

SIXTH YEAR MAINTENANCE REPORT

March, 2009 – December, 2010

Submitted to AACSB International

On Behalf of

LOYOLA UNIVERSITY NEW ORLEANS
COLLEGE OF BUSINESS

January 6, 2010

In Response To:

AACSB PEER REVIEW TEAM VISIT
February 8 – 10, 2009
AACSB Maintenance of Accreditation Letter

Dr. John Wolihan, Chair



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INTRODUCTION

Our Blackboards have no boundaries. Neither do our students.



Dr. Yao and MBA students enjoy some free time on the China trip

This document is prepared following the AACSB fifth year peer review visit that was conducted by deans John Wolihan [emeritus, Loyola Marymount], Henry Venta [Lamar], Joe Alber [Canisius] during the period February 8 – 10, 2009. Although their review was labeled a “fifth year visit,” it was actually the first time an audit team had been on campus in thirteen years because *Loyola University New Orleans* was one of the last schools operating under the “old” AACSB ten year assessment cycle and the college received two postponements following Hurricane Katrina. Both the AACSB International Headquarters and the team received a 125 page self-report prior to the visit. The self-report attempted to account for the thirteen year lapse between visits. Primarily, however, it reviewed and documented the College’s operations, state-of-affairs, resource deployments, vision, strategic plans, assessment & learning assurance and student, faculty, alumni, and staff success stories. The document also addressed the lengths to which the College went to stay accreditation compliant during and after the devastation of Katrina. The entire report can be found at <http://www.business.loyno.edu/aacsb-accreditation>.

By almost any measures, the self-report document and the visit were a success, particularly given the interval between visits and the devastation which befell Loyola and New Orleans. Nevertheless in a letter dated April 21, 2009 from Chair, Maintenance of Accreditation Committee – Caryn Beck-Dudley, the College of Business was informed that, “***the Maintenance of Accreditation Committee concurs with the Team’s recommendation that the maintenance review of the undergraduate and master’s degree programs in business offered by Loyola University New Orleans be continued for an additional year.***” The letter went on to say that the Sixth Year Review will allow additional time to address the following educational quality issues and expectations for resolution.

- 1. Strategic Planning** – A formal strategic plan should be developed to more clearly specify future goals and objectives along with the sources and uses of scarce resources. The plan must contain measurable outcomes with timelines for completion. Annual maintenance reports should also be developed.
- 2. Assurance of Learning** – While an assessment plan is clearly in place, there are varying degrees of implementation among programs. Greater experience in assurance of learning will be acquired with the completion of several assessment cycles of all the learning objectives. Provide clear documentation of changes to curriculum and pedagogy based on measurement outcomes. (Standards 16 and 18)
- 3. Student Retention** – The University has realized the serious retention issues involving freshmen students. The College of Business has addressed the problem by implementing a First Year Experience that has been recognized as helping improve the situation. Specific goals for retention should be established by the College and outcome assessments should be reviewed to indicate which elements of the Freshmen Experience should be retained or modified to achieve these goals. (Standard 7)

This report will address the issues listed above. It will focus on the efforts and successes that have occurred since the team visit and issuance of the status letter with particular emphasis placed on items two and three. *The strategic planning process and the revised strategic plan are presented in extensive detail in a separate document that accompanies this report and will be posted to <http://www.business.loyno.edu/aacsb-accreditation>* Finally, we have included information regarding faculty qualifications in Appendix B. The five year summary, tables 9-1 and 10-2 are formatted under the new reporting guidelines. We also included our guidelines on AQ/PQ and participating/supporting status.

At this juncture, it is important to note that the self-report generated in 2008 was predicated on the notion that the students, faculty, staff and administrators of the College of Business did not want to wallow in the past. Hurricane Katrina would be offered as an explanation but not an excuse. This report will continue that approach but with a slightly different hue. Largely written during and after the 4 year anniversary of Katrina, it is important for readers and reviewers of these and other documents to avoid complacency. The devastation wrought by Katrina has been supplanted in the national psyche by the election of a new President, the credit crunch, corporate bailouts of unprecedented proportions, and the worst economic conditions in memory. Furthermore, while conditions in New Orleans and the region impacted by Katrina, Gustav and Ike were so low as to be somewhat protected from these events the College of Business, Loyola University and the community are still far from being restored or rebuilt. **Loyola University New Orleans** sits only a few blocks from areas that still show the telltale signs of destruction. In fact, issues surrounding urban blight and stalled restoration have risen to the forefront of a well publicized election for Mayor. Likewise, the city of New Orleans has been the focus of numerous national and international news reports on crime and corruption. These issues plus ongoing concerns about future storms will likely cloud **Loyola University New Orleans'** efforts to attract and retain students, faculty, staff and administrators for the foreseeable future.

Thus, while the resilience, motivation and dedication of new and continuing faculty, staff, students and administrators is laudable, the institution is far from being resurrected. The challenges may differ in scope but not in magnitude. Therefore, we move confidently in the direction of our vision. We are secure in the "faith-full" foundation provided by our Catholic Jesuit ideals. Moreover, our commitment to maintaining and surpassing the standards of excellence set forth by **AACSB** was, is, and always shall be unwavering. Evidence of our commitment to restoring Loyola's luster will be briefly noted in the following accomplishments and expounded upon throughout the remainder of this document.

HIGHLIGHTS SINCE OUR AACSB VISIT IN FEBRUARY, 2009

The following reports some of the significant achievements of CoB students, faculty and staff in the period **March 1 to December 31, 2009**. This list is not intended to be exhaustive. Rather it is representative of that which has been and will continue to be our effort to uphold and perpetuate the high standards associated with AACSB and our Jesuit heritage. A more thorough listing and discussion can be found in the *Wolfpack Pride* section of this report.

Process Improvements

- Pursuant to a request by the Provost, the operating policies and procedures contained in CoB Faculty Handbook were thoroughly revised, updated and brought into alignment with University Faculty Handbook.
- Created and disseminated standards for Participating and Supporting Faculty to complement AQ/PQ standards.
- Added more summer on-line courses.
- Developed flow-charts and documentation for key CoB processes such as hiring, curriculum review/refinement, assurance of learning.
- Established assessment teams to address issues raised by the Peer Review Team.

Faculty / Staff / Personnel

- Sixteen executives and community leaders were added to the Visiting Committee.
- Hired Ms. Angie Hoffer as Associate Dean.
- Hired Dr. Xue Wang for a visiting position in Finance.
- Hired Dr. Mehmet Dicle, formerly visiting, to tenure track position in Finance.
- Added Dr. Judy Deshotels on part-time basis to assist with the implementation and assessment of the Portfolio Program.

Recruiting & Retention

Undergraduate

- Undergraduate student enrollment in the CoB equaled 2008's post-Katrina record of 165 incoming freshmen.
- CoB moved its primary recruitment and retention program beyond the freshmen year mentor program by implementing the Business Profession Program: Creating Learning Portfolios for Success (Portfolio).

Graduate

- Over the past 18 months, MBA student enrollment increased from 68 to 95 students.
- Approved and began to market a dual MBA and Master of Pastoral Studies program similar to the joint MBA/JD program.

Fund-Raising / Capital

- The College of Business received \$350,000 cash and pledges for its new Center for Spiritual Capital.
- Attained 100% participation by CoB Faculty & Staff in the annual fund-raising campaign.

Graduate Successes

- Graduates of the class of 2009 accepted full-time employment with organizations such as Teach for America, the Jesuit Volunteer Service Corp., SONY Records, Massachusetts General Hospital, the American Broadcasting Company, and Barclays Bank.
- 2009 graduates enrolled in advanced degree programs at Columbia University, the University of Chicago, Duke Divinity School, USC, Northwestern University, and numerous professional schools across the nation and around the world.

Awards & Recognition

- CoB Graduating Senior Greg Fontenot received the Ignatian award.
- 1973 CoB alumna, Joy Jacobi, selected as outstanding Loyola graduate.
- “Favorable” media coverage of Loyola was increased by 30% last year. This increase includes a 12% increase in local coverage, a 48% increase in national coverage and 133 stories in international media outlets.

Finally it should be noted that *Loyola 2012* – the comprehensive strategic plan for the University – was completed and approved by the Board of Trustees in May, 2009. *Loyola 2012* has three overarching strategies, as follows:

- 1) Enhance Jesuit values.**
- 2) Improve student retention.**
- 3) Enhance the reputation and stature of the University.**

Our work is the *implementation* of the plan. After years of talking about the plan, we have completed the development of a plan that is mission driven, comprehensive, and integrated. As is evidenced in the previous list and as will be highlighted throughout this report, we have already taken the first steps toward strategic implementation. The accomplishments reflect the work of many who desire to rebuild Loyola University, the CoB, and New Orleans. We believe as President, Fr. Kevin Wildes noted in his 2009 convocation address that ..

“.. renewal is hard work. To achieve a renewed New Orleans and a renewed Loyola University, it will take focus, work, and dedication. But it is work that can be done.

Look what we have been able to achieve! The work of renewal will meet with frustration and it will test our patience, good will, and charity. We are not simply doing work for the sake of working. We are working to do something lasting and important. We are working to build a renewed and better University and a better New Orleans.

It is work worth doing and, if done well, will lead to a better, more humane city and a stronger, better university.”

ISSUE ONE – STRATEGIC PLANNING

Failing to plan ... is ... planning to fail.



Outstanding young alumni Kyle “Flip Flop Guy” Berner

The 2009 Peer Review Team (PRT) letter to the CoB stated in part:

“A formal strategic plan should be developed to more clearly specify future goals and objectives along with the sources and uses of scarce resources. The plan must contain measurable outcomes with timelines for completion. Annual maintenance reports should also be developed.”

A complete copy of the formal CoB strategic plan has been sent to the review team and AACSB. It will appear as a separate attachment in the electronic version of this report.

The Strategic Planning Process for the College of Business started in Spring 2008 with a series of meetings with faculty, ultimately leading to the Fall 2008 plan. The central elements of that plan – a host of mental models with explanatory text – was embedded in our fifth-year report. That plan was **revised by the CoB Strategic Planning Committee in Fall 2009**.

The Fall 2009 Committee was a cross-functional / cross-rank committee comprised of:

- Bill Locander (Dean)
- David Luechauer (Associate Dean)
- Angie Hoffer (Associate Dean)
- Lee Yao (Accounting, Area Chair)
- Kendra Reed (Management, Area Chair)
- Jerry Goolsby (Hilton / Baldrige Chair)
- Wing Fok (International Business)
- Kathy Barnett (Communication)
- Dan D’Amico (Economics)
- Mehmet Dicle (Finance)
- Kate Lawrence (Marketing)
- Amy Keeler (Dean’s Assistant)
- Nate Straight (Assessment)

The group worked to ensure that this version of the CoB plan was brought it into strategic alignment with the new Loyola University strategic plan. The University plan contains three major initiatives noted in the introduction: **Religion, Retention, Reputation**. Moreover, the team worked to ensure that the new document was aligned with the expectations outlined in the visit team letter by focusing on both process and measurable deliverables within our constraints.

The revised CoB plan, along with a strategic alignment map, addresses these three initiatives. It can be found as a separate document mailed to the sixth year team. It is also available on the web at www.business.loyno.edu/aacsb-accreditation or upon request.

ISSUE TWO – ASSURANCE OF LEARNING

When the student is ready ... the teacher will appear.



CoB Student Cat Watson poses by the entrance to her internship.

The 2009 Peer Review Team (PRT) letter to the CoB stated that another issue to be addressed was assessment and assurance of learning. The team wrote:

“While an assessment plan is clearly in place, there are varying degrees of implementation among programs. Greater experience in assurance of learning will be acquired with the completion of several assessment cycles of all the learning objectives. Provide clear documentation of changes to curriculum and pedagogy based on measurement outcomes. (Assurance of Learning Standards 16 and 18).”

Significant input from the faculty, ad hoc assessment teams, the Dean and Associate Deans, and our assessment coordinator have been sought to meet the spirit and intent of these Assurance of Learning Standards. The amount of input demonstrates that there is “buy-in” among the faculty / administration of the CoB regarding assessment and assurance of learning. Indeed, the idea of examining the effectiveness of our programs so that we may continuously improve is deeply rooted in our Ignatian value of “Magis” [“more”] and the culture of the CoB.

Assessment and assurance of learning accomplishments for which we are proud are outlined in the following summary. These accomplishments have taken place at both “macro” / process and “micro” / pedagogical levels, and many are elaborated upon in later sections.

Assessment Process

- A flowchart for the curricular review process was created.
- A flowchart outlining the assessment cycle was created.
- Individual major “is” and “should be” maps were completed.
- Rubrics for many graduate / undergraduate learning goals were updated.
- Recommendation reports for graduate / undergraduate learning goals were disseminated.
- Ad hoc assessment teams were created for previously under-assessed learning goals.
- The ETS exam was replaced with course embedded rubrics and metrics.
- At all levels, every learning goal has been defined and assessed.
- A planned assessment cycle for the undergraduate and graduate learning goals has been created and approved to ensure consistent measurement across over time.

B.Acc. Program Pedagogy

- Faculty in the BAcc program have incorporated added requirements and set higher standards of performance for the areas of cash-flow preparation and revenue recognition in fundamental and key disciplinary courses such as Corporate Accounting & Reporting.
- Faculty in the accounting area have developed and delivered four Fraud Examination / Forensic Accounting courses at the MBA level and one at the undergraduate level.
- The Bachelor of Accountancy major has been substantively revised.
- International requirements were added to the Finance and Accounting programs.
- A new Accounting minor was created in 2008.

B.B.A. Program[s] Pedagogy

- In response to the financial crisis, the Economics faculty have revised courses in macroeconomics. An expanded selection of resource materials and research has been included in a variety of Economics area syllabi in order to help students better understand and apply both the current economic crisis and the theories which explain it.
- International requirements were added to the Finance and Accounting programs.
- The International Business major has been revised from a regional to a global perspective.

M.B.A. Program Pedagogy

- A 75 page communication manual was developed and distributed to MBA students.
- The MBA program was revised and streamlined as the result of an indirect program wide comparison between Loyola and seventeen Jesuit programs and two local competitors.
- In Spring, 2009 a team of faculty assessors identified areas for improvement in regard to MBA learning goals related to Systems Thinking, Critical Analysis, Value Chain, Managerial Perspective and Communication. Enhancements and improvements are currently being developed and implemented as the courses to which they correspond are offered.

Business Core / Elective Curriculum

- After an exhaustive search, Dr. Len Trevino was hired to fill the Gaston Chair in International Business. Dr. Trevino has already redesigned some courses and pursued partnership relationships with universities in South America and Ukraine.
- A new course in Econometrics applicable to all majors has been created and twice delivered.
- An innovative Management elective in environmental / social responsibility open to all students has been created and delivered.
- The Management Information Systems course was successfully converted from a junior level to a sophomore level course and made more managerially focused.
- We have hired tenure track and visiting faculty from Turkey, Australia, Greece and China. Their combined business and cultural experiences have enabled and supported both curricula and pedagogical enhancements in our delivery of international content.

Extra- / Co-Curricular Programs

- Study abroad offerings and course substitutions to facilitate study abroad have expanded.
- A Latin America studies course and accompanying trip has been developed and delivered.
- The course content and delivery for the European trip were substantively revised.
- Co-curricular international learning opportunities and experiences have increased.
- The International Business Center has been revived and Dr. Wing Fok appointed Director.

CoB faculty and administration are keenly aware that assessment and assurance of learning are the bedrock upon which successful, high caliber, and effective programs are built. Moreover, it is completely understood that our assessment and assurance of learning initiatives will be continuous and must demonstrate maturity in order both to maintain AACSB accreditation and uphold the high standards valued by our peer, aspirant and Jesuit Network schools.

The following section will highlight some of the significant aspects of our efforts to comply with AACSB standards 16 and 18, our own internal standards and the observations and requests of the PRT in the time elapsed between the team visit and the completion of this report. First, we briefly examine our process of managing the curricula as stated in standard 15. This process is the foundation upon which the meeting of standards 16 and 18 is built.

STANDARD 15 – MANAGEMENT OF CURRICULA

Assessment Process

Page 71 of the AACSB standards states, *“the school uses well documented systematic processes to develop, monitor, evaluate and revise the substance and delivery of the curricula of degree programs and assess the impact of the curricula on learning.”* To show our commitment to meeting this standard the CoB engages in development and assessment activities described below.

First and foremost, our curriculum development and delivery has undergone a paradigm shift since the Peer Review Team visit. The “is” and “should be” mapping of the entire curriculum – at both the course and major level - has been completed, and implementation steps have been developed by faculty within majors to move from what “is” to what “should be”.

This mapping process called for faculty to think of their courses in terms of inputs and outputs, by aligning the expected course outcomes with value-adding processes that work to bring about change in student learning. The faculty within each major have completed this process at the course level and at the major level. Each course was mapped in terms of expected inputs [prerequisite skills, courses, knowledge], value-adding processes [assignments, lectures, topics], and expected output [knowledge, skills, and abilities students should have upon completing the course]. The majors were then mapped by aligning the outputs of one course with the expected inputs and subsequent value-adding activities of a course further along in the student’s curriculum. The result of this process is a comprehensive and holistic picture of a student’s progress through their major.

Development and revision of the curricula takes place under the new paradigm of value-chains and transformative pedagogical activities. Course additions or modifications serve to close gaps between what “is” and what “should be”. Faculty are called to deliver their courses with the understanding both that the value-adding processes they use in class must build upon prior material developed in other courses, and that the output they expect of students will in turn provide the source material for further value-adding development in later courses.

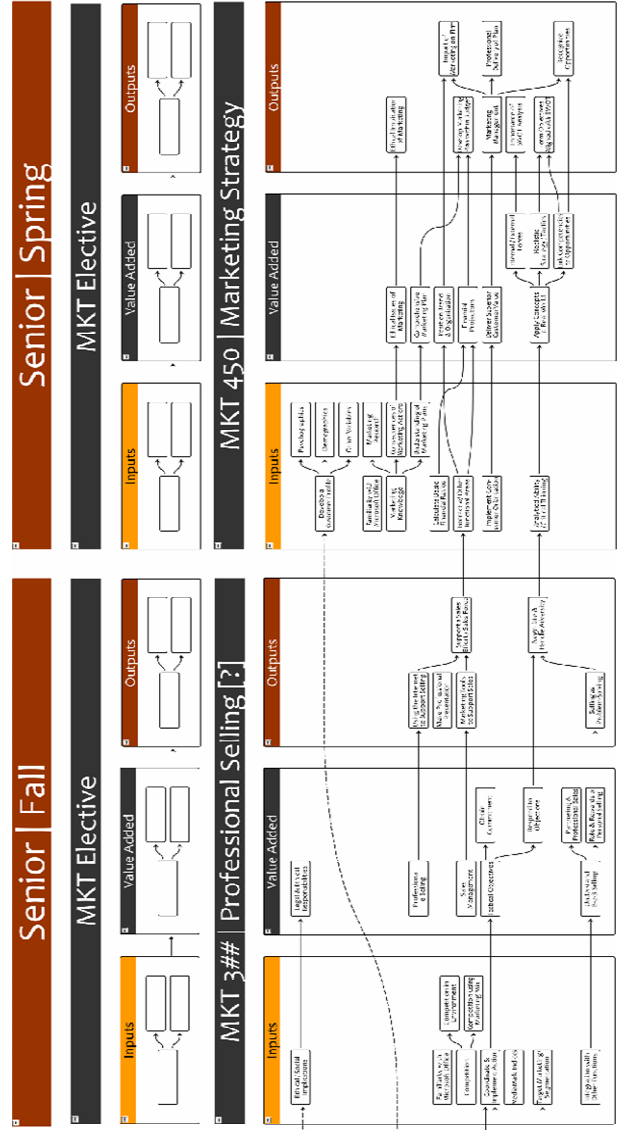
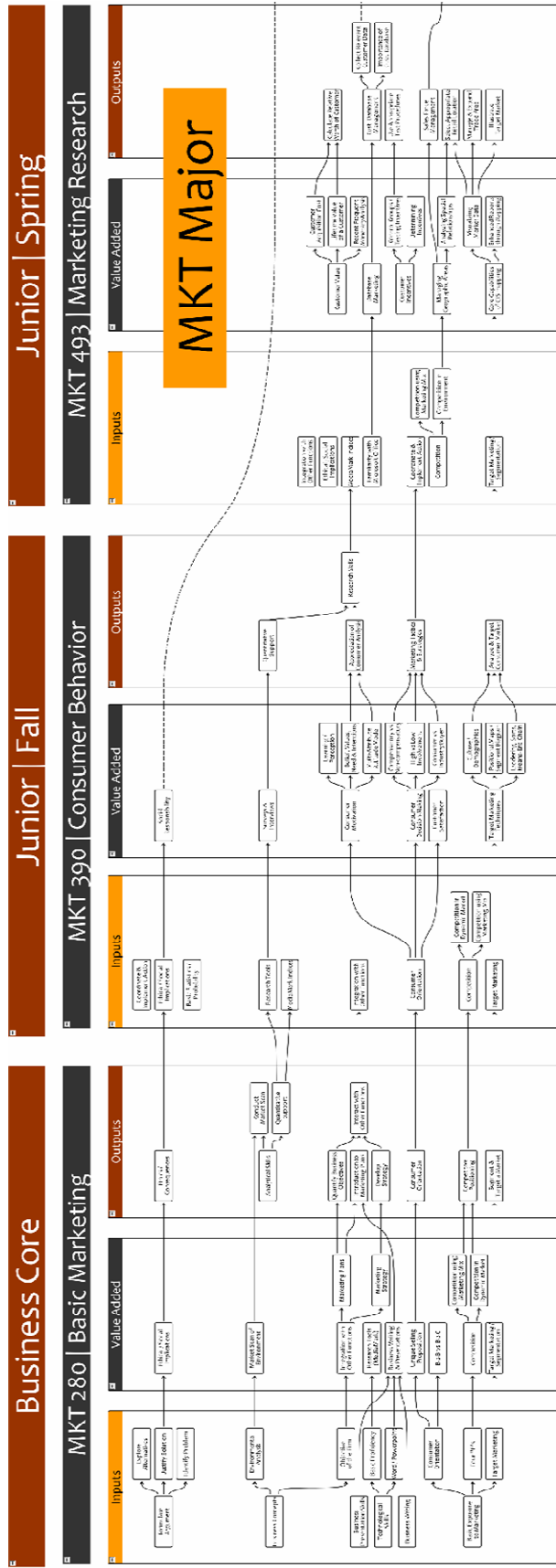
Thus, the primary formal evaluation tool for curriculum management is the assessment of program Learning Goals by ad hoc faculty assessment teams. The ad hoc teams are cross-disciplinary and typically contain 5-6 members. For example, in 2009, teams were created to assess MBA Communication, MBA Critical Thinking / Value Chain Analysis, BBA/BAcc Global Awareness / Business Disciplines because these goals were not as mature in the assessment process as some of our other learning goals. Faculty commitment to assessment is evidenced by the number of tenured and non-tenured faculty who volunteer to serve on these assessment teams.

The assessment teams use a variety of “observation-oriented” methods from watching presentations to reading student reports. They independently “score” that which they have heard, read, or observed and submit their results to the assessment coordinator. Then, they meet after the results of their ratings have been tabulated in order to identify key areas for potential learning improvement and to discuss recommended courses of action to improve student learning and program effectiveness in those areas. Assessment results are not the only data considered, but may be supported with indirect / survey evidence, benchmarking with other schools, and insights gleaned from the business literature, and business or professional communities.

Recommendations are in turn fed back to relevant faculty member[s] in the case of class specific issues or are passed to the relevant curriculum committee[s] for further consideration towards potential implementation as curricular revisions. For non-programmatic or “micro”-level revisions, the curriculum committee will make recommendations to faculty directly. For larger scale revisions, a process of formal review is undertaken that requires a comprehensive proposal from a faculty member or administrator. The proposal is reviewed in turn by the area faculty or curriculum committee, the entire College faculty, the Dean of the College, and then by university-level planning bodies. Flowcharts of assessment and curricular review processes appear in the following pages. Samples of rubrics used by assessment teams and subsequent recommendation reports generated by further meetings of those teams—at both the undergraduate and graduate level—can be found in Appendix A.

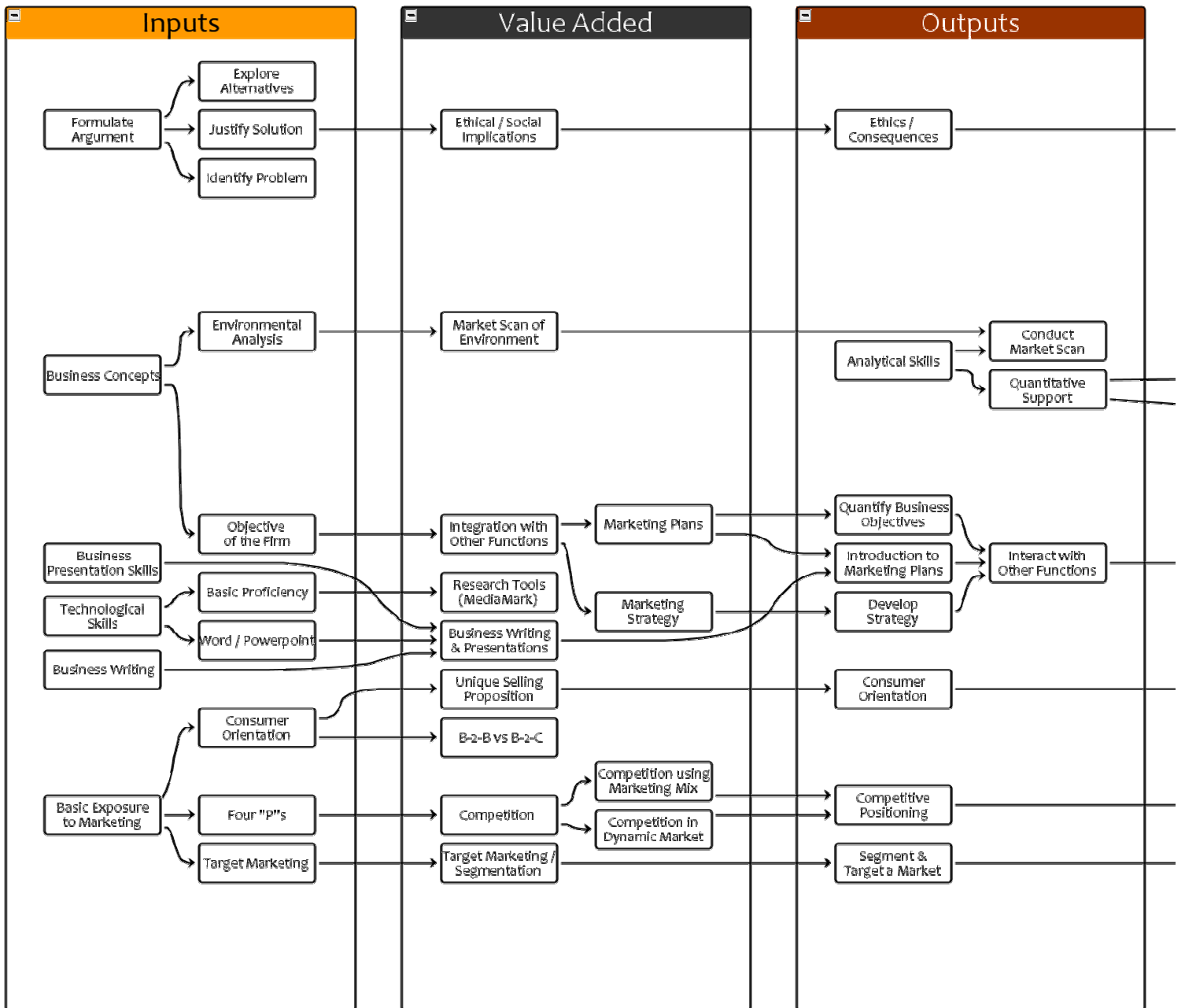
As would be expected, completed versions of major maps are both detailed and extensive. As a result, they are rather large in size – often 36 inches x 48 inches. Needless to say, presenting them in a document of this nature is a bit of challenge. Therefore, a **sample of the Marketing major map follows. The full set of maps in their original scale has been placed in the hard-copy provided to AACSB and the sixth year reviewers.** Other interested readers will also find them posted to www.business.loyno.edu/aacsb-accrreditation and can view them using the zoom function contained in the program that opens them.

Sample of "Should Be" Major Map



Business Core

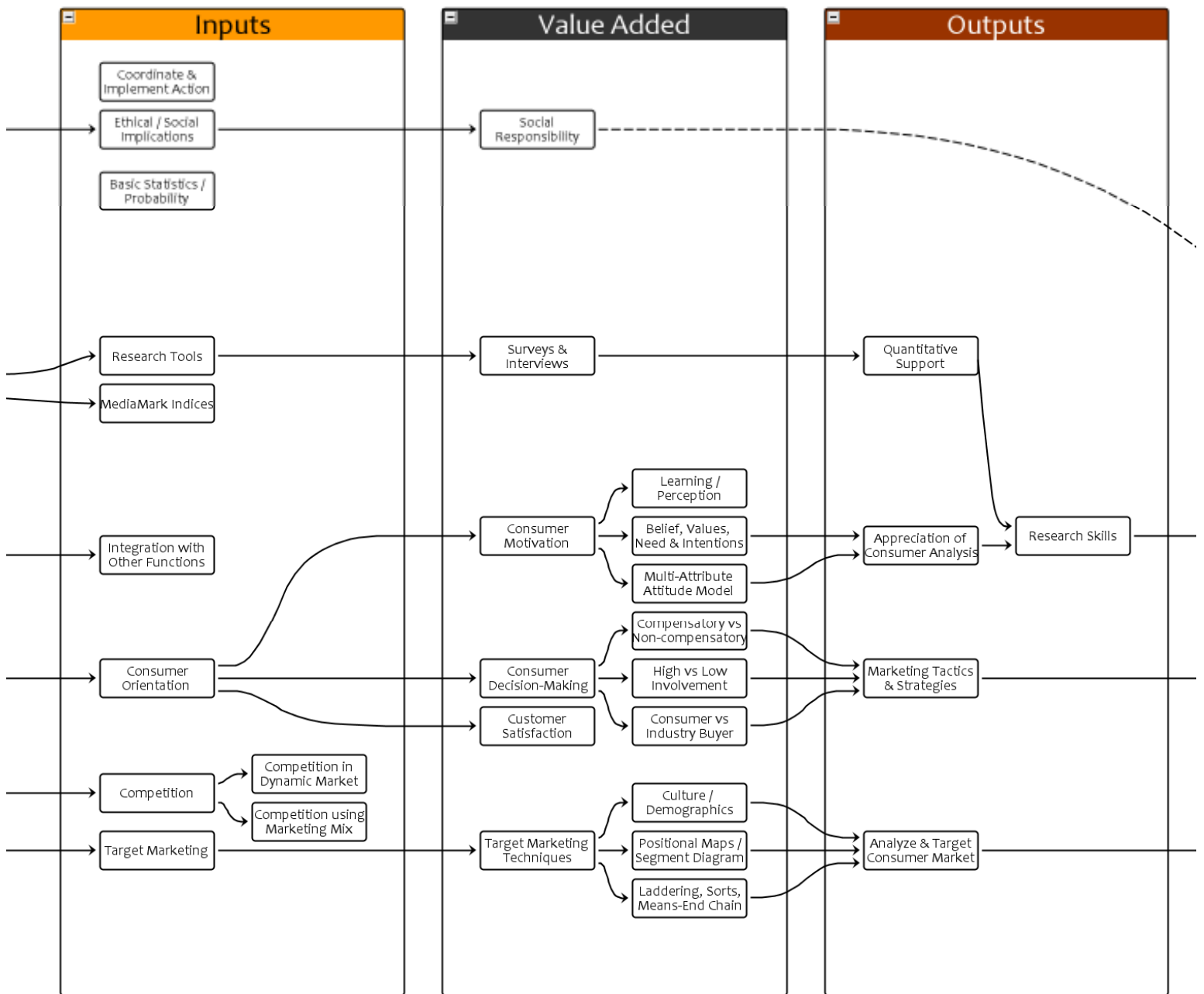
MKT 280 | Basic Marketing



* The next 3 pages are a sample of the Marketing Major Map; complete maps are included in the hard-copies sent to the review team, and online at www.business.loyno.edu/aacsb-accreditation

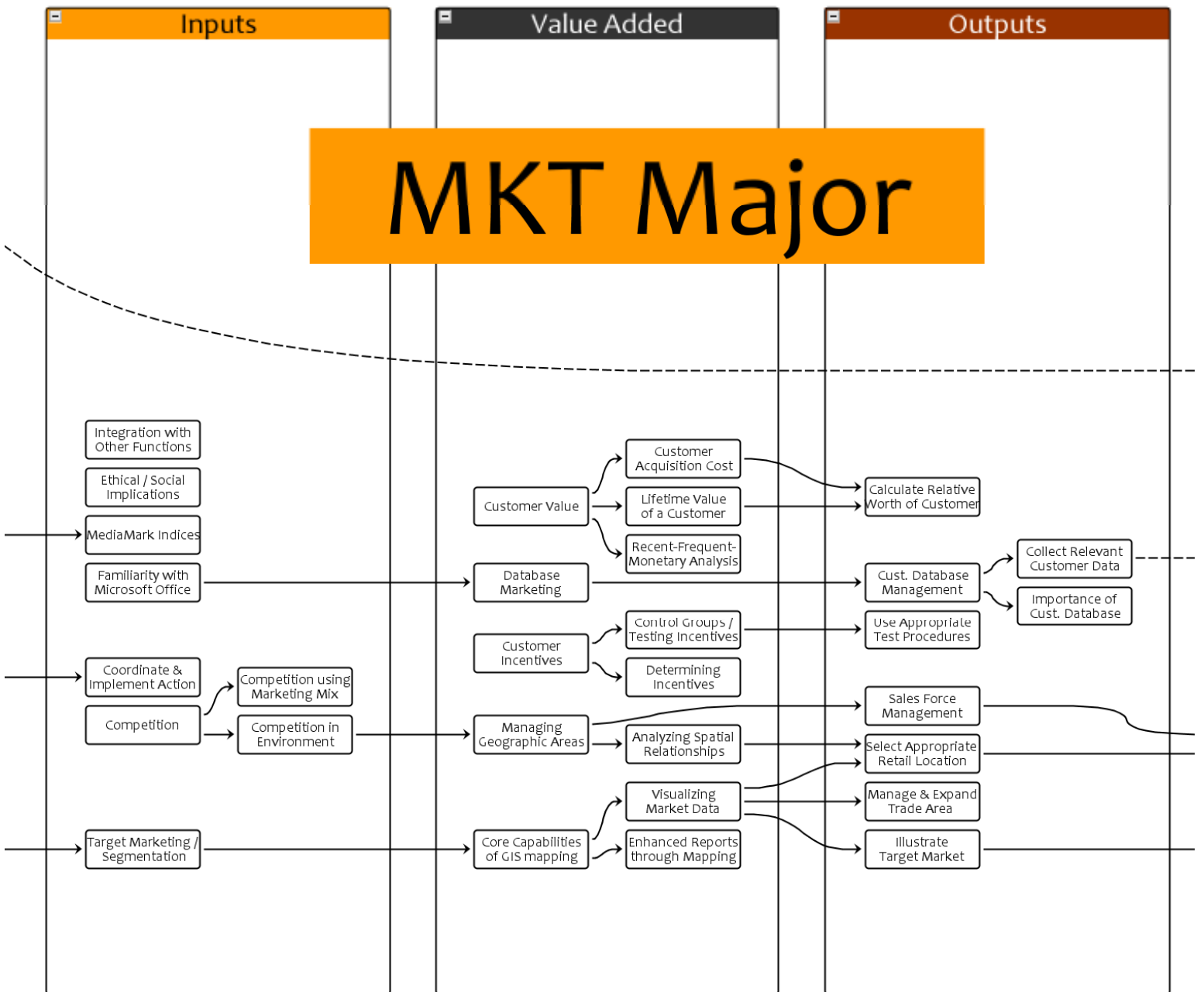
Junior | Fall

MKT 390 | Consumer Behavior

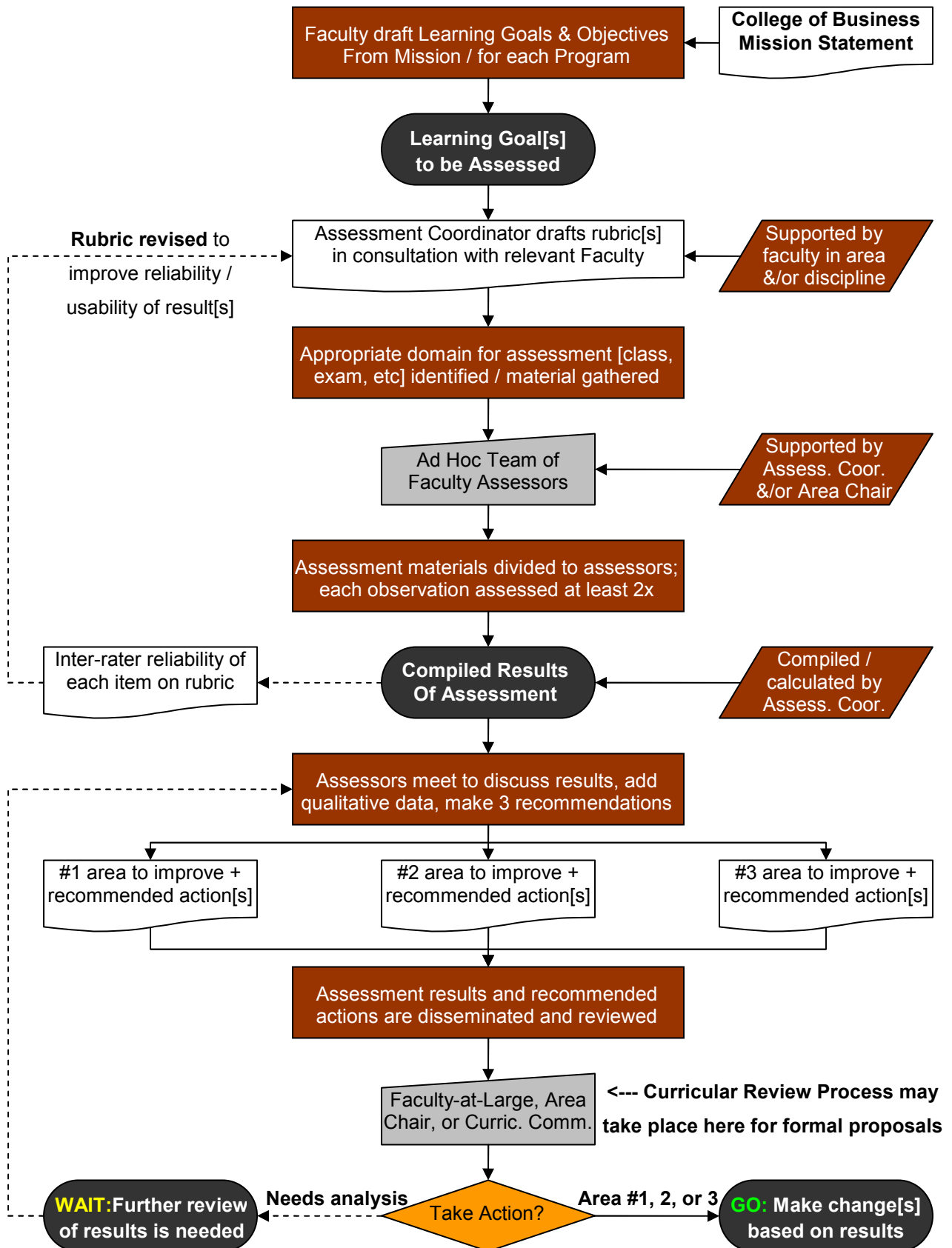


Junior | Spring

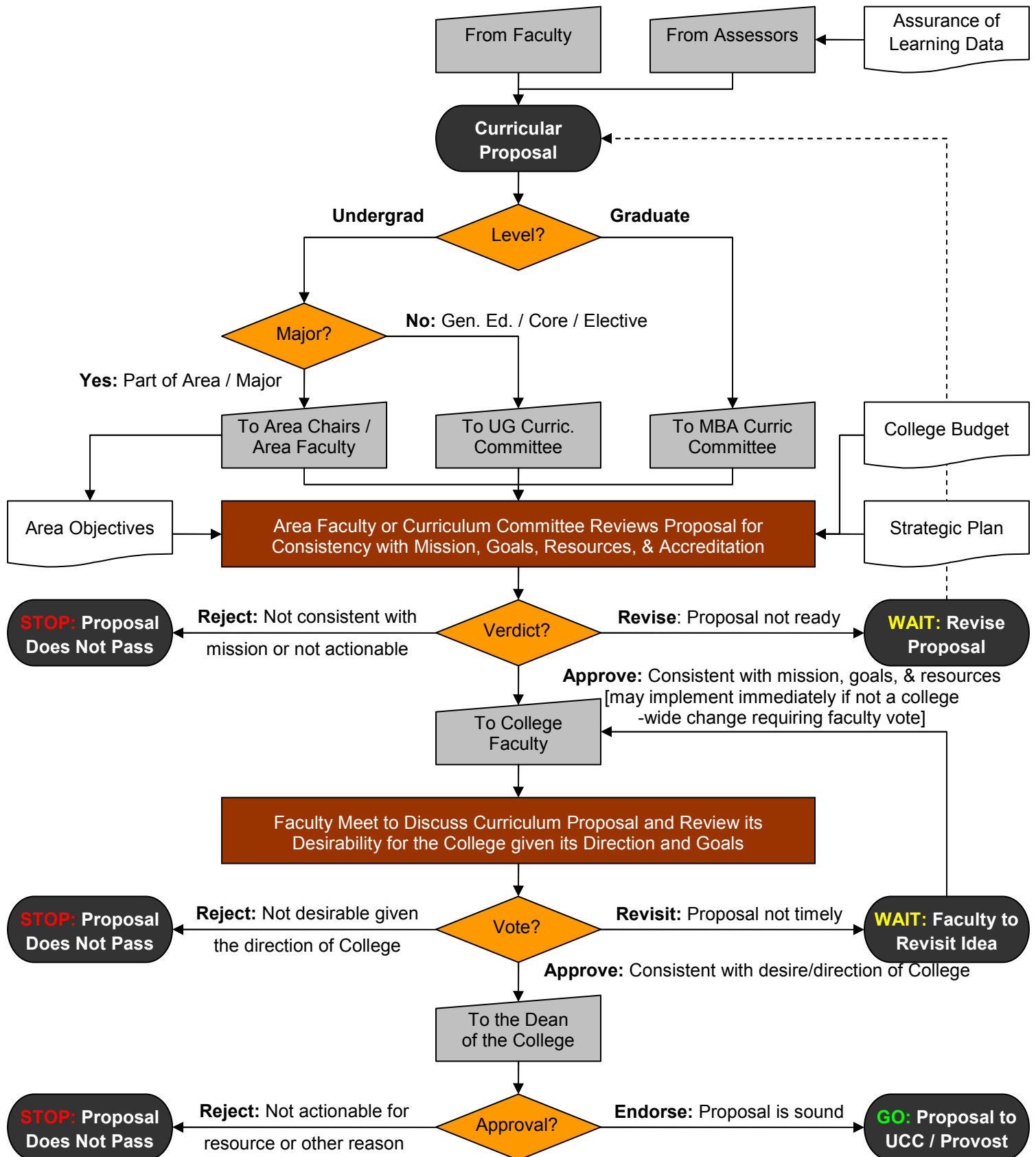
MKT 493 | Marketing Research



Assessment Cycle Flowchart (Standards 15-20)



Curricular Review Flowchart (Standard 15)



STANDARD 16 – UNDERGRADUATE LEARNING GOAL ASSESSMENT

Given the information presented above, we next turn our attention to examples of how we address AACSB Standard 16. **Standard 15** states that the school should *“show how the curriculum management processes have produced new/revised curricula.”* Additionally, **Standard 16** asks *“if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.”*

Assessment Outcome of BAcc Exit Examinations

The BAcc program has two discipline-specific Learning Goals [“Accounting Ability” and “Decision Support”] which are assessed using an internal exit examination. The most recent assessment identified three areas of concern as opportunities for learning improvement and increased effectiveness:

- BAcc 1) Preparing the cash-flow statement and related worksheet
- BAcc 2) Accounting for revenue recognition alternatives appropriately
- BAcc 3) Tax determination: General concepts, exemptions, gross income

Actions Taken based on BAcc Exit Examinations

BAcc 1 & 2) To improve student learning of cash-flow preparation and revenue recognition [BAcc Exit Examination outcomes #1 & 2], Patrick Lynch **modified the course** ACCT-B205 Corporate Accounting & Reporting I from 2007 to 2009 to include added course outcomes and new homework assignments on these topics.

To accommodate the added material, less time has been spent in the course on the topics of investments and the time value of money, which are covered in Business Core Curriculum courses such as FIN-B300 Financial Management or ACCT-B202 Financial Accounting.

Based on BAcc Exit Examinations, Pat Lynch made changes to ACCT205 as shown in **bold** below:

| Fall 2007 | Fall 2009 |
|--|---|
| <p>After successfully completing this course, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the need for and uses of financial accounting information. • Understand and explain the basic concepts, elements, tools, and terminology of financial accounting. • Prepare and use financial statements. • Understand the basics of accounting for cash, accounts receivable, inventories, and investments. • Understand the techniques used to assist managers in safeguarding assets and assuring accountability for them. • Use financial accounting information for decision-making. | <p>After successfully completing this course, the student should be able to:</p> <ul style="list-style-type: none"> • Explain the need for and uses of financial accounting information. • Understand and explain the basic concepts, elements, tools, and terminology of financial accounting. • Prepare and use financial statements. • Understand the basics of accounting for cash, accounts receivable, inventories, and investments. • Understand the techniques used to assist managers in safeguarding assets and assuring accountability for them. • Account for revenue recognition. • Prepare the statement of Cash Flows and related worksheet. • Present & explain financial concepts and information to financial and non-financial professionals. • Use fin acct info for decision-making. |
| <p>11/15 Ch 17 Investments 11/20 Ch 17 Homework E17-1,E17-2, E17-5, E17-13, P17-1, P17-2, P17-3, P17-12, C17-1, C17-7 11/22 NO CLASS - THANKSGIVING 11/27 Ch 17 11/29 Ch 6 Time Value of Money 12/4 Ch 6 HW E6-1, E6-3, E6-5, E6-7, E6-8, E6-13, E6-14 12/6 Ch 6</p> | <p>11/10 Ch 17 Investments 11/12 Ch 17 Homework E1, 2, 3, 4, 5, 7, 13, P6, C1 11/17 Ch 18 Revenue Recognition 11/19 Ch 18 HW E2, 3, 4, 7, 9, 11, 13, 18 11/24 Ch 23 Statement of Cash Flow 11/26 NO CLASS - THANKSGIVING 12/1 Ch 23 HW E1,2,3,11,21, P1 12/3 Ch 23 12/8 Ch 6 HW E1, 2, 3, 5, 6, 7, 12, 13, 14, 15, 16, 21, 22</p> |

BAcc 3) To improve student comprehension of certain sub-categories of tax accounting, such as calculation of adjusted gross income and identification of personal exemptions, Patrick Lynch **has agreed to add more assignments on these topics** to the relevant weekly homework in ACCT-B300 Tax Accounting I. These are announced weekly in class, so are not shown on the syllabus, but additional emphasis has been given on the topics of personal exemptions and gross income.

In addition, Lee Yao and the Accounting area of the College of Business have been in discussion with the administration of the College of Law **to allow Accounting majors the opportunity to take part in the annual Volunteer Income Tax Assistance program**. This community-oriented program is offered by the College of Law to provide free tax preparation assistance to people with low to modest income. The assistance sessions are conducted currently by Loyola law school students following a standard prep session design as given by the Internal Revenue Service. The ability to allow Accounting majors to take part in the program, as either volunteer tax preparers or through observation / support roles, would give Accounting majors hands-on experience in the application of gross income and personal exemption topics.

Although the conditions of the partnership between the College of Business and the College of Law concerning the VITA program are not yet resolved, both Loyola colleges are interested in benefiting from the arrangement and the proposal is active and under administrative review.

Assessment Outcome of ETS Major Field Tests

In Spring and Fall of 2007, exiting College of Business seniors took the ETS Major Field Test in Business. Five areas of concern were identified by student mean scores (percentage correct) on the nine “assessment indicators”* (analogous to our Learning Goal of “Business Disciplines”) of the ETS Major Field Test in Business as opportunities for learning or program improvement:

- ETS 1)** Quantitative Business Analysis (mean score: 52.00% correct)
- ETS 2)** Legal and Social Environments (mean score: 52.44% correct)
- ETS 3)** Economics (Knowledge/Ability; mean score: 55.81% correct)
- ETS 4)** Accounting (Knowledge/Ability; mean score: 56.56% correct)
- ETS 5)** Information Systems (Usage of; mean score: 60.94% correct)

Actions Taken based on ETS Major Field Tests

ETS 1) To improve students' Quantitative Business Analysis ability [ETS outcome #1], John Levendis **taught a new course**, Data Analysis & Forecasting, in econometrics in Spring of 2008. The course covers intermediate to advanced-level statistics and quantitative analysis topics. It is taught under the Economics area, but is available to all business majors. The new course was designed to be applicable to all business functions and has the following goals:

Students completing this course should be able to:

- Use tools of statistical inference in order to evaluate claims based on data.
- Choose the right statistical method and correct for violations of standard assumptions.
- Use modern software packages to estimate the model.
- Produce a cogent report explaining the results of quantitative analysis in terms that are both precise and comprehensible to those less versed in quant. methods.

Students should be able to use these skills as:

- Economists:
 Use regression analysis to investigate money growth, price indices, etc.
- Social Scientists:
 Investigate how murder in a neighborhood decreases home values.
- Accountants:
 Separate bundled prices into constituent parts, or estimate cost curves.
- Managers:
 Forecast sales, and identify processes that contribute to waste and lost time.
- Marketers:
 Investigate how product characteristics influence the decision to buy.
- Financiers:
 Test for empirical regularities between different financial assets.

The course has already been delivered twice and has met with much praise from students. At the time of this report, the course section for Spring 2010, the third offering of the course, is already fully enrolled with 3 students on a waitlist. This is one of the most successful and popular electives currently offered in the College of Business, and addresses the need for students to develop a better understanding of quantitative methods for business analysis.

ETS 2a) To improve students' knowledge of Legal Environments [ETS outcome #2], the Undergraduate Curriculum Committee and the Faculty of the College of Business **approved a change in the Legal Studies portion** of the Business Core Curriculum in Fall of 2007, making a number of required and elective legal studies courses more accessible.

Specifically, the legal studies course required of Accounting majors, LGST-B301 Business Law was lowered to the sophomore level, allowing students to take the course earlier in their degree program so that the knowledge can be applied in more of the upper-level courses. Additionally, the prerequisites for an elective legal studies course, LGST-B310 Law for Intl Business, were reduced and the course was lowered to the sophomore level. These changes make the Legal Studies courses offered by the College of Business less of a scheduling burden on students, which will allow them to devote more time to the courses (not squeezing them into busy schedules) and apply them more fully (having taken earlier).

In addition, the Accounting area **is developing a Fraud Examination / Forensic Accounting course** with a significant legal component to be launched soon. The course follows the model of the already existing graduate course[s] in fraud and forensic investigation.

ETS 2b) To improve students' knowledge of Social Environments [ETS outcome #2] **an innovative elective in the Management area was offered** in Fall of 2009 in environmental / social responsibility, MGT-B493 Environment Society & Capitalism. The course tackles global environmental or social issues and how businesses can profitably and effectively meet them.

The course is both a timely response to the market and a fitting inclusion in our curriculum based on Jesuit values. It addresses both the ongoing "green" / sustainability movement in business and society at large, as well as the topics of social justice / social entrepreneurship.

The course is taught in Management, but available to all business students. Its goals are:

Students completing this course should have the following substantive knowledge:

- Understand environmental issues, strategy, and management techniques.
- Understand the role business can play in the "bottom of the pyramid" sector.
- Learn from social / environmental entrepreneurs about their leadership style.

ETS 3) To improve achievement in the field of Economics [ETS outcome #3], William Barnett **has modified the course** syllabi in ECON-B201 Principles of Macroeconomics and ECON-B301 Intermediate Macro-economics, from 2008 to 2009 to reduce the number of distinct theoretical economic models covered in order to focus on the most used.

Specifically, in response to the financial and economic crises of 2008-2009, the topics of the courses are now focused on Classical, Keynesian, Monetarist, and Supply-Side economics, the top four mainline economic theories competing for space in the world's political sphere. The more esoteric or academic theories such as New Classical, Real Business Cycle, and Neo-Keynesian economics have been left out to allow more time to be devoted to the prevailing economic theories students can be expected to face in real world situations.

To further accommodate the added material, less time has been spent in the courses on the topics of international economics and aggregate supply and demand factors, which are covered further in other Economics courses such as ECON-B305 International Economics. In addition, an expanded selection of resource materials and research has been included in the course syllabus to help students understand the nature and causes of the recent crises in the world economy. These materials help students to apply knowledge gained in the course.

In response to the crisis and ETS scores in the Economics area, William Barnett has made changes to ECON201 as shown in **bold** below :

| Spring 2008 | | | Fall 2009 | | |
|-------------|-----------|--|-------------------|-----------|--|
| Dates | # Classes | Topic | Dates | # Classes | Topic |
| 1/7-9 | 2 | Review of concepts | 8/31-9/14 | 6 | Review of concepts, |
| 1/11-23 | 5 | Intro to macroecon., national income, intl. balance of payments | | | intro to macroecon., national income, intl. balance of payments |
| 1/25-28 | 2 | Long run and growth | 9/16-18 | 2 | Long run and growth |
| 1/30-2/18 | 6 | Money and monetary institutions, pres. value | 9/21-10/2 | 6 | Money and monetary institutions, pres. Value |
| 2/22 | 1 | Aggreg. supply/demand | | | |
| 2/25-4/2 | 13 | Classical, Keynesian, Monetarist, Supply-side, New Classical, Real Cycle & Neo-Keynesian theory | 10/7-11/13 | 16 | Classical, Keynesian, Monetarist, Supply-side theory and policies |
| 4/7-23 | 8 | Post-Keynesian, Austrian | 11/18-12/11 | 9 | Post-Keynesian, Austrian |
| 4/25-30 | 3 | International economics | | | |

ETS 4) To improve overall Accounting ability [ETS outcome #4] the College of Business hired Dr. Lee Yao in 2007 to fill the vacant Fr. Joseph A. Butt, S.J., Distinguished Professorship in Accounting, to become the new Area Chairperson for the department of Accounting Economics & Finance, and to revitalize the Accounting program.

Other hires in the Accounting area include Patrick Lynch in 2006, Jean Meyer in 2007, and Daphne Main in 2008. Patrick Lynch has over 20 years professional experience as managing partner of a public accounting firm. Daphne Main and Jean Meyer are pedagogic innovators.

Under the direction of Dr. Yao the College of Business **revised the Bachelor of Accountancy**, the Minor in Accountancy for Business Administration majors, and the content of the various accounting requirements of all College of Business students in the Business Core Curriculum. By striking Managerial Accounting, a course aimed at non-Accounting majors, more room was opened to add another Accounting elective to the curriculum. The International component of the BAcc program was changed from an ECON or FIN course to a newly created ACCT course.

Changes to the Bachelor / Minor of Accountancy to improve based on ETS Tests are in **bold** below:

| Pre-Katrina / Pre-Yao | Post-Katrina / Post-Yao |
|---|--|
| <p>Business Core Curriculum:</p> <ul style="list-style-type: none"> • ACCT-B202 Financial Accounting • ACCT-B203 Managerial Accounting <p>Major Requirements:</p> <ul style="list-style-type: none"> • ACCT-B205 Intermediate Acct I • ACCT-B206 Intermediate Acct II • ACCT-B300 Federal Tax Accounting • ACCT-B307 Intermediate Acct III • ACCT-B340 Accounting Info Sys • ACCT-B400 Advanced Accounting • ACCT-B403 Audit / Assurance Serv • ACCT-B410 Strategic Cost Mgmt • ECON-B305 or FIN-B325 (Intl Ec/Fin) • Business Elective (free choice) <p>Minor Requirements:</p> <ul style="list-style-type: none"> • No Minor in Accountancy | <p>Business Core Curriculum:</p> <ul style="list-style-type: none"> • ACCT-B202 Financial Accounting • ACCT-B203 Managerial Accounting <p>Major Requirements:</p> <ul style="list-style-type: none"> • ACCT-B205 Corp Acct / Reporting I • ACCT-B206 Corp Acct / Reporting II • ACCT-B300 Tax Accounting I • ACCT-B307 Acct for Public Sector • ACCT-B340 Accounting Info Sys • ACCT-B400 Advanced Accounting • ACCT-B403 Audit / Assurance Serv • ACCT-B410 Strategic Cost Mgmt • ACCT-B460 International Acct • ACCT-B### Accounting Elective • Business Elective (free choice) <p>Minor Requirements:</p> <ul style="list-style-type: none"> • ACCT-B202/3 Fin / Mgrl Accounting • ACCT-B205/6 Corp Accounting I / II • ACCT-B300 Tax Accounting I or ACCT-B340 Acct Info Systems or ACCT-B480 Fraud / Forensic • ECON-X130 or ECON-B200 • LGST-B201 or LGST-B205 |

ETS 5) To improve knowledge of Information Systems [ETS outcome #5], the Management Information Systems course required of all Bachelor of Business Administration students **was lowered from Junior to Sophomore level** in Fall of 2007. In addition, **the expected outcomes of the course and its associated learning objectives were modified** to present a more managerial perspective of the application of information systems to business processes rather than a technological model of system development.

The changes to the Information Systems course based on ETS Field Test results are in **bold** below:

| Fall 2006 / MGT-B340 | Fall 2007 / MGT-B250 |
|--|---|
| <p>After successfully completing this course, the student should be able to:</p> <ul style="list-style-type: none"> • Discuss information systems in terms of systems and their impact on business. • Develop a working knowledge of the hardware, software, and telecommunication options available for business. • Develop a working knowledge of the technical language of computers. • Develop an awareness of the importance of and impacts of information technology. • Provide foundation for understanding information technology and enterprise system concept and practices. • Understand the architecture and capabilities of the world wide web. • Explain a relational data model. • Discuss the role of different types of systems within a business model. • Explain the threats to business information systems and options available to protect organizations from those threats. | <p>After successfully completing this course, the student should be able to:</p> <ul style="list-style-type: none"> • Explain fundamental information technology concepts (database management, e-business, etc). • Describe the nature of, explain the functions of, and analyze the impacts of business information technologies and enterprise systems (transaction processing, CRM / databases, etc). • Explain how business information technology can solve particular business problems and gain a competitive advantage. • Explain how technological advances can create new exploitable opportunities for an organization. • Discuss the potential implications of emerging information technologies on business processes / functions. • Discuss ethical issues of using information technology. |

Assessment Outcome of ETS Sub-Item “International Issues”

In Spring and Fall of 2007, exiting College of Business seniors took the ETS Major Field Test in Business. Although this assessment tool has been replaced by new course-embedded metrics (being conducted during the present Fall semester), the results were actionable. Students taking the ETS Major Field Test in Business scored a mean of 68% correct on the “International Issues” assessment indicator reported by ETS. Although our institutional mean score on this indicator was among the highest in the nation [95th percentile], it should be much higher.

Actions Taken based on ETS Sub-Item “International Issues”

Many international business and other disciplinary position openings were filled from 2006-2009 with internationally-astute faculty, and additional curricular / extra-curricular improvements were made to increase the performance of students in the area of International Business issues.

Nikhil Celly (2006) was hired in the international business discipline in order to teach courses such as INTB-B200 Intro to International Business and B435 Multinational Business Strategy, taught previously by general management faculty. These courses are available to all majors.

Len Treviño (2009) was hired to fill the Gaston chair in International Business, while Mehmet Dicle (2007, from Turkey), Lee Yao (2007, from Australia/Pacific Basin), George Karamessinis (2008, from Greece), and Xue Wang (2009, from China) were hired in other disciplines.

These faculty additions, representing citizenship and/or corporate experience—as well as academic interest—in over seven countries on five continents, **have supported changes to the curricula** of the International Business major and of their respective disciplinary majors. These changes have taken place incrementally during the five-year period from 2005 to the present. These support the College of Business’ strategic initiative to create distinction for the local, regional, national, and international audiences in alignment with university goals.

Specific areas in which international business learning has improved are:

- INTB 1)** International Business major and minor
- INTB 2)** Finance major international requirements
- INTB 3)** Accounting program international requirements
- INTB 4)** Study Abroad offerings in the College of Business
- INTB 5)** Extra-curricular international learning opportunities

INTB 1) In Fall of 2007, the Faculty of the College of Business **approved a change in the content of the International Business major** that standardizes the skill set learned by all International Business majors and offers a more diverse / global focus, rather than regional.

The old and new course requirements of the International Business major are as follows:

| Before 2007 | 2007 to Present |
|---|---|
| <p>Major Requirements:</p> <ul style="list-style-type: none"> • ECON-B305 Intl Economics –or– FIN-B325 Intl Financial Mgmt • MGT-B315 Intl Management –or– MKT-B330 International Marketing • BA-B400 Global Startups –or– BA-B435 Multinational Strategy • INTB-B340 Bus in Latin America, INTB-B345 Business in Asia, –or– INTB-B350 Business in Europe • International Business Electives (2) • Political Science/History/Sociology Electives (2, same as region above) • Modern Foreign Language choice (2, consistent with region above) | <p>Major Requirements:</p> <ul style="list-style-type: none"> • INTB-B200 Intro to Intl Business • INTB-B325 International Finance • INTB-B330 International Marketing • INTB-B435 Multinational Strategy • International Business Electives (2) • Political Science/History/Sociology Electives (2, intl, not region-focus) • Modern Foreign Language choice (2, consistent with other electives) |

The International Business minor for business students of other disciplines **underwent the same revision**, and requires the same core set of courses now, with the exception that the minor requires only 1 Political Science / History / Sociology elective and no INTB electives.

INTB 2) In Fall of 2006, the Finance major **was revised with respect to its international curricular requirement**, bringing it into alignment with all of the other majors. The major now requires FIN-B325 International Financial Management instead of FIN-B310 Institutions. With this change, all Bachelor of Business Administration majors have international components.

INTB 3) In Fall of 2008, the BAcc program **was revised with respect to its international curricular requirement**, bringing it into alignment with all the other undergraduate business majors in the BBA degree. This entailed the creation of ACCT-B460 International Accounting. With this change, all College of Business undergraduate majors have international components.

INTB 4) Beginning around the 2006-2007 academic year, the College of Business **expanded its Study Abroad programs** to include more opportunities for students in majors other than International Business to benefit from the unique learning experience of Study Abroad. Traditionally, Study Abroad programs in the College of Business had been designed for specifically International Business majors only, since credit was given as INTB electives only.

- **In 2005**, only one Study Abroad trip was offered [excluding Semester Exchange programs]: a summer trip to Europe that consisted of 6 credit-hours of International Business coursework (International Business Ethics and European Business Practices) toward elective requirements.
- **In 2006**, the Europe trip was modified to allow some credit to count toward general business electives. In addition, a new trip to Brazil was offered in late spring that consisted of 3 credit-hours that were applicable either as International Business, Marketing, or Management credit.
- **In 2007**, the Europe and Brazil trips were offered once more, along with a new trip to China that consisted of 6 credit-hours applicable either toward 2 general business electives or as 1 business elective and 1 regional social science elective for International Business majors.
- **In 2008**, the Europe and China trips were both offered again as 6 credit-hour trips, with the Europe trip being applicable either as 2 International Business electives or toward economics, management, or marketing; the China trip could be taken as international or general business.
- **In 2009**, the Europe and China trips from 2008 were both offered again, and a new trip to Latin America was added under the direction of Len Treviño that consisted of 3 credit-hours applicable to International Business, general business, or Latin American Studies electives.

As a result of these changes to the Study Abroad offerings of the College of Business, **more students overall have enrolled in the Study Abroad opportunities and a wider variety of business majors have taken part** in these opportunities to earn elective credit abroad. The number of business students studying abroad and the percentage of INTB majors are:

| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|---------------|------------------|------------------|------------------|------------------|
| # of students | 12 | 41 | 48 | 54 |
| % INTB major | 50% | 54% | 44% | 41% |

INTB 5) In Fall of 2008, Dr. Wing Fok was **tasked with the redevelopment of the dormant College of Business International Business Center**. The Center is part of a university-wide initiative to internationalize the campus and curriculum of Loyola University New Orleans.

The International Business Center **creates new opportunities for students**, including:

- The Chinese Table, an informal organization of students and faculty--and attended by College of Business faculty, Dr. Lee Yao, Dr. Wing Fok, and Dr. Jing Li, among others--that meets regularly every other week to discuss issues related to Chinese culture and business. While the focus of this group is on China, it can be a launchpad for other areas.
- Student opportunities for graduate study or summer study abroad programs in China. Through the International Business Center and Drs. Fok and Yao, the College of Business is developing and discussing such programs with a number of potential Chinese partners.
- The Asian Festival of Lights, a campus event that promoted awareness of Asian culture, was spearheaded by an International Business major with the support of the International Business Center and the College of Business.

The International Business Center **will continue to support extra-curricular initiatives** such as these successes (student-faculty discussion groups, study abroad / international graduate study programs, and events to raise cultural understanding), and to explore new ideas.

Assessment Outcome of Communication Rubrics

In Fall of 2004 and Spring of 2007, data were collected from BA-B101 Business Communication for the communication learning objectives. To assess Speaking Skills, students were required to do a mock interview with the instructor. To assess Writing Skills, students wrote a memo on a topic chosen by the instructor. To assess Presentation Skills, students performed a solo presentation to the instructor and the other students.

The results were similar between the two assessment points. Students scored lowest on Presentation Skills in both samples (66% and 72% met our learning standards, respectively). Writing Skills decreased slightly from 2004 to 2007 (83% to 74%). Speaking Skills performance changed the most during the period (from 68% to 82%), probably in large part due to the increased integration of the Executive Mentoring Program into the BA-B101 course.

With the expansion of the Executive Mentoring Program and the addition of the new Business Profession [Portfolio] Program, many of the topics covered in Speaking Skills (oral interview) are no longer covered in BA-B101. We are **working to improve Presentation Skills**.

Actions Taken based on Communication Rubrics

Between 2006 and 2009 Dr. Johnston moved the course away from a public speaking emphasis and moved toward a focus on professional presentations and significant attention was placed on developing writing skills [for clarification, Presentation is sometimes referred to as "Speaking Skills" in other and older assessment documents].

The course now **includes a more integrative set of requirements to teach Presentation Skills and enhance written communication..** Students give two individual presentations: One with PowerPoint, one with written outline. They take a PowerPoint quiz, and write a revision to and reflection on the outlined speech.

Changes made to BA101 to improve writing / presenting based on assessment are in **bold** below:

| 2006 | 2007 | 2008 | 2009 |
|----------------------------|----------------------------|-----------------------------|--------------------------------|
| Assignment Points | Assignment Points | Assignment Points | Assignment Points |
| <i>Speaking Skills</i> | <i>Speaking Skills</i> | <i>Speaking Skills</i> | <i>Speaking Skills</i> |
| Impromptu Spch 25 | Impromptu Spch 25 | Impromptu Spch | Impromptu Spch |
| Oral Interview 25 | Oral Interview 25 | Oral Interview 25 | Oral Interview |
| Info. Speech 100 | Info. Speech 100 | Info. Speech 75 | Info. Speech 75 |
| | | | Revised Speech 10 |
| <i>Writing Skills</i> | <i>Writing Skills</i> | <i>Writing Skills</i> | <i>Writing Skills</i> |
| Cover Letter 25 | Cover Letter 25 | Cover Letter 25 | Etiquette Assign. 15 |
| Resume 50 | Resume 25 | Resume 25 | Career Assigns. 25 |
| Thank-You Note 25 | Thank-You Note 25 | Thank-You Note 25 | Thank-You Note 15 |
| Business Memo 50 | Business Memo 25 | Business Memo 25 | Business Memo 25 |
| | | Presentation Refl.25 | Presentation Refl.15 |
| <i>Presentation Skills</i> | <i>Presentation Skills</i> | <i>Presentation Skills</i> | <i>Presentation Skills</i> |
| Final Team Project: | Final Team Project: | Final Team Project: | Final Team Project: |
| Presentation 75 | Presentation 100 | Presentation 75 | Presentation |
| PowerPoint 25 | Final Report 50 | PowerPoint 50 | Indiv. PowerPt. 25 |
| <i>Exams / Quizzes</i> | <i>Exams / Quizzes</i> | <i>Exams / Quizzes</i> | <i>Exams / Quizzes</i> |
| Grammar Quiz 25 | Grammar Quiz 20 | Grammar Quiz 25 | Grammar Quiz 25 |
| Quiz over Ch. 1-4* 25 | Quiz over Ch. 1-4* 40 | Quiz over Ch. 1-2* 25 | Quiz over Ch. 1-3* 25 |
| | | Quiz over Ch. 3-4* 25 | Quiz over Ch. 4-6*25 |
| | | Quiz over Ch. 5-7*25 | PowerPoint Quiz 25 |
| <i>Executive Mentor</i> | <i>Executive Mentor</i> | <i>Executive Mentor</i> | <i>Executive Mentor</i> |
| Reflection Pieces 25 | Reflection Pieces 60 | Reflection Pieces 60 | Reflection Pieces 40 |
| Participation 25 | Participation 60 | Participation 60 | Participation 40 |

***The quizzes on chapters 1-4 from 2006 to 2008 and chapters 1-3 in 2009 are on general communication knowledge only. In 2008, a new quiz was added on the later chapters (5-7) that deal with the writing process. The new quiz continued into 2009 with chapters 4-6.**

Miscellaneous Undergraduate Assessment Documentation

On the following pages are our undergraduate learning goal definitions, as well as our most recent assessment results for each and an overview of actions taken or planned to rectify areas of weakness as identified by assessment in each of the undergraduate learning goals below.

BBA.1) Business Disciplines is a collective term for the basic areas of accounting, decision science, economics, finance, management, and marketing.

Learning Goal: Graduates will demonstrate competency and ability as business professionals

Learning Objectives: Graduates will be able to:

- a. Demonstrate overall competency in using all of the various functional areas of business
- b. Synthesize business knowledge and skills from multiple disciplines to solve complex problems

BBA.2) Critical Thinking is the careful, deliberate, and rational determination of what to believe or do, using cognitive skills or strategies that increase probability of desirable outcomes.

Learning Goal: Graduates will be able to apply critical thinking skills to solve issues in business

Learning Objectives: Graduates will be able to:

- a. Analyze the structure and content of an argument relating to a business issue
- b. Formulate a sound argument relating to a business issue that leads to a viable strategy
- c. Analyze the business environment of a firm from all internal and external perspectives

BBA.3) Communication in business is a process in which two or more people interact using communication skills in order to achieve a desired outcome in a business context.

Learning Goal: Graduates will be able to communicate effectively in the business world

Learning Objectives: Graduates will be able to:

- a. Compose clear and concise business writing
- b. Make effective persuasive business presentations

BBA.4) Ethical Decision-Making in business is an application of critical thinking skills to address a business problem that has more than one legal solution, but in which the decision-maker seeks to find the most responsible action for all of the stakeholders of the decision.

Learning Goal: Graduates will be able to apply a values-laden method to respond to ethical issues

Learning Objectives: Graduates will be able to:

- a. Describe the context of an ethical problem
- b. Execute a procedure of ethical decision-making that leads to actionable solutions for a problem
- c. Communicate the results of an ethical decision-making process to all stakeholders of a decision
- d. Reflect on an ethical decision-making process and demonstrate the capacity for self-evaluation

BBA.5) Global Awareness is the knowledge of cultural, regional, and national issues that will enable the graduate to respond appropriately in all international business situations.

Learning Goal: Graduates will possess the knowledge, skills, and abilities necessary to succeed in the emerging global economy

Learning Objectives: Graduates will be able to:

- a. Demonstrate overall competency concerning global business issues
- b. Apply business theory and skills in order to solve a business problem in a global setting

BAcc.1) Accounting Ability is the body of accounting knowledge, skills, values, and attitudes students will need to succeed as competent accounting professionals.

Learning Goal: Graduates will demonstrate ability as accounting professionals, including tax

Learning Objectives: Graduates will be able to:

- a. Explain the need for and uses of fin acct info
- b. Understand and explain the basic concepts, tools, elements, and terminology of fin acct
- c. Understand the basics of accounting for cash, accounts receivable, inventory, and investment
- d. Understand the techniques used to assist managers in safeguarding / assuring assets

Learning Objectives: Graduates will be able to:

- e. Analyze, account for, and explain asset transactions, including plant and intangible assets
- f. Analyze, account for, and explain liability transactions, including debt, def. taxes, leases, pensions
- g. Account for revenue recognition alternatives
- h. Account for stockholder contributed capital
- i. Account for dilutive securities and calculate e.p.s.
- j. Account for accounting changes and errors
- k. Demonstrate competency in tax accounting techniques and tax law (9-item examination)

BAcc.2) Critical Thinking is the careful, deliberate, and rational determination of what to believe or do, using cognitive skills or strategies that increase the probability of desirable outcomes.

Learning Goal: Graduates will be able to apply critical thinking skills to solve issues in acct.

Learning Objectives: Graduates will be able to:

- a. Analyze the structure and content of an argument relating to a business issue
- b. Make informed and technically appropriate decisions concerning problems in accounting
- c. Analyze the internal and external business environment of a firm from all perspectives

BAcc.3) Communication in business is a process in which two or more people interact using communication skills in order to achieve a desired outcome in a business context.

Learning Goal: Graduates will be able to communicate effectively in the accounting field

Learning Objectives: Graduates will be able to:

- a. Compose clear and concise business writing
- b. Articulate ideas effectively in a professional business setting through one-on-one interviews, informative presentations, or group discussions

BAcc.4) Ethical Decision-Making in business is an application of critical thinking skills to address a business problem that has more than one legal solution, but in which the decision-maker seeks to find the most responsible action for all of the stakeholders of the decision.

Learning Goal: Graduates will be able to apply a values-laden method to respond to ethical issues

Learning Objectives: Graduates will be able to:

- a. Describe the context of an ethical problem
- b. Execute a procedure of ethical decision-making that leads to actionable solutions for a problem
- c. Communicate the results of an ethical decision-making process to all stakeholders of a decision
- d. Reflect on an ethical decision-making process and demonstrate the capacity for self-evaluation

BAcc.5) Decision Support in accounting is the ability to use accounting information to lead and make decisions in a diverse community of business, government, and not-for-profit orgs.

Learning Goal: Graduates will be able to be leaders and decision-makers in private, public, or non-profit sectors

Learning Objectives: Graduates will be able to:

- a. Prepare, use, and analyze financial statements
- b. Prepare cash flow statements & related worksheets
- c. Use accounting information for decision-making

The following are the results of the most recent assessments at the undergraduate level:

| Learning Goal / Obj. | Assessment Tool | Year | % Met Goal |
|---------------------------------------|------------------------------|------|------------|
| BBA.1.A) Overall Competency | Case Analysis Rubric – BA430 | 2009 | 80% |
| BBA.1.B) Synthesis of Skills | Case Analysis Rubric – BA430 | 2009 | 67% |
| BAcc.1.A) Need for Fin Acct | Exit Examination – All BAcc | 2007 | 53%* |
| BAcc.1.B-D) Basic Concepts | Exit Examination – All BAcc | 2007 | 59%* |
| BAcc.1.E-F) Transactions | Exit Examination – All BAcc | 2007 | 50%* |
| BAcc.1.G-H) Special Topics | Exit Examination – All BAcc | 2007 | 35%* |
| BBA/BAcc.2.A) Argument Anal. | Article Mapping – MGT245 | 2008 | 73% |
| BBA/BAcc.2.B) Form Argumnt. | Proposal Project – MGT345 | 2005 | 71% |
| BBA/BAcc.2.C) Analyze a Firm | Simulation Project – BA445 | 2005 | 93% |
| BBA/BAcc.3.A) Writing Skills | Business Memo – BA101 | 2007 | 74% |
| BBA/BAcc.3.B) Speaking Skills | Info. Presentation – BA101 | 2007 | 73% |
| BBA/BAcc.4.A) Identify Prob. | EthicsGame Simul. – MKT330 | 2007 | 81% |
| BBA/BAcc.4.B) Make Decision | EthicsGame Simul. – MKT330 | 2007 | 65% |
| BBA/BAcc.4.C) Defend Solut. | EthicsGame Simul. – MKT330 | 2007 | 78% |
| BBA/BAcc.4.D) Self-Reflection | EthicsGame Simul. – MKT330 | 2007 | 65% |
| BBA.5.A) Overall Competency | Case Analysis Rubric – BA430 | 2009 | 80% |
| BBA.5.B) Application of Theory | Case Analysis Rubric – BA430 | 2009 | 67% |
| BBA.5.C) Comparative Analy. | Case Analysis Rubric – BA430 | 2009 | 80% |
| BAcc.5.A) Financial Statements | Exit Examination – All BAcc | 2007 | 81%* |
| BAcc.5.B) Prepare Cash Flow | Exit Examination – All BAcc | 2007 | 44%* |
| BAcc.5.C) Decision Support | Exit Examination – All BAcc | 2007 | 58%* |

** These are raw test scores and are not scaled to the same 0-2 rubric as the other assessments*

The following are the most recent actions taken to improve student achievement in problem areas:

| Learning Goal / Obj. | Corrective Action Taken |
|---|--|
| BBA.1.B) Synthesis of Skills | Still under review; assessment completed in Nov 2009; assessment team has met to form recommendations, UG Curric. Committee will meet to discuss implementation; preliminary ideas include focused writing assignment on defending an idea &/or real-world projects from local firms |
| BAcc.1.G-H) Special topics | Improved coverage in fundamental courses Increased advanced content in major reqs. |
| BBA/BAcc.2.A) Anly. argument BBA/BAcc.2.B) Form argument | Improvement was found from 2005 to 2008 cycles, but not enough; will review in Spr 2010 with BBA.1.b/5.b , which showed similar issues in ability to form a full argument |
| BBA/BAcc.3.A) Writing Skills BBA/BAcc.3.B) Speaking Skills | Improved writing portion of BA101 class Improved presenting portion of BA101 class Will pilot Peer-Evaluation from MBA in Spring or Fall 2010 |
| BBA/BAcc.4.b) Make Decision BBA/BAcc.4.d) Self-Reflection | Needs review; assessment was completed by one faculty and not disseminated with new process; recommendation includes increased focus on student as ethical actor/agent |
| BBA.5.b) Application of Theory | Still under review; assessment completed in Nov 2009; assessment team has met to form recommendations, UG Curric. Committee will meet to discuss implementation; preliminary ideas include case analysis workshop within Portfolio to improve ability to interpret a given scenario |
| BAcc.5.b) Prepare Cash Flow | Improved coverage in fundamental courses |

STANDARD 18 –GRADUATE LEARNING GOAL ASSESSMENT

Given the information presented above, we next turn our attention to examples of how we address AACSB Standard 18, which asks *“if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.”*

Assessment Outcome of MBA Direct Assessment

In Spring of 2009, a team of faculty assessors rated student achievement of MBA learning goals related to Systems Thinking, Critical Analysis, Value-Chain Understanding, and Managerial Perspective and Communication. The team identified the following weaknesses:

- MBA 1)** Holistic / Comprehensive Perspective of Business
- MBA 2)** Ability to Make and Convincingly Defend a Solution
- MBA 3)** Realistic Understanding of Consequences / Risks
- MBA 4)** Ability to be Concise in Business Communication
- MBA 5)** Persuasive Presentation of Business Concept / Call to Action
- MBA 6)** Ability to Make Professional Impact in Presentation

Actions Taken based on MBA Direct Assessment

MBA 1) To improve students’ end-to-end understanding of the value-chain and of the integrative nature of business, the MBA program has been oriented into optional “strands” that are analogous in many respects to the “major maps” at the undergraduate level. The strands take the place of “concentrations” that were offered in the traditionally-formatted curriculum our MBA program had prior to 2008 when it was revised. The strands consist of pre-planned series of core courses and electives that progressively address either Leadership, Supply Chains, Marketing, or Finance.

The four MBA strands that have been created to address holistic perspective are as follows:

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---------------------|----------------|----------------------------------|-----------------------------------|-----------------|
| Leadership | Leadership | Entrepreneurship | HR; Negotiations | Global Strategy |
| Supply Chain | Mgt Science | Supply Chain Mgt; Forecasting | Services Mkt; Global Retailing | Global Strategy |
| Marketing | Marketing Mgt | Forecasting | Serv.; Event Mkt | Global Strategy |
| Finance | Adv Fin Mgt | Adv Cases in Fin | Invest.; Intl Fin | Global Strategy |

MBA 2) In the Managerial Communication weekend orientation in Fall of 2009, Dr. Jerry Goolsby [Marketing] and Dr. Daphne Main [Accounting] **gave assignments** in the “Writing Boot Camp” portion of the course that required students to **generate ideas and convincingly defend them**.

The Marketing assignment was to draft an Executive Summary and Table of Contents for a marketing plan [none was actually given to or written by the students]. This required students to consider every aspect that would be necessary to address in a comprehensive marketing plan, as well as to write a convincing Executive Summary without the limitations of being bound to a real product that must be explained or presented in a particular way. The Accounting assignment was a quantitative memo that required students to convincingly explain difficult quantitative information.

MBA 3) In 2010 or 2011, **we are considering implementing an internship** or similar program to address the needs of the first of two distinct groups of students we accept to the MBA program:
1) Students straight out of undergraduate programs; 2) Students who come from industry.

In Fall of 2007, we admitted a number of students under a conditional “pilot” program to determine whether work experience could substitute for GMAT performance. Students who perform well on the GMAT are typically those from group #1, and we speculated our admission standards might preclude otherwise qualified applicants from group #2 from gaining admission to the program. Traditionally, our MBA enrollment has been heavily weighted toward group #1.

The students admitted under this pilot program had lower GMAT scores than our admissions standards allow, but had exceptional work histories or strong other qualifications to merit their conditional admission. On average, these students had been out of their undergraduate study for 1 full year longer than students admitted normally. In general, these students belonged to group #2 above (students direct from industry) and continued to hold full-time employment.

We found, anecdotally and through our pilot study, that work experience can substitute very well for poor GMAT performance and, indeed, that work is a strong predictor of MBA success. In general, each year of work experience can substitute for up to 50 points on the GMAT test and can add as much as 0.10 to a student’s predicted GPA in the MBA program. Work also has intangible benefits [real-world perspective, problem-solving] that relate to our Learning Goals.

In addition to a lack of work experience, students admitted normally tend not to have business undergraduate majors. Compared to our pilot admissions, 55% of whom had business degrees, our typical MBA class consists mainly [60%] of non-business majors. Combined with a lack of work experience, our typical MBA student's educational background gives them an unrealistic or inaccurate view of business. We believe this causes poor performance in the identified areas.

The intended program will serve as a work replacement / substitute for students admitted with no work experience, to give them a realistic perspective of business decision-making as soon as possible. It will be completed before the student begins their second year of study.

MBA 4-6) In Fall of 2009, the Managerial Communication weekend that serves as the bulk of the requirements for the MGT-B605 course and as the orientation to the MBA program **introduced a faculty-created Leadership Communication Handbook** to supplement the text.

The Handbook is 75 pages long, presented in a workbook style for ease of reference and note-taking, and covers Presentation Skills [including Preparing, Organizing, Creating, and Delivering presentations], Listening Skills, Feedback Skills, Meeting Skills, and Writing Skills. Every MBA student was given a copy of the Handbook and it was used as the basis for the communication skills lectures given by Michelle Johnston for the workshop. The Handbook gives very practical techniques for improving MBA-level leadership and communication skills.

To our knowledge, this is the most comprehensive internally-created communication skills course workbook currently in use in any MBA program in the country. It addresses the full complement of communication skills that we expect our MBA graduates to be able to use.

Assessment Outcome of MBA Benchmarking

In Fall of 2007, the College of Business performed an indirect and program-wide assessment of the entire MBA curriculum, with an emphasis on 6 curricular areas of competitive importance:

- | | |
|---|---|
| Area 1) Marketing Mgmt vs New Product Dev. | Area 4) Legal and Social Responsibility Issues |
| Area 2) Operations Management and Statistics | Area 5) Management of Current Technologies |
| Area 3) Economic (Macro. vs. Micro. debate) | Area 6) Global & International Business Issues |

A survey was conducted of the curricular requirements of other MBA programs at 17 Jesuit universities / colleges and 2 local competitors. The survey was followed by a comprehensive analysis of the entire curriculum of all of the other 26 Jesuit MBA programs in the country. Competitive shortcomings were identified in all of the aforementioned areas. Some areas were weak compared to competitors, and some proved not competitively necessary after analysis.

Actions Taken based on MBA Benchmarking

To offer a more relevant curriculum, the **entire MBA program was revised as shown in bold:**

| Old Curriculum | New Curriculum* |
|--|--|
| <p>Foundation Courses:</p> <ul style="list-style-type: none"> • ACCT-B601 Financial Accounting • DECS-B601 Statistics • ECON-B601/2 Mic/Macroeconomics • FIN-B601 Financial Management • MGT-B601 Mgmt & Org. Behavior • MGT-B605 Mgrl Communication • MGT-B610 Human Resource Mgmt • MGT-B611 Operations Management • MKT-B601 Marketing Management <p>[Advanced] Core Courses:</p> <ul style="list-style-type: none"> • BA-B705 Business Ethics • BA-B710 Ind. & Corp. Entrepreneur. • BA-B715 Mgmt Control / Decision • FIN-B700 Adv. Financial Mgmt • MGT-B725 Leadership Dynamics • MGT-B730 Innovation / Tech. Mgmt <ul style="list-style-type: none"> • MKT-B735 New Product Devel. • BA-B850 Global Strategy • Graduate Business Electives (3) | <p>Foundation Courses:</p> <ul style="list-style-type: none"> • ACCT-B601 Financial Accounting • DECS-B601 Statistics • ECON-B600 Economics (Area #3) • FIN-B601 Financial Management • MGT-B600 Management • MGT-B605 Mgrl Communication • MGT-B610 Human Resource Mgmt • MGT-B611 Operations Management • MKT-B601 Marketing Management <p>[Advanced] Core Courses:</p> <ul style="list-style-type: none"> • BA-B700 Ethical/Legal Respons. (Area #4) • BA-B710 Ind. & Corp. Entrepreneur. • ACCT-B715 Mgmt Control / Decision • FIN-B700 Adv. Financial Mgmt • MGT-B725 Leadership Dynamics • MGT-B730 Innov. / Tech. Mgmt (Area #5) • MGT-B711 Mgmt Science & Ops. (Area #2) • MGT-B715 Global Supply Chain (Area #6) • MKT-B700 Marketing Mgmt (Area #1) • BA-B850 Total Global Strategy (Area #6) • Graduate Business Electives (3) |

**Although the new curriculum appears significantly shorter, it has only 5 fewer credit-hours.*

Miscellaneous Graduate Assessment Documentation

On the following pages are our graduate learning goal definitions, as well as our most recent assessment results for each and an overview of actions taken or planned to rectify areas of weakness as identified by assessment in each of the undergraduate learning goals below.

MBA.1) Value-Chain Analysis & Value Propositions

Learning Goal: Graduates will be able to analyze the value proposition of a firm's marketplace offerings, understand the strategic fit of the firm, and create a comprehensive plan to deliver customer value.

Learning Objectives: Graduates will be able to:

- a. Analyze the external industry or market environment facing a firm from all perspectives.
- b. Understand the internal structure, culture, and identity of a firm and how it affects strategic fit.
- c. Create a comprehensive strategic plan based on value-chain processes that takes account of the requirements of all stakeholders of the firm.

MBA.2) Critical Analysis & Systems Thinking

Learning Goal: Graduates will be able to engage a business problem head-on and make an informed and implementable decision based on a thorough analysis of the situation from multiple perspectives.

Learning Objectives: Graduates will be able to:

- a. Identify the problem to be solved or the issue to be confronted, and interpret data and surrounding context of the problem and any sub-problems.
- b. Explore multiple perspectives or approaches to solving the problem by integrating diverse business perspectives and implicit assumptions.
- c. Communicate and defend a recommended solution to the problem and a plan of action.
- d. Proceed in a manner that demonstrates strategic foresight, including continuous improvement of processes in order to avoid future problems.

MBA.3) Managerial Action & Communication

Learning Goal: Graduates will be able to adopt a managerial perspective by synthesizing information from many varied sources, communicating business information persuasively, and influencing others to achieve organizational goals.

Learning Objectives: Graduates will be able to:

- a. Synthesize diverse or ambiguous information to take meaningful organizational/managerial action.
- b. Communicate business information and organizational goals persuasively.
- c. Make a professional and well-prepared presentation on a business topic

MBA.4) Ethical Decision-Making

Learning Goal: Graduates will be able to apply a values-laden method for responding to ethical issues in business.

Learning Objectives: Graduates will be able to:

- a. Execute a procedure of ethical decision-making that leads to actionable solutions for a problem.
- b. Communicate the results of an ethical decision-making process to all stakeholders of a decision.
- c. Reflect on an ethical decision-making process and demonstrate the capacity for self-evaluation

The following are the results of the most recent assessments at the graduate level:

| Learning Goal / Obj. | Assessment Tool | Year | % Met Goal |
|-------------------------------------|------------------------------|-------------|-------------------|
| MBA.1.A) External Analysis | Final Case Exams – BA850 | 2009 | 80% |
| MBA.1.B) Internal Analysis | Final Case Exams – BA850 | 2009 | 78% |
| MBA.1.C) Strategic Planning | Final Case Exams – BA850 | 2009 | 89% |
| MBA.2.A) Identify Problem | Final Case Exams – BA850 | 2009 | 80% |
| MBA.2.B) Explore Approaches | Final Case Exams – BA850 | 2009 | 90% |
| MBA.2.C) Defend a Solution | Final Case Exams – BA850 | 2009 | 80% |
| MBA.2.D) Strategic Foresight | Final Case Exams – BA850 | 2009 | 80% |
| MBA.3.A) Synthesize Inform. | B-Plan Presentations – BA710 | 2009 | 80% |
| MBA.3.B) Persuasive Comm. | B-Plan Presentations – BA710 | 2009 | 85% |
| MBA.3.C) Make Presentation | B-Plan Presentations – BA710 | 2009 | 95% |
| MBA.4.A) Make Ethical Decs. | EthicsGame Simul. – BA850 | 2008 | 83% |
| MBA.4.B) Communicate Dec. | EthicsGame Simul. – BA850 | 2008 | 67% |
| MBA.4.C) Self-Reflection | EthicsGame Simul. – BA850 | 2008 | 100% |

These results represent the successful completion of the first major assessment cycle for the MBA program and its associated Learning Goals. During the 2008-2009 academic year, strong emphasis was placed on measuring Goals #1-3 and developing actionable improvements. This is an improvement over previous anecdotal or immature assessment, which focused on data generation rather than analysis and interpretation. This year was a milestone for our process.

The following are the actions being taken to improve student achievement in problem areas:

| Learning Goal / Obj. | Corrective Action Taken |
|--|---|
| MBA.1.A) External Analysis MBA.1.B) Internal Analysis | In general, students struggled with a realistic perspective of a firm's market position; still under review, action will include internships for MBA students with little work experience* |
| MBA.2.C) Defend a Solution MBA.2.D) Strategic Foresight | In general, students lacked a holistic view of strategy; corrective action will include idea-generation / research skill projects/seminars* ; already partially completed in MGT605 Also addressed by shift to "strands" within MBA curriculum |
| MBA.3.A) Synthesize Inform. | Improve all Comm Skills with new Handbook |
| MBA.4.B) Communicate Dec. | Assignment was unclear; new simul. in 2009 |

*** Because this most recent data is from Nov 2009, implementation has not taken place yet.**

ISSUE THREE – STUDENT RETENTION

Nothing succeeds like success!



Dr. Kate Lawrence celebrates with CoB graduate Carlos Macias and family

The third area in need of attention that was highlighted by the 2009 Peer Review Team was retention. The PRT letter stated in part:

“Loyola has realized the serious retention issues involving freshmen students. The College of Business has addressed the problem by implementing a First Year Experience that has been recognized as helping improve the situation. Specific goals for retention should be established by the College and outcome assessments should be reviewed to indicate which elements of the Freshmen Experience should be retained or modified to achieve these goals. (Standard 7: Student Retention).”

Retention is an issue that has attention at both the University Level and College Level. Indeed, Loyola 2012 - the strategic planning document – lists improving retention as the second of three over-arching goals for the foreseeable future. To this end, the document which was approved by the Board of Trustees on May 15, 2009 states, **“We will aggressively address student retention. The revenues recovered through increased retention have the potential to make a significant positive impact on the University budget. Attention will be given to advising, student housing, student life, athletic programs, curriculum, and staffing needed to keep students actively engaged in campus life, and in all other ways that academic and co-curricular life foster student connectedness to the University and the New Orleans community.”** As can be seen in the following, retention is even more important as Loyola University New Orleans continues to grow the size and increase the quality of the entering class.

Loyola University New Orleans Class of 2013 Profile *as of June 10, 2009*

4,181 students applied for admission (3,609 last year)
60.3% acceptance rate (60.5% last year)
802 enrolling students (695 last year)

Key Statistics of Enrolling Students

38% students of color (37.1% last year)
29% first generation (30% last year)
57.1% from outside Louisiana (47.6% last year)
79.3% applied online (77.7% last year)
18.4% applied using Common Application (17.7% last year)
42.5% male (42.5% last year)
7.2% from Jesuit high schools (6.1% last year)

While the demographics reveal a number of positive trends including a more applications, a larger enrollment and commitment to diversity, there were equally important improvements in the academic quality and preparation of the entering class.

Academic Profile for the Class of 2013

| | |
|------------------|-----------------------------|
| Mean GPA: | 3.73 (3.74 last year) |
| % from top 10%: | 29.1% (31.9% last year) |
| % from top 25%: | 60.1% (61.5% last year) |
| % from top 50%: | 90.7% (84.9% last year) |
| Mean SAT Verbal: | 624 (603 last year) |
| Mid 50%: | 570-670 (560-660 last year) |
| Mean SAT Math: | 606 (588 last year) |
| Mid 50%: | 550-660 (520-630 last year) |
| Mean ACT score: | 26.47 (25.67 last year) |
| Mid 50%: | 24-29 (23-28 last year) |

Therefore, this section will highlight the efforts undertaken and results attained by both the institution and the CoB to improve retention.

UNIVERSITY INITIATIVES / OUTCOMES

A University wide email sent from the office of President Fr. Wildes on December, 9, 2009 states that there was **“significant improvement in our retention of first-year students who became sophomores, from 73 percent last year to 80 percent this fall. We also show an improved retention in our fall to spring enrollment, currently 96 percent compared to 93 percent last year.”** The gains can be attributed to the work of many on a variety of curricular and co-curricular programs. Some of the more significant programs—to be discussed in detail later—are as follows.

- **Freshman Year Experience**
- **Co-Curricular Programming**
- **Retention Coordinator’s Office**
- **Residence Life Programs**
- **Facilities Planning**
- **Academic & Career Excellence Center**
- **Other retention initiatives, including athletics, student-parent engagement, and iLive (Ignatius Loyola Institute for Values Ed.)**

Freshman Year Experience

A robust First-Year Experience Program is a principal element of our strategy to improve retention. The goal of the FYE program is to introduce first-year students to the process of academic inquiry and to reinforce interdisciplinary learning embodied in the Common Curriculum in a manner that increases academic achievement and promotes student engagement through the prisms of “Thinking Critically, Acting Justly.” In 2009 Loyola launched a variety of exciting seminars, learning communities, and residential activities to achieve heightened engagement and promote academic self-sufficiency.

The program was designed from data culled from each Freshman class since Katrina which indicated that “lack of engagement” or “perceived lack of engagement” with peers, faculty, course material or the community was a leading factor of dissatisfaction and intent to leave the University.

This academic year, 2009 – 2010, Loyola is offering 30 seminars to provide each incoming student with a special, interdisciplinary introduction to the liberal arts and sciences. Courses include several New Orleans offerings, Crescent City People, Creole Crossroads, and New Orleans: Home of the Muse; courses with a strong social justice focus such as Innocence Behind Bars, American Health Care: Justice for All?, and Social Justice and The Wire; and courses linked to residential experiences such as Rebuilding New Orleans, taken by our Cardoner Leadership Fellows. Students were placed in courses based on preferences stated prior to early registration.

Several of the seminars include service learning components that extend students’ academic experience to work with community partners. Faculty teaching the seminars have participated in an intensive faculty development program, the Faculty Academy, in which they study best practices in first-year teaching, critical thinking pedagogies, teaching with technology, and other topics. A key part of the academy is the development and sharing of seminar syllabi and assignments. Thus far, 30 faculty members have participated in this program, which runs from February through May. It is one of the most comprehensive faculty development programs for FYE in the nation.

Co-Curricular Programming

“The Department of Co-Curricular Programs enjoyed an exciting year with the successful launch of several new initiatives that support the development of the whole person. Most notably, 20 first-year students were selected to participate in the inaugural

class of the Cardoner Leadership Fellows living-learning community. Student Government Association increased self-governance by working collaboratively with Judicial Affairs to expand their role to adjudicate individual student hearings, while students involved with Greek Life were challenged to examine their guiding principals and deepen their commitment to enduring values.” Other significant co-curricular accomplishments which facilitate retention include the following.

- Welcomed over 700 incoming first-year and transfer students and over 600 parents through revised Loyola Lagniappe and Wolfpack Welcome orientation programs.
- Launched the use of Gallup’s StrengthsQuest talent assessment with first-year students; trained student and professional staff about the program.
- Launched inaugural Cardoner Leadership Fellows living learning community with 20 first-year students.
- Implemented first Student Leadership Initiative one-day conference that allowed students to explore leadership, values, and vocation.
- Celebrated student success and achievement with the annual student leadership awards banquet.
- Implemented Opening Doors, a cooperative endeavor with Residential Life and inclusive of Loyola University faculty and staff, in which faculty and staff visited each on-campus residence to check on students’ transition to Loyola at the end of the first six weeks of class.
- Launched One Loyola, a multi-media space, which is used to communicate and illustrate student stories of how they are living out the university mission.
- Launched “Iggy Nights” late night weekend programming series, in which students are provided with alcohol-free alternative entertainment programming on campus.
- Student Government Association began adjudicating, for the first time, individual discipline cases in conjunction with Judicial Affairs. The Court of Review increased peer accountability in maintaining high behavioral standards.
- Expansion of Student Initiated Programming (SIP) grants for use in student-led late night programming.
- Renovations totaling \$3M were completed to the Danna Student Center, which included the creation of shared student organization space, installation of a state-of-the-art Learn Lab classroom, two new dining service locations, and the re-envisioning of three other food concepts.

Retention Coordinator

In the summer of 2009 Father Jim Caime was named Loyola's first retention coordinator. The College Board surveyed nearly 100 four-year institutions for its "Pilot Study on Student Retention" in 2007 and found that about 59 percent had an administrator in charge of tracking and improving retention. But many of those people were not focusing on it full time, with colleges reporting an average full-time equivalency of only 0.29 people in that position. One of Fr. Caime’s primary tasks is to work in

conjunction with faculty, administrators and the Office of Residence Life to identify students who may be less likely to persist at Loyola, such as those who are first-generation college students, who come from far away, or who have considerable financial need.

Mr. Sal Liberto, who is Associate Provost for Enrollment Management sees Fr. Caime's role as "a model based around relationships and filling in gaps for students, finding places students get disconnected." The counseling skills and the ability to build relationships that Father Caime developed as a priest make him a natural fit for the position, Mr. Liberto says.

For Father Caime, improving student retention is an outgrowth of the Jesuit ideal of caring for the individual person. In his work with students, he says, "my job is to help them become the best person they can be, know they are loved, and hopefully know they are loved by God, and see their life as a gift to the world." That, he says, is work that can be done in campus ministry, student retention, or any number of other places at a college.

At first Father Caime's focus will be working with freshmen and getting them through to sophomore year. But over time, Mr. Liberto expects him to work with all of Loyola's undergraduate and graduate students. Father Caime will communicate with faculty and staff members across the campus and bring their insights to the enrollment office. For example, he could hear that students in one major are struggling because their classes are too crowded, and take that information to the admissions office as it shapes the next class. To date, Fr. Caime has proven enormously popular with all constituencies.

Residence Life

The Office of Residence Life also played a significant role in conducting activities and completing initiatives designed to enhance retention. The mission of Residential Life is to *offer students the type of environment in which they can grow and develop as a whole person in the Jesuit tradition through program services*. Key retention successes for this year are briefly noted in the following.

- Residential Life launched four new Learning Communities in collaboration with our faculty colleagues: Faith Justice, Psychology, Women's Initiatives in Learning and Leading, and Writing and Literature. Existing Residential Learning Communities include International Experience, Honors, Wellness, and Cardoner Fellows.
- In collaboration with the Schlieder Foundation, the Carrollton Hall build-out will be completed in 2010. This space provides students an additional late-night dining option and support for our learning communities.

- To enhance student services, Residential Life administrative offices were centralized. Area Directors' offices were created in each hall, to increase availability and service level to resident students.
- The shuttle partnership with Tulane University continues to offer Safe Rides, Grocery, and Entertainment shuttles for students needing transportation. A lease option is currently being explored to provide students with cars on a short-term or overnight basis.
- A six-week programming curriculum to address the developmental needs of first-year students in the residence halls was created and implemented.
- The Residence Hall Councils, in collaboration with the Student Government Association, provided a new fence and benches that improved the residential quad environment.
- Increased the number of students returning to the residence halls by developing a room draw night, a program that enhances the sign-up process for room assignments for returning students.
- Implemented a Go-Green Initiative, which includes our annual "Freecycling" program at the end of the year.
- Sponsored several wellness activities, including the Race for the Cure, the Corporate Cup, and Brown Bag lunch seminars.

Facilities Planning

Both Academic Affairs and Student Affairs are working on the details and challenges of executing the new facilities plan. We are looking at programming for Monroe Hall and the long-term phasing of the facilities plan. Student Affairs is moving ahead with some approved and funded improvements to our residence facilities. For example, we are going ahead with the Carrollton Hall build-out for a late night pizza place, scheduled for completion in January/February 2010. Student Affairs is also working with a designer on the refurbishment of the lounge in Carrollton Hall, and projecting costs for the refurbishment of the main lounges in Buddig and Biever. The trustees toured some of these facilities to get a firsthand look at the condition of our residence halls and Monroe Hall.

Academic and Career Excellence Center

Since the University's administration sees student retention as a natural by-product of student success, seeing to it that all of Loyola's students have access to support services is an important step towards ensuring that each student is successful. We are working under the assumption that that if students are aware of the various support services on campus, use will "naturally" increase. Then, with increased use, we

would expect to see an increase in our student's success rate. It is felt that if we can increase student success, then in turn retention rates should increase, too.

The new facility for academic support services at Loyola is named "The Academic and Career Excellence Center" or ACE Center. It is located adjacent to the reference room in the J. Edgar and Louise S. Monroe Library. At its fundamental core, the ACE Center is a word processing lab, but its mission is to be a highly visible, one stop student resource for referral to the appropriate academic assistance: counseling, tutoring, career guidance, academic assessment, disability services, as well as research and reference services. While the core services retain their respective identities, the ACE Center creates an environment where old geographic boundaries are blurred and activities move smoothly across multiple departments.

The ACE Center is staffed with peer tutors representing all of the support service departments. The tutors must go through an intensive period of cross training. Tutors learn the main points of each service and more importantly they understand that the center is a point of referral to the home bases of the various services. The peer tutors are trained not only as tutors in their subject areas, but also as generalists with skills and knowledge to provide seamless delivery of services in all areas. "An important dimension of integrated information service on-site is efficient and effective referral to the next level of expertise, when appropriate."

Other University Initiatives

Other retention initiatives outlined in the Loyola University 2012 Strategic Plan are:

Enhance the Athletic Program

Provide an intercollegiate athletic program that has a regional reputation and supports the Jesuit mission of development of the whole person through participation in teams, teamwork, and sportsmanship by increasing the number of intercollegiate athletic sports in which student-athletes may be recruited and participate.

Student-Parent Engagement and Communications Flow

Introduce a full program for engaging students who are at a higher risk not to persist at Loyola. It will include a special communication flow to them and their parents, faculty engagement, and an assessment of academic advising.

Ignatius Loyola Institute for Values Education (iLive)

The Institute will serve as a springboard for best practices in preparing students for civic-minded lives of purpose. To this end, the Institute would encompass first-year, sophomore, and capstone experiences; learning communities; wellness initiatives (substance abuse prevention & decision-making); student leadership; honor code; civic engagement (service learning & community service); and spirituality.

Improving retention is an area of primary importance at the highest levels of the University. Indeed, the University has published goals for improving Freshman retention of 79% in the academic year 2010/2011 to 85% in the academic year 2014/2015. It is anticipated that efforts to promote and improve retention will be supported financially and with other resources as necessary.

COLLEGE OF BUSINESS INITIATIVES / OUTCOMES

Retention is also an extremely important issue at the College level. Therefore, the following will present some of the steps taken in the CoB to address the retention issues raised by the PRT.

The CoB prides itself on being a forward-thinking entity in the higher education system as reflected in such programs as the Freshmen Year Experience, Executive Mentoring Program, in-house study abroad programs and the required business internship. We realize that we cannot rest on our laurels. We must constantly strive for innovation and excellence in our approach to curriculum development in order to:

- 1. Provide our students with a well-rounded college experience that will leave them better equipped to make the most of their 4 years at Loyola and beyond;**
- 2. Remain true to the mission of both the University and the College; and**
- 3. Better differentiate ourselves competitively in the marketplace.**

Research has indicated that students who are socialized into the higher education system have more positive experiences and are more likely to remain at the institution. This thinking was what led to the development of the CoB's FYE and Executive Mentoring programs. These two programs focus on the students' experiences as freshmen with the goal of increasing retention rates from the freshman to sophomore year. Traditionally, these efforts have been successful and 2009 was no exception as can be evidenced from the data supplied by the Office of Institutional Research.

Indeed, on a headcount basis not including internal transfers into the CoB from other Loyola programs or external transfers from other Universities, the full time degree seeking undergraduate retention rates from Fall 2008 to Fall 2009 were as follows: 77% of CoB students were retained by the CoB. 83% of CoB students at all levels were retained at Loyola. The CoB retained 70% of Freshmen while 77% of CoB Freshmen were retained at Loyola. Finally, 83% of CoB Sophomores were retained in the CoB while 85% of CoB Sophomores were retained at Loyola. The 2008 – 2009 numbers for the CoB are on par with those of University. Given the significant proportion of first generation college students and the tough economic climate that besieged the nation, these numbers are understandable but clearly are not preferable for a College with Loyola's reputation, location, Jesuit affiliation and AACSB accreditation. Hence, as described above and as will be described in the following both the institution and college are implementing a variety of initiatives to improve this situation, including the following:

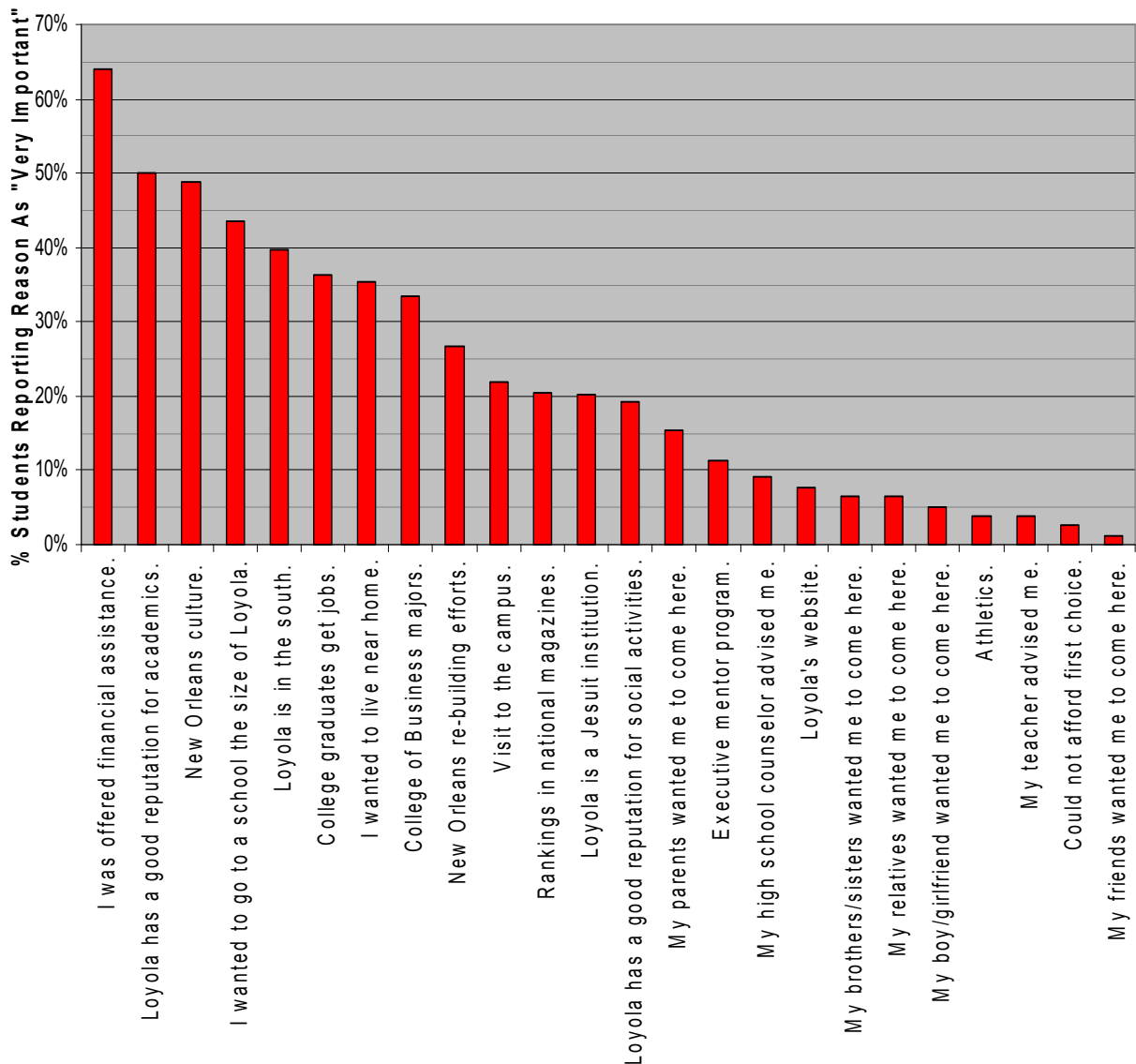
- Freshman Retention Survey
- Portfolio Program
- Early Warnings and Personal Attention
- Miscellaneous Retention Efforts, including an advising quick reference guide, College-to-student interaction through CoB picnics / free coffee days / etc, pre-registration of freshman and sophomore students prior to orientation, and presentations to familiarize students with registration

Freshman Retention Survey

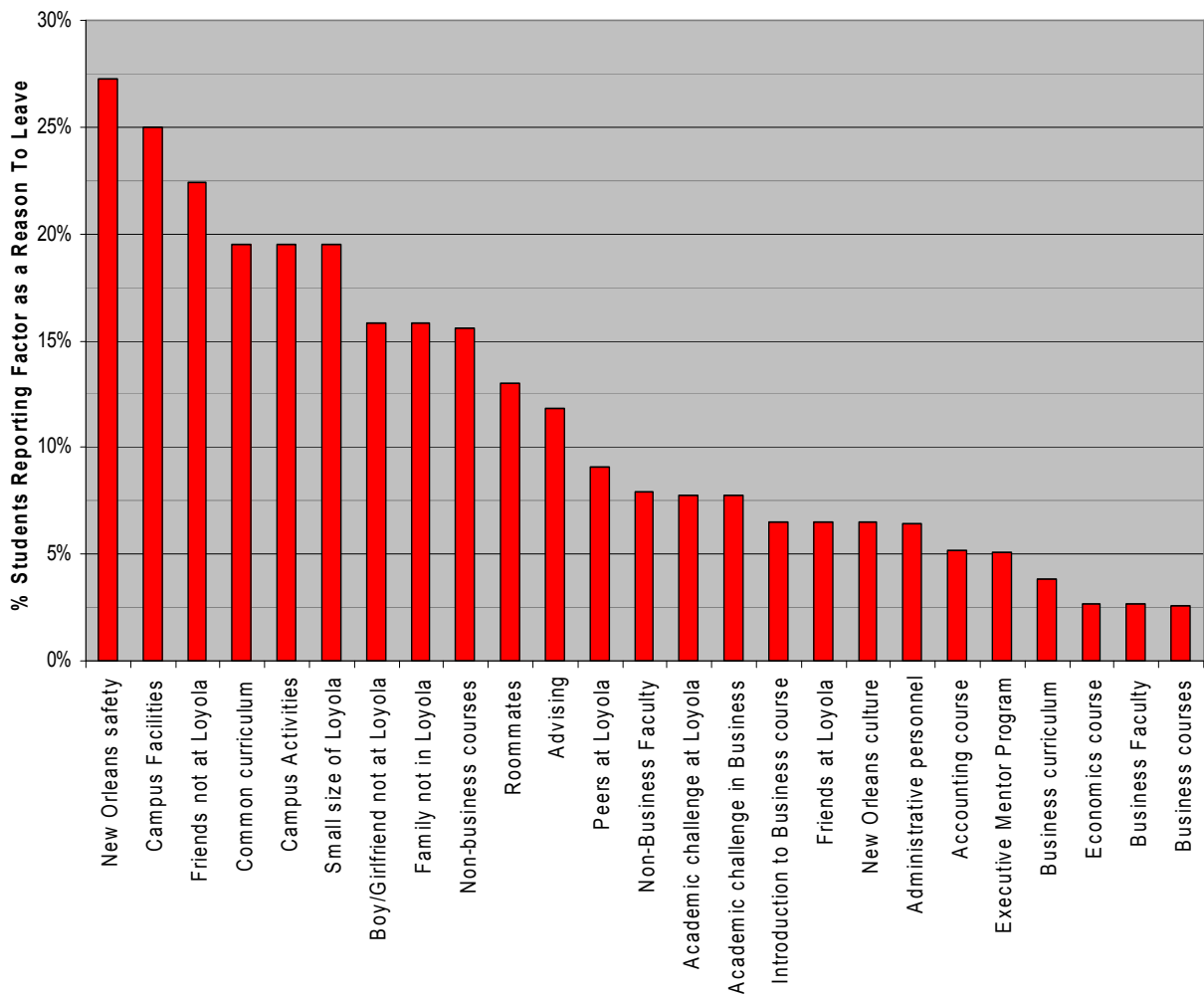
Our AACSB fifth year maintenance report indicated and comments from the PRT concurred that the CoB's Freshman Year Business 100 and Business 101 courses along with the mentoring program could be considered a best practice – particularly at retaining students through the balance of their Freshman year. Nevertheless, we continue to revise and modify those efforts in order to keep them fresh, relevant and engaging for our students. Aside from course evaluations and evaluations from the mentors and mentees, one of the methods the CoB has employed since 2007 to explore the “freshman experience” is to administer a self-report instrument. The administration and results from that instrument will be briefly described in the following.

In the Fall of 2007, 2008 and Spring of 2010 a self-report survey regarding the factors which influenced their decision to attend and their “motivation” to stay at Loyola was given to Freshmen enrolled in the BA100 course. In 2007 the survey was “voluntary” and on-line. In 2008 and 2009/10 it was administered during a normally scheduled course meeting time. The results have confirmed or contradicted assumptions and the results have led to changes in a number of areas. The results are as follows:

Decision Factors: According to the freshman survey, the most important factors influencing the decision to attend Loyola are financial assistance offered, Loyola’s academic reputation, the New Orleans culture, Loyola’s size, Loyola’s geographic location, the College of Business’ major programs, and the job market benefits of a college degree. The least important factors are that the student could not afford their first choice, that their friends or boyfriend/girlfriend wanted them to attend Loyola, Loyola’s athletic programs, that their family or relatives wanted them to attend Loyola, and the advice of their high-school teacher or guidance counselor. The chart below presents these factors of the attendance decision in rank order (% students citing).



Retention Factors: According to the freshman survey, the factors that most influence freshmen to leave Loyola in a coming semester are the safety of the city of New Orleans, displeasure with campus facilities, their friends at other universities, the common curriculum, displeasure with campus activities, and the small size of Loyola. The factors with the least influence on the decision to leave Loyola are the business faculty, the business curriculum, economics or accounting or general business courses, and the Executive Mentor program. The Pareto chart below presents the factors that influence the decision to leave Loyola in rank order (% of students citing factor).



In short, the results indicate that beyond cost, there are a host of academic, co-curricular, cultural, environmental, and idiosyncratic psychological/emotional factors which influence the decision to attend and stay enrolled at Loyola. As would be expected, given the nature of our diverse student population, no one factor is dominant in these decisions. We have drawn three conclusions from these data. First, students don't necessarily stay because they are satisfied and conversely they don't necessarily leave because they are dissatisfied, particularly when it comes to hygiene factors such

as food quality, campus appearance and the like. Second, it would be foolhardy to assume that the creation/implementation of any one program – including “free tuition” – would drastically change retention rates. Third, at the College level we must focus only on those issues over which we have some measure of control. Thus, the retention initiatives that will be described later in this section were designed with those “constraints” in mind.

The PRT report, our own internal analysis and new directives in Loyola 2012 – the University’s new strategic planning document—each indicated that now it is time to address retention and other issues in the freshman to sophomore, sophomore to junior and junior to senior student journey. Therefore, a cross-functional faculty team supplanted with resource personnel from within the University and the outside business community began explorations into programs that could enhance retention beyond the freshman year. The result of benchmarking, interviewing, peer analysis, brainstorming and other methods was the creation of and subsequent faculty / university approval of the **Business Profession Program: Creating Learning Portfolios for Success** which will be designated simply as **Portfolio Program** from this point forward.

Portfolio Program

The focus of the Portfolio Program on both the personal and professional development of the student addresses elements of the mission statements of the university and college while developing opportunities for a greater “bond” between students and the university.

The Portfolio Program will consist of a series of eight, sequential, non-credit but fee supported courses designed to expand on traditional academic learning and classroom experiences, focusing on student development. The Portfolio Program is similar in spirit and intent with successful Passport Programs currently in place at Lamar University and Xavier University (Ohio). Indeed, we would be remiss if we did not thank our Jesuit Colleagues at these and other institutions for their thoughtful and helpful comments regarding the design and implementation of the CoB’s version of those initiatives. The courses in the Portfolio Program will include both academic and non-academic learning experiences and opportunities that will leave students *awakened, enlightened and transformed*. With each course students will acquire skills and abilities that add to their personal, professional, and intellectual growth.

Students will be assessed on each course competency and will include those assessment outcomes in their CoB portfolio. The portfolio will provide both students and faculty with the ability to track students' progress over a four-year period. Some highlights of the Portfolio Program are briefly noted in the following.

Portfolio Grading:

Grades will be assigned on a Pass/Fail basis.
Students who fail a portfolio course will need to repeat the course to graduate.

Portfolio Learning Objectives:

- Students will demonstrate an ability to critically reflect on current issues related to both business and practical life experiences based on Jesuit ideals.
- Students will demonstrate competency in several areas including but not limited to professional development, leadership, program management and cultural diversity.
- Students will explore and assess their career interests, developing career goals and plans.
- Students will demonstrate understanding of and ability to conduct themselves in a professional and ethical manner.

The Portfolio Program will provide:

- A progressive, supportive, and positive environment that has the potential to positively impact retention, academic actions, and subsequent job placement;
- Opportunities to further explore and embrace Jesuit ideals (social justice, critical thinking);
- A means by which to differentiate from other programs in the City/Region.
- Faculty and university staff the opportunity to design Portfolio classes that meet the objectives of the program that could be considered as a *service to the college* or University;
- Opportunities for interdisciplinary team teaching within the CoB and across campus;
- Opportunities for campus departments to work with the CoB including the Career Development Center, Co-Curricular Programs, Institute of Mission and Ministry, among others.

A phased implementation began in August, 2009 with the freshmen class, followed in 2010 by adding the sophomore class. In 2012 the program will be fully implemented across the freshmen, sophomore, junior and senior levels. Sample syllabi and a program map/timeline are available upon request and will be posted to the college website.

On the next page, the reader will find a condensed outline of the portfolio program. It presents some of the details of the program including: a) proposed timeline, b) area of focus, and c) the experiential learning exercises that will be used to facilitate understanding of the topics and engage the students.

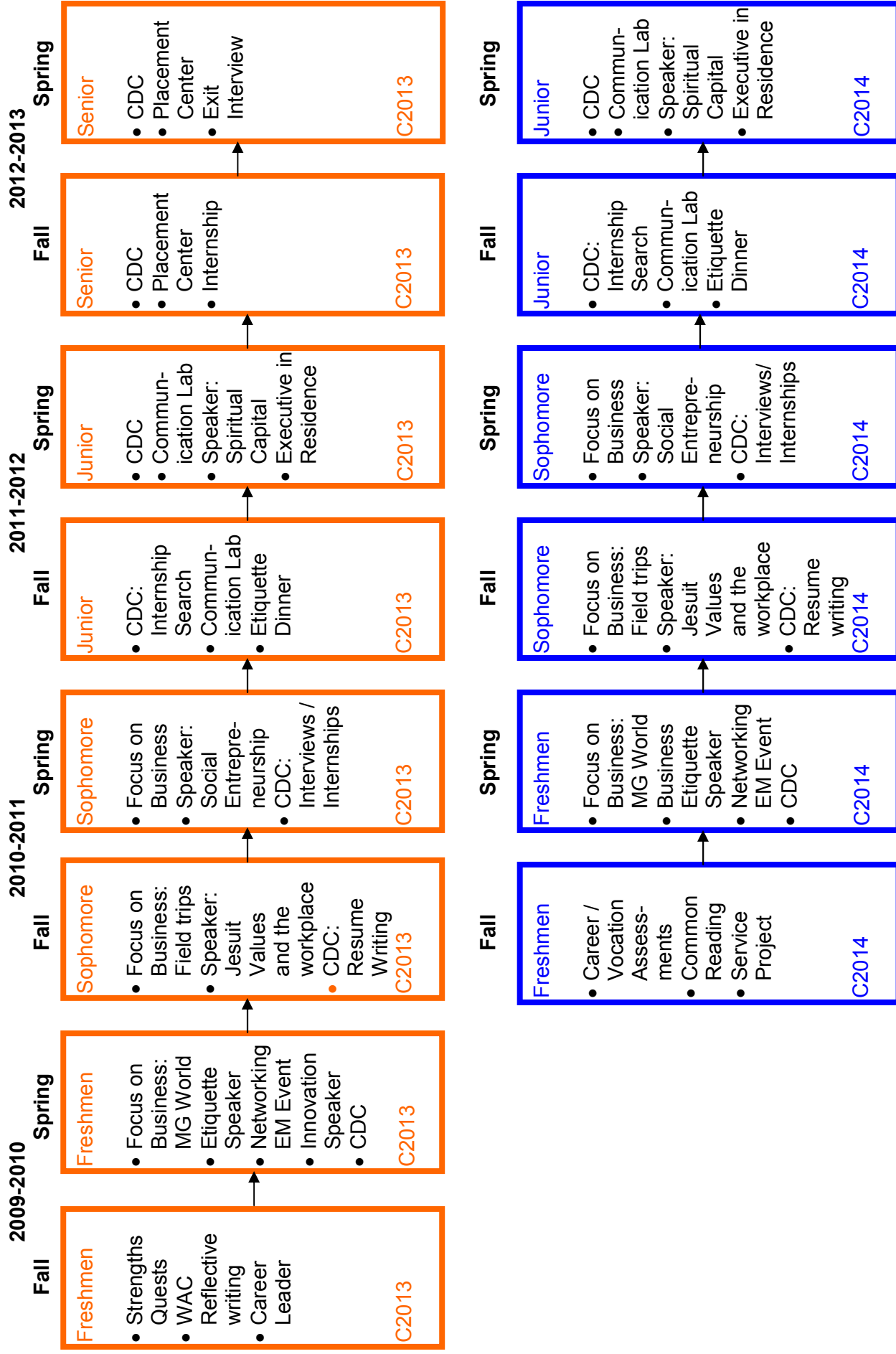
Obviously, we have kept some slack in the program to allow for systematic changes or to capitalize on unexpected opportunities such as guest speakers, corporate visits, or service outings which might occur. We expect that the Portfolio program will provide the students with significant opportunities to interact with other students and professionals in various fields as well as develop useful skills and mindsets. Ultimately, we expect that the activities and events associated with Portfolio Program will be compelling enough to entice students to remain enrolled at Loyola.

At present, the Portfolio Program appears well received by current students, parents faculty and members of the business community. Likewise, the Portfolio Program has been supported by the University Administration and is seen as a valuable mechanism for recruiting, retention and even placement of CoB students. Our assessment and assurance of learning processes as well as retention statistics will guide us in our effort to continually improve the Portfolio Program.



Service Learning – like Wolves on the Prowl – may be a part of future portfolios.

Business Profession Program Flow Chart – Creating Learning Portfolios for Success



“Early Warnings” & Personal Attention

Beginning in the Fall of 2008 and continuing each semester to the present with the cooperation of faculty, Financial Affairs office and the Records and Registration Office, a number of early warning procedures have been put into place. The importance of following these procedures has been reinforced by the Provost, Vice-Provosts, Deans and Associate Deans. Basically students, particularly Freshmen and Sophomores, are monitored across a variety of academic (e.g., grades, participation, attendance, etc.) and enrollment / adjustment / student life (e.g., dorm violations, policy violations, etc.) indicators and their status reported to the appropriate administrators. For example, a student who is intoxicated in public will be referred to Fr. Caime by Loyola Police or by Residence Life. Alternatively, at approximately midterm, Professors are requested to use a standardized on-line form to report performance issues to the Office of Records and Registration who then compiles data and sends it to the appropriate Associate Deans. Students may then be called in to confer with the appropriate administrator. In cases where there may be cross-over between academic and student-life issues, consultation may occur between Fr. Caime and the Associate Deans.

Starting in the Fall of 2008 and continuing to the present, either Associate Dean David Luechauer or Associate Dean Angie Hoffer will meet with all undergraduate students who receive early warning notifications from their professors to ensure that they are aware of the reported difficulties and understand that a litany of resources are available to help them succeed, such as the Academic Resource Center (which can help with time management and study skills), disability services and career/personal counseling center services. These meetings will be neither threatening nor confrontational, but held in a manner to reinforce the notion that the student should consider that adjustment is needed in either their preparation, performance or class attendance in order to succeed. As concern for issues pertaining to retention have come increasingly to the forefront of communication in the University, Faculty have become more willing to complete and submit early warning information in a timely manner.

In terms of academic actions (probation, continued probation and dismissal cases), Associate Dean David Luechauer or Associate Dean Angie Hoffer will send emails and make personalized telephone calls to each student regarding the student's academic standing. Additionally, each student will receive a letter to both their local and home address notifying them of the terms and conditions of their academic status. Students on probation or continued probation must meet with their faculty advisor, and in some cases, with either Associate Dean if there are any questions about the terms and conditions outlined in the letter.

We send dismissal letters via certified mail. There are some cases where a student appeals a dismissal decision and we address the case on an individual basis after consulting with professors, the dean and other relevant staff or faculty members. In short, while nobody in the CoB is ever happy about students experiencing academic difficulties, we are concomitantly committed to enforcing the high standards of academic excellence expected of students at a Jesuit University with AACSB accreditation.

Therefore, to document that we are in keeping with AACSB standard 7-3, the results of academic actions taken based on GPA for the 2008-2009 academic year are reported as follows:

| Acad. Dismissed | Acad. Suspended | Placed on Probation | Continued Probation |
|------------------------|------------------------|----------------------------|----------------------------|
| 3 students | 13 students | 45 students | 57 students |

Finally, beginning in the Fall of 2008 and continuing to the present, students in good standing who fail to register for the next semester are contacted via email, phone and/or in person by either the Academic Advisor or one of the Associate Deans. As with the academic contact, these are neither threatening nor confrontational inquiries regarding the status and intentions of the student. To date, those inquiries have revealed a variety of causes for failing to register most notably financial/economic. While not every student can be accommodated, every effort is made to ensure that students are not leaving the University for purely economic reasons.

At this juncture and under the current economic conditions any assessment of the efficacy of these efforts upon retention would be premature. Nevertheless, such humane effort at intervening in student lives to explore factors which may impede their success is compatible with the vision/mission of the CoB and the University. Moreover, such concern for the well being of students is completely congruent with the Jesuit ideals of caring for the whole person. Hence, it can be expected that such efforts will be monitored for success in regard to retention and will be refined so as to be more empathic and developmental for the students involved.

Miscellaneous Retention Efforts

An old business and sports adage suggests that gains in effectiveness and efficiency don't usually come from doing one thing a hundred percent better than the competition rather they come from doing one hundred things one percent better. The following will present some of the "one percent" activities and initiatives undertaken in the CoB to enhance retention. At this juncture, it is probably worthwhile to note that at current, non-discounted, tuition rates a Loyola student contributes over one hundred thousand dollars to the operating revenue of the University.

Hence, any of the activities described below that keep one more student at the University are significant to the CoB, the student and the larger community.

- CoB Academic Advisor **Katharine McNair** substantially revised and created a more user friendly quick reference guide to assist students with scheduling and registering for classes. This guide was also posted to the web.
- Each semester, at approximately mid-term, **the faculty and staff prepare and serve a cookout** on the front porch of Miller Hall to all CoB students.
- **All freshmen for the 2012 & 2013 classes were given completed schedules** as they checked in for orientation. The majority of the students were given 15 credit hours for the fall. For those who had fewer hours, they were advised and registered by Katharine McNair, Dr. Kendra Reed, Dr. Kathy Barnett and Associate Dean Angie Hoffer. Students who switched their major during the first two weeks of classes, they were advised and registered by Katharine McNair.
- **For Early Advising and Pre-registration in October 2009, the College of Business staff made adjustments** – all juniors and seniors remained with their current advisor, sophomores were assigned a faculty advisor and freshman were divided between Katharine McNair and Judy DesHotels. Freshmen were pre-registered in PFOL B101 051, Portfolio, before they saw their advisor.
- **A registration presentation** was given during the freshman's BA B100 course by Dr. Kendra Reed in Fall 2008 and Fall 2009. These presentations stress the importance of preparation and cover FAQ's. It has led to a noticeable improvement in the efficiency and effectiveness of Freshman registration that seems to be carrying over into the Sophomore year.
- **Refreshments** such as coffee, tea, fruit and energy bars are provided free of charge to all CoB students during finals week of each semester.
- The Dean and Associate Deans **maintain an open door policy** allowing students easy access to come and talk about anything from professional development to ideas on improving the college.
- The Associate Dean **personally conducts exit interviews** with all graduating seniors. Additionally, personal interviews are conducted with students who express an intention to leave either the CoB or Loyola.

Freshman retention to the second freshman semester within the College of Business **is projected to be 96%**. At present, 136 of 139 students enrolled in the Fall 2009 semester Business 100 course are enrolled in the Spring Semester 2010 Business 101 course. This is an improvement from the 2008 cohort retention to the second freshman semester, which was around 90%. Although most attrition occurs between the second freshman semester and the start of the sophomore year, these preliminary improvements are a positive sign of change as a result of the process improvements discussed previously.

Wolfpack Pride – March 1 – December 31, 2009

It takes a University to graduate a student!



Fr. Wildes presents Greg Fontenot with Ignatian Outstanding Senior Award,

James 2:20 states, “faith without works is dead.” The same is true of creating and disseminating mission/vision/value statements and even strategic plans. At some point, the “rubber must hit the road” and work must be performed that is either in alignment with those statements or facilitates their attainment. This section, highlights a few of the many accomplishments to which the CoB can point in the short period that has elapsed between the visit of our AACSB peer review team and the submission of this report

One of the most, if not the most significant achievement is that the CoB has moved its primary recruitment and retention program beyond the freshmen year mentor program. Fall 2009 marked the implementation of a new program called the Business Profession Program: Creating Learning Portfolios for Success (Portfolio). Modeled after yet distinct from Passport type programs currently in place at a number of our AACSB peer and aspirant group schools such as Lamar and Xavier (Ohio), Portfolio is a required eight-semester long non-credit class with an emphasis on career development. Elements of the program include writing skills, critical thinking exercises, personal growth, resume writing, interviewing, the internship, job search strategies, etc. The graduating class of 2013 will be the first class to have gone through the entire four-year program.

Institutional/College Level Accomplishments

- ✓ **The College of Business received a \$350,000 pledge** for its new Center for Spiritual Capital. The center is an example of creative thinking, Jesuit ideals, and involvement with the community.
- ✓ **On the Educational Benchmarking Inc. survey** , CoB students ranked Loyola University significantly higher than our peer group, Carnegie Class Group, and “all respondents” on questions pertaining to: good investment, met expectations, and would recommend.
- ✓ **On the Educational Benchmarking Inc. survey** , CoB students ranked Loyola University *significantly higher* than our peer group, Carnegie Class Group, and “all respondents” on such factors as:

- breadth of curriculum,
- size of classes,
- quality of classmates,
- program effectiveness
- required course instruction,

- required course outcomes,
- major course instruction,
- major course outcomes,
- advising,
- facilities,
- student activities

- ✓ **On the Educational Benchmarking Inc. survey** , CoB students ranked Loyola University significantly higher than our peer group, Carnegie Class Group, and “all respondents” on learning outcomes related:
 - leadership,
 - communication,
 - critical thinking.
- ✓ The National Survey of Student Engagement (NSSE) study reveals that Loyola seniors indicate having significantly more interaction with faculty regarding class concepts and ideas than seniors in our comparable Carnegie Class or Peer Group schools.
- ✓ The NSSE study reveals that Loyola freshman indicate significantly more participation in course based service-learning projects than freshman in our comparable Carnegie Class or Peer Group schools.
- ✓ The NSSE study reveals that Loyola consistently outscored our Carnegie Class institutions as it relates to the five benchmarks of effective educational practice: Level of Academic Achievement, Active and Collaborative Learning, Student-Faculty Interactions, Enriching Educational Experiences and Supportive Campus Environment.
- ✓ The NSSE study reveals that by their senior year, 77 percent of Loyola students said they had serious conversations with students of another race or ethnicity. Only 59 percent of students from Jesuit universities, 52 percent of students in Loyola’s Carnegie classification, and 57 percent in Loyola’s peer comparison group indicated participating in such conversations.
- ✓ Loyola’s College of Business was once again (2008-2009) selected as a participant in the **prestigious William G. McGowan Scholarship program**. The scholarship is a tuition scholarship of up to \$18,000.
- ✓ Kaan Gencer, an International MBA student at the University of North Carolina Wilmington, has been conducting research on mentoring programs and **has identified CoB’s program as a best practice**.
- ✓ Loyola’s chapter of Phi Eta Sigma, the national scholastic honor society dedicated to the recognition and promotion of high scholarship and service based on grades calculated at the end of the freshman year was reactivated and new inductees were initiated in Fall 2009 after being on Katrina related hiatus.
- ✓ Ranked for the last 19 years among the **Top 10 Southern region schools** in *U.S.News & World Report*.
- ✓ Ranked **6th Best Master's University in the South** in the 2010 edition of *America's Best Colleges* by *U.S.News & World Report* and ranked **#2 U.S.News & World Report's Great Schools, Great Prices** category.
- ✓ Cited in **Princeton Review's** annual list of the *Best 368 Colleges*.
- ✓ Princeton Review ranked the College of Business among the nation's **Best 301 Business Schools** for 2010.

- ✓ Ranked **fifth** in Princeton Review's *Best College Libraries 2010* list, along with Harvard, Princeton, Stanford, and Columbia.
- ✓ Forbes.com ranked Loyola 259 out of 569 schools in its inaugural list of **America's Best Colleges**. The list, taken from more than 6,000 colleges and universities in the United States, was compiled using student surveys, graduation rates, accumulated student debt and alumni listings in *Who's Who in America*.
- ✓ Named one of **America's 300 Best Buys** in *Barron's Best Buys in College Education* and ranks in the **top seven percent** of the 1,500 colleges and universities ranked by Barron's.
- ✓ **Rated A** for our safety record and listed as **one of the safest universities in the country** by *Reader's Digest* in 2008.
- ✓ **CoB Faculty/Staff had 100% donation rate** to the 2010 Loyola Fundraising Campaign. This is the first time any division reached 100% participation in the history of the University.

Faculty Accomplishments

- ✓ **Dr. Walter Block** has organized two Austro-libertarian seminars: Austro-libertarian and Austrian macroeconomics that are attended by students and faculty from CoB, other departments on campus and other universities in the region.
- ✓ **Dr. Lee J. Yao** has been elected into a leadership position of the American Accounting Association's Accounting Program Leaders Group (APLG) as South-West Regional Vice President.
- ✓ **Dr. Dan D'Amico** won honorable mention in the 2009 Sir John M. Templeton Fellowships Essay Contest for Junior Faculty.
- ✓ Service-Learning Course Mini Grant through Kentucky Campus Compact and Louisiana Campus Compact has been approved for **Dr. Jean Meyer**. She worked this summer on a service-learning project with selected non-profit organizations to be incorporated into the Accounting for Governmental and Non-profit Entities in the fall, 2009.
- ✓ **Dr. Dan D'Amico** was selected to attend the conference: "From Max Weber to Ludwig von Mises on Economy and Society," hosted by the Liberty Fund in Clearwater, FL, February 12-15, 2009.
- ✓ **Dr. Brett Matherne's** case (co-authored with Steve Gove of Virginia Tech) "Horror at the Cineplex" will be published in the upcoming 13th edition of Fred David's *Strategic Management* textbook. Professor David's textbook is one of the top five selling strategic textbooks in the world.
- ✓ **Dr. Wing Fok** presented a paper and chaired the doctoral students and new faculty consortium at the SWDSI Annual Conference in Oklahoma City on February 27, 2009.
- ✓ **Dr. Len Treviño** and **Dr. Nick Capaldi** were both presenters at the colloquium on Free Trade/Fair Trade: Opportunities and Challenges of Globalization hosted by Nicholls State University & The Alliance for the Promotion of Fair Trade and Sustainable Development.
- ✓ **Dr. Lee Yao** was granted tenure by Loyola University New Orleans.

- ✓ **Dr. Kendra Reed** was promoted to Associate Professor and granted tenure by Loyola University New Orleans
- ✓ **Dr. Lee Yao** was recognized by the Emerald Literari Network with its 2008 Outstanding Reviewer Award.
- ✓ **Dr. Daphne Main** created and delivered the first International Accounting course in the CoB and covered such topics as cultural differences in accounting practices, International Financial Reporting Standards--similarities and differences with US financial accounting standards, foreign currency hedging, as well as tax, transfer pricing, and audit implications for multinational corporations.
- ✓ **Dr's. Mike Pearson, Lee Mundell, Tom Hickman and Karen Arnold** created, piloted and implemented an exercise designed to force students to prioritize situations, and design strategies for handling these situations. The priorities and strategies from the students are compared against "expert" priorities and strategies. Feedback as to how the students performed in relationship to the "experts" is provided to the student by an Excel program designed by the instructors. The expert strategies were generously provided by CoB Visiting Committee Members.
- ✓ **Dr. Dan D'Amico's** work with Dr. Pete Boettke of George Mason University regarding the application of Hayek's 1952 book on neuro-psychology with economics has been picked up and commented upon by the prominent blog EconoSpeak authored by Barkley Rosser of James Madison University.
- ✓ **Dr. Lee Yao** was elected into the *IFRS & Fraud Committee* of the American Accounting Association's Forensic & Investigative Accounting Section.
- ✓ **Dr. Mehmet Dicle** has created, piloted and distributed a free on line Trading Game (TG). TG is designed to provide a trading platform for students to practice their financial securities trading and portfolio formation. TG provides complete anonymity to students thus allowing them to have as much loss as they can with as many mistakes as they can. It allows for stock, option, ETF and mutual fund trading. It also allows for international financial securities trading. Instructors are provided with tools to assign case studies based on portfolio management with different objectives.
- ✓ **Dr. Len Trevino** has been elected to the Editorial Advisory Board of the *Journal of World Business*, widely regarded as one of the top 3 journals in international business.
- ✓ **Dr. Ron Christner** taught Investments and International Finance during Spring semester 2009 at CIMBA, in Paderno Del Grappa in northern Italy. CIMBA is administered and coordinated at the University of Iowa. They draw students from a broad range of American University students who get course credit at their home institution. Dr. Christner and his courses were so well received that he will be invited back and he is recommending other Loyola Faculty to participate in the program.
- ✓ **Dr. Kendra Reed** was selected by the faculty as outstanding advisor.
- ✓ **Dr. John Levendis** was selected by the faculty for outstanding research.
- ✓ **Dr. Mehmet Dicle** was selected by the faculty as outstanding teacher.
- ✓ **Dr. Kathy Barnett** was selected by the faculty for outstanding service.

- ✓ **Dr. David Luechauer** was part of a team that was awarded DMS-JV commendation by the Federal Aviation Administration for the design and delivery of a week long executive seminar to improve decision-making skills of senior FAA personnel.
- ✓ **Professor Patrick Lynch** was selected to sit on the editorial board of The Journal of Forensic and Investigative Accounting.
- ✓ **Dr. Dan D'Amico** – has been nominated to serve on the board of the Society for the Development of Austrian Economics.

Student / Alumni Accomplishments

- ✓ **Sarah Broussard** won the prestigious William C. McGowan scholarship.
- ✓ **Greg Fontenot** a Business Administration Major received the 2008-2009 Ignatian Award for outstanding senior. This is the highest award presented by the university to a graduating student and is based on excellence in academics, service to the university and community, leadership, and integrity.
- ✓ CoB graduate **Ms. Mary Jo Jacobi '73** was named Loyola's 2009 Alumna of the Year.
- ✓ CoB graduate **Mr. Kyle Berner '03** was named Loyola's 2009 outstanding young Alumnus.
- ✓ 2009 graduates **Mr. Evan Stoudt** and **Mr. Robert Swanton** were selected to participate in the Teach For America Program.
- ✓ **Fifteen current and graduating students** received Deans Awards for various accomplishments and achievements during the Honors Day Celebration in May.
- ✓ **Jose Batres and Michael Cummings** received the Ralph Smith MBA awards for full and part-time students.
- ✓ **The AMA Case Team** finished in the semi-final round of the national competition this year. The client was Kodak Gallery.
- ✓ Approximately 15 members of the Loyola community attended the 2009 Annual Austrian Scholars' Conference at the Mises Institute at Auburn, AL.
- ✓ **Kyle R. Berner, a 2003 marketing graduate** and CEO / Founder of Feelgoodz, LLC, has been selected by Junior Achievement to receive a 'Rising Star' award. He is one of five young entrepreneurs in the Greater New Orleans community chosen to receive this honor.
- ✓ **Ricardo Rivera**, a CoB student, received the Richard B. Fisher Scholar award presented by Morgan Stanley, NY, Summer 2009.
- ✓ CoB Freshman student **Ryan Cobbs** was selected to receive the NB MBA New Orleans Chapter Scholarship for fall 2009.
- ✓ **Matt McCabe**, SR IB major with a minor in Spanish participated in the highly competitive Washington Center Program while interning at the National Hispanic Medical Association. Matt is also on Loyola's basketball team.
- ✓ **Beta Gamma Sigma** organized and conducted a Dean's reception in the Fall of 2009 to honor the 112 students who were named to the Spring 2008 Deans List.

- ✓ **Nearly 40 students** were selected to receive financial “scholarships” and other financial awards during the Honors Day Celebration in May which was attended by parents, family members, faculty, staff, administrators and many of the donors.
- ✓ **This years SIFE team** was named Regional 2nd Runner-Up at the competition. The team was comprised of: **Isaiah Butler (Comm. Jr.), William Nunn, Martha Camacho, Tyree Worthy, and Joni Gremillion.**
- ✓ **Beta Gamma Sigma** received Premier Chapter recognition in 2008-2009. Inductees for 2009 included 11 juniors, 4 seniors, 5 final semester MBA’s and one faculty member, Dr. Lee Yao.
- ✓ **Beta Alpha Psi and Beta Gamma Sigma** co-sponsored for the second year in a row a meet the firms night attended by well over 100 students and recruiters / representatives from numerous organizations.
- ✓ **The MBA Association** hosted a number of very successful social and networking events including A Day At The Races, a Mardi Gras Parade Tent, the annual Crawfish Boil, and a new event the Tacky Holiday Sweater Party.

Media Exposure / Public Relations / Community Service

- ✓ Congressman and Presidential candidate Ron Paul accepted and invitation from the Economics club and spoke to an over capacity audience of 1,000 people from the region on the topic of auditing the Federal Reserve in September, 2009.
- ✓ Dean Bill Locander was the luncheon speaker at the Rotary Club at Harrah Hotel on Girod St. Bill spoke to the 75 people in attendance about the importance of a quality education that **awakens, enlightens, and transforms** students into not only competent business people but also ethical leaders.
- ✓ Multiple positive articles about the CoB appeared in the New Orleans Times Picayune including features on **Stephanie Mansfield** and the MBA program and **Jerry Goolsby’s** efforts to help the Mardi Gras Indians produce and distribute a fight song for the New Orleans Saints.
- ✓ **Dr. Kendra Reed, Stephanie Mansfield** and 10 MBA students participated in the national Jesuit MBA Day of Service, a day in which all Jesuit MBA programs give a unified effort to give back to the community.
- ✓ **Dr. Jerry Goolsby** was thanked for his commitment to the mission of Sweet Home New Orleans in their report on the State of the New Orleans Music Community.
- ✓ **Carmen Sunda** was quoted in the August 25, 2009, Wall Street Journal about native businesses struggling to reinvent themselves.
- ✓ **Dr. Walter Block** was quoted in the New Yorker magazine on blackmail law (re: David Letterman).
- ✓ The Louisiana Small Business Development Center Greater New Orleans Region (LSBDC GNOR), along with GNO, Inc. presented to Loyola students at the Loyola Music Forum to encourage students to consider pursuing entrepreneurship by creating businesses in the New Orleans area. The purpose of the presentation was to make students aware of the business resources available to them
- ✓ **Dr. Brett Matherne** worked with Loyola’s Lindy Boggs Center for Community Literacy to develop a Business Plan/Strategic Plan upon the request of Fr. Wildes.

- ✓ Dr. Richard Ebeling of Northwood University gave an invited presentations to the Economics Club, select Economics majors and participated in the readings on Austrian Macro-Economics discussion group.
- ✓ **Dr. Nick Capaldi** directed a conference on the Ethics and Economics of Healthcare at the Westin Canal Place in New Orleans from January 15-18.
- ✓ **Dr. Pat Lynch** was guest lecturer in Dr. Soliman's Fraud class at Tulane University. He spoke on the subject of "Who Commits Fraud and Why."
- ✓ **Dr. Brett Matherne** delivered a presentation, "Corporate Governance Failures and the Financial Crisis," as the guest speaker for the St. Charles Republican Women's January meeting.
- ✓ **Dr. Walter Block** and **Dr. Bill Barnett's** proposal to the Liberty Fund for a conference on Austrian Macroeconomics has been approved. The event, at the cost of about \$64,000, took place in San Diego from May 20-23, 2009.
- ✓ A number of faculty and staff attend Advent Retreat, led by Father Jerry Fagin, SJ on Friday, December 11, 1:00 – 4:30 p.m. to explore their Jesuit Identity. There was no cost to attend the retreat and staff/administrators did not have to use vacation or other release time to attend.
- ✓ "**Dr. John Levendis** made multiple appearances on "Project Economy" WDSU News Channel 6 including segments on: the anniversary of the collapse of Lehmann Brothers; the Men's Underwear Index; and, the Consumer Confidence Index.
- ✓ A much needed upgrade to Miller 208 including new projection equipment and other technologies was made possible by the **Libby Dufour foundation**.
- ✓ **Professor Patrick M. Lynch** presented "The Art of Networking & The Art of the Introduction" presented to Beta Alpha Psi on September 24, 2009.
- ✓ To show their support for post-Katrina rebuilding, a variety of students completed their internship at not-for-profit organizations including the Ogden Museum of Southern Art (New Orleans), New Orleans Jazz and Heritage Foundation, Legacy Donor Foundation, Louisiana Small Business Development Council, United Way of Greater New Orleans, and Christopher Homes New Orleans.
- ✓ In an effort to assist students in their internship search, the CoB now includes a current listing of internship locations on the CoB website. This allows students to see where other students are interning and have a better sense of the opportunities available to them. We are currently updating the web page to make it more user friendly for students and employers.
- ✓ In response to input from the Career Development Center and students, the CoB changed vendors for career development software from Career Beam to Career Leader. One-hundred fifty freshmen students completed this assessment in the Fall of 2009.
- ✓ **Professor Chris Screen** volunteered three weeks in August, 2009 for a non-profit agency that rebuilds Katrina-damaged homes, during which he was interviewed by WWL-TV news.
- ✓ **Professor Chris Screen** acts as a native English speaker for an English as a Second Language course taught for Tulane and Loyola foreign graduate students and in another course for immigrant Hispanic laborers.

- ✓ **Dr. John Levendis** made multiple appearances on “Economics Monday” Guest on Tommy Tucker’s hour long radio show on WWL-radio including: the state of the macro economy and the Treasury Department’s “stress tests” of banks; the macro economy and the possible impact of Swine Flu; and, the impact of various stimulus plans, especially on Cash for Clunkers.
- ✓ On **October 21, 2009** female entrepreneurs gathered at a regional Town Hall Meeting at the Lindy C. Boggs International Conference Center in New Orleans to have their voices heard. The Town Hall Meeting is presented by the National Women's Business Council in partnership with the Urban League of Greater New Orleans Women's Business Resource Center, U.S. Small Business Administration Louisiana District Office, and Louisiana Small Business Development Center (LSBDC)-Greater New Orleans Region which is affiliated with Loyola’s CoB.
- ✓ At the invitation of **Dean Locander** scholars Dr. Jay Mulki of North Eastern University, Francois Carrillat of HEC and John Daniels of Miami University conducted research seminars for the CoB faculty on the topics of Work Life Balance, consumer behavior, and International Business.
- ✓ **Dr. Lee Yao** was selected as one of the three international speakers on the "International Distinguished Professors Series" by the Kingdom of Saudi Arabia.
- ✓ **Dr. Lee Yao** serves as a Major in the US Civil Air Patrol, US Air Force Auxiliary, to perform Search & Rescue missions for the US Air Force and the State of Louisiana at times of local, regional and national emergency.
- ✓ On December 3, 2009, Nicky Santos, SJ gave a talk on marketing to the people at the bottom of the pyramid of economic development. His work derives from CK Prahalad, who argues that unlike charity, which creates dependencies and dries up over time, businesses can alleviate poverty while making profits.
- ✓ Over 550 people attended the 24th Annual College of Business Alumni luncheon on March 27, 2009. A frank and provocative panel discussion by a spectacular group of local, regional and national banking executives concluded the program.
- ✓ Spring and Fall Issues of **Loyola Executive**, the new CoB Magazine, were produced and distributed to over 10,000 leading academics, executives, alumni and other friends of the College. The spring issue focused on the achievements of our Freshman Class and the fall issue explored the World As Our Classroom. Reviews have been extremely positive.
- ✓ **Dr. Kate Lawrence** is spearheading a project with other Jesuit Schools to deliver online-enabled higher education to refugees and others in resource-poor settings, starting with a refugee population in Malawi.
- ✓ **CoB Students and Faculty** participated in Wolves on the Prowl, Loyola’s National Day of Service, and assisted The Good Shepherd School, The St. Bernard Project, Odyssey House, Success Prep Academy, Parkway Partners and City Park New Orleans on November 7, 2009.
- ✓ Professor Bob Lawson from Auburn University visited CoB and presented a wonderful lecture on the Fraser Institute's economic freedom index to 40 students during Spring Semester, 2009.
- ✓ Dr. Pete Boettke of George Mason University came to give a lecture to our students on "What Happened to Efficient Markets? He also conducted an invitation only session with some of our top economics students who have expressed an interest in

pursuing graduate education and careers in economics/think tanks. Both the talk and the information session were well attended and well received.

- ✓ **Dr. Stuart Wood** gave an illustrated one-hour and thirty minute lecture to the Pontchartrain Astronomy Society On “Arp Galaxies and Quasars” on September 4, 2009. His address showed evidence that there is an additional cause to the observed red shifts of exterior galaxies than merely the Hubble Law, and discussed elements of galactic Ageing (“evolution”).
- ✓ **Amy Keeler** and **Carmen Sunda** were recognized at the Staff Award Ceremony on April 7 for their years of service to Loyola. On May 31, Amy celebrated her 21-year anniversary, and on October 3, Carmen celebrated her 6-year anniversary with Loyola as a full-time staff member.
- ✓ In November, we hosted 200 prospective students and their families at our second annual Jazz Brunch Open House. This was a 15-percent gain in attendance over last year. The entire campus community—admissions, ministry, students, faculty, the deans, financial aid, and co-curricular life— presented to and visited with our guests, and ensured they received an authentic Loyola experience.
- ✓ Miller room 114 was filled to over-flow capacity (150+) as students, faculty, staff and members of the community witnessed a debate on the current state of healthcare by Cob faculty member **Dr. Walter Block** and **Dr. Boyd Blundell** from Religious Studies. The debate held on December 10, 2009 was sponsored by the Economics club.
- ✓ **Dr. Walter Block** made over 75 appearances on radio, television or the internet to speak on a variety of economic topics ranging from health care to discrimination. He contributed over 20 articles to internet blogs and outlets.

International Programs / Initiatives

- ✓ Twenty Loyola students, together with **Dr. John Levendis** and **Professor Chris Screen**, participated in the 2009 College of Business Europe Summer Program. The seventeen-day Program included visits to Budapest, Vienna and Prague. A typical day during the Program included a tour and discussion on site at a European business followed later in the day by a tour of a cultural site.
- ✓ **Dr. Wing Fok** and **Dr. Lee Yao** took 11 undergraduate and 7 MBA students on a “once-in-a-life-time” experience study abroad trip to China. In three weeks, they saw first hand how Chinese products were produced via company visits. They learned how business is done in China through listening to CEO’s of multinational companies and expatriates from the US. They were challenged with food that made Andrew Zimmern’s Bizarre Food Show look ordinary: fish eyes, duck head, cow belly, fried scorpion, fried seahorse, and Dr. Fok’s all-time favorite – stinky tofu;
- ✓ A large number of students attended the ESCE Business School in Paris Information session held in November 5th to hear a representative from Ecole Supérieur du Commerce Extérieur (ESCE) speak about study abroad programs at one of the top business-focused universities in Europe.
- ✓ The International Business Center, under the direction of **Dr. Wing Fok**, has created an International Speaker Series to invite speakers to our campus to discuss international issues. The first presentation was given by Dr. Mu (Michael) Qiao from China on March 17. The second speaker was Dr. Yiuman Tse from Texas. Dr. Tse is the Associate Dean and Professor of Finance of the College of Business at UTSA.

- ✓ On March 13, 2009, The Asian Festival of Lights brightened up Friday the 13th. **Megan Geeck**, an IB major, with strong support from our International Business Center under the direction of **Dr. Wing Fok**, organized the event to promote Asian cultures in the Residential Quad of our campus.
- ✓ **Dr. Len Treviño** and **Dean William Locander** traveled to Puerto Rico in October to visit with two universities. The purpose of the trip was to explore opportunities for a partnership with Loyola's College of Business. Len and Bill met with Sacred Heart University in San Juan and Turabo University, which is located about 30 minutes from San Juan.
- ✓ The U.S. State Department sponsored faculty members from the University of L'Aquila, Italy, to travel to Loyola to learn about our **Executive Mentoring Program**. L'Aquila experienced a devastating earthquake last March and the university is trying to find ways to connect with their business community.
- ✓ The Executive Mentor Program continued to expand with the addition of 8 new mentors in the Spring of 2009. Mentor's hailed from Fortune 100 organizations to local entrepreneurs and titles ranged from a Pilot for Continental Airlines to Senior Auditor for Entergy.
- ✓ **Dr. Len Trevino** conducted a strategic management seminar for Universidad San Francisco de Quito in Miami, Florida.
- ✓ **Dean Locander, Dr. Wing Fok and Dr. Lee Yao** made a variety of campus visits in Hong Kong and China to explore partnerships, faculty / student exchanges and other cooperative ventures. The meetings were very productive.
- ✓ Loyola University became a member of a consortium organized by the Jiangsu Education Service for International Exchange.
- ✓ **Dr. Wing Fok** was invited to Nanjing (the capital city of Jiangsu province) to attend one of their open houses to meet with parents of prospective students. As a result, they brought a group of 28 students to Loyola in October of 2009 which is the first time they visited Loyola. The visit was so successful they plan to bring another group of 30 to 50 students in February 2010.



2009 Mentor Participants Tour The Superdome!

THANK YOU

Compiling and completing this report would not have been possible without the help of many people we would to publically recognize and thank and the help of a few who would like to remain anonymous.

First and foremost, thanks to the Peer Review Team – *John Wolihan [Dean Emeritus and team leader, Loyola Marymount], Henry Venta [Dean, Lamar], Joe Alber [Dean, Canisius]* for visiting Loyola and New Orleans, for conducting such a professional and thorough review, and for compiling such a thoughtful and thought-provoking report.

Secondly but no less important are ...

Valarie Alombro, who compiled data on Freshman retention and Executive Mentors,
Nate Straight, who provided much assessment and assurance documentation,
Bill Locander and the strategic planning committee, who facilitated and wrote the strategic plan,
Janet Yochim, who proofread every page of every draft and final copy of this document,
Stephanie Mansfield, who provided all the information regarding the MBA program,
George Capowich and his team, who provided institutional data,
Ad Hoc Assessment teams comprised of:

MBA Communication:

Kathy Barnett, Michelle Johnston, David Luechauer, Stephanie Mansfield, Kendra Reed, Nate Straight

MBA Critical Thinking / Value Chain Analysis:

John Levendis, Patrick Lynch, Brett Matherne, Stephanie Mansfield, Kendra Reed, Nate Straight

BBA/BAcc Global Awareness / Business Disciplines:

Nikhil Celly, Kate Lawrence, Michael Pearson, Len Trevino, Nate Straight

Kate Lawrence, for leading a host of ongoing assessment efforts / teams,

Kendra Reed & George Howard, for refreshing and reviving BA100 & 101,

Michelle Johnston, for recruiting and retaining Executive Mentors,

President, Fr. Wildes & Provost, Dr. Kvet, for on going leadership support of the CoB.

Finally, are the faculty, staff, students, alumni, Board of Visitors and the rest of the CoB & Loyola community who are consistently doing the hard work of rebuilding and resurrection.

Appendix A – Assessment & Assurance of Learning

I hear and I forget, I see and I remember, I do and I learn!



2009 Mentors Pose with Dean Locander, Dr. Johnston and Ms. Alombro

Sample Undergraduate Rubric (Standard 16)

Goal: Global Awareness - Sensitivity to Cultural, Regional, or Global Issues

College of Business graduates should possess the knowledge, skills, and abilities necessary to succeed in the global economy, and respond appropriately in intl business situations / scenarios.

A. Demonstrate overall competency concerning global business issues.

1. How well does the student address / identify the following factors affecting global business?

Student Number

- Cultural (tastes, preferences, biases, expectations)
- Demographic (income levels, consumer segments)
- Economic (supply and demand, competitive model)
- Legal (regulation, industry law, government control)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ... |
|--|---|---|---|---|---|---|---|---|---|-----|
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

0 = Poorly | 1 = Average | 2 = Excellently

2. How well does the student analyze impact on: ?

Student Number

- Competitiveness (barriers to entry/exit, suppliers)
- Marketability (target markets, consumer appeal)
- Profitability (taxes, profit margins, cost of goods)
- Venture success (level of risk, market uncertainty)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ... |
|--|---|---|---|---|---|---|---|---|---|-----|
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

0 = Poorly | 1 = Average | 2 = Excellently

B. Apply business theory and skills to solve a business problem in a global setting.

1. How well does the student address issues of: ?

Student Number

- Economics (opportunity cost, macroeconomic shifts)
- Finance/Accounting (financial outlook, cost control)
- Management (organizational cultures, negotiations)
- Marketing (product positioning, product planning)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ... |
|--|---|---|---|---|---|---|---|---|---|-----|
| | | | | | | | | | | |
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| | | | | | | | | | | |

0 = Poorly | 1 = Average | 2 = Excellently

C. Use analytic tools to perform comparative analysis of international firms or markets.

1. How well does the student analyze the following?

Student Number

- Bargaining power (of company[s] vs consumers)
- Competitive rivalry (market share, differentiation)
- External threats (new entrants, substitute products)
- Internal structure (strength/weakness of company[s])

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ... |
|--|---|---|---|---|---|---|---|---|---|-----|
| | | | | | | | | | | |
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0 = Poorly | 1 = Average | 2 = Excellently

Sample Undergraduate Assessment Report (Standard 16)

To assess the undergraduate learning goals of **Global Awareness** and **Business Disciplines**, a team of 5 assessors rated 15 students' final case analyses in the Spring 2009 BA 430 course.

- 🌟 Nikhil Celly, International Business
- 🌟 Katherine Lawrence, Marketing
- 🌟 Michael Pearson, Marketing
- 🌟 Len Treviño, International Business
- 🌟 Nate Straight, Assessment Coordinator

Each student's case analysis was rated on a 0-2 scale on the each dimension of these goals. A score of 0 represented a student that "failed expectations"; 2 represented "exceeded."

| | % Fails | % Meets | % Exceeds | % M or E |
|---|------------|------------|------------|-------------|
| A1. Factors Affecting Global Business | 13% | 67% | 20% | 87% |
| 1. Cultural Factors | 7% | 87% | 7% | 93% |
| 2. Demographics | 7% | 93% | 0% | 93% |
| 3. Economic Factors | 0% | 93% | 7% | 100% |
| 4. Legal Factors | 0% | 80% | 20% | 100% |
| A2. Impact of Global Factors on Business | 13% | 73% | 13% | 87% |
| 1. Competition | 0% | 93% | 7% | 100% |
| 2. Marketability | 13% | 87% | 0% | 87% |
| 3. Profitability | 7% | 93% | 0% | 93% |
| 4. Venture Risk | 0% | 73% | 27% | 100% |
| B. Application of Business Skills / Theory | 13% | 73% | 13% | 87% |
| 1. Economic Theory | 20% | 80% | 0% | 80% |
| 2. Finance / Accounting | 7% | 93% | 0% | 93% |
| 3. Management | 7% | 87% | 7% | 93% |
| 4. Marketing | 0% | 100% | 0% | 100% |
| C. Comparative Environmental Analysis | 20% | 67% | 13% | 80% |
| 1. Bargaining Power | 7% | 87% | 7% | 93% |
| 2. Competitive Rivalry | 13% | 87% | 0% | 87% |
| 3. External Threats | 33% | 67% | 0% | 67% |
| 4. Internal Structure | 0% | 93% | 7% | 100% |
| D. Overall Competency in Business | 20% | 73% | 7% | 80% |
| 1. Joint Ventures | 0% | 80% | 20% | 100% |
| 2. Market Entry | 0% | 93% | 7% | 100% |
| 3. Strategic Planning | 27% | 73% | 0% | 73% |
| 4. Value Chain Analysis | 13% | 80% | 7% | 87% |
| E. Synthesis of Skills to Solve Problems | 20% | 73% | 7% | 80% |
| 1. Action / Solution | 0% | 93% | 7% | 100% |
| 2. Assumptions / Bias | 13% | 87% | 0% | 87% |
| 3. Consequences | 20% | 80% | 0% | 80% |
| 4. Data / Evidence | 7% | 93% | 0% | 93% |

Qualitative Observations of Positive Behaviors

- ✿ Students were able to select relevant facts and data from the case write-up.
- ✿ Students examined the issue from multiple perspectives, discussing the impact of a number of factors [economic, legal, etc] that affected the global business decision.
- ✿ Students were able to identify a reasonable course of action in their analysis.
- ✿ Students understood the nature of the situation [what the problem was, who the major players were, how the players were related] and were able to explain it.

Qualitative Observations of Negative Behaviors

- ✿ Students repeated many facts directly from the case with no accompanying analysis.
- ✿ Students approached the case analysis as a search for a single “right answer”, rather than a strategic process of examining costs/benefits, risks, etc to find a “good” answer.
- ✿ Students did not offer any implementation / “how to” with their recommendations for future action; recommendations too broad [“Yes, use a joint venture” or “No, don’t”].
- ✿ Students were reluctant to take a firm position either for or against possible actions; they were able to analyze the pros and cons of each options, but could not choose one.
- ✿ Students had very little “added value” / interpretation in their analysis, and mostly only approached the analysis as a process of selecting the right information from the case.
- ✿ Students did not appreciate the deeper picture of microeconomic conditions / market risks.

The assessment team identified the following key learning areas for potential improvement:

1. Focus on implementation / action-planning rather than recommendation / analysis.
2. “Value-added” interpretation of situation, blending knowledge of business to create new information or insight rather than restatement or inward-focused analysis of case situation.
3. Awareness of “forces” / “drivers” impacting international marketability / profitability.

In order to improve student learning in these key areas, the team recommends the following:

- ✿ Offer a Case Analysis workshop in a required course [Portfolio, MGT 245, etc] that is taken *before* end of sophomore year; this will serve to teach students how to write a good case analysis before they are required to do such analysis in upper-level courses.
- ✿ Writing assignments that require students to defend/plan a course of action rather than simply to analyze a situation and recommend a course of action; could start at the end of a case “GM is planning a joint venture in _____; Defend this action to the board.”
- ✿ Opportunity for students to solve real-world business problems, which would require action-oriented solutions rather than analysis of the firm, discussion of market situation, etc. Integrate with internship? Use intern supervisor to assess student’s strategic vision?
- ✿ Reinforcement of applied economic concepts [supply/demand, substitutes, indifference].

Sample Graduate Rubric (Standard 18)

Goal: Value Proposition and Value Chain Creation

MBA graduates should be able to analyze the value proposition of a firm's marketplace offerings, understand the strategic fit of the firm, and create a comprehensive plan to deliver customer value.

1. Analyze the external industry or market environment facing the firm

| | Fails Expectations | Meets Expectations | Exceeds Expectations |
|----------------------|--|--|---|
| Forces analysis | Does not understand the driving forces for success or change in the industry | Identifies forces impacting the industry, and explains link to success or change | Shows complete grasp of industry-driving forces, & ability to cope with change |
| Economic analysis | Defines the industry poorly or fails to grasp economic characteristics of industry | Understands the industry and its economic makeup, but lacks depth or detail | Describes industry clearly and concisely, with a solid grasp of economic makeup |
| Competitive analysis | Misses major competitors in analysis, or fails to grasp competitive strategy | Displays a basic sense of the value propositions and strategies of competitors | Analyzes competitor value propositions and strategies insightfully and thoroughly |

2. Understand the internal structure and culture of a firm and its strategic fit

| | Fails Expectations | Meets Expectations | Exceeds Expectations |
|-------------------------|---|---|--|
| Strategic firm identity | Misstates mission, vision, or value proposition, or omits important elements | Defines mission, vision, and value proposition fully, but not in well-focused way | Includes all crucial aspects of a well-defined mission, vision, or value proposition |
| Structure and culture | Oversimplifies or confuses organizational structure and culture of leadership | Identifies and explains structure and culture along several critical dimensions | Evaluates structure and culture with an eye toward competitive advantage |
| Strategic market fit | Explains strategic fit and competitive positioning poorly or superficially | Defines strategic position with basic sense of relation to firm's value proposition | Articulates fit relative to competitors, capabilities, and firm value proposition |

3. Create comprehensive strategic plan based on value-chain processes and analysis

| | Fails Expectations | Meets Expectations | Exceeds Expectations |
|----------------------|--|--|---|
| Value-chain analysis | Demonstrates incomplete understanding of the value-chain strategic approach | Understands major steps needed to deliver value proposition to customer | Explains all value-creating activities, contributions of each, & possible changes |
| Stakeholder analysis | Omits key stakeholders, or poorly analyzes impact of strategy on stakeholders | Covers key stakeholders in analysis, but is unbalanced or short-sighted in focus | Includes all stakeholders in analysis, takes account of long-term implications |
| Performance analysis | Provides no discussion of firm's ability to implement plan, no metric of success | References key resources needed to complete plan, provides metric of success | Details pro forma and use of resources, with financial as well as strategic metrics |

Sample Graduate Assessment Report (Standard 18)

To assess the learning goals of **Systems Thinking & Critical Analysis** and **Value-Chain Analysis**, a team of 6 assessors rated 10 students' final case exams from the Fall 2008 BA 850 course.

- | | |
|------------------------------|---|
| 👤 John Levendis, Economics | 👤 Stephanie Mansfield, Asst. MBA Director |
| 👤 Patrick Lynch, Accounting | 👤 Kendra Reed, MBA Director / Management |
| 👤 Brett Matherne, Management | 👤 Nate Straight, Assessment Coordinator |

Each student's case exams were rated on a 0-2 scale on a total of 12 dimensions of these two learning goals. 0 represented a student that "failed expectations"; 2 represented "exceeded."

| Observable Dimensions of Learning Goals | Fails | Meets | Exceeds | M or E |
|--|-------|-------|---------|--------|
| 1. Understanding of the value proposition / strategy | 1 | 4 | 4 | 89% |
| 2. Understanding of the strategic fit / market position | 2 | 3 | 4 | 78% |
| 3. Understanding of the firm's resources / capabilities | 1 | 7 | 1 | 89% |
| 4. Understanding of the value-chain activities leveraged | 3 | 4 | 2 | 67% |
| 5. Understanding of the nature of the business problem | 2 | 2 | 6 | 80% |
| 6. Ability to integrate many diverse business perspectives | 1 | 6 | 3 | 90% |
| 7. Ability to communicate and defend solution and risks | 2 | 7 | 1 | 80% |
| 8. Ability to approach business problems strategically | 2 | 6 | 2 | 80% |
| 9. Understanding of forces driving / changing industry | 2 | 4 | 4 | 80% |
| 10. Understanding of business model used by the firm | 2 | 5 | 3 | 80% |
| 11. Understanding of overall competitive environment | 2 | 5 | 3 | 80% |
| 12. Understanding of capabilities leveraged by strategy | 0 | 6 | 4 | 100% |

| Learning Goal: Value Proposition & Value-Chain | Fails | Meets | Exceeds | M or E |
|---|-------|-------|---------|--------|
| 1. Analyze the external environment (# 9 - 11) | 2 | 5 | 3 | 80% |
| 2. Analyze the internal structure / strategy (# 1 - 3) | 2 | 4 | 3 | 78% |
| 3. Create strategic plan based on value-chain (# 4, 12) | 1 | 4 | 4 | 89% |

| Learning Goal: Systems Thinking & Critical Analysis | Fails | Meets | Exceeds | M or E |
|--|-------|-------|---------|--------|
| 1. Identify the business problem to be solved (# 5) | 2 | 2 | 6 | 80% |
| 2. Explore multiple approaches to solving problem (# 6) | 1 | 6 | 3 | 90% |
| 3. Communicate & defend a recommended solution (# 7) | 2 | 7 | 1 | 80% |
| 4. Demonstrate strategic foresight / critical analysis (# 8) | 2 | 6 | 2 | 80% |

Qualitative Observation of Positive Behavior

- 👤 Students seemed to be adept at "cutting through" the case information to find the real business issue; they were able to frame the problem well using the data provided.

Qualitative Observations of Negative Behaviors

- ✦ Students did not always grasp the “flip-side” or drawbacks of their proposed solution.
- ✦ Students focused too much on some aspects (quality, regulation, etc) of international business decisions to the exclusion of other important considerations (labor cost, etc).
- ✦ Students did not appreciate a “follow the leader” strategy as a competitive threat.
- ✦ Students identified business dilemmas well, but were unable or reluctant to take a strong stance on either side of the issue and instead only presented “pro’s & con’s”.
- ✦ Students did not synthesize knowledge well and wrote only what they were taught.
- ✦ Students utilized skills from various business functions adequately, but were unable fully to integrate the functions or see the effect of each function on all of the others.

The assessment team identified the following key learning areas for potential improvement:

1. Ability to approach a business problem with a comprehensive strategic perspective
2. Ability to make a decision concerning a business problem and defend it convincingly
3. Ability to realistically describe the consequences, justification, and risks of a scenario

In order to improve student learning in these key areas, the team recommends the following:

Area #1: Comprehensive Strategic Perspective

- ✦ Improve teaching of business integration with team teaching or cross-function lectures.
- ✦ Be more intentional toward learning by tying course learning goals to overall learning goals related to integration of business processes / business systems; incorporate at least 1 learning goal or assignment, in key functional area courses, that is specifically targeted toward that function’s role in strategy and relationship to other functions.

Area #2: Ability to Communicate & Defend a Decision

- ✦ Assign more professional business presentations, focused on the convincing and persuasive communication of business ideas / decisions, in other MBA core courses.
- ✦ Incorporate managerial skills / mindset from communication workshop into capstone.

Area #3: Realistic Understanding of Business Scenarios

- ✦ Offer real-world perspective by inviting more guest lecturers from business community.
- ✦ Utilize more assignments or projects that require students to work closely with local businesses or entrepreneurs to solve real-world business problems for real firms.

Appendix B – Faculty Qualifications

When the student is ready ... the teacher will appear!



Professor Chris Screen presents SIFE awards at Honors Ceremony

Loyola University New Orleans

Academic and Professional Qualifications – Approved 2008

Introduction

AACSB International, the [Association to Advance Collegiate Schools of Business](#) accredits business programs based upon their ability to meet twenty-one important standards designed to measure and ensure overall high quality and continuous improvement of the program. We accept and affirm those standards and others as may be developed by AACSB over time. We also recognize that while all of the standards are important, one of special significance is standard ten, which pertains to faculty qualifications. We accept and affirm AACSB's position that faculty can and must do more than obtain their degree to remain qualified to deliver high quality instruction over time. Moreover, we also accept and affirm the AACSB position that, "the faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission." Indeed, we believe that attracting and retaining faculty who are committed to the mission/vision of Loyola University in general and the College of Business in particular is an extremely important indicator of our belief in Jesuit ideals and the pursuit of our purpose as a College. Central to standard ten is the requirement that all faculty members employ a continuous improvement approach to maintain their intellectual capital. The purpose of this document is to offer both our interpretation of this standard within the context of our environment, mission, and vision as well as provide guidelines designed to guide faculty efforts to maintain their qualifications. It is our position that faculty members at Loyola have an obligation to themselves, to each other, to their students, to their discipline and to our community to remain adequately qualified to execute the duties associated with their positions.

It is our position that a central premise implicit and explicit in standard ten is the idea of currency. AACSB accreditation standards clearly articulate the need for schools to demonstrate that faculty members are current in their field of teaching. Standard #10 indicates:

"The faculty has, and maintains, intellectual qualifications and **current** expertise to accomplish the mission . . ."

"Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for **current** teaching responsibilities."

"Since the intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching, the existence of a **current** research record in the teaching field will be accepted as prima facie evidence of academic qualifications, regardless of credentials."

Further,

"While entry qualifications (academic or professional) are important, the world of business changes very rapidly and faculty members must be involved in continuous development throughout their careers to stay **current**. Regardless of their specialty, work experience, or graduate preparation, the standard requires

that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice."

The standard goes on to discuss the school's "portfolio of intellectual contributions," which can provide evidence of faculty currency in their field. The language is also quite clear in differentiating professional development activities from activities that demonstrate currency and relevancy:

"Faculty development activities do not have inherent value in and of themselves. ... The critical factor in determining whether faculty members bring current and relevant information is the **impact** of faculty member's development activities on the mission of the school."

The standards are specific in that business schools are expected to recruit and maintain a roster of qualified teaching faculty. The AACSB generally defines "qualified" as a combination of appropriate academic credentials plus evidence of currency in the teaching field.

"The standards are vague in that business schools are expected to develop operational definitions of "qualified" that appear congruent to the specific mission of the business school."

This document represents the philosophy and operationalization of "qualified."

The quoted material above is found on pp. 40-43 of Eligibility Procedures and Standards for Business Accreditation.

Vision & Mission Congruence

It is important to note that the standards go beyond articulating the importance of currency and qualified. Indeed, Standard #2 (page 13) states that the "mission includes the production of intellectual contributions that advance the knowledge and practice of business and management". It is our understanding that standard 2 is interpreted to mean that not only does the school articulate the importance of intellectual contributions in its mission/vision but that the articulation of that which constitutes intellectual activity is supportive and congruent with mission/vision attainment. In this regard, we believe that a statement or articulation of intellectual contributions that is not mission/vision enhancing or is not consistent with the mission/vision would be detrimental to the faculty, the students, stakeholders, and ultimately learning itself. To facilitate mission/vision alignment with expectations regarding intellectual pursuits we, like AACSB, believe that a generalized categorization of intellectual activity/scholarship should include:

contributions to learning and pedagogical research,
contributions to practice, and
contributions to discipline-based scholarship.

In addition we, like AACSB, believe that not every faculty member must contribute in each of the three categories but that the aggregate faculty must provide sufficient activity among the three types of contributions. We believe that mission/vision alignment and attainment will be achieved by to producing a portfolio of faculty contributions that reflect a balance among contributions to

those three areas as well as areas which may emerge as the corporate and academic contexts change over time.

The COB Mission states,

In the Ignatian tradition, the mission of the College of Business is to provide a superior values-laden education that motivates and enables our students to become effective and socially responsible business leaders. We strive to contribute quality research, serve local and intellectual communities, and graduate students who possess critical thinking skills and courage to act justly in a global business environment.

The COB Vision states,

To create a learning place that **awakens, enlightens, and transforms** through personal reflection, ethical decision making, critical thinking, and the mastery of innovative business practices.

Therefore, our portfolio of intellectual contributions will be generated by a faculty whose scholarly outputs and intellectual contributions are diversified yet indicative of Ignatian ideals and our efforts to awaken, enlighten and transform. However, diversification will not come at the expense of quality. Thus, regardless of the format, the audience, the method of dissemination or the like our goal will be to produce intellectual contributions that are excellently prepared, appropriately documented, cogent, compelling, and meet the highest possible professional standards. We also recognize that to achieve a diversified a quality portfolio of scholarly output that is mission/vision supportive requires a broad perspective on that which constitutes intellectual contribution/currency than existed less than a decade ago. In short, we are committed to the belief that one size does not fit all at Loyola and no attempt will be made to pigeon hole faculty into a singular approach, methodology, style or outlet for their scholarly pursuits.

Thus, whenever possible we will use the terms scholarship, scholarly activity, scholarship, intellectual contributions and the like in place of research to describe those activities in which faculty must engage to possess sufficient currency to deliver the excellent courses or programs. Moreover, the outputs associated with our definition of scholarly activity will take a variety of forms including articles published in refereed journals, textbooks, published cases / case notes, articles published in trade and practitioner outlets, developing and delivering executive education courses, on-going consultative relationships, teaching in international programs, developing and disseminating tools to enhance practice / pedagogy, etc. In addition, the choice of scholarly activities used to maintain currency and relevance will almost certainly vary from faculty member to faculty member and may well vary from time to time within a particular faculty member's career.

Faculty Qualifications AQ / PQ Designations

As described by [AACSB](#), faculty members may be categorized as Academically Qualified, Professionally Qualified, or other. Except in the most unusual or extreme circumstances, Loyola faculty will be designated as either Academically Qualified or Professionally Qualified. The focus of both qualification conditions is to ensure that faculty members have sufficient intellectual capital to be effective teachers in the classroom. The AACSB standards, interpretations, and

other documents provide complete definitions of these terms which we summarize in the following.

A. Academically Qualified: An AQ faculty member should possess the intellectual capital that will enable the person to produce intellectual contributions and teach. In virtually all cases, this equates to intellectual capital development resulting from the faculty member having completed a doctoral degree in the field where he or she will be teaching. Once this has been accomplished, intellectual capital maintenance requires that the faculty member produce intellectual contributions that fall into one of the three categories identified by AACSB – discipline-based scholarship, contributions to practice, and learning and pedagogical research.

B. Professionally Qualified: A PQ faculty member should possess the intellectual capital that will enable the person to teach and contribute to the school's mission, which may include contributions to the research mission. Intellectual capital development consists of completion of a master's degree in the teaching area, and professional experience of significant duration and level of responsibility to fully prepare the individual for the assigned teaching duties. Intellectual capital can be maintained through a variety of activities that demonstrate maintenance of intellectual/professional capital, and the production of intellectual contributions is one possible maintenance activity.

At Loyola University we accept and affirm that delivering quality programs requires both academically and professionally qualified faculty in the ratios and at the levels of participation prescribed by AACSB. The following represent our articulation of the standards faculty must meet to become and maintain academic and professional qualification.

ACADEMICALLY QUALIFIED

For faculty to maintain the necessary currency to teach in the Jesuit tradition and uphold Loyola standards of educational excellence they must fulfill the requirements for either A or B below in a rolling 5 year period.

- A. *A Doctoral/Terminal Degree including JD in Discipline or Related Field, and***
1. Two peer or editorially reviewed journal articles (PRJ), **or**
 2. One journal article (PRJ), plus two other quality publications (QP),
 3. One journal article (PRJ), plus one other quality publication (QP), plus two other intellectual contributions (OIC), **or**
 4. Two quality publications (QP) and three other intellectual contributions (OIC).
- B. *Other Doctoral/Terminal Degree or Masters Degree, and***
Three to four quality publications during the current five-year period, fulfilled with any of the three options below.
1. Two peer- or editorially-reviewed journal articles (PRJ), plus quality publication (QP), **or**
 2. One journal article (PRJ), plus three quality publications (QP),
 3. One journal article (PRJ), plus two quality publications (QP), plus two other intellectual contributions (OIC), **or**
 4. Two quality publications, plus four other intellectual contributions (OIC)

Faculty who have a significant load (defined as performing more than half of their requisite teaching load over a rolling three year period) in the MBA or other graduate programs ... OR ... faculty who have significant reductions in teaching load for other

than administrative reason (endowed chairs, professorships) are expected to produce proportionally more qualifying outputs to satisfy either condition.. The dean, associate dean or academic area will monitor and assess faculty in this position on a yearly case by case basis and make the appropriate determination.

A **quality publication (QP)** is a published or otherwise disseminated intellectual work that has gone through a review process and is subject to rejection or significant modification and is readily available for public consumption and/or critique. Examples of quality publications include:

- Peer or editorially reviewed articles on the internet or other media format
- Peer or editorially reviewed articles in practitioner publications
- Peer or editorially reviewed articles in Chronicles, magazines, papers (WSJ, Financial Times)
- Articles published in peer-reviewed conference proceedings
- Chapters in an editorially-reviewed or peer-reviewed book
- Edited or authored books published by recognized and independent publishers
- Casebook or cases published through a nationally-recognized publisher
- Software packages in the teaching or related discipline, reviewed and used in multiple institutions
- A white or thought paper disseminated by AACSB, AAHE, PEW institute or other high quality institution or organization
- Other types of market-tested, refereed publications approved by the dean, associate dean or academic area.

Other intellectual contributions (OIC) exist in a publicly disseminated form that are readily available for scrutiny by academic peers, professionals or community. Other intellectual contributions include:

- Conference presentations
- Trade presentations
- Papers presented at faculty seminar or research colloquia
- Government research reports
- Funded grant proposals from outside University source in excess of \$2,500.00
- Popular press articles or editorials
- Non-reviewed books
- Book reviews
- Teaching a class which is part of core or elective base of classes at an institution in another country
- Creating and delivering executive education or continuing education courses that are independently evaluated for organizations, professional societies, governmental agencies, etc.
- Presenting descriptions of the design and implementation of new curricula, new courses, new teaching methods or methods of assessment at outside institutions.
- Maintaining an active consulting practice with evidence of multiple ongoing clients.
- Serving as a member of a board of directors for a company or not-for-profit agency
- Other types of intellectual contributions approved by the relevant CBA department or the Dean
- Serving as an expert witness
- Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.

- Operating or owning a profitable business with substantial annual revenues.
- Obtaining new (and appropriate) professional certification(s)
- Creating, delivering, & assessing a significant course learning enhancement such as a simulation, course workbook, text supplement, etc.
- Writing editorial reviews for journals or texts (please provide a copy of the review).
- Being invited as an “expert” to speak on a topic related to discipline or the research of the faculty member to a company or organization.

PROFESSIONALLY QUALIFIED

Loyola’s standards for professional qualification are:

- Generally a masters degree in field related to teaching responsibilities, **and/or**
- Significant professional experience in duration and level at time of hire, **and**
- Significant continued engagement in professional activities during the current five-year period, as assessed by the relevant COB administrator/committee.

Accepted **professional activities** include:

- All of the activities listed for Academic Qualification, and
- Ongoing work or consulting experience in the appropriate field
- Presentation of continuing education seminars
- Enrollment in professional education classes
- Obtaining an appropriate professional certification
- Operating a successful business in the appropriate field
- Serving on the board of a for-profit corporation or a not-for-profit organization
- Serving as an officer in national, regional, or local associations
- Publishing a newsletter or other widely-distributed report
- Provide professional commentary to news media on a frequent basis
- Supervising a foreign study program in a related field
- Maintaining a professional license such as CPA, Bar, etc.

Provisions

Obtaining and maintaining AQ/ PQ status is a necessary condition to uphold the values we espouse, contribute to the attainment of our mission/vision, and to perpetuate our Jesuit heritage and reputation for delivering high quality educational experiences. Conversely, obtaining and maintaining AQ/PQ status is not a “sufficient” condition to warrant such key performance related outcomes as re-appointment, continued service. Thus, the articulation of AQ / PQ standards above should not be construed as setting minimum nor maximum performance targets or hurdles. The following provisions to the above are described below.

- 1) Faculty member” means anyone who is contracted to teach a COB course, regardless of contract status (tenured, tenure track, non-tenure track, or adjunct).
- 2) Faculty who are ABD will be considered Academically Qualified (AQ) if they are completing their first year of service in the COB.

- 3) Faculty members who have received a terminal degree in the discipline in which they teach within the last 5 years will be considered AQ. *However, the expectation is that they will be active producing intellectual contributions during that 5 year period.*
- 4) Anyone serving in a central administrative position within the COB or Loyola University will be considered AQ / PQ during the period in which they actively serve in that capacity and for one academic year post service. However, people occupying such positions are to act in accord with the spirit and intent of our AQ / PQ by being intellectually vibrant, current, and curious.
- 5) Obtaining and maintaining AQ / PQ status is not linked with the annual evaluation process, the promotion and tenure process, the merit process or any other performance based program established by the Dean or appropriate College / University committee.
- 6) Obtaining and maintaining AQ / PQ status confers no special rights nor does it bestow any particular privileges.
- 7) Obtaining and maintaining AQ / PQ status will not “equate” or be thought to predict any particular performance evaluation by the Dean or other evaluative body.
- 8) Teaching at the graduate level or in specialty / boutique offerings that may be developed overtime is a privilege that may require commitments beyond obtaining and maintaining AQ / PQ status at the graduate level to include: willingness to teach in an integrative fashion, ability to team teach with practicing professionals in the field or other educators, fluency with and ability to utilize different pedagogies, willingness and ability to acquire needed technology skills and the like.

In an era characterized by multiple shifting paradigms not everything which might be considered a high quality, mission/vision enhancing, value added scholarly activity that demonstrates a commitment to educational excellence can be specified in a static document of this nature. Therefore, faculty who generate an output in line with the spirit and intent but not covered by this document should bring it to the attention of the dean, the associate dean or relevant committee for review. The individual(s) or group will review, in conjunction with [AACSB](#) headquarters if necessary, the request and make an appropriate decision as to the classification of the output and the role/weight it will play in establishing or maintaining AQ/PQ designation.

Conclusion

By articulating the aforementioned qualifications, continually improving upon them, and revising them when it is appropriate we hope to provide clarity on that for which we stand, that which we will endeavor to pursue, and that which we pledge to maintain. We believe the standards we are setting will perpetuate a vibrant, stimulating, diverse intellectually challenging environment that is in keeping with our Jesuit heritage, is mission/vision appropriate, maintains the standards put forth by [the AACSB](#), and attracts, retains and rewards students, faculty and others who are committed to the ideals of scholarship. Finally, we affirm that obtaining and maintaining the AQ / PQ standards outlined herein, is a personal, professional, collegial, organizational, and social duty we are motivated to achieve.

Participating and Supporting Faculty Policy

AACSB Faculty Sufficiency (Standard 9) the school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty.

Participating and Supporting Faculty of the College of Business at Loyola University New Orleans

In assessing sufficiency of faculty resources, the CoB recognizes the important distinction between participating and supporting faculty members.

A participating faculty member actively engages in the activities of the College in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the College, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the College on institutional committees. The individual may be eligible for, and participate in, faculty development activities. Generally, the **Participating Faculty of the College of Business** consists of all persons appointed to a tenure or tenure-track position with the title of Professor, Associate Professor, Assistant Professor, or Instructor. These individuals submit a yearly form which details their involvement in College and University activities. Other faculty members on fixed-term instructional contracts can be considered participating. Those individuals must present yearly an updated resume and a list detailing their involvement in the College and University.

A supporting faculty member at the College of Business does not substantially participate in the intellectual or operational life of the College beyond the direct performance of teaching responsibilities. The **Supporting Faculty of the College of Business** consists of those faculty members who are in fixed-term, non-continuous, non-tenure-track positions. Typically, supporting faculty members are hired on a contractual basis to teach one or several courses.

In determining whether a faculty member will be considered participating, the College of Business considers **paramount** the faculty member's commitment to:

- Curriculum Design: The faculty member is engaged in the process of creation, monitoring, evaluation, and revision of curricula.
- Course Development: The faculty member is engaged in choosing and creating learning experiences, media, and instructional materials
- Assessment of Learning: The faculty member is engaged in setting and developing learning goals and assessments for each course, and in implementing assurance of learning standards.

A faculty member will also be considered participating if they are involved in mission driven activities such as student advising, research, non-degree education for the College or

University, faculty development, university service, or community service, economic development and consulting when performed on behalf of the College or University.

Table 2-1: Five-Year Summary of Intellectual Contributions (2005-2010)

| Faculty Area Faculty Name | Portfolio of Intellectual Contributions | | | | | | | | | | Summary of Types | | | |
|------------------------------|--|--|---|--------------------------|---|---|---|---|--|--|-------------------------------------|---|---------------------------|------------|
| | [PRJs] | | Quality Publications [QPs] | | | | Other Contributions [OICs] | | | | Learning & Pedagogical ⁹ | Contributions to Practice ¹⁰ | Discipline-Based Research | |
| | Blind-Reviewed Journal Articles ¹ | Editorially-Reviewed Articles ² | Internet Journal, Trade Journal, Newspaper/Magazine Articles ³ | Edited or Authored Books | Peer-Reviewed or Editorially-Reviewed Book Chapters | Other Reviewed Publication ⁴ | Refereed Paper Presentations ⁵ | Non-Refereed Presentations ⁶ | Interview or Expert Testimony ⁷ | Other Publications or Service ⁸ | | | | |
| Accounting | | | | | | | | | | | | | | |
| Lynch, Patrick | | | | | | | | | | | | | | |
| Main, Daphne | | 2 | | | | | | | | 3 | 2 | 3 | | |
| Meyer, Jean | | 1 | | | | | | 2 | | 1 | 3 | 1 | | |
| Yao, Lee | 13 | | | | | | 25 | 2 | 1 | 9 | 5 | 7 | | 38 |
| Accounting Total | 13 | 3 | 0 | 0 | 0 | 0 | 25 | 4 | 1 | 13 | 10 | 11 | | 38 |
| Economics | | | | | | | | | | | | | | |
| Barnett, William | 21 | 10 | 8 | | | | 1 | 1 | | | | | | 41 |
| Block, Walter | | | | | | | | | | | | | | |
| D'Amico, Daniel | 4 | 1 | | | 1 | 3 | 14 | 3 | 11 | 11 | 5 | 11 | | 32 |
| Levendis, John | 12 | 3 | | | 1 | 4 | 11 | 5 | 7 | 10 | 2 | 8 | | 43 |
| Mundell, Lee | | | | | | | 1 | | | | | | | 1 |
| Economics Total | 37 | 14 | 8 | 0 | 2 | 7 | 27 | 9 | 18 | 21 | 7 | 19 | | 117 |
| Finance | | | | | | | | | | | | | | |
| Christner, Ronald | 4 | | | | | | 5 | | 3 | 2 | | 3 | | 11 |
| Dicle, Mehmet | 3 | 1 | | | | 1 | 9 | | | | | | | 14 |
| Wang, Xue | | | | | | | 2 | | | 1 | | | | 3 |
| Wood, Stuart | 1 | | | | | 1 | 5 | | | 34 | | 34 | | 7 |
| Finance Total | 8 | 1 | 0 | 0 | 0 | 2 | 21 | 0 | 3 | 37 | 0 | 37 | | 35 |

| Faculty Area | Portfolio of Intellectual Contributions | | | | | | | | | | Summary of Types | | |
|-------------------------|--|--|---|--------------------------|---|---|---|---|--|--|-------------------------------------|---|---------------------------|
| | [PRJs] | | Quality Publications [QPs] | | | | | | | | Other Contributions [OICs] | | |
| | Blind-Reviewed Journal Articles ¹ | Editorially-Reviewed Articles ² | Internet Journal, Trade Journal, Newspaper/Magazine Articles ³ | Edited or Authored Books | Peer-Reviewed or Editorially-Reviewed Book Chapters | Other Reviewed Publication ⁴ | Refereed Paper Presentations ⁵ | Non-Refereed Presentations ⁶ | Interview or Expert Testimony ⁷ | Other Publications or Service ⁸ | Learning & Pedagogical ⁹ | Contributions to Practice ¹⁰ | Discipline-Based Research |
| Management | | | | | | | | | | | | | |
| Arnold, Karen | | | | | | 2 | | | | | 1 | 1 | |
| Barnett, Kathy | 2 | | | | | 4 | 1 | | 1 | | 3 | 1 | 4 |
| Capaldi, Nicholas | 5 | 1 | | 2 | 5 | 2 | 1 | | 6 | | 1 | 1 | 20 |
| Celly, Nikhil (INTB) | 1 | | | | | 2 | | | 1 | | 1 | | 12 |
| Fok, Wing | 2 | | | | | 4 | 3 | | 5 | | 1 | 6 | 7 |
| Howard, George | | | | | | | | | | | | | |
| Johnston, Michelle | 5 | | | | | 4 | | | | | | | 9 |
| Karamessinis, George | | | | | | | | | | | | | |
| Li, Jing | 5 | | | | | 8 | | | 2 | | 1 | | 18 |
| Matherne, Brett | 7 | | | | | 2 | | | 3 | | 3 | 3 | 10 |
| Reed, Kendra | 5 | | | | | 3 | 1 | | 2 | | 1 | 2 | 8 |
| Screen, Christopher | | | | | | | | | | | | | |
| Trevino, Len (INTB) | 9 | | | | 3 | | 1 | | 7 | | 10 | 1 | 12 |
| Management Total | 41 | 1 | 0 | 2 | 8 | 18 | 7 | 0 | 27 | 22 | 14 | 14 | 101 |
| Marketing | | | | | | | | | | | | | |
| Goosby, Jerry | 2 | 1 | | | | | | | 3 | | | 3 | 3 |
| Hickman, Thomas | 3 | | | | | 4 | | | | | | | 16 |
| Lawrence, Katherine | | | | | | | | | | | | | |
| Pearson, Michael | 7 | | | | | 4 | 10 | | | | 4 | | 17 |
| Marketing Total | 12 | 1 | 0 | 0 | 0 | 8 | 0 | 0 | 3 | 4 | 3 | 3 | 36 |

[Vita not received at time of report; co-author with Reed/Johnston on numerous articles, also MKT]

| College Area Department | Portfolio of Intellectual Contributions | | | | | | | | | | Summary of Types | | | | | |
|----------------------------|--|--|---|--------------------------|---|---|---|---|--|--|------------------|-----------|-------------------------------------|---|---------------------------|--|
| | [PRJs] | | Quality Publications [QPs] | | | | | | | Other Contributions [OICs] | | | Learning & Pedagogical ⁹ | Contributions to Practice ¹⁰ | Discipline-Based Research | |
| | Blind-Reviewed Journal Articles ¹ | Editorially-Reviewed Articles ² | Internet Journal, Trade Journal, Newspaper/Magazine Articles ³ | Edited or Authored Books | Peer-Reviewed or Editorially-Reviewed Book Chapters | Other Reviewed Publication ⁴ | Refereed Paper Presentations ⁵ | Non-Refereed Presentations ⁶ | Interview or Expert Testimony ⁷ | Other Publications or Service ⁸ | | | | | | |
| Acct/Econ/Fin | | | | | | | | | | | | | | | | |
| Accounting | 13 | 3 | 0 | 0 | 0 | 0 | 0 | 25 | 4 | 1 | 13 | 10 | 11 | 38 | | |
| Economics | 37 | 14 | 8 | 0 | 2 | 7 | 27 | 9 | 18 | 21 | 21 | 7 | 19 | 117 | | |
| Finance | 8 | 1 | 0 | 0 | 0 | 2 | 21 | 0 | 3 | 37 | 0 | 0 | 37 | 35 | | |
| Acct/Econ/Fin Total | 58 | 18 | 8 | 0 | 2 | 9 | 73 | 13 | 22 | 71 | 17 | 17 | 67 | 190 | | |
| Mgt/Mkt/Intb | | | | | | | | | | | | | | | | |
| International | 10 | 0 | 0 | 0 | 3 | 2 | 12 | 1 | 0 | 8 | 11 | 1 | 1 | 24 | | |
| Management | 31 | 1 | 0 | 2 | 5 | 16 | 21 | 6 | 0 | 19 | 11 | 11 | 13 | 77 | | |
| Marketing | 12 | 1 | 0 | 0 | 0 | 8 | 19 | 0 | 0 | 3 | 4 | 4 | 3 | 36 | | |
| Mgt/Mkt/Intb Total | 53 | 2 | 0 | 2 | 8 | 26 | 52 | 7 | 0 | 30 | 26 | 26 | 17 | 137 | | |
| College Grand Total | 111 | 20 | 8 | 2 | 10 | 35 | 125 | 20 | 22 | 101 | 43 | 84 | 327 | | | |

1. Articles published in traditional double-blind, peer-reviewed scholarly journals
2. Articles published in high-quality, editor-reviewed professional or scholarly journals
3. Articles published elsewhere, in online-only journals, non-refereed trade journals, etc
4. Includes conference proceedings, book reviews [of other authors' published books], etc
5. Includes papers given at refereed regional, national, or international scholarly conferences
6. Includes non-refereed papers, keynote addresses, professional or trade conferences, etc
7. Includes radio, television, newspaper, or other media, as well as all expert testimony given
8. Includes executive training, serving as guest lecturer / professor, as panelist / discussant, etc
9. Research involving curriculum, administration, teaching, assessment, etc (also guest lecturing)
10. Research commissioned for a specific purpose or presented to practicing trade professionals

Table 9-1: Summary of Faculty Sufficiency by Area and College (Fall 2009)

| Faculty Area ² Faculty Name | Faculty Status | Amount of Teaching [SCH] by Faculty Status | | Sufficiency by Status |
|---|--|--|---|---|
| | Participating or Supporting ¹ | Teaching by Participating Status Faculty Members | Teaching by Supporting Status Faculty Members | % P / (P + S); > 60% in area; must be > 75% for college |
| Accounting | | | | |
| Blanco, Adrienne | S | | 81 | |
| Dembinski, Daniel | S | | 84 | |
| Lynch, Patrick | P | 183 | | |
| Main, Daphne (& INTB) | P | 123 | | |
| Meyer, Jean | P | 219 | | |
| Monteleone, Philip | S | | 57 | |
| Yao, Lee | P | 72 | | |
| Accounting Total | 57% P by headcount | 597 | 222 | 73% P by teaching |
| Economics | | | | |
| Barnett, William (& INTB) | P | 120 | | |
| Block, Walter | P | 27 | | |
| D'Amico, Daniel | P | 288 | | |
| Karamessinis, George ³ | P | 21 | | |
| Levendis, John | P | 243 | | |
| Mundell, Lee (DECS) | P | 231 | | |
| Economics Total | 100% P by headcount | 930 | 0 | 100% P by teaching |
| Finance | | | | |
| Christner, Ronald | P | 135 | | |
| Dicle, Mehmet (& INTB) | P | 219 | | |
| Wang, Xue | P | 36 | | |
| Wood, Stuart | P | 129 | | |
| Finance Total | 100% P by headcount | 519 | 0 | 100% P by teaching |

| Faculty Area ² Faculty Name | Faculty Status | Amount of Teaching [SCH] by Faculty Status | | Sufficiency by Status |
|---|--|--|---|---|
| | Participating or Supporting ¹ | Teaching by Participating Status Faculty Members | Teaching by Supporting Status Faculty Members | % P [P / (P + S)]. > 60% in area; must be > 75% for college |
| Management | | | | |
| Arnold, Karen | P | 330 | | |
| Barnett, Kathy | P | 60 | | |
| Baynham, Linda | S | | 33 | |
| Capaldi, Nicholas | P | 189 | | |
| Celly, Nikhil (INTB) | P | 60 | | |
| Davis, Mark (MUSB) | S | | 24 | |
| Deshotels, Judy | S | | 117 | |
| Dunn, Ted | S | | 48 | |
| Fok, Wing (& INTB) | P | 222 | | |
| Howard, George (& MUSB) | P | 231 | | |
| Johnston, Michelle | P | 282 | | |
| Kabbani, Marwan (INTB) | S | | 27 | |
| Karamessinis, George | P | 204 | | |
| Li, Jing | P | 231 | | |
| Matherne, Brett | P | 135 | | |
| Reed, Kendra | P | 378 | | |
| Schulingkamp, Ron | S | | 42 | |
| Screen, Christopher | P | 300 | | |
| Sunda, Carmen | S | | 39 | |
| Trevino, Len (INTB) | P | 39 | | |
| Wilson, Mike | S | | 24 | |
| Management Total | 62% P by headcount | 2661 | 354 | 88% P by teaching |
| Marketing | | | | |
| Goolsby, Jerry | P | 165 | | |
| Hencke, Lucy | S | | 72 | |
| Hickman, Thomas | P | 78 | | |
| Lawrence, Kate (& INTB) | P | 255 | | |
| Pearson, Michael | P | 132 | | |
| Marketing Total | 80% P by headcount | 630 | 72 | 90% P by teaching |

| College Area Department | Faculty Status | Amount of Teaching [SCH] by Faculty Status | | Sufficiency by Status |
|----------------------------|--|--|---|--|
| | Participating or Supporting ¹ | Teaching by Participating Status Faculty Members | Teaching by Supporting Status Faculty Members | % P / (P + S)]: > 60% in area; must be > 75% for college |
| Acct/Econ/Fin | | | | |
| Accounting | 57% P by headcount | 582 | 222 | 72% P by teaching |
| Economics | 100% P by headcount | 879 | 0 | 100% P by teaching |
| Finance | 100% P by headcount | 453 | 0 | 100% P by teaching |
| Acct/Econ/Fin Total | 82% P by headcount | 1914 | 222 | 90% P by teaching |
| Mgt/Mkt/Intb | | | | |
| International ⁴ | 88% P by headcount | 429 | 27 | 94% P by teaching |
| Management | 61% P by headcount | 2478 | 327 | 88% P by teaching |
| Marketing | 80% P by headcount | 516 | 72 | 88% P by teaching |
| Mgt/Mkt/Intb Total | 65% P by headcount | 3423 | 426 | 89% P by teaching |
| College Grand Total | 72% P by headcount | 5337 | 648 | 89% P by teaching |

1. In general, part-time and adjunct faculty are devoted 25% to the mission of the College; a few faculty shared jointly with other local universities are devoted only 50% to our College
2. A few faculty teach regularly in both / either 1 of the 5 functional areas (Accounting, Economics, Finance, Mgmt, Marketing) and / or in the International Business or Business of Music major
3. A few faculty teach regularly in courses outside of their assigned area, but for which they are qualified through professional experience or academic study to teach
4. Sufficiency in the International Business discipline is calculated from functional courses (Intl Econ, Intl Finance, etc) taught by the noted faculty; these hours are deducted from the relevant areas

Table 9-1: Summary of Faculty Sufficiency by Area and College (Fall 2009)

| Faculty Area ² Faculty Name | Faculty Qualification | Amount of Teaching [SCH] by Qualif, | | | Teaching Sufficiency by Faculty Qualification | |
|---|---------------------------------|-------------------------------------|------------------------|-------------------------------------|---|--|
| | AQ, PQ, or OQ (From Table 10-1) | Teaching by AQ Faculty | Teaching by PQ Faculty | Teaching by OQ Faculty ¹ | % AQ [(AQ / (AQ + PQ + OQ))] > 50% for area and college | % AQ or PQ [(AQ + PQ) / (AQ + PQ + OQ)] > 90% for area and college |
| Accounting | | | | | | |
| Blanco, Adrienne | PQ | | 81 | | | |
| Dembinski, Daniel | PQ | | 84 | | | |
| Lynch, Patrick | PQ | | 183 | | | |
| Main, Daphne (& INTB) | AQ | 123 | | | | |
| Meyer, Jean | AQ | 219 | | | | |
| Monteleone, Philip | PQ | | 57 | | | |
| Yao, Lee | AQ | 72 | | | | |
| Accounting Total | 43% AQ by headcount | 414 | 405 | 0 | 51% AQ by teaching | 100% AQ/PQ by teaching |
| Economics | | | | | | |
| Barnett, William (& INTB) | AQ | 120 | | | | |
| Block, Walter | AQ | 27 | | | | |
| D'Amico, Daniel | AQ | 288 | | | | |
| Karamessinis, George ³ | PQ | | 21 | | | |
| Levendis, John | AQ | 243 | | | | |
| Mundell, Lee (DECS) | OQ | | | 231 | | |
| Economics Total | 67% AQ by headcount | 678 | 21 | 231 | 73% AQ by teaching | 75% AQ/PQ by teaching |
| Finance | | | | | | |
| Christner, Ronald | AQ | 135 | | | | |
| Dicle, Mehmet (& INTB) | AQ | 219 | | | | |
| Wang, Xue | AQ | 36 | | | | |
| Wood, Stuart | AQ | 129 | | | | |
| Finance Total | 100% AQ by headcount | 519 | 0 | 0 | 100% AQ by teaching | 100% AQ/PQ by teaching |

| Faculty Area ² Faculty Name | Faculty Qualification | Amount of Teaching [SCH] by Qualif, | | | Teaching Sufficiency by Faculty Qualification | |
|---|---------------------------------|-------------------------------------|------------------------|-------------------------------------|--|---|
| | AQ, PQ, or OQ (From Table 10-1) | Teaching by AQ Faculty | Teaching by PQ Faculty | Teaching by OQ Faculty ¹ | % AQ [AQ / (AQ + PQ + OQ)] > 50% for area and college | % AQ or PQ [(AQ + PQ) / (AQ + PQ + OQ)] > 90% for area and college |
| Management | | | | | | |
| Arnold, Karen | OQ | | | 330 | | |
| Barnett, Kathy | AQ | 60 | | | | |
| Baynham, Linda | PQ | | 33 | | | |
| Capaldi, Nicholas | AQ | 189 | | | | |
| Celly, Nikhil (INTB) | AQ | 60 | | | | |
| Davis, Mark (MUSB) | PQ | | 24 | | | |
| Deshotels, Judy | AQ | 117 | | | | |
| Dunn, Ted | PQ | | 48 | | | |
| Fok, Wing (& INTB) | AQ | 222 | | | | |
| Howard, George (& MUSB) | PQ | | 231 | | | |
| Johnston, Michelle | AQ | 282 | | | | |
| Kabbani, Marwan (INTB) | PQ | | 27 | | | |
| Karamessinis, George | PQ | | 204 | | | |
| Li, Jing | AQ | 231 | | | | |
| Matherne, Brett | AQ | 135 | | | | |
| Reed, Kendra | AQ | 378 | | | | |
| Schulinkamp, Ron | PQ | | 42 | | | |
| Screen, Christopher | PQ | | 300 | | | |
| Sunda, Carmen | PQ | | 39 | | | |
| Trevino, Len (INTB) | AQ | 39 | | | | |
| Wilson, Mike | PQ | | 24 | | | |
| Management Total | 48% AQ by headcount | 1713 | 972 | 330 | 57% AQ by teaching | 89% AQ/PQ by teaching |
| Marketing | | | | | | |
| Goolsby, Jerry | AQ | 165 | | | | |
| Hencke, Lucy | AQ | 72 | | | | |
| Hickman, Thomas | AQ | 78 | | | | |
| Lawrence, Kate (& INTB) | AQ | 255 | | | | |
| Pearson, Michael | AQ | 132 | | | | |
| Marketing Total | 100% AQ by headcount | 702 | 0 | 0 | 100% AQ by teaching | 100% AQ/PQ by teaching |

| College Area Department | Faculty Qualification | Amount of Teaching [SCH] by Qualif. | | | Teaching Sufficiency by Faculty Qualification | |
|----------------------------|------------------------------------|--|---------------------------|--|---|--|
| | AQ, PQ, or OQ (From Table 10-1) | Teaching by AQ Faculty | Teaching by PQ Faculty | Teaching by OQ Faculty ¹ | % AQ [AQ / (AQ + PQ + OQ)] > 50% for area and college | % AQ or PQ [(AQ + PQ) / (AQ + PQ + OQ)] > 90% for area and college |
| Acct/Econ/Fin | | | | | | |
| Accounting | 43% AQ by headcount | 399 | 405 | 0 | 50% AQ by teaching | 100% AQ/PQ by teaching |
| Economics | 67% AQ by headcount | 627 | 21 | 231 | 71% AQ by teaching | 74% AQ/PQ by teaching |
| Finance | 100% AQ by headcount | 453 | 0 | 0 | 100% AQ by teaching | 100% AQ/PQ by teaching |
| Acct/Econ/Fin Total | 65% AQ by headcount | 1479 | 426 | 231 | 69% AQ by teaching | 89% AQ/PQ by teaching |
| Mgt/Mkt/Intb | | | | | | |
| International ⁴ | 88% AQ by headcount | 429 | 27 | 0 | 94% AQ by teaching | 100% AQ/PQ by teaching |
| Management | 44% AQ by headcount | 1530 | 945 | 330 | 55% AQ by teaching | 88% AQ/PQ by teaching |
| Marketing | 100% AQ by headcount | 588 | 0 | 0 | 100% AQ by teaching | 100% AQ/PQ by teaching |
| Mgt/Mkt/Intb Total | 58% AQ by headcount | 2547 | 972 | 330 | 66% AQ by teaching | 91% AQ/PQ by teaching |
| College Grand Total | 60% AQ by headcount | 4026 | 1398 | 561 | 67% AQ by teaching | 91% AQ/PQ by teaching |

1. Other faculty do not meet the requirements of either academic or professional qualification; they have long-standing inactive tenure, administrative duties that preclude research, or another explanation
2. A few faculty teach regularly in both / either 1 of the 5 functional areas (Accounting, Economics, Finance, Management, Marketing) and / or in the International Business or Business of Music major
3. A few faculty teach regularly in courses outside of their assigned area, but for which they are qualified through professional experience or academic study to teach
4. Sufficiency in the International Business discipline is calculated from functional courses (Intl Econ, Intl Finance, etc) taught by the noted faculty; these hours are deducted from the relevant areas

Table 10-2: Calculations Relative to Deployment of Qualified Faculty (Fall 2009)

| Faculty Area Faculty Name | Faculty Qualification | Percent of Time Devoted to Mission ¹ | | | Qualification Ratios in Support of Standard 10 | |
|------------------------------|---------------------------------|---|---------------------------------------|---|--|--|
| | AQ, PQ, or OQ (From Table 10-1) | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | % AQ $[\text{AQ} / (\text{AQ} + \text{PQ} + \text{OQ})]$ > 50% for area and college | % AQ or PQ $[(\text{AQ} + \text{PQ}) / (\text{AQ} + \text{PQ} + \text{OQ})]$ > 90% for area and college |
| Accounting | | | | | | |
| Blanco, Adrienne | PQ | | 25% | | | |
| Dembinski, Daniel | PQ | | 25% | | | |
| Lynch, Patrick | PQ | | 100% | | | |
| Main, Daphne | AQ | 100% | | | | |
| Meyer, Jean | AQ | 100% | | | | |
| Monteleone, Philip | PQ | | 25% | | | |
| Yao, Lee | AQ | 100% | | | | |
| Accounting Total | 43% AQ by headcount | 300% | 175% | 0% | 63% AQ by deployment | 100% AQ/PQ by deploy. |
| Economics | | | | | | |
| Barnett, William | AQ | 100% | | | | |
| Block, Walter | AQ | 100% | | | | |
| D'Amico, Daniel | AQ | 100% | | | | |
| Levendis, John | AQ | 100% | | | | |
| Mundell, Lee (DECS) | OQ | | | 100% | | |
| Economics Total | 80% AQ by headcount | 400% | 0% | 100% | 80% AQ by deployment | 80% AQ/PQ by deploy. |
| Finance | | | | | | |
| Christner, Ronald | AQ | 100% | | | | |
| Dicle, Mehmet | AQ | 100% | | | | |
| Wang, Xue | AQ | 100% | | | | |
| Wood, Stuart | PQ | | 100% | | | |
| Finance Total | 75% AQ by headcount | 300% | 100% | 0% | 75% AQ by deployment | 100% AQ/PQ by deploy. |

| Faculty Area Faculty Name | Faculty Qualification | Percent of Time Devoted to Mission ¹ | | | Qualification Ratios in Support of Standard 10 | |
|--------------------------------|------------------------------|---|---------------------------------------|---|--|--|
| | AQ, PQ, OQ (From Table 10-1) | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | % AQ $[\text{AQ} / (\text{AQ} + \text{PQ} + \text{OQ})]$ > 50% for area and college | % AQ or PQ $[(\text{AQ} + \text{PQ}) / (\text{AQ} + \text{PQ} + \text{OQ})]$ > 90% for area and college |
| Management / Intb | | | | | | |
| Arnold, Karen | OQ | | | 100% | | |
| Barnett, Kathy | AQ | 100% | | | | |
| Baynham, Linda | PQ | | 25% | | | |
| Capaldi, Nicholas | AQ | 100% | | | | |
| Celly, Nikhil (INTB) | AQ | 100% | | | | |
| Davis, Mark (MUSB) | PQ | | 25% | | | |
| Deshotels, Judy | AQ | 25% | | | | |
| Dunn, Ted | PQ | | 25% | | | |
| Fok, Wing | AQ | 100% | | | | |
| Howard, George (& MUSB) | PQ | | 100% | | | |
| Johnston, Michelle | AQ | 100% | | | | |
| Kabbani, Marwan (INTB) | PQ | | 25% | | | |
| Karamessinis, George | PQ | | 100% | | | |
| Li, Jing | AQ | 100% | | | | |
| Matherne, Brett | AQ | 100% | | | | |
| Reed, Kendra | AQ | 100% | | | | |
| Schulingkamp, Ron | PQ | | 25% | | | |
| Screen, Christopher | PQ | | 100% | | | |
| Sunda, Carmen | PQ | | 25% | | | |
| Trevino, Len (INTB) | AQ | 100% | | | | |
| Wilson, Mike | PQ | | 50% | | | |
| Management / Intb Total | 48% AQ by headcount | 925% | 500% | 100% | 61% AQ by deployment | 93% AQ/PQ by deploy. |
| Marketing | | | | | | |
| Goolsby, Jerry | AQ | 100% | | | | |
| Hencke, Lucy | AQ | 25% | | | | |
| Hickman, Thomas | AQ | 100% | | | | |
| Lawrence, Katherine | AQ | 100% | | | | |
| Pearson, Michael | AQ | 100% | | | | |
| Marketing Total | 100% AQ by headcount | 425% | 0% | 0% | 100% AQ by deployment | 100% AQ/PQ by deploy. |

| College Area Department | Faculty Qualification | Percent of Time Devoted to Mission ¹ | | | Qualification Ratios in Support of Standard 10 | |
|----------------------------|------------------------------|--|---------------------------------------|---|--|---|
| | AQ, PQ, OQ (From Table 10-1) | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | % AQ [(AQ / (AQ + PQ + OQ))] > 50% for area and college | % AQ or PQ [(AQ + PQ) / (AQ + PQ + OQ)] > 90% for area and college |
| Acct/Econ/Fin | | | | | | |
| Accounting | 43% AQ by headcount | 300% | 175% | 0% | 63% AQ by deployment | 100% AQ/PQ by deployment |
| Economics | 80% AQ by headcount | 400% | 0% | 100% | 80% AQ by deployment | 80% AQ/PQ by deployment |
| Finance | 75% AQ by headcount | 300% | 100% | 0% | 75% AQ by deployment | 100% AQ/PQ by deployment |
| Acct/Econ/Fin Total | 63% AQ by headcount | 1000% | 275% | 100% | 73% AQ by deployment | 93% AQ/PQ by deploy. |
| Mgt/Mkt/Intb | | | | | | |
| International | 67% AQ by headcount | 200% | 25% | 0% | 89% AQ by deployment | 100% AQ/PQ by deployment |
| Management | 44% AQ by headcount | 725% | 475% | 100% | 56% AQ by deployment | 92% AQ/PQ by deployment |
| Marketing | 100% AQ by headcount | 425% | 0% | 0% | 100% AQ by deployment | 100% AQ/PQ by deployment |
| Mgt/Mkt/Intb Total | 58% AQ by headcount | 1350% | 500% | 100% | 69% AQ by deployment | 95% AQ/PQ by deploy. |
| College Grand Total | 60% AQ by headcount | 2350% | 775% | 200% | 71% AQ by deployment | 94% AQ/PQ by deploy. |

1. In general, part-time and adjunct faculty are devoted 25% to the mission of the College; a few faculty are shared jointly with other local universities or colleges, and are devoted 50% to our College
2. Academically qualified faculty have a terminal degree in their field or a closely related field, at least 1 quality peer-reviewed publication, and at least 2-3 other quality outputs in a rolling 5-year period
3. Professionally qualified faculty have a masters or higher degree in their field or a closely related field, significant work experience in their field prior to hire, and significant ongoing professional activity
4. Other faculty do not meet the requirements of either academic or professional qualification; they have long-standing inactive tenure, administrative duties that preclude research, or another explanation

Table 10-1: Summary of Faculty Qualifications, Development, and Responsibilities (2005-2010)

| Faculty Area Faculty Name | Faculty Status | | | | Faculty Qualification | | | Five-Year Summary of Development Activities Supporting AQ/PQ Status | | | | | |
|------------------------------|------------------------------|-------------------------------|---|--|-------------------------------------|---------------------------------------|---|---|---------------------------------|----------------------------------|------------------------------------|---|---------------------------------|
| | Highest Degree Earned / Year | Years of Work at Time of Hire | Date of First Appointment / Hire to the College of Business Faculty | Percent of Faculty Time Dedicated to Fulfillment of College Mission ¹ | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | Intellectual Contributions | Ongoing Work Experience [Years] | Consulting Work [Clients Served] | Education [Courses/Certifications] | Other Development Activities ⁵ | Normal Faculty Responsibilities |
| Accounting | | | | | | | | | | | | | |
| Lynch, Patrick | MS Acct | 28 | 2006 | 100% | | Yes | | | 5 | | 13 | 4 | UG/GR |
| Main, Daphne | PhD, '90 | | 2008 | 100% | Yes | | | 5 | | | 1 | 12 | UG/GR |
| Meyer, Jean | PhD, '07 | 19 | 2007 | 100% | Yes | | | 4 | | | 1 | 4 | UG |
| Yao, Lee | PhD, '93 | 15 | 2007 | 100% | Yes | Yes | | 50 | | 3 | 6 | 23 | UG/ADM |
| Accounting Total | | | | | | | | | | | | | |
| | | | | | 3 | 2 | 0 | 59 | 5 | 3 | 21 | 43 | |
| Economics | | | | | | | | | | | | | |
| Barnett, William | PhD, '74 | | 1974 | 100% | Yes | | | 41 | | | | | UG |
| Block, Walter | PhD, '72 | | 2001 | 100% | Yes | | | | | | | | UG |
| D'Amico, Daniel | PhD, '08 | | 2008 | 100% | Yes | | | 48 | | | | 4 | UG/GR |
| Levendis, John | PhD, '04 | | 2005 | 100% | Yes | | | 53 | | 1 | 4 | 16 | UG/GR |
| Mundell, Lee (DECS) | PhD, '76 | | 1981 | 100% | | | Yes | 1 | | | | | UG |
| Economics Total | | | | | | | | | | | | | |
| | | | | | 4 | 0 | 1 | 143 | 0 | 1 | 4 | 20 | |
| Finance | | | | | | | | | | | | | |
| Christner, Ronald | PhD, '73 | | 1974 | 100% | Yes | | | 14 | | | | | UG |
| Dicle, Mehmet | PhD, '08 | 8 | 2007 | 100% | Yes | | | 14 | | | | | UG/GR |
| Wang, Xue | PhD, '09 | 1 | 2009 | 100% | Yes | | | 3 | | | | | UG/GR |
| Wood, Stuart | PhD, '80 | 7 | 1984 | 100% | Yes | Yes | | 7 | 5 | 1 | | 10 | UG/GR |
| Finance Total | | | | | | | | | | | | | |
| | | | | | 4 | 1 | 0 | 38 | 5 | 1 | 0 | 10 | |

| Faculty Area Faculty Name | Faculty Status | | | | Faculty Qualification | | | Five-Year Summary of Development Activities Supporting AQ/PQ Status | | | | | Normal Faculty Responsibilities |
|--------------------------------|------------------------------|-------------------------------|---|--|-------------------------------------|---------------------------------------|---|---|---------------------------------|----------------------------------|------------------------------------|---|---------------------------------|
| | Highest Degree Earned / Year | Years of Work at Time of Hire | Date of First Appointment / Hire to the College of Business Faculty | Percent of Faculty Time Dedicated to Fulfillment of College Mission ¹ | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | Intellectual Contributions | Ongoing Work Experience [Years] | Consulting Work [Clients Served] | Education [Courses/Certifications] | Other Development Activities ⁵ | |
| Management / Intb | | | | | | | | | | | | | |
| Arnold, Karen | PhD, '79 | | 1983 | 100% | | | Yes | 2 | | | | | UG |
| Barnett, Kathy | PhD, '05 | 14 | 2001 | 100% | Yes | | | 8 | | | | 1 | UG/ADM |
| Capaldi, Nicholas | PhD, '65 | | 2002 | 100% | Yes | | | 22 | | | | 13 | UG/GR |
| Celly, Nikhil (INTB) | PhD, '08 | 6 | 2006 | 100% | Yes | | | 13 | | | | 4 | UG/GR |
| Fok, Wing | PhD, '92 | 3 | 1988 | 100% | Yes | | | 14 | | | 4 | 13 | UG/GR |
| Howard, George (& MUSB) | MBA, '09 | | 2004 | 100% | | Yes | | | | | | | UG |
| Johnston, Michelle | PhD, '99 | 5 | 1998 | 100% | Yes | | | 9 | | 1 | | 4 | UG/GR |
| Karamessinis, George | PhD, '85 | 23 | 2008 | 100% | | Yes | | | 3 | 4 | | | UG/GR |
| Li, Jing | PhD, '95 | | 1996 | 100% | Yes | | | 19 | | | | 6 | UG/GR |
| Matherne, Brett | PhD, '04 | 6 | 2005 | 100% | Yes | | | 16 | | | | 1 | UG/GR |
| Reed, Kendra | PhD, '98 | 5 | 2003 | 100% | Yes | | | 11 | 3 | | | 5 | U/G/AD |
| Screen, Christopher | JD, '75 | 21 | 2006 | 100% | | Yes | | | 2 | | 1 | | UG |
| Trevino, Len (INTB) | PhD, '91 | 5 | 2009 | 100% | Yes | | | 25 | 2 | | | 14 | UG |
| Management / Intb Total | | | | | 9 | 3 | 1 | 139 | 10 | 4 | 6 | 61 | |
| Marketing | | | | | | | | | | | | | |
| Goolsby, Jerry | PhD, '88 | | 2001 | 100% | Yes | | | 6 | | 2 | | 9 | UG/GR |
| Hickman, Thomas | PhD, '05 | | 2005 | 100% | Yes | | | 16 | | | | 3 | UG |
| Lawrence, Katherine | PhD, '04 | | 2004 | 100% | Yes | | | [Vita not available at time of report] | | | | | UG/GR |
| Pearson, Michael | PhD, '71 | 2 | 1994 | 100% | Yes | | | 21 | | | | | UG/GR |
| Marketing Total | | | | | 4 | 0 | 0 | 43 | 0 | 2 | 0 | 12 | |

| Faculty Area Faculty Name | Faculty Status | | | | Faculty Qualification | | | Five-Year Summary of Development Activities Supporting AQ/PQ Status | | | | | Normal Faculty Responsibilities |
|------------------------------|------------------------------|-------------------------------|---|--|-------------------------------------|---------------------------------------|---|---|---------------------------------|----------------------------------|------------------------------------|---|---------------------------------|
| | Highest Degree Earned / Year | Years of Work at Time of Hire | Date of First Appointment / Hire to the College of Business Faculty | Percent of Faculty Time Dedicated to Fulfillment of College Mission ¹ | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | Intellectual Contributions | Ongoing Work Experience [Years] | Consulting Work [Clients Served] | Education [Courses/Certifications] | Other Development Activities ⁵ | |
| Acct/Econ/Fin | | | | | | | | | | | | | |
| Accounting | | | | | 3 | 2 | 0 | 59 | 5 | 3 | 21 | 43 | |
| Economics | | | | | 4 | 0 | 1 | 143 | 0 | 1 | 4 | 20 | |
| Finance | | | | | 4 | 1 | 0 | 38 | 5 | 1 | 0 | 10 | |
| Acct/Econ/Fin Total | | | | | 11 | 3 | 1 | 240 | 10 | 5 | 25 | 73 | |
| Mgt/Mkt/Intb | | | | | | | | | | | | | |
| International | | | | | 0 | 0 | 0 | 38 | 2 | 0 | 0 | 18 | |
| Management | | | | | 9 | 3 | 1 | 101 | 8 | 4 | 6 | 43 | |
| Marketing | | | | | 4 | 0 | 0 | 43 | 0 | 2 | 0 | 12 | |
| Mgt/Mkt/Intb Total | | | | | 13 | 3 | 1 | 182 | 10 | 6 | 6 | 73 | |
| College Grand Total | | | | | 24 | 6 | 2 | 422 | 20 | 11 | 31 | 146 | |

1. In general, part-time and adjunct faculty are devoted 25% to the mission of the College; a few faculty are shared jointly with other local universities or colleges, and are devoted 50% to our College
2. Academically qualified faculty have a terminal degree in their field or a closely related field, at least 1 quality peer-reviewed publication, and at least 2-3 other quality outputs in a rolling 5-year period
3. Professionally qualified faculty have a masters or higher degree in their field or a closely related field, significant work experience in their field prior to hire, and significant ongoing professional activity
4. Other faculty do not meet the requirements of either academic or professional qualification
5. Other activities can include association membership, editor / reviewer / referee, board member, etc

Table 10-1: Summary of ADJUNCT Faculty Qualifications, Development, and Responsibilities (2005-2010)

| Faculty Area Faculty Name | Faculty Status | | | | Faculty Qualification | | | Five-Year Summary of Development Activities Supporting AQ/PQ Status | | | | Normal Faculty Responsibilities | |
|------------------------------|------------------------------|-------------------------------|---|--|-------------------------------------|---------------------------------------|---|---|--|----------------------------------|------------------------------------|---------------------------------|---|
| | Highest Degree Earned / Year | Years of Work at Time of Hire | Date of First Appointment / Hire to the College of Business Faculty | Percent of Faculty Time Dedicated to Fulfillment of College Mission ¹ | Academically Qualified ² | Professionally Qualified ³ | Other Qualification Status ⁴ | Intellectual Contributions | Ongoing Work Experience [Years] | Consulting Work [Clients Served] | Education [Courses/Certifications] | | Other Development Activities ⁵ |
| Adjuncts | | | | | | | | | | | | | |
| Baynham, Linda | MBA, '02 | 18 | | 25% | | Yes | | | 5 | 2 | 1 | 1 | UG/GR |
| Blanco, Adrienne | MBA, '99 | 16 | | 25% | | Yes | | | 5 | | 1 | | UG |
| Davis, Mark | [data not available at time] | | | | | Yes | | | [data not available] | College of Music] | | | UG |
| Dembinski, Daniel | MBA, '72 | 24 | | 25% | | Yes | | | 5 | | 3 | 2 | GR |
| Deshotels, Judy | PhD, '05 | | | 25% | Yes | | | | 4 | 1 | | | UG |
| Dunn, Ted | [data not available at time] | | | | | Yes | | | [data not available at time of report] | | | | UG |
| Henke, Lucy | PhD, '80 | | | 25% | Yes | | | | 18 | 5 | 4 | 15 | UG |
| Kabbani, Marwan | MS, '66 | 20+ | | 25% | | Yes | | | 5 | | | | UG |
| Monteleone, Philip | MS Acct | 12 | | 25% | | Yes | | | 18 | | 4 | 4 | GR |
| Schulinkamp, Ron | MQM '99 | 16 | | 25% | | Yes | | | 2 | 5 | 3 | 7 | UG |
| Sunda, Carmen | MBA, '84 | 24 | | 25% | | Yes | | | 6 | 5 | 7 | 1 | UG |
| Wilson, Mike | PhD, '04 | 7 | | 50% | | Yes | | | 5 | | | | UG/GR |
| Adjuncts Total | | | | | 2 | 10 | 0 | 48 | 49 | 7 | 19 | 30 | |

1. In general, part-time and adjunct faculty are devoted 25% to the mission of the College; a few faculty are shared jointly with other local universities or colleges, and are devoted 50% to our College
2. Academically qualified faculty have a terminal degree in their field or a closely related field, at least 1 quality peer-reviewed publication, and at least 2-3 other quality outputs in a rolling 5-year period
3. Professionally qualified faculty have a masters or higher degree in their field or a closely related field, significant work experience in their field prior to hire, and significant ongoing professional activity
4. Other faculty do not meet the requirements of either academic or professional qualification
5. Other activities can include association membership, editor / reviewer / referee, board member, etc

Table 2-1 Supplement: Five-Year Portfolio of Intellectual Contributions (2005-2010)

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|-------------|---------------------------------|------------------------------|
| Accounting Lynch, Patrick | <i>PROFESSIONALLY-QUALIFIED FACULTY</i> | | | | |
| Main, Daphne <i>Journal Articles</i> | New Law Provides Diverse Tax Relief for Individuals and Families | Practical Tax Strategies | 2009 | Editor-Reviewed Journal Article | Contribution to Practice |
| | Depreciation and Section 179 Deductions Get a One-year Boost in 2008 | Practical Tax Strategies | 2008 | Editor-Reviewed Journal Article | Contribution to Practice |
| Other Outputs | Redesign of foundation and core courses for AACSB accreditation | Salem State College | 2006-2008 | Other Service | Learning & Pedagogical |
| | Creation of two new courses for MBA program: Financial Accounting for Managers and Accounting Analysis for Decision-Making | Salem State College | 2006-2008 | Other Service | Learning & Pedagogical |
| | Board member for The Center For Entrepreneurial Activity | Bertolon School of Business, Salem State | 2007-2008 | Other Service | Contribution to Practice |
| Meyer, Jean <i>Journal Articles</i> <i>Presentations</i> | Using Six Sigma for Perform. Improvement in Business Curriculum: A Case Study | Performance Improvement | 2009 | Editor-Reviewed Journal Article | Learning & Pedagogical |
| | Linking Continuous Improvement to CPE | Association of Government Accountants | 2008 | Non-refereed Presentation | Contribution to Practice |
| | Incorporating Writing into the Accounting Curriculum | Louisiana Society of CPAs | 2009 | Non-refereed Presentation | Learning & Pedagogical |
| | Develop service learning for Accounting for Governmental and Non-profit Entities course | Kentucky Campus Compact and LA Campus Compact | 2009 | Other Service | Learning & Pedagogical |
| Other Outputs | Takeover protection and earnings manipulation: evidence from restating firms | Review of Quantitative Finance and Accounting | 2010 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Market efficiency and international diversification: evidence from India | International Review of Economics and Finance | 2010 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| Yao, Lee <i>Journal Articles</i> | | | | | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content | |
|---|--|---|------|--------------------------------|------------------------------|--|
| Accounting Yao, Lee <i>Journal Articles</i> | Wealth creation from Information Technology investments | Journal of Computer Information Systems | 2010 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | A comparative ratio analysis of manufacturing firms in Japan and China | Journal of Asia Business Studies | 2010 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Net income comparability between IFRS and US GAAP before Release No. 33-8879 | Intl Journal of Business, Accounting, and Finance | 2010 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | An explanation for earnings manipulation: opportunistic or signaling? | Journal of Theoretical Accounting Review | 2010 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | The Paradoxical effects of feedback and reward on decision performance | Advances in Accounting Behavioral Research | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Corporate governance and voluntary disclosure in corporate annual reports (CARs) of Malaysian listed firms | Journal of Applied Management Accounting Research | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | The sustainability of economic and cultural impacts of international students to regional Australia: the case of Bendigo | Humanomics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | The legal implications for auditors using fraud detection aid versus professional judgment | Journal of Forensic Accounting | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Knowledge sharing in Asian public administration sector: The case of Hong-Kong | Journal of Enterprise Information Management | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | An empirical investigation of hacking behavior | The Review of Business Information Systems | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Do firms use the database accounting systems approach in the design of their accounting information systems? | International Journal of Applied Management and Technology | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | A comparative ratio analysis of manufacturing firms in Japan and China | International Accounting, Business, and Public Admin. Disciplines | 2010 | Refereed Presentation | Discipline-Based Scholarship | |
| | Presentations | | | | | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|--|------|-----------------------|------------------------------|
| Accounting Yao, Lee Presentations | Accrual persistence and growth | American Accounting Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Takeover protection and earnings manipulation: Evidence from restating firms | American Accounting Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Models and sustainability of U.S. eCommerce organizations | Decision Science Institute | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Market efficiency and international diversification: evidence from India | Southwestern Finance Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Managerial career concerns and accrual management | Journal of Accounting, Auditing, and Finance | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | The usage and effectiveness of using Balanced Scorecard in Singapore manufacturing industry | American Accounting Association | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Ownership structure, corporate governance and firm performance: evidence from Singapore listed companies | American Accounting Association | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Factors affecting a juror's assessment of auditor responsibility in audit litigation | American Accounting Association | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | The paradoxical effects of feedback and reward on decision performance | Decision Science Institute | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Corporate governance and voluntary disclosure in corporate annual reports (CARs) of Malaysian listed firms | Journal of Accounting, Auditing, and Finance | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Legal environment, government regulations, and invisible contracts | Chinese Economists Conference | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | A comparative analysis of U.S. GAAP versus IAS: The effects of discretionary accruals, R&D, and deferred tax expense on earnings | American Accounting Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|---|--|------|-----------------------|------------------------------|
| Accounting Yao, Lee Presentations | Using debt related events to explain audit failures | Pacific Basin Finance, Economics, Accounting, and Management Conf. | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Legal environment, government regulations, and invisible contracts | International Symposium of Corporate Governance | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | The impact of risk attitude, the auditor's role in fraud detection, and perceived change in the objectives and reliability of the financial reporting and audit functions on assessment of auditor responsibility | American Accounting Association | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Understanding the ethical decision making map in auditing | Accounting and Finance Association of Australia | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | How Chinese corporations measure up with international practices in corporate governance? | Pacific Basin Finance, Economics, Accounting, and Management Conf. | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | A comparative analysis of four conceptual models of the financial sales cycle | International Research Symposium on Accounting Information Systems | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | A modified problem-based learning approach in management accounting | American Accounting Association | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Reliance on decision aid and judgment: a juror's evaluation of auditor responsibility | American Accounting Association | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Understanding the ethical decision making map | American Accounting Association | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | A comparative analysis of U.S. GAAP versus IAS: The effects of discretionary accruals, R&D, and deferred tax expense on earnings | Accounting and Finance Association of Australia | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Wealth creation from Information Technology investments | American Accounting Association | 2005 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|---|---|-------------|--------------------------------------|---|
| Accounting Yao, Lee Presentations | A mPBL approach in accounting curriculum | American Accounting Association | 2005 | Refereed Presentation | Learning & Pedagogical Contribution to Practice |
| | Keynote speaker on Successful Journal Publishing | International Conference on Acct and Management Information Systems | 2008 & 2009 | Non-Refereed Presentation | Contribution to Practice |
| | Keynote speaker on Forensic Accounting and Corporate Governance | Contemporary Accounting and Finance Research Conf | 2007 | Non-Refereed Presentation | Discipline-Based Scholarship |
| Other Outputs | A national television interview commenting on SDT / Parishes forensic audits report | Lee Zurik on 4Investigates at WWL-TV, New Orleans | 2009 | Interview or Expert Testimony | Contribution to Practice |
| | Regional Vice President – Southwest, Accounting Program Leadership Group | American Accounting Association | 2009-2019 | Other Intellectual Service Activity | Contribution to Practice |
| | Distinguished Overseas Honorary Professorship | King Fahd University of Petroleum & Minerals | 2009 | Other Intellectual Research Activity | Learning & Pedagogical |
| | Panelist on Successful Publishing | Decision Science Institute | 2009 | Other Intellectual Research Activity | Contribution to Practice |
| | International Visiting Research Student Grant | Shanghai University of Finance and Economics | 2008-2009 | Other Intellectual Research Activity | Learning & Pedagogical |
| | Review of cost control systems | ARC, New Orleans | 2008 | Other Intellectual Service Activity | Contribution to Practice |
| | Faculty International Linkage Grant | Monash University | 2006 | Other Intellectual Research Activity | Learning & Pedagogical |
| | Start-up Research Grant | Monash University | 2005-2007 | Other Intellectual Research Activity | Learning & Pedagogical |
| | Facilitator of CA Program | Institute of Chartered Accountants in Australia | 2003-2007 | Other Intellectual Service Activity | Contribution to Practice |
| | Various business advice and training to senior executives and owners of SMEs | Centre for Research on Small Enterprise Devel. | 2002-2007 | Other Intellectual Service Activity | Contribution to Practice |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|--|---|------|---------------------------------|------------------------------|
| Economics Barnett, William <i>Journal Articles</i> | Is There a Market for Money or Are There Markets for Money? | Laissez Faire | 2009 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Monopsony Theory | American Review of Political Economy | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Mises Never Used Demand Curves; Was He Wrong? Ignorant? No: Antimathematicality of Demand Curves | Dialogue | 2009 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Financial Intermediaries, the Intertemporal-Carry Trade, and Austrian Business Cycles or Crash and Carry | Etica & Politica | 2009 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Coase and Bertrand on Lighthouses | Public Choice | 2009 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Time Deposits, Dimensions, and Fraud | Journal of Business Ethics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Subsidies Are Worse Than Taxes | International Journal of Public Finance | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Involuntary Unemployment | Dialogue | 2008 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Economic Categorization | Laissez Faire | 2008 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Singularity: Human Action is Binary | Research in the History of Economic Thought and Methodology | 2008 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Continuums | Etica & Politica | 2008 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Reply to Hummel on Austrian Business Cycle Theory | Reason Papers | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|---|---|------|---------------------------------|------------------------------|
| Economics Barnett, William <i>Journal Articles</i> | Operators are not Parameters, Dimensions of Operators and Variables Must Be Invariant, Indices May Not Be Dimensioned | Quarterly Journal of Austrian Economics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Plain Old Inflation vs. Price Inflation | Franklin Business and Law Journal | 2008 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Saving and Investment: A Praxeological Approach | New Perspectives on Political Economy | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | On Say's Law, Keynes's Money, and Post Keynesians | Procesos De Mercado: Revista Europea De Economia Politica | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Coase and Van Zandt on Lighthouses | Public Finance Review | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | On Laidler on Austrian Business Cycle Theory | Review of Austrian Economics | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Austrian Tent? A Rejoinder to Gallaway and Vedder | Corporate Ownership and Control | 2007 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Contra Caplan | Corporate Ownership and Control | 2007 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Spreading the Benefits of Productivity Increases, Decreases, or Both? A Critique of Baumol on Subsidies to the Arts | Dialogue | 2006 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | On Exchange, Credit Transactions, Barter, Time Preference, Interest Rates, Productivity | Etica & Politica | 2006 | Internet-Only Journal Article | Discipline-Based Scholarship |
| | Tyler Cowen on Austrian Business Cycle Theory: A Critique | New Perspectives on Political Economy | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | On Hayekian Triangles | Procesos De Mercado: Revista Europea De Economia Politica | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|---|---|------|---------------------------------|------------------------------|
| Economics Barnett, William <i>Journal Articles</i> | Some Thoughts on Price Deflation | New Perspectives on Political Economy | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Rothbard on V-Shaped Average and Total Cost Curves | Quarterly Journal of Austrian Economics | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Relationship Between Wealth or Income and Time Preference is Empirical, not Apodictic: Critique of Rothbard & Hoppe | Review of Austrian Economics | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | On Gallaway & Vedder on Stabilization Policy | Quarterly Journal of Austrian Economics | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Rejoinder to Critics of A Positive Program for Laissez Faire Capitalism | Journal of Corporate Citizenship | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Mises, Rothbard, and Salerno on Costs: A Rejoinder | Corporate Ownership and Control | 2006 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | On the Use and Misuse of the Laffer Curve | Journal of Public Finance and Public Choice | 2005 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Paradox of Coase as a Defender of Free Markets | NYU Journal of Law and Liberty | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Professor Tullock on Austrian Business Cycle Theory | Advances in Austrian Economics | 2005 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Austrian Economics, Praxeology, and Intervention | Advances in Austrian Economics | 2005 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Economic Case for Laissez Faire Capitalism | Humanomics | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | A Positive Program for Laissez Faire Capitalism | Journal of Corporate Citizenship | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | In Defense of Fiduciary Media; or What's Wrong with "Monopoly" or Play Money? | Quarterly Journal of Austrian Economics | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|---|--|---------|---------------------------------|------------------------------|
| Economics Barnett, William <i>Journal Articles</i> | Money: Capital Good, Consumers' Good, or (Media of) Exchange Good? | Review of Austrian Economics | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Perfect Competition: A Case of 'Market-Failure | Corporate Ownership and Control | 2005 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Doctrine of Church and State – Should Religion be Involved in Politics? | George Hitchings Terri-berry Memorial Lecture | 2005 | Non-Refereed Presentation | Discipline-Based Scholarship |
| | On Gallaway and Vedder on Stabilization Policy | Austrian Scholars Conference | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| Block, Walter | TOO NUMEROUS TO LIST IN FULL; SEE VITA | | | | |
| D'Amico, Daniel <i>Journal Articles</i> | Dissertation Summary: The Prisoner's Dilemma: The Political Economy of Proportionate Punishment | Erasmus Journal for Philosophy and Economics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Who's to Blame for all the Heartache? A Response to Anti-Capitalistic Mentalities after Katrina | International Journal of Social Economics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Tattoo Prohibition Behind Bars: The Case for Repeal | Journal of Private Enterprise | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Internet and the Structure of Discourse: The Websites of Economists at Harvard and George Mason | Econ Journal Watch | 2007 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| <i>Other Writings</i> | A Legal and Economic Analysis of Graffiti | Humanomics | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Rock me like a Hurricane! How music communities promote social capital adept for recovery | After Katrina: The Political Economy of Disaster and Community Rebound | 2010[?] | Book Chapter | Discipline-Based Scholarship |
| | <i>Changing of the guard: Private Prisons and the Control of Crime</i> ed Alexander Tabarrok | Journal of Libertarian Studies | 2007 | Book Review | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|--|--|------|-----------------------|------------------------------|
| Economics D'Amico, Daniel <i>Other Writings</i> <i>Presentations</i> | <i>The Digital Person: Technology and Privacy in the Information Age</i> by Daniel J. Solove | Journal of Law Economics & Policy | 2005 | Book Review | Discipline-Based Scholarship |
| | The Breadth and Scope of Libertarianism and the Role of Student Activism | LewRockwell.com | 2005 | Scholarly Blog | Discipline-Based Scholarship |
| | Liberty and Responsibility in Adam Smith | Liberty Fund | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | How Transition Economics Can Reform America's Criminal Justice System | Association for Private Enterprise Education | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Improving Students' Appreciation of Free-Market Thinking through the Academy | Atlas Economic Research Foundation | 2009 | Refereed Presentation | Learning & Pedagogical |
| | Free-Market Enterprise and the Commercial Republic: Teaching Students About America's Economic Foundations | Atlas Economic Research Foundation | 2009 | Refereed Presentation | Learning & Pedagogical |
| | From Max Weber to Ludwig von Mises | Liberty Fund | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Making Sense out of the Sensory Order | Southern Economics Association | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | An Austrian Theory of Punishment | The Wirth Institute | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | The Role of Prisons in the Economics of Public Goods: An Economic History of the Athenian Prison | Foundation for Economic Education | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | The Day the Music Lived: How New Orleans Garage Rock Survived Katrina | Association for Private Enterprise Education | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | History of Private Property Rights | Liberty Fund | 2008 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|--|----------------------|---------------------------|------------------------------|
| Economics D'Amico, Daniel <i>Presentations</i> | The Role of Prisons in the Economics of Public Goods: An Economic History of the Athenian Prison | Association for Private Enterprise Education | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Francois Furet | Liberty Fund | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | The Use of Knowledge in Proportionate Punishment | Southern Economics Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | The Use of Knowledge in Proportionate Punishment | Mercatus Center | 2007 | Non-Refereed Presentation | Discipline-Based Scholarship |
| | The Day the Music Lived: How New Orleans Garage Rock Survived Katrina | Mercatus Center | 2006 | Non-Refereed Presentation | Discipline-Based Scholarship |
| | The Role of Prisons in the Economics of Public Goods: An Economic History of the Athenian Prison | Mercatus Center | 2005 | Non-Refereed Presentation | Discipline-Based Scholarship |
| | Blacks and Whites Behind Bars: An Emergent Explanation of Race Disparity in American Prisons | Austrian Scholars Conference | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | - Knowledge Problems - Incentive Problems - The Prisoner's Dilemma | Institute for Humane Studies, Liberty and Current Issues | 2009 | Lecturer | Discipline-Based Scholarship |
| | The Life and Times of F.A. Hayek | Foundation for Economic Education | 2009 | Lecturer | Discipline-Based Scholarship |
| | Economic Armageddon | WWL 105.3 FM Garland Robinette | 2009 | Radio Interview | Contribution to Practice |
| Big Easy Revival | Fox National News | 2009 | Television Interview | Contribution to Practice | |
| General Motors, when will the recession end? | WWL 105.3 FM Garland Robinette | 2009 | Radio Interview | Contribution to Practice | |
| <i>Other Output</i> | | | | | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|---|--|------|--------------------------------------|------------------------------|
| Economics D'Amico, Daniel Other Output | Recession auto markets, Baton Rouge v. New Orleans | CBS Channel 4 | 2009 | Television Interview | Contribution to Practice |
| | GM Bailouts | WWL 1350 AM Tommy Tucker | 2009 | Radio Interview | Contribution to Practice |
| | Local economist skeptical of bank rescue plan | Fox 8 News | 2009 | Television Interview | Contribution to Practice |
| | - Competition and Entrepreneurship - Institutions and Growth - The Origins of Money | Foundation for Economic Education | 2008 | Lecturer | Discipline-Based Scholarship |
| | The Prisoner's Dilemma | George Mason Economics Student Association | 2008 | Lecturer | Discipline-Based Scholarship |
| | Recession layoffs, and local economy attitudes | Fox 8 News | 2008 | Television Interview | Contribution to Practice |
| | Upcoming election and current financial crises | WWL 105.3 FM Garland Robinette | 2008 | Radio Interview | Contribution to Practice |
| | Local Economics of National Retailers | Fox 8 News | 2008 | Television Interview | Contribution to Practice |
| | Economic Differences between McCain and Obama | WWL 105.3 FM Garland Robinette | 2008 | Radio Interview | Contribution to Practice |
| | The Social and Criminal Implications of Urban Graffiti | Star Ledger | 2008 | Newspaper Interview | Contribution to Practice |
| | Summer Research Fellowship | Institute for Humane Studies | 2008 | Other Intellectual Research Activity | Learning & Pedagogical |
| | Summer Research Fellowship | Ludwig von Mises Institute | 2007 | Other Intellectual Research Activity | Learning & Pedagogical |
| | Graduate Student Fellowship | H. B. Earhart | 2006 | Other Intellectual Research Activity | Learning & Pedagogical |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|-------------------------|--|--|---------|---------------------------------|------------------------------|
| Economics | Flood Risk and Elevation: A Semi-Parametric Approach | Real Estate Review | 2010[?] | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| Levendis, John | The predictive ability of the Ricardian growth model | Virginia Economic Journal | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| <i>Journal Articles</i> | What Is The Most Popular Movie of All Time? Teaching the Importance of Ceteris Paribus | American Journal of Business Education | 2009 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | How Efficient were the New Orleans Slave Auctions? Structural Econometric Approach | Southwestern Economics Review | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Flood Hazards and Urban Housing Markets: The Effects of Katrina on New Orleans | Journal of Real Estate Economics and Finance | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | What Recantation? Wages Fund Doctrines of J. S. Mill in light of Smith and Ricardo | Humanomics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Louisiana Supreme Court in Question: An Empirical Study of the Effect of Campaign Money on the Judicial Function | Tulane Law Review | 2008 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | The fallacy of wage cuts and involuntary unemployment | Journal of the History of Economic Thought | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The movement of quality adjusted slave prices and quantities | Southwestern Economics Review | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Globalization and the Concept of Subsistence Wages | Journal of Income Distribution | 2007 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Tariffs on Steel: Special Interests vs. Free Enterprise | Indian Journal of Economics and Business | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Macroeconomic Aggregates and the South African Economy | African Economic and Business Review | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Creation of a Separate Telecom Regulatory Agency: Duration Analysis of its Time Pattern | Contemporary Economic Policy | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|------|--------------------------------|------------------------------|
| Economics Levendis, John <i>Journal Articles</i> | Nuclear Power | Journal of Business Ethics | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Sexual Harassment Over the Business Cycle | Review of Business Research | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Economic Statistics | Encyclopedia of Business in Today's World | 2009 | Book Chapter | Discipline-Based Scholarship |
| Other Writings | Douglas Husak's and Peter de Marneffe's <i>The Legalization of Drugs</i> | American Journal of Economics and Sociology | 2008 | Book Review | Discipline-Based Scholarship |
| | Robert Higgs' <i>Against Leviathan</i> | Review of Political Economy | 2008 | Book Review | Discipline-Based Scholarship |
| | Franklin Foer's <i>How Soccer Explains the World: An (Unlikely) Theory of Globalization</i> | The American Economist | 2006 | Book Review | Discipline-Based Scholarship |
| | David Reisman's <i>Schumpeter's Market</i> | Review of Political Economy | 2006 | Book Review | Discipline-Based Scholarship |
| | Nuclear Regulatory Confusion | LewRockwell.com | 2006 | Scholarly Blog | Discipline-Based Scholarship |
| Presentations | What Was the Most Popular Movie of All Time? Teaching the Importance of Real, Per Capita, and Percent of GDP Values | European Applied Business Conference | 2008 | Refereed Presentation | Learning & Pedagogical |
| | The Louisiana Supreme Court in Question: An Empirical Study of the Effect of Campaign Money on the Judicial Function | Austrian Scholars Conference | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Flood Hazards and Urban Housing Markets: The Effects of Katrina on New Orleans | Southern Economic Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Real Estate Market Responses to Flooding: Results from New Orleans | Missouri Valley Economic Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Flood Hazards and Urban Housing Markets: The Effects of Katrina on New Orleans | International Academy of Business and Economics | 2007 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content | |
|--|--|---|---|---------------------------|-------------------------------------|--------------------------|
| Economics Levendis, John <i>Presentations</i> | The Value of Elevation in New Orleans | International Atlantic Economic Conference | 2007 | Refereed Presentation | Discipline-Based Scholarship | |
| | Flood Hazards and Urban Housing Markets: The Effects of Katrina on New Orleans | Southern Economic Association | 2006 | Refereed Presentation | Discipline-Based Scholarship | |
| | Housing Market Responses to a Catastrophic Event: The Effects of Katrina on the Value of Housing Characteristics and Amenities in LA | Missouri Valley Economic Association | 2006 | Refereed Presentation | Discipline-Based Scholarship | |
| | Sexual Harassment over the Business Cycle | International Academy of Business and Economics | 2005 | Refereed Presentation | Discipline-Based Scholarship | |
| | Anti-Corporate Mentality: Mises' Anti-Capitalistic Mentality Revisited | Western Economic Association | 2005 | Refereed Presentation | Discipline-Based Scholarship | |
| | Sexual Harassment over the Business Cycle | Midwest Economic Association | 2005 | Refereed Presentation | Discipline-Based Scholarship | |
| | The Moral Values of the Free-Market | Debate with Terry Hoyt of the Loyola Philosophy Dept | 2009 | Non-Refereed Presentation | Discipline-Based Scholarship | |
| | Monetary Freedom and the Liberal Order | Liberty Fund Colloquium | 2008 | Non-Refereed Presentation | Discipline-Based Scholarship | |
| | The Louisiana Supreme Court in Question | LSU Health Sciences' Biostatistics Department | 2008 | Non-Refereed Presentation | Discipline-Based Scholarship | |
| | Forecasting Markets | Loyola Economics Club | 2007 | Non-Refereed Presentation | Discipline-Based Scholarship | |
| | The New Orleans Housing Market | Loyola Economics Club | 2006 | Non-Refereed Presentation | Discipline-Based Scholarship | |
| | <i>Other Output</i> | Statistical consulting | "Bruise Relief" pilot study | 2009 | Other Intellectual Service Activity | Contribution to Practice |
| | | Retained as expert in calculating present value for case litigation | No. 07-9924, East. District La. USDC Sect. "T" Mag. 5 | 2009[?] | Expert Testimony | Contribution to Practice |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|--|------|--------------------------------------|------------------------------|
| Economics Levendis, John <i>Other Output</i> | Project Economy Segment on the Mens Underwear Index | WDSU Channel 6 | 2009 | Television Interview | Contribution to Practice |
| | Project Economy Segment on the Anniversary of Lehmann Brothers Collapse | WDSU Channel 6 | 2009 | Television Interview | Contribution to Practice |
| | - 3 Economics Monday Segments - Cash For Clunkers Segment | WWL Radio 870 AM and 105.3 FM Tommy Tucker | 2009 | Radio Interview | Contribution to Practice |
| | Economic History of Europe Course | Vysoka Skola Ekonomicka [Univ. of Econ., Prague] | 2009 | Lecturer | Discipline-Based Scholarship |
| | Panel discussion on the Presidential Debates, with a focus on the financial crisis | Urban League Young Professionals | 2008 | Other Intellectual Research Activity | Contribution to Practice |
| | Free to Choose panel discussion | Loyola University | 2008 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| | Think Tank interview on study of the La. Supreme Court | WWL 870 AM and 105.3 FM Garland Robinette | 2008 | Radio Interview | Contribution to Practice |
| | Which Grocery Store Has Best Deals? | WDSU Channel 6 | 2007 | Television Interview | Contribution to Practice |
| | Commanding Heights panel discussion | Loyola University | 2007 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| | Wal-Mart's New Prescription Drug Policy | WDSU Channel 6 | 2007 | Television Interview | Contribution to Practice |
| | Southern Economic History panel discussion | Southern Economic Association | 2007 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| | How I Learned to Stop Worrying and Love the Free Market panel discussion | Loyola Economics Club | 2006 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| | Memorial on Milton Friedman panel | Loyola Economics Club | 2006 | Other Intellectual Research Activity | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|--|--|-------------|--------------------------------------|------------------------------|
| Economics Levendis, John <i>Other Output</i> | Macroeconomic Controversies panel | Austrian Scholars Conference | 2006 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| | Risk Premia and Investment over Business Cycle: Evidence from the 1920s and 1990s | Kerry Pannell | 2005 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| Mundell, Lee <i>Presentations</i> | Operating Models, Revenue Models and Sustainability of U.S. e-Commerce Orgs. | Decision Sciences Institute | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| Finance Christner, Ronald <i>Journal Articles</i> | A Study of U.S. Stock Market Volatility | Journal of Business and Economics Research | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | A Risk Management Approach to International Real Estate Investment | Intl Journal of Economics and Business Research | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Strategic Choices in the Wine Industry: Changing Public Perceptions | Intl Journal of Business and Public Administration | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Problem With Derivatives in Valuing Securities | Intl Business & Economics Research Journal | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | A Study of U.S. Stock Market Volatility | The Clute Institute for Academic Research | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | A Risk Management Approach to International Real Estate Investment | The Business and Economics Society | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Risk Management Practices after Hurricane Katrina | International Atlantic Economic Conference | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | The Problem with Derivatives in Valuing Securities | Applied Business Research Conference | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| <i>Other Output</i> | Financial Analysis and Problems in Security Analysis of Companies that utilize Derivatives | International Atlantic Economic Conference | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Courses in Investments and International Finance | CIMBA Consortium | 2009 | Lecturer | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|--|--|-------------|---------------------------------|------------------------------|
| Finance Christner, Ronald <i>Other Output</i> | Financial crisis expertise | Various | 2008 | TV, Radio, News Interviews | Contribution to Practice |
| | Investment suitability and other related investment issues | NASD arbitration cases | 2006 | Expert Testimony | Contribution to Practice |
| | Financial Statement Evaluation, Real Estate Valuation, Business Valuation, Securities Fraud, Option Valuation, Contracts | Expert witness, various court cases | 2005-2007 | Expert Testimony | Contribution to Practice |
| | Lectures while on sabbatical | Regent's College | 2005 | Lecturer | Discipline-Based Scholarship |
| Dicle, Mehmet <i>Journal Articles</i> | Market efficiency and international diversification: Evidence from India | International Review of Economics and Finance | 2009[?] | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Do risk factors matter in the IPO valuation? | Journal of Financial Regulation & Compliance | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Day of the Week Effect in Istanbul Stock Exchange | Scientific Journal of Administrative Devel. | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Basel II and Regulatory Framework for Islamic Banks | Journal of Islamic Economics and Finance | 2005 | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| <i>Other Writings</i> | Basel II and Capital Requirements for Islamic Banks | Intl Conf on Islamic Econ, Banking and Finance | 2005 | Refereed Proceedings | Discipline-Based Scholarship |
| | Commonality in Liquidity | Eastern Finance Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| <i>Presentations</i> | Day-of-the-Week Effect Revisited: International Evidence | Eastern Finance Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Robust evaluation of presidential approval models with relative intl. perspective | Midwest Political Science Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Military Spending and GDP growth: Is there a general causal relationship? | Southern Political Science Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|-------------|--------------------------------------|------------------------------|
| Finance Dicle, Mehmet <i>Presentations</i> | Are there any factors affecting the causal relationship between military spending and GDP growth? | Pacific Northwest Political Science Association | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Session-of-the-week effect in Istanbul Stock Exchange | Southwestern Finance Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Corporate Governance and Control of Islamic Banks | Harvard University Forum on Islamic Finance | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Day of the Week Effect in Istanbul Stock Exchange | Southwestern Society of Economists | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Basel II and Capital Requirements for Islamic Banks | Intl Conf on Islamic Econ, Banking and Finance | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| Wang, Xue <i>Presentations</i> | The Effect of Short Selling on Market Reactions to Earnings Announcements | American Accounting Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | The Effect of Short Selling on Market Reactions to Earnings Announcements | Financial Management Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Panel Discussant | Financial Management Association | 2007 & 2009 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| Wood, Stuart <i>Journal Articles</i> | The Finance of Katrina | International Journal of Social Economics | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Development and Present State of the Theory of Entrepreneurship in Product and Asset Markets | Austrian Scholars Conference | 2005 | Refereed Proceedings | Discipline-Based Scholarship |
| Presentations | Austrian-School Entrepreneurship and the Theory of the Firm | Austrian Scholars Conference | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | The Development and Present State of the Theory of Entrepreneurship in Product and Financial-Asset Markets | Austrian Scholars Conference | 2009 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|---|---|-------------|--------------------------------|------------------------------|
| Finance Wood, Stuart <i>Presentations</i> | The Finance of Katrina | Austrian Scholars Conference | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Austrian-School Entrepreneurship and the Theory of the Firm | Austrian Scholars Conference | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | The Development and Present State of the Theory of Entrepreneurship in Product and Financial-Asset Markets | Austrian Scholars Conference | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Trial and deposition testimony (34 cases, see vita for case numbers and litigating parties) | Various district courts | 2005-2009 | Expert Testimony | Contribution to Practice |
| Management Arnold, Karen <i>Presentations</i> | Combining Data Systems and Oral History to Build Org. Memory in Family-Owned Firms | International Federation of Academies of Mgmt | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Quality Mgmt Initiative and Improvements in Job Satisfaction for Administrative Employees at a Major State University | Society of Business, Industry, and Economics | 2005 | Refereed Presentation | Learning & Pedagogical |
| Barnett, Kathy <i>Journal Articles</i> | A planning process perspective on student activists' upward influence attempts to effect campus change | Southern Communication Journal | 2008 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | Student activists' characterizations of administrators in higher education: Perceptions of power in the system | Review of Higher Education | 2005 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | Revisiting the business internship: Communication skills in practice | Association of Business Communication | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| Presentations | International business internships: What are our students learning? | Colleagues in Jesuit Business Education | 2008 | Non-refereed Presentation | Learning & Pedagogical |
| | The effects of power on the creation of meaning during organizational change: A case study in higher education | National Communication Association | 2006 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content | |
|---|---|--|-------------|---------------------------------|------------------------------|--|
| Management Barnett, Kathy <i>Presentations</i> | Making sense of organizational change: A symbolic interactionist perspective | Southern States Communication Association | 2006 | Refereed Presentation | Discipline-Based Scholarship | |
| | Managing change through organizational symbolism: A study in higher education | Southern States Communication Association | 2006 | Refereed Presentation | Discipline-Based Scholarship | |
| | - Strategic Leadership - Principles of Adult Learning | Caribbean Institute for Quality, Ltd | 2006 | Lecturer | Contribution to Practice | |
| Other Output | How Philosophy & Theology have undermined Bioethics | Christian Bioethics | 2007 | Editor-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Justice: Plain Old, and Distributive; Rejoinder to Charles Taylor | Human Rights Review | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | What Philosophy Can and Cannot Contribute to Business Ethics | Journal of Private Enterprise | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | The Role of the Business Ethicist | Ethical Perspectives | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Reflections on Ethical Concerns in Technology Transfer and Macromarketing | Journal of Nonprofit & Public Sector Marketing | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Corporate Social Responsibility and the Bottom Line | International Journal of Social Economics | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Ashgate Companion to Corporate Social Responsibility | Ashgate | 2008 | Edited Book | Discipline-Based Scholarship | |
| | Classical Liberal | Claremont Review of Books | 2007 | Book Review | Discipline-Based Scholarship | |
| | Using Natural Law to Guide Public Morality: The Blind leading the Deaf | The Death of Metaphysics; The Death of Culture | 2006 | Book Chapter | Discipline-Based Scholarship | |
| | Catholic Metaphysics in a Post-Modern World: A Rielian Approach | Second World Conference of Metaphysics | 2006 | Refereed Proceedings | Discipline-Based Scholarship | |
| | Other Writings | | | | | |
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| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|--------------------------------------|--------------------------------------|------------------------------|
| Management Capaldi, Nicholas <i>Other Writings</i> | Manifesto: Moral Diversity in HealthCare Ethics | Global Bioethics | 2006 | Book Chapter | Discipline-Based Scholarship |
| | Business and Religion: A Clash of Civilizations | Scrivener Press | 2005 | Authored Book | Discipline-Based Scholarship |
| | Distributive Justice or Social Justice | Decadence | 2005 | Book Chapter | Discipline-Based Scholarship |
| Presentations | Reflections on Ethical Concerns in Technology Transfer and Macromarketing | Government Policy and Program Impacts | 2005 | Book Chapter | Discipline-Based Scholarship |
| | The Prioritization of Stakeholder Social Responsibility | Stakeholders and Social Responsibility | 2005 | Book Chapter | Discipline-Based Scholarship |
| | Ethics of Free Market Societies and How it Affects the Current Economy | International Conference of Accounting, Business, Leadership and Info. Mgt. | 2009 | Keynote Speaker | Discipline-Based Scholarship |
| Other Output | Spiritual Capital in America and Beyond | Templeton Foundation Grant | 2008 | Other Intellectual Research Activity | Discipline-Based Scholarship |
| | Critical, Creative, & Complex Thinking module in Innovation & Entrepreneurship Program | University of the West Indies | 2008 | Lecturer | Learning & Pedagogical |
| | Philosophical Amnesia | Royal Institute of Philosophy | 2007 | Lecturer | Discipline-Based Scholarship |
| | Vanity of the Philosopher | American Philosophical Association | 2007 | Panelist | Discipline-Based Scholarship |
| | Grant to establish a graduate certificate program in business ethics | Board of Regents of Louisiana | 2005 | Other Intellectual Service Activity | Contribution to Practice |
| Grant to Study Corruption in Latin American Ports | Department of Education | 2005 | Other Intellectual Research Activity | Discipline-Based Scholarship | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|--|------|--------------------------------|------------------------------|
| Management | Strategic Ambidexterity and Performance in International New Ventures | Canadian Journal of Administrative Sciences | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| Celly, Nikhil (INTB) <i>Journal Articles</i> | Pro-Profit, Pro-Growth, or Both? Preliminary Evidence Linking Strategic Ambidexterity and Performance in Intl New Ventures | Academy of Management Best Paper Proceedings | 2007 | Refereed Proceedings | Discipline-Based Scholarship |
| <i>Other Writings</i> | Anti-takeover provisions & target firm stock value: An RBV & agency theory perspective | ASAC Conference proceedings | 2006 | Refereed Proceedings | Discipline-Based Scholarship |
| <i>Presentations</i> | Think inside the box: When should (not) a firm retrench? | Strategic Management Society | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | To Downsize or Not to Downsize a Subsidiary: What are the Influencers? | Academy of International Business | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | Pro-Profit, Pro-Growth, or Both? Preliminary Evidence Linking Strategic Ambidexterity and Performance in Intl New Ventures | Academy of Management | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Performance impact of product diversification, exporting and FDI in SMEs | Strategic Management Society | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Product diversification, exporting and FDI in SMEs: Do these interact and how? | Academy of International Business | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | What is the dependent variable in entrepreneurship research? | Babson Conference | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Number of partners and JV performance: The role of social capital | Academy of Management | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | The sustainable startup: A conceptual model | Canadian Conference for Small Business and Entrep. | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Internationalization and firm performance: The moderating role of intangible assets | ASAC Conference | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| <i>Other Output</i> | Introduction to International Business | University of Windsor | 2007 | Lecturer | Learning & Pedagogical |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|-------------|--------------------------------|------------------------------|
| Management Fok, Wing <i>Journal Articles</i> | Exploring the Use of Various Technologies, Perceptions of Success and Organizational Culture in Jamaica | Competitiveness Review | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Comparing Culture, Quality Management, and CRM Systems: A Study of Managers in the U.S. and Mainland China | International Journal of Management and Decision Making | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| Other Writings | An Investigation of the Implementation and Success of ERP | Decision Science Institute | 2007 | Refereed Proceedings | Discipline-Based Scholarship |
| | Will National Culture and Organizational Development Stages Affect Effectiveness of ERP Implementation? US vs. Jamaica | Decision Science Institute | 2007 | Refereed Proceedings | Discipline-Based Scholarship |
| | Adopting of ERP in Jamaica: What Patterns are Emerging? | Decision Science Institute | 2006 | Refereed Proceedings | Discipline-Based Scholarship |
| Presentations | To Go or Not To Go: A Model for Selecting Target Export Markets, the Case of Chinese Microwave Ovens and Rice Cookers | Allied Academies | 2005 | Refereed Proceedings | Discipline-Based Scholarship |
| | Keynote address on Strategic Alliance of Asian & Latin American Communities in N.O. | Asian Chamber of Commerce Gala | 2008 | Non-Refereed Presentation | Contribution to Practice |
| | Change Management: Lesson behind Katrina | DePaul University | 2006 | Non-Refereed Presentation | Discipline-Based Scholarship |
| Other Output | The Need for International Logistic Education in Louisiana | World Trade & Transport Conference | 2005 | Non-Refereed Presentation | Contribution to Practice |
| | Innovation in a conservative work environment | Workshop presented to executives in Bahrain | 2008 | Lecturer | Contribution to Practice |
| | Managing an Innovative Work Force | Workshop presented to executives in Taiwan | 2007 | Lecturer | Contribution to Practice |
| | Innovation Management | Workshop presented to Food/Drug Adm. in China | 2006 | Lecturer | Contribution to Practice |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content | |
|---|--|---|-----------|--------------------------------------|------------------------------|--|
| Management Fok, Wing Other Output | Innovation and Change graduate course | Peking University | 2006 | Lecturer | Learning & Pedagogical | |
| | Principal Investigator, International Logistics Grant | Board of Regents, State of Louisiana | 2006-2007 | Other Intellectual Research Activity | Contribution to Practice | |
| Howard, George | PROFESSIONALLY-QUALIFIED FACULTY | | | | | |
| Johnston, Michelle Journal Articles | Team Listening Environment Scale: Development and Validation | Journal of Business Communication | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Are strategic choices in the wine industry changing public perceptions? | Intl. Journal of Business and Public Administration | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | The link between communication and financial performance in simulated organizational teams | Journal of Managerial Issues | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | The influence of communication on group attraction during team activities | Journal of Org. Culture, Communication, & Conflict | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Leadership and Communication: A Multiple-Perspective Study of Best Practices | Journal of Org. Culture, Communication, & Conflict | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship | |
| | Are you there Team? It's me, Margaret. Development and Validation of the Team Listening Environment (TLE) Scale | Association of Business Communication | 2007 | Refereed Presentation | Discipline-Based Scholarship | |
| | The Express Lane to Recovery: Field Study Cases of Recovery after Hurricane Katrina | Productions & Operations Management Society | 2006 | Refereed Presentation | Discipline-Based Scholarship | |
| | Lessons from Katrina From a Marketing Perspective | American Marketing Association | 2006 | Refereed Presentation | Discipline-Based Scholarship | |
| | Linking Communication to Performance: How Group Attraction, Processes, and Satisfaction Contribute to Fin. Performance | Association of Business Communication | 2005 | Refereed Presentation | Discipline-Based Scholarship | |
| | PROFESSIONALLY-QUALIFIED FACULTY | | | | | |
| | Presentations | | | | | |
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| | Karamessinis, George | PROFESSIONALLY-QUALIFIED FACULTY | | | | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|------|--------------------------------|------------------------------|
| Management Li, Jing <i>Journal Articles</i> | A Study of Green Movement Perceptions and Behavioral Intentions | International Journal of Sustainable Economy | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Exploring the Use of Various Technologies, Perceptions of Success and Organizational Culture in Jamaica | Competitiveness Review | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Comparing Culture, Quality Management, and CRM Systems: A study of managers in the US and Mainland of Chain | International Journal of Management and Decision Making | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Retesting a model of the Deming management method | Total Quality Management and Business Excellence | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Perceived Impacts of Government Regulations on Technology Transfers | Journal of Nonprofit and Public Sector Marketing | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Do National Culture and Organizational Development Affect the Effectiveness of ERP Implementation? Tale of Two Cultures | Decision Science Institute | 2009 | Refereed Proceedings | Discipline-Based Scholarship |
| | An Instrument to Measure Green Movement Perceptions and Behavioral Intentions: Scale Development and Initial Finding | Association for Global Business | 2008 | Refereed Proceedings | Discipline-Based Scholarship |
| | Do National Culture and Organizational Development Affect the Effectiveness of ERP Implementation? Tale of Two Countries | Decision Science Institute | 2007 | Refereed Proceedings | Discipline-Based Scholarship |
| | An Investigation of the Success of ERP Implementations in the US | Decision Science Institute | 2007 | Refereed Proceedings | Discipline-Based Scholarship |
| | Adoption of ERP in Jamaica: What Patterns are Emerging? | Decision Science Institute | 2006 | Refereed Proceedings | Discipline-Based Scholarship |
| | Adoption of ERP: What Patterns are Emerging? | Decision Science Institute | 2005 | Refereed Proceedings | Discipline-Based Scholarship |
| | <i>Other Writings</i> | | | | |
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| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|-------------------------|--|------------------------------------|-----------|--------------------------------------|------------------------------|
| Management | Exploring Technology & Culture in Jamaica: Quality Management Programs, the Use of Info Sys, Organizational Culture, and Success | Decision Science Institute | 2005 | Refereed Proceedings | Discipline-Based Scholarship |
| Li, Jing | Learning Orgs., Green Orgs., Organizational Ethics and QM Maturity: An Exploratory Examination of Their Relationships | Southwest Academy of Management | 2005 | Refereed Proceedings | Discipline-Based Scholarship |
| <i>Presentations</i> | An Instrument to Measure Green Movement Perceptions and Behavioral Intentions: Scale Devel. and Initial Finding | Association for Global Business | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | An Investigation of the Success of ERP Implementations in the US | Decision Science Institute | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Adoption of ERP in Jamaica: What Patterns are Emerging? | Decision Science Institute | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Exploring the Relationships between Learning Orgs., Green Orgs., Org. Ethics and Organizational Culture and Performance | Decision Science Institute | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| <i>Other Output</i> | Post Katrina Implications for Learning, Panel discussion | Decision Science Institute | 2007 | Panelist | Discipline-Based Scholarship |
| | Enhancing Louisiana's Capacity to Benefit from Global Supply Chains: Curriculum Development and Applied Research | LA state grant | 2005-2007 | Other Intellectual Research Activity | Learning & Pedagogical |
| Matherne, Brett | Founder- and Heir-controlled Firms: Is There a Connection between Transparency and Performance? | Academy of Management Perspectives | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| <i>Journal Articles</i> | You Don't Know What You Can't Know: Do Venture Capitalists Play a Role in Alliance Formation? | Academy of Management Perspectives | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | From Outside of Russia without Love: Media Influences on Corporate Governance | Academy of Management Perspectives | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|--|---|------|-------------------------------------|------------------------------|
| Management Matherne, Brett <i>Journal Articles</i> | The Bureaucratic Logic of Entrepreneurial Firms: Providing Opportunity for Women or Just Window Dressing? | Academy of Management Perspectives | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Does Whom you know Matter in Venture Capital Networks? | Academy of Management Perspectives | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | "Walk the Talk": An Applied Ethics Program with Business Executives | Journal of Management Education | 2006 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | A Tale of Passion: New Insights into Entrep. from a Parenthood Metaphor | Journal of Business Venturing | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | A Horror at the Cineplex? | Strategic Management, 9th Edition | 2010 | Case Study | Learning & Pedagogical |
| | A Horror at the Cineplex? | Strategic Management, Text and Cases, 4th Ed. | 2010 | Case Study | Learning & Pedagogical |
| | Lindy Boggs National Center for Community Literacy Business Plan | Loyola University New Orleans | 2009 | Other Intellectual Service Activity | Contribution to Practice |
| | Rebuilding Louisiana's Fisheries: Phase II | Seedco Financial Services | 2007 | Other Intellectual Service Activity | Contribution to Practice |
| | Rebuilding Louisiana's Fisheries: A Market Analysis of the Hopedale, Ycloskey, and Shell Beach Fishing Communities | Seedco Financial Services | 2006 | Other Intellectual Service Activity | Contribution to Practice |
| | Where Does Location Fit within the Start-up Thought Process of Retail Entrepreneurs? | Academy of Marketing Science | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| <i>Presentations</i> | The Express Lane to Recovery: Field Study Cases of Recovery after Hurricane Katrina | Productions & Operations Management Society | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Marketing Lessons from Katrina | American Marketing Association | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | Dual Effects of Social Identification on Team Performance : Direct and Mediated Effects | Academy of Management | 2005 | Refereed Presentation | Discipline-Based Scholarship |
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| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|---|---|-------------|-------------------------------------|------------------------------|
| Management Reed, Kendra <i>Journal Articles</i> | Critical Life Experience and Leadership Effectiveness for Appalachia Women | Journal of Leadership and Organizational Studies | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Team Listening Environment: Scale Development | Journal of Business Communication | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Eldercare and job productivity: An adaptation analysis | Journal of Leadership Studies | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The Link Between Communication and Financial Performance in Simulated Organizational Teams | Journal of Managerial Issues | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | The impact of aging on self-efficacy and computer skills acquisition | Journal of Managerial Issues | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Does Communication Impact Financial Performance? Absolutely | Association of Business Communication | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Are you there Team? It's me, Margaret. Development and Validation of the Team Listening Environment (TLE) Scale | Association of Business Communication | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Human Resources and the Knowledge Worker | Strategic Petroleum Reserve Performance Excellence Conference | 2006 | Non-Refereed Presentation | Contribution to Practice |
| | The Link Between Communication and Financial Performance | Association of Business Communication | 2005 | Refereed Presentation | Discipline-Based Scholarship |
| | Learning Assessment Coordinator | College of Business, Loyola University New Orleans | 2004-2007 | Other Intellectual Service Activity | Learning & Pedagogical |
| Other Output | CEO / Illustrator | Phoofa, LLC | 2002-2007 | Other Intellectual Service Activity | Contribution to Practice |
| | PROFESSIONALLY-QUALIFIED FACULTY | | | | |
| Screen, Christopher | | | | | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|---|---|------|--------------------------------|------------------------------|
| Management Trevino, Len (INTB) <i>Journal Articles</i> | Consumer animosity in the global value chain: Effect of international production shift on willingness to purchase hybrid products | Journal of International Business Studies | 2009 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Winning the tournament for named professorships in management | International Journal of Human Resource Mgmt | 2009 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | The 3 pillars of institutional theory and FDI in Latin America: Institutionalization process | International Business Review | 2008 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Foreign direct investment from Latin America and the Caribbean | Transnational Corporations | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | New institutional economics and FDI location in Central and Eastern Europe | Management International Review | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Building institutions and foreign direct investment in Latin America | Latin American Business Review | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Is there gender discrimination in named professorships? An econometric analysis of economics departments in the U.S. South | Applied Economics | 2005 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | From kickoff to commencement: Positive role of intercollegiate athletics in higher ed. | Economics of Education Review | 2005 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | Are legislative T. V. and campaign finance regulations complementary entry barriers? | Applied Economics | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | New institutional economics and FDI location in Central and Eastern Europe | The Effect of Treaties on Foreign Direct Investment | 2009 | Book Chapter | Discipline-Based Scholarship |
| | New institutional economics and FDI location in Central and Eastern Europe | Multinational Enterprise Theory | 2008 | Book Chapter | Discipline-Based Scholarship |
| | Have you seen the new Econ Prof?: Beauty, teaching, & occupational choice in higher ed | Shaping the Learning Curve: Essays on Econ. Ed. | 2005 | Book Chapter | Learning & Pedagogical |
| | <i>Other Writings</i> | | | | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content | |
|---------------------|-------------------------------------|---|---|-------------------------------------|---------------------------|------------------------------|
| Management | Trevino, Len | The three pillars of institutional theory and FDI location in Latin America | Responses to Globalization in Latin America; Univ. NM | 2009 | Non-Refereed Presentation | Discipline-Based Scholarship |
| | Presentations | Firm- and country-level advantages: a cross-level analysis of inter-nationalization | Academy of International Business | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | | Explicit and tacit knowledge transfer from the triad to Asia | Academy of International Business | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | | The three pillars of institutional theory and FDI location in Latin America | Academy of International Business | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| <i>Other Output</i> | IMBA (Flagship Program) | Instituto de Empresa Business School | 2008 | Lecturer | Learning & Pedagogical | |
| | Executive MBA | Kyiv Mohyla Business School | 2008 | Lecturer | Learning & Pedagogical | |
| | Doctoral Program | Durakij Pundit University | 2007 | Lecturer | Learning & Pedagogical | |
| | Undergraduate Program | University of Hawaii at Manoa | 2007 | Lecturer | Learning & Pedagogical | |
| | MBA Program | National Economics University | 2005 | Lecturer | Learning & Pedagogical | |
| | Undergraduate, MBA Program | Buskerud University | 2005 | Lecturer | Learning & Pedagogical | |
| | Economic Affairs Officer/Consultant | United Nations Conf. on Trade and Development | 2003-2007 | Other Intellectual Service Activity | Contribution to Practice | |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|-----------|-------------------------------------|------------------------------|
| Marketing Goolsby, Jerry <i>Journal Articles</i> | In the Trenches of Copyright Law: Challenges, Inadequacies and Remedies | Tulane Journal of Intellectual Property | 2009[?] | Editor-Reviewed Journal Article | Discipline-Based Scholarship |
| | Developing Measurements for Success for Performing Musical Groups | Journal of Services Marketing | 2009[?] | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Using the Malcolm Baldrige national Quality Awards Program Criteria to Determine Business Practices that Differentiate Successful and Unsuccessful Bands | Journal of the Music and Entertainment Industry Educators Association | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| <i>Other Output</i> | Consultant to Louisiana Music Commission | Department of Economic Development | 2007 | Other Intellectual Service Activity | Contribution to Practice |
| | Board Member of Memphis chapter | National Association of Recording Arts & Sciences | 2006-2009 | Other Intellectual Service Activity | Contribution to Practice |
| | Consultant on Systems Integration | Nemours Health Services | 2005-2006 | Other Intellectual Service Activity | Contribution to Practice |
| Hickman, Thomas <i>Journal Articles</i> | Dark Side of Brand Community: Intergroup Stereotyping, Trash Talk, and Schadenfreude | Advances in Consumer Research | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Selecting Foreign Distribution Partners with Analytical Hierarchy Process | Marketing Education Review | 2006 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Social Identities Perspective on the Effect of Corporate Sport Sponsorship on Employees | Sport Marketing Quarterly | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| <i>Other Writings</i> | Recovery-based consumer behavior theories as drivers for retail recovery and growth after a disaster | Academy of Marketing Science / American Colleg. Retailing Assoc. | 2009 | Refereed Proceedings | Discipline-Based Scholarship |
| | Where does location fit within the start-up thought process of retail entrepreneurs? | Academy of Marketing Science / American Colleg. Retailing Assoc. | 2009 | Refereed Proceedings | Discipline-Based Scholarship |
| | A Study of the Pre- and Post-Katrina Mix of Commercial Establishments in New Orleans | Association of Collegiate Marketing Educators | 2007 | Refereed Proceedings | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|--|--|---|------|-----------------------|------------------------------|
| Marketing Hickman, Thomas <i>Other Writings</i> <i>Presentations</i> | A Tale of Disaster: The Effects of Katrina with an Eye on Retailing | Academy of Marketing Science / American Colleg. Retailing Association | 2006 | Refereed Proceedings | Discipline-Based Scholarship |
| | Retail Recovery from a Disaster: Which Stores Return First? | Academy of Marketing Science World Mkt. Conf. | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Recovery-based consumer behavior theories as drivers for retail recovery and growth after a disaster | Academy of Marketing Science / American Colleg. Retailing Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Where does location fit within the start-up thought process of retail entrepreneurs? | Academy of Marketing Science / American Colleg. Retailing Association | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Hurricane Katrina's Effect on the Retail Sector of New Orleans, LA | Academy of Marketing Science Cultural Perspectives in Mkt. Conf. | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | The Economic Recovery from Katrina: A Continuing Saga | Atlantic Marketing Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Retail Recovery from a Disaster: A Study of the Pre- and Post-Katrina Mix of Retail Stores in New Orleans, Louisiana | European Institute for Retail and Service Sectors | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | A Study of the Pre- and Post-Katrina Mix of Commercial Establishments in New Orleans | Association of Collegiate Marketing Educators | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Retail Recovery from a Disaster: A Study of the Pre- and Post-Katrina Mix of Retail Stores in New Orleans, Louisiana | Academy of Marketing Science / American Colleg. Retailing Association | 2006 | Refereed Presentation | Discipline-Based Scholarship |
| | A Tale of Disaster: The Effects of Katrina with an Eye on Retailing | Academy of Marketing Science / American Colleg. Retailing Association | 2006 | Refereed Presentation | Discipline-Based Scholarship |

| Faculty Area / Name | Title / Type of Contribution | Outlet | Year | Classification | Content |
|---|--|---|---------|--------------------------------|------------------------------|
| Marketing Lawrence, Katherine Pearson, Michael <i>Journal Articles</i> | <i>[Vita not received at time of report; co-author on many of Reed / Johnston publications, among others within MKT faculty]</i> | Journal of Services Marketing | 2009[?] | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Developing Measurements for Success for Performing Musical Groups | Marketing Education Review | 2007 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | A Spreadsheet Pricing Model Approach to Teaching Practical Pricing Concepts in the Marketing Classroom | Marketing Education Review | 2007 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Selecting Foreign Distribution Partners with AHP (Analytical Hierarchy Process) | Journal of Marketing Education | 2006 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | Development of a Computerized In-Basket Exercise for the Classroom: A Sales Management Example | Journal of Marketing Channels | 2006 | Blind-Reviewed Journal Article | Learning & Pedagogical |
| | Pricing over Alternative Distribution Channels: A Spreadsheet-based Student Assignment and Classroom Exercise | Journal of the Music and Entertainment Industry Educators Association | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Using the Malcolm Baldrige national Quality Awards Program Criteria to Determine Business Practices that Differentiate Successful and Unsuccessful Bands | Journal of NonProfit and Public Sector Marketing | 2005 | Blind-Reviewed Journal Article | Discipline-Based Scholarship |
| | Business Support of Gov. Intervention: Tire Dealers' Responses to Disposal Issues | Academy of Marketing Science / American Colleg. Retailing Assoc. | 2009 | Refereed Proceedings | Discipline-Based Scholarship |
| | Recovery-based consumer behavior theories as drivers for retail recovery and growth after a disaster | Academy of Marketing Science / American Colleg. Retailing Assoc. | 2009 | Refereed Proceedings | Discipline-Based Scholarship |
| | Where does location fit within the start-up thought process of retail entrepreneurs? | Association of Collegiate Marketing Educators | 2007 | Refereed Proceedings | Discipline-Based Scholarship |
| Other Writings | A Study of the Pre- and Post-Katrina Mix of Commercial Establishments in New Orleans | | | | |

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|---|--|---|------|-----------------------|------------------------------|
| Marketing Pearson, Michael <i>Other Writings</i> | A Tale of Disaster: The Effects of Katrina with an Eye on Retailing | Academy of Marketing Science / American Colleg. Retailing Association | 2006 | Refereed Proceedings | Discipline-Based Scholarship |
| <i>Presentations</i> | Retail Recovery from a Disaster: Which Stores Return First? | Academy of Marketing Science World Mkt. Conf. | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Recovery-based consumer behavior theories as drivers for retail recovery and growth after a disaster | Academy of Marketing Science / American Colleg. Retailing Assoc. | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Where does location fit within the start-up thought process of retail entrepreneurs? | Academy of Marketing Science / American Colleg. Retailing Assoc. | 2009 | Refereed Presentation | Discipline-Based Scholarship |
| | Hurricane Katrina's Effect on the Retail Sector of New Orleans, LA | Academy of Marketing Science Cultural Perspectives in Mkt. Conf. | 2008 | Refereed Presentation | Discipline-Based Scholarship |
| | The Economic Recovery from Katrina: A Continuing Saga | Atlantic Marketing Association | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Retail Recovery from a Disaster: A Study of the Pre- and Post-Katrina Mix of Retail Stores in New Orleans, Louisiana | European Institute for Retail and Service Sectors | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | A Study of the Pre- and Post-Katrina Mix of Commercial Establishments in New Orleans | Association of Collegiate Marketing Educators | 2007 | Refereed Presentation | Discipline-Based Scholarship |
| | Development of a Computerized In-basket Exercise for the Classroom: Adaptations and Alternative Exercises | Marketing Education Association | 2007 | Refereed Presentation | Learning & Pedagogical |
| | Retail Recovery from a Disaster: A Study of the Pre- and Post-Katrina Mix of Retail Stores in New Orleans, Louisiana | Academy of Marketing Science / American Colleg. Retailing Association | 2006 | Refereed Presentation | Discipline-Based Scholarship |
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