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CIR School Report (Business)
Wright State University
Raj Soin College of Business

Submitted: December 2015

Introduction

The Continuous Improvement Review process, formerly known as fifth year maintenance, is a holistic review centered around the themes of the 2013 accreditation standards – **Innovation – Impact – Engagement**. The Continuous Improvement Review Report is not intended to be a standard by standard review, but rather the report is organized around the four areas of accreditation standards – Strategic Management and Innovation; Participants-Students, Faculty, and Professional Staff; Learning and Teaching; and Academic and Professional Engagement.

The documentation for the CIR Report should include the following essential elements:

1. Innovation, Impact and Engagement
2. Situational Analysis
3. Progress Update on Concerns from Previous Review
4. Strategic Management and Innovation:
 - Mission Statement and summary of strategic plan or framework
 - Strategic Management Planning Process and Outcomes
 - Intellectual Contributions, Impact, and Alignment with Mission
 - Financial Strategies and Allocation of Resources
 - New Degree Programs
5. Participants – Students, Faculty, and Professional Staff:
 - Students
 - Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support
6. Learning and Teaching:
 - Curricula Management and Development
7. Academic and Professional Engagement:
 - Student Academic and Professional Engagement
 - Executive Education
 - Faculty Qualifications and Engagement
8. Other Material
9. Consultative Review (Optional section)

Report and appendices submission guidelines:

1. The Continuous Improvement Review (CIR) Report documentation is to be completed no later than 60 days prior to the start of the campus visit.
2. A separate report for accounting programs is required when applying for separate accounting accreditation.

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1. Innovation, Impact and Engagement

Engagement, Innovation, and Impact: Provide an executive summary in bullet format, not to exceed **7,500 characters**, describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan. (For additional information please refer to pages 47 through 50 in the eligibility criteria and accreditation standards for business education at [http://www.aacsb.edu/accreditation/business/standards/2013/.](http://www.aacsb.edu/accreditation/business/standards/2013/))

Highlights of Key Continuous Improvement Achievements and Outcomes with regard to engagement, innovation, and impact since last AACSB review

The Raj Soin College of Business (the "College") is mindful of creating an environment that can develop students and advance knowledge. The College is also cognizant of the value in nurturing strong partnerships with industries and retaining exceptional faculty. The following are some historical landmarks to illustrate what the College has achieved since the last AACSB review. These achievements are highlighted to demonstrate that the College has a well-articulated and distinctive vision in three aspects: mission, impact, and innovation. **Attachment 1** provides more details on other achievements of the College. Many activities have multiple impacts and can be identified in one of the three categories: engagement, impact, and innovation. This list provided is not intended to be limiting or exhaustive.

- Creating the infrastructure of experiential learning. To support the College's mission (refer to Strategic Management section for full mission statement) to create leaders in the region, Dean Li presented to the President and the Provost the strategy to enhance the quality of business education to create a vision for experiential learning. Despite internships and full-time placements already being in place in the College, it was essential for the College to establish a more concerted effort to work with the Career Services division at the university's level. The idea is to enhance a centralized division with our own career management unit to provide a highly customized, client- and student-centric service to make internships or full-time placements for business students more effective and efficient (such as accurate matching and timely placement). In November of 2013, the College successfully hired Mr. Lance Cauley as the Director for Career Management, the first such position in the university. In October 2014, the College successfully secured funding from community partners to build a Center for Career Management. Establishing the Center for Career Management to provide professional help in a physical space, the College anticipates to utilize data analytics to collect intelligence for business students and employers in connecting internship and full-time placement.
- Established the Institute for Innovation and Entrepreneurship (IIE) in 2014. The IIE is an innovative model to allow students to participate in commercialization, technology transfer, business venture, and entrepreneurial projects. The IIE is a result of multiple discussions with many constituents in and out of the university to answer the need of business planning from entrepreneurial, commercialization, and tech-transfer projects. With the President and Provost's financial pledge, the College created an alliance between students, faculty, and businesses to form a three-way partnership to execute our experiential learning

model. If the IIE can become a self-sustainable model by 2017, it is expected to continue its operation.

- Raised funds through an industry partner and the university to build the first student-managed cafe on campus. Students were involved in all business model planning and strategy sessions. The College's goal is to allow students' participation through a student-managed board to gain executive experience to run a business. Revenues of this cafe will be used to sustain and provide scholarships for fellow students.
- Secured funding from the state of Ohio to build a Data Analytics and Visualization Environment lab (DAVE) to provide physical space for students, faculty, and business leaders to engage in real time data analytics. Through a competitive proposals period around all academic colleges, the College successfully secured funding from the state of Ohio to build a physical space to support our initiative to create a data analytics program for our students – one of the only two proposals selected from academic colleges by the state. The College's mission is to advance knowledge in business and promote synergistic partnerships across colleges, such as with the College of Engineering and Computer Science. The College's strategy is to utilize the DAVE facility to engage all six academic departments to innovate curricular changes and aspire partnerships. The College anticipates a three-way partnership will be naturally nurtured through DAVE among students, faculty, and industry. In addition, DAVE will provide an environment for academic departments, such as Accountancy and Marketing, to advance their curriculum revisions.
- Established the first Wright Venture with the generous donation and a three-way partnership between James Family, WSU foundation, and the College to provide an innovative funding venue for student entrepreneurs. The winner of this Wright Venture will get a minimum of \$5,000 as seed money to start his/her business.
- Created the InTeams program in which the College acts as a clearing house to match internships that do not follow an academic calendar with students who want to gain experience in multiple projects and diverse learning models.
- Professional Business Institute (PBI) brings high school students from the tri-state area to learn seven business disciplines and entrepreneurial concepts in a five-day summer camp format with the intention to recruit students from underprivileged and underrepresented populations. PBI provides a hands on learning experience, and allows students to complete case studies based upon real data to help a current business be successful. PBI has been a sensational success for the College to build connections and partnership with businesses in the community and showcases the College to students and parents alike. We expect PBI to continue annually.
- Young Business Scholars (YBS). YBS works with a group of 20-25 high school students to teach entrepreneurship thorough hands-on exercises over a 12-week period. These programs allow the College to gain experience in subsequent initiatives such as the Wright Venture and InTeams program.
- Initiated a Degree Completion Program for students who have college credits but not a degree, in an effort to provide economic diversity in the College. The program offers scholarships and one-on-one advice to students to come back and finish their degrees. Thus far, the College has awarded several scholarships to candidates to complete their bachelors when it would otherwise be impossible due to their unique circumstances.
- Expand our EMBA overseas to create strategic alliances with other university partners and quasi-government agencies in China and India. Expect to receive another 40-50 executives from major corporations to attend our EMBA programs.

International partnerships include Jiangxi Normal University, Shaani Normal University, Shantou University, Xian Arts and Science University, Xian Finance and Economics University, PSG Institute of Management, and Manipal University– initiated the international expansion in 2012 and is now an ongoing project.

- Our undergraduate Accounting program is ranked #10 by the Public Accounting Reports and we ranked #18 at the graduate Accounting program – 2014-15 recognition.
- Accounting students with graduate degrees taking the CPA exam for the first time in 2014 had a pass rate of 88.9% while the national average was 56.8%. This rate was the best in Ohio, followed by Bowling Green at 2nd, Ohio St. 3rd, Akron 4th, and Miami 5th. For those with just an undergraduate degree, our pass rate was 61.5%, which was 8th best in the state. The national average was 53.4%.

Attachment 1 Examples of Impact Metrics

2. Situational Analysis

Please answer the following questions to provide a brief analysis that enables the Peer Review Team to understand the context within which the school operates. This section should be no more than **12,000 characters** combined.

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

In the early 1960s, Dayton was the second largest city in Ohio without a public university. City leaders became convinced that there was a need for a university that would provide lower cost and more open access to students than was provided by the private University of Dayton. A fund raising committee of leading business and community figures was established and \$3,000,000 was raised to purchase land adjacent to Wright-Patterson Air Force Base to construct Allyn Hall, the first academic building. In 1964, the Dayton Campus of Ohio State and Miami Universities was opened with an initial enrollment of 3,200 students. By 1967, enrollment had grown large enough for the institution to achieve status as an accredited independent university.

The newly named Wright State University (WSU) became Ohio's 12th state assisted university. Enrollment grew rapidly in the 1970s and 1980s, reaching a high of 17,657 in 1992. Enrollment subsequently retreated to a low of 15,398 in 2000, but has since rebounded to a new all-time high of 19,793 in Fall 2010. Wright State now offers 115 undergraduate degree programs and 79 graduate and professional programs including the M.D., PsyD, and Ph.D. in selected disciplines.

Raj Soin College of Business began as a Division of Business at the Wright State Campus branch of Miami University. The division became a separate College of Business and Administration in 1972. Its undergraduate program was initially accredited by AACSB in 1974, with graduate programs receiving initial accreditation in 1980. The Accountancy program was separately accredited in 1990. In addition to the MBA, the College has long offered an MS in Applied and Social Economics. In the 1980s an MS in Logistics was offered but discontinued in the 1990s only to be revived in 2004 with a new instructional format and a new emphasis on supply chain management. In 1998, a Master in Accountancy was approved with the first class graduating in 2000. In 2007, a Master in Information Systems degree program was approved.

Although the university enrolls nearly 1,800 international students representing 69 countries and attracts students from all 50 states, the emphasis is on serving the state of Ohio (86% of all students are Ohio residents) and the southwest Ohio region (80% of all students).

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

While Wright State University has been an independent university in the University System of Ohio for forty-nine years, it is still relatively young in terms of most of the other institutions in the state. However, in recent years the university has developed strengths in programs, facilities, and faculty expertise that have led to recognition both in the state and national level. Dayton has long been recognized as a center for innovation: The Wright Brothers in aviation, Charles Kettering in automotive technology, and John H. Patterson in cash registers. The Dayton area claims to have recorded more

patents than any other part of the country. Wright State now ranks third among Ohio universities in terms of funded research with over \$81 million generated during the 2009–2010 fiscal year. The growing reputation of the university is evidenced by the recognition that it is one of “America’s Best Colleges” according to Forbes Magazine. Wright State is also included among the 260 Best National Universities ranking by US News and World Report and, for the third year in a row, was rated as a “Best in the Midwest” college in The Princeton Review annual college ratings.

Raj Soin College of Business Physical Resources

With the rest of the university, the College has continued to develop its reputation and resources. In 2000, the college received a large gift from Mr. Rajesh Soin, a local entrepreneur who, in the short span of twenty years, built a firm with revenues of over \$400 million by providing technical services to defense, intelligence, civilian and federal government agencies. The funds from the Raj Soin gift have been used by the college for faculty development and facility improvements to Rike Hall. Rike Hall opened in 1980 as the new home for the college.

On October 24, 2005 the college dedicated the Soin Trading Room. This state of the art facility was recognized by Business Week Online as one of the top ten trading rooms in the country. The cost of about \$600,000 was provided by private sector donors including a matching gift from Raj Soin and an equipment gift from MPC Corp. About 600 students use the Trading Room annually with about 350 College students taking classes or doing projects in Finance, and the rest representing high school students coming to campus to participate in various programs such as the Ohio Stock Market Challenge program.

In 2007, the classrooms and Dean’s suite of offices in Rike Hall were thoroughly renovated. All classrooms are now furnished with comfortable seating, advanced computing with audio-visual equipment, and ceiling projectors for viewing various materials on large motorized screens. A dedicated computer classroom with 39 computer stations primarily serving the needs of the MIS major, a 24 seat distance learning classroom, and an open computer lab with 26 computer stations were also added during the renovation. During summer of 2010, all faculty offices were renovated with new carpet, ceiling tile, lighting, window treatments and paint.

In 2015, a new café was built in the lobby area that provided an extension of the building. The ReyRey café will use an innovative student-managed model, with all proceeds to be used for scholarships, making it one of the most engaging new initiative in the College. Also in 2015, the College was awarded state funding in the amount of \$600,000 to develop a state of the art data analytics environment. The Data Analytics and Visualization Environment (DAVE) lab was completed during summer 2015 and will be used for teaching, research and industry collaboration.

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

The key forces that will drive business education in the second decade of the twenty-first century and impact the strategic planning for the College include:

Budget realities and the future.

State of Ohio support for higher education declined throughout the 1990s and into the 2000s. From **Fiscal Year 2010 to Fiscal Year 2015**, public higher education appropriations per FTE student fell 9.95% from \$5788 to \$5213. (*adjusted for inflation based on FY2010 dollars*). Despite help from federal stimulus money, state appropriations for higher education declined almost 4.5% from FY 2015 to FY 2016. While tuition increases and enrollment growth may offset some of the budget reductions,

the college will need to find additional sources of revenue apart from the budgetary process in order to maintain the size and quality of the faculty and academic programs. In particular, it is critical that the college continue to offer graduate programs from which it is allowed to retain 75% of the tuition (known as 75/25 programs) for the weekend MBA programs and the Master's degree programs in Logistics and Supply Chain Management and Information Systems. Revenue from the 75/25 programs has been critical in softening the effects of the budget cuts. The development of an Executive MBA and expansion of noncredit executive education programs are priorities in the strategic management plan as the college seeks additional sources of revenue to offset further expected budget reductions.

The globalization of business.

AACSB International estimates that there are over 12,000 institutions in the world offering some form of business education. Driven by economic integration and the liberalization of markets, the demand for business graduates from all countries is increasing, especially in the rapidly developing economies of China and India.

For the College, globalization has meant the creation of an International Business undergraduate major and an International Business concentration in the MBA program. The College was successful in attracting several cohorts of Chinese students, primarily from Shandong Province, to attend the MBA program from 2004–2009.

Starting in Fall 2010, the College began enrolling students from Dalian Jiaotong University, an institution that already sends students to graduate engineering programs at Wright State, into the MBA program. In 2013, Dr. Andrew Lai was appointed as the director of International Programs, and in Fall 2014, the college started the 12-month cohort China EMBA program on campus. Recognizing the potential lack of experience and language skills of the incoming Chinese students, the College has developed a one-semester “boot camp” training program. The first boot camp program was offered in Fall 2015. The students who have successfully completed the boot camp experience will be able to join the 12-month cohort China MBA program, starting in Spring 2016. The program will consist of a total of 30 semester credit hours, including 7 core courses, 2 electives, and one capstone.

Increased competition.

The number of institutions offering both undergraduate and graduate degrees in business in the Dayton region has grown dramatically in recent years. For-profit and private schools like Indiana Wesleyan, DeVry, Miami-Jacobs, National and ITT Technical Institute all do business in the Dayton market. Other universities— none of which are AACSB International accredited—such as Ashland College, Urbana University, Capital University, and the McGregor School of Antioch College also offer undergraduate and graduate business degrees in the Dayton market. The challenge for the College is to continue to distinguish itself from the aforementioned schools and convince prospective students that attending an AACSB International accredited institution will provide a better education, better career preparation, and better value than is provided by the non-accredited institutions. The College will continue to stress in its marketing materials its accreditation, the quality of its programs and faculty, and the relative value of attending a state supported university.

Changing demographics affecting the demand for business education.

Several important demographic trends in the nation and in the state of Ohio will increasingly affect academic programs. The traditional college age population (ages 18–24) reached a peak in 2009-2010, and in Ohio, for example, the Census Bureau forecasted that the traditional college age group will experience a 10% decline between 2010 and 2020. On the other hand, the nontraditional 25–34 age group population will

decline by less than 1% over the same period. The University System of Ohio's [*Strategic Plan for Higher Education*](#) calls for increasing enrollment by a total of 230,000 at all of the universities and two-year colleges in the system, and a 20% increase in the number of degrees awarded by the system by 2017. With this view, the College started a Business Degree Completion Program in 2014. This program has allowed several students to return to college (in some instances after a gap of over 20 years). The teaching of more courses and programs both at off campus locations and online will need to be greatly expanded if the University System's goals are to be reached. More use of interactive video will also allow transmission of on campus courses to off campus locations. Interactive asynchronous video solutions using hardware-based direct connections as well as software based solutions using Adobe Connect and Blackboard Collaborate have already been incorporated in the campus. While no technology is perfect, there has been a moderate amount of success in implementing these technologies across several programs. The proposed EMBA program, when developed, will certainly be offered off campus with emphasis on locations in China.

In order to meet the aforementioned challenges, the college has arrayed a set of competencies that it believes will be sufficient in order to steer the college towards successful outcomes. These competencies include:

- Deliberate hire of faculty who are attuned and committed to providing a multi-disciplinary learning environment for students, engaging in research, and providing service that will enhance the region's economic development
- Flexible MBA program that can be offered in a variety of formats and locations. With the new online MBA program starting, separate Assurance of Learning processes will be implemented to ensure consistency of quality between the different formats.
- Master's degree programs in Accountancy, Economics, Information Systems and Supply Chain Management that serve key educational needs in the region.
- Educational facilities that provide the latest in technology for students and faculty.
- Opportunities to work with educational and business partners in the region to develop new academic programs that will contribute to the college's growth and prosperity.

What opportunities exist for enhancing the school's degree offerings?

The most pertinent opportunities the College is currently in the process of pursuing are:

1. Online Programs (Particularly MBA). The MBA program is currently fully available as an online option. All foundation courses are currently offered online as of Summer 2015. The first group of online core courses were offered in Fall 2015.
2. The College is currently finalizing relationships with International Universities with the intention of offering collaborative programs and/or degree completion opportunities. Current MoUs exist between Shantou University, Shanghai Financial University and Ningbo Dahongying University in China, and Manipal University in India.
3. Collaboration with LexisNexis and other local businesses. The College has made inroads towards offering specialized cohorts and/or scholarships for graduate programs with local businesses such as LexisNexis.
4. With the construction of the new DAVE Lab, several departments will be developing programs on Analytics, such as a new minor and concentration in Analytics under development as a collaboration between Information Systems and Marketing.
5. The Economics Department has partnered with Finance to provide a new dual major option in Finance and Economics.
6. The College is expanding its outreach in providing 2+2 and degree completion opportunities in non-regional community colleges such as Cuyahoga Community College.

Please confirm the degree programs listed in the scope of accreditation.

Program Name	Level	Location	Date Established (Year Only)
BS in Business	Undergraduate	Main Campus	1972
Master of Business Administration (MBA)	Masters-Generalist	Main Campus	1972
Master of Accountancy	Masters-Specialist	Main Campus	1998
MS in Logistics and Supply Chain Management	Masters-Specialist	Main Campus	2007
Master of Information Systems	Masters-Specialist	Main Campus	2008

This question allows additional rows.

Please provide any additional comments regarding the scope of accreditation as listed above.

N/A

3. Progress Update

Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific business accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

Associated Standard	Update
Business Standard 2	<p>Quote from previous review:</p> <p>The College should continue to develop and sustain processes, procedures, and policies necessary for supporting its high quality academic programs, operations, and continuous improvement (e.g., ensure that faculty activities that are counted for AQ and PQ status are specifically related to advancing the College's mission). (Standard 10: Faculty Qualifications)</p> <p>Update:</p> <p>In the 2013 standards, the equivalent for Standard 10: Faculty Qualifications from 2003 is the new Standard 15: Faculty Qualifications and Engagement.</p> <p>The College has undertaken several initiatives to support the programs, and developed initiatives to enable mission-related faculty activities. A selection of these initiatives are as follows:</p> <ol style="list-style-type: none"> 1. Faculty and centers within the College have been successful in securing both university and outside funding opportunities. For the period 2010-2015, the College as a whole secured over \$3.33m in funding. Out of the 3.33m, 3.27m is outside funding awards including funding secured by the small business development center (SBDC) while \$57k represent internal funding awards. (See Attachment 2 External research and professional development funding spreadsheet) 2. Faculty receive an AUP-negotiated professional development fund to travel to conferences or to purchase equipment to fund their research. In addition, research active faculty can apply for a reduced course load. Recently, instructors have also been included to receive annual funding for professional development. 3. Promotion & Tenure (P&T) committee proposed new guidelines for Professional Development Leave applications in the spirit of improving the quality of research projects. These guidelines were subsequently approved by all faculty. 4. The College has begun using social media (Facebook, Instagram, LinkedIn, Twitter) to showcase faculty research projects and presentations. 5. Dean Joanne Li created an outstanding faculty research recognition event as part of the annual Soim appreciation dinner. Faculty research projects and presentations are showcased every year during the appreciation dinner on video.

	<p>6. The University has a policy requiring approved graduate faculty status for all faculty teaching in a Graduate program or advising graduate students. Prior to 2012, individual faculty were responsible for applying for and receiving the graduate faculty status. Since 2012, the College has streamlined the process of applying for graduate faculty status. As of today, the College has an easily accessible database on all qualified graduate faculty, allowing clear audit of faculty qualification to meet the mission of the College and the program. Samples of graduate faculty approval letters are included as an attachment to the participants' section.</p> <p><i>Attachment 2 External research and professional development funding spreadsheet</i></p>
Business Standard 15	<p>Quote from previous review:</p> <p>In the spirit of continuous improvement, the College should review and strengthen its maintenance of qualifications definitions for AQ faculty, particularly related to the quality of journals, and PQ faculty to ensure the activities are consistent with the mission and that such activities result in positive impact. (Standard 10: Faculty Qualifications)</p> <p>Update:</p> <p>In the 2013 standards, the equivalent for Standard 10: Faculty Qualifications from 2003 is the new Standard 15: Faculty Qualifications and Engagement.</p> <p>In response to the new 2013 AACSB standards, a committee consisting of the Dean, Associate Dean, all Department Chairs and selected faculty members developed an initial proposal for a formal set of faculty qualification standards. The committee created two documents, a full set of qualifications (See Attachment 3 Faculty qualifications Definitions), and a summary checklist (See Attachment 4 Faculty Qualifications Checklist). The faculty qualification document was discussed in an open faculty meeting and approved by College faculty. As part of these documents, a formal qualification assessment process was established as follows:</p> <ol style="list-style-type: none"> 1. Department Chairs will complete the faculty qualification checklist and share it with individual faculty members. 2. Individual faculty will verify his/her classification as provided by the Chairs and ensure that all the items used for qualification are accurate and supported with appropriate information in the Digital Measures™ system licensed by the College. This check and balance mechanism nurtures faculty involvement in this process and ensures accuracy in information provided. However, the final decision for classifying faculty lies with the department chair. 3. The Dean's office will compile faculty qualification statistical information for the College and each department. This data will

	<p>be compared with the department’s own statistical information to ensure that the College and all Departments are in compliance with AACSB guidelines.</p> <p>The two documents are provided as attachments to this section. All faculty vitae are augmented with the checklist highlighting the appropriate qualification.</p> <p><i>Attachment 3 Faculty qualifications Definitions</i></p> <p><i>Attachment 4 Faculty Qualifications Checklist</i></p> <p>In the last five years, the College has made significant strides towards the improvement of the quality of peer reviewed journal articles produced by faculty members.</p> <p>The AACSB Table 2-1 in the Strategic Management and Innovation section describes all of the measures and information on developing the focus on journal quality, and impact of publications. A summary of such initiatives are as follows:</p> <ol style="list-style-type: none"> 1. Faculty have been encouraged to focus on quality and not quantity. Faculty Executive Committee and College P&T committees had meetings in the past few years to discuss the quality of research productivity. The College and departments are currently taking the opportunity to reflect while updating and revising their bylaws to incorporate wording that encourages faculty to publish in high ranking journals. 2. A basic set of quality journals have been created for faculty to consider (See Attachment 5). In addition, a project incorporating the Australian Business Deans Consortium (ABDC) Journal List (See Attachment 6) is currently under way to develop a measure of quality of the current faculty intellectual contributions. The attached analysis demonstrates how the intellectual contributions during the last 5 years have a higher quality than the previous 5 year cycle (See Attachment 7 Intellectual Contributions Quality comparison). 3. During the last 5 years, 14 new faculty members have been hired, and a clear focus on these recruitment efforts have been to improve the quality of scholarly publications. <p><i>Attachment 5 Basic Journal List for Faculty</i></p> <p><i>Attachment 6 Australian Business Deans Consortium Journal List</i></p> <p><i>Attachment 7 Intellectual Contributions Quality comparison</i></p>
<p>Business Standard 8, Business Standard 9</p>	<p>Quote from previous review:</p> <p>The College should continue to use and mature its Assurance of Learning (AoL) program and more effectively demonstrate widespread faculty involvement and ownership in all aspects of</p>

	<p>the program and its implementation and assessment (Standards 15, 16, 18 and 19: Assurance of Learning).</p> <p>Update:</p> <p>In the 2013 standards, Standards 15, 16, 18 and 19: Assurance of Learning from 2003 Standards map to the new Standard 8: Curriculum Management and Assurance of Learning and Standard 9: Curriculum Content.</p> <p>The College adopted an assessment system developed internally by Dr. Arijit Sengupta. This system, called Assess My Program (AMP) is used across the board by all departments in the undergraduate as well as the MBA programs and Master's programs offered by the ISSCM department.</p> <p>AMP is an innovative analysis system that Dr. Sengupta developed to streamline the process of tracking assessment data. AMP provides an objective venue to allow faculty to participate in many forms, such as inputting their data and reviewing collective results and deliverables. AMP does not enforce a specific assessment strategy. However, AMP presents an opportunity for the College to gather intelligence and obtain data in the most efficient and effective manner from essentially any quantitative assessment tool for a uniform way of integrating and generating reports while simultaneously encourages faculty to be part of the process. Since the College implemented the semester conversion in Fall 2012, the assessment cycle started in Spring 2013, with two completed cycles involving the calendar years 2013 and 2014. The faculty continue to assess during the 2015 calendar year for a third assessment cycle. Although data collection for this third cycle will not be completed by the time this document is submitted, we anticipate the continuous usage of AMP allows us to exploit the data and provide a better understanding of our curriculum.</p> <p>More information on AMP and its effect on the College's Assurance of Learning is discussed in the section involving Teaching and Learning. However, AMP has certainly made the process a lot more faculty driven, as faculty are taking initiatives to collect and update data in the system because AMP provides immediate results on the effect of the data in our overall assessment process. All the reports are always immediately available to all faculty, which makes it an open and shared process, generating a new level of confidence and ownership among faculty.</p>
Eligibility Criteria	<p>Quote from previous review:</p> <p>The College must provide information that supports the continued exclusion from review of the Bachelor of Science in Organizational Leadership, Master of Science or Master of Arts in Business and Organizational Management Counseling, and any other related degree programs with business language, titles, or marketing at any level in the College of Education and</p>

Human Services or elsewhere in the University. (Criteria D: Defining Scope)

Update:

The BS in Organization Leadership and the MS/MA in Business and Organizational Management Counseling are excluded from AACSB review. The College does not have control over these programs, and in all of the branding initiatives, the University ensures that any time the term Business is used, it refers only to the programs offered by the College. In addition, when the Wright State Career Services holds events such as business career days, it has only been directed towards the students of the College.

As of September 16, 2015, the College has received notification from the department of Human Services that the Human Services faculty have decided to drop "business" from the Business and Organizational Management Counseling program and the new title will be "Organizational Counseling." This decision greatly reduces the infringement of the excluded program and will continue to remain excluded from the College's accreditation process. An email from the chair of the Human Services department confirming this change is included as [Attachment 8](#).

Attachment 8 Confirmation of program name change from Human Services

The College has an active corporate advisory board consisting of high level officials from local and national businesses. This board is the only one of its kind in the University, which provides the evidence that the business community in the Dayton area clearly distinguishes the College of Business's programs from programs offered at other colleges.

The marketing and branding initiatives continue to provide a positive yet distinctive message to the community that the programs in the College are the only accredited business programs in the University.

This question allows additional rows.

4. Strategic Management and Innovation

Address the following items:

Mission Statement and summary of strategic plan or framework: Provide the mission statement of the school and the supporting major components of the strategic management plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic management plan have changed, provide factors influencing the changes. Based on the mission and supporting plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and/or outcomes along with substantive impacts of the school's mission-focused activities.

A. The Mission Statement of the College

The College's mission statement affirms:

The Raj Soin College of Business provides leadership and innovation to:

- Develop students to be successful and ethical leaders capable of making valued contributions to organizations in the Miami Valley, the state of Ohio, and around the world.
- Advance knowledge and business practices through research and other work.
- Partner with individuals, businesses, governments and other organizations to enhance professional, entrepreneurial, economic, and social progress.
- Attract, develop, and retain committed, exceptional faculty.

Our vision, mission, values can also be found on [this website](#).

B. A Brief history on our current mission and vision

In 2012, shortly after the Raj Soin College of Business completed its last round of AACSB continuous improvement review, the College launched an effort to review its mission. The goal of this process is to invite substantive faculty and stakeholder involvement through a participatory dialogue. As such, the College created an ad hoc Mission Review Steering Committee under the direction of the Faculty Executive Committee. The committee was composed of the following members: Dr. David Bright (faculty), Ms. Donna Back (business leader), Dr. Barbara Hopkins (faculty), Dr. Melissa Gruys (faculty), Dr. Kevin Duffy (faculty), Mr. Zach Beck (student representative), Dr. Berkwood Farmer (ex officio and then Dean of the College), and Dr. J. Michael Bernstein (ex officio and then Assistant Dean of the College). The Steering Committee met at least weekly from January through March, 2012 with a total of 82 individuals participated in at least one of the two sessions held in late February 2012. The sessions were conducted by facilitators to deliberately create conversations among constituents and allow them to explore values and potential visions of the future for the College. The goal of these sessions was to provide foundation for thematic analysis and insight necessary to propose a revision of the College's value statement.

The committee then performed thematic analysis on the collected data and the procedure resulted in thematic clusters as shown in **Attachment 9**. In addition, the faculty respondents were asked to consider the meaning of applied versus basic research so as to address whether our mission statement has the appropriate emphasis for the research focus of the College. The Steering Committee analyzed the responses

and presented its findings in [Attachment 10](#). In [Attachment 10](#), details the essential ideas from the stakeholder dialogue with the integrated pre-2012 values. In particular, the “broad perspective of the Liberal Arts” from the pre-2012 value was dropped as it was a value that resonated less with stakeholders. Then the committee met to craft and recommend specific language to articulate the newly agreed values for the College. [Attachment 11](#) showcases a comparison of current and proposed statements of the College.

The faculty endorsed and adopted the newly articulated mission statement as stated above, along with the College's vision and values; they are as follows:

VISION

To be a business leadership learning community, nurturing life-long education, creating positive impact on business and society.

VALUES

We embrace and practice:

- Exceptional teaching and learning
 - Ethics and character excellence
 - Applied relevance
 - Collaborative spirit
 - Imaginative thinking
 - Global perspective
 - Appreciation of differences
 - Service and community engagement
-

On January 18, 2013, the College continued its dialogue on six college initiatives with the goal to streamline some of the ongoing discussion and identify the main strategic goals of the College during a faculty retreat held at an offsite facility. The six initiatives are as follows:

1. Consolidating the College’s centers under a single center.
2. Developing executive programs.
3. Making internships an integral part of the undergraduate experience.
4. Developing online learning program.
5. Increasing the number of bachelor’s degrees in business by recruiting adult college dropouts with some college and no degree.
6. Increasing the visibility of the College. A copy of the January 2013 white paper resulted from this faculty retreat is attached in this report to demonstrate the progress of our strategic plan. ([Attachment 12 Strategic Plan White Paper](#))

Attachment 9 Summary Analysis of Emergent Themes

Attachment 10 Detailed Description of Values

Attachment 11 Comparison of Current and Proposed Statements

Attachment 12 Strategic Plan White Paper

Table 2-1 is required as an attachment. Use the "Documents" link above to upload the attachment. The template for Table 2-1 can be found [here](#).

1

See **Attachment 18** AACSB Table 2-1 Intellectual Contributions.

Strategic Management Planning Process and Outcomes: Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

C. The Strategic Plan

Based on the strategic plan identified in 2012 and the dialogue in January 2013, the College continued its work on strategic planning by engaging in an all day all-faculty and staff retreat on September 27, 2013 at its partner, Reynolds and Reynolds's corporate office. The faculty and staff participated in this one-day workshop to identify the main strategic goals and determine strategic objectives (measurable and achievable). It also set up time frame for implementation of strategic objectives and assessed current resources and capabilities to undertake these objectives in the short, mid, and long term. Part of the strategic plan was also to assign ownership to identified tasks, create accountability, and focus on results. Attached is a copy of the College's Strategic Plan as an outcome of the discussion (**Attachment 13 RSCOB Strategic Plan Summary**).

D. The Strategic Planning Process of the University and the College

Wright State University is a Carnegie-classified research university of nearly 18,000 students on two campuses. A member of 14-campus University System of Ohio, Wright State University is known for a mission to bring affordable education easily accessible to candidates. The university offers 91 bachelor's degrees and 88 masters', doctoral, and professional degree programs through eight colleges and three schools, including the School of Professional Psychology and the Boonshoft School of Medicine. The strategic planning process engages all major constituents of Wright State University and is depicted in **Attachment 14**. The Board of Trustees, a 9-member board appointed by the Governor of the State of Ohio, makes decisions and approves policies that support the vision and mission of Wright State University. Under the guidance of the Board of Trustees, the President of the University leads the university's strategic planning. The Provost is the chief operating officer charged with executing the identified strategic plan and goals. The Provost accomplishes and engineers the strategic plan through two leadership bodies, the Council of Deans and the Cabinets of Vice Provosts and Vice Presidents, with the input and advice of multiple stakeholders. The university recently completed its 5-year strategic plan, entitled "[Empower: 2013-2018 Strategic Plan](#)" with foci on enhancing academic quality and program distinctiveness, improving student access and educational achievement, attaining national prominence in research, scholarship, and entrepreneurship, creating a campus culture that supports community engagement and economic development, and developing the human, fiscal, and physical resources to support strategic goals.

The College's strategic plan is the guiding principle in our day-to-day operation and activities, which also supports the Wright State University's mission. Both the College

and the University strive to transform the lives of students and communities by working together to make a university for the world. The mission of Wright State University can be found on [this website](#). The College supports the vision and mission of Wright State University while clearly identifying its own mission and vision to serve its student body. The strategic planning process of the College and how it integrates with the university's strategic plan is depicted in [Attachment 15](#). Under this defined structure, the College's leadership team, which is composed of the Dean, two Associate Deans, and six Department Chairs, lead the strategic management process with input and advice from major constituents: faculty, students, staff, and outside partners, such as alumni, employers, industries, and communities. As such, the Faculty Executive Committee is in place to allow faculty to share governance and provide input to the Dean on all matters of the College. All faculty committees, such as College P&T committee, Undergraduate Curriculum committee, and MBA Program committee, utilize the Faculty Executive Committee as a conduit to influence and impact policies in the College. In addition, the Faculty Executive Committee proposes initiatives and advice on behalf of the faculty to the Dean. The Faculty Executive Committee, along with the Dean, also hosts all-faculty meetings during the academic year to ensure fluid communication and share governance across the College. [Dean's Student Advisory Board](#) currently consists of twelve student members with undergraduate and graduate students representing the interest of student body, and regularly provides input and feedback to the Dean. The [Raj Soin College of Business Corporate Advisory Board](#) currently consists of thirteen industry representatives with chief executive officers from companies across the nation. The Corporate Advisory board has four subcommittees: strategy, governance, operation and professional, and student experience. It gives advice and input to the Dean on deploying the strategy of the College, developing and maintaining employment opportunities for the students, and creating partnerships among alum and industries. Dean's Staff Advisory Board was created in July 2013 to provide input from staff's perspective on College's policies and strategies although the Dean sought staff advice through regular staff meetings. [Attachment 16](#) provides records of all meeting dates relevant to support the College's strategic planning process.

E. The Organization and the Team-Players

The College has a well-defined organizational structure. Shortly after Dean Joanne Li joined the university, the College had begun an organizational restructure to increase efficiency and effectiveness in executing the College's mission. Dean Joanne Li is the chief academic officer of the College with the support of two Associate Deans. Associate Dean Jim Munch is in charge of Graduate Programs and Executive Education, while Associate Dean Arijit Sengupta is in charge of Undergraduate Programs and AACSB Accreditation. The College is made up of six academic departments: Accountancy, Economics, Finance and Financial Services, Information Systems and Supply Chain Management, Management and International Business, and Marketing. These academic departments working collaboratively to execute the vision of the College. There are six directors to support the vision and strategic goals of the College and in charge of executing initiatives and projects, such as high school outreach, recruitment, retention, internships, online education and technology, international programs, and community partnerships. Please see [Attachment 17 – Raj Soin College of Business Organizational Chart](#) for reference.

F. Best Practices and Looking Forward

The College has taken on many initiatives especially in the past three years. To reflect on the journey, the College would like to share some of our best practices with AACSB visiting team.

- Under the leadership of our Corporate Advisory Board Chairman Mr. Albert Asebrook, the board is now comprised of four subcommittees: strategy, governance, operational & professional, and student experience.
- The Corporate Advisory Board is the only board on campus that makes financial pledges to the College.
- Under the Student Experience subcommittee, the board brought in the concept of Blue Chip internship. Blue Chip internship is defined as high-profile internship opportunities for students. For instance, two students were invited to work on the New York Exchange in the summer of 2014.
- The newly constructed ReyRey Café is a business model that innovatively engages multiple constituents on campus: Raj Soin College of Business, Wright State University Hospitality Service, Boston Stoker (coffee supplier), Chartwells (university's vendor), and our students. Students participated along side the Dean and unit heads in the process of negotiation and business model development.
- Students will have an opportunity to take over ReyRey Café's operations and participate as management of the cafe with a goal to establish scholarships out of net revenue.
- In an effort to galvanize interest in our industry partners, departments hosted town hall meetings with employers, faculty, and students to discuss topics that are relevant to our business curriculum.
- Departments hosted town hall meetings with students, faculty, and industry partners to discuss topics from curriculum to experiential learning.
- The Director for Career Management provides feedback from students and employers to academic departments and vice versa to improve the quality of internships.
- Over 300 video lectures are created in FIN2210, FIN3110, FIN3210, and FIN4130 by one of our lecturers, Mr. Burhan Kawosa in the Department of Finance and Financial Services as a resource for our students, allowing them to experience another format of active learning out of their classroom setting.
- The College provides tutoring for students enrolled in Business Calculus MTH2280 and other specific courses to provide remedial help and increase retention.
- On December 7, 2015 the College will host a Professional Business Day for all business students. Students will be attending a pledging ceremony to be an ethical leader of the business community, a "Dress for Success" event hosted by the Dean's Student Advisory Board, multiple workshops on topics related to career development, and meeting many of our employers.
- The College believes the development of soft skills is crucial to training young professionals. Recent years, the College has created a learning living community to engage business students who attend events together, such as the etiquette dinner in which consultants are brought in to share the proper etiquette for a business dinner.

- The Dean's Student Advisory Board, as leaders of the student body, engages in many service learning projects, such as Raiderthon (fund-raising event for Dayton Children's Hospital), March for Dimes, and Big Brother Big Sister.
- The College hosts an event called the "Appreciation Dinner" along with our namesake donor, Dr. Raj Soin annually. In this event, faculty, staff, students, university administrators, donors, and employers have an opportunity to look back at all the achievements of the College, departments, faculty, staff, and students. Many faculty members are recognized for their outstanding performance in research, teaching, and service while students are usually recognized for their leadership roles and participation in innovative projects. This is a successful event in cultivating a strong sense of belonging among all constituents in the community.

The College has cultivated a receptive environment that embraces the "can do" attitude. Faculty has a very good understanding that under the new 2013 AACSB standards, our mission statement is living within the spirit of our vision and mission while technically not in compliance with the new standards. On September 26, 2015 the Dean hosted an all faculty retreat and discussed a plan and strategy to work on a new mission statement. The faculty, through our preparation for this 2016 AACSB Continuous Improvement review, understands that 2013 AACSB new standards call for the College to revise our mission statement such that it will be "explicit" and "specific" in meeting our mission. As such, the College has decided to work on revising our mission statement after this AACSB visit.

In addition, the Faculty Executive Committee proposed a survey to better understand faculty involvement in the College in the hope to further entice faculty engagement in AACSB processes. As of now, Faculty Executive Committee plans to send out the survey after the upcoming AACSB visit.

Attachment 13 RSCOB Strategic Plan Summary

Attachment 14 Strategic Planning Process

Attachment 15 University Strategic Plan

Attachment 16 Strategic Planning Meeting Calendar

Attachment 17 Raj Soin College of Business Organization Chart

Intellectual Contributions:

In the box below, briefly describe how the “substantial cross-section of faculty in each discipline” is achieved. Support Table 2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators if impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

Wright State’s mission statement includes commitments to “conducting scholarly research and creative endeavors” and “engaging in significant community service.” Similarly, the Raj Soin College of Business mission statement includes that the college

will “advance knowledge and business practices through faculty research” and “partner with individuals, businesses, government and other organizations to enhance professional, entrepreneurial and economic progress.” The college places a higher emphasis on contributions to practice and a lesser emphasis on discipline based scholarship. To illustrate the importance of the college being mission driven, as shown in **Attachment 18 AACSB Table 2-1 Intellectual Contributions**, 54% of the intellectual contributions of the college faculty are classified as being applied or integration/application scholarship while 37% are basic or discovery scholarship and 9% are classified as teaching and learning scholarship. Intellectual contributions are also encouraged through the promotion and tenure standards contained in each department’s bylaws and in the college’s definition of “Scholarly Academic” for AACSB. Of the 463 intellectual contributions shown in AACSB Table 2-1, 223 represented peer reviewed journal articles.

Attachment 18 AACSB Table 2-1 Intellectual Contributions

Financial Strategies and Allocation of Resources: Describe the school’s primary sources of operational funding and how those funds are applied.

Summarize the trend in these resources since the last AACSB review. Identify key 1-3 year strategic action items and financial plans to achieve them. This should include anticipated sources and timing of funding (see [Standard 3](#)).

A. A brief background on Wright State University Funding models:

As a result of last cycle strategic plan 2008-2013, Wright State University has determined a new budget/funding model is needed to support the mission of the university. In 2011, the university decided to pursue a responsibility center model. This model was subsequently named the Mission Drive Allocation (MDA) model. The goal of the MDA is to drive innovation, entrepreneurship, engagement, and transparency. A consulting firm was retained in 2011 to study the university’s finance and funding. A model was introduced in 2012.

In May 2013, the Provost tasked Dean Li to chair the MDA Strategy to Executive Committee to identify a method to engage the university community in conversation so as to evaluate the then proposed MDA, possibly identify a funding model that will promote entrepreneurial spirit across campus. Specifically, the committee is to help the university to implement the new MDA model to support the growth that the President and the Board of Trustees want, which is, to promote Wright State University’s entrepreneurial spirit, increase efficiency so as to become a leader in our peer institutions in higher education in the state of Ohio, and educate our students, to support growth, as well as to maximize our stakeholders’ wealth. The committee, a 9-member composition with representation across campus, interviewed over 50 plus units and constituents of the university to gain a better understanding of their concerns. In May 2015, new MDA model was presented to the university and officially entered its implementation stage. The MDA model implementation process has commenced on two fronts: MDA service unit reviews, and testing and fine-tuning the MDA model (robust testing).

The new MDA model is expected to create accountability and provide participation in strategic and financial decisions across all units on campus. As of now, the new MDA model is scheduled to be in effect for academic year 2016-2017. Under this new

funding model, the Raj Soin College of Business will be able to receive a 4% strategic pool of the revenue target, allowing the College to make financial decisions so as to support its mission and vision. For example, if the College decides to invest more in international programs to support the mission of a diverse student body by marketing these initiatives to a wider audience, under the previous funding model (traditional without RCM-based) the College would have to make a proposal to the Provost, present multi-year analysis and seek approval to create competitive tuition structure. With the new MDA, the College will now have financial slack to provide seed money to start up initiatives. This MDA model, in essence, takes away the bureaucratic steps of seeking approvals when such initiative is aligned with the College's mission. Furthermore, the College will be incentivized to act responsively to the market in the case of recruitment and retention to ensure its 4% share of the strategic pool.

The state of Ohio has shrunk its support for higher education in recent years. Wright State University has an operating budget about \$400m with roughly \$123m from tuition and fees, about \$80m from state shared instruction (SSI or state subsidy), \$100m from research, and \$125m from foundation. Overall, the university has a well-run financial statement. The new funding model is expected to provide competitive advantage for the university to continue its mission.

B. College financial strategy and health

The College has a defined a check-and-balance mechanism to handle all budgetary issues. There is a three-tier report system (Departments, Business Manager, and Dean) to ensure all financial transactions are in compliance with the [Wright Way Policy](#), an administrative policies and procedures manual of Wright State University. In addition, the university conducts regular internal audits to ensure the solvency of individual units. Furthermore, Wright State University cooperates with and assists external auditors whose responsibilities involve review and confirmation of university transactions.

Dean Li, a Chartered Financial Analyst by training, began implementing policies to instill accountability within the College after her arrival. For instance, that all initiatives within the College are required to show a financial analysis. Ms. Roberta Donaldson, our Business Manager and CPA by training, is charged with developing Department Chairs to have better understanding of budgetary issues and their departmental financial statements. Ms. Donaldson has also started to host monthly meetings with all business managers across campus to share best practices.

C. Financial resources

The Raj Soin College of Business receives a budget allocation from the University at the beginning of every fiscal year. This budget allocation includes salary, benefits, and operating expenses. The allocation for salary and benefits are set through union contracts and position classifications established by the University. Salary and benefits make up approximately 81% of the operating budget. Due to University's budget constraints, the University has established a strategic hiring process in which each new or replacement position must be justified, and approval from the Provost must be obtained. The hiring process includes several approval points to ensure the funding is available for the hire.

The remaining funds of the budget are used for the operation of each department in the College. Expenditures must be approved by Department Chairs and the Business Manager. Large expenditures must also be approved by the Dean. Each department strives to utilize the funding allocated while being conservative in its use.

The sources of revenue for the Raj Soin College of Business include tuition and fees, grants, gifts, and 75/25 programs. A detailed annual breakdown of the College budget is shown in **Attachment 19**.

- Tuition and fees include revenue for classes taught in the College. Over the last five years, the revenue from tuition and fees increased 6.9%. During that time period, the amount has fluctuated from year to year based on enrollment.
- The College hosts the Ohio Small Business Development Center, International Trade Assistance Center, and a US Department of Commerce International Trade Specialist. Each of these are funded through grant money received from the sponsoring body. The grant money covers expenses and any remaining funds given to the College. The activity of these grants decreased over the last five years roughly 25%.
- The Raj Soin College of Business receives gifts from supporters of the College. Those gifts are classified as restricted and unrestricted in the Endowment. The total balance of the restricted endowment has increased 0.4% and the unrestricted portion available for use has increased 12% over the last five years.
- The College's 75/25 programs are programs in addition to the normal academic programs in which the College shares the tuition revenue with the University and the College covers the costs of the programs. The tuition revenue is shared 25% to the University and 75% stays in the College. Gross revenues of these programs have increased 18%.

Attachment 19 Breakdown of College Budget (Confidential)

The operating budget for the Raj Soin College of Business includes salary expenditures and non-salary expenditures. Each fiscal year, the University allocates an operating budget to the College. The adopted budget allocation to the College over the last five years has increased 2.5%. Over that same time-frame, the College's salary expenditures increased 7.7%. During this time, the College was able to decrease non-salary spending from \$3.7M to \$2.9M. The difference between the adopted budget and actual expenditures are made up through the use of funding from the College's 75/25 programs.

The College's annual budget is \$18m with a \$1m carry-forward for its own discretionary use. Previous agreements with administration also allow the College to have different revenue-sharing models in both the EMBA program (75/25 program) and the Emerging Leaders of Speedway (fixed revenue per cohort). As such, these programs provide some "entrepreneurial" funds for the College to support many of its mission-driven initiatives such as Degree Completion Program and Professional Business Institute. The College in recent years has shown tremendous success in its fund-raising efforts. With the new MDA model and the carry forward fund, the College is expected to have the ability to absorb reduction in funding should it occur. In addition, Wright State University has been viewed very positively by the state of Ohio in fulfilling its mission as evident in recent awarded grants and capital projects from the state. **TABLE I** provides an overview on some of the College's top initiatives and the source of funds.

D. Financial support for all major strategic activities

1. College programs and initiatives

With the help of the Business Manager, Ms. Donaldson, Department Chairs, and Directors, the Dean conducts continuous and regular evaluations of initiative outcomes to allow proper allocation of resources and re-alignment of mission. For instance, a projection of human resources and faculty lines in academic departments in 2012-2013 indicated a need to support the growth in Department of Accountancy. Hence, with the agreement and support of all chairs, a vacant position in Department of Management and International Business was allocated to Accountancy for growth. This exercise is repeated annually to accommodate the change in market demand and strategic planning for the College. Through this resource projection and analysis, the College was able to recruit 14 new hires with two being incremental strategic hires and four one-year visiting hires approved and supported by the Provosts. Among these new hires, seven summer-semester stipends were awarded. In addition, the Dean requires all initiatives to have a preliminary budget proposal and a multi-year financial analysis. For instance, all proposed international programs and partnerships must go through a 5-year financial projection with the help of Ms. Donaldson before submission to the Provost for approval. Any mission-driven initiatives are under the same financial scrutiny to ensure sustainability and proper strategic planning.

2. Financial support for faculty

One of the missions of the College is to **“attract, develop, and retain committed, exceptional faculty,”** the Dean has made a concerted effort to ensure resources are available to do so. For instance, Wright State University appropriates funding annually to academic colleges for qualified faculty. With the allocated professional development leave (PDL), qualified faculty apply for such leave with the College, and the P&T committee makes recommendations to the Dean. For the year 2011-2015, there were 23 semester-long PDL awarded to the College. The Collective Bargaining Agreement (CBA) between Wright State University and the Wright State University chapter of AAUP requires academic colleges to provide a \$900 professional development fund per tenure-eligible faculty (TET) from year 2008 to 2014 and \$990 from 2014 to 2016 and \$500 for non-tenure eligible faculty (NTE) from 2015 to 2016. It was determined that the College will provide all faculty an equal amount of professional development fund so as to encourage faculty to engage in activities that enhance their portfolios. Also, CBA has a provision that allows TET faculty, who exceed 200% of scholarship required by their department’s bylaws, to have course reductions in their workload agreement. The number of course reduction given to the College for the last five years is 12 (5 in 2012-13, 3 in 2013-14, 2 in 2014-15 and 2 in 2015-16), representing a financial commitment from both the university and the College. In addition to the university’s efforts, the College has also launched a new faculty orientation to acclimate faculty with research resources, teaching technology, and service expectations. Through the academic year, there are many university and outside grant opportunities for TET and NTE. For the year 2011-2015, with the support and recommendation of the Dean, there was a total of 14 awarded grants.

To support the strategic initiative of providing online deliverable programs, the College created a position of Director for Online Programs. The Director works closely with the Center for Teaching and Learning (CTI) at the university jointly and

independently to provide training workshops and seminars for faculty to share best practices and develop their skills.

3. Financial support for students

To support the mission of the university, Wright State University launched a \$150m *RISE. SHINE.* capital campaign in October 2014 with [Tom Hanks as the university's national honorary co-chair](#) along with Amanda Wright, the great niece of the Wright Brothers. In alignment with the university's mission, one of the campaign goals of the College is to develop opportunities for internship and full-time placement, increase scholarship availabilities to students, and provide facilities to enhance experiential learning models and curriculum revision. The College's mission states, "[to] advance knowledge and business practices through research and other work." The College established 14 new scholarships with the generous help of its donors. Members of the Corporate Advisory Board have made financial pledges to support student scholarships. The College also identifies partners such as Dayton STEM School and Dayton Early College Academy to provide target scholarship for qualified candidates. In addition, through generous donations from industry partners, the College is able to run Professional Business Institute to provide business training and real case analyses for high school students.

Several projects are executed with financial support to expand on the College's mission to **"partner with individuals, business, government and other organizations to enhance professional, entrepreneurial, economics, and social progress."** The Center for Career Management, ReyRey Café, and the Data Analytics and Visualization Environment lab (DAVE) are examples to illustrate that the College follows its vision to provide physical space to encourage a three-way partnership between students, faculty, and industry. The construction of Center for Career Management is sponsored by industry partners and employers. The student-managed ReyRey Café is a result of industry/employer partner with the university to fund the construction. DAVE is a state awarded capital project. The Center for Career Management will allow employer partners to work closely with the College in recruitment, to drastically increase the value of the business programs. The café's business model is developed in conjunction with the mission of the College such that business students will be tasked to operate the café while revenue will be funneled back to provide scholarships to fellow students. DAVE allows students, faculty, and industry to work closely on real-time data analytics and exploitation.

The Institute for Innovation and Entrepreneurship (IIE), Wright Venture, Leading Innovations in Finance Today Symposium (LIFT), and Professional Pledge are some demonstrations of the College's commitment to **"develop students to be successful and ethical leaders capable of making valued contributions to organizations in the Miami Valley, the state of Ohio, and around the world."** All the above projects are supported by active fund-raising from outside constituents.

In the past three years, the College has launched several initiatives to improve student academic performance. For example, the College allocated more resources to support international programs development as such a managing director position was created as well as an international liaison to work on developing cultural events that help international students quickly acclimate to the US business environment. More resources are also appropriated for hiring academic advisors to support the growth of undergraduate and graduate

programs. Since 2012, the College has increased the number of full-time academic advisors from four to six positions. The College also works with Lake Campus by providing funding to hire another part-time academic advisor to support the enrollment growth in the business program. To enrich student academic learning, the College also purchased a site license of the Wall Street Journal and made the Wall Street Journal available to all students enrolled in business courses. To increase retention, the College has begun to offer tutoring for students enrolled in MTH2280 Business Calculus, and other business courses.

Financial Aspect:

Table I Wright State University The Raj Sojn College of Business Financial Support for Some Top Strategic Initiatives				
Initiative	Start Date	First-year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Center for Career Management	November, 2013	\$71,000 (salary for Director)	Annual salary for Director	Five-year financial pledge in the amount of \$250,000 to build a physical space for the Center. Additional \$50,000 financial commitment from another donor. Ongoing funding-raising opportunity to name the center.
Institute for Innovation and Entrepreneurship	January, 2015	\$115,000 (scholarship for 20 students and salary for executive in residence)	175,000	Two-year commitment from Provost for student scholarships. College supports EIR's salary, then self-sustained
Data Analytics and Visualization Environment	September, 2013	\$600,000 (cost of building the lab with network)	N/A	Award from the state of Ohio as a capital budget
Student managed cafe	2013	\$600,000 (budgeted) and subsequently increased to \$900,000	N/A	\$300,000 financial pledge by industry partner to have naming opportunity and \$300,000 pledge by President. Remaining allocated from University and a loan of \$120,000 from the College to the operation.

New Degree Programs: Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program
- A brief description of the intended student market
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

Please note that any new degree programs started after the accreditation decision will be considered accredited until the next review. New degree programs will be reviewed during the next CIR review.

Degree Program	Brief Description
Raj Soin College of Business Online MBA Program	<p>The Raj Soin College of Business online MBA program encourages students to balance career, professional, and personal life goals with a convenient educational option. Online MBA classes are taught by high quality graduate faculty who hold Ph.D. degrees from leading universities or are experienced professionals in their teaching field. Every faculty member must apply for and receive the University Graduate Faculty Status (See Attachment 25). We offer both synchronous and asynchronous delivery methods as well as a set of interdisciplinary concentration classes customized for this program.</p> <p>Students in our program are largely working adults who find value in the flexibility of the program. They may be medical school students studying to be physicians, deployed military, single moms, or busy young executives. They value a high quality graduate business degree coupled with time and place flexibility. One large student group are employees of LexisNexis. The Raj Soin College of Business/LN graduate education partnership is a recent initiative to grow online MBA enrollment.</p> <p>The faculty teaching in this program will be drawn from the college. They will be the same full-time qualified graduate faculty who teach in our face-to-face MBA program or other degree programs in the college.</p> <p>The learning goals in this program will not materially differ from those in the face-to-face program. They will be measured in similar fashion to the face-to-face program and assessment results evaluated in the same manner as our other programs.</p>
Wright State Lake Campus - Bachelor of Science in Business - with a major in General Business	The four year B.S. in Business degree will incorporate our current Business curriculum, but instead of being restricted to one specific major area of business, it will provide a degree in General Business. The program will achieve this by incorporating a select set of junior

and senior level courses from all major areas in Business that will provide students with the breadth and depth of knowledge in multiple functional areas of the discipline.

This new program is strategic in many levels. First, a general business degree will provide the College of Business information to further understand the specific needs of the business community. Second, this proposed program will allow us to plan our resources in an informed manner while we study and observe the required business skills of employers in the region. Finally, this general business program will eliminate the risk of “lopsided investment” on one particular business discipline while creating a common vested interest of all departments.

A general business major will also offer a simpler approach to manage the number and complexity of programs and courses offered at the Lake Campus. The College’s Undergraduate Program Committee has carefully picked the set of courses after consultation with all the department chairs and faculty. The college faculty approved the program during the April 2014 faculty meeting. The College is committed to the Lake Campus to fulfill the needs of the students and we believe this degree is highly anticipated at the Lake Campus.

This question allows additional rows.

5. Participants - Students, Faculty, and Professional Staff

Address the following in regards to participants:

Students: Describe any changes in students (enrollments trends, diversity, affect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

As shown in Table II, overall enrollment in the College's degree programs has remained essentially stable during the last 5 years. However, within the total several trends are apparent.

Undergraduate enrollment has increased by almost 10% since 2009, contributed by Accounting (11.2%), Human Resources Management (81.3%), Finance (25%), International Business (26.3%) and Management (13.3%). However, there have been some dips in enrollment in the small Financial Services major (48.8%), Economics and Marketing (8.4%). A number of new enrollment initiatives are currently being implemented both at the University level as well as within the College of Business. The College hired Waybetter Marketing to assist with the recruitment of the new direct from high school population. While the Admissions office at Wright State has been in the process of expanding its outreach to prospective high school students, the College chose to expedite the process on its own behalf. The College worked with Waybetter Marketing to identify high school students in Ohio that the College wanted to communicate with, and bought the ACT scores of those students. Waybetter delivers a targeted e-mail campaign to students, sending them the specific information they have indicated an interest in. The first campaign included outreach to over 10,000 students. The second campaign was our scholarship campaign to approximately 600 highly interested students that we identified from the first campaign. To date, roughly 10% of the students from the campaigns have applied to Wright State.

This effort has helped the College to push its recruitment timeline back and communicate with prospective students earlier in their decision-making process. In conjunction with the Waybetter Marketing effort, the College has established a senior high school student communication plan to start in the fall of 2015. The College has worked with the university's Admissions office to supplement their plan and add specific Raj Sooin College of Business marketing pieces.

In addition to the undergraduate campaigns with Waybetter Marketing, the College established a graduate campaign to promote all of the college's graduate programs. Specific focus was on the College's newly created Online MBA program beginning in fall of 2015. The College is still in the process of analyzing the data from the graduate campaign.

The College is also revamping its website and incorporating SEO (Search Engine Optimization) techniques to improve the visibility of the College website. These initiatives are fairly new to show any direct results in the recent numbers, but should show improved enrollment trends going forward. A good indicator of the success of these initiatives is can be seen from the fact that the university's undergraduate enrollment went down by almost 7% during the period of Fall 2009-2014 while the College of Business undergraduate program went up by almost 10%.

Enrollment in the graduate programs, however, declined substantially since 2009, and the changes are even more substantial since 2011. A significant cause for this is the

reduced enrollment in the satellite locations (Mason, Mound, Lake), therefore the College is currently expanding enrollment efforts for the main campus by adding an online MBA option, as well as partnership with local organizations like LexisNexis. The MS in Logistics and Supply Chain and Master of Information Systems programs have been reduced to a single cohort per year (instead of two cohorts per year) with increased efforts towards achieving full cohorts. Although the undergraduate program in accountancy is the largest and most popular in the College, the Masters program is relatively small because of the tendency of the students to complete a CPA after an undergraduate degree. Students tend to take additional courses beyond their undergraduate degree rather than enroll in the Masters program to be eligible to take the CPA exam.

TABLE II
Enrollment Trends in the Raj Soin College of Business Fall
2009–2014

Undergraduate Programs	2009	2010	2011	2012	2013	2014	% Chg
Accountancy	339	375	411	402	349	377	11.2%
Business Economics	48	39	40	49	40	44	(8.3%)
Finance	120	120	110	125	144	150	25.0%
Financial Services	43	38	22	20	14	22	(48.8%)
Human Resources Mgt.	48	61	63	79	90	87	81.3%
International Business	38	37	39	39	50	48	26.3%
Management	166	152	159	180	199	188	13.3%
Mgt. Information Systems	122	121	113	140	134	120	(1.6%)
Marketing	191	163	150	189	203	175	(8.4%)
Supply Chain Management	20	23	31	44	44	45	125%
Undecided Business	81	53	43	76	59	79	(2.5%)
Total	1216	1200	1205	1343	1326	1335	9.8%
Graduate Programs							
MBA	447	490	532	449	384	345	(22.8%)
Masters in Accountancy	28	27	20	25	22	20	(28.6%)
MS in Social & Applied Economics	22	20	18	28	29	25	13.6%
MS in Logistics and Supply Chain Mgt.	35	36	21	21	22	25	(28.5%)
Master in Information Systems	31	14	29	16	17	22	(29.0%)
Total	563	587	620	539	474	437	(27.2%)
Total All Programs							
Total All Programs	1779	1787	1825	1882	1800	1772	(0.4%)

Ethnic Diversity

Ethnic diversity in the college and university has remained stable since 2009 (Table III). For the university, Caucasian remains the predominant ethnic category, accounting for 72% of the total undergraduate population in 2014 compared to 75.5% in 2009. The major change within the undergraduate category is an increase in the representation of international students from 1.4% in 2009 to 6.25% in 2014. A similar comparison for the College shows an increase in international enrollment from 1.9% to 7.8%. Most other

colleges in the university admit students with a 2.0 GPA. For graduate programs, 58.4% of the university graduate population was Caucasian in 2014 compared to 71.3% in 2009, the chief differences being an increase in the number of international students from 11.7% to 24.3% of the total. Graduate programs in the College did not see a major rise in International students – one of the reasons for this is a strategic decision made by Dean Li to terminate relationships of our previous marketing contact in China due to growing concerns on student quality. Dr. Andrew Lai was hired as the managing director of International programs and he is working diligently to establish relationships with several Universities in China and India as we revamp our international relationships and admissions process to increase international student enrollment in graduate programs.

TABLE III
Headcount Enrollment by Ethnicity

Undergraduate	Fall 2009		Fall 2014	
	Raj Soin College of Business	University	Raj Soin College of Business	University
Asian	38	339	31	309
African American	92	2037	89	1627
Hispanic	30	318	34	382
International	24	211	104	851
American Indian/ Alaskan Native	3	43	1	36
Native Hawaiian or Pacific Islander		10	1	17
Caucasian	993	11066	1029	9823
Two or more races	16	402	43	518
Unknown	20	225	3	51
Total	1216	14651	1335	13614
Graduate	Raj Soin College of Business	University	Raj Soin College of Business	University
Asian	26	178	15	151
African American	31	292	38	324
Hispanic	10	74	10	89
International	86	486	61	1012
American Indian/ Alaskan Native		7	1	4
Native Hawaiian or Pacific Islander	2	2		2
Caucasian	389	2947	298	2433
Two or more races	10	69	8	81
Unknown	9	80	6	69
Total	563	4135	437	4165

Admission Standards

Admission criteria for the graduate programs in the College are unchanged since the last review, other than an updated GRE score equivalence that has been established. For the undergraduate program, there have been two changes in admission criteria: in Fall 2012, Mathematics as an entrance requirement was removed (students could satisfy the requirement after entering the College). In Spring 2015, the business calculus requirement was expanded to include EC1050, a course designed and taught by the Economics department. This should tremendously impact retention since the current requirement of the Business Calculus course (MTH 2280) taught by the Mathematics department causes a bottleneck to student graduation with its very low passing rate (less than 25% in some semesters). In addition, direct admit criteria changed from 25 ACT to 22 ACT during Fall 2012, which has nearly tripled the direct admit numbers to the Raj Soin College of Business. The combination of these changes have ensured that the retention rate in the Undergraduate Program has not changed drastically. See Attachment 20 for an analysis of our enrollment (direct admit and transfer) and retention over the last 4 years.

Attachment 20 Analysis of direct admit and transfer retention in Undergraduate Business Program

Student Advising

Once students are admitted to the college, typically early in the sophomore year, they are advised by one of three professional advisors in the College. Each student is assigned an advisor who they remain with through graduation. The advising staff helps students with their programs of study, class scheduling, and graduation checks. Since about half of the students have transfer credit, the advisors also work with department chairs to evaluate transfer credit from schools not covered by existing articulation agreements. The College has articulation agreements with all the local community colleges. There is also a statewide Transfer Assurance Guide (TAG) program through which the learning goals and academic content of a course are agreed upon by public universities and colleges in the state, and can therefore be transferred between any two institutions that have approved the TAG course.

Job Placement and Internships

Career Services at Wright State University are provided by both a university-level office as well as a college-level office. The university-level office provides general services to all Wright State University students/alumni in the areas of on-campus student employment, career exploration and job search assistance. Additionally, Wright State University Career Services provides students with a job database called The Wright Search where students can search for open positions as well as post their resumes for employers to view.

The college-level office provides all Raj Soin College of Business students/alumni with specialized career services including individual job coaching, resume evaluation, career search assistance, career and major exploration, and special topic workshops. The college-level office also plans events for local businesses to interact and engage with business students. These events include targeted recruiting and networking events, career exploration panels and alumni events.

The college believes that internships are a valuable learning experience for students and also frequently serve as a springboard to a permanent job offer. All students are encouraged to seek internship positions. Majors in International Business are required

to perform an internship. Almost all internships are compensated and require 15–20 hours of work commitment per week for one or two semesters. In a typical year, on average, over one-third of graduating seniors are involved in internships.

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support: Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Summarize professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

Recruitment Process

The faculty recruitment and hiring process begins with a request from the Dean to the Provost to authorize a new position or to replace an existing vacant position. A committee comprised of faculty members in the new hire's department is chaired by the Department Chair or a department member, and a position description is written and approved by the University Office of Equity and Inclusion. The position description is posted on the university employment website page and advertisements are run in local newspapers, The Chronicle of Higher Education, the Inside Higher Ed. website, in the major journals of the hiring discipline, and publications that might attract applications from women and/or minority candidates. Applications are accepted usually on an "open until filled" basis with a "first consideration" date at which time applications start to be evaluated by the search committee. This approach is superior to having a firm deadline for application, as it allows for additional applications to be sought if the pool is not diverse enough. The Office of Equity and Inclusion must approve the pool of applicants to ensure as much as possible a racial and gender rich pool. When the best qualified candidates have been identified by the committee members and their qualifications confirmed, the top three or four candidates are invited to the campus for face-to-face interviews with the search committee, the Dean, Associate Dean, and others in the college. After the interview process, the search committee collects feedback from those involved in the interviews and makes a recommendation to the department faculty and to the Dean. The Dean makes the final decision on hiring. Once the decision is made, the Office of Equity and Inclusion is sent a "Pre-Offer Summary" sheet for approval and an offer is made to the selected candidate after an offer letter is signed by the Dean and the Provost. Once the offer has been accepted, a "Personnel Action Form" is submitted to the Department of Human Resources along with a completed "Status of Position Offered" form.

The hiring process for adjunct faculty is less formal than for full time faculty. The process starts with a Department Chair informing the Dean's office that an adjunct will be hired to teach a specific course and that, in the Chair's opinion, the applicant is academically or professionally qualified. The Chair must obtain a copy of a current resume demonstrating the applicant's qualifications. The resume is reviewed by the Associate Dean and if the candidate is approved, then a file is created in the Digital Measures database for subsequent reference.

Promotion and Tenure Process

Under the terms of bargaining unit faculty department bylaws, when a newly hired faculty member arrives on campus, he/she will be guided towards promotion and tenure by the departmental Promotion and Tenure Committee (P&T). The P&T Committee and the Chair are responsible for providing feedback to untenured bargaining unit faculty on an annual basis about their cumulative progress toward promotion and tenure in teaching, scholarship, and service using criteria defined in each department's bylaws.

Under the current bargaining unit agreement, the primary focus of promotion and tenures rests with the department Promotion and Tenure committee. The bylaws for each department specify in detail the requirements for promotion and tenure. The college and university Promotion and Tenure committees serve primarily in an oversight capacity to ensure that department bylaws criteria for granting promotion and tenure are precisely followed and there is consistency in the application of criteria by the department and college promotion and tenure committees.

Faculty Evaluation

For bargaining unit faculty members, the department bylaws specify how annual evaluations will be carried out and define the criteria used for the evaluation for scholarship. The university level collective bargaining contract outlines the criteria and annual evaluation process for teaching and service – for both Tenure Eligible and Tenured (TET) faculty and Non-Tenure Eligible (NTE) faculty. In the Raj Soin College of Business the annual evaluation process is the same for all departments. The faculty member submits an Annual Activity Report containing his or her accomplishments in teaching, scholarship, and service for the preceding calendar year to the department chair during the winter term. The department chair provides a written evaluation that assesses the individual's performance based on criteria in the university level contract and the department bylaws. An overall rating is assigned based on evidence of effectiveness in teaching, scholarship, and service. Each individual is assigned a numerical score for the category of scholarship using a scale of 0 (Unsatisfactory) to 4 (Extraordinary) – this is then converted to a three-point scale to be consistent with the ratings for teaching and service. The three-point scale: rating of 0 is "Unsatisfactory", rating of 1 is "Conditional Merit", rating of 2 is "High Merit", and rating of 3 is "Exceptional Merit". Each category (Scholarship, Teaching, and Service) is assigned a percentage weight and a weighted average is calculated. The evaluation and the weighted average rating are discussed with the Dean for concurrence. Using a mathematical formula specified in the bargaining agreement, the individual ratings are used to determine the merit raise for each individual out of the merit raise pool identified for each college and department. Faculty members also receive across the board raises specified in the bargaining agreement and may receive additional increases based upon pools of money negotiated in the bargaining agreement. All faculty members are eligible to teach in the summer. The bargaining unit agreements permit faculty to teach up to two courses each summer term and earn 3/36th of their annual salary for each course taught. The process of evaluation for teaching and service are specified in the Collective Bargaining Agreement (CBA) for both tenure-track (TET) and Non-tenure (NTE) faculty. The CBA documents are attached to this section for reference.

Attachment 21 2014-2017 CBA for Tenure Eligible and Tenured (TET) Faculty

Attachment 22 2014-2017 CBA for Non-Tenure-Eligible (NTE) Faculty

Faculty Development

Faculty in the College may participate in a variety of faculty development opportunities including:

- **Professional Development Leave:** Faculty members who have been at the university for at least seven years may apply for one of a limited number of professional development leaves made available to each college. Leaves may be for one or two semesters. A recommendation to the Dean is made by the college Promotion & Tenure Committee based on the quality of the leave proposal. Since the last AACSB visit in 2011, eleven faculty members have received a total of nine quarters and 14 semesters of professional leave. The University switched from quarters to semesters in 2012.
- **Salary Increase and Productivity:** When hiring a new faculty member, the most recent AACSB US Salary Survey report is used to determine the range for starting salary. The starting salary is typically based on the 'New Hire' mean of the discipline hired. Once the faculty is offered a starting salary, any further increases or adjustments are made in accordance with the Collective Bargaining Agreement (CBA) between Wright State University and the Wright State University Chapter of the American Association of University Professors. In 2015, there is an agreement to allow market equity adjustment to retain marketable faculty and minimize the effect of salary compression. Market equity increases are separate and distinct from the annual merit and bonus process. The equity adjustments by all means are not used to circumvent the university's merit programs. This kind of adjustments is to address immediate faculty retention.
- **Summer Research Stipend for Newly Hired Faculty:** Newly hired tenure track faculty members receive a summer research stipend prior to their employment in the fall. During their first year, new faculty are often granted a reduced teaching and service load to provide additional time for them to establish their research agendas. Since 2011, the college has paid 8 newly hired faculty a total of \$60,000 in summer research stipends.
- **Faculty Travel to Conferences:** The college pays the cost of travel, hotel, registration and a per diem for food for faculty members presenting papers at academic conferences and attending professional meetings. Instructors and lecturers also receive support for attending workshops and engaging in development activities that enhance their teaching. Since 2011, 50 faculty members have been paid a total of \$198,175.00 to support travel to conferences.
- **Faculty Development Expenses:** The current AAUP contract with the university provides an annual amount of \$990 per TET bargaining unit faculty member and \$550 per NTE bargaining unit faculty member that can be used for a variety of faculty development opportunities including attending conferences and workshops, purchasing books, journals or software, or any other expense related to professional development. The Dean has offered the same amount to NTE faculty for professional development to encourage non-tenure track faculty engagement in professional development activities. The amount is an annual allocation with the possibility of accruing over multiple years.
- **Faculty Development Workshops:** The university's Center for Teaching and Learning sponsors a variety of faculty development workshops throughout the year. The center also offers an in term course analysis service through which faculty members may request an analysis of the course syllabus, a classroom observation, the collection of student feedback, or an analysis of a videotape of the faculty member's class presentation.

- **Teaching Load.** As one facet of the conversion to a semester system in 2012, the university and AAUP have agreed to reduce the teaching load for all bargaining unit faculty. For the College, this means a reduction in the standard teaching load for tenured and tenure track faculty from six courses per year on the quarter system to five courses per year on the semester system. The lower teaching load is expected to result in bargaining unit faculty increasing their research productivity and service contributions. Average class sizes will also increase. Teaching load also decreased for non-tenure-eligible (NTE) faculty from a 9 course teaching load per year to a standard 8 course teaching load, which may be reduced further to 7 courses for faculty involved in an activity requiring significant service.

Criteria for Faculty Qualification.

As part of the 2013 AACSB Standards, faculty teaching courses offered by the College should be classified into one of four categories: Scholarly Academic (SA), Practicing Academics (PA), Scholarly Practitioners (SP) or Instructional Practitioners. In addition, all faculty shall be classified as either Participating Faculty (PF) or Supporting Faculty (SF).

Administrators at the time of their appointments must be Scholarly Academics and in addition shall be classified as PF. They may maintain their qualification through either scholarship or participation in relevant developmental activities that focus on their administrative roles and responsibilities or a combination of both.

The Department of Accountancy has established separate criteria for classifying their faculty.

The College has developed a comprehensive document for qualifying its faculty which has been approved by the College Faculty. The Complete classification document, as well as a short checklist for classification are attached to this section.

See [Attachment 3 and Attachment 4](#).

To demonstrate faculty qualifications, attached to this section are vitae from all faculty members, the faculty qualifications checklist for all faculty members, and the University graduate faculty status database for all University graduate faculty.

Attachment 23 AACSB Faculty Vita for all faculty

Attachment 24 Faculty qualifications worksheet for all College faculty

Attachment 25 Graduate Faculty Database for all University Graduate Faculty as of 10/1/15

As shown in Tables 15-1 and 15-2, the college exceeds AACSB International's minimum standards for SA, PA, SP, IP, PF, and SF faculty.

New Faculty

The College's Mission Statement includes a commitment to “attract, develop, and retain committed, exceptional faculty.” The College believes that it achieves this part of the mission by recruiting Ph.D. faculty members from high quality programs, paying salaries that exceed the AACSB median for their discipline, and providing development opportunities that permit their teaching and research agendas to flourish.

Since the last review in 2011, the number of faculty in the College remained relatively constant, however there have been several retirements, and a number of new faculty members have joined the faculty. Dean Joanne Li joined the College in 2012 from Towson University, and she has been instrumental in developing new initiatives for the College and pushing the College to recruit and hire faculty with excellent research potential. After Dean Li joined the college, she appointed Dr. James Munch as Associate Dean of the Graduate Programs and Executive Education in 2012. In 2013, Dr. Arijit Sengupta was selected following a national search for Associate Dean for Undergraduate programs and AACSB Accreditation.

Since 2011, the College has hired 16 new tenure track/tenured faculty members from a broad cross section of Ph.D. granting institutions around the country (Table IV). In addition to the 16 new tenure-track faculty members, there have been two new Associate Deans and three new Chair appointments, resulting in a major organizational uplift of the College. The new faculty members were hired to replace retiring faculty, to replace faculty leaving the university, and to fill newly approved faculty positions. In addition to the standard new faculty hires, Dean Li was instrumental in creating an "Opportunity hire" position to the department of Management and International Business, to enable the Management faculty provide support to the upcoming 4-year undergraduate degree program at the Wright State University Lake campus.

TABLE IV
New Faculty Appointments since Fall 2011

Name	Highest Degree	Department	Year of Hire	Rank of Hire
Joanne Li	Ph.D., Florida State University, 1997	Office of the Dean/Finance	2012	Dean and Professor
James Munch	Ph.D., The Pennsylvania State University, 1993	Office of the Dean/Marketing	2007	Professor, Appointed to rank of Associate Dean 2012
Arijit Sengupta	Ph.D., Indiana University, 1997	Office of the Dean/ISSCM	2005	Professor, Appointed to rank of Associate Dean 2013
Mary Callison	All but dissertation, expected Ph.D. from the University of Texas-El Paso	Accountancy	2014	Assistant Professor
Katheryn Easterday	Ph.D., University of Cincinnati, 2007	Accountancy	2013	Assistant Professor
Andrew Beauchamp	Ph. D., Duke University, 2009	Economics	2015	Assistant Professor
Mingming Pan	Ph.D., University of Nebraska-Lincoln, 2011	Economics	2015	Assistant Professor

Hee-young Shin	Ph.D., New School for Research, 2012	Economics	2014	Assistant Professor
Alan Herner	Ph.D., Wright State University, 2011	Economics	2015	Instructor
Carol Herrick	M.S., Carnegie Mellon University, 1975	Economics	2015	Instructor
Thomas Jenkins	M.S., Wright State University, 1975	Economics	2011	Instructor
Kerry Martin	M.S., Wright State University, 1994	Economics	2014	Instructor
Hong Lee	Ph.D., Louisiana State University, 2014	Finance	2014	Assistant Professor
Brandon Morris	Ph.D., University of Mississippi, 2014	Finance	2014	Assistant Professor
Matthew Ingram	M.A., University of South Florida, 2002	Finance	2012	Lecturer
Daniel Asamoah	Ph.D., Oklahoma State University, 2014	ISSCM	2014	Assistant Professor
David Hall	Ph.D., Clemson University, 2012	ISSCM	2013	Assistant Professor
Shu Schiller	Ph.D., Temple University, 2007	ISSCM	2014	Associate Professor, Appointed to Chair
Amir Zadeh	All but dissertation, Ph.D., expected from Oklahoma State University	ISSCM	2015	Assistant Professor
Yongjun Choi	Ph.D., University of Minnesota, 2014	Management	2014	Assistant Professor
Melissa Gruys	Ph.D., University of Minnesota, 2000	Management	2013	Professor, Appointed to Chair
Kimberly Lukaszewski	Ph.D., State University of New York, 2002	Management	2014	Assistant Professor
John Martin	M.S., Florida State University, 1994	Management	2015	Assistant Professor
Rachel Sturm	Ph.D., University of Houston, 2014	Management	2014	Assistant Professor
Oliver Stoutner	MBA, University of Alabama-Huntsville, 2010	Management	2015	Visiting Assistant Professor

Michael Bernstein	J.D., Ohio Northern University, 1968	Management	2013	Appointed to Lecturer
John Dinsmore	Ph.D., University of Cincinnati, 2013	Marketing	2014	Assistant Professor
Kendall Goodrich	Ph.D., Florida Atlantic University, 2007	Marketing	2013	Associate Professor, Appointed to Chair
Kunal Swani	Ph.D., University of Massachusetts-Amherst, 2014	Marketing	2014	Assistant Professor

Attachment 26 AACSB Table 15-1 Faculty Sufficiency and Qualifications Summary

Attachment 27 AACSB Table 15-2 Deployment of Participating and Supporting Faculty

6. Learning and Teaching

Address the following in regards to curricula management, curricula development, content, student-faculty interactions, degree program educational levels, structure, and equivalence, and teaching effectiveness:

Curricula Management and Development: Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the Peer Review Team that details the structure of all degree programs. If degree structure is not clear to a Peer Review Team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

Major Curricula Revisions since last review

Wright State University converted its curriculum from a quarter-based system to a semester-based system in Fall 2012. The planning process started in 2009 ensuring a seamless conversion to semesters. The conversion to semester led to some major changes in the curricula. However, many of curricular changes made during the last five years were driven by the mature Direct Measures Assurance of Learning Process implemented at the College, as well as other indirect measures used for evaluating effectiveness of the curriculum.

A. Assurance of Learning – Direct Measures of Assessment

The College's total learning environment has always been a process of continuous quality improvement. Improvements result from college faculty modifying the core curriculum; department faculty modifying degree majors; individual faculty modifying their respective courses. Input for these changes come from numerous sources including individual faculty research, attendance at professional meetings, discussions and meetings with members of the corporate community, members of the Dean's Corporate Advisory Board, members of the Dean's Student Advisory Board, and direct and indirect assessments of student learning.

The Assurance of Learning process at the College is fairly mature. The current process was developed during 2006 and 2007, when the Executive Management Team for the college (consisting of the Dean, Assistant Deans and Department Chairs) in consultation with faculty developed the following philosophy that is the basis of the AoL process:

- The primary objective of this process is to assure continuous improvement of student learning.
- The process is mission driven. Learning goals and objectives flow from the college mission and key college operating values.
- The process involves faculty. Faculty develop the goals, objectives,

measurement criteria, and rubrics, and map learning objectives to respective courses. The analysis, recommendation for change based on the analysis, and implementation of changes are done by faculty, various college and department curriculum committees and department chairs.

- The process focuses on college degree programs.
- The process will never be used to evaluate individual teaching, nor will it be used as part of the annual faculty evaluation process or the promotion and tenure process.
- The process requires the participation of most faculty in the College to be effective.
- Whenever possible, direct measures will be used with lesser emphasis placed on indirect measures.
- The process is never complete. Improvement of the student learning process is ongoing.

Implementation of the AoL Process

The Information Systems and Supply Chain Management department, under the leadership of Dr. Arijit Sengupta, incorporated AMP (Assess My Program), a data management system developed by Dr. Sengupta in the department's AoL process. This system was instrumental in ensuring an effective AoL process for the department's Masters programs, as well as the undergraduate MIS major which is also accredited by ABET under the Computing accreditation commission. Because of the success of this system, Dean Joanne Li mandated that this system be used for the AoL process across the board in the whole undergraduate program as well as the MBA program. AMP is a web-accessible role-based system that makes it easy for all faculty to collaborate and in driving the AoL process. Every college faculty, including instructors and adjuncts, have access to the system, and all numeric analysis and organization are built-in to the system which avoids all manual process from faculty and administration. Faculty can view the numeric analysis and provide their qualitative analytic feedback, as well as suggestions for improvement directly in the system, so there is never any confusion on the latest data and improvements, even if there are personnel changes. This makes the process efficient and reduces the time used for data gathering and manual analysis between cycles.

A cycle (loop) of AoL is defined as the period of time to complete a full set of assessment activities, including assessing measures such as embedded questions (or rubrics) in various courses mapped to respective learning objectives; evaluating student performance using the measures; and recommending changes. A next cycle of AoL starts when recommended changes from the previous cycle are included in respective course syllabi, courses or the curriculum. Faculty modification of objectives, rubrics or embedded questions may occur at the beginning of this new cycle. The faculty considers this part of continuous improvement for the assessment process. As a standard process, once the results are documented, the College curriculum committee discuss results and task appropriate departmental representatives to bring feedback back to departmental curriculum committees for further action. Departmental curriculum committees then study the feedback and propose changes to individual courses to college curriculum committee. Finally, the College curriculum committee approves the changes for implementation in the next cycle.

For each degree program (Bachelor of Science in Business; MBA; Master of Science in Logistics and Supply Chain Management; and Master in Information Systems), the

College established a minimum of four learning goals and each goal has a minimum of two objectives.

Because of the semester conversion in Fall 2012, an executive decision was made to start the AoL process in Spring 2013. To ensure two complete cycles of AoL were completed before the 2015 report filing deadline, all semester-based programs used calendar/fiscal year cycles. Hence the first assessment cycle was conducted in Calendar Year 2013 (Spring 2013-Fall 2013) and the second cycle in Calendar Year 2014 (Spring 2014-Fall 2014). Cohort programs used the cohorts as cycles as usual. All programs were suggested to start the process of collection of data for a third cycle in 2015. While the data collection for the third cycle will not be complete by the time this report is submitted, there should be enough indications on the effectiveness of the continuous improvement process. We expect the first few cycles of AoL after a major curriculum modification to be difficult which has indeed been the case, but because of the maturity of the process, the measures show very interesting information that faculty can certainly use to improve the AoL process for the future cycles.

A.1 Undergraduate Learning Goals, Objectives and direct measures-based changes

Starting with input from department chairs and their respective faculty, four learning goals with objectives were developed for the Bachelor of Science in Business (BSB) degree. Courses used for assessment and measurement metrics were identified and developed.

LG 1. Students will know the skills associated with the functioning of an effective organization in a global environment.
LO 1.1. Students will understand and develop the skills necessary to manage the resources needed for organizational success and sustainability.
LO 1.2. Students will understand and know how to analyze the dimensions of the global environment.
LG 2. Students will be able to integrate the skills and concepts associated with the function of an effective organization.
LO 2.1. Students will understand stakeholder relationships and stakeholder engagement strategies that foster organizational success.
LO 2.2. Students will understand the processes involved in idea creation and development, production, and distribution of quality products and services.
LG 3. Students will develop effective communication skills.
LO 3.1. Students will demonstrate an ability to communicate effectively in writing.
LO 3.2. Students will demonstrate an ability to communicate effectively in oral form.
LO 3.3. Students will demonstrate knowledge of effective communication skills in a digital environment.
LG 4. Students will cultivate a capacity for leadership and develop the competencies associated with ethics and an understanding of social responsibility.
LO 4.1. Students will be able to recognize, analyze and resolve ethical and social responsibility issues.
LO 4.2. Students will know how to develop and promote an ethical and socially responsible organizational culture.

LO 4.3. Students will know how to effectively lead and collaborate with others.

Two assessment cycles were completed (FY 2013 and FY 2014). A partial FY 2015 cycle will be under way when this report is prepared. As a result, numerous changes were implemented based on the analysis of the assessment data.

The BSB Assurance of Learning Plan and Results report (Attachment 28) includes the assessment data, all measurement tools, changes to be implemented, and faculty taking part in the process.

The following is a sample of some recommendations for change in the BSB program. Attachment 28 contains all recommended changes and the *changes were placed into each respective cycle of assessment*.

- Add an additional ROI exercise, and encourage students to write the formula on the exam, and then enter amounts into the calculator, as this might avoid selecting interim solutions. (ACC 2020)
- Make certain that the concept of disintermediation is explained well in class and included in practice exercises. (EC 3010)
- Emphasize that the Gordon Growth Model uses the next period's dividend. Additional online questions have been added in the Fall 2014 semester to the student resources to help with this topic. (FIN 2210)
- Dedicate a sufficient amount classroom time towards discussing the concept of Aggregate Investment, as well as practicing problems related to the concept. (EC 2050)
- Invite a guest speaker to class to talk to the students about data warehousing, BI, data analytics, and big data to help facilitate understanding of the aforementioned concepts. (MIS 3000)

A.2 MBA Learning Goals, Objectives and direct measures-based changes

The college MBA Committee (faculty elected) developed learning goals and learning objectives for the MBA degree during AY 2008–2009. The learning goals were revised after the Semester conversion and the courses were re-mapped accordingly.

LG 1. MBA graduates will demonstrate an understanding of current business theories and best practices.
LO 1.1. Graduates will demonstrate knowledge of factors impacting the value of a firm including proper valuation techniques, proper discount rates, investment decision making, and the relative strengths and weaknesses of alternative financing policies.
LO 1.2. Graduates will demonstrate knowledge of the ability to collect, analyze, evaluate, report and use financial and non-financial data and information. This includes knowledge of capacity management, activity-based costing, theory of constraints, budgeting, and the balanced scorecard.
LO 1.3. Graduates will demonstrate the strategic role of marketing in organizations, including the key role of a marketing plan in the firm. They should also understand key strategic issues such as market segmentation, produce

and brand equity, pricing, service satisfaction, and customer-centric focus.
LO 1.4. Graduates will demonstrate knowledge of production and supply chain management.
LG 2. MBA graduates will demonstrate the capacity to lead in organizational situations.
LO 2.1. Graduates will be able to apply problem solving skills.
LO 2.2. Graduates will be able to apply motivation theories, and be able to understand and enhance employee motivation.
LO 2.3. Graduates will be able to apply conflict management knowledge and skills.
LO 2.4. Graduates will demonstrate knowledge of group dynamics and how to interact effectively with people.
LO 2.5. Graduates will demonstrate knowledge of leadership theories and their implications for people.
LG 3. MBA graduates will demonstrate the capacity to perceive, analyze and resolve ethical issues in domestic and global business environments.
LO 3.1. Graduates will demonstrate knowledge of the ethical implications of organizational decisions.
LO 3.2. Graduates will demonstrate knowledge of the ethical trade-offs used to help make organizational decisions.
LO 3.3. Graduates will demonstrate knowledge of the social responsibility of organizations.
LG 4. MBA graduates will demonstrate knowledge of the global nature of business.
LO 4.1. Graduates will demonstrate knowledge of how the global economy functions.
LO 4.2. Graduates will demonstrate knowledge of how microeconomic principles influence organizational decisions.
LO 4.3. Graduates will demonstrate knowledge of how the legal environments influence the global economy.

Two assessment cycles were completed (FY 2013 and FY 2014). In addition, a third cycle was started in FY 2015 which will be close to completion when this report is developed. While the third cycle results will be incomplete during the writing of the report, it will be available during the AACSB continuous improvement review visit. Numerous changes were implemented based on the analysis of the assessment data, and the third cycle will serve as additional measure on effectiveness of the improvements.

The Assurance of Learning Plan and Results report (**Attachment 29**) includes the assessment data, all measurement tools, changes to be implemented, and faculty taking part in the process.

The following is a sample of some recommendations for change in the MBA program.

- Lengthen discussion of the use of flexible budgets for performance evaluation. Give all students access to recordings used in the online sections. (MBA 7100)
- Increase course discussion, and add practice problems and exam problems that highlight the relevance of variable costs (as opposed to fixed costs) in short-run decisions. (MBA 7220)
- Make sure to have a balanced emphasis on both Discounted Free Cash Flow Model and CAPM model in class. (MBA 7300)
- Add Littlefield Technologies simulation that allows students to apply course concepts to supply chain management decisions in a structured setting. Also add root beer game simulation to demonstrate supply chain dynamics. (MBA 7800)
- Emphasis during class was placed on specifically understanding task-oriented behaviors, relationship-oriented behaviors, and change-oriented behaviors. (MBA 7500)

A.3 Master of Science in Logistics and Supply Chain Management (MSL&SCM)

Learning Goals, Objectives and direct measures-based changes

The faculty of the Department of Information Systems and Supply Chain Management developed learning goals and learning objectives for the MSL&SCM degree. They identified the courses where assessment occurred and developed the measurement metrics (embedded questions).

LG 1. MS Logistics & Supply Chain Management graduates will demonstrate an understanding of globally integrated supply chain management theories and best practices.
LO 1.1. Understand and apply globally integrated supply chain management theories (e.g. inventory management, optimization, lean, RBV)
LO 1.2. Understand and apply globally integrated supply chain management best practices (e.g. sustainability, heuristics)
LG 2. MS Logistics & Supply Chain Management graduates will demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative innovation and transformation in the globally integrated supply chain.
LO 2.1. Demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative innovation in the globally integrated supply chain.
LO 2.2. Demonstrate understanding and use of tools, technologies, and processes of collaborative decision-making for collaborative transformation in the globally integrated supply chain.
LG 3. MS Logistics & Supply Chain Management graduates will demonstrate an understanding of the concepts of design, implementation, and operation of global value-adding networks of connecting productive organizations.
LO 3.1. Demonstrate understanding of the concepts of design of global value-adding networks of connecting productive organizations.
LO 3.2. Demonstrate understanding of the concepts of implementation of global value-adding networks of connecting productive organizations.
LO 3.3. Demonstrate understanding of the concepts of operation of global value-

adding networks of connecting productive organizations.
LG 4. MS Logistics & Supply Chain Management graduates will demonstrate the capacity to perceive, analyze, and resolve ethical issues in globally integrated supply chains.
LO 4.1. Demonstrate understanding of appropriate professional standards for globally integrated supply chains.
LO 4.2. Demonstrate understanding of appropriate legal requirements in globally integrated supply chains.
LG 5. MS Logistics & Supply Chain Management graduates will understand globally integrated supply chain issues in a comprehensive range of environments settings including manufacturing, services, and government.
LO 5.1. Demonstrate understanding of globally integrated supply chain issues in manufacturing environments.
LO 5.2. Demonstrate understanding of globally integrated supply chain issues in service environments.
LO 5.3. Demonstrate understanding of globally integrated supply chain issues in governmental environments.

The Assurance of Learning Plan and Results report ([Attachment 30](#)) includes the assessment data, all measurement tools, changes to be implemented, and faculty taking part in the process.

The following is a sample of some recommendations for change in the Logistics and Supply Chain Management program.

- Revamp discussion questions in Week 2 to focus more on the differences in the public bidding process versus the private sector. Add assignment to encourage students to reach out to local government to understand local policies and concerns. (MS 7960)
- Discuss Porter's Five Forces, reduced barriers to entry, the homogenization of returns to scale and the impact on operations and the role of information technologies in supply chains. (MS 7950)
- Spend more time in discussion board and on Webinar discussing the UCC and its affects on global supply chains during Week 1. (MS 7920)

A.4 Master of Information Systems Learning Goals, Objectives and direct measures-based changes

The faculty of the Department of Information Systems and Operations Management developed learning goals and learning objectives for the MIS degree. They also identified the courses where assessment occurred and developed the measurement metrics (embedded questions).

LG 1. Master of Information System graduates will demonstrate an understanding of current information systems theories and practices.
LO 1.1. Understand and apply current IS practices (e.g. Enterprise Resource Planning, Business Intelligence, Enterprise Application Integration, Customer Relationship Management)
LO 1.2. Understand and apply current IS management techniques (e.g. Total

Cost of Ownership, Enterprise Service Bus, Critical Success Factors, Business Process Management, Project Management, outsourcing, portfolio management)
LO 1.3. Model and design appropriate business processes for IS solutions.
LO 1.4. Develop or adopt appropriate metrics and benchmarks for business and IS activities.
LG 2. Master of Information System graduates will be proficient in the management of IT-related organizational resources.
LO 2.1. Be able to utilize information technology to increase competitiveness of organization.
LO 2.2. Be familiar with leading IT applications and methods to select products, vendors, and consultants.
LO 2.3. Determine and evaluate the composition of globally balanced workforce and services.
LG 3. Master of Information Systems graduates will demonstrate the capacity to perceive, analyze, and solve business problems using information systems technology.
LO 3.1. Understand and analyze major issues and standards for capturing and managing information.
LO 3.2. Be proficient in the use of technology such as Internet/ Customer Relationship Management/Enterprise Resource Planning to solve business issues.
LO 3.3. Use data mining, diagramming tools, risk assessment and classification to analyze problems and make decisions.
LG 4. Master of Information Systems graduates will demonstrate the capacity to perceive, analyze and resolve information systems related ethical issues.
LO 4.1. Be aware of the ethical standards of the IS profession.
LO 4.2. Have the capability to evaluate the legal and ethical implications of organizational privacy and security policy and practice.

The Assurance of Learning Plan and Results report (Attachment 31) includes the assessment data, all measurement tools, changes to be implemented, and faculty taking part in the process.

The following is a sample of some recommendations for changes in the Information Systems program.

- Add content on ethical IS management in the context of analytics and in general of IT adoption. Emphasize both topics in the term project. (MIS 7600)
- Update the minute paper topic for the week to focus on ERP adoption practices to ensure students put more time on the adoption practices. (MIS 7300)
- Strengthen the course material for the next offering of the course, by including discussions such as how employee dissatisfaction might enter into the decision to change a process, but this would not be a major motivator in the decision. (MIS 7500)

- Provide web resources for learning of IT evaluation. Also add the global content to the course material such as in the reading and cases. (MIS 7000)

Attachment 28 BSB Assessment Plan and Report

Attachment 29 MBA Assessment Plan and Report

Attachment 30 MSLSCM Assessment Plan and Report

Attachment 31 MIS Assessment Plan and Report

B. Objectives of Curriculum Revision based on indirect measures

As a general framework, curricular changes often are resulted in response to areas identified as "improvement required" in assessment data and/or indirect measures. Because our assessment cycle did not coincide with the adoption of the new AACSB Standards in 2013, indirect measures and other factors the College uses in curricular decisions are not included in the formal assessment process. However, 2013 AACSB Standards allow and encourage the use of indirect measures to drive curriculum. We believe the College is in compliance within the spirit of utilizing both direct and indirect measures in making curricular decisions. Presented here is a set of prominent indirect measures as well as indirect curriculum influencers, followed by examples of curriculum revisions for individual departments.

Some of the adopted indirect measures and influencers include:

- A. Industry and Academic Community best practices
- B. Model Curricula published by Academic Societies
- C. Industry input from Corporate Advisory Board Members
- D. Scores in professional exams such as CFA, CFP, CPA
- E. Feedback from employers of full time positions and internships
- F. Comparisons with curricula from other well-known Universities and programs
- G. Feedback from students via town-hall meetings and other means
- H. New technology and teaching mode adoptions
- I. University policies (e.g., 3 year pathways) and other student-centric accommodations

Specific Examples by Department

The following section provides some specific examples to demonstrate some of the mechanics that individual departments used to revise their courses within their curricula. For each change, one or more of the influencing factors are indicated within parenthesis.

Accountancy

Undergraduate

- The Department of Accountancy adopted the approach of improving what would be taught in the undergraduate program rather than trying to increase or maintain

the number of topics covered. This resulted in fewer subjects being taught, but the subjects taught being covered better that would be satisfactory. (F, G, I)

- Advanced Accounting was no longer taught at the undergraduate level and moved to the M. Acc. program. It was an accounting elective course under the quarter system. (F, G)
- Government and Not-for-Profit Accounting (ACC 4420) was introduced as a new accounting elective course for undergraduate accounting students. (F, G)
- The topic of accounting for pensions was removed from the Intermediate Accounting II (ACC 3020) undergraduate class and moved to the M. Acc. program. (F, G)
- The Department faculty agreed to put a greater emphasis on students using excel in all their classes, and specific excel topics and projects would be assigned in Accounting Information Systems (ACC 3260). (A, E, F)
- Where applicable, the faculty agreed to integrate International Financial Reporting Standards (IFRS) into accounting courses (A, E, F)
- In order to enhance the communication skills of accounting students, starting in Fall 2013 all students enrolled in the Fall sections of Careers in Accounting are required to take part in a mock interview with an accounting professional. (A, E)

Graduate (M. Acc)

- Advanced Accounting was added as an accounting elective (ACC7390). (B, E, G)
- Current Issues in Accounting was created and added as an accounting elective (ACC7470). (B, E, G)
- Financial Statement Analysis was created and added as an accounting elective (ACC 7460). (B, E, G)
- The topic of accounting pensions was added to the material covered in the Financial Accounting Topics and Research course (ACC 7410). (E, F)
- Starting Fall 2014, Financial Statement Analysis was made a required course in the program and the structure was changed to 6 required courses and 4 elective courses that can be in accounting or business. (B, F, G, I)

Economics

- The number of electives in the Business Economics program was reduced from 6 to 5. (B, F, G)
- Began an undergraduate certificate in Economic Issues which targets students interested in current economic events. (A, C, E)
- The Department of Economics also agreed to take on the task of teaching business calculus. EC 1050, Mathematical Models for Business and Economics, was created as an alternative to MTH 2280, Business Calculus, for business students. It covers the same content, but does so with a stronger focus on business applications. (E, G)

- Commencement of a dual degree program in Economics and Finance. Achieved using a mutual agreement between the departments to accept electives from the other department, thereby allowing students to graduate with a dual degree without the added pressures of completing two majors. (A, E, G)

Finance and Financial Management

Undergraduate Program

- Beginning with the Fall 2011 semester, four separate tracks were introduced for the Finance major: Financial Management, General Finance, Investments, and Real Estate. (A, C, E, G)
- FIN 2210 (Financial Management I) was changed from a junior-level (3000) class to a sophomore-level (2000) course beginning in Fall 2011. (B, D)
- To help our students effectively understand financial data and basic financial models, our department updated FIN 3110 (Financial Management II) in Fall 2011 so that class participants learn various spreadsheet applications that can be used in the corporate finance environment. All work in this class will be accomplished in Microsoft Excel. (B, E, G)
- Due to the upgrade of our Trading Room from one Bloomberg terminal to twelve terminals in Fall 2012, our department included Bloomberg certifications in fixed income, foreign exchange, and equities into three courses: FIN 4120 (Fixed Income Securities), FIN 3210 (International Financial Management), and FIN 4020 (Real Money Investing), respectively. (B, E, G, H)
- Personal Finance (FIN 2050) became a required course for all business majors at the Raj Sooin College of Business in Fall 2011. (A, B, F)
- In our Financial Services major, the course FIN 4270 (Financial Practicum) was introduced in Fall 2011. Under the supervision of a Certified Financial Planner students consult with actual clients and offer a strategic financial plan. (C, E, G)
- Due to the demand for upper-level corporate finance courses, the department offered a new course, FIN 4800 (Mergers and Acquisitions) to be offered in the Summer B 2015 semester. (G, I)

Graduate Program

- In Fall 2011 the department offered a new Investment concentration for the MBA degree. MBA students can now choose a Financial Management or Investment concentration. (F, G)
- The MBA course MBA 7300 (Financial Analysis & Decision Making) began to be offered as an online course in Summer A 2014. (G, H)

Information Systems and Supply Chain Management

B.S. in Business – Management Information Systems

- Following the new guideline for undergraduate I.S. curriculum design released by the Association of Information Systems, MIS 3000 Introduction to Management Information Systems, a business core course, has been

implemented to focus on Microsoft Excel and its pivot table and data analytics. (B, F)

- MIS 4300 Business Analytics was first offered as a special topic course. However, given the popularity of this topic and the demand from the industry, this course has been approved with an official course number and is now one of the most popular among student choices. (C, E, G, H)
- Suggested by the advisory board to meet the demand for analytics skills and knowledge in graduates of the College, the department launched a new special topic MIS 4800 Introduction to Data Science in Summer 2015. This course provides a mix of applications and technical aspects of data science and is co-taught by IS and CS faculty. (C, E)
- To provide an adequate selection of topics for electives, a special topic Geographic Information System, a popular topic in other IS program in the nation is now offered as an elective. This course introduces some of the most current GIS concepts and applications. (F, G)
- The MIS curriculum will continue to introduce new elements of information systems and analytics to undergraduate students. The department now places a stronger emphasis on internship program with local organizations through which students have a good experience of working with IT professionals in the fields. (C, E, G)

B.S. in Business – Supply Chain Management

- The SCM curriculum is going through an update and redesign. Taking the feedback from the ISSCM Advisory Board and the SCM students as well as comparing with other top programs in the nation, the department will make the proposal to adopt the model of a set of required core SCM courses, plus a number of selected electives. Additional courses are proposed to be included in electives such as the Business Analytics and the MIS ERP courses. To provide the needed skills and knowledge on analytics as well as enhance interdisciplinary study, the department will develop a new Supply Chain Analytics to be added in Spring 2016. (C, E, G)

B.S. in Business – Management Science

- To improve the content and means of course material, MS 2040 Introduction to Business Statistics, a business core course, has undergone some major and significant improvements. The department adopted Pearson's e-textbook and MyStatLab, an online software so students can practice and do exercises online and have the immediate guidance from the system. The course adopted a deep integration with Pilot, the learning and course management system used at Wright State. Students now have access to learning materials in a consolidated manner. (B, C, G, H)
- Given the importance of Management Science material, MS 2050 Quantitative Business Modeling, a business core course, has expanded its topic to include management science coverage on linear programming. The new addition will be reviewed by OBR and the college. The course has also adopted digital textbook and MyStatLab provided by Pearson. The deep integration with Pilot provides consolidated learning for students. Innovative teaching material such as simulation and games has been adopted and received positive feedbacks from students. (B, C, G, H)

MBA

- MBA 5800 Survey of Quantitative Business Analysis is a core course in the MBA program. To provide students with multiple formats of learning, the course has been developed and offered in the online format since Spring 2014. The online section is taught in a seven-week schedule; all material is provided in Pilot. MBA 7800 thus provides both face-to-face and online sections to MBA students in every semester of the school year. (C, G, H)
- MBA 7800 Supply Chain Management is a core course in the MBA program. The course has been developed and offered in the online format since Spring 2014. The online section is taught in a seven-week schedule. All material is provided in Pilot. MBA 7800 thus provides both face-to-face and online sections to MBA students in every semester of the school year. (C, G, H)
- To introduce business analytics content in the MBA program, the new team-taught course for the MBA, Business Analytics in Marketing, with ISSCM, was a success with its piloted offering during Summer 2015. An online MBA version of the course will be rolled out in 2016. (C, G, H)

Master Programs

- Following the national trend, to provide content and coverage on the newest topic of business and data analytics, a new course, MIS 7100 Data-Driven Businesses and Organizations, will start in Fall 2015. This new course replaces the previous MIS 7100 and will focus on data analytics and how it can drive modern organizations success in the digital information age. (C, F, G)
- To improve course delivery and better support different ways of learning, all courses in the Master of Information Systems and M.S. in Logistics & Supply Chain Management have adopted multimedia material such as recorded video lectures and weekly online meetings to enhance the engagement of master students. (G, H)

Management and International Business

Management Major

- A number of new courses were developed during the design of the semester curriculum, such as courses in Managing Conflict and Change and Performance Management. (A, B, F)
- Online versions of three of our four undergraduate core classes have been developed in the past academic year (2014-2015). These courses are: LAW 3000 (Business Law), MGT 3100 (Management and Organizational Behavior), MGT 4990 (Strategy: Domestic & International). These courses serve all undergraduate students within the College. (A, B, H)

Human Resources Major

- During the semester conversion, the requirements for the Management major changed considerably, and as a result, a number of new courses were developed. For example, courses in Compensation, Staffing, and Training and Development were developed. (A, B, E, G)

- An online version of our Human Resource Management course (MGT 3210) was developed and offered in Spring 2015. (E, G, H)
- A new Human Resources Certificate program has been developed and approved and will be launched in Fall 2015. The certificate consists of six 3 credit undergraduate courses: Introductory HR and Staffing are required and 4 additional elective courses from a long list of possible courses being offered by the department. (A, B, E, G)

International Business Major

- Some of the requirements for the International Business major were changed. For example, all IB majors have a foreign language requirement and a required IB internship. (A, B)

Mgt. and Intl. Business Department Curriculum Impacts on the Undergraduate Program

- In the semester conversion, the MGT 3110, Leadership and Ethics course became a Writing in the Major course that is required for all undergraduate students in the College. The students must also take an additional Writing in the Major course within the department that houses their major. (B, F, I)
- The department offers four undergraduate core classes that are taken by all students in the College. These courses are: LAW 3000 (Business Law), MGT 3100 (Management and Organizational Behavior), MGT 3100 (Leadership and Ethics), and MGT 4990 (Strategy: Domestic & International). (B, E, F)

Mgt. and Intl. Business Department Curriculum Impacts on the MBA Program

- The Management, Innovation and Change concentration has begun to offer the MBA course in Human Resources on a regular basis – and the department has also developed and offered this course in an online format in the 2014-2015 academic year. (E, G)
- Online versions of all of the department's foundation and core classes for the MBA program have been developed in the past two academic years (2013-2014 and 2014-2015). These courses are: MBA 5400 (Business Law), MBA 7500 (Leadership and Ethics), MBA 7520 (International Business Organizations & Environments), and MBA 7550 (Competitive Strategies). These courses serve all MBA students within the College. (G, H)

Marketing

Undergraduate Program

- In Spring 2015, the department launched its second iteration of the Marketing Analytics (MKT 4650) course (first launched in Spring 2014). This analytics course includes the latest in marketing analytics as well as a computer simulation allowing students to make marketing decisions and evaluate results in a competitive environment. A new project based on Tableau, an industry-leading analytics tool, was introduced in Spring 2015 using a case study from Teradata University. (C, E, G, H)

- The department will launch a new creativity, problem solving, team-building, and communication course (MKT 3700) in 2016 in order to improve students' critical thinking and leadership skills. (E, G)
- Marketing Challenges (MKT 4700) is also scheduled for launch in 2016 in order to enhance academic relevance and community interaction. This will include three 5-week marketing "challenges" with participation from local businesses/organizations such as Speedway (Marketing Analytics), Morris Home Furnishings (Strategic Marketing), and Appenzeller Lab (Virtual Environment - Innovation Marketing Challenge). (C, E, G)
- During the semester conversion all marketing students were required to take a Principles of Selling course, but this requirement has since been dropped. Department faculty have approved and modified the required courses and this modification will be presented to UPC in Fall 2015. (F, G)

Graduate Program

- New team-taught course for MBAs, Business Analytics in Marketing, with ISSCM, is being piloted during Summer 2015. An online MBA version of the course will be rolled out in 2016. (C, E, G, H)
- Online versions of MBA 7600 (Marketing Strategy) and MKT 2500 (Principles of Marketing) were launched in 2013 and continue to be very popular. (G, H)

C. Semester Conversion

Faculty members spent much of the 2009–2010 academic year working to revise the graduate and undergraduate curricula in preparation for semester conversion in Fall 2012. This effort required every course to be reexamined and either completely revised or eliminated from the curriculum. Faculty in each department worked to draft new curricula for the ten undergraduate majors, the MBA program, and four specialized Master's programs. The Undergraduate and MBA Committees were responsible for designing new core requirements for the B.S. in Business and MBA degree programs. All of the new semester courses and programs of study were approved by the faculty in September 2010. Throughout the semester conversion process, faculty members were informed by the results from the Assurance of Learning (AoL) process as well as by new developments in their disciplines. A sample set of changes to the curriculum include:

- Five focused tracks in the undergraduate Finance major were introduced. The intent was to better prepare Finance majors for specific jobs within the profession. For example, the Financial Management track includes more accounting courses for students looking for a career in corporate finance, whereas students in the investments track concentrate on courses in fixed income investing and derivatives. The goal of the investments track is to prepare students for careers in investments and, more specifically, to pass the CFA exam. The real estate track draws on courses in urban economics and urban planning in addition to traditional courses in real estate finance, investments, and appraisal. (A, D, G)
- The core finance course was converted to a sophomore level course rather than junior level. The goal was to cover fewer topics in more depth to improve the performance of the non-Finance and non-Accounting majors. (G)

- A rethinking of the coverage of international business topics and recent events in the financial markets resulted in two new courses in the undergraduate core curriculum. A new course in The Economics of Global Money Markets replaced the existing course The Global Economy. The new course added coverage of money, banking, and financial markets. A second new required course was introduced to increase the amount of international coverage in the core by focusing on strategic management of business across global contexts. (A, F, G)
- In keeping with the college mission statement that emphasizes leadership as an important dimension of student learning, two required management courses in the business core were redesigned to incorporate more coverage of leadership. The existing course in Management and Organizational Behavior was titled Leadership, Management and Organizational Behavior and will introduce theories of leadership as an important focus. A second required course, Business Ethics and Leadership Development, will emphasize development of business ethics and leadership development competencies. (C, E)
- In recognition of the fact that many Marketing majors pursue careers in retailing, the Marketing major now includes a Retailing Track, a three course sequence created to give students the skills needed for successful careers in retailing. (E, G)
- The MS in Logistics and Supply Chain Management revised the content of many of their courses after assessing the results of a survey of program alumni and benchmarking the program against other leading programs. (A, B, F)
- The faculty of the Management Information Systems program reviewed assessment data, and surveyed alumni and area employers. The faculty also reviewed the *IS 2010: Curriculum Guidelines for Undergraduate Degree Programs in Information Systems*, developed collaboratively with the Association of Computing Machinery (ACM) and the Association for Information Systems (AIS). In addition, alumni and employers were asked about the importance of including specific topics in the undergraduate curriculum. The topic list was developed from reviewing the *IS 2010 Curriculum Guidelines* as well as reviewing curricula from other universities. Finally, alumni and employers responded to an open ended question: "Looking into the future, what skills and competencies do you believe will become more important for information systems professionals?" All of this survey evidence from industry professionals and academia were used for identifying changes to the undergraduate and graduate Information Systems curricula. (A, B, F)

The complete semester conversion charts are shown in the following two attachments:

Attachment 32 RSCOB Undergraduate Programs Semester Conversion

Attachment 33 RSCOB MBA Semester Conversion

D. Raj Soin College of Business AoL Action Plan for the Next Five Years

As discussed earlier in this maintenance report, Wright State University implemented a successful conversion from a quarter system to a semester system effective Fall 2012. The number of changes made to the curriculum clearly reflects some of the major reshuffling of the covered areas, and many courses continued to evolve during the last three years. However, now that the semester curriculum has been mature, the AoL process will be updated to incorporate some changes in the 2013 AACSB standards. Based on the data and feedback from faculty, the following are some of the plans

that will be implemented during the next 5 years:

- Assessment of the third cycles will be completed during early Spring 2016 before the AACSB CIR visit in February.
- No data will be collected during Spring 2016, but the 2011-2015 assessment process will be reviewed and updated during the Spring semester, by revising all learning goals and objectives, and re-visiting every assessment measure to ensure it accurately reflects the new goals and objectives.
- AMP will be cleared and updated with the new goals, objectives and instruments, and assessment will restart in Fall 2016 following a standard academic year cycle.
- Since AACSB now allows (and encourages) indirect measures to be used for continuous improvement, indirect measures will be incorporated into AMP for use along with direct measures for continuous improvement purposes. The indirect measures and influencers discussed in the previous section will be considered for more formal data collection and analysis to provide impetus to the improvement process.
- Map the entire AoL Plan that will generate at least two, and preferably three complete assessment cycles for 2016–2020.
- The college will emphasize continuous improvement in the faculty culture of assessment that recognizes that AoL is not driven by accreditation but by a desire to continuously improve student learning and the general learning environment of the College.

7. Academic and Professional Engagement

Summarize the following information:

Student Academic and Professional Engagement: Address the school's strategies supporting student engagement, both academically and professionally. Examples of student academic engagement may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

STUDENT ENGAGEMENT

ACCOUNTANCY

Enrollment and Retention

Initiated by the Ohio Society of CPAs' Student Ambassador and funded by both the Ohio Society of CPAs and the Department of Accountancy, an end of semester Accounting Principles Recognition Event was established in Fall 2013. Outstanding students in the first two accounting principles classes are nominated by faculty teaching those courses. The nominated students are invited to attend an event sponsored by the Ohio Society of CPAs where there is information about majoring in accounting, student membership in the Ohio Society of CPAs, and the CPA exam. Prizes are given out to the students and lunch is provided. Both the Student Ambassador and faculty members are present to talk to the students as well. This program has continued at the end of every succeeding Fall and Spring semester.

The John Talbott Accounting Leadership Program (ALP) targets high performing high school students interested in majoring in accounting. Every student in the program is assigned a mentor from the professional community and receives an annual \$1,000 scholarship. Students in the program attend presentations by business leaders 2-3 times per semester. Sophomore ALP members organize an annual community service project in which all ALP members participate.

On a monthly basis, the Department sends out letters to students applying to Wright State who either indicate an interest in accounting or who are undecided. The letter talks about career opportunities for accountants along with the success of the accounting program.

Academic Distinctiveness and Quality

- Teams of Wright State accounting students advanced to the finals of the IMA National Student Case Competition in 2011, 2012, 2013, and 2014.
- In 2015, the Wright State chapter of Beta Alpha Psi achieved superior status for the 11th consecutive year.
- In 2014 Wright State accounting students finished 3rd in the Association of Government Accountants Student Case Challenge.

- The Wright State chapter of Beta Alpha Psi finished in 3rd place in the Ernst & Young Inclusive Leadership Challenge.

Student Activities

- The Department sponsors a chapter of Beta Alpha Psi. The chapter has been extremely successful. It has earned superior status for 11 consecutive years. The chapter has meetings weekly on Thursday evenings with accounting and business professionals. The average number of members and pledges range from 50-65 per semester.
- The Department sponsors an Accounting Club. This student group meets about once every month on a Wednesday afternoon with accounting and business professionals. The average number of members who are not in Beta Alpha Psi are approximately 15-25 per semester.
- Students can also participate in the Miami Valley student chapter of the Institute of Management Accountants. This group meets periodically throughout the year with presentations by different business and accounting professionals. Approximately 15-20 Wright State students participate each year.
- Wright State is one of a select number of campuses in Ohio that hosts a Student Ambassador sponsored by the Ohio Society of CPAs. The Student Ambassador receives an annual stipend from the Society along with a budget, and is assigned to a faculty advisor. The Student Ambassador is expected to promote accounting on campus and encourage students to become CPAs. The Student Ambassador speaks to accounting principles classes, holds accounting information sessions with pizza at freshmen dorms, and has information booths at various student activity days.

Professional Development

Each Fall the Department of Accountancy sponsors the Accounting Fall Social. This is a mixer where accounting students get a chance to meet accounting and business professionals and learn about career and internship opportunities with their organizations. Approximately 150-200 accounting students attend this event and 80-100 accounting professionals are normally present.

Every year the Department of Accountancy works with the Department's Advisory Board and alumni to offer students Accounting Mock Interviews. Accounting students get the chance to interview with an accounting professional in a professional environment and receive feedback on their interview strengths and weaknesses. Approximately 100-120 accounting students participate in Accounting Mock Interviews each year.

At the end of the Spring semester, the Department of Accountancy collects resumes from accounting students and prepares a resume booklet. The booklets are sent to organizations that regularly recruit accounting students for either career positions or internships.

The Chair of the Department of Accountancy regularly develops and maintains an email list consisting of current accounting students and recent alumni. Aside from regularly sending out academic information to students, this student email list has become a major source for internships and career opportunities for accounting students. Since

the Dayton area does not have many major employers, a number of small companies in the Dayton area have established excellent relationships with both the Chair of the Department of Accountancy and other faculty in the Department. These companies as well as larger organizations regularly reach out to the Department in search of new accounting hires. The e-mails sent out to students have provided many dozens of opportunities for students that they would not have otherwise obtained.

Community Outreach

- The Wright State chapter of Beta Alpha Psi averaged over 1100 hours of service work over the last five years. Their service activities include
 - Free tutoring for students in accounting principles classes
 - Planting of flowers and trees and clearing of brush in Dayton area parks
 - Putting together packages of foods for families at area food banks
 - Assisting in the operations and organizations at the annual Veterans Ball
 - Cleaning up brush from cemeteries
 - Preparing fields for youth athletic activities
 - Assisting in social activities at senior citizen centers
 - Assisting in soup kitchens
 - Reading to elementary school children at inner city schools
- The John Talbott Accounting Leadership Program has an annual community service event organized by the sophomore class of students in the program. Service activities include
 - Sorting and packaging donated food at a food bank
 - Clearing and cleaning at a local cemetery
 - Working at a soup kitchen
- A number of John Talbott Accounting Leadership Program students have gone back either to their own high school or other high schools to promote careers in accounting.

Invited Speakers

Every academic year the Department of Accountancy brings in many accounting professionals and business leaders to speak to students on a variety of subjects. There have also been a number of professionals who have come to speak to accounting students outside of the classroom. These are largely presentations or talks to accounting student groups. Examples of recent speakers are included in [Attachment 34](#).

ECONOMICS

Academic Distinctiveness and Quality (Individual Students):

- President of the Ohio Student Government Association (2013)
- Winner of the Earl Brush Fellowship from the City of Hamilton, Ohio (2012)
- Intern with the United States Small Business Administration and the White House Office of Administration (2013-2014)
- Fulbright Foreign Student Program Grantee (2012-2014)
- Intern with the Ohio Aerospace Hub (2014-2015)

Enrollment, Retention, and Academic Distinctiveness (College, University, and External Groups):

- Social Cost Workshop (2012)
- Neoliberalism Workshop (2013)
- Environmental Crisis Workshop (2014)
- *Inequality for All* screening and panel discussion (2013)
- Economics Club holds many forums each year for club member and for the broader university community. The topics of these forums range from macroeconomic policy to income inequality and range in form from student discussions to guest speakers to film screenings with discussions.
- Omicron Delta Epsilon – The national honors society in economics. Wright State's chapter inducts a select group of qualified students each year and hosts one guest speaker each semester.

Undergraduate Placement – Academic Quality

- 88% Placement by three months following graduation (2012-2015)
- Mean Starting Salary - \$48,000 (excluding bonuses, commissions, and allowances)
- Median Starting Salary - \$45,000 (excluding bonuses, commissions, and allowances)

FINANCE

Enrollment and Retention

- In 2014-2015 the Department of Finance and Financial Services provided a 2-hour kickoff for 5 cohorts of high school students who were preparing to participate in the Ohio Stock Market Challenge. General principles of investing were covered along with an overview of data resources the students would be able to access.
- In Fall 2014, the Department hosted a meet and greet for all students interested in finance that gave students a chance to interact with both faculty and recent alums.
- The Department has begun a job shadowing program for the freshman and sophomore students with Buckingham Financial. The Department is in the process of attempting to expand this program to other local financial services firms.

Academic Distinctiveness and Quality

- Students manage a \$1.2 million portfolio of university funds under the guidance of a senior vice president and portfolio manager from James Investments.
- A group of finance majors generally prepare and sit for the CFA exam level 1 in June each year. In 2012, 17 students prepared for the exam 15 of whom received scholarships for level one exam. In 2013, 15 students prepared for the exam and all received scholarships. In 2014, 5 students prepared for the exam and all received scholarships. In 2015, 7 students prepared for the exam and all received scholarships. This is for a grand total of \$34,860.

- Most of the senior financial services majors are involved with internships at various financial planning firms.

Community Outreach/Transformation

- The Department of Finance and Financial Services hosted the first annual LIFT [Leading Innovation in Finance Today] Symposium in March 2015. Designed for practicing professionals in client facing positions in the banking, insurance, accounting, investing and financial planning industry, the day-long event was organized to address the needs of the next generation of finance professionals and focused on contemporary issues.
- Professional Association participation provides the opportunity to involve our students with what is happening in the Dayton area in their field of interest:
 - Four members of the Finance and Financial Service faculty are members of the Dayton CFA Society at the national level: Marlana Akhbari, Fall Ainina, Burhan Kawosa, and Joanne Li. Marlana Akhbari has been the Education Chair for the Society from 2009 through 2015.
 - William Wood is a CFP and a member of the Financial Planning Association of Southwest Ohio.
 - Matthew Ingram and Burhan Kawosa are Financial Risk Managers and members of Global Association of Risk Professionals (GARP).
 - James Larsen is a member of NAIOP Commercial Real Estate Development Association.
- Annie Ture was the first Raj Soin College of Business student to ever attend a NYSE two-week internship in the summer of 2014.
- Our Finance Club continues to take well-planned annual study trips to Chicago and New York. Businesses visited during recent Chicago trips include:
 - Chicago Board Options Exchange
 - The Chicago Mercantile Exchange
 - Morningstar
 - Nuveen
 - RV Kuhns & Associates
 - Groupon Inc.
- Businesses visited during recent New York City trips include:
 - The New York Stock Exchange,
 - The Fixed Income floor at Citigroup,
 - The Equities Floor at Merrill Lynch,
 - The chief strategist at Standard & Poors
 - Bloomberg
 - Blackrock

Invited Speakers

- The Finance Club hosts a biweekly speaker series throughout the school year that brings in speakers from the Dayton area on all aspects of finance and financial services. Examples of recent speakers are included in [Attachment 34](#).

INFORMATION SYSTEMS AND SUPPLY CHAIN MANAGEMENT

Student Success

- Dan Darkow, an MIS major, received the Distinguished Outstanding Senior Leader Award given by the Office of Student Activities and the Office of the Vice President for Student Affairs.
- Jon Scruggs and Daniel George (Master of Information Systems Alumni) on the Hobart Service IT Infrastructure Team won Technology First's Leadership Award for Outstanding Technology Team in May 2015.
- Karen Hamby, Outstanding Graduate in the M.S. in Logistics & Supply Chain Management program is featured in the university Newsroom on June 4th, 2015. A link to that article is [here](#).

Industry Connections

- Ten MIS & SCM students completed internship programs.
- A total of 1,880 hours of work were completed by the MIS seniors in their capstone courses. Supply Chain capstone seniors successfully completed projects with Honda and Regal. The department awarded 16 scholarships and awards to MIS and SCM students.

Events & Community Engagement

- Annual Digital Mixer on Feb 17, 2015. Over 150 students and 32 companies attended the event.
- A group of MIS, SCM, and MBA students attended a CareSource Deep Dive Workshop, Mar 25th, 2015.
- MIS Student Club and MIS Student Club participated in the April Craze event on Apr 24, 2015.
- Students attended Student Town Hall meeting and Student Round Table with the Chair.

MANAGEMENT AND INTERNATIONAL BUSINESS

Events & Community Engagement

- The Human Resources and Management Club earned the Society for Human Resource Management (SHRM) Student Chapter Honorable Mention Distinction in 2014 and the Superior Merit Award in 2015. SHRM is the world's largest association devoted to human resource management, representing more than 275,000 members in over 140 countries. The student program now includes over 450 affiliated student chapters and more than 15,000 student members.
- One of our students was honored by the Wright State Writing Across the Curriculum program. Raj Sooin College of Business Student, Nicole Ritter, was honored by having her paper, "Multiple Generations in Today's Workplace," written in MGT 3110, published in *Best Integrated Writing: Journal of Excellence in Integrated Writing* at Wright State University. Access to the paper can be found [here](#). *Best Integrated Writing* (BIW) is an annual publication of the Department of English Language and Literatures, using the Dunbar Library's Digital Commons platform, powered by bepress.
- Human Resources and Management Club officers and Club Members participated in Raiderthon. In two years, this event, more than 600 Wright State

University students, staff and faculty danced for 15 hours during a fundraising dance marathon that raised over \$110,000 for Dayton Children's Hospital.

- Approximately 50 students per year participate in management, human resource management, and international business internships for college credit. This applied work experience has gained some of these students extended internships and, for some, even full time employment.
- The Human Resources Senior Seminar Class works annually with outside organizations to provide management and human resources consulting. In 2014 and 2015 alone, student teams served 16 community client partner organizations. The instructor and students provided thousands of hours of consulting service to the participating organizations (both small business and non-profits).

MARKETING

Enrollment and Retention

Enhancing enrollment and retention of the Marketing students is a continuing goal. The following accomplishments enhanced the department's enrollment and retention potential:

- Continued to strengthen the department's relationship with DECA (international high school student marketing and business organization), sending Wright State students for the first time to judge student performance at district competitions and setting up a WSU Raj Sooin College of Business display at the annual state conference in Columbus (2000 high school students attending). Additionally, the department invited over 20 students from Kettering Fairmont high school to an intensive mentoring event at Wright Brothers Day, where they were able to see first-hand how to plan, promote, and run a major event.
- Continued to improve the Customer Insight Program, adding and strengthening development and retention programs for marketing students.
 - Introduced new interaction events with executives, such as improved mentorship process, group visits with companies/execs (e.g., Northwestern Mutual, Baldwin Creative), and roundtable events discussing state-of-the-art marketing issues.
 - Offered twelve scholarships, providing increased student accessibility to a quality education.
 - Strengthened skills for successful entry into the business world (alumni of the program have gone to companies like Speedway and ACCO Brands)
- The marketing club continues to offer students the opportunity to develop their marketing skills by planning and promoting events like Wright Brothers Day and Build Your Brand, and learning and competing at national events like the AMA Collegiate conference, during which students have received two straight annual awards for "Exemplary Chapter Performance."
- Initiated new Raj Sooin College of Business website development and SEO campaign, with objectives to increase the number of prospective students coming to the College's website, optimizing their site experience, improving the College's image, and generating increased numbers of applications. The department will continue to build on WSU/Raj Sooin College of Business's capabilities to track these leads. Faculty managed the evaluation process to recruit a new firm to

assist in SEO and also helped coordinate the process for updating the College and departmental websites.

Academic Distinctiveness and Quality

Launching courses more closely aligned with current business requirements. Direction for these changes come from feedback from the Customer Insight advisory board (local marketing executives) combined with input from students and faculty.

- In Spring 2015, the department launched its second iteration of the Marketing Analytics (MKT 4650) course (first launched in Spring 2014). This analytics course includes the latest in marketing analytics as well as a computer simulation allowing students to make marketing decisions and evaluate results in a competitive environment. A new project based on Tableau, an industry-leading analytics tool, was introduced this Spring, using a case study from Teradata University.
- Launching new creativity, problem solving, team-building, and communication course (MKT 3700) to improve students' critical thinking and leadership skills
- Marketing Challenges (MKT 4700) being launched to enhance academic relevance and community interaction. Three 5-week marketing "challenges" with participation from local businesses/organizations
 - Speedway (Marketing Analytics), Morris Home Furnishings (Strategic Marketing), and Appenzeller Lab (Virtual Environment - Innovation Marketing Challenge)
- New team-taught course for MBAs called Business Analytics in Marketing, with Shu Schiller of ISSCM. Includes overview of marketing analytics fundamentals, online metrics exercises, and a Google Analytics challenge.

Community Outreach/Transformation

This goal includes supporting the region through strategic collaborations, increased curriculum opportunities for community engagement, and expanding Wright State University and the College's presence.

- The Marketing Club held its fourth annual Wright Brothers Day, the club's signature event, on October 2, 2014. Numerous internal and community groups participate. Tim Gaffney, author of fifteen books about aviation, space, exploration and science, was keynote speaker. Other participants included the National Aviation Heritage Alliance, National Air Force Museum, National Park Service, Wright Patterson Air Force Base Human Performance, NASA, and several University and local business innovators. Sociocultural enrichment was facilitated through historical displays from Wright State Special Collections, home of the largest collection of Wright Brothers artifacts in the world. Student club members got experience planning and promoting the event, securing coverage from local newspapers and TV stations.
- The department's expanded relationship with DECA allowed the College's faculty and students to attend, display and judge at the state DECA conference in March 2015, expanding the College's footprint to 2000 high school students from across Ohio.
- The inaugural "Build Your Brand" event was launched in February, 2015, providing students and alumni with guest speakers, free headshot photos, resume review and "online branding" tips. The event was publicized on Alumni relations social media sites, extending the reach into the marketing alumni population.

- The Customer Insight students meet regularly with marketing executives from the board of local businesses such as Speedway, ACCO Brands, Reynolds & Reynolds, Morris Home Furnishings, etc., providing first-hand opportunities for community engagement and learning.
- Student teams worked with numerous local firms (over 60, see Attachment 34) on various marketing planning projects in classes.

Invited Speakers

Guest speakers are commonly invited to speak in classes and at events. Examples of guest speakers from local businesses/organizations are included in Attachment 34.

Attachment 34 Engagement with Local Industry

Executive Education: Summarize the business school's executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.

Executive Education—Speedway Emerging Leaders' Program

Mission and Background: Consistent with the Raj Soin College of Business Mission, the Speedway Emerging Leaders Program was launched in 2007. The purpose of the program is to help support and develop emerging corporate executives for one of the region's most significant business partners. Speedway LLC., a subsidiary of Marathon Petroleum, is headquartered in Enon, Ohio approximately 25 minutes from our campus.

The College's partnership began in 2007 when the regional gas station/convenience store company solicited bids for executive education to a number of universities throughout the state of Ohio. Ultimately, the Raj Soin College of Business was selected to provide the training.

Learning Goals: Speedway Emerging Leaders Program seeks to identify and develop future leaders of the company by immersing these individuals in a business leadership boot camp.

Speedway employees who complete the 4-5 day program will receive specialized training designed to:

I. Create customer value

Managers should be able to isolate those distinctive competencies that result in adding value to Speedway's current level of success. They should be able to identify attractive market opportunities and targets within these markets. They should be able to understand basic product, promotion, pricing, and distribution concepts that create strategic advantage in these markets.

II. Understand processes and challenges in today's global energy marketplace

Energy policies and decision making are increasingly becoming global in scope. Thus, commensurate with their level in the Speedway organization, managers should be trained to "Think globally and act locally" with regard to the global energy market.

III. Enhance high-level supply chain decision-making skills

Consistent with their level of management in the organization, Speedway individuals should develop the skills necessary to gather, interpret and prioritize information from multiple sources to make informed and synchronous supply chain decisions within the organization.

IV. Develop effective leadership style and behavior

Managers should understand and be able to deploy the various aspects of strength-based leadership. This means they must be trained to utilize the many aspects of leadership including such concepts as personal initiative, experience, integrity, skills, and creativity, vision sharing, and dynamic team building.

V. Improving Strategic Decision Making with Financial Data

To develop knowledge critical to high levels of leadership, this module provides practical analytical skills needed to manage the financial, and tangible resources of the firm. This includes understanding the balance sheet, income statement, and sources and uses of funds.

Strategy: the strategy for winning the contract was to differentiate the College's offering from competitors by truly customizing a business boot camp that delivers specific class content desired by Speedway. A series of meetings with senior management at the firm resulted in the creation of the following learning modules:

Module	Taught By
Creating the High Performance Organization	Jim Quick, University of Texas Arlington
Creating Customer Value	Jim Munch, Wright State
Designing Operational Excellence	Jim Hamister, Wright State
Executing Winning Global Business Strategies	Riad Ajami, Wright State
Guiding Organizational Growth and Performance	Fall Ainina, Wright State
Course Final Exam	

It should be noted that another facet of the strategy was to seek out experts to deliver on the College's promise. For example, to deliver the Leadership portion of the program, the College sought out Professor James Quick from University of Texas at Arlington. Jim heads the Goolsby Leadership Academy there, and enjoys a strong global reputation for his work in the area of stress management. In addition, the College is fortunate to have a world renowned expert on oil and global energy policy on its faculty - Professor Riad Ajami. This is a perfect strategic fit with the needs of Speedway.

Outcomes: The program is typically delivered twice each year. The first class ran in 2008 and the College will teach its 14th cohort in September 2015. A huge success, the Emerging Leaders Program has directly or indirectly resulted in over 2 dozen new MBA students, over 30 internships, and numerous full time jobs for undergraduate business students. This corporate partnership has also yielded significant financial rewards. Over the 8-year duration of the program, Speedway has contributed over \$100,000 in student scholarship support. In addition, Marathon Petroleum recently contributed over \$250,000 to help launch the newly created Center for Career Management and Internships. From Speedway's perspective, the corporation has also

grown. In 2014 Speedway and its parent Marathon Petroleum acquired Hess, making Marathon Petroleum Corporation one of the largest refining and convenience store businesses in the United States.

Assessment of Learning: Program assessment and subsequent evaluation/adjustment of learning goals and course content occurs each time the class is taught. A survey is administered to evaluate all educational aspects of the program. The survey also includes an assessment of logistics, food, and lodging. In addition to the overall evaluation, the individual modules—marketing, supply chain, finance, leadership, global energy - are also assessment. Both individual survey and open ended free response is used to determine the extent to which the desired learning goals are attained. Sample copies of the survey are provided. Since inception, significant adjustments have been made to the program content and structure. Most recently, the College has added additional leadership and team building elements and have added two new faculty members to the program.

Table 15-1 is required as an attachment. Use the "Documents" link above to upload the attachment. The template for Table 15-1 can be found [here](#).

1

See Attachment 26 AACSB Table 15-1 Faculty Sufficiency and Qualifications Summary

Faculty Qualifications and Engagement: Address the applicant's strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

FACULTY ENGAGEMENT ACCOUNTANCY

- John Cook is a member of the Dayton Bar Association's Business Law and Taxation Committee.
- John Cook – 2014 Raj Soin College of Business Outstanding Teacher in the Department of Accountancy.
- John Cook in 2011 along with a faculty member from the University of Dayton presented a technical discussion of the charitable contribution deduction to the Dayton Association of Tax Professionals.
- Dave Bukovinsky has been advisor to the accounting student teams that have advanced to the finals of the IMA National Student Case Competition four out of the last five years.
- Dave Bukovinsky has been advisor to the student teams that have participated in the Deloitte Battle of Ohio from 2012-2014.

- Dave Bukovinsky is a reviewer for the American Accounting Association's Ohio Regional Meeting.
- Maggie Houston was appointed by the Governor of the State of Ohio to serve on the Accountancy Board of Ohio. She just completed a 7-year term. She was Vice-Chair in 2011 and Chair in 2012.
- Maggie Houston is a member of the Ohio Society of CPAs and is Trustee of its Educational Foundation and Chair of its Program Committee.
- Maggie Houston serves on the CPA Exam and Administration Committee and the Nominating Task Force of the National Association of State Boards of Accountancy.
- Maggie Houston is advisor to the Ohio Society of CPAs Campus Student Ambassador at Wright State University.
- Maggie Houston was appointed Honorary Commander paired with the 88th Comptroller Squadron at Wright-Patterson Air Force Base.
- Maggie Houston regularly attends monthly meetings of the Dayton Chapter of the Institute of Management Accountants.
- Maggie Houston is a member of the finance committee of the not-for-profit Artemis Center in Dayton, Ohio.
- Maggie Houston was recognized as Outstanding Teacher in the Raj Soin College of Business in 2013.
- Susan Lightle is Coordinator and Moderator of the Cincinnati/Dayton Area Internal Audit Directors' Roundtable.
- Susan Lightle is a reviewer for the American Accounting Association's Ohio Regional Meeting.
- Susan Lightle teaches the Capstone course in the M. Acc. program and has had student teams work on various projects for the Huber Heights school district.
- Susan Lightle participated in the 2011 FSA/Deloitte Consortium.
- Kevin Brown is a participant in the Cincinnati/Dayton Area Internal Audit Directors' Roundtable.
- Kevin Brown is Coordinator of the Auditing section of the Ohio Region of the American Accounting Association in 2011 and 2012.
- Kevin Brown is Chair of the Student Manuscript Competition of the American Accounting Association's Ohio Regional meeting for 2012 and 2013.
- Kevin Brown is Chair of the Finance Committee of his church.
- Kevin Brown participated in the 2013 FSA/Deloitte Consortium.
- Kathryn Easterday was a reviewer, moderator, and discussant at the 2014 American Accounting Association Annual meeting.
- Carolyn Hartwell participated in the 2014 FSA/Deloitte Consortium.
- Carolyn Hartwell participated in the 2012 Trueblood Consortium.
- Paul Lin is a volunteer for the Centerville High School Science Olympiad and the Wright State Science Olympiad.
- Paul Lin is Treasurer for the Centerville Schools Orchestra Supporters.

- Hans Sprohge is a member of the Board of Advisers of Environmental Taxation Worldwide.
- Hans Sprohge is a member of the Education Services Advisory Council of the Ohio Society of CPAs.
- Hans Sprohge is a member of the Ohio Society of CPAs Dayton Accounting Show Advisory Committee.
- Sue Tertian is an active member of the Dayton Chapter of the IMA Board of Directors. She attends all monthly board meetings. In 2011 she was Assistant Treasurer. In 2012-13 she was Treasurer. In 2013 she was CPE Coordinator. She is Student Activities Coordinator for Wright State. In 2014 she was named IMA Dayton Chapter Member of the Year.
- Sue Terzian is the Faculty Advisor to the Miami Valley Student Chapter of the IMA.
- In March, 2015 Tom Hazelbaker testified before the State of Ohio House Finance Committee regarding the Ohio Society of CPAs position on the Governor's budget.
- Tom Hazelbaker serves on the Ohio Society of CPAs Foundation Board.
- Tom Hazelbaker is Director of the Middletown Rotary Club Foundation.
- Tom Hazelbaker serves on the Middletown Community Foundation's Development Fund Committee.
- In 2013, Tom Hazelbaker worked with the city manager of Dayton and other local city managers, finance directors, et al to facilitate the coordination of municipal tax reform for Ohio.
- Tom Hazelbaker provides professional tax services for various clients including Speaker of the U. S. House of Representatives, John Boehner, and Cincinnati Bengals head coach, Marvin Lewis.
- In 2015, James Greenspan made a presentation and was featured speaker at the January meeting of the Dayton chapter of the IMA.
- James Greenspan is faculty advisor to Beta Alpha Psi.
- James Greenspan is faculty advisor to the Accounting Club.
- James Greenspan is coordinator of the John Talbott Accounting Leadership Program.
- James Greenspan was a panel member for a session on "Student Dishonesty and Cheating" at the 2014 American Accounting Association Ohio Regional Meeting.
- James Greenspan meets with accounting and other business professionals 250+ hours annually.
- James Greenspan annually meets with accounting chairs from other Ohio universities at least once a year at the offices of the Ohio Society of CPAs and also meets with the Executive Director of the Ohio Society of CPAs at the same time.

ECONOMICS

- Evan Osborne - 2015 Brage Golding Distinguished Professor of Research
- Zdravka Todorova - 2015 Raj Soin College of Business Outstanding Faculty Scholarship Award
- G. Thomas Sav - 2014 Raj Soin College of Business Outstanding Faculty Scholarship Award
- Sirisha Naidu - 2014 Raj Soin College of Business Outstanding Faculty Service Award
- G. Thomas Sav - 2013 Raj Soin College of Business Outstanding Faculty Scholarship Award
- Thomas M. Jenkins - 2013 Excellence in Teaching Award for the Wright State Core
- Hee-Young Shin - 2013 In-Ho You Commemorative Scholarship Award
- G. Thomas Sav – 2012 Frederick A. White Distinguished Professor of Professional Service
- Zdravka K. Todorova – Outstanding Academic Titles of 2010 by Choice: Current Reviews for Academic Libraries
- Rudy H. Fichtenbaum - 2010 Sternberg Award, American Association of University Professors

FINANCE AND FINANCIAL SERVICES

- Fall Ainina consults weekly with James Investment Research working on various research projects for their mutual fund offerings.
- James Larsen is often quoted in the media as an expert on various types of real estate values, for example, property located near released felons, properties with "tainted pasts" like deaths on the premises or murders etc.
- Bill Wood is often interviewed for local media on subjects such as the movements in the stock market.
- Fall Ainina, Burhan Kawosa, Marlana Akhbari and Joanne Li are all CFAs and members of the CFA Society of Dayton.
- Matt Ingram and Burhan Kawosa are designated Financial Risk Managers by GARP (Global Association of Risk Professionals).
- Bill Wood is a Certified Financial Planner and runs an active advisory business.
- The Department of Finance and Financial Services hosted the first annual LIFT Symposium (Leading Innovation in Finance Today) in March 2015 where 120 regional financial services professionals attended to learn about cutting edge topics in the industry such as: the use of social media in a regulated industry, succession planning for businesses with client loads, financial planning for women and the big picture planning for retirement to include physical, psychological and financial planning. A second one is in the planning process for March 2016.
- The Department of Finance and Financial Services (Marlana Akhbari, Burhan Kawosa and Matthew Ingram) were awarded an Innovation in Teaching Grant from the university to develop online content to support a flipped classroom for Fin 2210.
- The Department of Finance and Financial Services hosted the Stock Market Challenge teams from 6 different high schools for a "Basics of Investing Workshop" in Fall 2014 and Spring 2015.

INFORMATION SYSTEMS AND SUPPLY CHAIN MANAGEMENT

- Established the inaugural ISSCM Corporate Advisory Board, Nov 7th, 2014. Collaboration on teaching and research with industry partners including Honda, CareSource, Wright-Patterson Air Force Base, Standard Register, Speedway, Crown Equipment, R &L Carrier, WinWholesale, LexisNexis, Dayton Chamber of Commerce & Logistics Association, etc.
- Participant in the design and development of the Data Analytics & Visualization Environment (DAVE) lab, completed in August, 2015.
- Dr. George Polak was awarded two semesters of Professional Development Leave for Fall 2015 and Spring 2016.
- Dr. James Hamister received the 2015 Raj Soin College of Business Service Award and was elected WSU Faculty Senator.
- Dr. Larry Weinstein was elected the Chair of the Faculty Executive Committee, Raj Soin College of Business.
- Dr. Kevin Duffy received the Raj Soin College of Business Teaching Award in Fall 2014. Dr. Duffy has been the primary instructor of MIS 3000 and will start co-teaching that course at Sinclair.
- Dr. Anand Jeyaraj published 9 peer-reviewed articles in the past five years. The GIS and Business Analytics courses became the most popular electives.
- Drs. Daniel Asamoah, Derek Doran, and Shu Schiller won a Research Initiation Grant: Assessing the Reliability of Medical Advice Shared on Online Social Media
- Dr. Greg Kellar, with Drs. Therese Zink and Lisa Kellar received a Grant: A Mentoring Coalition for an Entire Community: Wright Health Coalition
- New Assistant Professor Amir Zadeh from Oklahoma State University joined the Department in August, 2015. Amir's recent publication appeared in DSS: Predicting Overall Survivability in Comorbidity of Cancers: A Data Mining Approach.
- Dr. David Hall presented three papers at the 2014 DSI Annual Conference and one abstract at the 2015 POMS Conference.
- Alan Chesen had another successful year being the Chapter President of the Beta Gamma Sigma organization. The College hosted its 40th annual induction ceremony on April 22nd, 2015.
- Dr. Shu Schiller received a faculty mentoring grant to practice strength-based team building.
- Valerie Stueland, Director of Master Programs was designated as one of the 40 Under 40 by Dayton Business Journal in 2014.
- Organized and participated in the Business Keynote: Analytics Unleashed on Oct 16, 2014.

MANAGEMENT AND INTERNATIONAL BUSINESS

Faculty Engagement with the Community

- The department delivered the 3rd Annual Organizational Effectiveness Lecture Series events. The event continues the tradition of over two decades of successful lecture series serving the Human Resource Management needs of the Miami Valley, first through the Human Resources Lecture Series and now through the Organizational Effectiveness Lecture Series.
- The Management and International Business faculty implemented a Wright State University Teaching Innovation Grant of \$20,000 to increase student engagement in the Management 3110 Ethics and Leadership course. This Ethics and Leadership course is not only taken by all students in the Raj Soin College of Business, but also serves as an Integrative Writing (IW) course.
- With the support of Dean Li, the Department hired for a faculty position that is jointly funded between the Raj Soin College of Business and the Lake Campus. This agreement will allow the College to provide upper division management courses at the Lake Campus (whereas only an Associate Degree in Business is currently offered at the Lake Campus). Our Department hired four faculty members in the past two years. All of these new faculty members - Dr. Yongjun Choi, Dr. Kimberly Lukaszewski, and Dr. John Martin, and Dr. Rachel Sturm - will bring to the department talent, academic expertise and innovation in research and teaching.
- For the MGT 7660 Creativity and Innovation course, 5 student teams proposed products or services that could be brought to market. The course focused upon the whole process of bringing things to market, from the creative idea to the final student presentations that were done for a panel of guest judges from the business community. They pitched their original ideas developed in the course as a 'concept to commercialization' endeavor, to the guest judges as if they were pitching it at a venture capital or seed funding source.
- Two of our faculty were honored by the Wright State Writing Across the Curriculum program. Dr. Bud Baker was honored as an Outstanding Integrated Writing Teacher (nominated by students). He was one of the faculty identified by students as an instructor whose use of writing in an Integrated Writing course helped students learn the course material and helped them improve as writers. He was honored in a ceremony on April 9, 2013. Mrs. Donna Back, a Management and International Business Department Adjunct Instructor, was also honored for being the instructor for MGT 3110, the course in which Nicole's essay was produced.
- An Adjunct Instructor from our department, Sherri Herrick, was instrumental in facilitating a degree being awarded to a gravely ill student, Brian Voisard, who could not attend graduation. An article about this event is available [here](#).
- Dr. David Bright provided consulting to the Wright State University Divisions of Finance and Administration and the Office of the Registrar. Both units are undergoing significant reorganization efforts.
- The department houses the Center for Global Business and Education, which publishes the Journal of Asia-Pacific Business, among many other activities. The Director of the center, Dr. Riad Ajami serves as the Editor of the journal and he is routinely interviewed for news outlets regarding international business issues.
- Dr. Melissa Gruys, Chair and Professor in the department, presented modules on

Management and Human Resource Management at the Raj Soin College of Business Professional Business Institute, a three-day residential program area for high school students designed to enhance college readiness and business skills in the region. This camp took place in the summer of 2013, 2014, and 2015.

- The department continues to deliver two of Wright State's most highly enrolled MBA concentrations, Project Management, and Management, Innovation and Change. The International Business concentration is also offered.
- Dr. David Bright and Dr. Melissa Gruys Co-Chaired the Assurance of Learning (AoL) committee for the Raj Soin College of Business. The AoL process is required for accreditation with the Association to Advance Collegiate Schools of Business (AACSB).
- Two department faculty members, Dr. Melissa Gruys and Dr. Brian Lyons, collaborated with the Wright State University Small Business Development Center (SBDC) on a "Mentor Protegee Grant" with a local area company. The aim of the grant and their consulting was to improve the organization's human resource policies and practices.
- In partnership with the Society for Human Resource Management (SHRM), Wright State University offers a certification preparation course to prepare for the Professional of Human Resources (PHR) and Senior Professional of Human Resources (SPHR) certification exams. This serves community human resource professionals in their efforts to become certified as well as serving as a means for those who are already certified to gain recertification credits by reviewing the materials and, for the instructors of the course, by teaching the sessions. Department faculty and adjunct faculty regularly serve as instructors for the program. Further information here. A formal Human Resources Certificate has also been approved and it will be offered beginning in Fall 2015.
- The department awards over \$5,000 in student scholarships annually. The following department scholarships are awarded: The Barbara Kirk Stickney Scholarship, Charles Hartmann Honorary Scholarship, the Bud and Diane Baker Endowed Scholarship, and the Management Department Scholarship. The majority of the department's faculty and staff all contribute to the scholarship funds on an annual basis.

MARKETING

Marketing faculty are engaged with the university and the community. Among the engagement activities of faculty are:

University

- Academic Diversity Initiatives Advisory Council
- Faculty advisor AMAWSU Marketing Club (Exemplary Collegiate Chapter) award.
- Launching the Association of Black Business Students (ABBS)
- Representing university at Semester at Sea
- Initiated mentor program for incoming faculty

Community

- Social Outreach Commission
- Good Neighbor House
- Asian American Coalition

- India Club of Greater Dayton
- International President of AKE International Business Honor Society
- Community Guest Contributor at Dayton Daily News
- Board of Advisors for Valco Industries and A & E Powder Coating

Table 15-2 is required as an attachment. Use the "Documents" link above to upload the attachment. The template for Table 15-2 can be found [here](#).

1

See [Attachment 27 AACSB Table 15-2 Deployment of Participating and Supporting Faculty](#)

8. Other Material

Other Material: Address any additional issues or areas not included in an earlier section of the report. In addition, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

No Other Material

9. Consultative Review

Consultative Review (Optional): An institution may request the Peer Review Team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the institution should provide a summary of relevant background information that informs the team of the opportunity or challenge.

If the institution is not requesting a Consultative Review, please check "No Request".

No Request

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions

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	Research Mono-graphs	Academic/ Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs
Total Accountancy	2	36 ⁽⁸⁾	3 ⁽¹⁾	30 ⁽⁹⁾	0	0	0	0	0	11	69.23%	71.51%
Total Economics	26 ⁽³⁾	87 ⁽⁶⁾	17	60 ⁽⁷⁾	1	0	0	1	0	68 ⁽²⁾	69.23%	66.96%
Total Finance	3	54 ⁽²³⁾	3 ⁽²⁾	36 ⁽¹⁸⁾	0	0	2 ⁽²⁾	0	0	22 ⁽⁵⁾	90%	76.04%
Total Information Systems and Supply Chain Management	49 ⁽¹⁹⁾	53 ⁽¹⁰⁾	16 ⁽⁴⁾	45 ⁽¹⁴⁾	0	14 ⁽⁷⁾	4 ⁽⁴⁾	0	0	55 ⁽⁸⁾	100%	86.66%
Total Management and International Business	89 ⁽³⁾	53 ⁽³⁾	15 ⁽³⁾	45 ⁽⁹⁾	0	4	0	3	0	105	84.62%	73.46%
Total Marketing	44 ⁽⁸⁾	32 ⁽⁶⁾	3	37 ⁽¹²⁾	0	0	4	0	0	38 ⁽²⁾	100%	93.84%

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	Research Mono-graphs	Academic/ Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs
Grand Total	213 ⁽³³⁾	319 ⁽⁵⁸⁾	57 ⁽¹⁰⁾	255 ⁽⁷¹⁾	1	18 ⁽⁷⁾	10 ⁽⁶⁾	4	0	301 ⁽¹⁷⁾	84.06%	77.03%

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.

As the data shows, the number of intellectual contributions in the Applied or integration category counts for about 54% of the total number of intellectual contributions. The Mission of the College is to “advance business practices through research” and hence the high number of applied and integration scholarship aligns well with the mission of the College. Collaborative spirit and desire and willingness to work across boundaries is an outcome that the College practices, and the collaborative research demonstrated in the intellectual contributions aptly demonstrate that value.

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.

We performed several analyses on our intellectual contributions to demonstrate their quality. A very high emphasis has been made over the last five years to improve the quality of the articles published by our faculty. The focus has truly been on the quality and not the quantity of the publications. Over the last 5 years, our faculty have published over 250 peer-reviewed articles, and as of Oct 23, 2015 when this analysis was performed, 85 of the 250 peer-reviewed articles are already indexed by Business Source Complete, one of the premier academic citation indices. Importantly, over 54% of these articles have already received multiple citations, with 2 articles receiving over 100 citations. Given that all the articles in this list were published within the last 5 years, this is clearly a measure of excellent quality. Figure C.A. shows the number of articles corresponding to the number of citations. The articles published in the 2010-2015 cycle were compared to the articles published in the 2005-2010 cycle for quality. The analysis clearly shows a higher percentage of articles in all the ranking types (A*, A, B, C) and a lower percent of unranked articles compared to the previous accreditation cycle. Details of both of these charts are available as attachments to the CIR (See attachments 07 and 18A).

Fig C.A. Article Citation counts

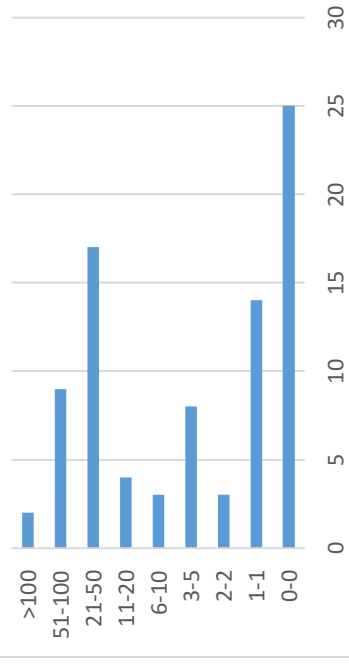
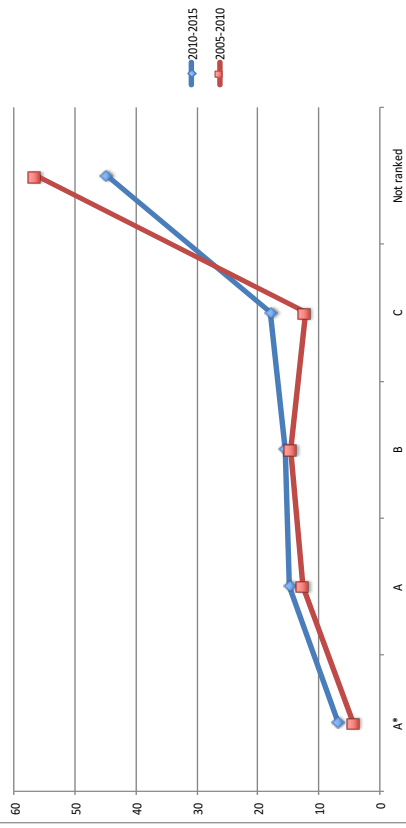


Fig C.B Comparison of % of ranked articles by ABDC Journal List



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.

Several of the intellectual contributions from the last five years have received awards and other recognitions demonstrating the impact of the publications. Some of these awards and other impact measures are listed below.

Research Paper awards:

Dr. Evan Osborne was awarded the Brage Golding Distinguished Professor of Research in 2015 based on his high impact research, including an the award-winning article "Truth, Effort and the Legal Battle" that won the Duncan Black Prize. His research has had a "constructive impact on Wright State University's reputation as a research institution." <http://webapp2.wright.edu/web1/dialogue/2015/09/brage-golding-distinguished-professor-of-research-4/>

The Outstanding Paper of 2014 was presented to James E. Larsen and John P. Blair for "Price Effects of Surface Street Traffic on Residential Property" selected as best paper published in the International Journal of Housing Markets and Analysis.

The 2013 William S. Ballard Award was presented to James E. Larsen, M. Fall Ainina, Marlena L. Akhbari, Nicholas Gressis and Carol Wang for "Investigating the Effectiveness of Alternative Investment Strategies for REIT Portfolios" selected as best paper published in Real Estate Issues.

Dr. James Larsen's articles on real estate pricing have been frequently been covered in popular press, such as the Wall Street Journal, MSNBC, Fox Business, Salt Lake Tribune, Space Clearing, Real Estate Blog, Toronto Star, Edmonton Journal, LaCrosse Tribune and WTAQ.

Dr. Berkwood Farmer's article on the major changes between the 2013 and 2003 AACSB standards are being used by many AACSB accredited and aspirant Universities as a guide.

Dr. Hong Lee's article on Self-reporting under SEC Reg AB and transparency in securitization was selected by the Journal of Risk Finance's editorial team as a Highly Commended paper in the 2015 Emerald Literati Network Awards for Excellence. Please see <http://www.emeraldgroupublishing.com/authors/literati/awards.htm?year=2015> for more details.

Dr. John Martin's article in 2013 Lone-insider boards: Agency prescriptions and governance costs. Southern Management Association Conference, New Orleans, LA, was selected as Strategy Track Best Doctoral Paper, with M. Zorn and C. Shropshire.

Dr. Mingming Pan's article entitled "FDI Agglomeration Change in China" was selected by *Journal of Chinese Economic and Foreign Trade Studies* as the winner for Outstanding Paper Award in the 2013 Emerald Literati Network Awards for Excellence. <http://www.emeraldgroupublishing.com/authors/literati/awards.htm?year=2013&journal=icefts>

Dr. Kathryn Easterday's article on the "persistence of small firm/January effect" was featured in Barron's online by Mark Hulbert.

Dr. Rachel Sturm's article on "Leader self-awareness: An examination and implications for women leaders." Published in *Journal of Organizational Behavior* was quoted in *Nature*, 511, 115 and voted one of the best papers on women's leadership in 2014 by Coles College of Business Women's Leadership Center at Kennesaw State University.

Dr. Rachel Sturm's article on "Self-other rating agreement in leadership" was nominated for *The Leadership Quarterly's* 2010 Best Paper of the Year award.

Two of Dr. Rachel Sturm's articles have been published in the Academy of Management's Best Paper Proceedings, Volumes 71 (2011) and 73 (2013).

Dissertation awards:

Dr. Daniel Asamoah's dissertation received the Oklahoma State University (OSU) Foundation Distinguished Graduate Fellowship Award, 2014

Dr. John Dinsmore's dissertation received a honorable mention from Fordham University Behavioral Pricing Doctoral Dissertation Competition in 2012. http://www.fordham.edu/info/24395/fordham_university_pricing_center

Dr. David Hall received a Dissertation research grant from the Institute for Supply Management (ISM) as well as the Plossi Award from the Association for Operations Management (APICS) for his dissertation.

Dr. Rachel Sturm's dissertation received the Jesse H. Jones Dissertation Completion Grant, C. T. Bauer College of Business (was awarded \$2,500), 2013.

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.

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, 2014 - April 30, 2015

Faculty Member's Name	Faculty Portfolio		Highest Degree, Year Earned	Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification*
	Date of First Appointment to the School	Participating Faculty Productivity (P)		Supporting Faculty Productivity (S)	Scholarly Academic (SA)		Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Accountancy												
Kevin Brown	September 2004	5	Ph D, 2000			UT, MT, RES and SER	100.0					
David Bukovinsky	September 1999	6	Ph D, 1993			UT, MT, RES and SER		100.0				
Mary Callison	August 2014	5				UT, MT, RES and SER	100.0					
John Cook	September 2004	5	LLM, 1996			UT, MT, RES and SER	100.0					
Kathryn Easterday	August 2013	5	Ph D, 2007			UT, MT, RES and SER	100.0					
James Greenspan	January 1, 2003	5	Ph D, 1986			UT, MT, ADM, RES and SER		100.0				
Carolyn Hartwell	September 2001	5	Ph D, 1992			UT, MT, RES and SER	100.0					
Thomas Hazelbaker	August 2012	4	BS, 1972			UT				36.0		
Margaret Houston	September 1988	9	MBA, 1985			UT, MT and SER				100.0		
Susan Lightle	September 1987	5	Ph D, 1992			UT, MT, RES and SER	100.0					
P. Lin	September 1, 2006	5	Ph D, 1988			UT, MT, RES and SER	100.0					
Hans-Dieter Sprohge	September 1993	5	Ph D, 1974			UT, MT, RES and SER	100.0					
Sue Terzian	April 1998	6	MBA, 1979			UT and SER	800.0 (64.7%)	200.0 (16.2%)	0.0 (0.0%)	236.0 (19.1%)	100.0	0.0 (0.0%)
Total Accountancy		70		0								
		>= 60% requirement for P for AACSB met (100.0%)					Minimum SA: >= 40% requirement for AACSB met (64.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (80.9%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			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)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)		Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Economics											
John Blair	September 1981	Ph D, 1974	5		UT, MT, RES and SER	100.0					
Pamela Bowers	September 2008	MS, 1996		2	UT				18.0		
Ribhi Daoud	September 1999	Ph D, 2000		4	UT					36.0	
D.R. Fannin	July 13, 1998	MBA, 2000	3		UT and ADM				27.0		
Berkwood Farmer	June 2001	Ph D, 1969	6		UT, MT, RES and SER	100.0					
Rudy Fichtenbaum	September 1980	Ph D, 1980	1		UT, MT, RES and SER		100.0				
Alan Herner	August 2012	Ph D, 2011		4	UT				36.0		
Carol Herrick	September 2008	MS, 1975		4	UT				36.0		
Barbara Hopkins	September 1994	Ph D, 1992	2		UT, MT, RES and SER	100.0					
Thomas Jenkins	January 2001	MS, 1975	6		UT, ADM and SER				100.0		
Ted Jockel	January 2011	MS, 1986		4	UT				36.0		
Kevin Klanderma	January 1, 2015	MS, L&SCM, 2014		1	UT				9.0		
Michael Lander	August 1, 1990	MS, 1989		3	UT				27.0		
Taki Manolakos ¹	March 2012	MA, 2009		0	UT			0.0			
Kerry Martin	September 1996	MS, 1994	8		UT				100.0		
Sirisha Naidu ²	September 2006	Ph D, 2007	0		UT, MT, RES and SER	100.0					
Evan Osborne	September 1994	Ph D, 1993	5		UT, MT, RES and SER	100.0					
G. Sav	September 1987	Ph D, 1981	6		UT, MT, RES and SER	100.0					
Hee Shin	August 2013	Ph D, 2012	5		UT, MT, RES and SER	100.0					
George Sadders	September 2007	MS, 1993		5	UT				45.0		
Zdravka Todorova	September 2006	Ph D, 2007	5		UT, MT, RES and SER	100.0					
Thomas Traynor	September 1988	Ph D, 1988	2		UT, MT, ADM, RES and SER	100.0					
Total Economics			54	27		900.0 (61.2%)	100.0 (6.8%)	0.0 (0.0%)	434.0 (29.5%)	36.0 (2.4%)	
			>= 60% requirement for P for AACSB met (66.7%)			Minimum SA: >= 40% requirement for AACSB met (61.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (68.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (97.6%)					

Faculty Portfolio			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)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)		Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Finance											
M. Ainina	September 1986	Ph D, 1986	8		UT, MT, RES and SER	100.0					
Marlena Akhbari	September 1, 1999	Ph D, 1999	4		UT, MT, ADM, RES and SER	100.0					
Charles Alibery	September 1, 1991	JD, 1978		1	UT				9.0		
Shon Anderson	January 2009	MBA, 2007		4	UT				36.0		
Craig Brooks	March 2007	MBA, 2000		1	UT				9.0		
Matthew Ingram	August 1, 2012	MA, 2002	10		UT				100.0		
Jessica Jacobson-Anderson	January 2011	JD, 2009		1	UT				9.0		
Burhan Kawosa	September 1, 2003	MBA, 2003	5		UT, MT and SER				100.0		
James Larsen	September 1987	Ph D, 1987	4		UT, MT, RES and SER	100.0					
Hong Lee	August 2014	Ph D, 2014	5		UT, MT, RES and SER	100.0					
Joanne Li ³	July 9, 2012	Ph D, 1997	0		UT, MT, ADM, RES and SER	100.0					
Kevin Locker	April 2011	MS, 2011		1					9.0		
Thomas Mangan	January 2001	MBA, 1974		3	MT				27.0		
Jason Moore	2013	MBA, 2003		5	UT and SER				45.0		
Brandon Morris	August 1, 2014	Ph D, 2014	5		UT, MT, RES and SER	100.0					
Carol Wang	September 2006	Ph D, 2006	3		UT, MT, RES and SER	100.0					
William Wood	September 2001	MS, 1981	7		UT and SER				100.0		
Total Finance			51	16		700.0 (61.2%)	0.0 (0.0%)	0.0 (0.0%)	444.0 (38.8%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (76.1%)			Minimum SA: >= 40% requirement for AACSB met (61.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (61.2%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			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)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)		Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Information Systems and Supply Chain Management											
Daniel Asamoah	August 1, 2014	Ph D, 2014	4		UT, MT, RES and SER	100.0					
Kara Brown	August 2012	MIS, 2010		2	UT				18.0		
Alan Chesen	January 1, 1993	MBA, 1989	7		UT, MT and SER				100.0		
Kevin Duffy	September 1, 2004	Ph D, 2002	11		UT, MT, RES and SER	100.0					
David Hall	August 1, 2013	Ph D, 2012	5		UT, MT, RES and SER	100.0					
James Hamister	June 1, 2007	Ph D, 2008	6		UT, MT, RES and SER	100.0					
Donald Hopkins	January 2004	MBA, 1985		2	MT				18.0		
Anand Jeyaraj	September 1, 2006	Ph D, 2007	5		UT, MT, RES and SER	100.0					
Collin Johnson	January 2007	MBA, 2001		1	UT and MT						
Gregory Kellar	September 1, 2008	Ph D, 1996	9		UT, MT, RES and SER	100.0				9.0	
Lindsay Love	September 1, 2013	MS L&SCM, 2012		1	UT				9.0		
Jeremy Lutz	September 1, 2014	MIS, 2010		2	UT and MT					18.0	
George Polak	September 1, 1988	Ph D, 1983	5		UT, MT, RES and SER	100.0					
Craig Przybyla	September 1, 2013	Ph D, 2010		1	UT				9.0		
Russell Roysden	January 2010	MIS, 2009		3	UT and MT				27.0		
Shu Schiller	July 1, 2006	Ph D, 2007	2		UT, MT, ADM, RES and SER	100.0					
Arijit Sengupta	June 1, 2005	Ph D, 1997	1		UT, MT, ADM, RES and SER	100.0					
Valerie Stueland	September 2012	MBA, 2005		1	MT and ADM					100.0	
Larry Weinstein	September 1993	Ph D, 1996	10		UT, MT, RES and SER	100.0					
Total Information Systems and Supply Chain Management			65	13		1000.0 (76.5%)	0.0 (0.0%)	0.0 (0.0%)	308.0 (23.5%)	0.0 (0.0%)	0.0 (0.0%)
			>= 60% requirement for P for AACSB met (83.3%)			Minimum SA: >= 40% requirement for AACSB met (76.5%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (76.5%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			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)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)		Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Management and International Business											
Riad Ajami	August 1, 2007	Ph D, 1978	3		UT, MT, RES and SER	100.0					
Donna Back	September 1, 2007	MBA, 1978		4	UT				36.0		
Francis Baker	July 1990	Ph D, 1984	7		UT, MT, RES and SER	100.0					
J. Michael Bernstein	September 1, 2004	JD, 1968	8		UT and SER				100.0		
David Bright ⁴	July 1, 2006	Ph D, 2005	0		UT, MT, RES and SER	100.0					
Elizabeth Brown	September 1, 2012	MS, 1977		3	UT				27.0		
Patrick Carus	September 2008	MS, 1994		3	UT				27.0		
Yongjun Choi	August 1, 2014	Ph D, 2014	5		UT, MT, RES and SER	100.0					
Robert Fass	January 2013	Ph D, 2008	3		UT				50.0		
Melissa Gruys	June 1, 2006	Ph D, 2000	2		UT, MT, ADM, RES and SER	100.0					
Eric Joo	January 13, 2014	MBA, 2013		2	UT				18.0		
Suzanne Kelly-Garrison	September 1, 2007	JD, 1980	6		UT and SER				100.0		
Michael Kemper	June 1997	MBA, 1996		3	UT				27.0		
Ann Kendall	August 2012	MBA, 2009		1	MT				9.0		
Kimberly Lukaszewski	August 2014	Ph D, 2002	6		UT, MT, RES and SER	100.0					
Scott MacDonald	January 1, 1998	MBA, 1996		2	UT				18.0		
Cynthia Schisler	January 2014	MA, 1995		2	UT				18.0		
Oliver Stoutner	January 2015	Ph D, 2015	3		UT, MT and RES	50.0					
Rachel Sturm	August 1, 2014	Ph D, 2014	5		UT, MT, RES and SER	100.0					
Mark Suazo	June 1, 2011	Ph D, 2002	5		UT, MT, RES and SER	100.0					
Noel Thompson	September 2005	MBA, 1996		2	MT				18.0		
Scott Williams	September 1, 2000	Ph D, 1999	7		UT, MT, RES and SER	100.0					
Total Management and International Business			60	22		950.0 (68.0%)	0.0 (0.0%)	0.0 (0.0%)	448.0 (32.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (73.2%)			Minimum SA: >= 40% requirement for AACSB met (68.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (68.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			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)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)		Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Marketing											
John Dinsmore	August 1, 2014	Ph D, 2013	5		UT, MT, RES and SER	100.0					
Christopher Dunn	September 1, 2005	MBA, 1977		4	UT and MT				36.0		
Kendall Goodrich	June 1, 2008	Ph D, 2007	7		UT, MT, ADM, RES and SER	100.0					
Charles Gulas	September 1994	Ph D, 1994	5		UT, MT, RES and SER	100.0					
Pola Gupta	August 20, 2002	Ph D, 1988	5		UT, MT, RES and SER	100.0					
Inder Khera	September 1978	Ph D, 1968	5		UT, MT, RES and SER	100.0					
Egbert Kollaard	July 2008	MS, 1984		4	UT and MT				36.0		
James Munch	June 2007	Ph D, 1983	2		UT, MT, ADM, RES, ED and SER	100.0					
Rosemary Ramsey	August 15, 2003	Ph D, 1987		1	UT, MT, RES and SER	9.0					
Kunal Swani	August 1, 2014	Ph D, 2014	5		UT, MT, RES and SER	100.0					
Wakiuru Wamwara	July 2003	Ph D, 2003	5		UT, MT, RES and SER	100.0					
Total Marketing			39	9		809.0 (91.8%)	0.0 (0.0%)	0.0 (0.0%)	72.0 (8.2%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (81.2%)			Minimum SA: >= 40% requirement for AACSB met (91.8%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (91.8%) 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			339	87		5159.0 (69.4%)	300.0 (4.0%)	0.0 (0.0%)	1942.0 (26.1%)	36.0 (0.5%)		
			>= 75% requirement for P for AACSB met (79.6%)			Minimum SA: >= 40% requirement for AACSB met (69.4%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (73.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (99.5%)						
Faculty Sufficiency Indicators:												
<ul style="list-style-type: none"> Overall: P/(P+S) >= 75% By discipline, location, delivery mode, or program: P/(P+S) >= 60% 												

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."

* Brief Description of Basis for Qualification
Note: Instead of including this information in this table, the basis of qualification using the faculty approved qualification statement and approval form are included as a separate attachment. See Attachment 24 Faculty Qualification Checklists.

¹ Taki Manolakos

Note: In 2014-2015, did not teach any courses. (Professional Development Leave)

² Sirisha Naidu

Note: In 2014-2015, did not teach any courses. (Professional Development Leave)

³ Joanne Li

Note: In 2014-2015, did not teach any courses. (No teaching duties – Dean)

⁴ David Bright

Note: In 2014-2015, did not teach any courses. (Professional Development Leave)

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, 2014 - April 30, 2015

	Percent of teaching (measured by courses taught)					Total %
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O)%	
Bachelor's	52.2%	2.52%	0%	44.03%	1.26%	100%
MBA	79.31%	5.17%	0%	15.52%	0%	100%
Specialized Master's	68%	2%	0%	30%	0%	100%
Doctoral	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 level by faculty qualifications status. 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.