

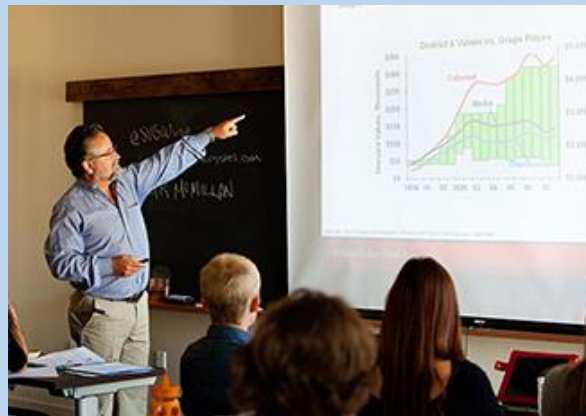


School of Business and Economics

# SONOMA STATE UNIVERSITY

## APPENDIX A FOR CIR REPORT

DECEMBER 2016



**SONOMA STATE UNIVERSITY'S  
SCHOOL OF BUSINESS AND ECONOMICS  
APPENDIX A FOR CIR REPORT**

**Table of Contents**

|   |    |
|---|----|
| AACSB Table 2-1: Intellectual Contributions for AY 2015-16                          | 3  |
| AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for AY 2015-16     | 13 |
| AACSB Table 15-2: Deployment of Participating and Supporting Faculty for AY 2015-16 | 18 |
| Faculty and Staff Innovations - Fall 2015   | 19 |
| Faculty and Staff Innovations - Fall 2016   | 23 |
| Proposed Curriculum Changes for BSBA Program  | 30 |

## AACSB TABLE 2-1: Intellectual Contributions for AY 2015-16

| Part A: Five-Year Summary of Intellectual Contributions |   |                                    |                                   |                                     |                                      |  |                             |            |              |                          |               |                            |            |
|---|---|------------------------------------|-----------------------------------|-------------------------------------|--------------------------------------|--|-----------------------------|------------|--------------|--------------------------|---------------|----------------------------|------------|
| Faculty   | Portfolio of Intellectual Contributions |                                    |                                   | Types of Intellectual Contributions |                                      |  |                             |            |              |                          |               | % of Faculty Producing ICs |            |
|   | Basic or Discovery Scholarship          | Applied or Integration Scholarship | Teaching and Learning Scholarship | Peer-Reviewed Journals              | Academic/Prof'al Meeting Proceedings | Academic/Prof'al Meeting Presentations | Competitive Research Awards | Text-books | B-List Cases | Other Teaching Materials | All Other ICs | % of Participating         | % of FTE   |
| <b>BUSINESS ADMINISTRATION DEPARTMENT</b>               |   |                                    |                                   |                                     |                                      |  |                             |            |              |                          |               |                            |            |
| <i>Accounting</i>                                       | 13                                      | 16                                 | 3                                 | 11                                  | 14                                   | 5                                      | 0                           | 0          | 0            | 0                        | 2             | 50%                        | 31%        |
| <i>Finance</i>  | 8                                       | 7                                  | 10                                | 12                                  | 0                                    | 7                                      | 0                           | 0          | 0            | 0                        | 6             | 100%                       | 75%        |
| <i>Management</i>                                       | 25                                      | 102                                | 41                                | 55                                  | 3                                    | 37                                     | 0                           | 2          | 8            | 2                        | 61            | 53%                        | 41%        |
| <i>Marketing</i>  | 9                                       | 40                                 | 10                                | 20                                  | 0                                    | 26                                     | 0                           | 0          | 0            | 1                        | 12            | 100%                       | 100%       |
| <i>OM, MIS, BStat, BLaw</i>                             | 12                                      | 37                                 | 7                                 | 22                                  | 2                                    | 26                                     | 0                           | 0          | 1            | 0                        | 5             | 83%                        | 36%        |
|   |   |                                    |                                   |                                     |                                      |  |                             |            |              |                          |               |                            |            |
| BS in Business  | 62                                      | 167                                | 65                                | 96                                  | 19                                   | 88                                     | 0                           | 2          | 9            | 3                        | 77            | 74%                        | 52%        |
| MBA   | 21                                      | 103                                | 34                                | 54                                  | 3                                    | 39                                     | 0                           | 0          | 7            | 1                        | 54            | 85%                        | 85%        |
| EMBA  | 25                                      | 53                                 | 26                                | 44                                  | 0                                    | 42                                     | 0                           | 0          | 1            | 1                        | 16            | 69%                        | 50%        |
| <b>BUSINESS DEPT. TOTAL</b>                             | <b>62</b>                               | <b>179</b>                         | <b>67</b>                         | <b>110</b>                          | <b>19</b>                            | <b>88</b>                              | <b>0</b>                    | <b>2</b>   | <b>9</b>     | <b>3</b>                 | <b>77</b>     | <b>67%</b>                 | <b>45%</b> |
|   |   |                                    |                                   |                                     |                                      |  |                             |            |              |                          |               |                            |            |
| <b>ECONOMICS DEPT. TOTAL</b>                            | <b>34</b>                               | <b>18</b>                          | <b>2</b>                          | <b>30</b>                           | <b>3</b>                             | <b>21</b>                              | <b>0</b>                    | <b>0</b>   | <b>0</b>     | <b>0</b>                 | <b>0</b>      | <b>83%</b>                 | <b>56%</b> |
|   |   |                                    |                                   |                                     |                                      |  |                             |            |              |                          |               |                            |            |
| <b>SCHOOL OF BUSINESS &amp; ECONOMICS</b>               | <b>88</b>                               | <b>193</b>                         | <b>67</b>                         | <b>126</b>                          | <b>22</b>                            | <b>109</b>                             | <b>0</b>                    | <b>2</b>   | <b>9</b>     | <b>3</b>                 | <b>77</b>     | <b>67%</b>                 | <b>45%</b> |

## 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.

Briefly restated, our mission's strategic goals are three-fold: to create memorable and transformational learning experiences, to be an exemplar of best business practices, and to be a global leader in support of the business of wine. Our intellectual contributions align with our mission through (1) our research goals and (2) faculty engagement.

### (1) Research Goals

Our research goals reflect our mission and strategic goals through a primary focus on the application of business theory to business practice (193 of 348 or 55% of ICs). Basic or discovery scholarship represents another substantial area of intellectual contributions for our faculty. Approximately 25% of our research is aimed at generating new knowledge and understanding. These intellectual contributions reflect broad issues in the core business disciplines and include research in such areas as motivation, strategic management, voluntary disclosures, derivatives, entrepreneurship, innovation, supply chain development, information systems, franchising, corporate social responsibility, and leadership. Our faculty also direct their research toward pedagogical issues, such as technological innovations in education and tools for teaching finance concepts. Approximately 20% of our intellectual contributions in the past five years have been focused on pedagogy. Our largest type of pedagogical research work is case studies which engage our faculty, students, and the community. We think of the alignment of our research and strategic goals through the lens of being an exemplar of best business practices. Thus, our research serves our stakeholders by both applying extant theory and knowledge to business situations relevant to those stakeholders and engaging them in that research.

### Industry Focus

Our productivity in the wine business research area, in particular, is a clear indication of our mission-focused impact, with 126 of the 348 ICs (or 36%) focusing on the wine industry. The SBE's ICs in this area also span the academic and practitioner realms (e.g., 32 peer-reviewed articles (25%), 34 conference presentations (31%), and 49 trade articles (64% of "Other")), providing evidence of our efforts to bring business theory to bear on wine industry issues as well as using wine industry applications to gain insights on theory that can extend to other businesses. In addition, our wine-related intellectual contributions address global business issues, are frequently co-written by faculty from different disciplines, and disseminate pedagogical innovations. [See Appendix A for tables of teaching innovations.] Scholarly activity beyond the wine area also tends to emphasize industry-relevant research, as demonstrated by faculty research ranging across areas such as hospital performance, sustainable business practices, and service industry operations.

While the wine industry has been our focus for many years, we are beginning to build expertise that services three other issues important to our region: sustainability and social responsibility (32 ICs), hospitality (31 ICs), and entrepreneurship (12 ICs). New faculty hires over the past five years provide a catalyst for focusing our attention on these regional growth points. Finally, as a school in a liberal arts university in a region that values personal freedom, we are committed to supporting our faculty in pursuing a broad range of research interests and therefore do not attempt to limit their research to any specific areas.

### Engaging Students and Community

By far our largest type of pedagogical intellectual contribution is case studies as is evidenced by those published in peer-reviewed journals (17) as well as those in texts and other outlets (11). These cases engage our students and community in two ways.

1. When used in the classroom, the case studies engage our students, as well as students across the nation and world, in rich learning experiences that highlight issues of regional interest.
2. They engage the community by providing the businesses and business owners used as the basis for the cases the opportunity to work closely with our faculty and students (22 of the 28 cases explore local companies).

### **(2) Faculty Engagement**

Consistent with our emphasis on applied research, our participating faculty include both practitioners and researchers. Practitioners who engage with us in curriculum development, assurance of learning, and club advising bring a perspective that helps ensure students are prepared to lead within our region. In two of our areas, the researcher-to-practitioner ratio is lower than we'd like: Accounting (50%) and Management (53%). In both these areas, the proportion of participating practitioners is naturally higher than in our other areas. In Accounting, the strength of our program and our engagement with the accounting firms emanates from a strong combination of academic and practitioner faculty. We have practitioners leading the Accounting Forum (student club) and involved in assurance of learning. In Management, the importance of leadership and entrepreneurship in our programs result in practitioners actively involved particularly in curriculum development and mentorship. The naturally lower researcher-to-practitioner ratio in these areas combine with specific temporary issues that have brought the ratio lower than desired. In Accounting, the retirement of an SA faculty member in combination with a failed search last year (15/16), has left us with fewer researchers than normal. We currently have an active search in process to remedy the situation. In Management, one of our researchers has fallen out of SA qualification. We have worked out a developmental plan with the faculty member to increase research productivity. That professor is well on the way to recapturing SA status with one publication in the past six months and one on track for submission within the next few months. In addition, we hired a new Management faculty member who started at SSU this year (16/17).

We encourage faculty collaboration on research as a way to promote cross-discipline engagement. Between 2011 and 2016, 15 peer-reviewed journal articles, 19 conference presentations, and eight trade publications were co-authorships between our faculty, in a variety of cross-disciplinary combinations such as Finance-MIS-Management, Marketing-Wine Business, Operations Management-Wine Business-Economics, Marketing-Management-Wine Business, Operations Management-MIS-Management, and Accounting-Finance.

## **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 consider several dimensions when we assess quality: (1) peer-review, (2) contribution to the wine industry, and (3) the global reach of our intellectual contributions.

### **(1) Peer-review**

Consistent with academic quality, we publish in peer-reviewed journals and present papers at conferences that require peer-review as part of the acceptance process. For both breadth of reach and consistency with our liberal arts focus which encourages diversity, we publish in a wide range of journals and present at a wide range of conferences.

|                           |    |
|---------------------------|----|
| Peer-reviewed journals    | 75 |
| Peer-reviewed conferences | 74 |

### **(2) Contribution to the Regional Wine Industry**

Our global wine focus starts with serving our local and regional wine communities. However, online outlets are also available world-wide. Making our wine research results accessible to practitioners through trade journals is a measure of quality for us.

| Trade Outlet                      | # of Articles |
|-----------------------------------|---------------|
| Winebusiness.com                  | 26            |
| Wine Business Monthly             | 8             |
| Wine Spectator                    | 4             |
| Fine Wine and Liquor              | 2             |
| Practical Winery and Vineyard     | 2             |
| Vineyard and Winery Management    | 2             |
| Wine and Viticulture Journal      | 2             |
| Wine Industry Network Advisor.com | 1             |
| Der Deutsche Weinbau              | 1             |
| The Conversation                  | 1             |

### **(3) Global Reach**

Another measure of quality is the extent of global reach. Because dissemination of journals is essentially international in this online age, we look at location of conferences as an indication of the extent to which we are reaching a national or global reader base. Below is the number of faculty presentations made in national and international environments.

|               |    |
|---------------|----|
| National      | 73 |
| International | 36 |

In the tables below, we provide comprehensive listings of our publication and presentation outlets.

| <b>List of Peer-Reviewed Journals for SBE Publications (2011-2016)</b>                      |
|---|
| Applied Economics Letters   |
| Business and Society Review   |
| Business Journal for Entrepreneurs  |
| Business Strategy and the Environment   |
| Case Research Journal   |
| Chinese Economy   |
| Chinese Management Studies  |
| Competitive and Cooperative Business Strategies for Efficient Outcomes in Different Markets |
| Educational Researcher  |
| Emerald Emerging Markets Case Collection  |
| Franklin Business & Law Journal   |
| Global Business and Economics Review  |
| Global Economic Review  |
| Handbook of Behavioral Finance  |
| Information Systems Management  |
| Innovative Marketing  |
| Insights to a Changing World  |
| International Business and Social Science   |
| International Journal of Arts and Sciences  |
| International Journal of Human and Social Sciences  |
| International Journal of Human Capital and Information Technology Professionals             |
| International Journal of Information and Education Technology                               |
| International Journal of Innovation, Management & Technology                                |
| International Journal of Management   |
| International Journal of Sponsorship & Sport Marketing                                      |
| International Journal of Wine Business Research   |
| International Research Journal of Applied Finance   |
| International Journal of Management Accounting Research                                     |
| Journal of Food Products Marketing  |
| Journal for East European Management Studies  |
| Journal of Academy of Business and Economics  |

|  |  |
|--|--|
| Journal of Accounting and Public Policy                  |  |
| Journal of Applied Accounting Research                   |  |
| Journal of Business Ethics                               |  |
| Journal of Business Logistics                            |  |
| Journal of Business Research                             |  |
| Journal of Economics and Business                        |  |
| Journal of Education for Business                        |  |
| Journal of Emerging Economy Studies                      |  |
| Journal of Entrepreneurship Education                    |  |
| Journal of Finance and Accountancy                       |  |
| Journal of Finance Case Research                         |  |
| Journal of Finance Issues                                |  |
| Journal of Food Products Marketing                       |  |
| Journal of Foodservice Business Research                 |  |
| Journal of Hospitality Marketing and Management          |  |
| Journal of Instructional Pedagogies                      |  |
| Journal of Instructional Techniques in Finance           |  |
| Journal of Intercultural Management                      |  |
| Journal of International Food and Agribusiness Marketing |  |
| Journal of Korea Trade                                   |  |
| Journal of Management and Marketing Research             |  |
| Journal of Research in Marketing and Entrepreneurship    |  |
| Journal of Retailing                                     |  |
| Journal of Retailing and Consumer Services               |  |
| Journal of Reviews on Global Economics                   |  |
| Journal of Services Marketing                            |  |
| Journal of Strategic Innovation and Sustainability       |  |
| Journal of Strategic Marketing                           |  |
| Journal of Theoretical Accounting Research               |  |
| Journal of Travel & Tourism Marketing                    |  |
| Journal of Vacation Marketing                            |  |
| Journal of Wine Economics & Policy                       |  |
| Journal of Wine Research                                 |  |
| Leadership and Organizational Management Journal         |  |



|                                   |
|-----------------------------------|
| Leadership Excellence             |
| Modern Economy                    |
| Paradoxes of CEE Management       |
| Review of Business Research       |
| Sport Marketing Quarterly         |
| The Baseball Research Journal     |
| The Service Industries Journal    |
| Vineyard & Winery Management      |
| Wine Economics and Policy Journal |

#### **List of Conferences for SBE Presentations (2011-2016)**

|  |
|--|
| AAA Annual Meeting   |
| AAA Midwest Region Meeting   |
| AAA Ohio Region Meeting  |
| AABRI  |
| Academy of Finance Annual Conference   |
| Academy of Management Annual Meeting   |
| ACME International Conference of Pacific Rim Management Annual Meeting       |
| AIBE Conference  |
| American Association of Geographers  |
| American Marketing Association's Summer Educators' Conference                |
| American-Canadian Conference   |
| Annual Symposium on International & Interdisciplinary Business Research      |
| Association of Environmental Economists Annual Meeting                       |
| Association of Hospitality Financial Management Educators Research Symposium |
| Association of Marketing Theory & Practice Annual Meeting                    |
| AWBR International Conference  |
| Bay Area Behavioral and Experimental Economics                               |
| Belpasso International   |
| British Accounting & Finance Association Annual Meeting                      |
| CES North America Conference   |
| Chinese Economist Society Annual Conference                                  |

|   |
|---|
| CSU Regional Symposium on University Teaching                                   |
| Decision Sciences Institute Annual Meeting                                      |
| Decision Sciences Institute Midwest Region Meeting                              |
| Eastern Economic Association Annual Meeting                                     |
| EU Economic Integration   |
| EURAM Conference  |
| European Decision Sciences Conference   |
| European Union Studies  |
| Financial Education Association Annual Conference                               |
| Heartland Environmental   |
| Hawaii International Conference on Business                                     |
| Hong Kong International Conference on Education, Psychology, & Society          |
| IABE Annual Conference  |
| IMRA-ABRM International Conference on ROGE                                      |
| Industry Studies Association Conference   |
| Innovation Enterprise Social Media Analytics Innovation Summit                  |
| Institute Behavioral and Applied Management Annual Conference                   |
| International Academy of Wine Business Research Conference                      |
| International Atlantic Economic Conference                                      |
| International Conference on Business , Management, & Governance                 |
| International Conference on E-Education, E-Business, E-Management, & E-Learning |
| International Congress on Conservation Biology                                  |
| International Supply Chain Management Symposium and Workshop                    |
| International Workshop on Food Supply Chain                                     |
| IX CREDA Agricultural Economics Conference                                      |
| Korean Scholars of Marketing Science International Conference                   |
| Marketing Educators' Association Annual Conference                              |
| Marketing Strategy Meets Wall Street II   |
| National Business & Economics Society Conference                                |
| North American Case Research Association  |
| Oikos Faculty Symposium, GRONEN Research Conference                             |
| SIBR Conference in Interdisciplinary Business & Economics Research              |
| Global Supply Chain Management Conference                                       |
| Sloan Sports Analytics Conference   |

|  |
|--|
| Social Marketing Advances in Research and Theory Conference                            |
| Society for Conservation Biology North American Congress                               |
| Southern Economic Conference   |
| Sport Marketing Association Conference   |
| Strategic Management Society Annual Conference   |
| TCC Worldwide Online Conference: Emerging Technologies in Education--Trends and Issues |
| The Ninth Royal Bank International Research Seminar                                    |
| USASBE Conference  |
| Western Academy of Management Conference   |
| Western Business and Management Association International Research Conference          |
| Western Decision Sciences Institute Annual Meeting                                     |
| Western Economic   |
| Western Regional Science   |
| Wine Industry Financial Symposium  |
| World Universities Forum   |

## 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.

Our faculty use Google Scholar as a way to measure the impact of their intellectual contributions. Recent statistics from their Google Scholar profiles are provided in the table below.

| Last Name | First Name | Dept. | Citations (All) | H-Index (All) | i10 - Index (All) | Citations (Since 2011) | H-Index (Since 2011) | i10-Index (Since 2011) |
|-----------|------------|-------|-----------------|---------------|-------------------|------------------------|----------------------|------------------------|
| Atkin     | Thomas     | BUS   | 510             | 9             | 9                 | 370                    | 9                    | 9                      |
| Campbell  | Richard    | BUS   | 208             | 7             | 6                 | 108                    | 5                    | 2                      |
| Canavati  | Sergio     | BUS   | 0               | 0             | 0                 | 0                      | 0                    | 0                      |
| Chang     | Kathryn    | BUS   | 14              | 1             | 1                 | 14                     | 1                    | 1                      |

|                |           |      |      |    |    |      |    |    |
|----------------|-----------|------|------|----|----|------|----|----|
| Ely            | Kirsten   | BUS  | 1112 | 9  | 9  | 537  | 8  | 8  |
| Gilinsky       | Armand    | BUS  | 190  | 7  | 7  | 169  | 7  | 6  |
| Horowitz       | David     | BUS  | 720  | 4  | 3  | 583  | 4  | 3  |
| Hu             | Aidong    | BUS  | 226  | 3  | 1  | 154  | 2  | 1  |
| Jordan         | Douglas   | BUS  | 144  | 4  | 4  | 83   | 4  | 3  |
| Lee            | Kyuhoo    | BUS  | 235  | 9  | 8  | 168  | 8  | 7  |
| Newton         | Sandra    | BUS  | 282  | 8  | 5  | 194  | 7  | 5  |
| Olsen          | Janeen    | BUS  | 2079 | 22 | 30 | 1115 | 17 | 24 |
| Richman        | Vincent   | BUS  | 68   | 5  | 2  | 34   | 3  | 1  |
| Santana        | Adele     | BUS  | 98   | 4  | 2  | 89   | 4  | 2  |
| Santos         | Michael   | BUS  | 55   | 4  | 2  | 34   | 3  | 1  |
| Stanny         | Elizabeth | BUS  | 371  | 7  | 6  | 293  | 6  | 6  |
| Sutanonpaiboon | Janejira  | BUS  | 151  | 5  | 5  | 141  | 5  | 5  |
| Thach          | Elizabeth | BUS  | 1193 | 18 | 32 | 659  | 15 | 21 |
| Thompson       | Karen     | BUS  | 360  | 6  | 6  | 264  | 6  | 6  |
| Urbanski       | John      | BUS  | 238  | 3  | 2  | 182  | 3  | 2  |
| Wong           | Zachary   | BUS  | 92   | 5  | 2  | 46   | 4  | 1  |
| Bouvet         | Florence  | ECON | 201  | 6  | 5  | 179  | 6  | 4  |
| Cuellar        | Steven    | ECON | 69   | 6  | 2  | 58   | 6  | 1  |
| Hanauer        | Merlin    | ECON | 462  | 8  | 8  | 461  | 8  | 8  |
| Kim            | Chong-Uk  | ECON | 11   | 2  | 0  | 11   | 2  | 0  |
| Sen            | Astha     | ECON | 8    | 1  | 0  | 8    | 1  | 0  |
| Visser         | Michael   | ECON | 65   | 3  | 2  | 58   | 2  | 2  |

In addition, it is worth highlighting that several of our faculty have been honored with receiving best paper awards recently. Drs. Olsen, Atkin, Thach, and Cuellar received the Outstanding Paper in the 2016 Emerald Literati Network Awards for Excellence for their 2015 article published in the International Journal of Wine Business Research. Dr. Chang received the Government and Nonprofit Section's Best Paper Award at the American Accounting Association's conference in August 2016.

## AACSB TABLE 15-1: Faculty Sufficiency and Qualifications Summary for AY 2015-16

| FACULTY PORTFOLIO                         |                    |              | SUFFICIENCY* |           |                                 | TIME DEVOTED TO MISSION |             |            |             |           |                         |
|---|--------------------|--------------|--------------|-----------|---------------------------------|-------------------------|-------------|------------|-------------|-----------|-------------------------|
| Name                                      | Appointment to SSU | Degree, Yr   | P            | S         | Normal Prof'al Responsibilities | SA                      | PA          | SP         | IP          | O         | Basis for Qualification |
| <b>BUSINESS ADMINISTRATION DEPARTMENT</b> |                    |              |              |           |                                 |                         |             |            |             |           |                         |
| <b>Accounting</b>                         |                    |              |              |           |                                 |                         |             |            |             |           |                         |
| Bean                                      | F 2013             | MBA 1995     | 4            |           | BS                              |                         |             |            | 13%         |           | ≥ 4 IP activities       |
| Bilby                                     | F 2011             | MBA 2011     | 2            |           | EMBA                            |                         |             |            | 7%          |           | ≥ 4 IP activities       |
| Chang                                     | F 2013             | PhD 2013     | 20           |           | BS, RES                         | 100%                    |             |            |             |           | 2PR + 3A + 16B          |
| Ely                                       | F 2005             | PhD 1988     | 16           |           | BS, RES                         |                         | 100%        |            |             |           | 1 PR; 7 activities      |
| Kohler                                    | F 2015             | MBA 2000     |              | 8         | BS                              |                         |             |            | 27%         |           | ≥ 4 IP activities       |
| Lord                                      | F 2013             | MBA 1988     |              | 8         | BS                              |                         |             |            | 27%         |           | ≥ 4 IP activities       |
| Macias                                    | F 2015             | MBA 2003     |              | 20        | BS                              |                         |             |            | 67%         |           | ≥ 4 IP activities       |
| Mallan                                    | F 2012             | BS 1989; CPA |              | 8         | BS                              |                         |             |            | 27%         |           | ≥ 4 IP activities       |
| Ngo                                       | Spr 2016           | MBA 2011     | 3            |           | MBA                             |                         |             |            | 10%         |           | ≥ 4 IP activities       |
| Rennie                                    | F 2015             | BS 1997; CPA |              | 4         | BS                              |                         |             |            | 13%         |           | ≥ 4 IP activities       |
| Richman                                   | F 2002             | PhD 1997     | 12           |           | BS, RES                         | 100%                    |             |            |             |           | 2PR + 1A + 3B           |
| Standridge                                | F 1995             | BS 1985; CPA | 12           |           | BS                              |                         |             |            | 40%         |           | ≥ 4 IP activities       |
| Stanny                                    | F 1999             | PhD 1996     | 24           |           | BS, RES                         | 100%                    |             |            |             |           | 2PR + 3B                |
| <b>Total</b>                              |                    |              | <b>93</b>    | <b>48</b> |                                 | <b>300%</b>             | <b>100%</b> | <b>0%</b>  | <b>230%</b> | <b>0%</b> |                         |
| <b>Cumulative Percentages</b>             |                    |              | <b>66%</b>   |           |                                 | <b>48%</b>              | <b>63%</b>  | <b>63%</b> | <b>100%</b> |           |                         |
| <b>AACSB Standards</b>                    |                    |              | 60%          |           |                                 | 40%                     |             | 60%        | 90%         |           |                         |
| <b>Finance</b>                            |                    |              |              |           |                                 |                         |             |            |             |           |                         |
| Distad                                    | F 2015             | PhD 1982     |              | 12        | BS                              |                         |             |            | 40%         |           | ≥ 4 IP activities       |
| Hu  | F 2002             | PhD 2002     | 24           |           | BS, RES                         | 100%                    |             |            |             |           | 2PR + 2B                |
| Jordan                                    | F 2002             | PhD 2001     | 21           |           | BS, MBA, EMBA, RES              | 100%                    |             |            |             |           | 2PR + 2A + 4B           |
| Santos                                    | F 2005             | PhD 2000     | 14           |           | BS, EMBA, RES                   | 100%                    |             |            |             |           | 2PR + 6A + 6B           |
| <b>Total</b>                              |                    |              | <b>59</b>    | <b>12</b> |                                 | <b>300%</b>             | <b>0%</b>   | <b>0%</b>  | <b>40%</b>  | <b>0%</b> |                         |
| <b>Cumulative Percentages</b>             |                    |              | <b>83%</b>   |           |                                 | <b>88%</b>              | <b>88%</b>  | <b>88%</b> | <b>100%</b> |           |                         |
| <b>AACSB Standards</b>                    |                    |              | 60%          |           |                                 | 40%                     |             | 60%        | 90%         |           |                         |

\*Teaching productivity is measured as instructional credit hours.

| FACULTY PORTFOLIO             |              |                 | SUFFICIENCY* |           |                    | TIME DEVOTED TO MISSION |             |            |             |             |                         |
|-------------------------------|--------------|-----------------|--------------|-----------|--------------------|-------------------------|-------------|------------|-------------|-------------|-------------------------|
| Name                          | Appt. to SSU | Degree, Yr      | P            | S         | Responsibilities   | SA                      | PA          | SP         | IP          | O           | Basis for Qualification |
| <b>Management</b>             |              |                 |              |           |                    |                         |             |            |             |             |                         |
| Adams                         | Spr 2011     | M 2003          | 11           |           | BS, MBA            |                         |             |            | 37%         |             | ≥ 4 IP activities       |
| Bozzo                         | F 2010       | MBA 1991        |              | 4         | EMBA               |                         |             |            | 13%         |             | ≥ 4 IP activities       |
| Briski                        | Spr 2014     | MBA 2003        |              | 2         | EMBA               |                         |             |            | 7%          |             | ≥ 4 IP activities       |
| Brodie                        | F 2011       | BS 1995         | 4            |           | BS                 |                         |             |            | 13%         |             | ≥ 4 IP activities       |
| Camillo                       | F 2014       | PhD 2006        |              | 6         | BS, EMBA           | 20%                     |             |            |             |             | 2PR + 2A + 14B          |
| Dove, D                       | F 1986       | PhD 1971        | 4            |           | BS                 |                         |             |            |             | 25%         | Retired May 2016        |
| Dove, S                       | F 2006       | M 1986          | 0            |           | BS                 |                         |             |            | 100%        |             | ≥ 4 IP activities       |
| Garcia                        | F 2013       | JD '73; MBA '81 |              | 4         | BS                 |                         |             |            | 13%         |             | ≥ 4 IP activities       |
| Gilinsky                      | F 1994       | PhD 1988        | 3            |           | MBA, ADM, RES      | 100%                    |             |            |             |             | 2PR + 8A + 26B          |
| Girling                       | F 1976       | PhD 1974        | 12           |           | BS                 |                         | 40%         |            |             |             | 1PR; 4 activities       |
| Hejl                          | Spr 2016     | MBA 1991        |              | 4         | EMBA               |                         |             |            | 13%         |             | ≥ 4 IP activities       |
| Kappagantula                  | F 2013       | MBA 1991        |              | 4         | BS                 |                         |             |            | 13%         |             | ≥ 4 IP activities       |
| Kim                           | F 2013       | PhD 2007        | 4            |           | EMBA               | 13%                     |             |            |             |             | 2PR + 7A                |
| Maurseth                      | F 2014       | PhD 1999        | 12           |           | EMBA               |                         |             |            | 40%         |             | ≥ 4 IP activities       |
| Sabuco                        | F 2013       | DBA 2000        | 29           |           | BS, MBA, EMBA      |                         | 97%         |            |             |             | 1PR; 4 activities       |
| Santana                       | F 2015       | PhD 2007        | 17           |           | BS, MBA, EMBA, RES | 100%                    |             |            |             |             | 2PR + 1A + 7B           |
| Schaefer                      | F 2014       | PhD 1992        | 19           |           | BS, MBA            | 63%                     |             |            |             |             | 2PR + 4A                |
| Sebastiao                     | Spr 2016     | PhD 2007        | 7            |           | BS, MBA            | 23%                     |             |            |             |             | 2PR + 2A + 3B           |
| Sims                          | F 2012       | PhD 1995        | 2            |           | EMBA               |                         |             |            | 7%          |             | ≥ 4 IP activities       |
| Thach                         | F 2000       | PhD 1994        | 23           |           | BS, MBA, RES       | 100%                    |             |            |             |             | 2PR + 14A + 55B         |
| Thompson                      | F 2000       | PhD 2000        | 0            |           | ADM, RES           | 100%                    |             |            |             |             | 2PR + 1A + 5B           |
| Urbanski                      | F 2007       | PhD 2000        | 16           |           | BS, RES            |                         |             |            |             | 100%        | 2PR; 1A in progress     |
| Wood                          | F 2013       | M 1991          | 8            |           | EMBA               |                         |             |            | 27%         |             | ≥ 4 IP activities       |
| Yount                         | F 2012       | MBA 1987        |              | 8         | BS                 |                         |             |            | 27%         |             | ≥ 4 IP activities       |
| <b>Total</b>                  |              |                 | <b>171</b>   | <b>32</b> |                    | <b>520%</b>             | <b>137%</b> | <b>0%</b>  | <b>310%</b> | <b>125%</b> |                         |
| <b>Cumulative Percentages</b> |              |                 | <b>84%</b>   |           |                    | <b>48%</b>              | <b>60%</b>  | <b>60%</b> | <b>89%</b>  |             |                         |
| <b>AACSB Standards</b>        |              |                 | 60%          |           |                    | 40%                     |             | 60%        | 90%         |             |                         |

\*Teaching productivity is measured as instructional credit hours.

| FACULTY PORTFOLIO             |              |            | SUFFICIENCY* |           |                                | TIME DEVOTED TO MISSION |             |             |             |           |                         |
|-------------------------------|--------------|------------|--------------|-----------|--------------------------------|-------------------------|-------------|-------------|-------------|-----------|-------------------------|
| Name                          | Appt. to SSU | Degree, Yr | P            | S         | Normal Prof'l Responsibilities | SA                      | PA          | SP          | IP          | O         | Basis for Qualification |
|                               |              |            |              |           |                                |                         |             |             |             |           |                         |
| <b>Marketing</b>              |              |            |              |           |                                |                         |             |             |             |           |                         |
| Campbell                      | F 2005       | PhD 2002   | 25           |           | BS, MBA, EMBA, RES             | 100%                    |             |             |             |           | 2PR + 5B                |
| Horowitz                      | F 2007       | PhD 2007   | 24           |           | BS, RES                        | 100%                    |             |             |             |           | 2PR + 2A + 5B           |
| Lee                           | F 2013       | PhD 2007   | 22           |           | BS, EMBA, RES                  | 100%                    |             |             |             |           | 2PR + 7A + 17B          |
| Olsen                         | F 2000       | PhD 1987   | 24           |           | BS, RES                        | 100%                    |             |             |             |           | 2PR + 2A + 12B          |
| Wilson                        | F 2015       | PhD 2007   | 11           |           | BS, MBA, RES                   | 100%                    |             |             |             |           | 2PR + 2B                |
| <b>Total</b>                  |              |            | <b>106</b>   | <b>0</b>  |                                | <b>500%</b>             | <b>0%</b>   | <b>0%</b>   | <b>0%</b>   | <b>0%</b> |                         |
| <b>Cumulative Percentages</b> |              |            | <b>100%</b>  |           |                                | <b>100%</b>             | <b>100%</b> | <b>100%</b> | <b>100%</b> |           |                         |
| <b>AACSB Standards</b>        |              |            | 60%          |           |                                | 40%                     |             | 60%         | 90%         |           |                         |
|                               |              |            |              |           |                                |                         |             |             |             |           |                         |
| <b>OM, MIS, BStat, Blaw</b>   |              |            |              |           |                                |                         |             |             |             |           |                         |
| Angel                         | F 2015       | JD 1976    |              | 8         | BS                             |                         |             |             | 27%         |           | ≥ 4 IP activities       |
| Atkin                         | F 2001       | PhD 2001   | 20           |           | BS, RES                        | 100%                    |             |             |             |           | 2PR + 6A + 10B          |
| Bernstein                     | F 1993       | JD 1983    |              | 16        | BS                             |                         |             |             | 53%         |           | ≥ 4 IP activities       |
| Cuellar                       | F 2000       | PhD 1998   | 10           |           | MBA, EMBA                      | 33%                     |             |             |             |           | 2PR + 3A                |
| Evans                         | Spr 2015     | MBA 1999   |              | 2         | EMBA                           |                         |             |             | 7%          |           | ≥ 4 IP activities       |
| Field                         | Spr 2016     | JD 1981    |              | 4         | BS                             |                         |             |             | 13%         |           | ≥ 4 IP activities       |
| Gary                          | F 2015       | MBA 2006   |              | 12        | BS                             |                         |             |             | 40%         |           | ≥ 4 IP activities       |
| Harper                        | F 2014       | M 2008     |              | 2         | EMBA                           |                         |             |             | 7%          |           | ≥ 4 IP activities       |
| Hindley                       | Spr 2016     | JD 1996    |              | 4         | BS                             |                         |             |             | 13%         |           | ≥ 4 IP activities       |
| Idell                         | Spr 2016     | JD 1975    |              | 2         | EMBA                           |                         |             |             | 7%          |           | ≥ 4 IP activities       |
| Newton                        | F 2006       | PhD 2006   | 23           |           | BS, MBA, RES                   | 100%                    |             |             |             |           | 2PR + 3A + 13B          |
| Robison                       | F 1999       | PhD 2007   | 27           |           | BS                             |                         |             |             | 90%         |           | ≥ 4 IP activities       |
| Sutanonpaiboon                | F 2006       | PhD 2006   | 24           |           | BS, RES                        | 100%                    |             |             |             |           | 2PR + 3A + 7B           |
| Wong                          | F 2001       | PhD 2000   | 22           |           | BS, EMBA, RES                  | 100%                    |             |             |             |           | 2PR + 1A + 6B           |
| <b>Total</b>                  |              |            | <b>126</b>   | <b>50</b> |                                | <b>433%</b>             | <b>0%</b>   | <b>0%</b>   | <b>257%</b> | <b>0%</b> |                         |
| <b>Cumulative Percentages</b> |              |            | <b>72%</b>   |           |                                | <b>63%</b>              | <b>63%</b>  | <b>63%</b>  | <b>100%</b> |           |                         |
| <b>AACSB Standards</b>        |              |            | 60%          |           |                                | 40%                     |             | 60%         | 90%         |           |                         |

\*Teaching productivity is measured as instructional credit hours.

| FACULTY PORTFOLIO                                |              |            | SUFFICIENCY* |           |                                | TIME DEVOTED TO MISSION |            |            |             |             |                         |
|--|--------------|------------|--------------|-----------|--------------------------------|-------------------------|------------|------------|-------------|-------------|-------------------------|
| Name   | Appt. to SSU | Degree, Yr | P            | S         | Normal Prof'l Responsibilities | SA                      | PA         | SP         | IP          | O           | Basis for Qualification |
| <i>BS in Business Admin.</i>                     |              |            | 514          | 126       |                                | 2007%                   | 237%       | 0%         | 693%        | 125%        |                         |
| <b>Cumulative Percentages</b>                    |              |            | <b>80%</b>   |           |                                | <b>66%</b>              | <b>73%</b> | <b>73%</b> | <b>96%</b>  |             |                         |
| <b>AACSB Standards</b>                           |              |            | 60%          |           |                                | 40%                     |            | 60%        | 90%         |             |                         |
| <i>MBA</i>                                       |              |            | 42           | 0         |                                | 820%                    | 97%        | 0%         | 10%         | 0%          |                         |
| <b>Cumulative Percentages</b>                    |              |            | <b>100%</b>  |           |                                | <b>88%</b>              | <b>99%</b> | <b>99%</b> | <b>100%</b> |             |                         |
| <b>AACSB Standards</b>                           |              |            | 60%          |           |                                | 40%                     |            | 60%        | 90%         |             |                         |
| <i>EMBA</i>                                      |              |            | 46           | 18        |                                | 667%                    | 97%        | 0%         | 133%        | 0%          |                         |
| <b>Cumulative Percentages</b>                    |              |            | <b>72%</b>   |           |                                | <b>74%</b>              | <b>85%</b> | <b>85%</b> | <b>100%</b> |             |                         |
| <b>AACSB Standards</b>                           |              |            | 60%          |           |                                | 40%                     |            | 60%        | 90%         |             |                         |
| <b>Business Administration Dept/All Programs</b> |              |            | <b>80%</b>   |           |                                | <b>63%</b>              | <b>70%</b> | <b>70%</b> | <b>96%</b>  |             |                         |
| <b>AACSB Standards</b>                           |              |            | 75%          |           |                                | 40%                     |            | 60%        | 90%         |             |                         |
| <b>ECONOMICS DEPARTMENT</b>                      |              |            |              |           |                                |                         |            |            |             |             |                         |
| Bouvet   | F 2007       | PhD 2006   | 8            |           | Econ BA, RES                   | 100%                    |            |            |             |             | 2PR + 9A + 4B           |
| Cuellar  | F 2000       | PhD 1998   | 16           |           | Econ BA, RES                   | 100%                    |            |            |             |             | 2PR + 3A                |
| Hanauer  | F 2011       | PhD 2011   | 20           |           | Econ BA, RES                   | 100%                    |            |            |             |             | 2PR + 8A + 5B           |
| Kim  | F 2013       | PhD 2007   | 24           |           | Econ BA, RES                   | 100%                    |            |            |             |             | 2PR + 7A                |
| Riewe  | F 2012       | M 2012     |              | 20        | Econ BA                        |                         |            |            |             | 67%         |                         |
| Sen  | F 2015       | PhD 2015   | 16           |           | Econ BA, RES                   | 100%                    |            |            |             |             | PhD w/in 5 yrs          |
| Sparks   | F 2013       | PhD 1984   |              | 8         | Econ BA                        |                         |            |            |             | 27%         |                         |
| Visser   | F 2005       | PhD 2005   | 16           |           | Econ BA, RES                   | 100%                    |            |            |             |             | 2PR + 4B                |
| Williams   | F 1994       | PhD 1998   |              | 12        | Econ BA                        |                         |            |            |             | 40%         |                         |
| <b>Total</b>                                     |              |            | <b>100</b>   | <b>40</b> |                                | <b>600%</b>             | <b>0%</b>  | <b>0%</b>  | <b>0%</b>   | <b>133%</b> |                         |
| <b>Cumulative Percentages</b>                    |              |            | <b>71%</b>   |           |                                | <b>82%</b>              | <b>82%</b> | <b>82%</b> | <b>82%</b>  |             |                         |
| <b>AACSB Standards</b>                           |              |            | 60%          |           |                                | 40%                     |            | 60%        | 90%         |             |                         |
| <b>SCHOOL OF BUSINESS AND ECONOMICS</b>          |              |            |              |           |                                |                         |            |            |             |             |                         |
|  |              |            | <b>78%</b>   |           |                                | <b>66%</b>              | <b>72%</b> | <b>72%</b> | <b>93%</b>  |             |                         |
| <b>AACSB Standards</b>                           |              |            | 75%          |           |                                | 40%                     |            | 60%        | 90%         |             |                         |

\*Teaching productivity is measured as instructional credit hours.



## Supporting Information for Table 15-1

### Normal Professional Responsibilities Codes:

BS: Faculty member teaches in Bachelor of Science of Business Administration program

MBA: Faculty member teaches in Master of Business Administration program

EMBA: Faculty member teaches in Executive Master of Business Administration program

ECON BA: Faculty member teaches in Bachelor of Arts of Economics program

ADM: Faculty member serving in administrative role

RES: Faculty member engaged in research

### Basis of Qualification Criteria

SA: Must have 2 academic, peer-reviewed publications (PR) and either 1 SA List A activity or 2 SA List B activities.

PA: Must have 1 academic, peer-reviewed publication (PR) and 4 PA list activities.

SP: Must have 1 academic, peer-reviewed publication (PR) and either 1 SP List A activity or 2 SP List B activities.

IP: Must have 4 IP list activities.

## AACSB TABLE 15-2: Deployment of Participating and Supporting Faculty by Qualification Status in Support of Business Degree Programs for AY 2015-16

|                         | Percentage of Teaching by Degree Program based on Instructional Credit Hours |                             |                                  |                                      |                |            |
|-------------------------|--|-----------------------------|----------------------------------|--------------------------------------|----------------|------------|
|                         | Scholarly Academic (SA)<br>%   | Practice Academic (PA)<br>% | Scholarly Practitioner (SP)<br>% | Instructional Practitioner (IP)<br>% | Other (O)<br>% | Total<br>% |
| <b>BS Major</b>         | 63.3%  | 7.2%                        | 0%                               | 25.5%                                | 4.0%           | 100%       |
| <b>Professional MBA</b> | 84.6%  | 7.7%                        | 0%                               | 7.7%                                 | 0%             | 100%       |
| <b>Executive MBA</b>    | 34.4%  | 3.1%                        | 0%                               | 62.5%                                | 0%             | 100%       |



# School of Business and Economics

## FACULTY AND STAFF INNOVATIONS FALL 2015

| NAME             | INNOVATION   | IMPACT   |
|------------------|--|--|
| Liz Thach        | <u>BUS 305W:</u> <ul style="list-style-type: none"> <li>Joint wine mixology contest with Texas Tech University wine class</li> <li>Obtained local sponsorships for prizes</li> <li>Involved national judges</li> <li>Received two newspaper articles</li> </ul> <u>BUS 491:</u> <ul style="list-style-type: none"> <li>Google fieldtrip</li> </ul>   | <u>BUS 305W:</u><br>Students exhibited creativity in recipes and presentation; inspired teamwork, innovation, and communication skills.<br><br><u>BUS 491:</u><br>Students learned about international company and were encouraged to apply to Google.   |
| Soo Haylett      | <ol style="list-style-type: none"> <li>Introduced tea/coffee service to the EMBA classes to “upgrade” the experience in the classrooms</li> <li>Offer “textbooks” as an option to students instead of hard copies</li> <li>Pre-register cohort of EMBA students so they can go online and pay (through Extended Ed.)</li> <li>Started a “that’s so stupid” list to document frustrating issues that don’t seem to have a resolution</li> </ol> | <ol style="list-style-type: none"> <li>Upgrade the experience of the classrooms, especially for executives</li> <li>Less paper, shipping, etc.</li> <li>Saves paper and much easier process for everyone involved</li> <li>Perhaps will find solutions to the frustrating issues that seem unsolvable</li> </ol> |
| Sarah Dove       | Wine C2: Individual Leadership Project (nice way to network with students, businesses, and hiring managers)  | Great for building community, interacting with key stakeholders, and learning more about each student.   |
| Elizabeth Stanny | <ol style="list-style-type: none"> <li>Videos created using Screenflow that demonstrates spreadsheets – posted on Vimeo</li> <li>Programmed questions on Moodle using [?]</li> </ol>   | <ol style="list-style-type: none"> <li>Students love videos; spreadsheet skills have improved dramatically</li> <li>Minimize cheating since students have individual versions</li> </ol>   |
| Mona Sabuco      | <ol style="list-style-type: none"> <li>Guests grade presentations</li> <li>Database of projects for <u>all</u> classes – what worked vs. what didn’t</li> </ol>  | <ol style="list-style-type: none"> <li>Students have professor acting like consultant; closer tie to students</li> <li>Share with new professors to help onboarding</li> </ol>   |

|                         |  |   |
|-------------------------|--|---|
| Doug Jordan             | <p>To learn students' names I take pictures of them with a digital camera on the first day of class (holding nametags under their chins). I then study them before class to learn their names.</p> <p>To return final exam grades sooner I have them draw random numbers when they turn in their finals and then post their final grade by the random drawn number after I've graded the final and determined their final grade.</p> |   |
| Damien Wilson           | <ul style="list-style-type: none"> <li>• Video vs. E-conference vs. In-class presenting</li> <li>• Online assessments</li> <li>• Video creation project for students in groups <ul style="list-style-type: none"> <li>➤ Students learning to use practical tools while exercising knowledge of topics</li> </ul> </li> </ul>   | Unknown – we had no process for highlighting diffusing or implementing at previous employer.  |
| Adele Santana           | <ul style="list-style-type: none"> <li>• Pro-bono consulting work to local businesses and nonprofits with the students in my strategy course</li> <li>• Advising students on the business plan for a real company, if appropriate. Counts as the final project.</li> <li>• Use the blackboard</li> </ul>   | <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Pay more attention (blackboard and chalk)</li> <li>• Learn hands-on with the project</li> <li>• Learn the behavioral aspects of consulting</li> </ul> <p><u>Myself:</u></p> <ul style="list-style-type: none"> <li>• I evolve each semester with these interactions.</li> </ul> <p><u>Community/local businesses:</u></p> <ul style="list-style-type: none"> <li>• Increased efficiency, sustainability of organizations, and innovations</li> </ul> |
| Chris Kim               | <ol style="list-style-type: none"> <li>1. Dynamic budgets</li> <li>2. Split funding of positions (overhead)</li> <li>3. Sharing of authority (signals and management)</li> <li>4. Servant leadership</li> </ol>  | <ol style="list-style-type: none"> <li>1. Financial flexibility</li> <li>2. Collaborative culture</li> <li>3. Trust</li> </ol>  |
| John Stayton            | <p><u>Classroom:</u> Modest consulting projects as part of international visits in the EMBA program.</p> <p><u>Operations:</u> Continuous improvement is a rolling agenda item in our weekly graduate program office meeting.</p>  | <p><u>Classroom:</u> EMBA students have hands-on experience in professional consulting and in doing business in another culture.</p> <p><u>Operations:</u> Making 50+ operational improvements every year.</p>  |
| Janejira Sutanonpaiboon | <p>I like to take students to the annual Faculty Expo. They get to learn about their professors' research* and pick one project they like and write about it and give it to me as a class assignment.</p> <p><i>*outside SBE, too</i></p>  | <p>Students have fun and enjoy the free snacks and drinks. I (and hopefully the students) learn about other professors' research. We get to go out of the classroom, enjoy a short walk, and the fresh air and sunlight.</p>  |

|                |   |  |
|----------------|---|--|
| Sandra Newton  | <ul style="list-style-type: none"> <li>• Learned @concept maps and flipped classrooms and apply those in my UG classroom.</li> <li>• Strive to accomplish increased active learning</li> </ul>  | Active learning. Hopefully students enjoy learning more than sitting there.  |
| Kathryn Chang  | Use App "Screen Chomp" for my Exam Review session   | Allows students to see the problem while going through steps to solve it; works well from student feedback.  |
| Astha Sen      | <ul style="list-style-type: none"> <li>• Class experiments to teach some core concepts of theory</li> <li>• Group discussions in classes relevant to the topic taught</li> </ul>  |  |
| Merlin Hanauer | <ul style="list-style-type: none"> <li>• Involve students in research activities</li> </ul>   |  |
| Mike Visser    | <p>Introduced experiential learning in Behavioral and Experimental Economics course</p> <ul style="list-style-type: none"> <li>• Essentially a lab course</li> <li>• Continues to undergo adjustments</li> </ul>  | This course has enabled a deeper engagement in topics as well as exposure to research processes. It also leads to student research.  |
| Brian Herrera  | Helped initiate procedures to produce better financial reports. Running report for EMBA, used headcount for expenses that are part shared to get the proper amounts. Reports support various managers' decisions about their programs.  | My reports show what is the profit split with Extended Ed. Reports I create help...? (can't read writing)  |
| Angelo Camillo | Introduced a Management Consulting class in the MBA Program   | Course is now integrated into the MBA Program  |
| Jessica Pozzi  | <ol style="list-style-type: none"> <li>1. Online seminar series for 2016</li> <li>2. Clickable/mailable brochure</li> <li>3. Keynote speakers at tradeshow</li> </ol>   | <ol style="list-style-type: none"> <li>1. Predict that long-distance/East Coast enrollments will grow dramatically</li> <li>2. Can market to more people more efficiently and more effectively</li> <li>3. Build brand awareness and credibility in industry</li> </ol>  |
| Erin Ringstad  | <ol style="list-style-type: none"> <li>1. Created summer certificate offering to diversify products and meet market demand</li> <li>2. Updated marketing strategy and created new digital brochure</li> <li>3. Updated student communications at all stages for WBM program</li> <li>4. Changed Tradeshow strategy → focus on West Coast</li> </ol> | <ol style="list-style-type: none"> <li>1. The new summer program schedule has mostly impacted students by making the certificate more easily attained</li> <li>2. This has greatly impacted the program as a whole as we have had great response, reached our current/past customers in print and new customers with digital → save \$</li> <li>3. Improve student experience and attrition rates in the program</li> <li>4. Have yet to see the impact... Tradeshow begin in the end of January 2016</li> </ol> |
|                | <ul style="list-style-type: none"> <li>• Simulation of wine business</li> </ul>   |  |

|               |   |   |
|---------------|---|---|
| Tom Atkin     | <ul style="list-style-type: none"> <li>Increased project time</li> </ul>  | <p>These four faculty answered the impact question, but didn't relate it specifically to each innovation. The impact outcomes cited were:</p> <ul style="list-style-type: none"> <li>Improved student evaluations</li> <li>Better use of student time</li> <li>Improved teamwork</li> </ul> |
| Jim Robison   | <ul style="list-style-type: none"> <li>Statistics bingo</li> </ul>  |   |
| Sam Riewe     | <ul style="list-style-type: none"> <li>In statistics course, more lab time and project implementation</li> </ul>  |   |
| Steve Cuellar | <ul style="list-style-type: none"> <li>Quantitative marketing using econometrics</li> </ul>   |   |
| Unknown       | <ul style="list-style-type: none"> <li>Student involvement in research as part of class</li> <li>Integrating digital whiteboard into large class</li> </ul> | Just developed for Fall 2015  |



# School of Business and Economics

## FACULTY AND STAFF INNOVATIONS FALL 2016

| NAME            | INNOVATION   | IMPACT  |
|-----------------|--|---|
| Tom Atkin       | <ol style="list-style-type: none"><li>1. Wine class visited grapevine vineyard</li><li>2. Wine class visited a wholesale wine equipment supplier</li><li>3. Developed a Winter Intersession course for BUS 316 with an accelerated time frame</li><li>4. Have students write a 1-Minute Paper at end of class</li></ol>  | <ol style="list-style-type: none"><li>1&amp;2. Allowed students to see less publicized businesses in wine supply chain. Also, makes them aware of various job opportunities outside of wineries. Enabled students to gather information for class projects.</li><li>3. Allowed non-SSU students to get credit at their schools (SFSU)</li><li>4. Helps keep students connected</li></ol>  |
| Paul Bernstein  | <ol style="list-style-type: none"><li>1. I did a custom textbook through publisher, for which I select only the chapters I use and they put together a less expensive custom textbook.</li><li>2. I have used the IPAC critical thinking process and adapted it to legal reasoning for cases we work on in class via handout and class discussion.</li><li>3. As an experiment this semester, I set up a Student Quiz Question forum on Moodle. Students can post questions and answers and see what others posted, and I will use at least some of them on my quiz.</li></ol>   | <ol style="list-style-type: none"><li>1. Saved students money. Also, since there is now a newer addition of the main textbook, used copies of the earlier edition became very cheap. Balancing the very few changes in the new edition against the significant savings for students, I stayed with the same custom textbook and taught the few changes in lecture.</li><li>2. IPAC experience for our business students.</li><li>3. Remains to be seen, but I hope it will involve students earlier in reviewing their notes and contributing questions also reduces test anxiety.</li></ol>  |
| Sergio Canavati | <ul style="list-style-type: none"><li>• I recently adopted the <u>flipped classroom teaching</u> technique which forces students to engage a lot more, because they have to do at least 30%-50% of the presentations/teaching lectures</li><li>• I have combined this technique with the <u>Lean Launchpad</u> to encourage students to get out of the class room, interview customers, and present to the class the findings of their customer discovery assignment. The Lean Launchpad is a cutting-edge approach in entrepreneurship education.</li><li>• In the BUS 350 course, I have created a semester-long team project in which student teams have to answer questions about the lecture in class as they relate to a company of their choice. The purpose of the project is to allow students to apply the concept just reviewed</li></ul> | <ul style="list-style-type: none"><li>• It is too early to tell, but I can see students more engaged and attentive to the lecturer since they have to apply it to the venture/corporation of their choice immediately after their lecture. By having to elaborate on what they just learned, students retain and expand on the concepts. The point is that learning usually builds upon prior knowledge and the mastery of new knowledge can most effectively be achieved when this knowledge is applied to elaborate on situations which we are familiar with.</li><li>• The Lean Launchpad teaching approach will help students create ventures/consulting projects that are more successful because they better address customers' needs and wants. I combine the Lean Launchpad with the flipped classroom technique to maximize learning</li></ul> |

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|                | on the lecture immediately after the lecture. It is based on recent discoveries in cognitive pedagogy that suggest that retrieval practice and elaboration are two teaching methods that can help retention and extension of recently acquired knowledge (Brown, Roedinger, &McDaniel, 2014).  | and retention. This is in fact the state-of-the-art method for teaching entrepreneurship and innovations as thought and prompted by the National Science Foundation.  |
| Kathryn Chang  | <ol style="list-style-type: none"> <li>1. Flipped Classroom Pedagogy-BUS535 (MBA Cost Analysis and Control): Develop lecture PPT based on questions submitted from students</li> <li>2. Use Apps “screenchomp” and “showme” for in-class exercises and exam review sessions.</li> </ol>  |   |
| David Horowitz | <ul style="list-style-type: none"> <li>• Created a new course: BUS 361 Marketing Graphics</li> <li>• Teaching BUS 462 (Marketing Research) in the computer labs</li> </ul>   | <ul style="list-style-type: none"> <li>• BUS 361: Students learn Adobe Photoshop, Illustrator, and InDesign skills in the computer lab. How to create and edit professional business documents like brochures, flyers, newsletters, logos, wine labels, etc.</li> <li>• BUS 462: Students get time in the computer labs to apply HTML, Google Analytics, Google forms, iMovie, and other skills to Marketing Research concepts</li> </ul>   |
| Douglas Jordan | For the fall of 2016 semester, I have banned the use of laptops (and phones) in the classroom. Why? Studies show students around the student using a laptop are distracted and students who write notes by hand retain information better.   | Students are paying more attention, but it is still to be determined if this translates into generally better grades.   |
| Dave Macias    | <ol style="list-style-type: none"> <li>1. For my chapter lectures, I start with the PowerPoint presentation produced by the publisher. I then modify the presentation to include additional detail about a subject area and additional problems to practice in class. I give the class about 5 minutes to attempt a problem on their own, then we go over the solution, which I have in an Excel file that I share on Moodle once that module is completed.</li> <li>2. For my corporate class, I initiated a project that has the students complete a corporate tax return by the end of the semester.</li> </ol> | <ol style="list-style-type: none"> <li>1. The PowerPoint and the answers already written out in Excel saves classroom time by not having to write out anything on the white board. Allowing the students to attempt the problem on their own during class time lets them zero in on any errors they may have made, which lets them learn the material more deeply than just watching me do the problems on the board. The proof in this approach will be their test scores.</li> <li>2. The project in my corporate tax class will give the students real world experience in completing a corporate tax return. It will also give them team building skills as they work in teams. And it will provide them with presentation skills when they present their project to the class at the end of the semester.</li> </ol> |
| Linda Mansi    | Although the following is not original for most instructors, I am using a combination of on-line learning sites to guarantee that the students complete their text reading and related assignments for each chapter prior to class. This process enables me to spend less time on details and more time on discussions.  | The use of on-line preparatory work in conjunction with in-class discussions and critical thinking and writing assignments has improved student scores and enabled me to expand the dialog regarding the basic textual comments. Also, any group assignments have resulted in enhanced participation from each student.   |



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| Sandra Newton | <ol style="list-style-type: none"> <li>1. I now use Zoom.com with my BUS 319 class allowing me real-time office hours (virtually); this enables students to view my computer screen. For classes, not only virtual office hours, but also students can review the videos of the MS Excel and Access instructions and office hours Q&amp;A.</li> <li>2. Dr. Gilinsky and I will collaborate and team teach EMBA students - Cohort 7 in Fall 2016; we first team taught in Spring 2013, BUS 519E – Information as Capital and BUS 591E — Strategy in Practice. we integrated our course schedule where some classes were combined with both of us teaching at the same time and other classes we taught separately. We coordinated topic presentations and learning objectives to increase continuity and structure through the module.</li> <li>3. For my 100% online course, I self-taught and created parallel database assignments with Open Office Base (a free open source database management system), so that my MAC students could learn database management systems. (MS Access, a database management system, is not available for users with MAC systems and when the class is 100% online, technology assignments can be hindered by the technology of the student.)</li> </ol> | <ol style="list-style-type: none"> <li>1. Using technology, such as Zoom.com, provides students experience with using this type of technology, which is now common place in job interviews. It's use also enables increased advising due to schedule conflicts.</li> <li>2. Team-teaching resulted in: shaking up EMBA norms; changing the teaching style typical within the EMBA program - “combo” – where professors tied two distinct courses together, removing the silo effect; challenging students, where they had something to talk about; and still achieving the program Los.</li> <li>3. Creating parallel database assignments with Open Office Base enabled the course to be taught 100% online as students were able to use their own computer system to complete the course.</li> </ol> |
| Jim Robison   | <ol style="list-style-type: none"> <li>1. I wrote a book titled <i>Number Crunching for Project Managers</i>. I have not found any satisfactory texts on the subject and my project management students have been struggling with the math. I am using a pdf draft of it in class this semester. It will be published and available for purchase this spring.</li> <li>2. I use a series of seven videos in my BUS 319 (MIS) class to show the history of the computer, the personal computer in particular, and the Internet. Although the PC industry is only 40 years old, and the Internet only 20 years old, our students have grown up with them and tend to take modern technology for granted. I distribute a “things to watch for” page prior to each video, and include questions from the videos in the mid-term and the final exam.</li> </ol>   | <ol style="list-style-type: none"> <li>1. On the first two quizzes, all students got all of the math problems correct. That was a first in five semesters! I plan to use feedback from the students to fine-tune the book prior to publication.</li> <li>2. I think the videos, which focus on the innovators more than the inventions, add an interesting human dimension to the class. The students enjoy them and video days are always well attended. If nothing else, the videos provide a nice break from lectures and assigned readings.</li> </ol>   |
| Mona Sabuco   | <ol style="list-style-type: none"> <li>1. For the capstone course, BUS 491, I have integrated the book, lectures, and MYLab learning using Pearson’s MyLab technology but have applied it to a real-life MNC for analysis.</li> <li>2. For the capstone course, BUS 491, I have introduced career management into the course including introducing a new career planning book, having recruiters come to class, having professionals come to class to talk about automation, and partnering with the</li> </ol>  | <ol style="list-style-type: none"> <li>1. Tech: Greater assurance that students have learned the key areas of the course through using the book readings and aligning them with additional training such as practice quizzes and scenario situations and other educational learning tools. The result is that the students have a clear vision of theory and I add the practical site of how this theory is implemented in Corporate America. The students gained additional knowledge for their individual MNC Strategic Audit which denotes</li> </ol>   |

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|                  | <p>career services to tie it all together. I introduced the “elevator speech”, informational interview process, resume building, and other career training to help graduating students be better prepared for careers and “life after SSU”.</p> <ol style="list-style-type: none"> <li>For all courses I teach, I introduce current real-life issues and have students critically think about articles they are reading for issues that need to be resolved. I have students (in teams) read current articles and assimilate what they are learning in class for the topic of the chapter.</li> <li>I delivered a Lean Six Sigma Training for both White Belt and Green Belt. This tool is highly valued by companies and now our SSU students can say they were trained for this at SSU. The White Belt was an awareness training of 1 day but the Green Belt was a 4-day training with an option to do a project leading to a certification.</li> <li>Created a deliverable of a 1-page memo for improvement of the Theater Department using skills learned in the Strategic Audit Internal Scan tool including a recommended strategic improvement for the department to consider.</li> </ol> | <p>internal scans, external environmental scans and strategy development for an individually selected MNC. The audit must be presented in both text and presentation format with the remaining audience acting as a “Shark Tank” of investors.</p> <ol style="list-style-type: none"> <li>Career: This helps to build a stronger bond with SSU Career Services for alumni involvement as well as helps students to better define what they can do with their degrees from SSU.</li> <li>Critical Thinking: Through business case analysis and critical thinking, students identify the issue and look for alternatives and resolution...helping the students to develop a critical analysis process.</li> <li>Lean Six Sigma: All who took the course gained a stronger understanding of data analytics, critical thinking, and process management, and they are able to put such training on their resumes.</li> <li>Improvement Memo: This deliverable causes the student to act as a consultant to the Theater Department analyzing it through a tool learned in class and then articulating a strategic area of improvement after talking with the department representative, seeing a play, and in some cases seeing a rehearsal. The impact is that the Theater Department gains insight on business improvements they can consider.</li> </ol> |
| Elizabeth Stanny | <p>Digital Literacy Project for Advanced Accounting:</p> <p>Learning Objectives for project</p> <ul style="list-style-type: none"> <li>Analyze the justification for the CEO's compensation as presented in the proxy filing [LO 1]</li> <li>Compare the compensation amounts of the CEOs the company selected as peers to the company's amount [LO 2]</li> <li>Compare the compensation amounts of the CEOs in the same industry sector to the company's amount [LO 3]</li> <li>Determine the amounts the company offers the CEO when they resign and/or are terminated and/or there is a change in control (e.g., merger) and analyze the justifications for these amounts [LO 4]</li> <li>Use R and Rmarkdown to create a reproducible web page that weaves together data and textual analyses [LO 5]</li> </ul>  | <p><u>Impact – a few student comments on the project</u></p> <p>+ Over the course of this project, I have learned a vast amount about Rmarkdown. I really believe that it helped make this project what it is. By adding a coding component, we could enhance the representation of my project. Rmarkdown was able to enhance my project in the sense of data representation and data manipulation. In the working webpage, a user can view graphs and use the search function to find the exact information they are looking for. By being able to do this, one is able to better analyze issues and data as a whole. I have had some previous experience with coding in the past so I didn't directly encounter any difficulties using R or Rmarkdown. The only suggestion that I have for this project is to do have students do it again in the future. Over the course of this assignment I have learned an incredible amount about coding, Rmarkdown, data representation, data manipulation, as well as Caterpillar, Inc. The project has taught me to use this data and analyze it from a stockholder point of view. In addition, I believe that it was the most hands on project that I have been fortunate enough to work on throughout the duration of my time at Sonoma State University. It also had the most real world</p>             |

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|              |   | <p>application out of any of my other projects. I thoroughly enjoyed working on this project.</p> <p>+ Working on this project through RMarkdown throughout the semester has been an awesome learning experience. I was very confused at first with RMarkdown but I think I finally got the hang of it.</p> <p>+ RMarkdown and RStudio are programs that allow you to take data and easily create graphs, tables, and other useful tools that can be placed in presentations and projects. The images that we received from the CEO compensation data help give visual aid to the statistical data that has been obtained over the course of the semester. The graphs and tables that RMarkdown created have helped me to arrange all the raw data into organized information.</p> <p>+ RMarkdown can significantly enhance one's ability to analyze an issue. The ease with which you can manipulate data tables, combine the information on different data tables into one table, and make visual graphs to represent selected pieces of data is very impressive. After taking an Excel class, I know that all of these things can also be done within Excel itself, but they seemed easier to execute in RMarkdown. The simplicity of the visual display once knitted makes the tables seem very user friendly. This makes the program ideal for sharing information with others who may be less comfortable with Excel, but familiar with navigating simple webpages.</p> |
| John Stayton | <ol style="list-style-type: none"> <li>1. Research and report on CSU graduate business programs' best practices for international student recruitment and success (visited five CSU campuses)</li> <li>2. Salesforce implementation for graduate program recruitment and operations (w/ GPO team)</li> <li>3. Executive MBA international trips with both business visits and modest consulting engagements</li> <li>4. Integrated leadership development track that spans the entire EMBA program</li> <li>5. Online DisEMBA (end-of-program) curriculum that includes career development, online simulations, focus group and extensive third-party survey</li> <li>6. Global Wine Executive MBA (in process)</li> <li>7. Concurrent JD/MBA with Empire School of Law (in process)</li> <li>8. Joint international wine business class with Kedge Business School (in process)</li> </ol> | <ol style="list-style-type: none"> <li>1. Research and report: Initially intended for internal use to help with decision-making, all participants at five other CSU campuses requested results. This report will not only have an impact on how we organize our international student practices, it could influence practices at five other campuses.</li> <li>2. Salesforce implementation: Allows us to track inquiries, applications, students, alumni, inquiry/applicant yield rates, trends, student demographics and much more. This will impact the productivity of our marketing and recruitment efforts, our ability to keep in touch with and serve our alumni, and understand who our students are and how they change over time (to name a few impacts).</li> <li>3. International consulting: EMBA students learn how to be effective consultants, to provide value to companies in an international context, and to practice working in countries with different cultural norms. They do this without sacrificing exposure to a broad mix of organizations in the countries they visit.</li> <li>4. Integrated leadership track: EMBA students use several self-assessments to develop personal learning plans that they execute over</li> </ol>  |

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|                     |  | <p>the course of the program, leading to significant transformations in their leadership effectiveness.</p> <p>5. DiseMBArk: All MBA students engage in multiple career development activities, clarifying long and short-term career goals and developing tools to assist their career trajectories. Surveys and focus groups provide valuable intelligence to improve the experiences of future students.</p> <p>6-8. Under development now, so too early to determine impact.</p>  |
| Jane Sutanonpaiboon | <p>Taught 100% BUS 316 course in Summer 2016</p> <ul style="list-style-type: none"> <li>Created videos of my lectures on Wacom pad &amp; Light Board.</li> <li>Created questionnaires (mid- and end-of-semester) to learn how students felt about online class, materials, pace, etc.</li> <li>Made quizzes &amp; exams 100% online (new to me, in addition to assignments that I have on Moodle in regular semesters).</li> <li>Saved the entire online class &amp; can reuse it on Moodle many more times.</li> </ul>  | <ul style="list-style-type: none"> <li>Students mentioned in mid-semester questionnaire that they found the videos very helpful (I thought it was fun to watch, too!)</li> <li>I gained lots of knowledge on Moodle. Went to Moodle workshop in the beginning of fall 2016 &amp; found out I know most of it already. (Always room to grow, though; will continue to attend workshops.)</li> <li>Students seemed to like online class (I had about 37 students in summer 2016) &amp; they did very well too. (I did open-book, open-note on my hybrid summer 2014 class before, but they didn't do as well. Maybe not because of exams being open-book alone?)</li> </ul> |
| Liz Thach           | <p>While on sabbatical this semester teaching at the Burgundy School of Wine &amp; Spirits in France (for free), I developed a learning module for the Masters Level Wine Business students where they engaged in a real-time research project in class. I took the list of 1300 Burgundy wineries, and created a random sample by selecting every 10th winery. Then I divided up the list and gave each student 6 winery websites to analyze in class. They had to bring their laptops and cell phones to class, and review each website for a series of wine tourism characteristics and then rate the website. The information was input into an online survey I created on Survey Monkey, and the whole exercise was completed within one hour during class time. Then I downloaded the survey report as a Powerpoint presentation (available on Survey Monkey) and we analyzed it as a class all together. It was pretty amazing!</p> | <p>Students learned the basic mechanism of doing survey research, including how to develop a random sample. They were able to participate in the research and see the results firsthand. Several told me they were going to apply a similar method for their thesis dissertation, and use the same survey process with wineries in other regions of the world to do a comparison. We also discussed what Burgundian wineries could do to improve both their online presence and their wine tourism strategies.</p>  |
| Wendy Williams      | <p>I used to teach at Contra Costa Community College and one of our goals was to improve retention and graduation rates. I'm sure this is a goal at SSU as well. One of the things I do is show 10-15 minute news videos (mainly from the PBS Newshour) of discussions about this topic. One of my favorites is about the marshmallow test. It helps students see the benefits of developing a study plan and better understand the trade-offs between "sacrifice now" for "future rewards". (This concept also shows up in some of the economic topics I go over as well.) <a href="#">The Marshmallow Test video link.</a></p>   | <p>The idea is to get students themselves thinking about this and maybe pick up some useful information or ideas that might keep them from dropping out. Students tell me they appreciate the information, but whether or not it has an impact on the numbers, I don't know.</p>  |

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|               | I think students should know about the national discussions and concerns about college drop-outs and the proposed remedies or strategies to reduce the drop-out rate. It may help those on the edge to stick around. I also try to help them with study habits and their note-taking skills. |   |
| Damien Wilson | Adopting the use of interactive survey software in the classroom, so as to improve student engagement  | Students visibly make more eye contact and appear to listen more attentively as a result. There is also a much greater response rate than relying on SETEs. |

**DEPARTMENT OF BUSINESS ADMINISTRATION**  
**COMPILATION OF PROPOSED UNDERGRADUATE CURRICULUM REVISIONS FROM FACULTY**  
**FROM DISCUSSIONS HELD ON APRIL 5 & 12, AND MAY 3 & 4, 2016**

| <b>PRE-BUSINESS PREPARATORY COURSES</b><br>(units that are necessary, but do not count toward the major)   |   |   |
|--|---|---|
| <b>CURRENT PROGRAM</b>   | <b>TOPIC AREAS SUGGESTED FOR FRESHMAN AND SOPHOMORE YEARS</b>   | <b>PROPOSED CHANGES</b>   |
| <ul style="list-style-type: none"> <li>• GE Area A</li> <li>• ECON 204 Intro. to Macroeconomics (4)</li> <li>• ECON 205 Intro. to Microeconomics (4)</li> <li>• MATH 131 Intro. to Finite Math (4)</li> <li>• Computer competency</li> </ul> | <ul style="list-style-type: none"> <li>• English course (Business communication-focused)</li> <li>• Business, government, and society topics/course</li> <li>• Applied quantitative course that focuses on solving data problems and uses statistics</li> <li>• Argumentation and logic (both oral and written)</li> <li>• Service-learning/community activity experience</li> <li>• Exposure to concentrations</li> <li>• Preparing for the world of work</li> <li>• Global and national economy (one course)</li> <li>• Accounting (user vs. preparer perspectives)</li> <li>• Computer skills, especially Excel</li> <li>• Research skills</li> <li>• Money management skills</li> </ul> | <ul style="list-style-type: none"> <li>• Work with English dept. to ensure that students get background in: <ul style="list-style-type: none"> <li>• Business writing</li> <li>• Research skills</li> <li>• Referencing</li> </ul> </li> <li>• Add a business and society type of course (GE Area E) that includes: <ul style="list-style-type: none"> <li>- Exposure to concentrations</li> <li>- Preparation for world of work</li> <li>- Money management</li> </ul> </li> <li>• Move statistics from Pre-Business Core to Pre-Business Preparatory list</li> <li>• Add freshman learning community focused on global and ethical issues as well as critical thinking and argumentation (GE Areas A3 &amp; C3)</li> <li>• Combine Econ coursework into one semester</li> </ul> |

**PRE-BUSINESS CORE COURSES (LOWER-DIVISION)**

(units count toward the major)

| CURRENT PROGRAM  | TOPIC AREAS SUGGESTED FOR FRESHMAN AND SOPHOMORE YEARS   | PROPOSED CHANGES  |
|--|--|---|
| <ul style="list-style-type: none"><li>• BUS 211 Business Statistics (or MATH 165 or ECON 217) (4)</li><li>• BUS 225 Legal Envmt of Business (4)</li><li>• BUS 230A Financial Accounting (4)</li><li>• BUS 230B Managerial Accounting (4)</li></ul> | <ul style="list-style-type: none"><li>• English course (Business communication-focused)</li><li>• Business, government, and society topics/course</li><li>• Applied quantitative course that focuses on solving data problems and uses statistics</li><li>• Argumentation and logic (both oral and written)</li><li>• Service-learning/community activity experience</li><li>• Exposure to concentrations</li><li>• Preparing for the world of work</li><li>• Global and national economy (one course)</li><li>• Accounting (user vs. preparer perspectives)</li><li>• Computer skills, especially Excel</li><li>• Research skills</li><li>• Marketing</li></ul> | <ul style="list-style-type: none"><li>• Move statistics to Pre-Business Preparatory Course list</li><li>• Move Intro to Marketing to the lower-division Pre-Business Core list (and maybe move Business Law to the upper-division Business Core)</li><li>• Have two tracks such that one track requires one accounting course and the other track requires two accounting courses</li></ul> |

**BUSINESS CORE COURSES (UPPER-DIVISION)**

(units count toward the major)

| CURRENT PROGRAM  | TOPIC AREAS SUGGESTED FOR JUNIOR AND SENIOR YEARS  | PROPOSED CHANGES   |
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| <ul style="list-style-type: none"><li>• BUS 316 Production/Ops Mgmt (4)</li><li>• BUS 319 Management Info. Systems (4)</li><li>• BUS 344 Organizational Behavior (4)</li><li>• BUS 360 Intro. to Marketing (4)</li><li>• BUS 370 Intro. to Finance (4)</li><li>• BUS 491 Seminar in Mgmt Strategy and Policy (4)</li></ul> | <ul style="list-style-type: none"><li>• International/cultural exposure</li><li>• Research and data interpretation skills (including data collection, Excel use, global analysis, problem identification, metrics and benchmarks, critical thinking, information literacy)</li><li>• Environmental impact of decisions</li><li>• Digital technology integration into courses</li><li>• Internships or cooperative learning experiences</li><li>• Business practices and ethics</li><li>• Capstone course by concentration or one size fits all?</li><li>• Career/job skills and etiquette</li><li>• “Soft” or interpersonal skills including communication, motivation, teamwork</li><li>• Database management</li><li>• Marketing</li><li>• Business communication</li><li>• E-business and int’l e-business</li><li>• Management of operations</li><li>• Finance</li></ul> | <ul style="list-style-type: none"><li>• Increase study abroad or other opportunities for cross-cultural experience</li><li>• Add business communication and professional skills course to the upper-division Core</li><li>• Increase exposure to and discussion of ethical issues across Core courses</li><li>• Increase exposure to sustainability issues across Core</li><li>• Increase digital technology integration across Core courses</li><li>• Add a data analysis course to the upper-division Core</li><li>• Move Business Law to the upper-division Business Core (and move Intro to Marketing to the lower-division Pre-Business Core)</li><li>• Re-envision the Capstone course (BUS 491)</li></ul> |



| <b>CURRENT BSBA PROGRAM</b>              |                                 |
|--|---------------------------------|
| <b>Major Component</b>                   | <b>Normal unit distribution</b> |
| Lower-division business core (4 courses) | 12-16                           |
| Upper-division business core (6 courses) | 24                              |
| Concentration (5 courses)                | 15-20                           |
| Electives in major                       | As needed                       |
| <b>Total units needed for major:</b>     | <b>55</b>                       |