

Section 3

Strategic Management

1. Mission Statement and Summary of Strategic Plan Framework

Loyola University New Orleans completed its Strategic Planning process by publishing three overarching strategies to guide the university into the future. These strategies were approved by The Board of Trustees on May 15, 2009. The three overarching strategies are:

➤ **Enhance Jesuit Values**

We believe that instilling Jesuit values in our curriculum and in University life is central to our educational philosophy that seeks to educate men and women for others. Community-based learning and volunteer service are essential elements. Our goal is to help prepare our graduates to take their place in this ever-changing world as competent, concerned, responsible members who will make a visible difference in New Orleans, their home community, their nation and the world.

➤ **Improve Student Retention**

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.

➤ **Enhance Reputation and Stature**

To enhance our reputation and stature, as reflected in national rankings, we are committed to a university-wide rethinking of our programs in a way that builds upon our strengths and utilizes new initiatives that respond to national needs and student demands. Such an approach seeks to increase demand and attract more and better students, which will decrease the need to discount tuition, while allowing Loyola to attract students from deserving communities and shape our incoming classes. An increase in ranking will directly affect an increase in revenue. To elevate the ranking and stature of the University, the University will engage in the following:

- While continuing to foster its traditional programs of distinction, Loyola will develop new ones that are marked by excellence, financial soundness, and emanating from our location in New Orleans, in the South, and our proximity to Latin America. These will include, in particular, programs that are distinctive in subject matter and that are cross-disciplinary, inter-departmental, and inter-college programs based on subject matter upon which no other University competes. At the same time we will also look for creative ways to enhance existing programs which demonstrate unique market advantages.
- We will focus beyond our campus in New Orleans and reach out to other communities. The University has been studying such opportunities for years, and it is time to move on some opportunities. Throughout the southern region of the U.S., ours is the only Jesuit University serving the Catholic community's higher education needs. This outreach will include:
 - Programs targeted to regional and global areas underserved by traditional Catholic educational providers.
 - Programs using innovative technology, such as on-line instruction and video-conferencing/interactive classrooms. The campus already has expertise in such delivery mechanisms, and we will expand that expertise to other subject matter and degree programs.
 - Joint programs with other universities. We will explore joint programs with other universities to participate in revenue sharing models of instruction. Administrators will be allowed tremendous latitude to find partners and negotiate revenue sharing models.

Source: <http://academicaffairs.loyno.edu/sites/academicaffairs.loyno.edu/files/Implementation-5-12.pdf>

The College of Business, aligned with the university strategic plan, aspires to be true to its own mission statement.

Loyola College of Business Mission

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.

Based on the CoB Mission Statement, in 2008 Dean William Locander led the entire faculty in a strategic planning exercise to create a vision statement, a values statement, and a five-year rolling plan and to address the serious issues facing the college in the current economic state. To set the stage for the planning process, the faculty worked to create the following CoB Vision Statement.

Loyola College of Business Vision

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.

The words “**Awakens**, **Enlightens** and **Transforms**” were specifically chosen as they form the process of a teaching pedagogy, Adult Transformative Learning. In keeping with our vision, the CoB has adopted a Value Creation model to guide its educational processes. The CoB faculty realized that a student’s education is a function of both content and process. The CoB also recognized the importance of learning through personal reflection, ethical decision making, critical thinking, and innovative business practices. The vision statement has helped to guide the actions of the college in continually improving educational offerings and reinvigorating student extracurricular activities.

During their strategic planning exercise, the faculty and administration also developed a list of values. The values were created in direct response to our situation at that time. In essence, the CoB was responding to the post-Katrina situational issues:

- Dean J. Patrick O’Brien leaving in 2006 and the arrival of a new permanent Dean (Locander) in 2008.

- The departure of 7 out of 34 faculty members – none replaced in 06 – 07.
- Loss (retirement or resignation) of the entire accounting area faculty.
- Loss of Coordinator for Graduate and External Programs.
- 30% cut in college operating budget

The CoB has successfully regained its balance and moved forward. In the process, the faculty identified, created and supports the following values statement.

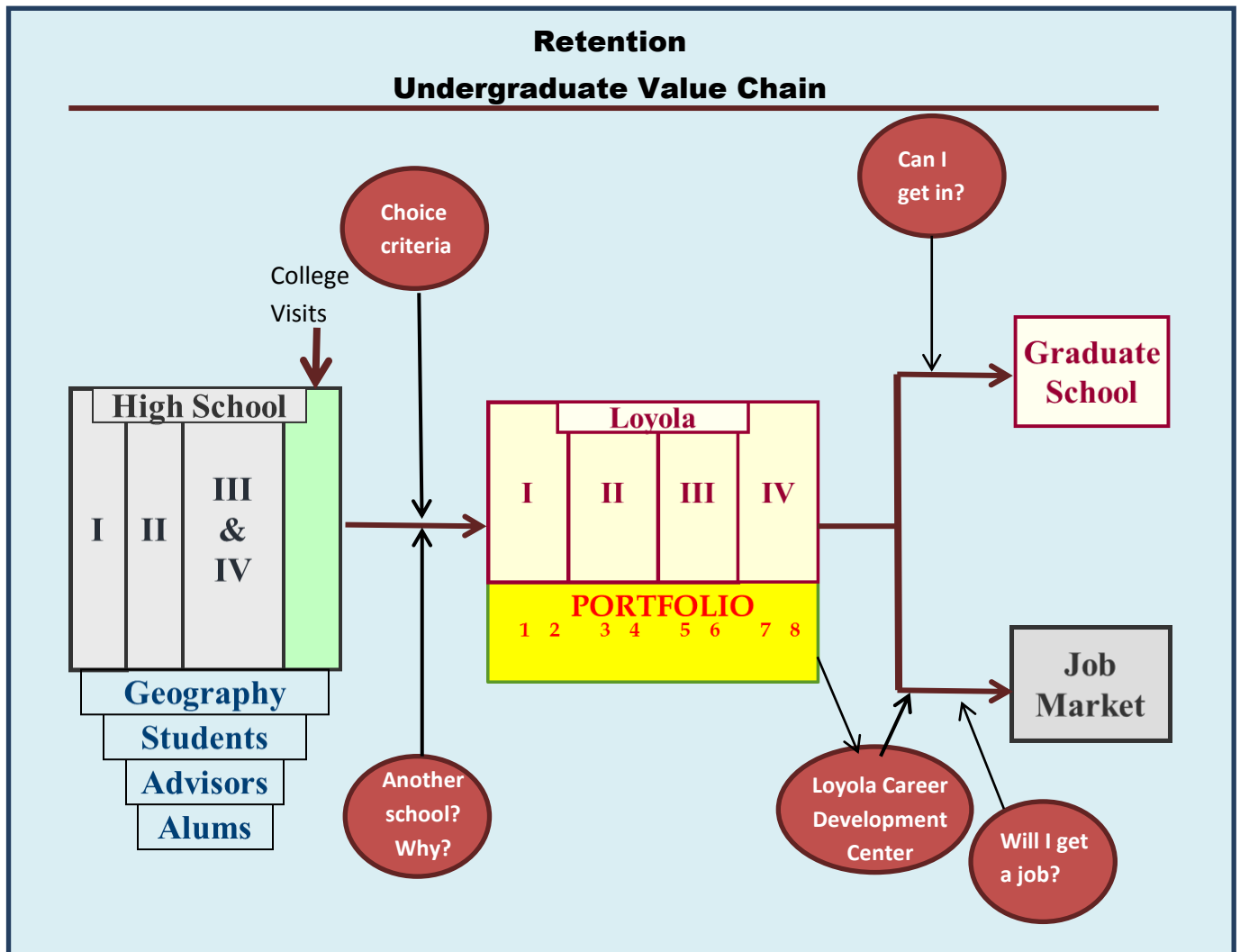
Loyola College of Business Values

We, the faculty and staff of the College of Business, share dedication and commitment to:

- Acting in a timely manner
- Respecting others' differences
- Communicating effectively
- Implementing innovative ideas
- Accepting responsibility
- Focusing and finishing

These values were developed to guide activities of the CoB faculty and staff. They were refined over time to address and reinforce areas which the faculty themselves determined areas of improvement in order to create a harmonious college environment.

The College of Business Strategic Plan 2008-2012 is based on the concept that is relevant to our undergraduate value chain. In summary, the college views the flow of incoming students as a four-year process. This process helped to integrate college activities (curriculum, extracurricular-activities, etc.), in order to create more value for the CoB student body and other relevant stakeholders. The model shown below portrays the value chain for undergraduate degree programs and other developmental activities incorporated in our eight semester non-credit Business Portfolio Program.



The value chain model provided the groundwork for the CoB's strategic actions. In summary, the faculty believe that education is a building process over time that progresses from one semester to another. In addition, the Business Portfolio Program was developed to provide the professional skills to prepare CoB students for the world of business and to help with career direction and management.

2. Strategic Management Planning Process and Outcomes

The CoB comprehensive strategic plan was crafted during a number of strategic retreats in the late summer to early fall of 2008 and is on-going through the current academic year. The process in creating the plan follows the 7 step process detailed below:

Step 1. Each faculty member completed the Great College Exercise. The following questions were answered by each individual faculty.

- a. Imagine a “great” Loyola College of Business – one you would like to build. List five to nine characteristics of a great Loyola College of Business and describe.
- b. What are some of the differences between this “great” college and the one in which you now work?
- c. What stands in the way of being a “great” College of Business?
- d. What are the major challenges facing the college to becoming great?
- e. “I’ll know we are making progress if…” List the things that will tell you that progress is being made towards being a “great” College of Business.
- f. List five actions the college should take to start moving toward being a great College of Business (one you would like to build).

Step 2. Great College Exercise responses were aggregated and disseminated to the entire faculty.

Step 3. A day-long event produced the draft Vision statement, draft Values statement, SWOT Analysis, and strategic initiatives.

Step 4. A draft strategic plan was the outcome of the initial full day faculty meeting.

Step 5. The resulting Strategic Initiatives Plan now guides the actions of the college.

Step 6. Plan published. See [Appendix 1](#) or see CoB website. <http://www.business.loyno.edu/intranet> .

Step 7. Plan updates are part of each faculty meeting (at least two per semester).

The plan was designed to carry the CoB through the 2012 academic year.

As the plan was designed, there were six strategic initiatives identified to guide the college for the next five years and beyond. The six CoB strategic initiatives are:

Strategic Initiative #1 – Institutional – This initiative addressed a number of issues such as planning at various levels of the college, internal and external communication, and systems thinking.

Strategic Initiative #2 – Graduate Programs – Initiative #2 addressed Loyola University’s desire to increase the number of its graduate programs. The plan addresses both standing and potential new programs.

Strategic Initiative #3 – Undergraduate Programs – This initiative was in direct response to one of Loyola University’s three goals that includes increased retention. It addresses activities designed to attract and retain the highest quality student body.

Strategic Initiative #4 – Faculty Development – Initiative #4 addressed the need to rebuild the faculty to pre-Katrina levels and enhance their record of productivity and publication.

Strategic Initiative #5 – Outreach – Initiative #5 addressed the need to reach out to various stakeholder groups within and outside of Loyola University.

Strategic Initiative #6 – College Reputation – This initiative addressed building on past strengths and encourages new areas and programs that will enhance both the University’s and College’s reputation.

Table 1 shows the six initiatives and corresponding actions planned by the CoB. Noted in [blue are the outcomes of each action](#) over the course of the planning period.

Table 1

Strategic Initiatives

Strategic Outcomes

| <u>Strategic Initiative #1 – Institutional</u> | |
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| <ul style="list-style-type: none"> • Develop a comprehensive strategic plan to be reviewed annually <ul style="list-style-type: none"> ○ Renew plan annually ○ Update plan for new initiatives | <ul style="list-style-type: none"> • Plan was reviewed annually by Dean and updated with new initiatives and curriculum improvements were approved by faculty. |
| <ul style="list-style-type: none"> • Apply system and process thinking to operations of the College <ul style="list-style-type: none"> ○ Adopt the value chains model to graduate and undergraduate programs ○ Map key administrative processes | <ul style="list-style-type: none"> • Value Chain model adopted for programs. • Key administrative processes mapped and remapped. See Appendix 2. |
| <ul style="list-style-type: none"> • Widely communicate vision and values statements <ul style="list-style-type: none"> ○ Draft and adopt vision and values statements ○ Hire assessment coordinator to assist assigned committees with the tracking of primary learning goals, monitor impacts of course, curricular and program changes, and communicate learning assurance outcomes to faculty, AACSB and SACS. | <ul style="list-style-type: none"> • The vision and values statements were drafted and adopted during the college-wide Strategic Planning process. • In order to meet our vision and plan, Mr. Nate Straight, MBA, was hired as our Assessment Coordinator to meet the college data needs for AACSB and SACS accreditation purposes. |
| <ul style="list-style-type: none"> • Develop internal and external communication plan for staff, students, faculty, alumni, and business constituents. <ul style="list-style-type: none"> ○ Develop internal faculty/staff newsletter “Howlin’ at the Moon.” ○ Create semi-annual magazine the <u>Loyola Executive</u>. ○ Develop new website for CoB. ○ Design new college marketing materials. | <ul style="list-style-type: none"> • All published materials were created by the CoB Marketing Director, Dr. Kathy Barnett. • The Loyola Executive has been published two times per year since 2009. See Appendix 3. • Howlin Newsletter is published about once a month. See Appendix 4. • A new college website was designed in 2009 and went live in 2010. • Marketing materials are developed continuously for centers, programs and degrees. |
| <ul style="list-style-type: none"> • Develop area plans <ul style="list-style-type: none"> ○ Areas create and support plans | <ul style="list-style-type: none"> • Area chairs were discontinued during a CoB reorganization in 2010 and area course coordinators created. |

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| <ul style="list-style-type: none"> • Develop college policies and procedures <ul style="list-style-type: none"> ○ Maintain faculty handbook to guide college actions | <ul style="list-style-type: none"> • The college has revised the faculty handbook at monthly meetings. There have been two major revisions of the handbook in the last four years. After the first in 2008, a second review was directed by the Provost for all colleges. The CoB was given recognition by Provost Ed Kvet for being the first college at Loyola to conclude this process successfully. The CoB Faculty Handbook can be found at http://www.business.loyno.edu/intranet . |
| <p><u>Strategic Initiative #2 – Graduate Programs</u></p> <ul style="list-style-type: none"> • Build enrollment in graduate programs <ul style="list-style-type: none"> ○ Develop and implement marketing plan for MBA program ○ Examine feasibility of new masters programs and other dual degree programs ○ Implement joint MBA/MPS ○ Create 5th year undergraduate accounting and MBA program | <ul style="list-style-type: none"> • An annual marketing plan was implemented for the MBA program in 2008 upon the arrival of Dean Locander. This plan is executed every year supported by a marketing budget of \$75,000-\$100,000. • Three new master programs are at various stages of development. Both the EMBA in Honduras and the MBA in Hong Kong have passed through the stages of approval at Loyola University and have been submitted to SACS for approval in 2012. The approval process can take up to six months. If the classes in Honduras and Hong Kong make sufficient enrollment, it is anticipated that the programs will begin in spring and/or summer 2013. Another program, the Master of Performance Excellence (working title) is at the feasibility stage of development. • The MBA/MPS (Master of Pastoral Studies) degree did not graduate any students at this time. • The 5th year undergraduate accounting/MBA program was discontinued because of enrollment issues. |
| <p><u>Strategic Initiative #3 – Undergraduate Programs</u></p> <ul style="list-style-type: none"> • Continue to support Loyola University’s efforts to increase enrollment to pre-Katrina levels <ul style="list-style-type: none"> ○ Work with enrollment management to attract students to the CoB ○ Revision of orientation presentation, President’s Open House presentation and curriculum materials | <ul style="list-style-type: none"> • The college administrators work with Mr. Sal Liberto, Vice President for Enrollment Management, to shape the incoming class for the CoB. For fall 2012, it is expected that the incoming class of freshmen will see an increase from 160 to 182. • The orientation presentation is continually updated and refined by Associate Dean Angie Hoffer and delivered by a team of college administrators. Students are solicited in BA B101 (Business Communications) to provide feedback on orientation presentations. |
| <ul style="list-style-type: none"> • Increase retention <ul style="list-style-type: none"> ○ Create and implement a portfolio program across all 4 years | <ul style="list-style-type: none"> • In Spring 2013, the first class of the CoB’s Business Portfolio Program will graduate. Since its inception in 2009, the college has added each freshmen class to the program. During the four-year rollout, the staff has |

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| <ul style="list-style-type: none"> ○ Hire a portfolio coordinator ○ Involve faculty in mentoring students ○ Work with Career Services for new programs | <p>designed each year’s activities. As of fall 2012, the Portfolio Program has a Director, Dr. Kathy Barnett, and three staff members.</p> <ul style="list-style-type: none"> ● Mentoring – the freshman mentoring program at Loyola’s CoB has been in operation since 2003. It is one of the few programs in the U.S. where business executives mentor the entire freshman class in small groups of six or less. The Mentor Program constitutes much of year 1 of our Business Portfolio program. ● The CoB works extensively with Loyola’s Career Development Center on employer development, electronic postings for internships and jobs, on-campus interview opportunities, and career fairs. ● Presently, we are developing a senior-level mentor network in various cities around the country. These individuals will serve as resources for our senior class as they launch their job or graduate school search. |
| <ul style="list-style-type: none"> ● Undergraduate program enhancements <ul style="list-style-type: none"> ○ Conduct system mapping exercise by major ○ Start student managed stock investment fund | <ul style="list-style-type: none"> ● The faculty completed the “is” and “should be” system’s maps for each major which led to various curriculum enhancements. Systems maps can be viewed in Appendix 5. ● A student-managed investment fund was started in 2009 when Dean Locander requested \$100,000 from Loyola University for that purpose. The fund was enhanced to \$1.0 million dollars in 2011 from the estate of Mr. Carlos Ayala. The stock trading room is near completion. |
| <ul style="list-style-type: none"> ● Enhance undergraduate writing and speaking skills <ul style="list-style-type: none"> ○ Implement portfolio system to include writing and speaking workshops | <ul style="list-style-type: none"> ● The Portfolio staff has developed several key assignment activities for our students that not only enhance career development skills but also allow students to improve their writing and speaking skills. Examples include: a practice networking night for the freshman class, resumé and cover letter writing, and mock interviews. |
| <ul style="list-style-type: none"> ● Continually improve undergraduate internship and job opportunities <ul style="list-style-type: none"> ○ Work with Loyola’s Career Development Center to enhance internship and job opportunities ○ Create subcommittee of Visiting Committee to work with the Portfolio Program on job opportunities | <ul style="list-style-type: none"> ● The Portfolio staff has worked to improve the number and quality of internship postings available to CoB students. We have increased our outreach attempts to CoB alums and similar resources to add mentor, internship and job opportunities. ● Portfolio courses provide career development skills training to students in order to empower them to research, analyze and compete for suitable positions in the marketplace. ● The new senior-level mentor program will increase resources for our students, which is expected to impact outcome success. ● A subcommittee of the Visiting Committee has been created with some success in identifying local internship and job opportunities. |

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| <ul style="list-style-type: none"> • Undergraduate program enhancements <ul style="list-style-type: none"> ○ Begin raising funds for student research projects | <ul style="list-style-type: none"> • Funds are available from the CoB Annual Fund to provide some support for student research projects. There have been 24 published papers authored by CoB students over the last five years with the help of tenured or tenure-track faculty. |
| <p><u>Strategic Initiative #4 – Faculty Development</u></p> <ul style="list-style-type: none"> • Develop faculty in terms of hiring, research, teaching and workload <ul style="list-style-type: none"> ○ Complete faculty hiring plan ○ Enhance research environment in College ○ Provide research release time ○ Advising realigned by major to better coordinate with mentorship | <ul style="list-style-type: none"> • Hiring plan has guided the college in hiring a number of faculty since 2008 <ul style="list-style-type: none"> ○ 2 endowed chairs in International Business ○ 1 tenure-track faculty in Finance ○ 2 tenure-track faculty in Management ○ 1 tenure-track faculty in Accounting ○ 1 tenure-track faculty in Statistics/Economics • For the academic year 2012-13, the CoB is conducting searches for: <ul style="list-style-type: none"> ○ 1 tenure-track faculty in Finance ○ 1 or 2 tenure-track faculty in Marketing ○ 1 or 2 tenure-track faculty in Management ○ 1 Endowed Chair in Music Industry Studies • The research environment of the College has changed over the last four years. Both the quality and quantity of research output in scholarly and professional publications have increased over the four-year period. A strong research culture is beginning to develop. • All tenure-earning faculty are on a 3/2 course load. Endowed chair holders (n=5) are on a reduced load, generally a 2/1. The regular load for most faculty is 3/3. It is planned that there will be a research release program in the future for post-tenure faculty to sustain their research productivity. • The advising load has been shifted in the college for the freshman class to the Portfolio Program. Beginning with orientation sessions freshmen are told that they are responsible for their academic careers. The Portfolio office provides freshmen with the resources and training to take responsibility for their academic career. Following freshman year, students are assigned a faculty advisor by major, which allows for more of a mentoring relationship. |

Strategic Initiative #5 – Outreach

- Develop various forms of outreach
 - Create a Center for Spiritual Capital
 - Reconstitute the Visiting Committee
 - Launch Loyola Leadership Institute
 - International outreach to other universities

- The Center for Spiritual Capital was created with gifts from local businesses. The Center for Spiritual Capital at Loyola University New Orleans is a research, education, and outreach organization that works with business scholars, policy experts, and leaders to connect academic learning and real-world experience. The mission of the center is to promote innovative ideas and entrepreneurial spirit that advances a free, prosperous, and civil society. The Center’s website can be viewed at www.loyno.edu/spiritual-capital/

The Center embraces three core principles:

1. Entrepreneurship is the heart and life blood of our free market system and leads to economic growth that produces individual opportunity for others to prosper.
2. Ethical, values-based leadership is the cornerstone of entrepreneurship and effective business practice.
3. Unleashing the human spirit of workers is a primary ingredient in successful organizations.

- The Visiting Committee has been reconstituted with a new charter and mostly new membership. As of fall 2011, Mr. Dennis Lauscha, President of the New Orleans Saints and Hornets, took over as the Chair of the committee.
- The Loyola Leadership Institute has just begun to submit proposals to companies for executive training.
- International Outreach – In addition to our three short study-abroad programs (Europe and China in summer, Latin America mid-year), we also are active with the university’s exchange program for semesters abroad. Additionally, we have the two potential graduate programs in Honduras and Hong Kong planned online subject to enrollment numbers.
- In the spring of 2012, the Visiting Committee adopted two documents which will form the service for present and future members. The documents are a *Commitment to Serve* and a *Revised Constitution* and can be seen in [Appendix 6](#).

Strategic Initiative #6 – College Reputation

- Create college distinctions
 - Center for Spiritual Capital
 - Business Portfolio/Mentoring
 - International Business reputation
 - Revitalize MBA
 - Entrepreneurship Program
 - South Coast Angel Fund
- Sustain current distinctions
- Membership in Beta Gamma Sigma

- The college continues to build on its historical distinctions of international business, Austrian economics, and quality management. In addition, it is building a reputation in the areas of Spiritual Capital and Entrepreneurship. There is also interest among the faculty in the area of real estate finance/economics which fits with our recent work with the NOMAR, New Orleans Metro Area Real Estate.
- The City of New Orleans promotes a fertile ground for entrepreneurship studies which attracts a number of students to Loyola University New Orleans.
- For students, our freshman mentor program is one of the few, where beginning students are assigned an executive mentor in groups of 6 as part of year one in the Business Portfolio Program.
- The hosting of the South Coast Angel Fund meetings and the CoB investing in a voting seat has brought much recognition to the college.
- The CoB has maintained membership in these national organizations:
 - Alpha Kappa Psi
 - Beta Alpha Psi
 - Beta Gamma Sigma
 - Delta Sigma Pi
 - Omicron Delta Epsilon

As a small faculty with monthly faculty meetings, progress on the plan is reported back to the faculty periodically. Continuous progress is reported to the faculty along with updates of actions related to various initiatives.

Key Strategic Improvements 2009 – 2012

The key strategic continuous improvements/achievements since the last accreditation visit are:

- **Strategic Initiative #1 – Institutional**
 - CoB developed a new website which can be found at <http://www.business.loyno.edu>
 - Created CoB Faculty Handbook – In 2011-12, Provost Ed Kvet commended the college for being the first college to complete a fully approved college handbook of by-laws. The handbook can be found at <http://www.business.loyno.edu/intranet>

- **Strategic Initiative #2 – Graduate Programs**
 - In 2010 -11, a plan was launched for the MBA program by the Graduate Director, Dr. Jerry Goolsby. The plan has resulted in reshaping the profile of our entering MBA class. In sum, our GMAT scores are higher, the number of years of work experience is higher, and students are responding positively to a challenging program. As a result, more students are being placed in higher profile positions across the U.S.
 - In 2009, the graduate office developed a proposal for a new graduate business degree, The Masters of Performance Excellence (working title). The degree will follow the Malcolm Baldrige National Quality Award Criteria. From 2010 to present, there have been a number of executive interviews to determine the feasibility of the degree and model. The proposal remains a work in progress for the college. See [Appendix 7](#) for draft brochure.
 - South Coast Angel Fund – Our ability to bring the real world into our MBA classes was greatly enhanced by the founding of the South Coast Angel Fund, and meetings are hosted by Loyola’s College of Business. In addition to being the host institution, the CoB has designed two courses (Private Equity Investment and Independent and Corporate Entrepreneurship) and our MBA students attend the monthly Angel Fund meetings to listen to companies present proposals for funding. The MBA students perform due diligence on each prospective investment and present their findings to the investors. In 2011, the CoB invested 50,000 in the fund. Now the Loyola MBAs have a vote on investment decisions. At the time of this report, the South Coast Angel Fund has 42 investment members and controls \$4.0 million in funding. The website for the South Coast Angel Fund can be found at www.southcoastangelfund.com .

- **Strategic Initiative #3 – Enhance Undergraduate Programs**

- Undergraduate enrollments – since the last accreditation review, the goal of increasing CoB undergraduate enrollment has yielded positive results. The table below shows a steady increase from 584 undergraduate students in Fall 2009 to a forecasted 617 in Fall 2012. The fall 2012 incoming class is forecasted to be 182 – a significant increase for the college.

Summary of Enrollment Trends: 2009-2010 to 2011-2012

| | 2009F | 2010S | 2010F | 2011S | 2011F | 2012S | 2012F |
|-----------------|-------|-------|-------|-------|-------|-------|-------|
| ACCT | 54 | 56 | 64 | 66 | 78 | 85 | 77 |
| ECON | 48 | 48 | 35 | 35 | 43 | 51 | 60 |
| FIN | 59 | 54 | 48 | 50 | 49 | 50 | 49 |
| INTB | 93 | 87 | 105 | 89 | 89 | 86 | 84 |
| MGT | 91 | 85 | 89 | 101 | 95 | 94 | 80 |
| MKT | 90 | 87 | 87 | 82 | 104 | 112 | 118 |
| UND | 149 | 122 | 163 | 122 | 150 | 105 | 149 |
| Total UG | 584 | 539 | 591 | 545 | 608 | 583 | 617 |

- Creation of a \$1.0 million student-managed investment fund. The investment portfolio was expanded by \$900,000 from the estate of Mr. Carlos Ayala. With this increase, the course devoted to managing the fund will be scheduled for both semesters (Fall and Spring) in the 2012-13 academic year. This will allow more CoB students to participate in the portfolio.
- Initiated by the College of Business in Fall 2009, the Business Portfolio Program—Portfolio, addresses issues related to the transition from college student to “real life”. Decisions about the future can be complicated and often intimidating for college students. The program helps students find career passion and discern how to contribute to a greater good through their passion. We strive to equip students with the necessary tools for success and provide them with a competitive advantage.

Portfolio is a series of eight, required, non-credit semester courses. These begin in the freshman year with topics related to personal development and culminate in job search planning and interviewing in the senior year. The graphic on the next page shows the eight-semester sequence for the Portfolio Program.

| Freshman Year | Sophomore Year | Junior Year | Senior Year |
|--|---|---|--|
| PFOL 100 & 101 <i>Building your brand</i> | PFOL 200 & 201 <i>Marketing your experience</i> | PFOL 300 & 301 <i>Connecting to the real world</i> | PFOL 400 & 401 <i>Launching your career</i> |
| <ul style="list-style-type: none"> • "Major in Success" speaker • <u>Executive Mentor program</u> • <u>Academic advising</u> • <u>Networking</u> event • <u>CareerLeader</u> assessment | <ul style="list-style-type: none"> • <u>Résumé / cover letter</u> workshop & critique • Résumé in <u>Employola</u> • <u>Career</u> panel • <u>Interview</u> workshop • Taped mock <u>interview</u> • <u>Internship</u> workshop • <u>Internship</u> search | <ul style="list-style-type: none"> • <u>Internship</u> • Career counseling • Job search action plan • <u>Networking</u> event • Professional networking account • Communications lab • <u>Webinar Series</u> sponsored by Talent Marks | <ul style="list-style-type: none"> • <u>Internship</u> • <u>Job search</u> launch • Executive coach • <u>Networking</u> event • Professional networking account • Communications lab • Negotiating offers |

As of Fall 2012, the rising seniors will be the first graduating class of Portfolio. With the hiring of Dr. Kathy Barnett as Portfolio Director and the addition of 3 staff members, Portfolio has become a major improvement for the College.

- Undergraduate Program enhancements – The faculty from each major area conducted a systems mapping exercise to take a holistic look at each major to determine if the courses meet the requirements and expectations of future employers and/or graduate schools. [Appendix 5](#) shows both “is” and “should” maps for each major within the College. Based on the maps, the faculty have made the following improvements:
 - Marketing – added a professional selling course to the curriculum and is presently searching for a faculty member with experience in social media.
 - Economics – moved the 2 Principles of Economics courses to the first-year to attract more majors. The requirements for the major have been established as intermediate microeconomics and macroeconomics.
 - Management continues to discuss changes in the management major and developed a strategic brand management elective course.
 - Finance added a course called Financial Institutions as a major requirement. Finance is adding additional sections of the Student-managed Fund so that it will be a fall/spring course offering.
 - International Business outlined a major curricular revision which has been proposed to the University Courses and Curriculum Committee.
 - Accounting raised the level of two courses to the junior level for the CPA. Proposed and later dropped the addition of a certification in Forensic Accounting.
 - A state of the art Stock Trading Room is being constructed during summer 2012. This will greatly enhance student exposure to securities analysis and

investing. The room, along with the enhanced portfolio of \$1.0 million will be an asset to undergraduate education.

- Student Research Projects – Over the last four years, CoB undergraduate students have co-authored or individually authored 24 articles in academic journals. [Appendix 8](#) lists the published works by Loyola students.

- **Strategic Initiative #4 – Faculty Development**

- Enhance research environment and productivity. Both the quantity and quality of articles in refereed journals has increased over the last four years. The table below shows an increase in the number of articles per year and improvement in the quality of journals as measured by the acceptance rate. Faculty activity and submission to more prestigious journals has increased over the past few years.

Summary of Journal Publications: 2006-2008 vs. 2009-2011

| | Average Journal Articles per Year | Average Acceptance Rate of Publications |
|---------------------|-----------------------------------|---|
| Published 2006-2008 | 22 | 30% |
| Published 2009-2011 | 25 | 25% |

** Does not include any of Dr. Walter Block's publications, which would skew the results*

The list of faculty publications for the CoB over the period 2007-08 to 2011-12 can be found in table 2-1 at the end of this section.

- **Strategic Initiative #5 – Outreach**

- Center for Spiritual Capital – Loyola's goal for the center is to revitalize America's spiritual capital. Judeo-Christian heritage is the core of America's spiritual capital. As the defining element in American culture, spiritual capital has promoted economic and political achievements and freedoms; these achievements cannot be sustained without that heritage; the heritage has important positive implications for commerce both nationally and globally; the heritage is often misunderstood and misrepresented, and, for all of the above reasons, the heritage needs to be reaffirmed. The website for the Center for Spiritual Capital can be found at www.loyno.edu/spiritual-capital/
- Reconstruct the Visiting Committee – the Visiting Committee has been enhanced with the addition of new executive members. We are continually recruiting new members to the committee and moving toward more engagement with college activities. As of 2012, Mr. Dennis Lauscha, CEO of the New Orleans Saints and NBA Hornets, has taken over the chairmanship of the Visiting Committee. The membership roster for the CoB Visiting Committee can be found in [Appendix 9](#).

- International Outreach to other universities – As previously mentioned, the CoB is presently in the final stages of approval for graduate masters programs in Honduras and Hong Kong. The programs will be Loyola degrees taught by Loyola faculty. However, the presence in both countries will greatly increase our outreach for potential undergraduate enrollment in New Orleans.
- Host institution for the Small Business Development Center (SBDC) – Loyola University New Orleans has been a host institution for the Louisiana Small Business Development Center Greater New Orleans since 1983. This grant-funded center renews each year in June for the Federal fiscal year October 1 to September 30.

The SBDC is a mission and performance driven organization. The focus of the SBDC is to provide high quality, professional assistance to small businesses with an emphasis on in-depth, substantive longer term, outcome oriented counseling and training. The SBDC is required to meet goals and objectives with substantial economic impact measured by job creation and retention, capitalization and increased revenues. The SBDC employs professional consultants and integrates the SBDC program with each host institution by providing opportunities for faculty, staff, and students as well the host institution. All consulting services offered by the SBDC are at no charge to the business owner. Training programs are offered at a small, reasonable fee. Training fees for Loyola University faculty, staff and students are waived.

At the heart of the SBDC program is entrepreneurial education and training. The SBDC has an active schedule of workshops, training seminars, and business education events. Loyola University is training current and future entrepreneurs. The association with the SBDC provides students, faculty and staff unlimited access to assistance in achieving success in entrepreneurial endeavors. The SBDC provides a fertile arena for student involvement with SBDC activities and clients. One, all fees for training are waived for students. Two, SBDC can provide lively class projects with businesses in the community. Three, internships for students are available and the SBDC can assist students with internships with SBDC business clients. Service Learning with the SBDC can be incorporated into business courses.

- **Strategic Initiative #6 – College Reputation**

While a number of positive factors in initiatives #1 to 5 do help enhance our college reputation with various stakeholder groups, a few areas have shown remarkable improvement over the span of four years.

○ **International Business**

- International business – the college has hired two endowed chairs in international business.
 - ❖ Dr. Len Treviño, Gerald N. Gaston Eminent Scholar Chair in International Business, was recruited from Washington State University in 2009. His Ph.D. is from Indiana University, Bloomington, Indiana.
 - ❖ Dr. Jeffrey Krug, Jack and Vada Reynolds Chair in International Business, was recruited from Virginia Commonwealth University in 2010. His Ph.D. is from Indiana University, Bloomington, Indiana.

- Full membership in CUIBE – The Consortium for Undergraduate International Business Education. CUIBE is a consortium of nationally recognized international business programs who collaboratively strive to promote, enhance, and innovate the way international business is taught to college undergraduates. Through research, publications, and seminars, CUIBE disseminates its wealth of knowledge among partner schools as well as to the broader academic community.

Loyola’s CoB was granted full membership, the highest category of membership, in CUIBE in September, 2011 after a site team visit. Full members are academic institutions that have demonstrated a commitment to undergraduate international business education through the development of an academic program (degree, major or concentration) in international business.

The only U.S. universities attaining full-membership in CUIBE are

- | | |
|------------------------------------|---|
| ➤ American University | ➤ Rollins College |
| ➤ Arkansas State University | ➤ San Diego State University |
| ➤ Boise State University | ➤ Temple University |
| ➤ Brigham Young University | ➤ University of Hawaii-Manoa |
| ➤ Bryant University | ➤ University of Memphis |
| ➤ Canisius College | ➤ University of Missouri-St. Louis |
| ➤ Florida International University | ➤ University of Oklahoma |
| ➤ George Washington University | ➤ University of Richmond, Robins School |
| ➤ Illinois State University | ➤ University of South Carolina |
| ➤ James Madison University | ➤ University of Tulsa |
| ➤ Loyola University New Orleans | ➤ Washington State University |
| ➤ Northeastern University | |

- In 2011, the college established a chapter of AIESEC which is the largest student-run organization in the world with chapters in 110 countries. AIESEC gives students opportunities to complete internships abroad, enhances their leadership

skills through conferences, and encourages their participation in a global learning environment. See [Appendix 10](#) for the college brochure.

- In 2011 the CoB revived a student organization, the Global Business Association. The purpose of the GBA is to promote international awareness throughout Loyola's campus by hosting events, tours, and student activities related to understanding different cultures from around the world.

- **Business Portfolio/Mentoring**

The data shown in section 5 of this report covers our latest assessment of the first three years of the Business Portfolio Program. These data were gathered in Spring 2012 so the responses were taken at the end of each class year. These data will serve as a base line for comparison with future classes. The findings from the survey can be found in Section 4.

- **Center for Spiritual Capital**

This center, started in 2010 with donations from Alden "Doc" Laborde, John Levere, and Alan Arnold, has been credited by Loyola University New Orleans as having "brought the CoB back into the university". A complete copy of the center's strategic plan can be found in appendix 11 and at <http://www.loyno.edu/spiritual-capital/>.

- **MBA Revitalization**

Under the leadership of Dr. Jerry Goolsby, MBA Director, the program has been revitalized and repositioned focusing on performance excellence. The MBA program has been recast to incorporate the major elements of the Malcolm Baldrige National Quality Award criteria. In doing so, the program is moving toward the goal of incorporating the following so that students can perform the following:

- Understand systems theory and how leadership systems are related to organizational performance measurement and improvement.
- Embrace strong ethical values and acknowledge moral and legal obligations to various stakeholders.
- Design, align and integrate strategic, tactical and organizational plans employing a systems & process perspective.
- Identify key customer requirements and design systems to create and provide superior customer value.
- Design and use information systems method for collecting, analyzing and disseminating data utilizing descriptive and predictive analytics.
- Appreciate marshaling human resource systems to support organization-wide strategies.
- Create effective operational processes and understand the key drivers of supply chain performance.

- Monitor performance through financial, accounting and regulatory compliance.
 - Communicate effectively through written, oral, and visual media.
- **Entrepreneurship Program**
The CoB has been fostering entrepreneurship activities by its students and faculty. Up to the present, it has been designated as an “area” of interest. The efforts in the CoB have produced memorable results in terms of student involvement in competitions, the involvement of our MBA’s in the South Coast Angel Fund, and the activities of our Students in Free Enterprise chapter. As of fall 2012, the CoB will start the process of creating an Entrepreneurship Center within the college. A draft of the proposal can be found in [Appendix 12](#).

3. Strategic Alignment with Loyola University Plan

While the CoB Strategic Planning process predates the Loyola University Strategic Plan, the college easily reconciled its actual and intended actions with the university’s three overarching strategies outlined on the first page of this section which is referred to as the 3R’s – Reputation, Retention, and Jesuit values (Religion). Enhancing the university’s reputation not only in the U.S. but also abroad serves the university in many ways including attracting high quality students. Attracting high quality students improves retention and enhances the quality of campus life. Jesuit values provide the energy source and direction to prepare the whole person for success in life.

The CoB created a Strategy Evolution chart emanating from Loyola’s 3R’s strategies. The figure in [Appendix 13](#) shows a map of the CoB’s strategies and actions as they align with the three overarching strategies of Loyola University New Orleans.

4. Financial Strategies

The funding model at Loyola University New Orleans provides an annual budget to the Deans after all budget requests have been considered. Funds spent by the colleges above the allotted funds and capital improvements to buildings are the responsibility of the respective Deans. Table 1 shows a historical picture of the CoB budget. Generally, the needs of the college are covered by the budget provided by Loyola University. The draw from the annual fund covers the extra expenses above and beyond budgeted items. To date (7/1/12), that draw for fiscal year 2011-12 has been \$166,915. The annual funds are part of the dean’s account and used to provide extra travel for faculty, staff, & students, entertainment of college guests, etc. For the past 4 years, the financial model has been adequate to cover the needs of the college. This is in light of the dire conditions of public universities in Louisiana and the remainder of the country. Moving forward,

it is expected that there will be pressure on the annual fund which averages about \$116,400 per year in donations, which is partially due to the number of new faculty who are much more active in their professional activities and require travel and research funding. The need for additional funds will require extensive fundraising activity by the CoB in the future. The CoB Strategic Plan in [Appendix 1](#) shows the expenditures for each action item yet to be initiated.

In addition to the academic programs, the CoB has three centers: The Center for Spiritual Capital, The International Business Center and the forthcoming Entrepreneurship Program (Center). The Center for Spiritual Capital operates from its own external funding base. The International Business Center is funded by the CoB. The Entrepreneurship Program will need external seed funding from the CoB and donors to expand its activities. Each of these three programs will have office space when the Miller Hall renovations are complete.

The Business Portfolio program is funded by student fees which amounts to \$250 per student per semester and is a breakeven operation. Program fees cover guest lectures, career development projects, and individual and career counseling. Plans and budgets for Spiritual Capital are in [Appendix 11](#). The International Business Center has had limited need for resources to date but will require more funding in the future.

The infrastructure of Miller Hall is quickly becoming a constraint on CoB activities. Some of Miller Hall was taken for office and library space when the Monroe Library was completed in 1997. The CoB will need additional office space, flexible teaching rooms, conference rooms, and storage areas.

The CoB is the only college at Loyola that operates its own computer network. This has continued because it operates efficiently and effectively. The CoB receives a technology budget from the university which is supplemented by the college. The budget includes about \$20,000 per year in faculty computer and software upgrades. On average, the CoB spends \$25,000 per year on classroom/media/lab equipment upgrades and replacements. The CoB contracts for 24-hour external support and off-site backup for our computer network. The fees amount to approximately \$36,000 per year. About 70% of the above expenses are funded from student fees and university budget.

At present, student support services/advising in the CoB are adequate. Placement services are handled through the Loyola University Career Development Center which works very closely with Dr. Kathy Barnett for internship and job placement.

The university budget provides for faculty and support staff professional development. During the fiscal year 2011-12 approximately \$60,000 was spent on faculty/staff development.

Overall, the CoB Strategic Plan shows that our major initiatives are covered by funding from inside and outside the university and are planned to be run above breakeven.

Table 1

| | As of 7/30/12 2011-12 | Actual 2010-11 | Actual 2009-10 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Salaries (faculty/staff) | \$3,387,144 | \$3,554,499 | \$3,308,175 |
| Stipends (faculty/staff) | \$95,517 | \$80,000 | \$150,500 |
| Salaries (student/GA) | \$62,144 | \$64,271 | \$69,886 |
| Operating expenses | \$332,962 | \$318,842 | \$323,533 |
| Capital Expenses | \$43,078 | \$60,391 | \$11,880 |
| Technology services | \$65,097 | \$36,600 | \$44,967 |
| Investment | \$41,403 | | |
| Total | \$4,027,345 | \$4,114,603 | \$3,908,941 |

| | | | |
|--------------------------------|-------------|-------------|-------------|
| Funding from university | \$3,607,206 | \$4,008,608 | \$3,815,847 |
| Draw from Annual Fund | \$420,139 | \$105,995 | \$93,094 |

5. New Degree Programs

There have been no new degree programs offered by the CoB since our sixth-year maintenance report in 2009. However, there is one new degree program, an EMBA in Honduras and one degree modification, an MBA in Hong Kong, that are in the final stages of approval at SACS. With SACS approval and classes above breakeven, the programs will tentatively begin in Spring/Summer 2013. While these programs are beyond the scope of this accreditation visit, they are worth mentioning because they will have impact on the future of the college. Both graduate degree programs are budgeted to achieve a modest positive cash flow. Recruiting classes for each program is the responsibility of our university partners in Honduras, Catholica University, and in Hong Kong, Caritas Institute of Higher Education.

6. Intellectual Contributions

The College of Business includes the production of “quality research” in its mission statement and supports faculty achievement of that mission by creating an environment conducive to scholarly activity leading to substantial intellectual contributions to the academic and business

communities. A major component of the College's intellectual contributions is peer-reviewed journal articles and every academically qualified faculty member is expected to produce at least one article during every rolling five-year period in support of their academic qualification. The fulfillment of these AQ criteria is explicitly defined in the faculty handbook as an expected baseline level of research output:

“Each faculty member shall engage in research and develop personal scholarship. These activities should reinforce and vitalize teaching; they should not supersede it. In the College of Business, faculty members are also expected to meet the standards of their Academic ... Qualification, as defined in the Performance Evaluation / Standards section of this handbook. Obtaining and maintaining AQ ... status is a necessary condition to uphold the values we espouse as a college, to contribute to the attainment of our mission, to perpetuate our institution's Jesuit heritage and reputation for delivering high quality educational experiences, and to maintain AACSB accreditation.”

The research faculty of the College of Business actively uphold this standard by the production of journal articles and other quality publications, as summarized in Table 2-1. A corresponding supplement to Table 2-1 outlines the journal article output of the faculty. The table and supplement demonstrate that research output is neither limited to any one area of the faculty, nor to a small proportion of highly active researchers, but represents a “substantial cross-section of faculty in each discipline”. In addition, the production of miscellaneous quality publications such as academic books, case studies, book chapters or invited essays, published proceedings, and other quality publications (including book reviews and trade publications) is significant and similarly distributed across a broad cross-section of faculty. The intellectual contribution of the college faculty is primarily dedicated to discipline-based scholarship, but a number of faculty also contribute to practical / applied research and learning and pedagogical scholarship.

The infrastructure and policies of the College of Business support the development of faculty intellectual contributions in a number of significant ways that include the following:

- All tenure-track faculty, by default, are given a 1-course release from their standard 3/3 course load in order to pursue quality research in support of a successful tenure review.
- The College maintains a relatively lenient policy on travel allowance and reimbursement to support the successful presentation of conference papers and attendance of other events in support of faculty development and research.
- To the extent possible, faculty are not scheduled for 3-day teaching schedules in back-to-back semesters, but are given at least 1 schedule per academic year that involves only 2 days of teaching. This allows for at least 1 semester with 3 days of research time.
- The College has implemented a “faculty development mentorship” program to guide the research development of tenure-track faculty by pairing them with tenured faculty.

Table 2-1: Five-Year Summary of Faculty Intellectual Contributions (2007-2008 to 2011-2012)

| | Academic | | Quality Publications | | | | Other Intellectual Contribs. | | Types of Contributions | | |
|-----------------------|----------|-----------|----------------------|--------------|-------------|-----------|------------------------------|------------|------------------------|-----|------|
| | Blind | Editorial | Books | Cases & Chs. | Proceedings | Other QPs | Presentation | Misc. OICs | L&P | CTP | DBS |
| Accounting | | | | | | | | | | | |
| Ha, Joohyung | | | | | 1 | | 1 | | | | 2 |
| Lynch, Patrick | | | | | | | | | | | |
| Main, Daphne | 1 | 2 | | | | | 3 | 1 | 1 | 2 | 4 |
| Meyer, Jean | 1 | | | | | | 2 | 1 | 3 | 1 | |
| Yao, Lee | 18 | | 1 | 1 | 20+ | | 32 | 20 | 5 | 7 | 60 |
| Economics | | | | | | | | | | | |
| Barnett, William | 26 | 8 | | | | | | | | | 34 |
| Block, Walter | 100+ | 6 | 7 | 5 | | 17 | 10 | 200+ | | | 150+ |
| D'Amico, Daniel | 10 | 2 | | 1 | | 5 | 15 | 30 | | | 63 |
| Krasnozhan, Leo | | | | | | | | | | | |
| Levendis, John | 13 | 3 | | 3 | | 3 | 8 | 11 | 3 | 2 | 36 |
| Finance | | | | | | | | | | | |
| Christner, Ron | 3 | | | | | | 7 | 3 | | 1 | 12 |
| Dicle, Mehmet | 7 | 1 | | | | | 10 | | 2 | 1 | 15 |
| Wood, Stuart | 1 | | | 1 | | | 3 | | | | 5 |
| Yerkes, Rusty | 1 | | | | | | 2 | | | | 3 |
| Intl. Business | | | | | | | | | | | |
| Krug, Jeffrey | 3 | | 4 | | | 1 | 5 | | 2 | 4 | 7 |
| Trevino, Len | 7 | 1 | | 2 | | | 4 | | 2 | | 12 |
| Management | | | | | | | | | | | |
| Arnold, Karen | 1 | | | | | | | | 1 | | |
| Barnett, Kathy | 3 | | | | | | 5 | | 4 | | 4 |
| Capaldi, Nicholas | 4 | 1 | 2 | 1 | | 1 | 4 | 7 | | | 20 |
| Fok, Wing (and INTB) | 3 | | | | 1 | 1 | 1 | 3 | 3 | | 6 |
| Francis, Ashley | | | | | | | | | | | |
| Johnston, Michelle | 4 | | | | | | 3 | 1 | 1 | 2 | 5 |
| Karamessinis, George | | | | | | | | | | | |
| Li, Jing | 2 | | | | 2 | | 2 | | | | 6 |
| Massa, Felipe | 2 | | | 1 | | | | | | | 3 |
| Matherne, Brett | 6 | | | 4 | | 1 | 1 | | | | 12 |
| Reed, Kendra | 5 | | | | | | 1 | | 1 | | 5 |
| Screen, Chris | | | | | | | | | | | |
| Weinberg, Frankie | 1 | | | | | 2 | 6 | | | | 9 |
| Marketing | | | | | | | | | | | |
| Goolsby, Jerry | 1 | 2 | | | | | 1 | | | 3 | 1 |
| Hartley, Phillip | | | | | | | | | | | |
| Hickman, Thomas | 5 | | | | 4 | | 8 | | 3 | | 14 |
| Locander, William | 6 | 1 | | | | | | | 1 | | 6 |
| Pearson, Michael | 4 | | | | 4 | | 8 | | 3 | 1 | 12 |

| Accounting | Title | Outlet | Year | Review | Accept | Content |
|-------------------|--|---|-------------|---------------|---------------|----------------|
| Main, Daphne | Reducing Reporting Risk: Designating Foreign Currency Forward Contracts as Cash Flow | Journal of Accounting Education | 2012 | Blind | 30% | DBS |
| Main, Daphne | New Law Provides Diverse Tax Relief for Individuals and Families | Practical Tax Strategies | 2009 | Editor | 30% | CTP |
| Main, Daphne | Depreciation and Section 179 Deductions Get a One-year Boost in 2008 | Practical Tax Strategies | 2008 | Editor | 30% | CTP |
| Meyer, Jean | Using Six Sigma for Performance Improvement in Business Curriculum: A Case Study | Performance Improvement | 2009 | Blind | 45% | L&P |
| Yao, Lee | Value relevance change under international accounting standards: an empirical study of | Review of Pacific Basin Financial Markets & Policies | 2012 | Blind | 20% | DBS |
| Yao, Lee | Are auditor's going concern opinions affected by debt-related events? | Advances in Quantitative Analysis of Finance & Accounting | 2012 | Blind | 20% | DBS |
| Yao, Lee | The impact of IFRS on accounting quality in a regulated market: an empirical study of China | Journal of Accounting, Auditing, & Finance | 2011 | Blind | 10% | DBS |
| Yao, Lee | Value relevance of blog visibility | Journal of Business Research | 2011 | Blind | 10% | DBS |
| Yao, Lee | Factors influencing responsibility attribution in audit failure litigation | Journal of Forensic & Investigative Accounting | 2011 | Blind | 40% | DBS |
| Yao, Lee | Idiosyncratic risk puzzle and the profitability of the idiosyncratic volatility strategy in SE Asian | Accounting & Finance | 2011 | Blind | 30% | DBS |
| Yao, Lee | The influence of firm specific context on realizing IT business value in manufacturing industry | International Journal of Accounting Information Systems | 2010 | Blind | 20% | DBS |
| Yao, Lee | Market efficiency and international | International Review of Economics & | 2010 | Blind | 18% | DBS |
| Yao, Lee | Net income comparability between IFRS and | Intl Journal of Business, Accounting, & | 2010 | Blind | 15% | DBS |
| Yao, Lee | A comparative ratio analysis of manufacturing firms in Japan and China | Journal of Asia Business Studies | 2010 | Blind | 25% | DBS |
| Yao, Lee | Wealth creation from I.T. investments | Journal of Computer Information Systems | 2010 | Blind | 13% | DBS |
| Yao, Lee | An explanation for earnings manipulation: opportunistic or signaling? | Journal of Theoretical Accounting Research | 2010 | Blind | 50% | DBS |
| Yao, Lee | Takeover protection and earnings manipulation | Review of Quantitative Finance & | 2010 | Blind | 25% | DBS |
| Yao, Lee | The paradoxical effects of feedback and reward on decision performance | Advances in Accounting Behavioral Research | 2009 | Blind | 20% | DBS |
| Yao, Lee | Corporate governance and voluntary disclosure in corporate annual reports of Malaysian listed | Journal of Applied Management Accounting Research | 2009 | Blind | 20% | DBS |
| Yao, Lee | The sustainability of economic and cultural impacts of international students to regional | Humanomics | 2008 | Blind | 75% | DBS |
| Yao, Lee | The legal implications for auditors using fraud detection aid versus professional judgment | Journal of Forensic Accounting | 2008 | Blind | 40% | DBS |
| Yao, Lee | Knowledge sharing in Asian public administration sector: The case of Hong-Kong | Journal of Enterprise Information Management | 2007 | Blind | 33% | DBS |

Table 2-1 Supplement: Faculty Intellectual Contributions to Academic Journals (2007-2008 to 2011-2012)

| <i>Economics</i> | Title | Outlet | Year | Review | Accept | Content |
|------------------|---|---|------|--------|--------|---------|
| Barnett, William | Milton Friedman and the Financial Crisis of | American Review of Political Economy | 2011 | Blind | 20% | DBS |
| Barnett, William | Rate of Time Preference: A Praxeological | Dialogue | 2011 | Blind | | DBS |
| Barnett, William | Giffen Goods, Backward Bending Supply Curves, Price Controls and Praxeology | Revista Europea De Economia Politica | 2011 | Blind | | DBS |
| Barnett, William | Loanable Funds, Saving & Investment, and Financial Assets | Romanian Economic & Business Review | 2011 | Blind | 50% | DBS |
| Barnett, William | Contra Eichengreen and Mitchener on ABCT | Studies in Economics & Finance | 2011 | Blind | 25% | DBS |
| Barnett, William | On Rothbard on the Shifting and Incidence of a General Sales Tax | Journal of Private Enterprise | 2011 | Blind | 30% | DBS |
| Barnett, William | Rejoinder to Bagus and Howden on Borrowing Short and Lending Long | Journal of Business Ethics | 2011 | Blind | 29% | DBS |
| Barnett, William | Mainstream Economics is Not Scientific | Laissez Faire | 2011 | Editor | | DBS |
| Barnett, William | Negative Externalities of Government | Revista Europea De Economia Politica | 2010 | Blind | | DBS |
| Barnett, William | Rejoinder to Curott on the Market for Money | Laissez Faire | 2010 | Editor | | DBS |
| Barnett, William | Rejoinder to Hoppe on indifference, once again | Reason Papers | 2010 | Blind | | DBS |
| Barnett, William | Abraham Lincoln: Centralizing Class Warrior | Romanian Economic & Business Review | 2010 | Blind | 50% | DBS |
| Barnett, William | Investment and Consumption: A Critique of Rothbard's Claim That There Can Be No Such Thing as Governmental "Investment" | Journal of Public Finance & Public Choice | 2009 | Editor | 35% | DBS |
| Barnett, William | Mises Never Used Demand Curves; Was He Wrong? Ignorant? No: Antimathematicality of | Dialogue | 2009 | Blind | | DBS |
| Barnett, William | Financial Intermediaries, Intertemporal-Carry Trade, and Austrian Business Cycles: or "Crash | Etica & Politica | 2009 | Blind | | DBS |
| Barnett, William | Monopsony Theory | American Review of Political Economy | 2009 | Blind | 20% | DBS |
| Barnett, William | Is There a Market for Money or Are There Markets for Money? | Laissez Faire | 2009 | Editor | | DBS |
| Barnett, William | Scale of Values Violates Singularism | Dialogue | 2009 | Blind | | DBS |
| Barnett, William | Coase and Bertrand on Lighthouses | Public Choice | 2009 | Editor | 20% | DBS |
| Barnett, William | Involuntary Unemployment | Dialogue | 2008 | Blind | | DBS |
| Barnett, William | Continuums | Etica & Politica | 2008 | Blind | | DBS |
| Barnett, William | Plain Old Inflation vs. Price Inflation | Franklin Business & Law Journal | 2008 | Editor | | DBS |
| Barnett, William | Subsidies Are Worse Than Taxes | International Journal of Public Finance | 2008 | Blind | | DBS |
| Barnett, William | Time Deposits, Dimensions, and Fraud | Journal of Business Ethics | 2008 | Blind | 29% | DBS |
| Barnett, William | Economic Categorization | Laissez Faire | 2008 | Editor | | DBS |
| Barnett, William | Operators are not Parameters, Dimensions of Operators and Variables Must Be Invariant, and Indices May Not Be Dimensioned | Quarterly Journal of Austrian Economics | 2008 | Blind | 40% | DBS |

Table 2-1 Supplement: Faculty Intellectual Contributions to Academic Journals (2007-2008 to 2011-2012)

| <i>Economics</i> | Title | Outlet | Year | Review | Accept | Content |
|------------------|--|--|------|--------|--------|---------|
| Barnett, William | Reply to Hummel on Austrian Business Cycle | Reason Papers | 2008 | Blind | | DBS |
| Barnett, William | Singularism: Human Action is Binary | Research in Hist. of Econ. Thought & Method. | 2008 | Editor | 30% | DBS |
| Barnett, William | Contra Caplan | Corporate Ownership & Control | 2007 | Blind | 20% | DBS |
| Barnett, William | The Austrian Tent? Rejoinder to Gallaway and | Corporate Ownership & Control | 2007 | Blind | 20% | DBS |
| Barnett, William | Saving and Investment: A Praxeological | New Perspectives on Political Economy | 2007 | Blind | | DBS |
| Barnett, William | On Say's Law, Keynes's Money, and Post | Revista Europea De Economia Politica | 2007 | Blind | | DBS |
| Barnett, William | Coase and Van Zandt on Lighthouses | Public Finance Review | 2007 | Blind | 25% | DBS |
| Barnett, William | On Laidler on Austrian Business Cycle Theory | Review of Austrian Economics | 2007 | Blind | 30% | DBS |
| D'Amico, Daniel | Compar. Pol. Econ. When Anarchy is on the Table | Review of Austrian Economics | 2012 | Blind | 30% | DBS |
| D'Amico, Daniel | From Neuro-Hayekians to Subjectivist Hayekians | Advances in Austrian Economics | 2010 | Blind | | DBS |
| D'Amico, Daniel | Making Sense out of The Sensory Order | Advances in Austrian Economics | 2010 | Blind | | DBS |
| D'Amico, Daniel | Cooridors, Coordination, and the Entrepreneurial Theory of the Market Process | Journal of Private Enterprise | 2010 | Blind | 30% | DBS |
| D'Amico, Daniel | Peter Boettke's New Comparative Poltical Economy as Libertarian Scholarship | Journal of Private Enterprise | 2010 | Blind | 30% | DBS |
| D'Amico, Daniel | The Prison in Economics: Private and Public Incarceration in Ancient Athens | Public Choice | 2010 | Editor | 20% | DBS |
| D'Amico, Daniel | The Business Ethics of Incarceration: The Moral Implications of Treating Prisons Like Businesses | Reason Papers | 2010 | Blind | | DBS |
| D'Amico, Daniel | Dissertation Summary: The Imprisoner's Dilemma: The Political Economy of Proportionate | Erasmus Journal for Philosophy & Economics | 2008 | Blind | 15% | DBS |
| D'Amico, Daniel | Who's to Blame for all the Heartache? A Response to Anti-Capitalistic Mentalities after | International Journal of Social Economics | 2008 | Blind | 40% | DBS |
| D'Amico, Daniel | Tattoo Prohibition Behind Bars: The Case for | Journal of Private Enterprise | 2008 | Blind | 30% | DBS |
| D'Amico, Daniel | The Internet and the Structure of Discourse: The Websites of Economists at Harvard & George | Econ Journal Watch | 2007 | Editor | | DBS |
| D'Amico, Daniel | A Legal and Economic Analysis of Graffiti | Humanomics | 2007 | Blind | 75% | DBS |
| Levendis, John | Day-of-the-Week Effect Revisited: Intl. Evidence | Journal of Economics & Finance | 2012 | Blind | 20% | DBS |
| Levendis, John | The DL-Trading Game | Journal of Financial Education | 2011 | Blind | 20% | L&P |
| Levendis, John | Greek Market Efficiency: Its International Integration | Journal of International Financial Markets, Institutions & Money | 2011 | Blind | 20% | DBS |
| Levendis, John | Importing Financial Data | STATA Journal | 2011 | Editor | | CTP |
| Levendis, John | Corporate Corruption and Chaos: A Formal Recursive Model | International Journal of Business & Management Science | 2010 | Blind | 30% | DBS |
| Levendis, John | Flood Hazards and Urban Housing Markets: The Effects of Katrina on New Orleans | Journal of Real Estate Finance & Economics | 2010 | Blind | 20% | DBS |
| Levendis, John | Flood Risk and Elevation: Semi-Parametric | Real Estate Review | 2010 | Editor | 30% | DBS |

Table 2-1 Supplement: Faculty Intellectual Contributions to Academic Journals (2007-2008 to 2011-2012)

| Economics | Title | Outlet | Year | Review | Accept | Content |
|------------------|--|--|-------------|---------------|---------------|----------------|
| Levendis, John | The predictive ability of the Ricardian growth | Virginia Economic Journal | 2009 | Blind | 25% | DBS |
| Levendis, John | How Efficient were the New Orleans Slave Auctions? Structural Econometric Approach | Southwestern Economics Review | 2009 | Blind | 25% | DBS |
| Levendis, John | What Is The Most Popular Movie of All Time? Teaching the Importance of Ceteris Paribus | American Journal of Business Education | 2009 | Blind | 30% | L&P |
| Levendis, John | What Recantation? Wages Fund Doctrines of J. S. Mill in light of Smith and Ricardo | Humanomics | 2008 | Blind | 75% | DBS |
| Levendis, John | The Louisiana Supreme Court in Question: An Empirical Study of the Effect of Campaign Money on the Judicial Function | Tulane Law Review | 2008 | Editor | | DBS |
| Levendis, John | Tariffs on Steel: Special Interests vs. Free Enterprise | Indian Journal of Economics & Business | 2007 | Blind | 25% | DBS |
| Levendis, John | Globalization and the Concept of Subsistence | Journal of Income Distribution | 2007 | Blind | 30% | DBS |
| Levendis, John | Fallacy of wage cuts and involuntary | Journal of the History of Economic Thought | 2007 | Blind | | DBS |
| Levendis, John | The movement of quality adjusted slave prices and quantities | Southwestern Economics Review | 2007 | Blind | 25% | DBS |
| <hr/> | | | | | | |
| Finance | Title | Outlet | Year | Review | Accept | Content |
| Christner, Ron | A Risk Management Approach to International Real Estate Investment | Intl Journal of Economics & Business Research | 2009 | Blind | 25% | DBS |
| Christner, Ron | A Study of U.S. Stock Market Volatility | Journal of Business & Economics Research | 2009 | Blind | 30% | DBS |
| Christner, Ron | Are strategic choices in the wine industry changing public perceptions? | Intl. Journal of Business & Public Administration | 2008 | Blind | 20% | DBS |
| Dicle, Mehmet | Day-of-the-Week Effect Revisited: Intl. Evidence | Journal of Economics & Finance | 2012 | Blind | 20% | DBS |
| Dicle, Mehmet | The DL-Trading Game | Journal of Financial Education | 2011 | Blind | 20% | L&P |
| Dicle, Mehmet | Greek Market Efficiency: Its International Integration | Journal of International Financial Markets, Institutions & Money | 2011 | Blind | 20% | DBS |
| Dicle, Mehmet | Importing Financial Data | STATA Journal | 2011 | Editor | | CTP |
| Dicle, Mehmet | Market efficiency and international diversification: Evidence from India | International Review of Economics & Finance | 2010 | Blind | 18% | DBS |
| Dicle, Mehmet | Military Spending and GDP growth: Is there a general causal relationship? | Journal of Comparative Policy Analysis | 2010 | Blind | 35% | DBS |
| Dicle, Mehmet | Do risk factors matter in the IPO valuation? | Journal of Financial Regulation & | 2007 | Blind | 40% | DBS |
| Dicle, Mehmet | Day of the Week Effect in Istanbul Stock Exchange | Scientific Journal of Administrative Devel. | 2007 | Blind | | DBS |
| Wang, Xue | The Effect of Short Selling on Market Reactions to Earnings Announcements | Contemporary Accounting Research | 2010 | Blind | 11% | DBS |
| Wood, Stuart | The Finance of Katrina | International Journal of Social Economics | 2008 | Blind | 40% | DBS |
| Yerkes, Rusty | Trading Restrictions, Overvaluation, & Insider | Journal of Trading | 2012 | Blind | 50% | DBS |

| Table 2-1 Supplement: Faculty Intellectual Contributions to Academic Journals (2007-2008 to 2011-2012) | | | | | | |
|---|--|---|-------------|---------------|---------------|----------------|
| Intl. Business | Title | Outlet | Year | Review | Accept | Content |
| Celly, Nikhil | Strategic Ambidexterity and Performance in International New Ventures | Canadian Journal of Administrative Sciences | 2008 | Blind | 15% | DBS |
| Fok, Wing | An Exploratory Study of Risk Neutral Pricing Model for Accumulators | Journal of Asia Business Studies | 2011 | Blind | 25% | DBS |
| Fok, Wing | Knock Out Discount Accumulator: A Case Study of Hong Kong Shanghai Bank Accumulator Contract | Journal of Asia Business Studies | 2011 | Blind | 25% | DBS |
| Fok, Wing | Exploring the Use of Various Technology, Perception of Success and Organizational | Competitiveness Review | 2009 | Blind | 15% | DBS |
| Krug, Jeffrey* | New challenges for international business research: A review of extant research and the unique contributions of John Dunning | Journal of Teaching in International Business | 2012 | Blind | 30% | L&P |
| Trevino, Len* | The modern economic theory of bureaucracy as a precursor to new public management | Humanomics | 2010 | Blind | 75% | DBS |
| Trevino, Len | A Perspective on the State of the Field: international business publications in the elite journals as a measure of institutional and | International Business Review | 2010 | Blind | 20% | L&P |
| Trevino, Len | Asymmetries in knowledge distribution from the industrial triad to Asia | Journal of Economic Asymmetries | 2010 | Blind | | DBS |
| Trevino, Len | ICT development and the regional versus global strategies of multinational enterprise | Multinational Business Review | 2010 | Blind | 30% | DBS |
| Trevino, Len | Winning the tournament for named professorships in management | International Journal of Human Resource Mgmt | 2009 | Editor | 20% | L&P |
| Trevino, Len | 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 | 7% | DBS |
| <p>Note: Jeffrey Krug and Len Trevino were hired during the period of 2007-2008 to 2011-2012, with significant prior research records from previous positions. Their intellectual contributions in the years prior to their Loyola hiring are included in Table 2-1 and Table 10-1 in support of their 5-year rolling AQ faculty status, but these contributions are not included in this supplement since its purpose is to document the specific academic journal article output of the College of Business. This explains the discrepancy in academic journal counts for Jeffrey Krug and Len Trevino between the Table 2-1 summary and this supplement to Table 2-1.</p> | | | | | | |
| Management | Title | Outlet | Year | Review | Accept | Content |
| Arnold, Karen | Intro to Business Exercise for Prioritizing a Manager's Activities: Computerized versus Non- | Journal of the Academy of Business Education | 2012 | Blind | 20% | L&P |
| Barnett, Kathy | Student interns' socially constructed work realities: Narrowing the work expectation-reality | Business Communication Quarterly | 2012 | Blind | 16% | DBS |
| Barnett, Kathy | System members at odds: Managing divergent perspectives in the higher education change | Journal of Higher Education Policy & Management | 2011 | Blind | | DBS |
| Barnett, Kathy | A planning process perspective on student activists' upward influence attempts to effect | Southern Communication Journal | 2008 | Blind | | L&P |

| Table 2-1 Supplement: Faculty Intellectual Contributions to Academic Journals (2007-2008 to 2011-2012) | | | | | | |
|---|---|--|-------------|---------------|---------------|----------------|
| Management | Title | Outlet | Year | Review | Accept | Content |
| Capaldi, Nicholas | Spiritual Capitalism | The American Conservative | 2010 | Editor | | DBS |
| Capaldi, Nicholas | Philosophical Amnesia | Philosophy | 2009 | Blind | | DBS |
| Capaldi, Nicholas | Rival Paradigms in Business Ethics | Reason Papers | 2009 | Blind | | DBS |
| Capaldi, Nicholas | How Philosophy & Theology Undermined | Christian Bioethics | 2007 | Blind | | DBS |
| Capaldi, Nicholas | Justice: Plain Old and Distributive | Human Rights Review | 2007 | Blind | | DBS |
| Johnston, Michelle | Team Listening Environment Scale: Development & Validation | Journal of Business Communication | 2010 | Blind | 10% | DBS |
| Johnston, Michelle | Are strategic choices in the wine industry changing public perceptions? | Intl. Journal of Business & Public Administration | 2008 | Blind | 20% | DBS |
| Johnston, Michelle | The link between communication and financial performance in simulated organizational teams | Journal of Managerial Issues | 2007 | Blind | 20% | DBS |
| Johnston, Michelle | The influence of communication on group attraction during team activities | Journal of Org. Culture, Communication, & Conflict | 2007 | Blind | 25% | DBS |
| Li, Jing | Exploring the Use of Various Technology, Perception of Success and Organizational | Competitiveness Review | 2009 | Blind | 15% | DBS |
| Li, Jing | A Study of Green Movement Perceptions and Behavioral Intentions | International Journal of Sustainable Economy | 2009 | Blind | 20% | DBS |
| Matherne, Brett | Local VC Networks: Barriers to Entry for New VC | Academy of Management Perspectives | 2010 | Blind | 10% | DBS |
| Matherne, Brett | Founder- and Heir-controlled Firms: Is There a Connection between Transparency & | Academy of Management Perspectives | 2009 | Blind | 10% | DBS |
| Matherne, Brett | You Don't Know What You Can't Know: Do Venture Capitalists Play a Role in Alliance | Academy of Management Perspectives | 2008 | Blind | 10% | DBS |
| Matherne, Brett | From Outside of Russia without Love: Media Influences on Corporate Governance | Academy of Management Perspectives | 2008 | Blind | 10% | DBS |
| Matherne, Brett | Does Whom you know Matter in VC Networks? | Academy of Management Perspectives | 2007 | Blind | 10% | DBS |
| Matherne, Brett | Bureaucratic Logic of Entrepreneurial Firms: Provid- | Academy of Management Perspectives | 2007 | Blind | 10% | DBS |
| Reed, Kendra | Team Listening Environment Scale: Development & Validation | Journal of Business Communication | 2010 | Blind | 10% | DBS |
| Reed, Kendra | Experiencing and Measuring the Unteachable: Achieving AACSB Requirements in Business Ethics | Journal of Education for Business | 2010 | Blind | 25% | L&P |
| Reed, Kendra | Critical Life Experience and Leadership Effectiveness for Appalachia Women | Journal of Leadership & Organizational Studies | 2009 | Blind | 25% | DBS |
| Reed, Kendra | Eldercare and job productivity: Adaptation | Journal of Leadership Studies | 2007 | Blind | 15% | DBS |
| Reed, Kendra | The Link Between Communication and Financial Performance in Simulated Organizational Teams | Journal of Managerial Issues | 2007 | Blind | 20% | DBS |
| Weinberg, Frankie | Formal Mentoring Programs: A Mentor-Centric and Longitudinal Analysis | Journal of Management | 2011 | Blind | 12% | DBS |

| Table 2-1 Supplement: Faculty Intellectual Contributions to Academic Journals (2007-2008 to 2011-2012) | | | | | | |
|---|--|---|-------------|---------------|---------------|----------------|
| Marketing | Title | Outlet | Year | Review | Accept | Content |
| Goolsby, Jerry | Role and Responsibilities of Law Schools in the De-construction and Resurrection of the Music | Tulane Journal of Intellectual Property | 2011 | Editor | | CTP |
| Goolsby, Jerry | Developing Measurements for Success for Performing Musical Groups | Journal of Services Marketing | 2010 | Blind | 16% | CTP |
| Goolsby, Jerry | In the Trenches of Copyright Law: Challenges, Inadequacies and Remedies | Tulane Journal of Intellectual Property | 2010 | Editor | | CTP |
| Hickman, Thomas | Intro to Business Exercise for Prioritizing a Manager's Activities: Computerized versus Non- | Journal of the Academy of Business Education | 2012 | Blind | 20% | L&P |
| Hickman, Thomas | Retail Recovery from Natural Disasters: New Orleans vs. Eight other U.S. Disaster Sites | International Review of Retail, Distribution, & Consumer Research | 2011 | Blind | 30% | DBS |
| Hickman, Thomas | Assessing the Effect of Randomization in Spreadsheet-Based Active Learning Exercise for | Journal for Advancement of Marketing Education | 2011 | Blind | 20% | L&P |
| Hickman, Thomas | The Impact of Fan Club Membership on Positive Sponsorship Outcomes | Journal of Sponsorship | 2011 | Blind | 70% | DBS |
| Hickman, Thomas | The Halo Effect of Goodwill Sponsorship vs. the Pitchfork Effect of Supporting the Enemy | Journal of Sponsorship | 2010 | Blind | 70% | DBS |
| Locander, William | Reluctant Employees and Felt Stress: the Moderating Impact of Manager Decisiveness | Journal of Business Research | 2012 | Blind | 10% | DBS |
| Locander, William | Ethical Scandal, Legacy Identity, and Relationship Impact: Sensemaking of the | Corporate Reputation Review | 2011 | Blind | | DBS |
| Locander, William | Experiencing and Measuring the Unteachable: Achieving AACSB Learning Assurance Requirements in Business Ethics | Journal of Education for Business | 2010 | Blind | 25% | L&P |
| Locander, William | Impact of Host-Country Corruption on U.S. and Chinese Cross-Border Acquisitions | Thunderbird International Business Review | 2010 | Editor | | DBS |
| Locander, William | Cognitive Segmentation: Modeling the Structure and Content of Consumers' Thoughts | Psychology & Marketing | 2009 | Blind | 10% | DBS |
| Locander, William | Critical Role of Leadership on Ethical Climate and Salesperson Behaviors | Journal of Business Ethics | 2008 | Blind | 29% | DBS |
| Locander, William | Workplace Isolation, Salesperson Commitment, and Job Performance | Journal of Personal Selling | 2008 | Blind | 20% | DBS |
| Pearson, Michael | Intro to Business Exercise for Prioritizing a Manager's Activities: Computerized versus Non- | Journal of the Academy of Business Education | 2012 | Blind | 20% | L&P |
| Pearson, Michael | Retail Recovery from Natural Disasters: New Orleans vs. Eight other U.S. Disaster Sites | International Review of Retail, Distribution, & Consumer Research | 2011 | Blind | 30% | DBS |
| Pearson, Michael | Assessing the Effect of Randomization in Spreadsheet-Based Active Learning Exercise for | Journal for Advancement of Marketing Education | 2011 | Blind | 20% | L&P |
| Pearson, Michael | Developing Measurements for Success for Performing Musical Groups | Journal of Services Marketing | 2010 | Blind | 16% | DBS |