)</sup>	1 <sup>(1)</sup>	2 <sup>(2)</sup>	0	0	0	0	0	100%	100%
<b>Total Accounting and Computer Information Systems</b>	15 <sup>(3)</sup>	48 <sup>(17)</sup>	68 <sup>(14)</sup>	26 <sup>(15)</sup>	6 <sup>(3)</sup>	73 <sup>(12)</sup>	15 <sup>(3)</sup>	1	0	4	6 <sup>(1)</sup>	85.71%	84.39%

### Finance

<b>Total Professor</b>	26 <sup>(9)</sup>	22 <sup>(8)</sup>	27 <sup>(5)</sup>	19 <sup>(9)</sup>	7 <sup>(6)</sup>	39 <sup>(6)</sup>	8 <sup>(1)</sup>	0	0	0	2	100%	100%
<b>Total Associate Professor</b>	49 <sup>(8)</sup>	20 <sup>(7)</sup>	22 <sup>(17)</sup>	25 <sup>(14)</sup>	2	54 <sup>(18)</sup>	10	0	0	0	0	100%	100%
<b>Total Adjunct Faculty</b>	0	1 <sup>(1)</sup>	0	1 <sup>(1)</sup>	0	0	0	0	0	0	0		17.14%
<b>Total Finance</b>	75 <sup>(17)</sup>	43 <sup>(16)</sup>	49 <sup>(22)</sup>	45 <sup>(24)</sup>	9 <sup>(6)</sup>	93 <sup>(24)</sup>	18 <sup>(1)</sup>	0	0	0	2	100%	91.24%

Management													
Total Professor	8 <sup>(3)</sup>	18 <sup>(8)</sup>	11 <sup>(3)</sup>	8 <sup>(6)</sup>	8 <sup>(3)</sup>	18 <sup>(3)</sup>	0	0	0	0	3 <sup>(2)</sup>	100%	100%
Total Associate Professor	25 <sup>(5)</sup>	37 <sup>(12)</sup>	9 <sup>(1)</sup>	13 <sup>(5)</sup>	13 <sup>(3)</sup>	32 <sup>(3)</sup>	0	0	1	0	12 <sup>(7)</sup>	100%	100%
Total Assistant Professor	25 <sup>(4)</sup>	8 <sup>(3)</sup>	6 <sup>(6)</sup>	8 <sup>(4)</sup>	14 <sup>(7)</sup>	14 <sup>(2)</sup>	2	0	0	0	1	100%	100%
Total Adjunct Faculty	0	4	0	0	0	2	0	0	0	2	0		12.38%
Total Management	58 <sup>(12)</sup>	67 <sup>(23)</sup>	26 <sup>(10)</sup>	29 <sup>(15)</sup>	35 <sup>(13)</sup>	66 <sup>(8)</sup>	2	0	1	2	16 <sup>(9)</sup>	100%	82.98%
Marketing													
Total Professor	57 <sup>(31)</sup>	15 <sup>(14)</sup>	54 <sup>(23)</sup>	36 <sup>(23)</sup>	58 <sup>(34)</sup>	19 <sup>(9)</sup>	10	0	0	0	3 <sup>(2)</sup>	100%	100%
Total Assistant Professor	9	0	0	0	0	9	0	0	0	0	0	100%	100%
Total Adjunct Faculty	6 <sup>(6)</sup>	4 <sup>(4)</sup>	2 <sup>(2)</sup>	8 <sup>(8)</sup>	3 <sup>(3)</sup>	0	0	0	0	0	1 <sup>(1)</sup>		86.84%
Total Marketing	72 <sup>(37)</sup>	19 <sup>(18)</sup>	56 <sup>(25)</sup>	44 <sup>(31)</sup>	61 <sup>(37)</sup>	28 <sup>(9)</sup>	10	0	0	0	4 <sup>(3)</sup>	100%	96.5%

Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g. departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
Grand Total	220 <sup>(69)</sup>	177 <sup>(74)</sup>	199 <sup>(71)</sup>	144 <sup>(85)</sup>	111 <sup>(59)</sup>	260 <sup>(53)</sup>	45 <sup>(4)</sup>	1	1	6	28 <sup>(13)</sup>	94.29%	87.57%

**Note:** Subscripts indicate intellectual contributions where more than one individual on your campus was a collaborator. If the other collaborators are also included on this report, the contribution will be counted once for each individual on the report

## 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. See page 14-15.



**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 information in tabular format whenever possible. See page 15.

**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. See page 15-16

Notes: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to what is presented here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.

## APPENDIX E – MCB INTELLECTUAL CONTRIBUTIONS

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September 1, 2011 - July 18, 2017

### ACCOUNTING AND COMPUTER INFORMATION SYSTEMS

#### **Cullom, Charmayne B. (Professor)**

##### ***Refereed Journal Articles***

Journal Article (Published)

Cullom, C. B., Sedbrook, T. A. (2013). Supporting Complex Business Decisions with a Fuzzy Mobile Assistant. *Communications of the IIMA*, 13(4). <http://iima.org>

Journal Article (Published)

Cullom, C. B., Cullom, R. S. (2011). Knowledge Management for Nonprofits: A strategy for organizational sustainability. *Communications of the IIMA*, 11(2). <http://www.iima.org>

#### **Dickey, Gabriel (Executive Professor)**

##### ***Refereed Journal Articles***

Journal Article (Accepted)

Wilcox, W., Cahalan, J. R., Dickey, G., Bedsaul, T. (in press). Treasury Regulation 385: Its History, Purpose, and Impact on Multinational Corporations. *Journal of Taxation and Regulation of Financial Institutions*.

Journal Article (Submitted)

Newmark, R. I., Dickey, G., Wilcox, W. Could Scrum Improve the Audit Process? *Accounting Horizons*.

##### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Soltwisch, B., Rush, D. E., Dickey, G. (2017). The Connection: How can we Effectively Connect Emotional Learning, Emotional Intelligence and Personality types in Our Classrooms for Maximum Learning Impact. Western Decision Sciences Institute. <http://www.wdsinet.org/default.html>

#### **Greiman, Janel (Associate Professor)**

##### ***Refereed Journal Articles***

Journal Article (Published)

Greiman, J. (2017). Cannabis and Taxation No Longer a Novelty Combination. *Journal of MultiState Taxation and Incentives*, 27(1), 10. [tax.thomsonreuter.com/Checkpoint.Journals](http://tax.thomsonreuter.com/Checkpoint.Journals)

Journal Article (Published)

Greiman, J., Ramirez, J. (2015). Update on Serving the Pot Culture. *Journal of MultiState Taxation and Incentives*, 25(8), 14-21.  
tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Slaughter, S. E., Cahalan, J. R. (2014). Did Windsor Create Uniformity in Tax Filing for Same-Sex Couples? *Practical Tax Strategies*, 92(4), 160-170.  
tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Slaughter, S. E., Cahalan, J. R. (2014). Did Windsor Create Uniformity in Tax Filing for Same-Sex Couples? *Practical Tax Strategies*, 92(4), 160-170.  
tax.thomsonreuter.com/Checkpoint.Journals

Journal Article (Published)

Greiman, J., Slaughter, S. E. (2014). Marijuana, State Taxation, and the Risks to Practitioners Serving the Pot Culture. *Journal of MultiState Taxation and Incentives*, 24(5), 24-35.

Journal Article (Published)

Greiman, J. (2013). Did Averting Fiscal Cliff Allow C Corporations to Overtake Passthroughs? *Practical Tax Strategies*, 91(2), 60-68.

Journal Article (Published)

Turner, K. F., Reed, R. O., Greiman, J. (2011). Accounting Education in Crisis. *American Journal of Business Education*, 4(12), 39-44.

Journal Article (Published)

Greiman, J. (2011). For 2010 Death and Taxes are not a Sure Thing. *Practical Tax Strategies*, 87(1), 4-10.

### **Other Intellectual Contributions**

Study Guide (Published)

Greiman, J. (2015). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA exam Review 2015*. Littleton, CO: ExamMatrix. text and on-line

Study Guide (Published)

Greiman, J. (2014). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA exam Review 2014*. Littleton, CO: ExamMatrix. text and on-line

Study Guide (Published)

Greiman, J. (2013). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA exam Review 2013*. Littleton, CO: ExamMatrix. text and on-line

Study Guide (Published)

Greiman, J. (2012). Federal Taxation of Individuals. In Pearl Zeller (Ed.), *The Exam Matrix CPA Exam Review 2012*. Littleton, CO: ExamMatrix. text and on-line

## **Justice, Scot E. (Lecturer)**

### ***Refereed Journal Articles***

Journal Article (Accepted)

Justice, S. E., Wilkins, A., DeZoort, T. (in press). The Effect of SME Reporting Framework and Credit Risk on Lenders' Judgments and Decisions. *Journal of Accounting and Public Policy*.

Journal Article (Accepted)

Justice, S. E., Hermanson, D. R., Ramamoorti, S. A., Riley, R. R. (in press). Unique Characteristics of Predator Frauds. *Journal of Forensic Accounting Research*.

Journal Article (Revising to Resubmit)

Justice, S. E., Hermanson, D. R., Cohen, J. R. Tolerating Star Employees' Anti-Company Unethical Acts. *Behavioral Research in Accounting*.

## **Lightfoot, Jay M. (Professor)**

### ***Refereed Journal Articles***

Journal Article (Published)

McCartin, L., Marston, C., Lightfoot, J. M., Sexton, J., Byrnes, J., Ku, H.-Y., Black, K. (2015). Faculty Professional Development in Student Learning Assessment: The Assessment Leadership Institute. *Research & Practice in Assessment*, 10. <http://www.rpajournal.com/faculty-professional-development-in-student-learning-assessment-the-assessment-leadership-institute/>

Journal Article (Published)

Lightfoot, J. M. (2014). A Web-Based Knowledge Management Tool Utilizing Concept Maps for On-Line Student Advising. *Journal of International Technology and Information Management*, 23(1), 41-56. [http://iima.org/index.php?option=com\\_phocadownload&view=category&id=87:jitim141&Itemid=77#](http://iima.org/index.php?option=com_phocadownload&view=category&id=87:jitim141&Itemid=77#)

## **McConnell, Allen W. (Professor)**

### ***Other Intellectual Contributions***

Other Research Activities  
(2011).

## **Mostowfi, Mehrgan (Assistant Professor)**

### ***Refereed Journal Articles***

Journal Article (Published)

Mostowfi, M., Shafie Holighi, K. (2016). Average Packet Delay in Dual-Mode EEE: An Analytical Model. *Electronics Letters, IET*, 52(21), 1759–1761. <http://ieeexplore.ieee.org/document/7585174/>

Mostowfi, M., Shafie Holighi, K. (2016). An Analytical Model for the Power Consumption of Dual-Mode EEE. *Electronics Letters, IET*, 52(15), 1308-1310.  
<http://ieeexplore.ieee.org/document/7509581/>

Mostowfi, M. (2015). A Simulation Study of Energy-Efficient Ethernet with Two Modes of Low-Power Operation. *Communications Letters, IEEE*, 19(10), 1702-1705.  
<http://ieeexplore.ieee.org/document/7167670/>

Roginsky, A., Christensen, K., Mostowfi, M. (2013). Extending Idle Periods: An Analysis of On-Off Scheduling. *Applied Mathematics & Information Sciences*, 7(6), 2123–2136.

Mostowfi, M., Shafie Holighi, K. Dual-Mode Energy Efficient Ethernet with Packet Coalescing: Analysis and Simulation. *Journal of Sustainable Computing - Informatics and Systems*.

Mclean, I., Mostowfi, M., Christensen, K. (2015). *Systems and Methods For Automatically Selecting A Communication Channel*. US Patents and Trademark Office. <http://patft.uspto.gov/netacgi/nph-Parser?Sect1=PTO1&Sect2=HITOFF&d=PALL&p=1&u=%2Fnetahtml%2FPTO%2Fsrchnum.htm&r=1&f=G&l=50&s1=9,106,559.PN.&OS=PN/9,106,559&RS=PN/9,106,559>

Mostowfi, M. (2015). Packet Coalescing for Dual-mode Energy Efficient Ethernet: A Simulation Study. *Proceedings of the 8th International Conference on Simulation Tools and Techniques* (pp. 335–342). ICST, Brussels, Belgium, Belgium: ICST (Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering). <http://dx.doi.org/10.4108/eai.24-8-2015.2261058>

Mostowfi, M. (2015). Major Dynamic Power Management methods in wired networks: A new taxonomy. *SoutheastCon 2015* (pp. 1-8). IEEE.  
<http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=7132945>

Book Chapter (Published)

Ursyn, A., Mostowfi, M. (2015). Visualization by Coding: Drawing Simple Shapes and Forms in Various Programming Languages. *Maximizing Cognitive Learning Through Knowledge Visualization* (First Ed. ed., pp. 562). Hershey, PA: IGI-Global.  
<http://www.igi-global.com/book/handbook-research-maximizing-cognitive-learning/120092>

Conference (Full Paper) Proceeding (Published)

Mostowfi, M. (2012). *Timed Redirection: HTTP Request Coalescing to Reduce Energy Use of Hybrid Web Servers*. Clearwater, FL: 37th IEEE Conference on Local Computer Networks (LCN).

Conference (Full Paper) Proceeding (Published)

Mostowfi, M. (2012). *An Energy-Delay Model for a Packet Coalescer*. Orlando, FL: IEEE SoutheastCon 2012.

### **Newmark, Richard I. (Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Newmark, R. I., Krahnke, K., Seaton, L. P. (2013). Incorporating Mindfulness Meditation in the Classroom. *Journal of Academy of Business and Economics*.

Journal Article (Accepted)

Newmark, R. I., Seaton, L. P., Stallings, M. (2011). Student Response System Technology in Accounting Information Systems Course. *Accounting Information Systems Educator Journal*.

Journal Article (Submitted)

Newmark, R. I., Dickey, G., Wilcox, W. Could Scrum Improve the Audit Process? *Accounting Horizons*.

#### ***Other Intellectual Contributions***

Supplement (Published)

Newmark, R. I. (2013). PowerPoint Slides for Prentice Hall Federal taxation 2014: Corporations. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2013: Corporations*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2013). PowerPoint Slides for Prentice Hall Federal taxation 2014: Individuals. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2014: Individuals*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2012). PowerPoint Slides for Prentice Hall Federal taxation 2013: Corporations. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2013: Corporations*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2012). PowerPoint Slides for Prentice Hall Federal taxation 2013: Individuals. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2013: Individuals*. Upper Saddle, NJ: Prentice Hall.

Textbook (Published)

Perry, J. T., Newmark, R. I. (2011). In Senior Acquisitions Editor: Matt Filimonov; Developmental Editor: Ted Knight (Ed.), *Building Accounting Systems Using Access 2010* (pp. 640). 5191 Natorp Boulevard, Mason, OH 45040: South-Western Cengage Learning.

Supplement (Published)

Newmark, R. I. (2011). PowerPoint Slides for Prentice Hall Federal taxation 2012: Corporations. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2012: Corporations*. Upper Saddle, NJ: Prentice Hall.

Supplement (Published)

Newmark, R. I. (2011). PowerPoint Slides for Prentice Hall Federal taxation 2012: Individuals. In Christina Rumbaugh (Ed.), *Prentice Hall Federal taxation 2012: Individuals*. Upper Saddle, NJ: Prentice Hall.

Textbook (Accepted)

Perry, J. T., Newmark, R. I. (in press). *Building Accounting Systems Using Access 2013* (9th ed.). Mason, Ohio: Cengage.

**Reed, Ronald O. (Emeritus)**

### ***Refereed Journal Articles***

Journal Article (Published)

Turner, K. F., Reed, R. O., Greiman, J. (2011). Accounting Education in Crisis. *American Journal of Business Education*, 4(12), 39 - 43.  
<http://www.cluteinstitute.com/ojs/index.php/AJBE/article/view/6612/6688>

### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Turner, K., Reed, R. O., Greiman, J. (2011). *Accounting Education in Crisis*. Mountain Plains Management Conference.

Book Review (Accepted)

Reed, R. O. (2011). *2011 Textbook review*.

Book Review

Reed, R. O. 2013 Textbook Review.

Working Paper (Working Paper)

Reed, R. O., Seaton, P., Turner, K. Internal Controls: What Every Commercial Lender Should Know.



**Rush, Daniel E. (Assistant Professor)**

***Refereed Journal Articles***

Journal Article (Accepted)

Seidel, S., Bharati, P., Fridgen, G., Watson, R. T., Albizri, A., Boudreau, M., Butler, T., Kruse, L. C., Guzman, I., Toland, J., Karsten, H., Lee, H., Melville, N. P., Rush, D. E., Watts, S. (in press). Panel Report: The Sustainability Imperative in Information Systems Research. *Communications of the Association for Information Systems*, 17.

***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Rush, D. E., Melville, N. P., Ramirez, R. V., Kobelsky, K. (2015). *Enterprise Information Systems Capability and GHG Pollution Emissions Reductions*. Fort Worth, Texas: Proceedings of the 36th International Conference on Information Systems. <http://aisel.aisnet.org/icis2015/proceedings/Sustainability/9/>

Conference (Full Paper) Proceeding (Accepted)

Rush, D. E., Soltwisch, B., Iyer, V. V. (2017). *IT's My Choice: How Personality, Emotional Intelligence and Decision Making Impact Technology Adoption in the Classroom*. Vancouver: Proceedings of the Forty-Sixth Annual Meeting of the Western Decision Sciences Institute.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Soltwisch, B., Rush, D. E., Dickey, G. (2017). The Connection: How can we Effectively Connect Emotional Learning, Emotional Intelligence and Personality types in Our Classrooms for Maximum Learning Impact. Western Decision Sciences Institute. <http://www.wdsinet.org/default.html>

**Seaton III, Lloyd (Associate Professor)**

***Refereed Journal Articles***

Journal Article (Published)

Newmark, R. I., Krahne, K., Seaton, L. P. (2013). Incorporating Mindfulness Meditation in the Classroom. *Journal of Academy of Business and Economics*.

Journal Article (Accepted)

Newmark, R. I., Seaton, L. P., Stallings, M. (2011). Student Response System Technology in Accounting Information Systems Course. *Accounting Information Systems Educator Journal*.

***Other Intellectual Contributions***

Working Paper (In Preparation; Not Yet Submitted)

Seaton, L. P. *Auditor Reputation: No News is Good News?*. Auditing: A Journal of Practice and Theory.

Working Paper (In Preparation; Not Yet Submitted)

Seaton, L. P. Establishing and Maintaining a Strong Alumni Network. *Advances in Accounting Education*.

Working Paper (Working Paper)

Newmark, R., Seaton, L. ". Conceptualizing the Support Business Process: Where the Rubber Meets the Road in the REA Enterprise Ontology. *Journal of Information Systems*.

### **Sedbrook, Tod A. (Emeritus)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Sedbrook, T. A. (2013). Modeling the REA Enterprise Ontology with a Domain Specific Language. *AAA Journal of Emerging Technology in Accounting*, 9(1), 47-70.

Journal Article (Published)

Cullom, C. B., Sedbrook, T. A. (2013). Supporting Complex Business Decisions with a Fuzzy Mobile Assistant. *Communications of the IIMA*, 13(4). <http://iima.org>

Journal Article (Published)

Clinebell, S. K., Thomas, D., Sedbrook, T. (2012). Helping student teams work collaboratively through using Wikis. *Journal of the Academy Of Business Education*, 13, 16-37.

Journal Article (Published)

Clinebell, S., Thomas, D., Sedbrook, T. A. (2011). Helping Student Teams Work Collaboratively Through Using Wikis. *Journal of the Academy Of Business Education*, 13.

#### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Sedbrook, T. A. (2015). *NoSQL and MongoDB*. Colorado Springs: AIS Educators Association.

Conference (Full Paper) Proceeding (Published)

Sedbrook, T. A. (2012). Applying a Business Policy Meta-Model in a Domain Specific Modeling Language. Vienna: VMBO 2012.

Conference (Full Paper) Proceeding (Published)

Sedbrook, T. A. (2011). Applying REA-EO Business Policy Constraints within a Domain Specific Language. Decision Sciences Institute.

Conference (Full Paper) Proceeding (Published)

Sedbrook, T. A. (2011). Improving Maintenance of Business Policy Constraints in a Domain Specific Language. Western Decision Sciences Institute Conference.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Sedbrook, T. A., Soltwisch, B., Payan, J. (2015). *Modeling Stakeholder Experience and Emotions to Inform Business Reengineering Designs*. Western Decision Science Institute.

### **Turner, Karen F. (Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Gudmundson, D., Thomas, D. F., Suhr, D., Turner, K. F. (2014). Business Plan Competitions and Their Impact on New Ventures' Business Models. *Journal of Strategic Innovation and Sustainability*, 10(1), 34-48.

Journal Article (Published)

Turner, K. F., Greiman, J., Reed, R. Accounting Education in Crisis. *American Journal of Business Education*.

#### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Turner, K. F., Greiman, J., Reed, R. (2011). *Accounting Education in Crisis - Best Paper Award*. Mountain Plains Management Conference.

Working Paper (Submitted)

Turner, K. F., Dent, S. H. Teaching Accounting Communications: A Rhetorically-Based Approach. *Issues in Accounting Education*.

### **Wilcox, William E. (Associate Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Wilcox, W., Wilcox, M. V., Jares, T. E. (2014). Does Being Green Result in Improved Financial Performance? *Journal of Business and Behavioral Sciences*, 26(1), 155-167.

Journal Article (Published)

Jares, T. E., Wilcox, W., Allen, G., Lynch, R. (2014). Correlates of the ETS Field Test in Business-Grades and Choice of Major. *International Journal of Education Research*.

Journal Article (Published)

Wilcox, W., Park, Y., Berry, K. (2011). Does Conservatism Affect the Value Relevance of Discretionary Accounting Disclosures. *Journal of Business and Accounting*, 4.

Journal Article (Accepted)

Wilcox, W., Cahalan, J. R., Dickey, G., Bedsaul, T. (in press). Treasury Regulation 385: Its History, Purpose, and Impact on Multinational Corporations. *Journal of Taxation and Regulation of Financial Institutions*.

Journal Article (Accepted)

Wilcox, W., Cahalan, J. R., Bedsaul, T. (in press). How the "385" Treasury Regulations are Impacting Multinational Corporation's Treasury Function. *The CPA Journal*.

Journal Article (Accepted)

Wilcox, W. E., Cahalan, R., Wilcox, M. V. (in press). IRS Notice 2014-7: Issues for Home Healthcare Agencies. *Practical Tax Strategies*.

Journal Article (Submitted)

Newmark, R. I., Dickey, G., Wilcox, W. Could Scrum Improve the Audit Process? *Accounting Horizons*.

### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Park, Y., Wilcox, W., Berry, K. (2011). *Does Conservatism Affect the Value of Discretionary Accounting Disclosures*. American Society of Business & Behavioral Sciences.

## FINANCE

### Allen, Garth H. (Associate Professor)

#### ***Refereed Journal Articles***

Journal Article (Published)

French, J. J., Martin, M. W., Allen, G. H. (2015). Mongolian Mining Mayhem. *Emerald Emerging Market Case Studies*, 19(7), 1-19.

Journal Article (Published)

Jares, T. E., Wilcox, W., Allen, G., Lynch, R. (2014). Correlates of the ETS Field Test in Business-Grades and Choice of Major. *International Journal of Education Research*.

### Clinebell, John M. (Professor)

#### ***Refereed Journal Articles***

Journal Article (Published)

Clinebell, J. M., Murphy, J. Student Managed Investment Funds: The Perspectives of Alumni. *Journal of Financial Education*, 42(3/4), 304-312.

Journal Article (Published)

Clinebell, J. M., Kahl, D. K., Stevens, J. L. (2013). Thinking Fast and Slow in Financial Decisions. *European Journal of Business Research*, 2, 25-38.

Journal Article (Accepted)

Clinebell, J. M., Gradishar, S., Kahl, D., Stevens, J. (2015). "Fiduciary and Legal Considerations for Student Managed Investment Funds". *Journal of Education for Business*, 91(2), 83-89.

Journal Article (Accepted)

Clinebell, J. M. (in press). Socially Responsible Investing and Student Managed Investment Funds: Expanding Investment Education. *Financial Services Review*, 22(1), 13-22.

#### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Accepted)

Clinebell, J. M., Clinebell, S. K., Kahl, D., Stevens, J. (in press). *When Disciplines Collide: The Case of Teaching Behavioral Finance* (vol. 2015). Academy of Business Education.

### French, Joseph J. (Associate Professor)

#### ***Refereed Journal Articles***

Journal Article (Published)

French, J. J., Martin, M. W., Allen, G. H. (2015). Mongolian Mining Mayhem. *Emerald Emerging Market Case Studies*, 19(7), 1-19.

Journal Article (Published)

French, J. J., French, A., LI, W.-X. (2015). The Relationship among Cultural Dimensions, Educational Expenditure, and PISA Performance. *International Journal of Educational Development*, 42(1), 25-35.

Journal Article (Published)

French, J. J., Martin, M. W., LI, W.-X. (2014). The Dynamic Interaction among Remittances and Macroeconomic Variables: Evidence from Sub-Saharan Africa. *Global Business and Finance Review*, 19(2), 163-176.

Journal Article (Published)

French, J. J., Ahmed, N. (2014). Evidence on the Linkages between Remittances and the Macroeconomy. *Journal of Economics*, 40(1), 31-46.

Journal Article (Published)

French, J. J., Martin, M. W. (2013). The Roof is on Fire: The Ethical Minefield of the Textile Industry in Bangladesh. *Journal of the Academy of Case Studies*, 19(7), 75-84.

Journal Article (Published)

French, J. J., Martin, M. W. (2013). The Roof is on Fire: The Ethical Minefield of the Textile Industry in Bangladesh (Teaching Note). *Journal of the International Academy of Case Studies*, 19(8), 85-94.

Journal Article (Published)

Martin, M. W., French, J. J. (2013). Collections and Crime: the case of Citibank in Indonesia, *Journal of Business Cases and Applications*. *Journal of Business Cases and Applications*, 7(1), 61-82.

Journal Article (Published)

French, J. J., Naka, A. (2013). Dynamic Relationships among Equity Flows, Equity Returns, and Dividends: Behavior of U.S. Investors in China and India. *Global Finance Journal*, 24(1), 13-29.

Journal Article (Published)

French, J. J., Vishwakarma, V. (2013). Volatility and Foreign Equity Flows: Evidence from the Philippines. *Studies in Economics and Finance*, 30(1), 4-21.

Journal Article (Published)

Li, W.-X., Chen, C. C.-S., French, J. J. (2012). The relationship between liquidity, corporate governance, and firm valuation: Evidence from Russia. *Emerging Markets Review*, 13(4), 465-477.

Journal Article (Published)

French, J. J., Li, W.-X. (2012). A Note on US Institutional Equity Flows to Brazil. *Review of Accounting and Finance*, 11(3), 298-315.

Journal Article (Published)

French, J. J., Martin, M. W. (2012). Is Sustainable Lumber a Myth? The Case of Latvian Timber Industry. *Journal of the International Academy of Case Studies*, 18(5), 119-134.

Journal Article (Published)

French, J. J., Martin, M. W. (2012). Is Sustainable Lumber a Myth? The Case of Latvian Timber (Teaching Note). *Journal of the International Academy of Case Studies*, 18(6), 95-102.

Journal Article (Published)

French, J. J. (2012). Determinants of US Equity Flows to Brazil. *Global Business Finance Review*, 17(1).

Journal Article (Published)

Martin, M. W., French, J. J. (2011). An Ethical and Employment Quagmire: The Case of JBS. *Review of Business and Finance Case Studies*, 2(1), 19-40.

Journal Article (Published)

French, J. J. (2011). The Dynamic Interaction between Equity Flows and Returns: The Case of the Johannesburg Stock Exchange. *International Journal of Business and Finance Research*, 5(4), 45-56.

Journal Article (Published)

Martin, K., Johnson, J., French, J. J. (2011). Institutional Pressures and Marketing Ethics Initiatives: The Focal Role of Organizational Identity. *Journal Of The Academy Of Marketing Science*, 39(4), 577-594.

Journal Article (Accepted)

French, J. J., Martin, M. W. (in press). Financing Options in China: The Case of Dim Sum Bonds and Cross-Currency Swaps. *Journal of Financial Educations & Advances in Financial Education*.

Journal Article (Accepted)

French, J. J. (in press). Informed Trading in Index Derivatives: Evidence from the 2008 Financial Crisis. *Journal of Empirical Finance*.

Journal Article (Accepted)

Li, W.-X., Chen, C.-S., French, J. J. (2015). Toward an Early Warning System of Financial Crises: What Can Index Derivatives Tell US?., *The Quarterly Review of Finance and Economics*, 55(1), 87-99.

### **Other Intellectual Contributions**

Book Chapter (Published)

French, J. J., Naka, A. (2011). In Hauppauge, NY: Nova Science Publishing (Ed.), *Dynamic Linkages between U.S. Portfolio Equity Flows and Equity Returns in China and India*. Encyclopedia of Economics Research.

Conference (Full Paper) Proceeding (Published)

French, J. J., Vishwakarma, V. (2011). *Volatility and Foreign Equity Flows: Evidence from the Philippines*. Malaysian Finance Association.



**Jares, Timothy E. (Professor)**

***Refereed Journal Articles***

Journal Article (Published)

Wilcox, W., Wilcox, M. V., Jares, T. E. (2014). Does Being Green Result in Improved Financial Performance? *Journal of Business and Behavioral Sciences*, 26(1), 155-167.

Journal Article (Published)

Jares, T. E., Wilcox, W., Allen, G., Lynch, R. (2014). Correlates of the ETS Field Test in Business-Grades and Choice of Major. *International Journal of Education Research*.

Journal Article (Published)

Steagall, J. W., Jares, T. E., Gallo, A. (2012). Teaching Real-World Political Economy: Simulating a WTO Negotiation. *Journal Of Teaching In International Business*, 23(1), 46-58.

Journal Article (Published)

McClatchey, C., Jares, T. E. (2011). Using FinGame in the Corporate Finance Course. *Advances in Financial Education*.

**Lynch, Robert M. (Professor)**

***Refereed Journal Articles***

Journal Article (Published)

Lynch, R. (2015). Generating Correlated Data Sets. *InterStat*.

Journal Article (Published)

Jares, T. E., Wilcox, W., Allen, G., Lynch, R. (2014). Correlates of the ETS Field Test in Business-Grades and Choice of Major. *International Journal of Education Research*.

Journal Article (Revising to Resubmit)

Lynch, R. Coefficient of variation and sample size. *Teaching Statistics*.

***Other Intellectual Contributions***

Book Review (Published)

Lynch, R. M. (2017). *Computing Reviews*. Several textbook reviews published annually. Jan 2010 - present.

**Martin, Michael W. (Associate Professor)**

***Refereed Journal Articles***

Journal Article (Published)

French, J. J., Martin, M. W., Allen, G. H. (2015). Mongolian Mining Mayhem. *Emerald Emerging Market Case Studies*, 19(7), 1-19.

Journal Article (Published)

French, J. J., Martin, M. W., LI, W.-X. (2014). The Dynamic Interaction among Remittances and Macroeconomic Variables: Evidence from Sub-Saharan Africa. *Global Business and Finance Review*, 19(2), 163-176.

Journal Article (Published)

French, J. J., Martin, M. W. (2013). The Roof is on Fire: The Ethical Minefield of the Textile Industry in Bangladesh. *Journal of the Academy of Case Studies*, 19(7), 75-84.

Journal Article (Published)

French, J. J., Martin, M. W. (2013). The Roof is on Fire: The Ethical Minefield of the Textile Industry in Bangladesh (Teaching Note). *Journal of the International Academy of Case Studies*, 19(8), 85-94.

Journal Article (Published)

Martin, M. W., French, J. J. (2013). Collections and Crime: the case of Citibank in Indonesia, *Journal of Business Cases and Applications*. *Journal of Business Cases and Applications*, 7(1), 61-82.

Journal Article (Published)

Martin, K. D., Cullen, J. B., Martin, M. W. (2013). What's Yours is Now Mine: Deviant Consumption through Acquisitive Crime. *Journal of Public Policy & Marketing*.

Journal Article (Published)

Martin, M. W., Krahnke, K. (2013). Are English-Only Workplace Rules Here to Stay? An Examination of the Sociolinguistic Evidence and the Accompanying Legal Environment. *International Journal of Strategic Management*, 13(1), 29-38.

Journal Article (Published)

Martin, M. W., Krahnke, K. (2012). Implicit Bias and Appearance Discrimination in the Workplace. *European Journal of Management*, 12(3), 52-65.

Journal Article (Published)

French, J. J., Martin, M. W. (2012). Is Sustainable Lumber a Myth? The Case of Latvian Timber Industry. *Journal of the International Academy of Case Studies*, 18(5), 119-134.

Journal Article (Published)

French, J. J., Martin, M. W. (2012). Is Sustainable Lumber a Myth? The Case of Latvian Timber (Teaching Note). *Journal of the International Academy of Case Studies*, 18(6), 95-102.

Journal Article (Published)

Martin, M. W., French, J. J. (2011). An Ethical and Employment Quagmire: The Case of JBS. *Review of Business and Finance Case Studies*, 2(1), 19-40.

Journal Article (Published)

Martin, M. W., Torre, C. d. I. (2011). The Metaphysics of Real Estate. *Journal of Legal Studies in Business*.

Journal Article (Accepted)

French, J. J., Martin, M. W. (in press). Financing Options in China: The Case of Dim Sum Bonds and Cross-Currency Swaps. *Journal of Financial Educations & Advances in Financial Education*.

### **Other Intellectual Contributions**

Conference (Full Paper) Proceeding (Published)

Martin, M. W., Krahne, K., Clinebell, S. (2013). *A Dangerous Dalliance: Managing Workplace Romances*. Academic and Business Research Institute.

Conference (Full Paper) Proceeding (Published)

Martin, M. W., Krahne, K. (2012). *Implicit Bias and Appearance Discrimination in the Workplace*. International Academy of Business and Economics.

Working Paper (Working Paper)

Martin, M. W. Ethics Gone Awry: Ubiquitous Disclosures, Penalties, and Liability, a Study of Regulatory Effectiveness. *Journal of Legal Studies in Business*.

Working Paper (Working Paper)

Martin, M. W., Schumacher, S. A. The Precarious Practice of International Law: A Dangerous Endeavor with Few Regulations. *Journal of Legal Studies in Business*.

Working Paper (Working Paper)

Martin, M. W., Torre, C. d. I. Why is Everyone Afraid of Mortgage Modifications?.

Other Research Activities  
(2011).

Working Paper (Working Paper)

Martin, K. D., Martin, M. W. Consumer Responses to Blog Authenticity and Disclosure: An empirical Examination of the FTC's Concerns. *Journal of Public Policy & Marketing*.

### **Martinez, Rutilio (Professor)**

#### **Refereed Journal Articles**

Journal Article (Published)

Martinez, R., Iyer, V. (2014). Openness and Inflation: Evidence from Nine Eastern European Nations. *International Business & Economics Research Journal*, 13(1), 21-25.

Journal Article (Published)

Martinez, R. (2013). Mexico's Drug War Is Hindering the Growth of the Retail Sector of Texas Border Cities. *International Business & Economics Research Journal*, 12(9), 995-1000.

Journal Article (Published)

Martinez, R., Iyer, V. (2013). U.S. Trade in Goods with Latin America (2001-2010): Trends and Perspectives. *International Business & Economics Research Journal*, 12(5), 503-510.

Journal Article (Published)

Martinez, R., Iyer, V. V. (2013). U.S. Trade in Goods With Latin America (2001-2010): Trends and Perspectives. *International Business & Economics Research Journal*, 12(5), 503-510.

Journal Article (Published)

de la Torre, C., Martinez, R. (2011). How the Mortgage Crisis Has Affected the Tax Lien Market. *Journal of Real Estate Practice and Education*, 14(2), 141-154.

Journal Article (Published)

Martinez, R., de la Torre, C. (2011). Latin America's Subtle Racism: Salient Managerial Implications for Non-Latin American Managers. *Journal of Diversity Management*.

Journal Article (Accepted)

de la Torre, C., Martinez, R. (2014). Too Big to Fail: Suggestions to limit the future fallout. *International Review of Accounting, Banking and Finance*.

Journal Article (Accepted)

Martinez, R., Iyer, V. V. (2014). Openness and Inflation: Evidence From Nine Eastern European Nations. *International Business & Economics Research Journal*, 13(1).

### **Non-Refereed Journal Articles**

Journal Article (Submitted)

Martinez, R., Iyer, V. V. Mexico's MBAs after 20 Years of Economic Openness.

### **Other Intellectual Contributions**

Conference (Full Paper) Proceeding (Published)

Martinez, R., Iyer, R. V. (2014). *Mexico's MBA Programs after 20 Years of Economic Openness*. Dubai: International Conference on Technology.

Conference (Full Paper) Proceeding (Published)

de la Torre, C., Martinez, R. (2014). In Ronnie Cohen (Ed.), *Conference Proceeding: Too Big to Fail: Suggestions to limit the future fallout*. Academy of Legal Studies in Business.

Conference (Full Paper) Proceeding (Published)

Martinez, R., Iyer, V. (2013). *Openness and Inflation: Evidence from Nine Eastern European Nations*. The Paris International Academic Conference.

Conference (Full Paper) Proceeding (Published)

Martinez, R., Iyer, V. V. (2013). *Openness and Inflation: Evidence From Nine Eastern European Nations*.. USA: 2013 Paris International Academic Conference.

Conference (Full Paper) Proceeding (Published)

Martinez, R. (2011). Border Exports to Mexico: Where Do the Dollars to Finance These Exports Come From?. The 2011 Barcelona European Academic Conference.

Conference (Full Paper) Proceeding (Published)

Martinez, R., Iyer, V. (2011). *Openness And Inflation: Evidence From The Seven Largest Latin American Economies*. Western Decision Sciences Institute Conference.

Conference (Full Paper) Proceeding (Published)

Martinez, R. (2011). Racial Appearance and Economic Position in Latin America: A Microeconomic explanation. The 2011 Barcelona European Academic Conference.

Conference (Full Paper) Proceeding (Accepted)

Iyer, R. Vishwanathan, Martinez, R. (2014). *Can We Be Entrepreneurs in Our Classrooms?*. Barcelona: EDULearn 6th International Conference on Education and New Learning Technologies.

Conference (Full Paper) Proceeding (Accepted)

Martinez, R., Iyer, V. (2011). *U.S. Trade in Goods with Latin America 2001-2010: Trends and Perspectives*. Western Decision Sciences Institute Annual Conference.

Conference (Full Paper) Proceeding (Revising to Resubmit)

de la Torre, C., Martinez, R., A. (2017). Understanding the Discounted Payback technique and its uses for Small Business.

### **McClatchey, Christine (Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

McClatchey, C., de la Torre, C. The intended and unintended effects of Dodd-Frank on mortgage broker compensation. *Journal of Real Estate Practice and Education*, 16(2), 141-160.

Journal Article (Published)

Skudiene, V., McClatchey, C., Kancleryt, A. Strategic versus Ad-hoc Corporate Social Performance: An Analysis of CSP Maturity and its Relationship to Corporate Financial Performance. *Journal of Management and Sustainability*, 3(1).

Journal Article (Published)

McClatchey, C., Jares, T. E. (2011). Using FinGame in the Corporate Finance Course. *Advances in Financial Education*.

#### ***Other Intellectual Contributions***

(Accepted)

McClatchey, C. (in press). The evolution of mortgage broker compensation and other Dodd-Frank implications. MCB-CSU Colloquium.

## **Suhr, Diana (Adjunct Faculty)**

### ***Refereed Journal Articles***

Journal Article (Published)

Ritchotte, J., Suhr, D., Alfurayh, N., Graefe, A. (2016). An exploration of the psychosocial characteristics of high achieving students and identified gifted students: Implications for practice. *Journal of Advanced Academics* (27), 23-38.

Journal Article (Published)

Gudmundson, D., Thomas, D. F., Suhr, D., Turner, K. F. (2014). Business Plan Competitions and Their Impact on New Ventures' Business Models. *Journal of Strategic Innovation and Sustainability*, 10(1), 34-48.

Journal Article (Submitted)

Thomas, D. F., Kimball, M., Suhr, D. (2016). The Organizational Place Building Inventory An Instrument for Assessing and Facilitating Place-Based Corporate Social Responsibility. *The Journal of Corporate Citizenship* (63), 17-41.

## **de la Torre, Cris (Professor)**

### ***Refereed Journal Articles***

Journal Article (Published)

McClatchey, C., de la Torre, C. The intended and unintended effects of Dodd-Frank on mortgage broker compensation. *Journal of Real Estate Practice and Education*, 16(2), 141-160.

Journal Article (Published)

de la Torre, C., Martinez, R. (2011). How the Mortgage Crisis Has Affected the Tax Lien Market'. *Journal of Real Estate Practice and Education*, 14(2).

Journal Article (Published)

Martinez, R., de la Torre, C. (2011). Latin America's Subtle Racism: Salient Managerial Implications for Non-Latin American Managers. *Journal of Diversity Management*.

Journal Article (Published)

de la Torre, C., Martin, M. (2011). How the UCC Can Explain the Metaphysics of Real Estate. *Journal of Legal Studies in Business*, 17.

Journal Article (Accepted)

de la Torre, C., Martinez, R. (2014). Too Big to Fail: Suggestions to limit the future fallout. *International Review of Accounting, Banking and Finance*.

### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

de la Torre, C., Martinez, R. (2014). In Ronnie Cohen (Ed.), *Conference Proceeding: Too Big to Fail: Suggestions to limit the future fallout*. Academy of Legal Studies in Business.

Conference (Full Paper) Proceeding (Published)

de la Torre, C., Martinez, R. (2011). Conference Proceedings: How the Mortgage Crisis Has Affected the Tax Lien Market. Academy of Financial Services.

Conference (Full Paper) Proceeding (Revising to Resubmit)

de la Torre, C., Martinez, R., A. (2017). Understanding the Discounted Payback technique and its uses for Small Business.



## MANAGEMENT

### **Anderson, Robert M. (Adjunct Faculty)**

#### ***Other Intellectual Contributions***

Instructor's Manual (Published)

Anderson, R. (2014). English Rules are Easier than You Think.

Instructor's Manual (Published)

Anderson, R. (2013). *Colorado Enterprise Fund Acceleration Toolkit*. Denver, CO: <http://www.coloradoenterprisefund.org/the-cef-tool-kit/>

Software (Published)

Anderson (2011). *Business Progress Assessment*. Denver, CO: Colorado Enterprise Fund. <http://www.coloradoenterprisefund.org/>

Research Report (Submitted)

Anderson, R. Business Plan for University of Northern Colorado's University Incubator.

### **Clinebell, Sharon K. (Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Fry, L., Latham, J., Clinebell, S. K., Krahnke, K. Spiritual Leadership as a Model for Performance Excellence: A Study of Baldrige Award Recipients. *Journal of Management, Spirituality & Religion*. <http://www.tandfonline.com/loi/rmsr20>

Journal Article (Published)

Stowe, K., Clinebell, S. K. An Examination of Learning Styles of U.S. and International Students. *Journal of Teaching in International Business*, 26(4), 258-272.

Journal Article (Published)

Clinebell, S. K., Kvedaraviciene, I. (2013). Facilitating Cross-Cultural Management Education Through Global Faculty Exchanges. *Journal of Teaching in International Business*, 24(1), 44-61.

Journal Article (Published)

Clinebell, S. K., Škudienė, V., Trijonyte, R., Reardon, J. (2013). Impact of Leadership Styles on Employee Organizational Commitment. *Journal of Service Science*, 6(1), 139-151.

Journal Article (Published)

Clinebell, S. K., Thomas, D., Sedbrook, T. (2012). Helping student teams work collaboratively through using Wikis. *Journal of The Academy Of Business Education*, 13, 16-37.

### **Other Intellectual Contributions**

Book Chapter (Published)

Krahnke, K., Clinebell, S. K., Wanasika, I. (2014). Wisdom of a leader. In Joan Marques, Satinder Dhiman (Ed.), *Leading Spiritually: Ten Effective Approaches to Workplace Spirituality*. Palgrave Macmillan.

Conference (Full Paper) Proceeding (Published)

Stowe, K., Clinebell, S. K. (2014). One Size Doesn't Fit All: Understanding Student Differences.

Book Review (Published)

Clinebell, S. K. (2014). *Snapshots of Great Leadership* (1st ed., vol. 13, pp. 139-141). Academy of Management Learning and Education.

Conference (Full Paper) Proceeding (Published)

Clinebell, S. K., Romero, D., Clinebell, J.M. (2013). Enhancing Faculty Engagement in Teaching and Learning through a Teaching and Learning Fellows Program. *Conference Proceedings of Academy of Business Education*.  
[www.abeweb.org/proceedings/Proceedings13/Clinebell.pdf](http://www.abeweb.org/proceedings/Proceedings13/Clinebell.pdf)

Conference (Full Paper) Proceeding (Published)

Clinebell, S. K., Kvedaraviciene, I. (2011). *Facilitating global faculty exchanges*. Academy of Business Education.

Conference (Full Paper) Proceeding (Accepted)

Clinebell, J. M., Clinebell, S. K., Kahl, D., Stevens, J. (in press). *When Disciplines Collide: The Case of Teaching Behavioral Finance* (vol. 2015). Academy of Business Education.

### **Gudmundson, Donald (Professor)**

#### **Refereed Journal Articles**

Journal Article (Published)

Gudmundson, D., Thomas, D. F., Suhr, D., Turner, K. F. (2014). Business Plan Competitions and Their Impact on New Ventures' Business Models. *Journal of Strategic Innovation and Sustainability*, 10(1), 34-48.

Journal Article (Published)

Gudmundson, D., Schierstedt, S., Gudmundson, D. (2011). Family Business Governance Structures: Incidence and Effects. *Electronic Journal of Family Business Studies*, 5(1), 126-139.

### **Other Intellectual Contributions**

Conference (Full Paper) Proceeding (Published)

Gudmundson, D., Thomas, D. (2015). The Entrepreneurial Path: An Action-Based Personalized Approach to Entrepreneurial Education (pp. 7). Academy of Business Education Conference.

Book Chapter (Accepted)

Krahnke, K., Gudmundson, D. (in press). Learning from Aesthetics: Unleashing Untapped Potential in Business. In Patricia Leavy (Ed.), *Handbook of Arts-Based Research*. New York: Guilford Press.

### **Harraf, Ebrahim (Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Harraf, A., Soltwisch, B. (2016). Antecedents of Organizational Complacency: Identifying and Preventing Complacency in the Work Environment. *International Journal of Managing Global Transitions*, 14(4), 385-401.

Journal Article (Published)

Harraf, A., Wanasika, I. (2015). Organizational Agility. *Journal of Applied Business Research*, 31(No. 2).

Journal Article (Published)

Harraf, A. (2012). Building a Culture of Innovation and Agility Through Accountability. *International Journal of e-Education, E-Business, e-Management and e-Learning*, 2(4), 306-307. <http://www.ijeeee.org>

Journal Article (Published)

Craft, K. R., Baker, J. G., Myers, B. E., Harraf, A. (2012). Tuition Revenues and Enrollments Demand: The Case of Southern Utah University. *AIR Professional File*, (124), 1-14. [air@airweb.org](mailto:air@airweb.org)

Journal Article (Accepted)

Wanasika, I., Harraf, A. (2015). Management research in Sub-Saharan Africa: A review and future directions. *Journal of Advanced Research in Management*, 6(2), 26. <http://www.asers.eu/journals/jarm.html>

#### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Wanasika, I., Harraf, A. (2013). *Managerial Research in Africa: Review and Prospects*. Academy of International Business.

Conference (Full Paper) Proceeding (Published)

Harraf, A. (2012). *Strategic Implications of the New Economy to Higher Education*. Emerald Group Publishing: Going Global 2012: Internationalizing Higher Education.

Conference (Full Paper) Proceeding (Published)

Harraf, A., Wanasika, I. (2012). *Sustaining Public Universities Through an Entrepreneurial Model*. Society of Business Research Conference.

Conference (Full Paper) Proceeding (Accepted)  
Wanasika, I., Harraf, A. (2015). *The Balanced Scorecard: A Pedagogical Perspective* (vol. 2015). Denver: Strategic Management Society Conference.  
<https://strategicmanagement.net/>

Conference (Full Paper) Proceeding (Accepted)  
Wanasika, I., Harraf, A. (2015). *Big Pharma and BOP Markets: An Entrepreneurial Approach* (2015th ed.). Denver: SEE Conference. <http://seeconf.org/>

### **Krahnke, Keiko (Associate Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)  
Fry, L., Latham, J., Clinebell, S. K., Krahnke, K. Spiritual Leadership as a Model for Performance Excellence: A Study of Baldrige Award Recipients. *Journal of Management, Spirituality & Religion*. <http://www.tandfonline.com/loi/rmsr20>

Journal Article (Published)  
Newmark, R. I., Krahnke, K., Seaton, L. P. (2013). Incorporating Mindfulness Meditation in the Classroom. *Journal of Academy of Business and Economics*.

Journal Article (Published)  
Martin, M., Krahnke, K. (2012). Are English-Only Workplace Rules Here to Stay? An Examination of the Sociolinguistic Evidence and the Accompanying Legal Environment. *International Journal of Strategic Management*.

Journal Article (Published)  
Martin, M., Krahnke, K. (2012). Implicit Bias and Appearance Discrimination in the Workplace. *European Journal of Management*.

Journal Article (Published)  
Krahnke, K., Wanasika, I., Kilpatrick, J. (2012). Concept of Self in the East and the West. *Journal of International Management Studies*, 7(1), 97.

Journal Article (Published)  
Pavlovich, K., Krahnke, K. (2012). Empathy, Connectedness and Organization. *Journal of Business Ethics*.  
<http://www.springerlink.com/content/4x1q221525hpu662/fulltext.pdf>

Journal Article (Published)  
Krahnke, K., Wanasika, I. (2011). Minimizing strategic deception through individual values. *AABRI Journal of Academic and Business Ethics*, 4, 1-23.

Journal Article (Accepted)  
Soltwisch, B., Krahnke, K. (in press). Maximizing or Satisficing Decision Making Styles and Emotional Intelligence: An Empirical Investigation. *International Journal of Business and Applied Sciences*.

### ***Other Intellectual Contributions***

Book Chapter (Published)

Wanasika, I., Krahnke, K. (2016). Leadership Vision. *Leadership Today: Practices for Personal and Professional Performance*. Springer Texts in Business and Economics.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B., Krahnke, K. (2015). The Influence of Emotional Intelligence on Maximizer or Satisficer Decision Making Style. The Institute for Business and Finance Research.

Book Chapter (Published)

Krahnke, K., Clinebell, S. K., Wanasika, I. (2014). Wisdom of a leader. In Joan Marques, Satinder Dhiman (Ed.), *Leading Spiritually: Ten Effective Approaches to Workplace Spirituality*. Palgrave Macmillan.

Conference (Full Paper) Proceeding (Published)

Martin, M., Krahnke, K., Clinebell, S. (2013). *A Dangerous Dalliance: Managing Workplace Romances*. Academic and Business Research Institute.

Conference (Full Paper) Proceeding (Published)

Newmark, R., Krahnke, K., Seaton, P. (2013). *Incorporating mindfulness meditation in the classroom*. International Academy of Business and Economics (IABE).

Conference (Full Paper) Proceeding (Published)

Martin, M., Krahnke, K. (2012). English-Only Workplace Rules Here to Stay? An Examination of the Sociolinguistic Evidence and the Accompanying Legal Environment. International Academy of Business and Economics (IABE).

Book (Published)

Pavlovich, K., Krahnke, K. (2012). *Organizing Through Empathy*.

Book Chapter (Published)

Senge, P., Krahnke, K. (2012). Transcendent Empathy: The Ability to See the Larger System. *Organizing through Empathy*.

Conference (Full Paper) Proceeding (Published)

Pavlovich, K., Krahnke, K. (2011). *Empathy, Connectedness and Organization*. Academy of Management.

[http://program.aomonline.org/2011/view/view\\_docProceedingsPaper.asp?subid=10434](http://program.aomonline.org/2011/view/view_docProceedingsPaper.asp?subid=10434)

Book Chapter (Accepted)

Krahnke, K., Wanasika, I. (in press). Reexamining Transformational Leadership in Complex Systems. In Joan Marque (Ed.), *Engaged Leadership: Transforming through Future Oriented Design Thinking*. Springer.

Book Chapter (Accepted)

Krahnke, K., Gudmundson, D. (in press). Learning from Aesthetics: Unleashing Untapped Potential in Business. In Patricia Leavy (Ed.), *Handbook of Arts-Based Research*. New York: Guilford Press.

Conference (Full Paper) Proceeding (Accepted)

Martin, M., Krahnke, K. (in press). *Implicit Bias and Appearance Discrimination in the Workplace*. International Academy of Business and Economics (IABE).

### **Larson, Milan (Associate Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Larson, M., Latham, J., Appleby, C., Harshman, C. (2012). CEO Attitudes and Motivations: Are They Different for High Performing Organizations. *Quality Management Journal*.

Journal Article (Published)

Larson, M., Norman, S., Hughes, L., Avey, J. (2012). Psychological Capital: A New Lens for Understanding Employee Fit and Attitudes. *International Journal of Leadership Studies*.

#### ***Other Intellectual Contributions***

Working Paper (Working Paper)

Larson, M., Norman, S., Hughes, L., Avey, J. *Psychological Capital: A New Lens for Understanding Employee Fit and Attitudes*. International Journal of Leadership Studies.

Working Paper (Working Paper)

Norman, S., Hughes, L., Avey, J., Larson, M. *The Role of Media Savvy in Virtual Leader-Follower Relationships*. Journal of Management.

Working Paper (Working Paper)

Larson, M., Godsey, M. *Virtuality as a Moderator in the LMX Framework*. Academy of Management Review.

### **Soltwisch, Brandon (Assistant Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Harraf, A., Soltwisch, B. (2016). Antecedents of Organizational Complacency: Identifying and Preventing Complacency in the Work Environment. *International Journal of Managing Global Transitions*, 14(4), 385-401.

Journal Article (Published)

Soltwisch, B. (2015). The Paradox of Organizational Rigidity: A Contingency Model for Information Processing During Times of Opportunity and Threat. *Journal of Leadership and Organizational Studies*, 22(4), 395 - 403.

Journal Article (Published)

Soltwisch, B. (2015). The influence of anticipatory emotions, risk perceptions, and managerial experience on escalation of commitment decisions. *International Journal of Management and Decision Making*, 14(2), 97-111.

Journal Article (Published)

Soltwisch, B. (2013). Applying an Organizational Lens to the Study of Financial Crisis: An Analysis of the U.S. Housing Bubble. *Journal of Business and Economics in Times of Crisis*.

Journal Article (Accepted)

Soltwisch, B., Krahnke, K. (in press). Maximizing or Satisficing Decision Making Styles and Emotional Intelligence: An Empirical Investigation. *International Journal of Business and Applied Sciences*.

### **Other Intellectual Contributions**

Conference (Full Paper) Proceeding (Published)

Soltwisch, B., Iyer, V. V. (2016). The Decision Making Styles of Business Students: The Tendency to Maximize Or Satisfice. Western Decision Sciences Institute.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B., Krahnke, K. (2015). The Influence of Emotional Intelligence on Maximizer or Satisficer Decision Making Style. The Institute for Business and Finance Research.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B. (2014). The Influence of Anticipatory Emotions and Risk Perceptions on Escalation of Commitment Decisions. Midwest Academy of Management.

Conference (Full Paper) Proceeding (Published)

Iyer, V. V., Soltwisch, B., Frolova, Y. (2014). *The Influence of Emotional Intelligence on the Adjustment and Performance of Exchange Students*. Istanbul: International Interdisciplinary Business-Economics Advancement Conference.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B. (2014). The Emotionally Intelligent Investor: The Influence of Emotional Intelligence on Investment Decisions. The Institute for Business and Finance Research.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B. (2014). Information Sharing in a Service Supply Chain with Perishable Commodities. Western Decision Science Institute.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B., Frolova, Y. (2013). An Exploratory Study on Measuring the Level of Emotional Intelligence of Young People Studying Business in the U.S.A.. Human and Social Sciences at the Common Conference.



Conference (Full Paper) Proceeding (Published)

Soltwisch, B. (2013). Decision Making Limitations under Conditions of Opportunity: A Reverse Threat Rigidity Effect. Midwest Academy of Management.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B. (2012). The Role of Emotional Intelligence in Building Rapport and Spreading Emotions in Groups. Midwest Academy of Management.

Conference (Full Paper) Proceeding (Published)

Soltwisch, B. (2011). Positive Effects of Cyberloafing Behavior: Potential Gains in Productivity from Using the Internet While at Work. Midwest Academy of Management.

Conference (Full Paper) Proceeding (Accepted)

Rush, D. E., Soltwisch, B., Iyer, V. V. (2017). *IT's My Choice: How Personality, Emotional Intelligence and Decision Making Impact Technology Adoption in the Classroom*. Vancouver: Proceedings of the Forty-Sixth Annual Meeting of the Western Decision Sciences Institute.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Soltwisch, B., Rush, D. E., Dickey, G. (2017). The Connection: How can we Effectively Connect Emotional Learning, Emotional Intelligence and Personality types in Our Classrooms for Maximum Learning Impact. Western Decision Sciences Institute. <http://www.wdsinet.org/default.html>

Conference (Full Paper) Proceeding (Accepted)

Soltwisch, B. (2016). Understanding Maximizers: Factors That Influence a Maximizing Decision Making Style and Future Research Directions. Annual Meeting of the Midwest Academy of Management.

Panel Session (Accepted)

Soltwisch, B. (2016). *Using Video Media in the Classroom*. Annual Meeting of the Midwest Academy of Management.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Sedbrook, T. A., Soltwisch, B., Payan, J. (2015). *Modeling Stakeholder Experience and Emotions to Inform Business Reengineering Designs*. Western Decision Science Institute.

Conference (Full Paper) Proceeding (Accepted)

Soltwisch, B., Iyer, V. V. (2015). Success Factors in Student Exchange Programs: How Emotional Intelligence Improves Intercultural Flexibility. Western Decision Science Institute.

Manuscript (Working Paper)

Soltwisch, B. (2011). The Effects of Emotional Intelligence on the Interaction between Service Workers and Customers in the Service Environment. Midwest Academy of Management.

**Thomas, David F. (Assistant Professor)**

***Refereed Journal Articles***

Journal Article (Published)

Gudmundson, D., Thomas, D. F., Suhr, D., Turner, K. F. (2014). Business Plan Competitions and Their Impact on New Ventures' Business Models. *Journal of Strategic Innovation and Sustainability*, 10(1), 34-48.

Journal Article (Published)

Thomas, D. F., Banning, J. (2014). Place Building and Mission Statements: A Match or Misfit? Selected as best paper of Volume 3, Issue No.2, 2014. *Journal of Contemporary Business Issues*, 3(2). <http://jcibr.webs.com/>

Journal Article (Published)

Kimball, M., Thomas, D. F. (2013). Place-Building Perceptions: A New Model for Catalyzing Change in University-Community Relations and Student Civic Development. *Michigan Journal of Community Service Learning*, 33(2), 2-6.

Journal Article (Published)

Clinebell, S., Thomas, D., Sedbrook, T. (2012). Helping Student Teams Work Collaboratively Through Using Wikis. *Journal of The Academy Of Business Education*.

Journal Article (Published)

Clinebell, S., Thomas, D., Sedbrook, T. (2012). Helping student teams work collaboratively through using Wikis. *Journal of The Academy Of Business Education*, 13, 16-37.

Journal Article (Published)

Kimball, M., Thomas, D. F. (2012). Place Building Theory: A Framework for Assessing and Advancing Community Engagement in Higher Education. *Michigan Journal of Community Service Learning*, 19-28.

Journal Article (Published)

Thomas, D. F., Gould, J., Gaede, D., Jurin, R. (2011). Transformational Place Building: A Mixed Method Exploration of Small Businesses. Journal of Enterprising Communities: People and Places in the Global Economy. *The Journal of Enterprising Communities*.

Journal Article (Submitted)

Thomas, D. F., Kimball, M., Suhr, D. (2016). The Organizational Place Building Inventory An Instrument for Assessing and Facilitating Place-Based Corporate Social Responsibility. *The Journal of Corporate Citizenship*(63), 17-41.

***Non-Refereed Journal Articles***

Journal Article (Accepted)

Thomas, D. F., Gould, J., Gaede, D. (2011). Transformational Place Building: A Mixed Method Exploration of Small Businesses. Journal of Enterprising Communities: People and Places in the Global Economy.

### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Richard, J., Thomas, D. F. (2011). *Transformative businesses help build sustainable place*. North American Association of Environmental Education.

**Wanasika, Isaac (Associate Professor)**

### ***Refereed Journal Articles***

Journal Article (Published)

Wanasika, I. (2016). The Conundrum of Online Prescription Drug Promotion. *International Journal of Health Policy and Management*. [www.ijhpm.com](http://www.ijhpm.com)

Journal Article (Published)

Harraf, A., Wanasika, I. (2015). Organizational Agility. *Journal of Applied Business Research*, 31(No. 2).

Journal Article (Published)

Wanasika, I. Strategizing for BOP markets. *American Journal of Management*, 13(3), 11.

Journal Article (Published)

Wanasika, I., Adler, T. (2011). Deception as strategy: context and dynamics. *Journal of Managerial Issues*.

Journal Article (Published)

Wanasika, I., Conner, S. (2011). When is imitation the best strategy? *Journal of Strategic Innovation and Sustainability*.

Journal Article (Published)

Wanasika, I., Conner, S. (2011). When is Imitation the Best Strategy? *Journal of Strategic Innovation and Sustainability/North American Business Press*, 7(2), 79–93. <http://www.na-businesspress.com/jsisopen.html>

Journal Article (Accepted)

Wanasika, I., Howell, J., Adler, T. (in press). The Effects of Absorptive & Adaptive Capacity on Performance: A Globe Studies Approach. *International Journal of Global Management Studies*, 7(1), 50. <http://association-gms.org/IJGMSP.html>

Journal Article (Accepted)

Wanasika, I., Harraf, A. (2015). Management research in Sub-Saharan Africa: A review and future directions. *Journal of Advanced Research in Management*, 6(2), 26. <http://www.asers.eu/journals/jarm.html>

Journal Article (Accepted)

Wanasika, I., Limbu, Y. (2015). Effects of Antitakeover Defenses on Value in the Pharmaceutical Industry. *American Journal of Management*, 15(1), 15. <http://www.na-businesspress.com/ajmopen.html>

Journal Article (Accepted)

Wanasika, I., Limbu, Y. (in press). Effects of Antitakeover Defenses on Value in the Pharmaceutical Industry. *American Journal of Business*, 15(1), 15.

Journal Article (Accepted)

Limbu, Y., Mukherjee, A., Wanasika, I. (in press). A Review of Research on Direct-to-Consumer Advertising of Prescription Drugs: Directions for Future Research. *International Journal of Pharmaceutical and Healthcare Marketing*.

Journal Article (Accepted)

Krahnke, K., Wanasika, I., Kilpatrick, J. (in press). Concept of Self in the East and the West. *Journal of International Management Studies*.

Journal Article (Submitted)

Wanasika, I., Howell, J., Adler, T. The effects of absorptive and Adaptive Capacity on Performance: A GLOBE Study Approach. *International Journal of Global Management Studies*. <http://www.association-gms.org/ijgmstp.html>

### **Other Intellectual Contributions**

Book Chapter (Published)

Wanasika, I., Krahnke, K. (2016). Leadership Vision. *Leadership Today: Practices for Personal and Professional Performance*. Springer Texts in Business and Economics.

Written Case with Instructional Material (Published)

Wanasika, I. *Ethics of Product Sourcing and Formaldehyde Levels at Lumber Liquidators*. Daniels Fund Ethics Initiative. <http://www.danielsfund.org/Ethics/>

Book Chapter (Published)

Krahnke, K., Clinebell, S. K., Wanasika, I. (2014). Wisdom of a leader. In Joan Marques, Satinder Dhiman (Ed.), *Leading Spiritually: Ten Effective Approaches to Workplace Spirituality*. Palgrave Macmillan.

Conference (Full Paper) Proceeding (Published)

Wanasika, I., Harraf, A. (2013). *Managerial research in Africa: review and prospects*. Academy of International Business - SW.

Conference (Full Paper) Proceeding (Published)

Wanasika, I., Howell, J., Adler, T. (2013). *Strategic decision-making and the rationale for economizing-strategizing choices*. Academy of Management annual 2013 conference.

Conference (Full Paper) Proceeding (Published)

Wanasika, I. (2013). *Strategic positioning of big pharma in BOP markets*. Southwest Decision Science Institute.

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Wanasika, I. (2013). *Strategic positioning of big pharma in BOP markets*. Southwest Decision Science Institute.

- Conference (Full Paper) Proceeding (Published)  
Krahnke, K., Wanasika, I., Kilpatrick, J. (2012). *Concept of Self in the East and the West*. International Academy of Business and Economics (IABE).
- Conference (Full Paper) Proceeding (Published)  
Harraf, A., Wanasika, I. (2012). *Sustaining Public Universities Through an Entrepreneurial Model*. Society of Business Research Conference.
- Conference (Full Paper) Proceeding (Published)  
Wanasika, I. (2011). Poison pills in the pharmaceutical industry: effects on value, governance and strategic posture. MBAA International.
- Conference (Full Paper) Proceeding (Published)  
Wanasika, I. (2011). Strategic Positioning of Big Pharma in Pharmerging Markets. MBAA International.
- Conference (Full Paper) Proceeding (Published)  
Wanasika, I. (2011). *Surrogates and predictors for ETS test for business*. Academy of Business Education.
- Book Review (Accepted)  
Wanasika, I. (in press). In Dr. Yam Limbu (Ed.), *The Base of the Pyramid Promise: Building Businesses with Impact and Scale*. International Journal of Business & Applied Sciences.
- Book Chapter (Accepted)  
Krahnke, K., Wanasika, I. (in press). Reexamining Transformational Leadership in Complex Systems. In Joan Marque (Ed.), *Engaged Leadership: Transforming through Future Oriented Design Thinking*. Springer.
- Conference (Full Paper) Proceeding (Accepted)  
Wanasika, I., Harraf, A. (2015). *The Balanced Scorecard: A Pedagogical Perspective* (vol. 2015). Denver: Strategic Management Society Conference. <https://strategicmanagement.net/>
- Conference (Full Paper) Proceeding (Accepted)  
Wanasika, I., Harraf, A. (2015). *Big Pharma and BOP Markets: An Entrepreneurial Approach* (2015th ed.). Denver: SEE Conference. <http://seeconf.org/>
- Conference (Full Paper) Proceeding (Accepted)  
Wanasika, I. (in press). *Imitation vs Innovation: A Balanced View*. Milan: First European Academic Research Conference on Global Business, Economics, Finance and Social Sciences (EAR15Italy Conference). [www.globalbizresearch.org](http://www.globalbizresearch.org)
- Conference (Full Paper) Proceeding (Accepted)  
Wanasika, I. (in press). *Outsourcing of Drug Development: A Transaction Cost Perspective*. Association for Marketing & Health Care Research Conference.

Book Review (Accepted)

Wanasika, I. (in press). *What is Corporate Social Responsibility? Brent D. Beal, The University of Texas at Tyler*. SAGE. <https://us.sagepub.com/en-us/nam/corporate-social-responsibility/book241166>

Conference (Full Paper) Proceeding (Accepted)

Wanasika, I., Conner, S. (in press). *When is imitation the best strategy?*. Academy of Business Research.

Conference (Full Paper) Proceeding (Submitted)

Wanasika, I. The Sharing Economy: Consequences and Emerging Business Framework. *32nd EGOS Colloquium 2016*. Naples: EGOS: European Group for Organizational Studies.  
<http://www.egosnet.org/jart/prj3/egos/main.jart?rel=de&content-id=1434639284029&reserve-mode=active>

Conference (Full Paper) Proceeding (Submitted)

Wanasika, I. *Strategy and Complexity: An Alignment*. Montclair, NJ: 14th International Conference of the Society for Global Business & Economic Development.  
<http://www.sgbed.com/>

Book Chapter (Submitted)

Littrell, R., Wu, N., Nkomo, S., Howell, J., Dorfman, P. Pan-Sub-Saharan African Managerial Leadership and the Values of Ubuntu. *Management in Africa: Macro and Micro Perspectives*. Routledge.

## MARKETING

**Brannon, Daniel C. (Assistant Professor)**

### ***Other Intellectual Contributions***

Manuscript (Revising to Resubmit)

Brannon, D. C., Samper, A. Maybe it's Not as Bad as I Thought: Event-Sharing and the Malleability of Negative Consumer Judgments in the Face of a Contrasting Experience. *Journal of Consumer Research*.

Manuscript (Revising to Resubmit)

Brannon, D. C. Motivated Satiation: The Effect of a Sugar Preload Depends on Its Healthiness Perceptions. *Appetite*.

Manuscript (In Preparation; Not Yet Submitted)

Brannon, D. C., Mandel, N. Putting on a Show or Showing My True Self? When and Why Consumers Prefer Products that Signal Accurate versus Enhanced Identities. *Journal of Consumer Psychology*.

**Everhart, Dallas (Adjunct Faculty)**

### ***Refereed Journal Articles***

Journal Article (Published)

Škudienė, V., Everhart, D., Reardon, J., Šlepikaitė, K. (2013). Front-Line Employees' Recognition and Empowerment Effect on Retail Bank Customers' Perceived Value. *Journal of Service Science*, 6(1), 105-116.

Journal Article (Published)

Skudiene, V., Everhart, D., Kaminska, M., Reardon, J. (2012). Cross-Gender Conflict Management Styles and Employee Attitudinal Outcomes: The Mediating Role of Empowerment and Trust. *Journal of Knowledge & Human Resource Management*, 4(6).

### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Škudienė, V., Everhart, D., Reardon, J., Šlepikaitė, K. *Front-Line Employees' Recognition and Empowerment Effect on Retail Bank Customers' Perceived Value*. Paris International Academic Conference/Baltic Cruise Conference.

Conference (Full Paper) Proceeding (Accepted)

Škudienė, V., Everhart, D., Kaminska, M., Reardon, J. (in press). Cross-Gender Conflict Management Styles and Employee Attitudinal Outcomes: The Mediating Role of Empowerment and Trust. Intellectbase International Consortium Conference.



## **Iyer, Vishwanathan (Professor)**

### **Refereed Journal Articles**

Journal Article (Published)

Martinez, R., Iyer, V. V. (2013). U.S. Trade in Goods With Latin America (2001-2010): Trends and Perspectives. *International Business & Economics Research Journal*, 12(5), 503-510.

Journal Article (Published)

Veltri, F., Iyer, V., Moody, R. (2011). Cases in Sport Marketing: Instructor's Perception of Case Locations and Instructional Use. *Journal for Advancement of Marketing Education*.

Journal Article (Accepted)

Martinez, R., Iyer, V. V. (2014). Openness and Inflation: Evidence From Nine Eastern European Nations. *International Business & Economics Research Journal*, 13(1).

### **Non-Refereed Journal Articles**

Journal Article (Submitted)

Martinez, R., Iyer, V. V. Mexico's MBAs after 20 Years of Economic Openness.

### **Other Intellectual Contributions**

Conference (Full Paper) Proceeding (Published)

Soltwisch, B., Iyer, V. V. (2016). The Decision Making Styles of Business Students: The Tendency to Maximize Or Satisfice. Western Decision Sciences Institute.

Conference (Full Paper) Proceeding (Published)

Iyer, V. V. (2015). In Donna Coelho (Ed.), *Our Responsibilities as Facilitators of Teaching/Learning...Do We Practice What We Preach?*. Chicago, IL: American Marketing Association.

Conference (Full Paper) Proceeding (Published)

Church, N., Iyer, V. V. (2014). In Jose Sanchez Gutierrez (Ed.), *The Future of Marketing: Staying Competitive in a Competitive World*. Puerto Vallarta, Jalisco: VIII Congreso De La Red Internacional De Investigadores En Competitividad.

Conference (Full Paper) Proceeding (Published)

Iyer, V. V., Church, N. (2014). In Jose Sanchez Gutierrez (Ed.), *The Linking Process: Product Life Cycle, Diffusion Process, Competitive Market Structures and Nature of the Market....* Puerto Vallarta, Jalisco: VIII Congreso De La Red Internacional.

Conference (Full Paper) Proceeding (Published)

Martinez, R., Iyer, R. V. (2014). *Mexico's MBA Programs after 20 Years of Economic Openness*. Dubai: International Conference on Technology.

Conference (Full Paper) Proceeding (Published)

Iyer, V. V., Soltwisch, B., Frolova, Y. (2014). *The Influence of Emotional Intelligence on the Adjustment and Performance of Exchange Students*. Istanbul: International Interdisciplinary Business-Economics Advancement Conference.

Conference Proceedings Publication (Published)

Iyer, V. V. (2014). In Vish Iyer (Ed.), *TAKE 5: Return of the Marketers* (1st ed., vol. 1). Chicago, IL: American Marketing Association.

Conference (Full Paper) Proceeding (Published)

Iyer, V. V. (2013). In Peltier and Umashankar (Ed.), *Inside Out Thinking in the Classroom...A Different Paradigm*. Chicago: 2013 AMA International Collegiate Conference.

Conference (Full Paper) Proceeding (Published)

Martinez, R., Iyer, V. V. (2013). *Openness and Inflation: Evidence From Nine Eastern European Nations*. USA: 2013 Paris International Academic Conference.

Conference (Full Paper) Proceeding (Published)

Iyer, R. V. (2012). *Consumer Recognition of Product Endorsement: A Revisit*. 2012 Research Conference in Sport Marketing: Focus on Sponsorship.

Conference Proceedings Publication (Published)

Iyer, V. V. (2012). In Vish Iyer (Ed.), *MARKETING...Always Evolving* (1st ed., vol. 1). Chicago, IL: American Marketing Association.

Conference (Full Paper) Proceeding (Published)

Frank, V., Iyer, V. (2011). *Consumer Recognition of Product Endorsement by Professional Athletes*. Sport Marketing Association.

Conference (Full Paper) Proceeding (Accepted)

Rush, D. E., Soltwisch, B., Iyer, V. V. (2017). *IT's My Choice: How Personality, Emotional Intelligence and Decision Making Impact Technology Adoption in the Classroom*. Vancouver: Proceedings of the Forty-Sixth Annual Meeting of the Western Decision Sciences Institute.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Soltwisch, B., Rush, D. E., Dickey, G. (2017). *The Connection: How can we Effectively Connect Emotional Learning, Emotional Intelligence and Personality types in Our Classrooms for Maximum Learning Impact*. Western Decision Sciences Institute. <http://www.wdsinet.org/default.html>

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. (2016). *Student Engagement And Classroom Emotional Climate*. In Donna Coelho (Ed.), *Probably*. Chicago, IL: American Marketing Association.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Sedbrook, T. A., Soltwisch, B., Payan, J. (2015). *Modeling Stakeholder Experience and Emotions to Inform Business Reengineering Designs*. Western Decision Science Institute.

Conference (Full Paper) Proceeding (Accepted)

Soltwisch, B., Iyer, V. V. (2015). Success Factors in Student Exchange Programs: How Emotional Intelligence Improves Intercultural Flexibility. Western Decision Science Institute.

Conference (Full Paper) Proceeding (Accepted)

Iyer, R. Vishwanathan, Martinez, R. (2014). *Can We Be Entrepreneurs in Our Classrooms?*. Barcelona: EDULearn 6th International Conference on Education and New Learning Technologies..

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V. (2013). Consumer Recognition of Product Endorsement by Professional Athletes: A Revisit After 15 Years. 2012 Western Decision Science Institute Conference.

Conference (Full Paper) Proceeding (Accepted)

Martinez, R., Iyer, V. (2011). *U.S. Trade in Goods with Latin America 2001-2010: Trends and Perspectives*. Western Decision Sciences Institute Annual Conference.

### **McCorkle, Denny (Professor)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Auruškevičienė, V., McCorkle, D. E., McCorkle, Y., Mockevičienė, G. (2016). The Impact of Country of Origin Dimensions on Product Evaluation: Case of Auto Parts in Central and Northwest Russia. *Journal Of International Business Management & Research (JIBMR)*, 7(18), 57-77.

Journal Article (Published)

Škudienė, V., McCorkle, D. E., Reardon, J., Čertokas, Š. (2015). The Effect of E-Shops' Service Quality on Lithuanian Consumers' Purchase Intentions. *International Journal of Business, Marketing and Decision Sciences*, 8(1), 43-59.  
<http://www.iabpad.com/journals/international-journal-of-business-marketing-and-decision-sciences/>

Journal Article (Published)

Škudienė, V., McCorkle, D. E., Reardon, J., Vaitiekunaite, D. (2014). Customer Perceived Value Influence on Manufacturer and Private Label Brand Repurchase Intentions. *Journal of International Business Management & Research*, 5(15).

Journal Article (Published)

McCorkle, D. E., Miller, C., Reardon, J. (2014). Modeling Global Consumer Retail Channel Choice: Bricks or Clicks. *International Journal of Accounting Information Science and Leadership*, 7(20).

Journal Article (Published)

Gao, F., McCorkle, Y., McCorkle, D. E. (2014). Soho Cayman Ltd: A Paradigm of Inbound FDI Regarding Tax Compliance In China. *Journal of Global Intelligence and Policy*, 7(13), 69-86.

Journal Article (Published)

McCorkle, D. E., McCorkle, Y., Payan, J. (2014). Using Blogs in the Marketing and Advertising Classroom: Exploratory Insights and Recommendations for Future Use. *Journal of Advertising Education*, 18(1, Spring), 24-35.

Journal Article (Published)

McCorkle, D. E., Jurkus, V., Auruskeviciene, V., Reardon, J. (2013). The Antecedent Effects of SMS Marketing on Consumer Intentions. *International Journal of Business, Marketing and Decision Sciences*, 6(1), 88-105.

Journal Article (Published)

McCorkle, D. E., McCorkle, Y. L. (2012). Using LinkedIn in the Marketing Classroom: Exploratory Insights and Recommendations for Teaching Social Media/Networking. *Marketing Education Review*, 22(2), 157-167.

Journal Article (Published)

McCorkle, D., Reardon, J., Dalenberg, D., Pryor, A., Wicks, J. (2012). Purchase or Pirate: A Model of Consumer Intellectual Property Theft. *Journal of Marketing Theory and Practice*, 20(1), 73-86.

Journal Article (Published)

Skudiene, V., McCorkle, Y., McCorkle, D. E., Matuizait, J. (2012). The Influence of Different Loyalty Programs on Lithuanian Petrol Stations Customers' Intention to Be Loyal. *Journal of International Business Management & Research*, 3(7).

Journal Article (Accepted)

McCorkle, D. E., Payan, J. (2017). Using Twitter in the Marketing and Advertising Classroom to Develop Skills for Social Media Marketing and Personal Branding. *Journal of Advertising Education*, 21(1).

### **Other Intellectual Contributions**

Conference (Abstract) Proceeding (Published)

McCorkle, D. E., Reardon, J. (2017). *The Added Value of Certifications: A Case Utilizing Hootsuite Certification for Managing Social Media* (vol. 11). INTED2017 Proceedings 11th International Technology, Education and Development Conference. <https://iased.org/inted/publications>

Conference (Full Paper) Proceeding (Published)

Auruškevičienė, V., McCorkle, D. E., McCorkle, Y., Mockevičienė, G. (2015). *The Impact of Country of Origin Dimensions on Product Evaluation: Case of Auto Parts in Central and Northwest Russia*. Tennessee: Intellectbase Academic Conference 2015.

Conference (Full Paper) Proceeding (Published)

Škudienė, V., McCorkle, D. E., Reardon, J., Čertokas, Š. (2015). *The Effect of E-Shops' Service Quality on Lithuanian Consumers' Purchase Intentions*. Proceedings of the International Academy of Business and Public Administration Disciplines (IABPAD) Conference.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Miller, C., Reardon, J. (2013). *Modeling Global Consumer Retail Channel Choice: Bricks or Clicks*. Intellectbase Academic Conference 2013.

Conference (Full Paper) Proceeding (Published)

Reardon, J., McCorkle, D. E., Auruškevičienė, V. (2013). *An Exploratory Study of Online Versus Traditional Educational Delivery Methods Using Social Contract Theory*. Portland, OR: Marketing Educators' Association Conference.

Conference (Full Paper) Proceeding (Published)

Skudienė, V., McCorkle, D. E., Reardon, J., Vaitiekunaite, D. (2013). *Customer Perceived Value Influence on manufacturer and Private Label Brands Repurchase Intentions*. Las Vegas, NV: Intellectbase International Consortium.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Miller, C., Reardon, J. (2013). *Modeling Global Consumer Retail Channel Choice*. Las Vegas, NV: Intellectbase International Consortium Conference.

Poster Presentation (Published)

McCorkle, Y., McCorkle, D. E., Reardon, J. (2013). *The Benefits of a Country Culture Project in an International Business Course*. Seville, Spain: ICERI 2013 Conference.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Auruškevičienė, V., Vytautas, J., Reardon, J. (2013). *The Antecedent Effects of SMS Marketing on Consumer Intentions*. Orlando, FL: International Academy of Business and Public Administration Disciplines Conference.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Auruškevičienė, V., Vytautas, J., Reardon, J. (2013). *The Antecedent Effects of SMS Marketing on Consumer Intentions*. Proceedings of the Academy of Business and Public Administration Disciplines.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Auruškevičienė, V., Reardon, J., Skudienė, V. (2012). *Faculty Adaptation to Foreign Student Learning Styles and Expectations*. Long Beach, CA: 33rd Annual Proceedings of the Marketing Educators Conference.

Conference (Full Paper) Proceeding (Published)

Reardon, J., McCorkle, D. E., Auruškevičienė, V. (2012). *Online Courses: Innovative Education Channel or 21st Century Correspondence Course* (pp. 5588-5593). Proceedings of the 6th Annual INTED Conference.

Conference (Full Paper) Proceeding (Published)

Skudienė, V., McCorkle, Y., McCorkle, D. E., Matuizait, J. (2011). *The Influence of Different Loyalty Programs on Lithuanian Petrol Stations Customers' Intention to Be Loyal*. Intellectbase Academic Conference 2011.

Conference (Full Paper) Proceeding (Accepted)

Reardon, J., McCorkle, D. E., Auruškevičienė, V. (2012). *Online Courses: Innovative Education Channel or 21st Century Correspondence Course*. INTED2012 Proceedings 6th International Technology, Education and Development Conference.

## **McCorkle, Yuhua (Adjunct Faculty)**

### ***Refereed Journal Articles***

Journal Article (Published)

Auruškevičienė, V., McCorkle, D. E., McCorkle, Y., Mockevičienė, G. (2016). The Impact of Country of Origin Dimensions on Product Evaluation: Case of Auto Parts in Central and Northwest Russia. *Journal Of International Business Management & Research (JIBMR)*, 7(18), 57-77.

Journal Article (Published)

Gao, F., McCorkle, Y., McCorkle, D. E. (2014). Soho Cayman Ltd: A Paradigm of Inbound FDI Regarding Tax Compliance In China. *Journal of Global Intelligence and Policy*, 7(13), 69-86.

Journal Article (Published)

McCorkle, D. E., McCorkle, Y., Payan, J. (2014). Using Blogs in the Marketing and Advertising Classroom: Exploratory Insights and Recommendations for Future Use. *Journal of Advertising Education*, 18(1, Spring), 24-35.

Journal Article (Published)

McCorkle, D. E., McCorkle, Y. L. (2012). Using LinkedIn in the Marketing Classroom: Exploratory Insights and Recommendations for Teaching Social Media/Networking. *Marketing Education Review*, 22(2), 157-167.

Journal Article (Published)

Skudienė, V., McCorkle, Y., McCorkle, D. E., Matuizait, J. (2012). The Influence of Different Loyalty Programs on Lithuanian Petrol Stations Customers' Intention to Be Loyal. *Journal of International Business Management & Research*, 3(7).

### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Auruškevičienė, V., McCorkle, D. E., McCorkle, Y., Mockevičienė, G. (2015). *The Impact of Country of Origin Dimensions on Product Evaluation: Case of Auto Parts in Central and Northwest Russia*. Tennessee: Intellectbase Academic Conference 2015.

Poster Presentation (Published)

McCorkle, Y., McCorkle, D. E., Reardon, J. (2013). *The Benefits of a Country Culture Project in an International Business Course*. Seville, Spain: ICERI 2013 Conference.

Conference (Full Paper) Proceeding (Published)

Skudienė, V., McCorkle, Y., McCorkle, D. E., Matuizait, J. (2011). *The Influence of Different Loyalty Programs on Lithuanian Petrol Stations Customers' Intention to Be Loyal*. Intellectbase Academic Conference 2011.



## **Payan, Janice (Professor)**

### ***Refereed Journal Articles***

Journal Article (Published)

Ferro, C., Padin, C., Svensson, G., Payan, J. M. (2016). Trust and Commitment as Mediators between Economic and Non-Economic Satisfaction in Manufacturer-Supplier Relationships. *Journal of Business and Industrial Marketing*, 31(1), 13-23. <http://mc.manuscriptcentral.com/jbim>

Journal Article (Published)

Payan, J. M., Svensson, G., Hogevoid, N., Sedbook, T. (2015). Key Factors of the Likelihood to Study Abroad Among Marketing Students in the U.S. and Norway: Validation of Cross-Cultural Scales. *Journal of the Academy of Business Education*(Winter).

Journal Article (Published)

McCorkle, D. E., McCorkle, Y., Payan, J. (2014). Using Blogs in the Marketing and Advertising Classroom: Exploratory Insights and Recommendations for Future Use. *Journal of Advertising Education*, 18(1, Spring), 24-35.

Journal Article (Published)

Payan, J. M., Svensson, G., Hogevoid, N. (2012). The Effect of Attributes of Study Abroad Programs and Risk Aversion on the Future Likelihood to Study Abroad: A Study of U.S. and Norwegian Undergraduate Marketing Students. *Journal for Advancement of Marketing Education*, 20(3), 49-60.

Journal Article (Published)

Callaghan, M., Wood, G., Payan, J. M., Singh, J., Svensson, G. (2012). Code of Ethics Quality - An International Comparison of Corporate Staff Support and Regulation in Australia, Canada, and the USA. *Business Ethics: A European Review*, 21(1), 15-30.

Journal Article (Published)

Svensson, G., Wood, G., Singh, J., Payan, J. M., Callaghan, M. (2011). The Embeddness of Codes of Ethics in Organisations in Australia, Canada and USA. *Business Ethics: A European Review*, 20(4), 405-417.

Journal Article (Accepted)

McCorkle, D. E., Payan, J. (2017). Using Twitter in the Marketing and Advertising Classroom to Develop Skills for Social Media Marketing and Personal Branding. *Journal of Advertising Education*, 21(1).

Journal Article (Accepted)

Payan, J. M., Hair, J., Svensson, G., Andersson, S., Awauh, G. (in press). The Precursor Role of Cooperation, Coordination, and Relationship Investments in a Relationship. *Journal of Business to Business Marketing*.

### ***Other Intellectual Contributions***



Conference (Full Paper) Proceeding (Published)

Payan, J. M., Klopper, H. B., Svensson, G. (2013). Risk Aversion and Attributes of Study Abroad Programs Among Business Majors in the U.S. and South Africa: Validation of a Cross-Cultural Scale. Cross-Cultural Research Conference.

Conference (Full Paper) Proceeding (Published)

Payan, J. M., Svensson, G., Hogevoid, N. (2013). Risk Aversion and Attributes of Study abroad Programs among Marketing Majors in the U.S. and Norway: Validation of Cross-Cultural Scales.. Academy of Marketing Science - World Marketing Congress.

Conference (Full Paper) Proceeding (Published)

Denny, M., Yuhua, M., Payan, J. M. (2013). *Exploring the Use of Blogs in the Marketing and Business Classroom..* Marketing Educators' Association (MEA).

Conference (Full Paper) Proceeding (Published)

Payan, J. M., Svensson, G., Hogevoid, N. (2012). *A Review and Cross-National Factor Analyses of Motivators and Deterrents to Study Abroad.* Society for Marketing Advances Conference.

Conference (Full Paper) Proceeding (Published)

Payan, J. M., Svensson, G., Hogevoid, N. (2012). Motivators and Deterrents to Study Abroad: A Study of U.S. and Norwegian Undergraduate Marketing Majors. Atlantic Marketing Association Conference.

Conference (Full Paper) Proceeding (Published)

Payan, J. M., Svensson, G., Hogevoid, N. (2012). Motivators and Deterrents to Study Abroad: A Study of U.S., Norwegian, and Swedish Undergraduate Majors. Marketing Management Association.

Conference (Full Paper) Proceeding (Published)

Payan, J. M., Kling, N. (2012). *What Stops Business College Students from Studying Abroad?.* National Business and Economic Society.

Conference (Full Paper) Proceeding (Published)

Payan, J. M. (2011). A Review of the Motivators and Deterrents to participation in Business Study Abroad Programs. Cross-Cultural Research Conference.

Conference (Full Paper) Proceeding (Accepted)

Payan, J. M., Hair, J., Svensson, G., Andersson, S., Awauh, G. (2015). *Modeling Antecedents in Trust-Commitment Vendor Relationships.* Academy of Marketing Science - World Marketing Congress.

Conference (Full Paper) Proceeding (Accepted)

Iyer, V. V., Sedbrook, T. A., Soltwisch, B., Payan, J. (2015). *Modeling Stakeholder Experience and Emotions to Inform Business Reengineering Designs.* Western Decision Science Institute.

Working Paper (Working Paper)

Payan, J. M., Magnusson, P., Reardon, J. The Effect of Culture and Product Self-Image Congruence on the Propensity to be Brand Loyal. European Business Review.

**Reardon, James (Professor)**

***Refereed Journal Articles***

Journal Article (Published)

Conner, S., Reardon, J., Miller, C., Salciuvienė, L., Auruskeviciene, V. (2017). Cultural Antecedents to the Normative, Affective, and Cognitive Effects of Domestic versus Foreign Purchase Behavior. *Journal of Business Economics and Management*, 18(1), 100-115.  
<http://www.tandfonline.com/doi/abs/10.3846/16111699.2016.1220975>

Journal Article (Published)

Urbonavicius, S., Vytutas, D., Reardon, J. (2016). Credibility of A Salesperson In Retailing: Judgments On The Basis Of Their Demographic Parameters. *Marketing and Management of Innovations*(2), 48-58.  
<http://mmi.fem.sumdu.edu.ua/en/journals/2016/2/49-58>

Journal Article (Published)

Škudienė, V., McCorkle, D. E., Reardon, J., Čertokas, Š. (2015). The Effect of E-Shops' Service Quality on Lithuanian Consumers' Purchase Intentions. *International Journal of Business, Marketing and Decision Sciences*, 8(1), 43-59.  
<http://www.iabpad.com/journals/international-journal-of-business-marketing-and-decision-sciences/>

Journal Article (Published)

Škudienė, V., McCorkle, D. E., Reardon, J., Vaitiekunaite, D. (2014). Customer Perceived Value Influence on Manufacturer and Private Label Brand Repurchase Intentions. *Journal of International Business Management & Research*, 5(15).

Journal Article (Published)

McCorkle, D. E., Miller, C., Reardon, J. (2014). Modeling Global Consumer Retail Channel Choice: Bricks or Clicks. *International Journal of Accounting Information Science and Leadership*, 7(20).

Journal Article (Published)

Škudienė, V., Everhart, D., Reardon, J., Šlepikaitė, K. (2013). Front-Line Employees' Recognition and Empowerment Effect on Retail Bank Customers' Perceived Value. *Journal of Service Science*, 6(1), 105-116.

Journal Article (Published)

Clinebell, S. K., Škudienė, V., Trijonyte, R., Reardon, J. (2013). Impact of Leadership Styles on Employee Organizational Commitment. *Journal of Service Science*, 6(1), 139-151.

Journal Article (Published)

Miller, C., Škudienė, V., Reardon, J. (2013). Managing Customer Loyalty in the Entertainment Industry in a Transitional Economy. *Review of Management Innovation & Creativity*, 6(18), 114-129.

Journal Article (Published)

Auruškevičienė, V., Satova, J., Reardon, J. (2013). Success Factors of E-Commerce in Transitional Economies. *Journal of International Business Management & Research*, (4 (Spring)), 9-25.

Journal Article (Published)

McCorkle, D. E., Jurkus, V., Auruškevičienė, V., Reardon, J. (2013). The Antecedent Effects of SMS Marketing on Consumer Intentions. *International Journal of Business, Marketing and Decision Sciences*, 6(1), 88-105.

Journal Article (Published)

Lalovic, G., Reardon, S., Vida, I., Reardon, J. (2013). Consumer Decision Model of Intellectual Property Theft in Emerging Markets. *Organizations and Markets in Emerging Economies*, 3(1), 58-74.

Journal Article (Published)

Auruškevičienė, V., Vianelli, D., Reardon, J. (2012). Comparison of Consumer Ethnocentrism Behavioral Patterns in Transitional Economies. *Transformations in Business and Economics*, 11(2), 20-35.

Journal Article (Published)

Kreckova, Z., Odehnalova, J., Reardon, J. (2012). Consumer Ethnocentricity within the Environment of Economic Crisis. *Engineering Economics*, 23(3), 271-281.

Journal Article (Published)

Skudienė, V., Everhart, D., Kaminska, M., Reardon, J. (2012). Cross-Gender Conflict Management Styles and Employee Attitudinal Outcomes: The Mediating Role of Empowerment and Trust. *Journal of Knowledge & Human Resource Management*, 4(6).

Journal Article (Published)

Reardon, J., Miller, C. (2012). The Effect of Response Scale Type on Cross-Cultural Construct Measures: An Empirical Example Using Hall's Concept of Context. *International Marketing Review*, 29(1), 24-53.

Journal Article (Published)

McCorkle, D., Reardon, J., Dalenberg, D., Pryor, A., Wicks, J. (2012). Purchase or Pirate: A Model of Consumer Intellectual Property Theft. *Journal of Marketing Theory and Practice*, 20(1), 73-86.

Journal Article (Published)

Salciuvienė, L., Auruškevičienė, V., Reardon, J. (2011). Antecedents of Performance of Multi-Level Channels in Transitional Economies. *Baltic Journal of Management*, 6(1), 89-104.

Journal Article (Published)

Skudienė, V., Auruškevičienė, V., Reardon, J. (2011). The Effect of Emotional Intelligence on Project Outcomes. *Transformations in Business and Economics*, 10(2), 125-137.

Journal Article (Accepted)

Reardon, S., Jonaviciute, v., Urbonavicius, S., Reardon, J. (2016). Expressions of The Need For Uniqueness And Conformity In Personal And Professional Contexts. *Review of Higher Education And Self-Learning*, 9(27).

Journal Article (Accepted)

Aramendia-Muneta, M. E., Reardon, J. (in press). The influence of Ethnocentricity in Purchase Behavior and Ethnocentric Attitudes. *International Journal of Business Anthropology, Cambridge Scholars Publishing*, 2(6).  
<http://www.cambridgescholars.com/international-journal-of-business-anthropology-2>

Journal Article (Accepted)

Reardon, J., Vianelli, D., Miller, C. (in press). The Effect of COO on Retail Buyers' Propensity to Trial New Products. *International Marketing Review*.

Journal Article (Accepted)

Vianelli, D., Reardon, J., Guercini, S. (2015). Asymmetric Relationships among Consumer Ethnocentrism, National Identification, and Cosmopolitanism. *Micro & Macro Marketing*, (2), 181-198.

Journal Article (Accepted)

Lalovic, G., Reardon, S., Vida, I., Reardon, J. (in press). Consumer Decision Model of Intellectual Property Theft in Emerging Markets. *Organizations and Markets in Emerging Economies*.

### **Other Intellectual Contributions**

Conference (Abstract) Proceeding (Published)

McCorkle, D. E., Reardon, J. (2017). *The Added Value of Certifications: A Case Utilizing Hootsuite Certification for Managing Social Media* (vol. 11). INTED2017 Proceedings 11th International Technology, Education and Development Conference.  
<https://iased.org/inted/publications>

Conference (Abstract) Proceeding (Published)

Reardon, J., Vianelli, D., Auruskeviciene, V., Vida, I. (2017). Assessing Consumer Preferences for Foreign and Domestic Product Before and during an Economic Crises: A Longitudinal Examination. Chicago: American Marketing Association.

Conference (Full Paper) Proceeding (Published)

Dikcius, V., Armenakyan, A., Pikturniene, I., Seimiene, E., Kavaliauske, M., Katkuvienė, K., Reardon, J. (2016). *Children's Influence on their Parents' Purchase Decision: Systematic Analysis of Researches Between 1985-2014* (vol. 21). International Scientific Conference Economics and Management.

Conference (Full Paper) Proceeding (Published)

Reardon, S., Jonaviciute, v., Urbonavicius, S., Reardon, J. (2015). *Expressions of The Need For Uniqueness And Conformity In Personal And Professional Contexts*. Intellectbase Academic Conference 2015.

Conference (Full Paper) Proceeding (Published)

Abraha, D., Radon, A., Sundstrom, M., Reardon, J. (2015). The effect of cosmopolitanism, national identity and ethnocentrism on Swedish purchase behavior. Orlando, FL: AABRI Conference.

Conference (Full Paper) Proceeding (Published)

Škudienė, V., McCorkle, D. E., Reardon, J., Čertokas, Š. (2015). *The Effect of E-Shops' Service Quality on Lithuanian Consumers' Purchase Intentions*. Proceedings of the International Academy of Business and Public Administration Disciplines (IABPAD) Conference.

Conference (Full Paper) Proceeding (Published)

Auruškevičienė, V., Radon, A., Abraha, D., Reardon, J., Vida, I. (2015). *Consumer Decision Model of Intellectual Property Theft in Eurasia Markets*. Lisbon, Portugal: 15th EBES Conference.

Conference (Full Paper) Proceeding (Published)

Reardon, J., Vianelli, D., Auruškevičienė, V., Vida, I. (2014). The Effect of Economic Crisis on Consumer Preferences of Foreign and Domestic Goods: A Cross-cultural, Longitudinal Study of US, Italy and Lithuania. Valencia, Spain: 43rd Annual EMAC Conference.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Miller, C., Reardon, J. (2013). *Modeling Global Consumer Retail Channel Choice: Bricks or Clicks*. Intellectbase Academic Conference 2013.

Conference (Full Paper) Proceeding (Published)

Reardon, J., McCorkle, D. E., Auruškevičienė, V. (2013). *An Exploratory Study of Online Versus Traditional Educational Delivery Methods Using Social Contract Theory*. Portland, OR: Marketing Educators' Association Conference.

Conference (Full Paper) Proceeding (Published)

Skudienė, V., McCorkle, D. E., Reardon, J., Vaitiekunaite, D. (2013). *Customer Perceived Value Influence on manufacturer and Private Label Brands Repurchase Intentions*. Las Vegas, NV: Intellectbase International Consortium.

Conference (Full Paper) Proceeding (Published)

Vianelli, D., Marzano, C., Reardon, J. (2013). Il processo d'acquisto dei retailer: proposta di un modello d'analisi per i prodotti made in Italy nel mercato Americano. Milan, Italy: Dall'innovazione tecnologica al mercato.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Miller, C., Reardon, J. (2013). *Modeling Global Consumer Retail Channel Choice*. Las Vegas, NV: Intellectbase International Consortium Conference.

Poster Presentation (Published)

McCorkle, Y., McCorkle, D. E., Reardon, J. (2013). *The Benefits of a Country Culture Project in an International Business Course*. Seville, Spain: ICERI 2013 Conference.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Auruskeviciene, V., Vytautas, J., Reardon, J. (2013). *The Antecedent Effects of SMS Marketing on Consumer Intentions*. Orlando, FL: International Academy of Business and Public Administration Disciplines Conference.

Conference (Full Paper) Proceeding (Published)

Škudienė, V., Everhart, D., Reardon, J., Šlepikaitė, K. *Front-Line Employees' Recognition and Empowerment Effect on Retail Bank Customers' Perceived Value*. Paris International Academic Conference/Baltic Cruise Conference.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Aurukeviciene, V., Vytautas, J., Reardon, J. (2013). *The Antecedent Effects of SMS Marketing on Consumer Intentions*. Proceedings of the Academy of Business and Public Administration Disciplines.

Conference (Full Paper) Proceeding (Published)

McCorkle, D. E., Auruskeviciene, V., Reardon, J., Skudiene, V. (2012). *Faculty Adaptation to Foreign Student Learning Styles and Expectations*. Long Beach, CA: 33rd Annual Proceedings of the Marketing Educators Conference.

Conference (Full Paper) Proceeding (Published)

Miller, C., Skudiene, V., Reardon, J. (2012). *Managing Customer Loyalty in the Entertainment Industry in a Transitional Economy*. Las Vegas, NV: Intellectbase International Consortium Conference.

Conference (Full Paper) Proceeding (Published)

Auruskeviciene, V., Satova, J., Reardon, J. (2012). *Success Factors of E-Commerce in Transitional Economies*. Las Vegas, NV: Intellectbase International Consortium Conference.

Conference (Full Paper) Proceeding (Published)

Reardon, J., McCorkle, D. E., Aurukeviciene, V. (2012). *Online Courses: Innovative Education Channel or 21st Century Correspondence Course* (pp. 5588-5593). Proceedings of the 6th Annual INTED Conference.

Conference (Full Paper) Proceeding (Published)

Payan, J., Reardon, J. (2011). *The Effect of Culture, Product Self-Image Congruence, and Brand Attitudes on the Propensity to be Brand Loyal*. 15th Biennial World Congress of the Academy of Marketing Science.

Conference (Full Paper) Proceeding (Accepted)

Rybina, L., Reardon, J., Garkavenko, V. (in press). In Timothy Lee (Ed.), *The Impact of Consumer Ethnocentrism and its Antecedents on Airline Preference among Kazakhstani Travelers* (1st ed., vol. 1). Beppu Japan: Global Congress of the Special Interest Tourism & Hospitality. <http://itc2017.tosok.org>

Conference (Abstract) Proceeding (Accepted)

Salciuvienė, I., Chip, m., Reardon, J., Lee, K., Mikoliunas, T., Miller, K. (in press). *Media Involvement and Consumer Attitude Formation towards Digital Advertising*. Oxford: 50th Academy of Marketing Conference.



Conference (Full Paper) Proceeding (Accepted)

Reardon, J., McCorkle, D. E., Auruakeviiien, V. (2012). *Online Courses: Innovative Education Channel or 21st Century Correspondence Course*. INTED2012 Proceedings 6th International Technology, Education and Development Conference.

Conference (Full Paper) Proceeding (Accepted)

Vianelli, D., Reardon, J., Auruakeviiien, V. (in press). The Effects of Consumer Ethnocentrism, National Identity, and Cosmopolitanism on Purchase Behavior in Transitional Economies. Eurasia Business and Economics Society Conference.

Conference (Full Paper) Proceeding (Accepted)

Kudien, V., Everhart, D., Kaminska, M., Reardon, J. (in press). Cross-Gender Conflict Management Styles and Employee Attitudinal Outcomes: The Mediating Role of Empowerment and Trust. Intellectbase International Consortium Conference.

Working Paper (Working Paper)

Payan, J. M., Magnusson, P., Reardon, J. The Effect of Culture and Product Self-Image Congruence on the Propensity to be Brand Loyal. European Business Review.

### **Reardon, Saule (Adjunct Faculty)**

#### ***Refereed Journal Articles***

Journal Article (Published)

Lalovic, G., Reardon, S., Vida, I., Reardon, J. (2013). Consumer Decision Model of Intellectual Property Theft in Emerging Markets. *Organizations and Markets in Emerging Economies*, 3(1), 58-74.

Journal Article (Accepted)

Reardon, S., Jonaviciute, v., Urbonavicius, S., Reardon, J. (2016). Expressions of The Need For Uniqueness And Conformity In Personal And Professional Contexts. *Review of Higher Education And Self-Learning*, 9(27).

Journal Article (Accepted)

Lalovic, G., Reardon, S., Vida, I., Reardon, J. (in press). Consumer Decision Model of Intellectual Property Theft in Emerging Markets. *Organizations and Markets in Emerging Economies*.

#### ***Other Intellectual Contributions***

Conference (Full Paper) Proceeding (Published)

Reardon, S., Jonaviciute, v., Urbonavicius, S., Reardon, J. (2015). *Expressions of The Need For Uniqueness And Conformity In Personal And Professional Contexts*. Intellectbase Academic Conference 2015.



**Vida, Irene (Visiting Faculty)**

***Other Intellectual Contributions***

Conference (Abstract) Proceeding (Published)

Reardon, J., Vianelli, D., Auruskeviciene, V., Vida, I. (2017). Assessing Consumer Preferences for Foreign and Domestic Product Before and during an Economic Crises: A Longitudinal Examination. Chicago: American Marketing Association.

## APPENDIX F – QUALITATIVE INDICATORS OF RESEARCH IMPACT

The tables below include examples of qualitative faculty impact in discipline, research, teaching, and the broader community.

<b>Leadership roles in the discipline</b> – editorships, associate editorships, journal advisory boards, leadership roles in professional associations and societies.	
<b>Name</b>	<b>Role</b>
Joe French	Associate Editor, <i>AIMS International Journal of Management</i>
Abe Harraf	Chief Editor, <i>Journal of Business and Economic Research</i>
Isaac Wanasika	Associate Editor, <i>Cogent Business &amp; Management</i>
Isaac Wanasika	Special Issue Editor, <i>International Journal of Business &amp; Emerging Markets</i>
Sharon Clinebell	Editorial Board, <i>Academy of Management Learning and Education Journal</i>
Isaac Wanasika	Editorial Board, <i>Global Business Research Journal</i>
Keiko Krahne	Editorial Board, <i>Journal of Applied and Behavioral Management</i>
Sharon Clinebell	Editorial Board, <i>Quality Management Journal</i>
Sharon Clinebell	President, Academy of Business Education
Sharon Clinebell	Board Member & Officer, Rocky Mountain Performance Excellence (the regional Baldrige organization)
Keiko Krahne	Past President, Academy of Management – Management, Spirituality, and Religion Interest Group
Brandon Soltwisch	Board of Governors (Representative-at-Large, Track Chair, Membership Committee), Midwest Academy of Management
Janice Payan	Associate Editor, <i>Journal of Business to Business Marketing</i>
James Reardon	Editorial Review Boards, <i>Organizations and Markets in Emerging Economies</i> , <i>Journal of Marketing Education</i> , and <i>Drake Management Review</i>
James Reardon	Board Member, Marketing Educators Association
John Clinebell	Board Member, Financial Education Association
John Clinebell	Committee Member, Financial Management Association – Student Chapter Committee
Tim Jares	Editorial Review Board, <i>Foundations of Management</i>

Research	
Name	Journal & Impact
Keiko Krahne	Article in <i>Journal of Business Ethics</i> – a Financial Times Top-50 Journal
Mike Martin & Joe French	Six case studies published in <i>Journal of Financial Education</i> – innovations in the classroom

Visiting Scholars & Professorships	
Name	University (& Location)
Joe French	Visiting Scholar- Shanghai International Studies University, Hitotsubashi University (Tokyo)-Top 5 Social Sciences University in Japan; Tokyo Keizai University; Webster University (Thailand) and Kyushu Sangyo University.
Joe French	Visiting Professorship - Management and Science University of Malaysia; YCTC Business Institute of Myanmar; The Institute of Finance and Economics (IFE); Blue Sky University, Ulaanbaatar (Mongolia), University of Economics (VSE), Prague (Czech Republic); Copenhagen Business School, Copenhagen (Denmark); International School of Management (ISM), Paris (France); ISM University of Management and Economics, Vilnius (Lithuania)
James Reardon	Visiting Professorships - ISM Vilnius (Lithuania), University of Economics (VSE), Prague (Czech Republic)
Denny McCorkle	Visiting Professorships - ISM Vilnius (Lithuania), University of Economics (VSE), Prague (Czech Republic)
Daniel Brannon	Visiting Professor at ISM Vilnius (Lithuania)
Vish Iyer	Visiting Professor at ISM Vilnius (Lithuania)
Cris de la Torre	Visiting Professor at University of Economics (VSE), Prague (Czech Republic)
Rutilio Martinez	Visiting Professor at University of Economics (VSE), Prague (Czech Republic)
Garth Allen	Visiting Professor at Trieste, Italy
Mike Martin	Visiting Professor at University of Economics (VSE), Prague (Czech Republic)
John Clinebell	Visiting Professor at ISM Vilnius (Lithuania)

Competitive grants awarded by external funding agencies for research projects			
Name	Granting organization	Value (in \$)	Year(s) (2012-present)
Mehrgan Mostowfi	National Science Foundation	\$199,926	2014-2017

Awards, honors for teaching, service, and research & scholarship from organizations outside of the MCB		
Name	Award and Awarding Organization	Year(s) (2012-present)
Mehrgan Mostowfi	U.S. Patent 9,106,559	2015

Practice and Community Impact – presentations, seminars, and workshops for business and management professionals; memberships on boards of directors of corporate and non-profit organizations; quotes in the media, etc.; invitations to serve as an expert, e.g. federal court case, legislative hearing, etc.		
Name	Activity	Year(s) (2012-present)
Milan Larson	Presentation to over 100 leaders in a credit union serving the Colorado Front Range.	2016
Sharon Clinebell	Panelist of Baldrige Award winners at Colorado's Path to Performance Excellence.	2016
Keiko Krahne	Research featured in ICOSA Magazine.	2012
Joe French	Panelist at United Nations PRIME Regional Summit: The role of business schools in the integration of refugees into local economies.	2016
Keiko Krahne	Conducted ethics workshop through Center for the Enhancement of Teaching & Learning (CETL) for UNC staff members. Upon completion of the Skill Soft material and the levels 1 and 2 of ethics class, participants receive an ethics certificate.	
Karen Turner	Colorado Board of Accounting, NASBA, Colorado Society of CPAs Board Member	
Allen McConnell	Colorado Society of CPAs Foundation Board Member, Greeley Community Foundation Board Member	
Tim Jares	Board Member, BBVA (Northern Colorado)	
Tim Jares	Consultant, Northern Colorado Medical Center Inc.	

## APPENDIX G – SAMPLE UNDERGRADUATE CURRICULUM PLAN

### B.S. in BUSINESS ADMINISTRATION COMPUTER INFORMATION SYSTEMS EMPHASIS Suggested Four-Year Schedule 2016-2017 Catalog

Student:

Date:

Advisor:

Bear ID:

The Bachelor of Science in Business Administration degree requires a minimum of 120 hours which includes: 60 hours of Business coursework (30 hours of Business Core, 24 hours of Emphasis courses and 6 hours of Business Elective courses) and 60 hours of Non-Business coursework which includes a minimum of 40 Non-Business hours designated as Liberal Arts Core (LAC). BA 205 (LAC 1b), BA 150 (LAC 3c), BA 251 (LAC 7), and/or BAFN 240, BACS 101 (LAC ELCT) will count as part of the 60 hour requirement for Non-Business coursework.						
YEAR ONE			Sem. Hrs.	YEAR TWO		
BACS 101	(LAC ELCT) Business Computing		3	BA 205	(LAC 1b) Business Communications	3
ENG 122	(LAC 1a) College Composition		3	BAAC 220	Principles of Accounting I	3
	(LAC 6 - Sciences)		3	MATH 178	Topics in Calculus	3
	(LAC 3 - Art & Humanities)		3	ECON 203	(LAC 5a) Principles of Macroeconomics	3
ECON 205	(LAC 5a) Principles of Microeconomics		3	BAAC 221	Principles of Accounting II	3
MATH 124	(LAC 2) College Algebra		4	BAFN 231	Legal Environment of Business	3
PSY 120 or SOC 100 or PSY 265	(LAC 5c) Principles of Psychology or (LAC 5c) Principles of Sociology or (LAC 5c) Social Psychology		3	STAT 150	(LAC 2) Intro to Statistical Analysis	3
	(LAC 7 - International Studies)		3		(LAC 6 - Sciences) (with Lab)	4
	(LAC 4 - History)		3	COMM 100	Basics of Public Speaking (LAC ELCT)	1
	(LAC 3 - Arts & Humanities)		3	COMM 101	Speaking Evaluation (LAC ELCT)	2
				BACS 287	Graphical Interface Programming (SP)	3
				BA 299	Professional Experience	0
<b>Total</b>			<b>31</b>	<b>Total</b>		

YEAR THREE			Sem. Hrs.	YEAR FOUR		
BAFN 305	Intermediate Business Stats		3	BAMG 456	Strategic Management	3
BAMG 350	Management of Organizations		3	BACS 485	Database Management Systems (F)	3
BAMK 360	Marketing		3	BACS 487	Systems Analysis and Design (F)	3
BACS 300	Information Systems		3	BACS 488	Senior CIS Project (SP)	3
BAFN 370	Business Finance		3		Non-Business Elective	3
BACS 380	Network & Data Comm Systems		3		Non-Business Elective	3
BACS 387	Object Oriented System Development (F)		3		CIS Emphasis Elective: Take three (3) semester credit hours from the following: BACS 350, 371, 382, 383, 385, 392, 486, or 495	3
	CIS Emphasis Elective: Take three (3) semester credit hours from the following: BACS 350, 371, 382, 383, 385, 392, 486, or 495		3		Business Elective: Take six (6) semester credit hours from: BACS 200 or any 300/400 level course from any emphasis that is not counted in the Business Core, Required Emphasis, or Required Emphasis Electives. (BAAC 301, BAFN 302 and BAMG 356 may not be used.)	3
BAFN 390	Operations Management		3		Non-Business Elective	1
	(LAC 8 - Multicultural Studies)		3	<b>Total</b>		
<b>Total</b>			<b>30</b>	<b>28</b>		

Non-Bus. hrs. completed	LAC hrs. remaining	Non-Bus. hrs. remaining	Total Non-Bus. hrs. remaining
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A student must attain a 2.0 or greater cumulative Business GPA, and at least a "C-" grade in each individual Business Administration Core course. A student who has attempted at least nine UNC credits in Business Administration courses must maintain a 2.0 grade point average in all Business courses. The following Business courses do not count in the Business GPA: BACS 180, BAMK 260, BAAC 301, BAFN 302, and BAMG 356.

BAFN 240, Intro to Personal Financial Planning, may be taken as an LAC elective and count as a non-business elective for all Business majors beginning Spring 2015.

UNC's Grade Replacement Policy may be applied to Business courses during the student's undergraduate academic career. Please see <http://www.uncp.edu/regres/Current%20Students/Grades/Graderplacement.html> for details.

**Note for Current UNC and Transferring Students:** Applicants with at least a 3.0 cumulative GPA are admitted to the major automatically. Some students may qualify to apply for admission to a Business major or minor. These students include: Transfer students with at least 15 hours with a cumulative GPA of 2.5-2.99 and UNC students who have completed a total of 15 hours with a cumulative UNC GPA of 2.5-2.99. Students may apply with the administrative assistant in the department of their choice of emphasis located in Kepner Hall.

*Students may transfer 12 semester hours from the Business Core, 9 semester hours from the Emphasis Core and Emphasis Electives and 6 semester hours from Business Electives.*

MCB COURSE PREREQUISITES: 2016-2017 CATALOG			
Students must meet course prerequisites as stated in the current UNC catalog. Check the catalog each semester you register to make certain you meet requirements.			
BUSINESS CORE: 30 semester credit hours total Take all courses in the following list. A grade of "C-" or better is required in each course. A student may transfer a maximum of 12 semester credit hours of the Business Core to UNC.			
Course #	Course Titles	Prerequisites	Prerequisite Course Titles/Notes
BA 299	Professional Experience	Consent of instructor Business Majors only	
BAAC 220	Principles of Accounting I	BACS 101 At least 24 credit hours completed	Business Computing
BAAC 221	Principles of Accounting II	BACS 101 BAAC 220 Sophomores or above	Business Computing Principles of Accounting I with a minimum of "C"
BAFN 231	Legal Environment of Business	None	
BACS 300	Information Systems	BACS 101 or CS 101 Business Majors/Minors & SE Majors only Juniors or above	Business Computing Introduction to Computer Science
BAFN 305	Intermediate Business Statistics	BACS 101 BAFN 291 or STAT 150 MATH 175 or MATH 131 Business Majors/Minors only Juniors or above	Business Computing Business Statistics Intro to Statistical Analysis Topics in Calculus Calculus I
BAMG 350	Management of Organizations	Juniors or above	
BAMK 360	Marketing	ECON 205 Juniors or above	Principles of Microeconomics (may be taken concurrently)
BAFN 370	Business Finance	BAAC 221 BAFN 291 or STAT 150 ECON 203 ECON 205 Juniors or above	Principles of Accounting II Business Statistics I Intro to Statistical Analysis Principles of Macroeconomics Principles of Microeconomics
BAFN 390	Operations Management	BACS 101 BAFN 291 or STAT 150 Business Majors only Juniors or above	Business Computing Business Statistics I Intro to Statistical Analysis
BAMG 456	Strategic Management	BAFN 305 BAFN 370 BAMG 350 BAMK 360 Business Majors only Senior standing	Intermediate Business Statistics (may be taken concurrently) Business Finance Management of Organizations Marketing
COMPUTER INFORMATION SYSTEMS EMPHASIS: 24 semester credit hours total A maximum of 9 semester credits in 300/400-level Required Emphasis Credits and Elective Emphasis Credits can be transferred from other four-year institutions.			
Required Emphasis Courses: 18 semester credit hours Take all courses in the following list. A grade of "C-" or better is required in each course.			
Course #	Course Titles	Prerequisites	Prerequisite Course Titles/Notes
BACS 287	Graphical Interface Programming (8P)	Business Majors/Minors & SE Majors only	
BACS 380	Networking and Data Communications Systems	Business Majors/Minors & SE Majors only Juniors or above	
BACS 387	Object Oriented System Development (F)	BACS 287 Business Majors/Minors & SE Majors only Juniors or above	Graphical Interface Programming
BACS 485	Database Management Systems (F)	BACS 287 BACS 300 Business Majors/Minors & SE Majors only Juniors or above	Graphical Interface Programming Information Systems
BACS 487	Systems Analysis and Design (F)	BACS 287 BACS 300 CIS emphasis students, CIS Minors, & SE Majors only Juniors or above	Graphical Interface Programming Information Systems
BACS 488	Senior CIS Project (8P)	BACS 387 and BACS 487 Business Majors/Minors & SE Majors only Senior standing	Object Oriented System Development Systems Analysis and Design
Required Elective Emphasis Courses: 6 semester credit hours Take two courses from the following list. A grade of "C-" or better is required in each course.			
Course #	Course Titles	Prerequisites	Prerequisite Course Titles/Notes
BACS 350	Intermediate Web Development	BACS 300 or consent of instructor	Web Design and Development for Small Business
BACS 371	Introduction to Computer Forensics	BACS 300 or consent of instructor	Information Systems
BACS 382	TCP/IP Network Security	BACS 380 or consent of instructor	Networking & Data Communications Systems
BACS 383	Designing User Experiences	BACS 300 and BACS 387 or CS 200 Juniors or above	Web Design and Development for Small Business Graphical Interface Programming Object-Oriented Analysis, Design and Programming
BACS 385	Fundamentals of Project Management	Juniors or above	
BACS 392	Systems Platforms & Network Development	BACS 380 or consent of instructor Business Majors/Minors only Juniors or above	Networking & Data Communications Systems with "C"
BACS 486	Advanced Database Management	BACS 485 Business Majors only Seniors standing	Database Management Systems
BACS 495	Special Topics in CIS	Consent of instructor Business Majors/Minors only Juniors or above	

**Notes:**

- BACS 495 Special Topics in CIS may be repeated. A maximum of 6 credits may be applied to the student's degree program.
- With the written approval of the CIS Department Chair, an Executive Professor Special Topics course may be substituted for BACS 495 Special Topics in CIS.

5/31/16

## APPENDIX H – MCB GLOBAL PROGRAM

Since the inception of the MCB Global Program, MCB has an approximate 50% per year growth average, year-over-year, of outgoing students. Since the university must maintain a balance between outgoing and incoming exchange students, not all incoming exchange students from partner universities that apply are accepted. On average, MCB graduates about 200 students per year; thus, over the last 3 years, approximately 18% of MCB students have studied abroad each year. The results are shown below:

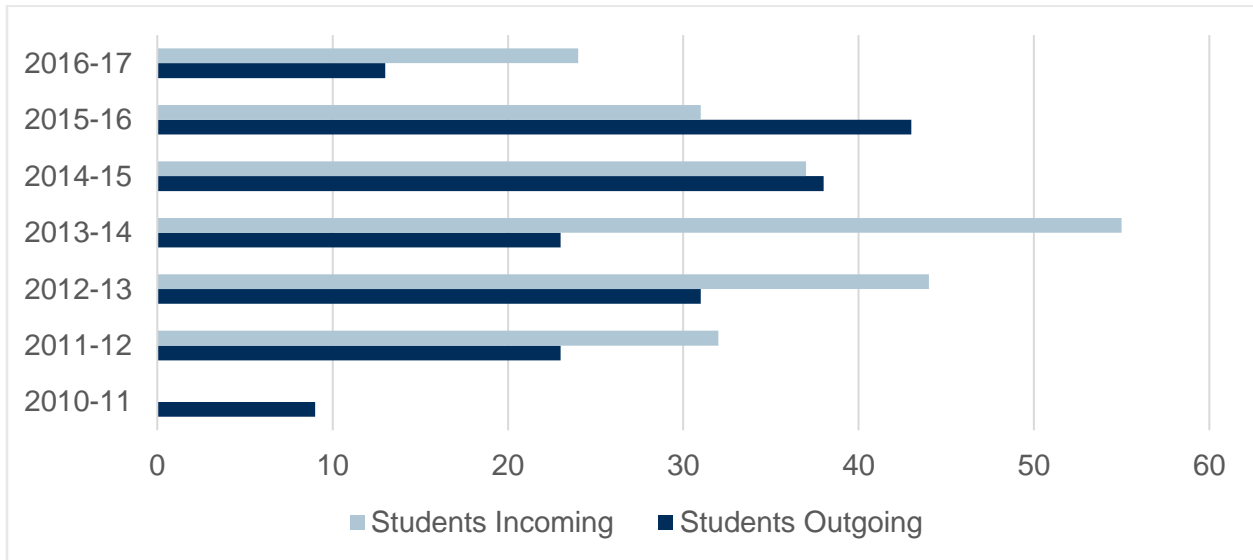


Figure 7. Student Exchanges

Faculty exchanges have increased more rapidly as figure 8 shows. Approximately 60% of MCB's tenure-track faculty have taught on exchange, most at more than one partner institution.

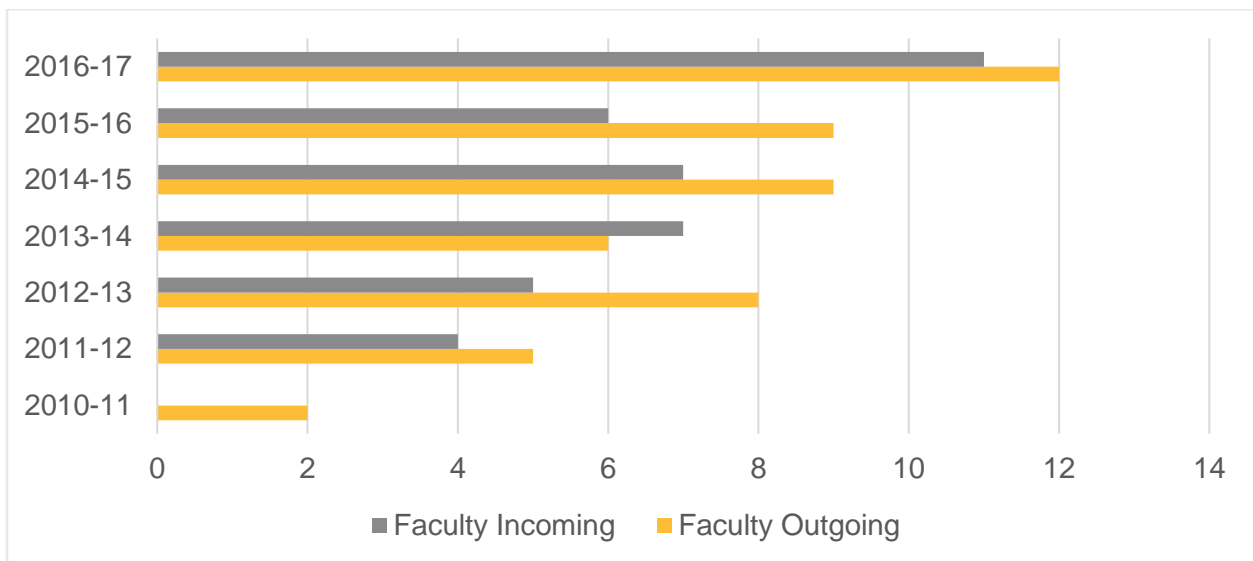


Figure 8. Faculty Exchanges



The MCB Global Programs Committee continues to monitor student global awareness and knowledge. In 2013-2014, the international section of the ETS dropped from the 88<sup>th</sup> percentile to below the 20<sup>th</sup> percentile. The following actions were taken:

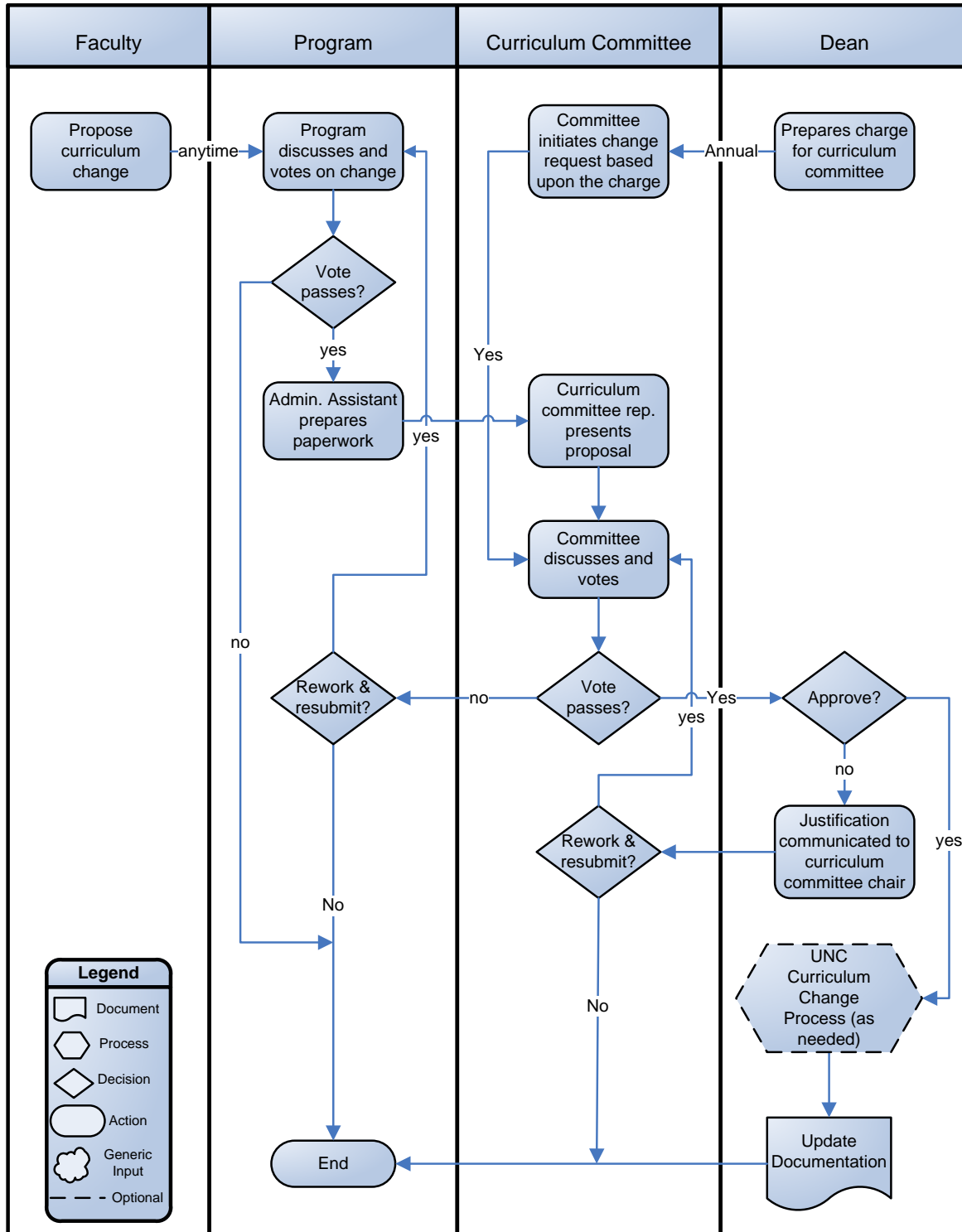
1. The *Wall Street Journal* and associated quizzes were integrated into a department-level international class.
2. BAMK 464 Global Marketing Strategies adopted a live-client project for students to better understand global issues.
3. BAFN 231 Legal Environment of Business—a business core course—integrated more international issues, specifically the World Trade Organization dispute resolution process.

For 2014-2015, the ETS results for the International Section increased to the 78<sup>th</sup> percentile.

In other initiatives, the Global Programs Committee developed a Global Business minor including the BA 415 International Experience/Study Abroad course. This encourages students to not only take the required course within their discipline but also acquire more cross-discipline knowledge about global business and economics. The committee submitted a recommendation—that has been approved—for MCB to improve tracking of global knowledge and activities by including a global business goal and several KPIs. This is currently in progress.

## APPENDIX I – CURRICULUM UPDATE PROCESS

### Curriculum Update Process



## APPENDIX J – SPEAKERS IN GRADUATE & UNDERGRADUATE CLASSES

2016-2017		
NAME	TITLE	COMPANY
Dick Monfort	Owner	Colorado Rockies
Matthew Langford	Chief Security Officer	UNC
Jason Rissanen	Lead Audit Partner	Deloitte (San Jose Office)
Pete Gazlay	President	Total Facility Care
Heath Pickett	President	Berry Blendz
Peppe Demarco	President	Highline Motors
Stonewall Napier III	Senior Vice President	Wells Fargo
Gregory Thoke	Financial Advisor	Waddell & Reed
Warren Olsen	Chairman & CIO	SCB Global Capital
Denilson Molina	CFO	JBS
Paula Masad	Director of Sales	Rice's Lucky Clover Honey
Luis Trujillo	Director - Business Manager	Acosta Sales & marketing
Gregory Thoke	Financial Advisor	Waddell & Reed
Kevin Ahern	President & CEO	CIC Bancshares, Inc.
Wyck Brown	Sr. Vice President & Director of Investment Strategy	Alps
John Riddle	CIO	BRC Investment Management
Kurt Speiler	Managing Director of Investment Management	First National Bank
Jennifer Owens	First Vice President	UBS Financial Services
Rich Mollador	Senior Vice President	USB Financial Services
Katie Frisch	Senior vice President	Cambiar Investors
Jeff Susman	Investment Principle	Cambiar Investors
Dave Battilega	Co-Portfolio Manager	Three Peaks Capital Management
Michael Weatherwax		
Karen Turner	Professor	UNC
Wes Zolecki		Checkpoint

2015-2016		
NAME	TITLE	COMPANY
Lara Hurst & Max Gwin		Federal Reserve Bank of Kansas City, Denver Branch
Mark Neville	Claims Team Manager	State Farm
Ben Cooper	Sr. Program Finance Analyst	Vectrus
Dick Monfort	Owner	Colorado Rockies
Lori Harn	Business Development Manager	H-E-B Grocery Company
Fanny Green	Tax Manager	Deloitte
Alex Hegg	VBS In-Charge	ACM
Brooke Caton	Audit Senior	PwC
Colin Gallagher	Int'l Tax Manager	PwC

Julie Nava	Benefits Coordinator	UNC
Brandon Harris	Tax Senior	EKS&H
Chad Jenkins	Senior Manager	EKS&H
Drew Rice	Partner	Rice & Associates
Erick Leonard	Tax Staff	Crowe Horwath
Paul Luebbers	Tax Staff	Crowe Horwath
Lindsey Zunk	Audit Staff	EKS&H
Josh Ramirez	Tax Staff	Anderson & Whitney
Kara Van Horn	Audit Senior	Deloitte
Jon Kruljac	VP of Capital Markets & Investor Relations	Synergy Resources, Inc
Ed Hollaway	Co-CEO	Synergy Resources, Inc
Craig Rasmusen	COO	Synergy Resources, Inc
Dick Monfort	Owner	Colorado Rockies
Kevin Ahern	CEO & President	CIC Bank Shares
David King		Triple Crown Sports
Elaine LeMay		Keysight Technologies, Inc.
Juriana Sperandio	HR Manager	JBS
Jake Fitzsimmons	Owner	Stuff Burger
Pam Bricker	Owner/Director	Mariposa Flowers & DDA
Jenna Baker		Rodelle
Patrick Hunt		SolidFire
Valerie Morris	Content Marketing & Social Media Strategist	Tintero Creative
Debra Jason	Copywriter	The Write Direction
Jessica Mack	Social Media Manager	Otter Box
Michael Weatherwax		

2014-2015		
NAME	TITLE	COMPANY
Dana Kammersgard	CEO	Dot Hill Systems
David King	CEO	Triple Crown Sports
Mark Neville	Claim Team Manager	State Farm Insurance
Max Gwin	Manager, Examinations & Inspections	Federal Reserve Bank of Kansas City
Carl Truong	Co-Founder Finances & Operations	Tabrific LLC
David King	CEO	Triple Crown Sports
R. Clay Bartlett, Esq.	Business Attorney	Coan, Payton & Payne, LLC
Willy Ogorzaly	CEO	Congo.com
Denise Carlson	Director	Flood & Peterson Insurance
Bob Hinderaker	VP	Great Western Bank
Berry Kroeger	Network Administrator	UNC

Mark Wallace	Director	Greeley/Weld County Dept of Health & Northern Colo Health Alliance
William Garcia	Attorney	Coan, Payton & Payne, LLC
Eric Berglund	President & CEO	Upstate Colorado
Debra Jason	Copywriter & Marketing Coach	The Write Direction
Mark Neville	Claim Team Manager	State Farm Insurance
Heath Pickett	President & CEO	Berry Blendz Corp
Pete Gazlay	President	Total Facility Care
Scott E. Redman	Senior Manager Trading & Fund Operations	TD Ameritrade Trust Company
Lori Gama	CEO; SEO Expert	DaGama Web Studio, Inc.

2013-2014		
NAME	TITLE	COMPANY
Jeff Jervik	President/CEO	Fitness Together Holdings, Inc.
Mark Neville	Claim Team Manager	State Farm Insurance
Adam Peter	Sr. Manager, Field Strategy & Analytics	T-Mobile
David Powers	Database Manager	University of Northern Colorado
J. K. Joung	Senior Executive in Residence	University of Northern Colorado
Carrie Rossman	Director	Better Business Bureau Institute for Marketplace Trust
Kari Gallegos-Doering	Marketing Director	Gallegos Sanitation
Kelly Garland	Managing Director	Steel Mountain Capital Management, LLC
John Sneed	President	FMS Bank
Masoud Shirazi	Principal	Shirazi Benefits
Gene Haffner	Public Relations Director	North Colorado Medical Center
J. K. Joung	Senior Executive in Residence	University of Northern Colorado
John Rarick	CEO	Rousch Company of Greeley
Bret Coan	Partner	Peters and Coan Law Firm
Denise Carlson		Flood & Peterson
Robert Hinderacker		Upstate Colorado Economic Development
Ryan Hockmiller	Vice President	Action Equipment
Amal Gumbs	Real Estate Advisor/Broker	Real Estate Solutions
Mark Neville	Claim Team Manager	State Farm Insurance
J. K. Joung	Senior Executive in Residence	University of Northern Colorado
Robert Hinderaker	Branch VP	First National Bank
Jon Rarick	Owner	Transworld Supplies
Denise Carlson	Manager	Flood & Peterson
Brandon Barnholt	President & CEO	KeHe Solutions
Gene O'Hara	Director	University of Northern Colorado

J. K. Joung	Senior Executive in Residence	University of Northern Colorado
Heath Pickett	President & CEO	Berry Blendz
Justin Vogel	Owner	Right Coast Pizza
Mark Eskow	Owner	Right Coast Pizza
Pete Gazley	President	Total Care Facility
Jake Fitzsimmons	President	Stuft Burger
J. K. Joung	Senior Executive in Residence	University of Northern Colorado

2012-2013		
NAME	TITLE	COMPANY
Rene Daigre	Territory Manager	Tate & Lyle
Brian Anderson	Special Agent	IRS Department of the Treasury Criminal Investigation
Patti Oakes	VP	Poudre Valley Health System (University of Colorado Health)
Sherri Betzer	CPA, CFE	Betzer Call Lauseth & Schwartz, LLP
Rand Gambrell	CPA, CFE BKD	
Rick Lechman	CPA, CFO	PowerMotive, Inc.
Cynthia Evans	President	UNC Foundation
Zach Brgosh		Archstone
Kevin Stadler		Archstone
Brian Anderson	Criminal Investigator	IRS
Brenden Smith	Security Analyst	FirstBank
Kahwa Douoguih	Chief Strategy Officer	access.mobile
Heath Pickett	President & CEO	Berry Blendz
Brent & Lindsay Phinney	Owners	Windsor Eye Care & Vision Center
Pete Gazlay	Owner	Total Facility Care
Mark Neville	Claim Team Manager	State Farm
Jeff Mizner	Financial Advisor	Edward Jones
Dick Volk	Former CEO	BHP Billiton
Mike D'Amato	Broker	Sears Real Estate
Bran Inhulsen	Broker	Sears Real Estate
Jay Hardy	Vice President & General Manager	McWhinney Centerra & North Park
Bill Reilly	Senior Advisor	Sperry Van Ness
Chris Woodruff	Assessor	Weld County
John Lefebvre	Treasurer	Weld County

## APPENDIX K – QUALITY PROFESSIONAL ENGAGEMENTS (QPEs) FOR FACULTY

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A quality professional engagement is an activity or accomplishment that is considered to add value to an independent third-party while increasing faculty currency and relevance. Qualifying QPEs must be significant and relevant to the faculty member's teaching field.

### **QPE Categories**

Examples of quality professional engagement experiences include, but are not limited to, the following categories:

1. Consulting activities that are material and substantial in terms of time and substance
2. Utilization of professional competence in legal proceedings
3. Faculty internships
4. Service on corporate or non-profit boards with significant responsibilities
5. Developing and presenting professional seminars or executive education programs
6. Service on an accreditation peer review team
7. Earning/maintaining professional certifications
8. Invited professional public speaking
9. Consultation or research for policy or economic development agencies
10. Leadership participation in professional events
11. Significant participation in business professional associations
12. Sustained professional work relevant to teaching area
13. QJA or OIC as defined above.

Faculty are responsible for providing documentation of these QPEs to the program chair and dean through the annual/biennial review process or as a separate memorandum in non-review years if requested by the program chair or thought necessary by the faculty member.



## APPENDIX L – TABLES 15-1 & 15-2

**AACSB Table 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING COURSES TAUGHT (RE: Standards 5 and 15)**

Date Range: September 1, 2016 – July 19, 2017

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting and Computer Information Systems: Professor											
Charmayne Cullom	September 1987	PhD, 1974	11		UT, MT, DT, RES and SER	100.0					Terminal degree and subsequent publications
Jay Lightfoot	January 1991	PhD, 1990	4		UT, ADM, RES and SER	100.0					Terminal degree and subsequent publications.
Allen McConnell <sup>1</sup>	September 1, 1968	MS, 1966	0		SER					50.0	Practice Experience
Richard Newmark	August 1, 2001	PhD, 1996	6		UT, MT, RES and SER	100.0					Terminal Degree and Subsequent Publications
Karen Turner <sup>2</sup>	September 2005	PhD, 1995	2		UT, MT, RES and SER	50.0					Terminal Degree and Subsequent Publications
Total Accounting and Computer Information Systems: Professor			23	0		350.0 (87.5%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	50.0 (12.5%)	
Accounting and Computer Information Systems: Associate Professor											
Janel Greiman <sup>3</sup>	August 2012	MTax, 2007	12		UT, MT, RES, ED and SER	100.0					Terminal degree and subsequent publications.
Lloyd Seaton	September 2009	PhD, 1991	12		UT, MT, ADM, RES and SER	100.0					Terminal Degree and Subsequent Publications
William Wilcox	August 16, 2009	PhD, 1997	10		UT, MT, RES and SER	100.0					Terminal Degree and Subsequent Publications
Total Accounting and Computer Information Systems: Associate Professor			34	0		300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting and Computer Information Systems: Assistant Professor											
Mehrgan Mostowfi	September 2013	PhD, 2013	6		UT, RES and SER	100.0					Terminal degree and subsequent publications.
Daniel Rush	August 17, 2015	PhD, 2015	6		UT, RES and SER	100.0					Terminal Degree
Total Accounting and Computer Information Systems: Assistant Professor			12	0		200.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
Accounting and Computer Information Systems: Lecturer											
Tabby Harraf	August 2007	MS, 2001	9		UT				100.0		Masters in Software Engineering
Scot Justice	August 2016	DBA, 2015		6	UT	100.0					Terminal degree and subsequent publications.
Deborah Lacey	September 2011	MST, 1994	8		UT and SER				100.0		Masters Degree and Practice Experience
Christopher Vegter	July 17, 1999	MBA, 2006	6		UT, ADM and SER				100.0		Masters degree and professional experience
Total Accounting and Computer Information Systems: Lecturer			23	6		100.0 (25.0%)	0.0 (0.0%)	0.0 (0.0%)	300.0 (75.0%)	0.0 (0.0%)	
Accounting and Computer Information Systems: Adjunct Faculty											
Kaja Goetzel	August 2015	MAcc, 2012		4	UT					40.0	Masters Degree
Samuel Hauschulz	August 2016	MAcc, 2016		1	UT					10.0	Masters Degree
Guillermo (Steven) Sanchez	August 2013	BS, 2009		2	UT				20.0		Current experience in the field.
Matthew Swaffer	August 2013	MA, 2015		3	UT				30.0		Current experience in the field.

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Phillip Wyperd	August 2013	BS, 2001		2	UT				20.0		Current experience in the field.
Total Accounting and Computer Information Systems: Adjunct Faculty			0	12		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	70.0 (58.3%)	50.0 (41.7%)	
Accounting and Computer Information Systems: Visiting Faculty											
Michele Bertoni <sup>4</sup>	2013	PhD, 2001		1	MT	5.0					Terminal degree and subsequent publications.
Bruno De Rosa <sup>5</sup>	2015	PhD, 1996		1	UT and MT	5.0					Terminal degree and subsequent publications.
Total Accounting and Computer Information Systems: Visiting Faculty			0	2		10.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
Accounting and Computer Information Systems: Executive Professor											
Gabriel Dickey	August 25, 2014	BA, 1998	6		UT				100.0		Current experience in the field.
Total Accounting and Computer Information Systems: Executive Professor			6	0		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	100.0 (100.0%)	0.0 (0.0%)	
Total Accounting and Computer Information Systems			98	20		960.0 (62.7%)	0.0 (0.0%)	0.0 (0.0%)	470.0 (30.7%)	100.0 (6.5%)	
			>= 60% requirement for P for AACSB met (83.1%)			Minimum SA: >= 40% requirement for AACSB met (62.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (62.7%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (93.5%)					
Finance: Professor											
John Clinebell <sup>6</sup>	September 1987	DBA, 1988				0.0					Terminal degree and subsequent publications
Timothy Jares	August 2001	PhD, 1998	8		UT, RES and SER	100.0					Terminal degree and subsequent publications
Robert Lynch	September 1973	PhD, 1973	7		UT, RES and SER	100.0					Terminal degree and

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											subsequent publications
Rutilio Martinez	August 1993	PhD, 1992	7		UT, RES and SER	100.0					Terminal degree and subsequent publications
Christine McClatchey	1996	PhD, 1995	6		UT, RES and SER	100.0					Terminal degree and subsequent publications
Cris de la Torre	August 2000	PhD, 1990	8		UT, RES and SER	100.0					Terminal degree and subsequent publications
<b>Total Finance: Professor</b>			36	0		500.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
<b>Finance: Associate Professor</b>											
Garth Allen	September 1973	JD, 1973	6		UT, ADM, RES and SER	100.0					Terminal degree in Law
Joseph French	August 2007	PhD, 2007	5		UT, RES and SER	100.0					Terminal degree and subsequent publications
Michael Martin	August 2007	LLM, 2006	7		UT, MT, RES and SER	100.0					LLM degree and subsequent publications
<b>Total Finance: Associate Professor</b>			18	0		300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
<b>Finance: Adjunct Faculty</b>											
Norma Barrandey	January 2017	BS, 2001		1	UT					10.0	Extensive professional experience
Robert Herrera	August 2006	LLM, 2004		2	UT				20.0		Terminal degree in Law and professional experience
Bruce Kline	2005	MM, 1984		2	UT				20.0		Masters degree and professional experience

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Robert Stumbaugh	August 2013	Masters, 1996		2	UT				20.0		Masters degree and professional experience
Diana Suhr	August 2009	PhD		1	UT			10.0			Terminal degree
Total Finance: Adjunct Faculty			0	8		0.0 (0.0%)	0.0 (0.0%)	10.0 (12.5%)	60.0 (75.0%)	10.0 (12.5%)	
Total Finance			54	8		800.0 (90.9%)	0.0 (0.0%)	10.0 (1.1%)	60.0 (6.8%)	10.0 (1.1%)	
			>= 60% requirement for P for AACSB met (87.1%)			Minimum SA: >= 40% requirement for AACSB met (90.9%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (92.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (98.9%)					
Management: Professor											
Sharon Clinebell <sup>7</sup>	September 1987	DBA, 1988	1		UT, RES and SER	50.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
Donald Gudmundson	August 2008	PhD, 1993	5		UT and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
Ebrahim Harraf	July 15, 2007	PhD, 1984	8		UT, RES and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
Total Management: Professor			14	0		250.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
Management: Associate Professor											
Keiko Krahnke	January 1997	PhD, 1999	5		UT, ADM, RES and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Milan Larson	August 2005	PhD, 2004	8		UT, MT, RES and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
Isaac Wanasika	August 2009	PhD, 2009	9		UT, RES and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
<b>Total Management: Associate Professor</b>			22	0		300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
<b>Management: Assistant Professor</b>											
Brandon Soltwisch	September 2013	PhD, 2013	7		UT, RES and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
David Thomas	September 2005	PhD, 2005	10		UT, RES and SER	100.0					Holds a terminal degree in the discipline and demonstrates required scholarship.
<b>Total Management: Assistant Professor</b>			17	0		200.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
<b>Management: Adjunct Faculty</b>											
Robert Anderson	2010	MBA, 1988		11	UT and MT				100.0		MBA and Professional Experience
Courtney Berg <sup>8</sup>	March 2017	BS, 1986		0	MT				7.0		Extensive professional experience
Robert Gray	January 2011	MBA, 1984		5	UT				50.0		Holding an MBA with extensive professional experience

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											and maintaining required standard in teaching
Lorence Leaming <sup>9</sup>	January 2016	Doctor of Health Administration, 2007		1	MT	7.0					Medical Doctor degree
Jeffry McNair	August 2013	MBA, 1980		5	UT				50.0		MBA with extensive professional experience
Richard Pickett	July 2008	BS, 1971		2	UT				20.0		Extensive professional experience
Total Management: Adjunct Faculty			0	24		7.0 (3.0%)	0.0 (0.0%)	0.0 (0.0%)	227.0 (97.0%)	0.0 (0.0%)	
Management: Uncategorized Rank											
Jan Herget <sup>10</sup>				0	UT					0.0	
Total Management: Uncategorized Rank			0	0		0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
Total Management			53	24		757.0 (76.9%)	0.0 (0.0%)	0.0 (0.0%)	227.0 (23.1%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (68.8%)			Minimum SA: >= 40% requirement for AACSB met (76.9%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (76.9%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Marketing: Professor											
Vishwanathan Iyer	August 15, 1985	PhD, 1982	11		UT, RES and SER	100.0					2 or more QJA and 2 or more OIC
Denny McCorkle	2005	DBA, 1987	5		UT, ADM, RES and SER	100.0					2 or more QJA and 2 or more OIC
Janice Payan	August 2003	PhD, 2000	1		UT, RES and SER	100.0					Terminal Degree in Discipline. Active Scholarly Publisher.
James Reardon	August 1999	PhD, 1995	6		UT, RES and SER	100.0					2 or more QJA and 2 or more OIC



Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
<b>Total Marketing: Professor</b>			23	0		400.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
<b>Marketing: Assistant Professor</b>											
Daniel Brannon	August 2016	PhD, 2016	6		UT, RES and SER	100.0					recently earned doctorate (2016)
<b>Total Marketing: Assistant Professor</b>			6	0		100.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
<b>Marketing: Adjunct Faculty</b>											
Miranda Arens	August 2015	Masters, 2010		2	UT				20.0		work experience
Dallas Everhart <sup>11</sup>	2007	PhD, 2008		2	UT				20.0		work experience
Tony Landretti	August 2015	BS, 1989		1	UT				10.0		work experience
Yuhua McCorkle	January 2007	PhD, 2006		4	UT	40.0					2 or more QJA and 2 or more OIC
Saule Reardon <sup>12</sup>	January 2011	MSSc, 1998		5	UT	50.0					2 or more QJA and 2 or more OIC
<b>Total Marketing: Adjunct Faculty</b>			0	14		90.0 (64.3%)	0.0 (0.0%)	0.0 (0.0%)	50.0 (35.7%)	0.0 (0.0%)	
<b>Total Marketing</b>			29	14		590.0 (92.2%)	0.0 (0.0%)	0.0 (0.0%)	50.0 (7.8%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (67.4%)			Minimum SA: >= 40% requirement for AACSB met (92.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (92.2%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Grand Total											
Grand Total			234	66		3107.0 (77.0%)	0.0 (0.0%)	10.0 (0.2%)	807.0 (20.0%)	110.0 (2.7%)	
			>= 75% requirement for P for AACSB met (78.0%)			Minimum SA: >= 40% requirement for AACSB met (77.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (77.3%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (97.3%)					
Faculty Sufficiency Indicators:						Faculty Qualification Indicators:					
<ul style="list-style-type: none"><li>Overall: P/(P+S) &gt;= 75%</li><li>By discipline, location, delivery mode, or program: P/(P+S) &gt;= 60%</li></ul>						<ul style="list-style-type: none"><li>Minimum SA: (SA)/(SA + PA + SP + IP + O) &gt;= 40%</li><li>Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) &gt;= 60%</li><li>Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) &gt;= 90%</li></ul>					

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g. work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."

<sup>1</sup> Allen McConnell

**Note:** In 2016-2017, did not teach any courses.

<sup>2</sup> Karen Turner

**Note:** In 2016-2017, was on Sabbatical.

<sup>3</sup> Janel Greiman

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>4</sup> Michele Bertoni

**Note:** In 2016-2017, had a joint appointment.

<sup>5</sup> Bruno De Rosa

**Note:** In 2016-2017, had a joint appointment.

<sup>6</sup> John Clinebell

**Note:** In 2016-2017, did not teach any courses, was FMLA.

<sup>7</sup> Sharon Clinebell

**Note:** In 2016-2017, was FMLA.

<sup>8</sup> Courtney Berg

**Note:** In 2016-2017, did not teach any courses.

<sup>9</sup> Lorence Leaming

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>10</sup> Jan Herget

**Note:** In 2016-2017, did not teach any courses.

<sup>11</sup> Dallas Everhart

**Note:** In 2016-2017, had a joint appointment.

<sup>12</sup> Saule Reardon

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

**AACSB Table 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING COURSES TAUGHT**

**Date Range:** September 1, 2016 – July 19, 2017

	Percent of teaching by degree program (measured by courses taught)					
	<b>Scholarly Academic (SA) %</b>	<b>Practice Academic (PA) %</b>	<b>Scholarly Practitioner (SP) %</b>	<b>Instructional Practitioner (IP) %</b>	<b>Other (O) %</b>	<b>Total %</b>
<b>Bachelor's</b>	71.13%	0%	0%	26.36%	2.51%	100%
<b>MBA</b>	87.5%	0%	12.5%	0%	0%	100%
<b>Specialized Master's</b>	94.74%	0%	0%	5.26%	0%	100%
<b>Doctoral</b>	0%	0%	0%	0%	0%	0%

1. Provide information for the most recently completed normal academic year. Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program at each level by faculty qualifications status. Peer review teams may also request faculty deployment by program location and/or delivery mode. The sum across each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty as noted above to mission, expected outcomes, and strategies.

AACSB Benchmarking Peer Comparison 2015-16							
Metric	MCB	University of Idaho	North Dakota State University	Western Illinois University	East Tennessee State	Valdosta State University	Central Missouri
<b>Institution Characteristics</b>							
Accreditation Status	Bus/Acc	Bus/Acc	Business	Bus/Acc	Bus/Acc	Business	Bus/Acc
Institutional Control	Public	Public	Public	Public	Public	Public	Public
Semester/Quarter	Semester	Semester	Semester	Semester	Semester	Semester	Semester
Campus Location	Urban	Rural	Urban	Rural	Suburban	Rural	Rural
<b>Business Program Characteristics</b>							
Operating Budget (000)	\$7,568	\$8,402	\$6,884	\$11,642	\$9,861	\$6,872	\$8,000
Total Full Time Faculty	33	36	39	63	55	43	52
Total FTE of P/T Faculty	2	2	1	2	5	3	7
Total FTE Faculty	35	38	40	65	60	46	60
Business Emphasis 1	Teaching	Teaching	Teaching	Teaching	Teaching	Teaching	Teaching
Business Emphasis 2	IC	IC	IC	IC	IC	IC	IC
Business Empahsis 3	Service	Service	Service	Service	Service	Service	Service
Scholarly Emphasis 1	Contributions to Practice	Contributions to Practice	Discipline-based Scholarship	Contributions to Practice	Contributions to Practice	Contributions to Practice	Contributions to Practice
Scholarly Emphasis 2	Discipline-based Scholarship	Learning and Pedagogical Research	Learning and Pedagogical Research	Learning and Pedagogical Research	Learning and Pedagogical Research	Learning and Pedagogical Research	Learning and Pedagogical Research
Scholarly Emphasis 3	Learning and Pedagogical Research	Discipline-based Scholarship	Contributions to Practice	Discipline-based Scholarship	Discipline-based Scholarship	Discipline-Based Scholarship	Discipline-based Scholarship

Metric	MCB	University of Idaho	North Dakota State University	Western Illinois University	East Tennessee State	Valdosta State University	Central Missouri
<b>Student Statistics</b>							
Undergrad Enrollment F/T	927	1,137	1,365	810	1,233	1,172	1,074
Undergrad Enrollment P/T	52	53	91	389	157	188	87
MBA Enrollment	11	27	43	88	95	70	109
Masters-Specialist Enrollment	12	38	26	41	68	33	599
<b>Degrees Granted</b>							
Undergraduate	235	262	280	259	350	273	281
Masters-Generalist (MBA)	2	10	39	29	52	46	
Masters-Specialist (MACC)	4	21	17	25	23	17	