



# **Fifth Year Maintenance of Accreditation Report**

**2004-2009**

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## **I. Situational Analysis**

### **The University of Alaska**

The University of Alaska (UA) system was established in 1917 and is made up of the University of Alaska Fairbanks (UAF), the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS). UAF is the flagship school and primary research campus and is the only doctorate-granting institute in Alaska. UAA is centered at the major population center of Alaska and is the largest campus in terms of students.

### **The University of Alaska Fairbanks**

The University of Alaska Fairbanks is a Land, Sea and Space Grant institution enrolling nearly 10,000 students from Alaska, the Lower 48 and Hawaii and approximately 52 foreign countries. Roughly half of UAF students graduated from high school in Alaska and more than 200 are international students. Undergraduate students make up 89 percent of the total student body. In addition to its main Fairbanks campus, UAF has community and rural campuses in downtown Fairbanks, Bethel, Dillingham, Kotzebue and Nome and maintains six community centers through its Interior-Aleutians Campus in Fairbanks. At the main Fairbanks campus eight schools and colleges offer 190 degrees in 120 disciplines. UAF also supports seven research institutes and centers with total research expenditures of \$108 million in AY08.

### **The School of Management: A Brief History**

A degree in business administration was first offered at UAF in 1924 with specialty areas of general business, accounting and secretarial science. In 1959, the degree expanded to include majors in accounting, business education, management, marketing and secretarial science. In 1975, the School of Management (SOM) was formed as one of five professional schools at UAF. In 1988 the Association to Advance Collegiate Schools of Business (AACSB) accredited the School of Management's graduate and undergraduate business administration and accounting programs. The School of Management (SOM) was the first AACSB accredited business school in Alaska and remains the only business school in the state with separate accounting accreditation from AACSB.

### **The School of Management: Today**

The School of Management is a professional school that primarily serves the interior of Alaska in a vast region that includes Fairbanks and many smaller communities of interior Alaska. Its primary academic service to the region involves educating its students in courses covered under AACSB accreditation as well as those taught as part of interdisciplinary efforts both at the undergraduate and graduate levels. In the academic year 2009 (AY09) the School of Management employed 23 tenure-track faculty, 3 term instructors, 11 adjuncts, 11 teaching assistants, 5 staff members and various student workers. The Fiscal Year 2009 (FY09) budget was \$4.7 million.

SOM is under the direct leadership of Dean Mark Herrmann (2007) and Associate Dean Kevin Berry (2008). Most major school decisions are made in the Strategic and Executive Management Committee, chaired by the Dean and comprised of the chairs of

all the major School programs and committees. Consultation regarding the direction of the School is done with the Business Advisory Committee (BAC) and the Student Advisory Committee (SAC).

The School of Management offers eight degrees, five of which are reviewed by AACSB. The four undergraduate degrees included in AACSB accreditation are the Bachelor of Business Administration (BBA) in accounting, business administration and economics and the B.A. in economics. At the graduate level the School offers a Master of Business Administration (MBA). AACSB does not review the Bachelor of Emergency Management, the Master of Science degree in Resource and Applied Economics or the doctorate degree in Natural Resources and Sustainability. All of our programs can be accessed from our website (<http://www.uaf.edu/som/>).

For the 2009 Academic Year (AY09) SOM had 487 majors in all undergraduate programs (see Table 12 in the Table Appendix on page 36 and <http://www.uaf.edu/pair/metrics.html>). A total of 11,105 student credit hours were generated (up from 9,464 the year before). A snap shot for Spring 09 showed approximately 415 majors enrolled in this semester in AACSB accredited undergraduate programs. In 2009 the SOM masters programs had 79 students of which 50 were enrolled as MBA students in the Spring. SOM graduated a total of 59 undergraduate and 11 MBA students in AY09 (see Table 1).

**Table 1.** School of Management Spring 09 Majors and AY09 Graduates for the programs under AACSB accreditation.

	<b>Majors (and pre-majors)<sup>1</sup></b>	<b>Graduates<sup>2</sup></b>
<b>Accounting</b>	107	13
<b>Bus. Administration</b>	237	38
<b>Economics</b>	21	8
<b>MBA</b>	50	11
<b>Total</b>	<b>415</b>	<b>70</b>

source: 1. [http://137.229.7.38/factbook/frame\\_students.htm](http://137.229.7.38/factbook/frame_students.htm)

2. UAF Graduation Commencement Book.

In AY09 the School of Management had approximately 10.3% of the student credit hours generated on the Fairbanks campus, 13.1% of the undergraduate majors and 17.3% of the high-demand job majors as determined by UAF.

### **SOM Enrollment Management Plan**

Starting in July 2006, following its Strategic Plan (SP), the School of Management made a concerted effort to develop a comprehensive and detailed Enrollment Management Plan (EMP), designed ultimately to increase student credit hours, majors, minors and graduates (see <http://www.uaf.edu/som/about/aacsb-accreditation/som-review-2009/enrollment-management-pla/> for the complete report). Following the SP and EMP

the School has made considerable progress in these areas. Over the last three years the following changes have been made:

- Elimination of unnecessary barriers to its courses and majors
- New, relevant and appealing courses added
- A minor in Sports Management added
- Targeted hiring of professionally qualified adjuncts
- Substantial increases in resources given to student organizations
- An increased focus on the timing and scheduling of offerings
- Increased use of distance education and summer school opportunities
- Introduction of compressed courses
- Introduction of the pre-MBA program
- Increased marketing of the programs and courses
- Central staff advising to replace faculty advisers and substantial support to that position, providing uniform consistent advising
- Implementation of an early warning system and freshman grade reporting
- Greater attention paid to accounting, business and economics minors

The School of Management has been highly successful in increasing enrollments. After over a decade of flat or declining enrollments we are now enjoying increases in Student Credit Hours. Over the past three-year period the SCH increase is 23% for all undergraduate and graduate programs. The increase in the MBA program has been 206%. During this same period enrollments at UAF as a whole have been flat. This is an indication that the SOM Enrollment Management and Strategic Plans have successfully worked to bolster enrollments.

Forty-seven percent of the SOM increases in enrollment have accrued from the traditional courses offered over Fall and Spring semesters, 14% from increases in Summer School offerings (including over winter break) and 39% from increases in distance-delivered courses (see Figure 1).

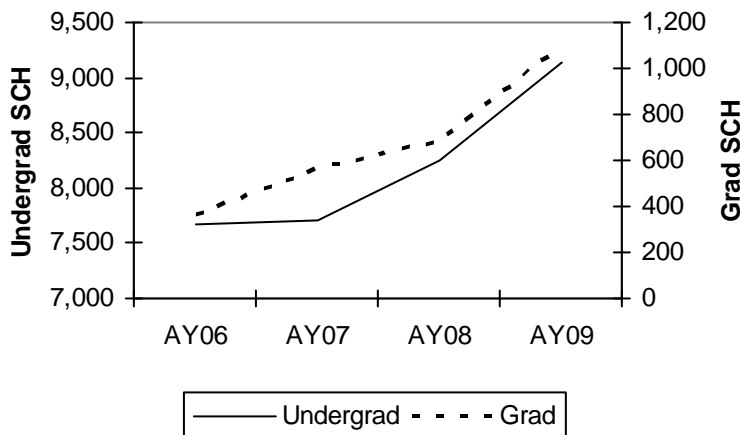


Figure 1. SOM Undergraduate and Graduate SCH for all Programs AY06 to AY09.

Enrollment increases have occurred at all majors/programs. Three year undergraduate increases in accounting, business administration and economics have been 8.4%, 27.1% and 19.9% respectively. The current number of majors in our entire program has increased by 25% since 2004. This year's graduating undergraduate class of 59 is the second largest since 2000. The number of graduate students (both MBA and MS Econ) reverses a trend that saw a dip to 30 in 2006. In 2009 we had 79 master students (MBA, pre-MBA, and M.S. Economics). The graduating MBA class of 11 is less than the average of 15 from 2000 to 2009 but greater than the two lows of 5 in 2006 and 8 in 2008. We expect to see significant gains in the graduating MBA class next year.

The majority of the undergraduate and MBA students are female (57% and 59% respectively). The majority of undergraduate and MBA students are white (69% and 86% respectively). The largest minority of undergraduate students are Alaska Native (10%). In the MBA program the largest minority of students are Asian and Hispanics (7%) (see Table 2).

**Table 2. Student Diversity (Fall 2008)**

	<b>Undergraduate (%)</b>	<b>MBA (%)</b>
<b>Female</b>	57	59
<b>Male</b>	43	41
<b>AK Native</b>	10	0
<b>Asian</b>	7	7
<b>Black</b>	4	0
<b>Hispanic</b>	2	7
<b>Other</b>	8	0
<b>White</b>	69	86
<b>Alaska</b>	81	71
<b>Foreign</b>	6	12
<b>Lower 48 and Hawaii</b>	13	17

The census data for Alaska indicates that Alaska Natives make up 16% of the population, the Asian population 7%, the black population 4%, and the Hispanic population 7%. Using these figures a particular concern would be the lack of Alaska Native students in the MBA program. However, we believe the reported gap may be partly a function of the voluntary reporting of ethnic origin as we know of three Alaska native MBA students in the program for next year which would be approximately 4%.

Alaska Native students receive a great deal of attention at UAF and SOM. Many of these students come from small rural communities, and the transition to a larger community like Fairbanks is difficult. SOM employs a professional staff adviser for the Native Alaska Business Leader (NABL) student organization, comprising students from a variety of majors, and uses the organization as a means of assisting Alaska Native

Students to make the transition from rural to city life. For example, weekly events are held on Friday nights for NABL members and other Native students and their families to create a strong community presence within the urban UAF setting. We have tried very hard to recruit Alaska Native students in the MBA program and even have two lucrative scholarships funded by Alyeska Pipeline to give to two native students each year (we have given out one for this next year). A portion of the difficulties in getting native students into the MBA program is that many of these students go to work for their Native Corporations after obtaining their undergraduate degree.

**Potential future efforts related to enrollment and recruiting may include enhancing degree offerings** (please see the SOM Strategic Plan

<http://www.uaf.edu/som/about/aacsb-accrreditation/som-review-2009/strategic-plan/> for more details).

- Increase use of **distance-delivered** programs and courses
- Use pre-MBA courses for the **Honors Program**
- Explore the potential of new **BBA concentrations**
- Increase outreach into the **high schools**
- Explore the potential to design new **business minors**
- Explore the potential of expanding the **Bachelor of Emergency Management degree**

### **SOM Student Organizations, Outreach and Research**

The School of Management places a great deal of effort on its six student organizations: Associated Students of Business (ASB), Great Alaskan Accounting People (GAAP), Native Alaskan Business Leaders (NABL), Students Who Enjoy Economic Thinking (SWEET), Student Investment Fund (SIF) and Students in Free Enterprise (SIFE). The success of these student organizations is paramount to the School's strategic goal to improve student learning. These are active organizations giving students a place to socialize, network and expand their academic training through professional and community involvement. One example of our student organization accomplishments is a successful speaker series through SWEET that has brought in U.S. Senators Ted Stevens, Lisa Murkowski, Mark Begich; Alaska Lt. Governor Sean Parnell, U.S. Secretary of Commerce Carlos Gutierrez; U.S. Congressman Don Young; Alaska DNR Commissioner Tom Irwin; Deputy Rector of International Affairs Dr. Anatoly Zolotukin; and former U.S. Secretary of the Navy Sean O'Keefe.

The School of Management is increasingly being utilized for its service in economic development to the interior of Alaska and to Alaska as a whole. SOM is actively involved with the Fairbanks Economic Development Center (FEDC), the University Economics Development Working Group (UEDWG) (the Chancellors economic development bridge to the North Star Borough) and with the Chamber of Commerce and Rotary. Much of the research from SOM is applied and is used to enhance the State's policy making including oil, gas, forestry and fisheries industries. SOM disseminates its research through a variety of outlets including peer-reviewed refereed journal articles. It has published a total of 110 peer-reviewed journal articles over the last five years.

## II. Mission Statement

Changes to the existing School of Management mission, vision and strategic goals were finalized by the Strategic and Executive Management Committee after lengthy consultation with the faculty, staff, SOM Business Advisory Council and the SOM Student Advisory Council. The revised mission statement complements both the UAF mission and the UAF Strategic Goals and Pathways.

**University of Alaska Fairbanks (UAF) Mission:** The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's arctic university--promotes academic excellence, student success and lifelong learning.

### UAF Strategic Goals and Pathways

- Teaching and Learning for Student Success
- Research and Scholarship
- Enrollment and Retention
- Community Engagement and Economic Development
- Advancement and Philanthropy
- Faculty and Staff Development

**School of Management Mission:** The School of Management prepares undergraduate and graduate students to meet the challenges facing business professionals in Alaska and around the world. SOM emphasizes clear communication, problem-solving and ethical awareness, while providing students with a sound understanding of business principles and techniques. The School of Management values practical and discipline-based intellectual contributions and provides services to improve both student success and the economic health of Alaska.

**School of Management Vision:** The School of Management will be recognized for high-quality educational programs, hands-on educational opportunities for students, service to the community and accomplished teaching and research faculty. The School of Management strives to be acknowledged as the premier business school in Alaska.

### Core Values and Guiding Principles

- **Community:** We are committed to building a community of stakeholders — students, staff, faculty, alumni, community, and businesses — that promotes learning through teamwork, cooperation, shared purpose, commitment and respectful and ethical behavior.
- **Continuous Improvement:** We strive continually to improve our School by monitoring our performance and supporting continued discussion among faculty,

staff, students, the community, administrators, business leaders and all who share in our desire for success.

- **Environment:** We promote respect, value diversity, foster communication and openness, encourage personal and social responsibility and support creativity and innovation. We promote a collegial, supportive environment in which faculty, staff and students are able to work together and develop to their fullest potential.
- **Excellence:** We are committed to excellence, intellectual rigor, and the creation of value in the pursuit and sharing of knowledge.
- **Research:** We are committed to providing rich opportunities for basic and applied research and encouraging collaborative projects.
- **Student Learning Opportunities:** We strive to offer our students opportunities through state-of-the-art scholarship in the classroom and valuable experiential learning opportunities.

### **III. Strategic Management Planning Process**

The most recent SOM Strategic Plan can be found in its entirety at <http://www.uaf.edu/som/about/aacsb-accreditation/som-review-2009/strategic-plan/>. The Strategic Plan has four major goals as its focus.

#### **Goal 1: Strengthen Commitment to Student Learning**

The School of Management is committed to its students and will provide them with high-quality instruction covering a wide-range of important topics in accounting, business, economics and related fields. SOM is dedicated to enhancing its use of experiential and active learning techniques as well as other learning opportunities, such as those offered by student organizations which are designed to increase hands-on experiences. SOM is also dedicated to the fundamental achievements listed under the Assurance of Learning goals and objectives and will continue to improve student enhancement of these skills across curricula.

#### **Goal 2: Increase Community Outreach and Expand Development Activities**

The University of Alaska Fairbanks and the School of Management have made a public commitment to better connect with the communities and businesses of Alaska. Starting in the Alaska Interior, SOM is making a major commitment to greater visibility within the community by educating the next generation of business leaders and offering assistance with economic development. SOM recognizes the important relationship between the community supporting the School and the environment in which we operate.

#### **Goal 3: Increase Focus on the Internship Program**

The School of Management has a long history of connecting students with internships and providing them with accompanying professional development opportunities. However, recent SOM efforts towards acquiring these educational

opportunities have been limited. Our School will recommit to this program; we will increase our efforts to partner with businesses in securing internships and work with our students to take advantage of the professional development opportunities associated with an internship for college credit.

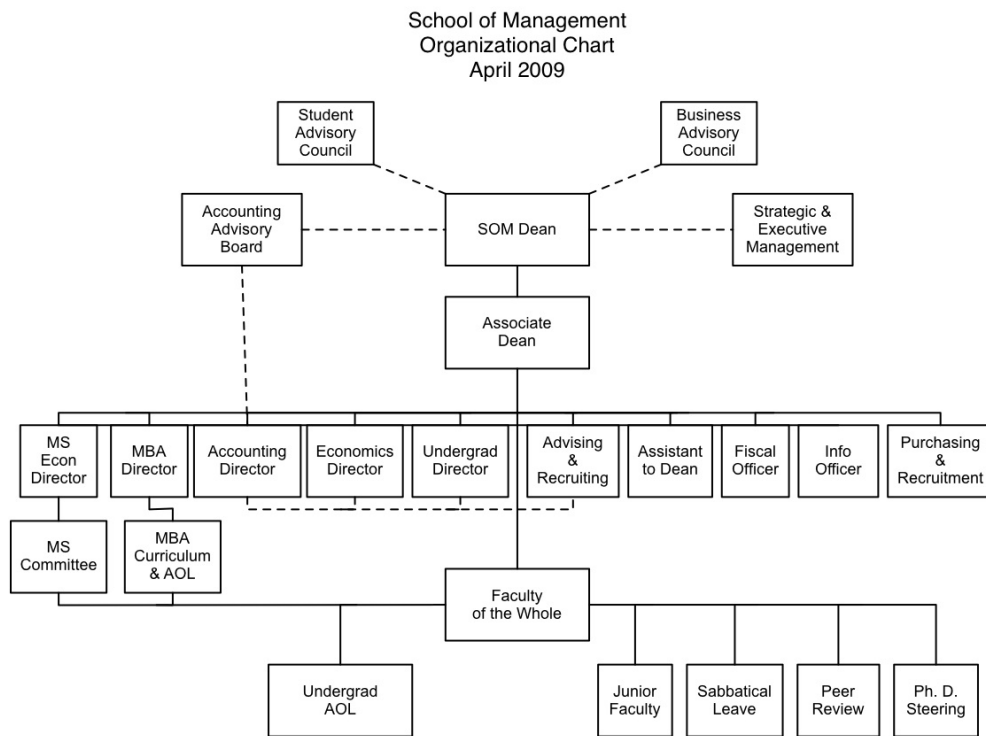
**Goal 4: Enhance Course Offerings and Programs**

The School of Management has focused recent efforts towards revamping its curricula. We have focused much of this effort towards our pre-MBA program, our classes in Sports Management and our business minors. We will continue striving to make our curricula relevant and attractive.

**Strategic Planning.**

The Strategic Plan is substantially rewritten every three to five years with annual revisions for improvement. Central to the School’s strategic planning process are the faculty, staff, students and stakeholders. The Dean also sees to it that the strategic goals are aligned with the UAF Strategic Goals and Pathways. This year’s rewriting of the Strategic Plan took approximately one-half of a year and is described below.

The School of Management is governed by a series of committees (see Figure 2).



**Figure 2.** The School of Management’s Committee Structure.

Central to the School is the **Strategic and Executive Management Committee (Exec)**, an advisory committee chaired by the Dean and meeting weekly during the nine-month academic year. This committee vets all major policies and potential policy changes and uses consensus as a means of enacting change or affecting current practice. Meeting

agenda are sent to the faculty in advance, and as of 2009, meetings are open to the entire School.

On January 20, 2009 the Faculty of the Whole (joined by the SOM staff) met in a day-long retreat to discuss our Strategic Plan. The theme for the retreat was “What kind of School do we want to become?” Nine break-out groups, led by faculty, covered three specific themes: Enrollment Management, Community and Development and Internal Issues and Accreditation. This retreat started the rewriting of the Strategic Plan. The process is outlined below:

- **January 20, 2009:** School-wide retreat.
- Session results distributed to faculty, staff, Business Advisory Council (BAC) and student organization leaders.
- Survey developed aimed at specific issues related to School’s strategic direction.
- **February 22:** Survey distributed to faculty, staff, BAC and student organization leaders (44 responders).
- **March 9:** Results of these surveys were tabulated and distributed to faculty, staff, BAC and the student organization leaders.
- **March 25.** Strategic and Executive Management Committee finishes draft Strategic Plan.
- **March 27:** Strategic Plan vetted by BAC at the bi-annual board meeting.
- **April 1:** Strategic Plan vetted by the Student Advisory Council (SAC) at the bi-semester meeting.
- **April 15 and 22:** Work continued by the Strategic and Executive Management Committee and then sent out to faculty.
- **May 6:** Strategic Plan approved by Strategic and Executive Management Committee.

#### **IV. Assessment Tools and Procedures**

(2005-2013)

The School of Management’s assessment process integrates individual disciplines via School-wide committees to provide for the continuous improvement of SOM programs. At the undergraduate level the Undergraduate Curriculum Review and Assurance of Learning Committee has direct involvement in the AOL formation of goals, objectives, rubrics and assessment processes. Its counterpart at the graduate level is the MBA Curriculum and Assurance of Learning Committee. The Strategic and Executive Management Committee is brought into the process at the point that decisions are made in response to assessment data. The committee process provides an appropriate control loop for the School.

##### **Assurance of Learning and Assessment: Historical Context**

The initial seeds of assessment began back in 1997, when exit surveys were first administered to graduating MBA students. Exit surveys became commonplace and were

essentially the only assessment tool that SOM used. Although exit surveys are an indirect measure, the information stemming from the surveys was instrumental in improving curriculum.

Starting in Fall 2003, the School of Management developed a formal comprehensive curriculum course-based assessment system. This assessment included a standardization of syllabi, an organized assessment workshop, determination of KSA (knowledge, skills and abilities) with which SOM students should graduate, a syllabus project to determine where the KSA are being taught and a post-course survey to determine the degree of KSAs the students felt they had mastered.

### **I. Overview of AOL activities from 2004-2008** (outcomes are reported on page 28)

In this section we briefly summarize SOM AOL activities as reported in the continuation and annual maintenance reports and related documents.

From 2004 to 2008, SOM adopted and then implemented several direct and indirect measures to assess Assurance of Learning. In the SOM sixth year report (Fall 2006) SOM noted that it had outcomes assessments for 100% of its programs and that the School had made substantial progress in adopting an assurance of learning process consistent with AACSB standards 15, 16, 17 and 18.

Like many schools, SOM has both struggled with and made substantial improvements in its Assurance of Learning assessment procedures and the use of the collected data. The most current five-year period has seen much progress as SOM worked through its responses to the fifth year maintenance report (Fall 2005) and its sixth-year maintenance report (Fall 2006). In Spring 2008 SOM invited Dr. Doug Eider for a day-long AOL retreat. Much of the current work stems from the discussions at that retreat. The School of Management continues to emphasize/stress Assurance of Learning.

#### **2004-2008 Assessment (in order of implementation)**

**1.** SOM began utilizing the Educational Testing Service (ETS) at both the undergraduate and MBA levels starting in Spring 2005. At the undergraduate level the ETS is administered to all students in the capstone BA 462 (Corporate Strategy), and the School has continued this practice. At the MBA level the ETS is administered in BA 690, Corporate Strategy. UAF SOM students usually score very high on the ETS exam, but assessment focus is placed on specific disciplines. For example, the School noted relatively lower finance scores. The finance faculty met to discuss the curriculum and its shortcomings, and in particular, in terms of how the finance courses were integrated. Subsequent test results improved substantially.

**2.** In Spring 2005, SOM adopted a writing rubric, based on Idaho State University's College of Business, in the capstone BA 462 Corporate Strategy course. Based on subsequent assessments of student projects it was agreed that students could benefit from

improvements in 1) conciseness of writing, 2) grammar and punctuation and 3) clarity of writing.

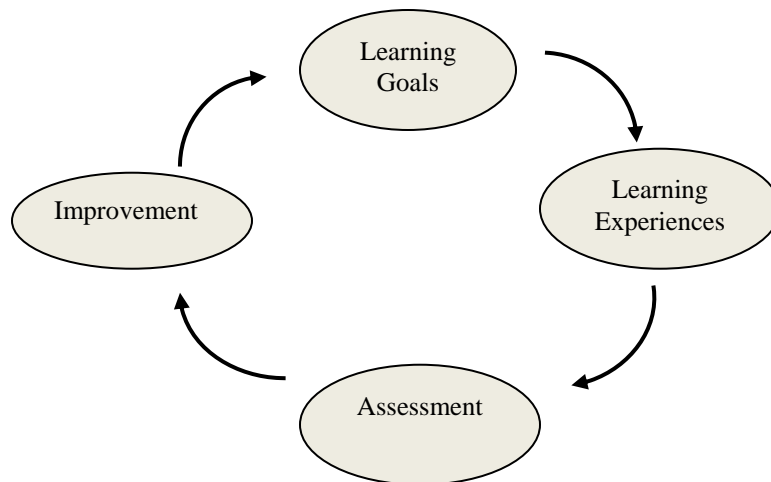
- 3.** The Strategic and Executive Management Committee also developed an oral rubric to provide a direct assessment of student oral communication skills; the rubric was then implemented in the Student Investment Fund course (BA 454).
- 4.** An undergraduate alumni web-based survey was implemented to ascertain the types of skills and tools most useful to these individuals given their specific work experience since graduation.
- 5.** At this point, the undergraduate and graduate assessments differed primarily in the criteria used to judge success. To better separate the undergraduate and graduate programs a separate standardized Oral Rubric was adopted by the MBA Committee to be utilized across all MBA courses in the 2006-2007 academic year. Additionally, separate rubrics for the MBA Case Study Writing Performance were developed.
- 6.** For technical skills regular assessment was undertaken in the classroom through testing. Additional assessment measured the student synthesis of classroom material and their potential ability to use their knowledge in future professional and academic endeavors. Assessment measures included the ETS exam, alumni placement, pre- and post-surveys and placement of students in the Alaska Permanent Fund Corporation internships.
- 7.** A revised and streamlined committee structure was formed. The faculty AOL committee and the curriculum review committees (at both the MBA and undergraduate level) have now been combined. The new structure helps ensure a more cohesive feedback loop between AOL and SOM curriculum at both the graduate and undergraduate levels.
- 8.** A mandatory AOL faculty retreat/workshop was held in the Spring 2008 semester with guest lecturer Dr. Douglas Eider (AACSB AOL workshop presenter). Dr. Eider met individually with all SOM programs and with both AOL committees to provide guidance on AACSB and AOL. Additionally, he presented a one-day seminar for the faculty and staff on best practices in AOL.
- 9.** AOL faculty committees reevaluated and modified learning goals and objectives based on discussions and outcomes from the working groups from the retreat.

## II. AOL 2008-2013

In this section we present in detail our work over the past two years, as well as a timeline for AOL for the MBA and BBA programs for the next five years.

### *MBA AOL (written by MBA Director Dr. Ping Lan)*

Assurance of Learning for the UAF MBA program is designed as a continuous process ensuring that predetermined learning goals and positive learning experiences are occurring. All AOL-related activities follow a logical link demonstrated in the following diagram (see Figure 3).



**Figure 3.** School of Management AOL Process.

### 1. Learning Goals

Starting with the April 26, 2008 AOL Faculty retreat, the learning goals for the MBA program were expanded from three to four by adding Business Ethics, based on the suggestion of Dr. Douglas Eider, a frequent AACSB lecturer on AOL, and school-wide discussion. In August 2008, a four-goal, ten-objective targeting system was finalized for this round of AOL.

- Professionalism
  - i. Ethics
  - ii. Corporate Governance
- Communication
  - i. Document Producing
  - ii. Oral Presentation
- Problem Solving
  - i. Critical Thinking
  - ii. Quantity and Quality
  - iii. Develop Solutions

- Business Principles
  - i. Concept Understanding
  - ii. Business Plan
  - iii. Marketing Plan

## 2. Learning experiences

Given the revised Goals-Objectives, a program-wide identification of learning experiences was carried out in the MBA program in September 2008. A new template for course fliers was designed. The new fliers for each course were developed based on current course syllabi. Each faculty member was then asked to modify or redevelop his or her course flier(s). The resulting fliers indicate the relationship between the goals and objectives of the MBA program and the content coverage of each course (Figure 4).

MBA Goals	MBA Objectives	Course Coverage
1. Professionalism	1.1 Ethic	Ethics of technology
	1.2 Corporate Governance	Role of CIO, R&D in the organization
2. Communications	2.1 Document Producing	Essay and course project report on innovation issues
	2.2 Oral Presentation	Individual & group multimedia presentation
3. Problem Solving (critical thinking)	3.1 Think Critically	Recognize business opportunity & innovation barriers
	3.2 Quantity & Quality	Database software usage, patents & annual reports analysis, innovativeness measurement
	3.3 Develop Solutions	Identify innovation trends and design innovative measures
4. Business Principles	4.1 Concept Understanding	Types, sources, pattern and dynamics of innovation. Context, toolkits and roadmap for managing innovation.
	4.2 Business Plan	Formulate & integrate innovation strategy
	4.3 Marketing Plan	Decode marketing plan; combine marketing and innovation efforts

Developed by Professor Ping Lan in October 2008

Figure 4. MBA Course Fliers.

The complete set of MBA course fliers, “MBA Course Flier.pdf”, can be found at <http://www.uaf.edu/som/about/aacsb-accreditation/som-review-2009/assurance-of-learning/>.

The individual link for each course to the program was further consolidated by a course alignment matrix developed in October 2008 (see Table 3 for the partial table).

**Table 3.** AOL Goals and Objectivities and Links to Courses.

Goal	Objective	AIS 673	BA 607	BA 691	BA 683	BA 693
		Lan	Herman	Adv. Topics	Dong	Herman
Professionalism	Ethic	Ethics of technology	We look at ethical aspects of managing HR systems...			
	Corporate governance	Role of CIO, R&D in the organization	Students understand the legal, ethical and practical implications of the HR function. They understand the implications of organizational culture, which stem from rules and policies of upper management.			
Communication	Document producing	Essay and course project report on innovation issues	Students work in teams to design HR systems for hiring, compensation, training, and performance appraisal.		Group: Writing a 10-15 page paper + individual research paper, approx. 10 pages	Monthly journals and final reflection paper
	Oral Presentation	Individual & group multimedia presentation	Students present their analytical work.		Group oral presentation	
Problem Solving	Think critically	Recognize business opportunity & innovation barriers	Students evaluate their work based on benchmarked practices			Develop problem solving and critical thinking skills by using appropriate techniques, tools...
	Quantity & quality	Database software usage, patents & annual reports analysis, innovativeness measurement				
	Develop Solutions	Identify innovation trends and design innovative measures	Students deal with case study problems to develop appropriate solutions			
Business Principles	Concept understanding	Types, sources, pattern and dynamics of innovation. Context, toolkits and roadmap for managing innovation.	Students understand that not only are they going to be HR professionals, they are going to be human resources, and to understand HR management from both sides of the desk.		Study issues related to promotions of services marketing, importance of Service Marketing for success for a business	Develop diagnostic skills for identifying, predicting, explaining and managing behavior in organizations
	Business plan	Formulate & integrate innovation strategy				
	Marketing plan	Decode marketing plan; combine marketing and innovation efforts				

The complete set of MBA Goals and Objectives “MBA Alignment matrix.xls” can be found at <http://www.uaf.edu/som/about/aacsb-accreditation/som-review-2009/assurance-of-learning/>.

The new course matrix highlights the key linkage between each goal and objective and the corresponding MBA courses.

### 3. Assessment

Concurrently with identifying learning experiences, planning assessment was carried out between September and October 2008. It consisted of various activities including the following:

- Learning the best practices in AOL from peers. Appropriate documents from Sawyer Business School at Suffolk University, School of Management of Simmons College, School of Business at Clayton College and State University, Coles College of Business at Kennesaw State University and Louisiana State University at Shreveport were systematically reviewed.
- Determining assessment scope, methods and procedures. Based on peers' best practices in making AOL Plans, assessing student learning of business ethics, selecting critical thinking questions and rubrics, designing oral presentation and written document production evaluation rubrics and handling data collection and storage, the MBA and AOL Committee revised an assessment plan and related documents. The assessment plan selected the initial assessing areas, methods, and procedures. The related documents include an in-house case for business ethics and rubrics for:
  - oral presentation assessment
  - written documents assessment
  - critical thinking assessment
  - business skills assessment

The draft of the plan and the associated documents were then distributed to MBA faculty for modification and then to the Strategic and Executive Management Committee for further feedback before being finalized (see Table 4).

**Table 4. SOM AOL Working Plan.**

<b>Master of Business Administration</b>					
The School of Management Masters of Business Administration (MBA) develops competent and effective leaders. Dedicated and qualified faculty members prepare our students to successfully manage and lead organizations in a broad range.					
<i>Goals &amp; Objectives:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-Year Action Plan*:</i>
<b>1. Professionalism</b>	Students receiving an MBA will have an understanding of the ethical responsibility of business and the business world and the professional execution of those responsibilities.	MBA core courses and several elective courses.		Students will be tested by a case study. Faculty meet to determine if the program meets or exceeds 2.0 for each item on the attached rubrics.	Assessment to be administered in Spring 2009 <b>(done)</b> , 2011, 2013
1.1 Ethics	--Identify and analyze an ethical dilemma; then select and defend the best alternative and assess how the decision maximizes the benefit and minimizes the risk of those involved.	--BA 691 (Business Ethics) will demonstrate the handling of ethic issues. BA682 (Financial Statement Analysis) will introduce professional standards based upon CFA code of ethics. AIS 673 (Technology Management) will explain the concerns of ethics of technology. BA 607 (Human Resource Management) deals intensively with ethical issues of hiring, appraising, and promoting.	Use Ethical Rubrics & in-house developed ethics case		
1.2 Corporate Governance	--Understand the current thoughts on corporate governance.	--BA617 (Organizational Theory for Managers) provides knowledge on an in-depth treatment of quantitative research methods in an applied context.	Use Governance Rubrics & in-house developed Governance case		<i>Governance Rubrics &amp; case are developed by 2012</i>
<b>2. Communication</b>	Students receiving an MBA will have the ability to communicate effectively.	MBA Core courses and other elective courses		Collect individual writing samples. Faculty meet to determine if the program meets or exceeds 2.0 for each item.	Assessment to be administered in Spring 2009 <b>(done)</b> , 2011, 2013
2.1 Document Producing	--Produce professional-quality business documents.	--Personal case development and analysis --Individual research paper --Individual course project and final report	Use written communication rubric and written samples		

<i>Goals &amp; Objectives:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-year Action Plan*:</i>
2.2 Oral Presentation	--Deliver professional-quality presentations accompanied by appropriate technology.	--Class discussion --Individual multi-media presentation --Group multi-media presentation.	Use oral communication rubric and oral presentation samples.	Record individual student's oral presentations. Faculty meet to determine if the program meets or exceeds 2.0 for each item.	Assessment to be administered in AIS 673 (Technology Management) Fall 2008 ( <b>done</b> ), and 2010, 2012.
<b>3. Problem Solving</b> (critical thinking)	Students receiving an MBA will demonstrate appropriate problem solving skills, supported by appropriate analytical and quantitative techniques.	MBA Core courses and elective courses.	Use Watson-Glaser test and Critical thinking rubric.	Students take Watson-Glaser test. Faculty meets to determine if the program meets or exceeds 2.0 for each item on the attached rubric.	Assessment to be administered in BA 691 (Advanced Topics in Business) Summer 2008 ( <b>done</b> ) and every summer.
3.1 Think Critically	--Develop independent thinking, strategic thinking and critical thinking skills.	All courses contribute to developing critical thinking.			
3.2 Quantity & Quality	--Evaluate qualitative and quantitative information.	BA675 (Quantitative Methods for Managers) provides tools for quantitative analysis.			
3.3 Develop Solutions	--Identify a business problem, generate and compare alternatives and develop solutions using appropriate analytical techniques.	BA 607 (Human Resource Management) and BA680 (Financial Markets and Strategy) cover analyzing open-solution cases and examples			

<i>Goals &amp; Objectives:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-year Action Plan*:</i>
<b>4. Business Principles</b>	Students receiving an MBA will understand general business concepts and be able to integrate these concepts to make business decisions.	MBA Core courses and elective courses.			
4.1 Concept Understanding	--Understand business concepts related to marketing, management, finance, managerial accounting and strategy integration.	All courses contribute to understanding of certain concepts.	Use ETS test and business competence rubric.	Students take the ETS test, and faculty meet to determine if their performances meet or exceeds requirements.	Rubric to be administered in Spring 2010, 2012, 2014
4.2 Business Plan	--Integrate business concepts in order to prepare business plans or other comprehensive business documents.	BA 690 (Corporate Strategy) provides framework & practices for strategic plan. BA 680 (Financial Markets and Strategies) shows shareholder's wealth creation is in line with the success of a business plan. BA 607 (Human Resources Management) focuses on adding, retraining or eliminating human resources to implement the business plan. AIS 673 (Technology Management) focuses on formulating and integrating innovation strategy.	Business Plan	Students make business plan, and faculty meet to determine if their performances meet or exceed requirements.	<i>Develop a new assessing method by 2012 &amp; administer it in 2013</i>
4.3 Marketing Plan	--Interpret and/or prepare a marketing plan.	BA643 (Marketing Management) requires students to prepare a marketing plan as part of course project.	Marketing Plan	Students make marketing plan, and faculty meet to determine if their performances meet or exceed requirements.	<i>Develop a new assessing method by 2012 &amp; administrate it in 2013</i>

Note: The MBA AOL Committee will allocate the first and the last meeting each semester especially for reviewing the assessment results, and recommending/implementing the necessary changes for the MBA program. The implementation working sheet will be used to fill the assessment loop.

Following the new working plan, the first round of AOL assessments was conducted from October 2008 to March 2009 and included the following three elements:

1. MBA student **oral presentations** in AIS 673 (Technology Management) were recorded onto DVDs, distributed among the MBA AOL Committee members and assessed. Students were evaluated on six criteria and were scored either below, at or above expectation.
2. MBA student **written document samples** were collected from BA 643 (Marketing Management) and BA 690 (Corporate Strategy) and assessed by the MBA AOL Committee members. As with the oral presentation, students were also evaluated on six criteria and whether they were below, at or above expectation.
3. MBA student **answers to the case of business ethics** in BA 607 (Human Resources Management) were compared to BBA student answers by the MBA AOL Committee (see further discussion in the undergraduate section).

### Improvement

We have also implemented a feedback loop for continuous improvement of these assessments:

- A five-year AOL assessment schedule was added into the AOL working plan, which specifies the annual priority of AOL efforts to further develop, update or improve assessment procedures. This can be seen in the last column of Table 4.
- To keep track of the changes, we use an AOL Implementation Working Sheet (see the top of the working sheet in Table 5).

**Table 5.** AOL Implementation Working Sheet

<b>Date</b>	<b>Goals &amp; Objectives Changes</b>	<b>Rubrics Administration</b>	<b>Data Analysis &amp; Explanation</b>	<b>Rational for Program or Rubrics Change</b>	<b>Recommendation for Program/Rubrics Change</b>

In summary, within one and a half years of substantially revising the AOL process the MBA program has gone through a full cycle of assuring student learning, which lays down a solid foundation for future AOL and program development.

***BBA AOL (written by Undergraduate Director Dr. Jacob Joseph)***

The School of Management Assessment of Learning Committee coordinates the process of ensuring that learning is occurring among our student population through the delivery of our curriculum. Prior to Dean Mark Herrmann's tenure as the head of the School of Management (SOM) in 2007, the AOL team was known as the Continuous Improvement Committee (CIC). Since this report spans two administrations, the terms Continuous Improvement Committee (CIC) and Undergraduate Assurance of Learning (AOL) will be used to reflect the different time periods. *This section focuses on the undergraduate portion of the Assurance of Learning (AOL).* The Undergraduate AOL Committee consists of faculty who teach in the undergraduate business administration and accounting emphases.

*Initially the CIC, through faculty input, decided on four learning goals: written and oral communication, technical knowledge, critical thinking and ethical awareness.* Over this time period the CIC and AOL committees have collected data pertaining to these learning goals.

The **oral communication** data have been collected from BA 447 (Compensation Management) and Accounting 401 (Advanced Accounting) via videotaping of student presentations from two classes in which oral presentations were a course requirement. Since the presentations were evaluated as part of the final grade, students had an incentive to perform at their very best. The Undergraduate Curriculum Review and Assurance of Learning Committee met at a later period to evaluate the presentations using the oral rubrics created previously. The Committee, having reviewed and evaluated the taped presentations, were of the opinion that the sampled students were somewhat lacking in their presentation/oral communication skills.

Regarding the **written communications** skills, writing samples were provided by the instructor of BA 447 (Compensation Management) and BA 456 (Small Business Management) to the Undergraduate Curriculum Review and Assurance of Learning Committee. This Committee evaluated the written assignment based on the writing rubrics previously created. The committee found the written communications, as evidenced in the samples, to be unacceptable or of a poor quality in general. Given the unsatisfactory results, the Committee decided to contact staff at the Writing Center to try to rectify the problem. A staff member from the UAF Writing Center met with the Committee and suggested recommending students with inadequate writing skills be sent to the Center for additional help and coaching (see section on Outcomes).

**Technical** skills have been measured using the Educational Testing Services (ETS) comprehensive business exam in our senior capstone class (BA 462, Corporate Strategy). This test evaluates overall knowledge in the areas of Marketing, Finance, Accounting, Organizational Behavior, Human Resources Management and Business Law. Senior students are required to take this test in the Spring semester, when a large majority of them are graduating and should possess the required skill/knowledge areas. The exam is administered online so that SOM can receive the results quickly. The results of this test have been quite remarkable; our students have consistently scored in the 90<sup>th</sup> percentile.

As previously mentioned, in early testing students appeared to show some weakness in finance.

**Critical thinking** skills have been measured using the Watson-Glaser Critical Thinking Test administered in BA 307 (Introductory Human Resource Management) and BA 447 (Compensation Management). The Watson-Glaser test is delivered in a paper and pencil format. Interpreting the result is difficult because the developers of the test calculate distributions of scores for various professions as opposed to student samples. It is unclear at this time if the test results tell us much more than how their critical thinking skills match up to working professionals.

The final learning goal is **ethical knowledge**. A couple of SOM faculty wrote a mini-case/vignette covering ethical choices and dilemmas. This case was administered to junior and senior students. While not the purview of the Undergraduate AOL Committee, this case was also given to the graduate students. Students in the junior level class (it is uncertain whether they had exposure to an ethics class) revealed less ethical concern; the students in the senior class showed more ethical concern and the graduate students (most of whom are employed fulltime) appeared to have a greater level of ethical development. These results were encouraging. They suggest that some ethical development occurs among the students over time. In the absence of other explanations we at SOM would like to believe that this development is a result of the business curriculum (stand alone business ethics courses and ethics components imbedded in business courses) as well as maturity.

In summary, as for the current progress in terms of assessment, the AOL Committee has set a schedule or a timetable for the collection of various data for the four learning goals mentioned earlier.

### **Undergraduate Learning Goals and Objectives:**

1. *Communication skills (possess good communication skills)*
  - Deliver a professional oral presentation
  - Field questions related to presentation with confidence/poise
  - Develop on paper a cogent argument or opinion on topics pertaining to current field of study
2. *Critical Thinking skills (ability to apply analytical skills)*
  - Use critical thinking to solve problems
  - Understand pertinent issues and resolve them
3. *Technical knowledge (show a sufficient mastery of technical knowledge)*
  - Show good general business knowledge

- In marketing: understand marketing plans and customer needs
- In finance: be familiar with standard valuation techniques and the major issues that relate to capital budgeting decisions
- In management and HR: be able to evaluate and motivate future employees

4. *Ethical knowledge (operate as responsible members of society)*

- Identify the relevant factors and assumptions regarding ethical dilemmas
- Distinguish between ethical and unethical behaviors and examine multiple perspectives of ethical dilemmas
- Understand diversity-related issues
- Appreciate cultural, religious, and other related differences in society

A portion of the undergraduate alignment course matrix is in the BBA alignment matrix (Table 6). The **complete undergraduate matrix** can be found in “BBA alignment matrix.xls” at <http://www.uaf.edu/som/about/aacsb-accreditation/som-review-2009/assurance-of-learning/> .

The goals, objectives and course linkages are presented in Table 7.

**Table 6.** AOL Goals and Objectivities and Links to Courses.

		BA 323X	BA 325	BA 330	BA 343
Goal	Objective	Lehman	Zhou	Burns	Berry
Communication	Use PowerPoints	Oral presentations in class	NA		Deliver a professional power point presentation
	Field Questions	Participation in oral class discussions	Become comfortable engaging in discussion and debate over finance and related issues		Respond to questions on the assigned material
	Form and express arguments / opinions	Communicate logical ethical arguments in writing			Case review
Critical Thinking	Use critical thinking to solve problems	Short case problems where students should apply ethical theories	Provide student with analytic tools that allows them to determine the "intrinsic value" of a corporation		Select and evaluate target markets; identify basic components involved in marketing strategy development
	Understand pertinent issues and resolve them		Recent stock market crash and stock valuation		
Technical knowledge	Show general business knowledge	Nature of value judgments and their applications to business and corporate problems	Understand basic elements of financial planning. Develop time value of money skills. Understand tradeoff between risk and return	Legal Environment of Business	Management of a firm's marketing effort focusing on products, distribution, pricing and promotion to targeted consumers
	Explain key concepts and definitions in particular discipline		Time value of money, risk and return		
Ethical knowledge	Analyze cases with ethical dilemmas	Apply ethical theories to practical management problems	Ethics as an integrated part of financial management		
	Distinguish between legal, ethical and unethical behavior		Capital budget of your boss' pet project	Ethics and business decision-making	
	Explore diversity-related issues	Understand how ethical systems vary between cultures	NA		
	Examine cultural, religious and other related differences in society		NA		

**Table 7.** Assurance of Learning Plan, Fall 2008

<b>Bachelor of Business Administration</b>					
The School of Management Bachelor of Business Administration (BBA) offers professional education to students interested in management, finance, human resource management, international business, marketing and travel industry management.					
<i>Goals &amp; Objectives:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-Year Action Plan:</i>
<p><b>1. Communication</b></p> <p>1.1 Deliver a professional PowerPoint presentation</p> <p>1.2 Field questions related to presentation with confidence/poise</p> <p>1.3 Develop on paper a cogent argument or opinion on topics pertaining to current field of study</p>	<p>Students receiving a BBA will possess good communication skills</p>	<p>BBA core courses and several elective courses</p> <p>ECON227, Intermediate Statistics for Economics and Business: Project presentation</p> <p>ECON200, Principles of Economics: Negotiation project on some outstanding issue</p> <p>BA325, Financial Management: Demonstrate confidence engaging in discussion and debate over finance and related issues; communicate logical ethical arguments in writing</p> <p>BA462, Corporate Strategy: Written strategy plan</p>	<p>Use Oral &amp; Written communication rubric and written samples</p>	<p>Students will be recorded on video. The program will meet or exceed 2.0 for each item on the attached rubric</p> <p>Case will be collected and reviewed. The program will meet or exceed 2.0 for each item on the attached rubric</p>	<p>Assessment to be administered in Spring 2009 in BA 462 (Corporate Strategy) (<b>completed</b>). It will be administered very other Spring.</p> <p>Assessment to be administered in Fall 2009 (<b>completed</b>). It will be administered every other Fall.</p>

<i>Goals &amp; Objectives:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-Year Action Plan:</i>
<p><b>2. Critical thinking</b></p> <p>2.1 Use critical thinking to solve problems</p> <p>2.2 Understand pertinent issues and resolve them</p>	<p>Students receiving a BBA will have the ability to apply analytic skills</p>	<p>BBA core courses and several elective courses</p> <p>AIS 310, Management of Information Systems: Identify problems in using information systems and handle these problems. Analyze data in course project</p> <p>BA360, Operations Management: Emphasis on students ability to think analytically, integrate information and enhance decision-making ability. Identify why problems have occurred, apply new tools to address problem and determine metrics that measure progress</p> <p>BA462, Corporate Strategy: Students will be faced with a range of problems and use their competence to identify important issues, analyze them, develop alternative courses of action to address those issues</p>	<p>Watson-Glaser test results</p>	<p>Students take Watson-Glaser Test. Faculty meet to determine if the program meets or exceeds 2.0 for each item on the attached rubric</p>	<p>Assessment to be administered in Spring 2009 (<b>completed</b>). It will be administered every other Spring</p>

<i>Goals &amp; Objectives:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-Year Action Plan:</i>
<p><b>3. Technical knowledge</b></p> <p>3.1 Show general business knowledge</p> <p>3.2 Explain key concepts and definitions</p>	<p>Students receiving a BBA will show good general business knowledge</p> <p>Students will:</p> <p>In marketing: be able to understand marketing plans and customer needs</p> <p>In finance: be familiar with standard valuation techniques and the major issues that relate to capital budgeting decisions</p> <p>In management and HR: be able to evaluate and motivate future employees</p>	<p>BBA core courses and several elective courses</p> <p>AIS316, Accounting Information Systems: How information is gathered, processed and distributed within organizations and to outside stakeholders. Common procedures used by firms to collect, process, store and distribute data and information. Technological impact on information collection and distribution</p> <p>BA343, Principle of Marketing: Management of a firm's marketing efforts focusing on products, distribution, pricing and promotion to targeted consumers</p> <p>BA390, Organizational Theory and Behavior: Understand why organizations behave as they do, assessing whether the behavior is functional or dysfunctional. Learn to understand and change motivation, leadership, communications group dynamics and conflict management</p>	<p>Use ETS test and business competence rubric</p>	<p>Students take the ETS test, and faculty meet to determine if their performances meets or exceeds requirements</p>	<p>Assessment to be administered in Spring 2009 (<b>completed</b>). Will be administered again in Spring 2010 and then every other year</p>

<i>Learning Goals:</i>	<i>Skills Addressed:</i>	<i>Curriculum Coverage:</i>	<i>Assessment Item:</i>	<i>Carry out Assessment:</i>	<i>5-Year Action Plan:</i>
<p><b>4.Ethical knowledge</b></p> <p>4.1 Analyze cases with ethical dilemmas</p> <p>4.2 Distinguish between legal, ethical and unethical behavior</p> <p>4.3. Explore diversity-related issues</p> <p>4.4 Examine cultural, religious and other related items to ethics</p>	<p>Students receiving a BBA will understand general ethics concepts and be able to integrate these concepts to make business decisions</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1) Define and identify the relevant factors and assumptions regarding ethical dilemmas</li> <li>2) Define and examine multiple perspectives of ethical dilemmas</li> </ol>	<p>BBA Core classes: BA323, Business Ethics; BA 360, Operations Management; BA325, Financial Management</p> <p>BA360, Operations Management: Discuss what is ethical in business operations especially those that operate internationally</p> <p>BA325, Financial Management: Ethics as an integrated part of financial management Understand how ethical systems vary between cultures</p> <p>BA323, Business Ethics: Apply ethical theories to practical management problems. Understand how ethical systems vary between cultures</p>	<p>Use Ethical Rubrics and in-house developed case</p>	<p>Students will be tested by the case. Faculty meet to determine if the program meets or exceeds 2.0 for each item on the attached rubric</p>	<p>Assessment to be administered in Spring 2009 (<b>completed</b>). Revised case will be administered next in Spring 2010</p>

Assessment is a continuous process at the School of Management. As referenced in the AOL matrix, we are undergoing a regular collection and evaluation of assessment data in the Fall and Spring semesters as deemed timely and appropriate.

### **Assurance of Learning and Assessment: Outcomes (2004-2009)**

1) **AY04** The International Business (BA 460) class became a mandatory Common Body of Knowledge (CBK) for all BBA courses except accounting.

2) **AY04:** Based on the results of the first syllabus project as well as indirect survey results, SOM decided to narrow knowledge and skill sets and a business ethics course (BA 323) was introduced as part of the university core curriculum (as a part of the Perspectives on the Human Condition requirement) to address the need for more business ethics-oriented exposure.

3) **AY06:** The Executive Committee of SOM worked with the UAF Writing Center (<http://www.alaska.edu/english/studentresources/writing/>) on finding ways to better work with its students on writing skills tailored to business communication and, in specific, connected to the content of the required English 314 (Technical Writing). The faculty Executive Committee talked with the English Department about specific deficiencies noted by the assessment committee to see what remedies may be available in this course. Additionally, the need for more extensive monitoring of BBA courses designated as W (writing intensive) was discussed to help address these specific deficiencies.

4) **AY06:** The Strategic and Executive Committee also decided that it needed to more closely monitor those classes designated as “Oral and Writing Intensive” courses to make sure that instructors were adhering to writing requirements.

5) **AY 06:** Based on issues arising from assessment and strategic planning, the School of Management created a full-time staff position that combined the duties of the Public Information Officer, Student Adviser and Student Recruitment and Retention.

6) **AY06:** Based on issues arising from assessment, strategic planning and flat enrollments, SOM developed a comprehensive Enrollment Management Plan designed to increase recruitment and retention.

8) **AY07:** SOM worked on increasing the number of Summer Session courses offered to improve the four-year graduation rate.

9) **AY07:** SOM spent considerable time re-sequencing its courses to facilitate student ability to obtain the prerequisites needed for each course.

10) **AY09:** Based on the oral presentation assessment, SOM strongly encourages selected students to visit the UAF Department of Communication Speaking Center <http://www.uaf.edu/comm/>.

**11) AY10:** The MBA program is developing a MBA Fatal Error Policy for all MBA courses.

**12) AY10:** Based on results from the ethics case, and some problems that arose with perception, it was considered necessary for Dr. Jacob Joseph to rewrite it.

### V. Financial Strategies

The General Fund Authorized Budget that SOM receives from UAF makes up the largest portion of the SOM continuation budget (78% in FY09). The next largest portion of the budget is unrestricted and comes mainly from tuition (starting with FY10 there will be a substantial change in the tuition model that UAF uses to generate the unrestricted funds to schools and colleges). SOM plans to increasingly augment its budget with private contributions.

#### SOM Budget: Fiscal Year 2009

The FY09 expenditures were apportioned between salary (94%) and operating (6%). The breakdown is shown in Table 8.

**Table 8.** School of Management Expenditures AY09 (excluding private donations).

	<b>Expenditures (\$)</b>	<b>Percent of Expenditures (%)</b>
Tenured Faculty Wages and Benefits	2,532,557	54
Tenured-Track Wages	890,445	19
Term Track Wages	219,648	5
Increase in Wages for Program Directors, etc.	43,801	1
Adjunct Wages	181,603	4
Staff Wages	336,484	7
Teaching Assistantships	149,994	3
Student Workers	39,778	1
Total Wages	4,394,310	
Operating Expenses	280,588	6
<i>Total Expenses</i>	<i>4,674,898</i>	

Of the \$280,588 of operating expenses (which includes a small amount of surplus for carryforward), \$65,355 was used to purchase databases primarily for the Student Investment Fund. Therefore, the School operated (after salaries and databases) on approximately \$215,233. The FY09 revenues are shown in Table 9.

**Table 9.** School of Management Revenues AY09 (excluding private donations).

<b>Revenue Categories</b>	<b>Revenues (\$)</b>
FY09 Beginning Budget (General Fund)	3,383,099
Unrestricted Funds (mostly tuition) <sup>1</sup>	936,076
<i>Total Beginning Budget</i>	<i>4,319,175</i>
Add: Carryforward from FY08	51,862
Add: Funds from Provost for FY09 (year-to-year)	155,000
Add: FY09 Market adjustments (increase to base from union salary increases)	122,283
<i>FY09 Ending Revenue</i>	<i>4,648,320<sup>2</sup></i>

1. At the beginning of the year unrestricted funds are approximated and put into the budget. They are adjusted later.

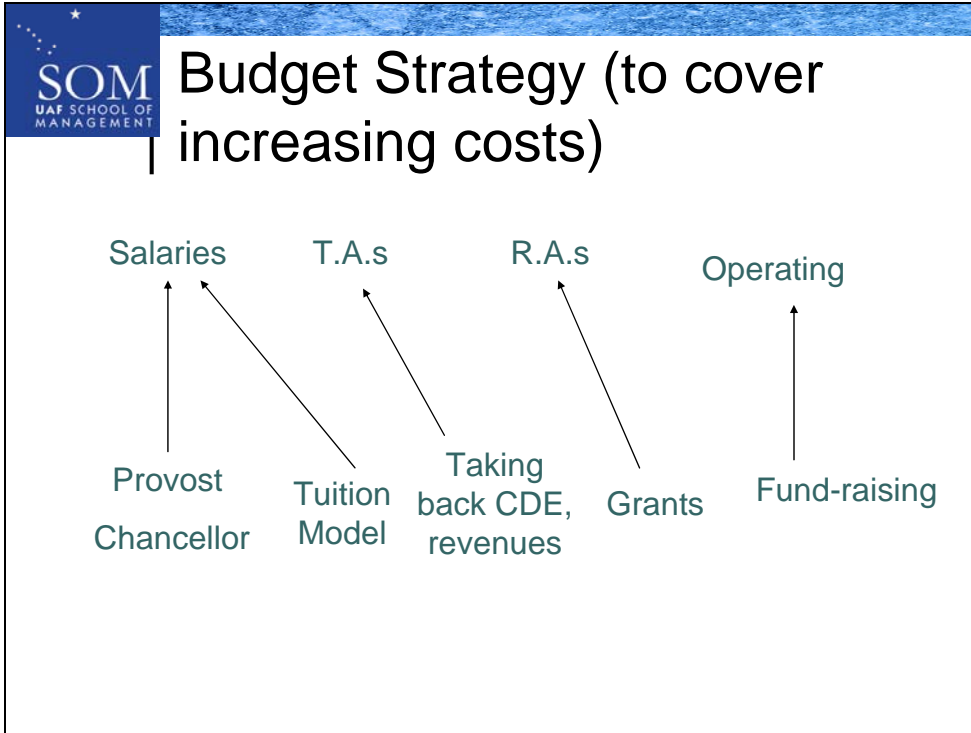
2. Despite the revenue from public sources being less than the expenses, SOM will carryforward approximately \$10,000 into FY10 due to private donations.

In FY09, SOM started with a general fund of nearly \$3.4 million, which was supplemented by \$940,000 mainly from tuition but also from computer lab fees and indirect overhead recovery. The School carried another \$50,000 forward, which was supplemented by another \$155,000 by the Provost. These supplements allowed the School to balance its AY09 budget.

A substantial expense for SOM is faculty salaries and its annual cost-of-living increases. Traditionally SOM has had to cover between 10 to 20% of these increases. In AY09 the UAF Chancellor announced that UAF would cover all of these costs. However, starting in FY10, the Schools and Colleges will now cover 40% of all annual increases. Additionally, it was announced that another 1% would be taken from the schools and used for central redistribution. These two annual budget reductions amount to over \$70,000.

### **Financial Strategy**

SOM's financial strategy is illustrated below (see Figure 5).



**Figure 5.** Budget Strategies to Cover Increasing Costs.

In general, the School’s strategy is focused on increasing revenue in lieu of further reductions to School expenditures. We will continue to pursue a variety of options to increase student credit hours to increase tuition revenue. Revenue generation for salaries will also be increased by focusing on the problem of having our distance courses delivered by the Center for Distance Education (CDE), which has historically kept 100% of the tuition revenue. Ongoing discussions with CDE have been taking place to alleviate this misalignment of incentives. Distance SOM courses last year generated \$230,000 in tuition for CDE. Of our increases in student credit hours over the previous two years (1,942), 39% (745) came from increases in CDE courses. Similar discussions are ongoing with Summer Sessions, which gets 100% of the summer generated tuition. Currently we have a deal with Summer Sessions whereby, if we pay the instructors’ salaries, 75% of the tuition revenue is returned to the School. We are close to a similar deal with CDE, in which we would have 60% of the revenue returned to SOM.

*Tuition Model*

UAF has instituted a new tuition model to generate the School’s unrestricted funds. Under the new model, starting in FY10, UAF will return 60% of all tuition to the units that generated them. This distribution will take place in real-time as students enroll. This model will mean a much greater emphasis for Schools and Colleges on increasing student credit hours in terms of budgets. It will also mean a less certain and more variable budget. For each 5% change in enrollment, SOM’s share of unrestrictive funds will change by approximately \$40,000. Through University reallocation, the School of

Management was one of two Schools and Colleges rewarded for their enrollment increases over the past two years with a permanent reallocation of \$130,000 to its budget.

*Development*

The School of Management is fairly new to the portion of development aimed at fundraising. Corporate donations have historically been targeted at Athletics and the Museum; alumni donations are sparse. Three years ago UAF shifted development (and student recruitment) to the Deans. SOM has started to focus on fundraising and has hired its first Director of Development and Outreach (July 2009). Although SOM’s fundraising remains meager, it has drastically improved. In 2009 SOM raised \$104,000 in non-endowed funds (see Table 10).

**Table 10.** Non-endowed Fundraising 2005 to 2009.

	<b>Funds to Operating Budget</b>	<b>Arctic Innovation Competition</b>
<b>2005</b>	4,731	
<b>2006</b>	7,985	
<b>2007</b>	2,360	
<b>2008</b>	31,170	
<b>2009</b>	74,535	29,000

Nearly all of SOM’s external funds come from three corporations or foundations, with just 6% coming from alumni. In addition to the annual giving, as of March 31, 2009, the SOM had \$708,525 in non-endowed and endowed funds. \$199,000 of this amount is for student scholarships that will generate \$20,000 for this year. Nearly half of these funds (\$340,173) were for the Student Investment Fund (SIF). Like all UAF invested funds, the SIF fund was down from the \$504,212 just three months earlier (current estimates of the fund are approximately \$400,000). The remainder of the outstanding funds (\$169,000) is used to support various programs and projects for SOM.

SOM hired its first Director of Development and Outreach this summer to work on developing the long-term relationships necessary for the School’s financial health. The Director of Development and Outreach will also spend time developing internships for the internship program.

**Faculty Replacements**

Since 2004 five faculty members have left SOM:

- Kwangseek Choe (OB, 2006)
- Laura Milner (Marketing, 2007)
- Mingming Zhou (Finance, 2009)
- Branka Valcic (Economics, 2009)
- Yijiang Zhao (Accounting, 2009)

In 2006 Dr. Choe was replaced with former Dean Jim Collins, who stepped back to a faculty position. SOM was given an increment to hire Dr. Wayne Marr as the School's Dean at this time. In 2009 Dr. Mingming Zhou was replaced with former Dean Wayne Marr, who also stepped back to a faculty position. Dr. Milner was replaced a year after she left with a one-half-time term instructor. Dr. Valcic has been replaced with a tenure-track assistant professor. Dr. Yijiang Zhao has been replaced by a full-time term instructor who is Professionally Qualified (PQ). This will save the school some money, but is not the primary reason for doing this. Currently SOM is 90% AQ/PQ and 81% AQ. All but one of our adjunct faculty are PQ and next year that figure will be 100%. We have room to increase the number of Professionally Qualified faculty. We have often found that these instructors excel in the classroom. Additionally it allows us to fill the vacancies more quickly which is important given the small size of our faculty. However, the loss of tenure-track positions is a concern, and one we hope to reverse as our enrollments continue to increase and as SOM is incremented additional budget.

**Other**

In order to replace aging computers in its computer lab SOM has raised its student fees for use of the computer lab from \$25 to \$50 per student per semester.

It is clear that we need to operate more as a business and we will continue to seek means of financial support that will allow us to offer the best services possible to our students and support research for our faculty. A summary of financial strategies can be found in Table 11.

**Table 11.** Financial Strategies

<b>University of Alaska Fairbanks, School of Management Financial Support for Strategic Actions</b>				
<b>Activity</b>	<b>Start Date</b>	<b>First Year Cost or Revenue</b>	<b>Continuing Annual Cost Or Revenue</b>	<b>Source or Disposition of Funds</b>
<b>Center Initiatives</b>				
Northern Leadership Center	AY09	\$120,000	\$68,000, potentially more in negotiation	UAF fund reallocation
<b>Faculty initiatives</b>				
Accounting Faculty (Mike Davis)	August 2004	\$115,000	\$141,136	UA Reallocation funds
Rehire of Tom Bartlett Salary and Training	August 2008	\$100,000	\$82,000	Provost (General Fund)
Substantial Increase in Adjunct Professors	Various	Various		

<b>Staff Initiatives</b>				
Director of e-Learning Development (new position)	FY10	\$138,864	\$138,864	Provost (General Fund)
Increased Funds for moving staff position to Director of Development and Outreach	FY10	\$25,000	\$25,000	General Fund
<b>Other Initiatives</b>				
New Website (WebWeavers)	July 2004	\$13,000	\$3,289 until cancelled in FY08.	General Fund
<b>Technical Initiatives</b>				
Computer Lab Upgrade	FY05	\$49,759		General Fund
Projector for SOM Computer Lab	July 2005	\$2,886	0	General Fund
Polycom Videoconferencing System	FY06	\$13,525	0	General Fund
Flat Screen and PC for SOM Hallway	FY08	\$8,000 (estimate)	0	General Fund
New Videoconferencing System for 216A	FY09	\$30,200	0	Provost (TAB fund)
Instructional Equipment	FY04	\$6,000	0	Provost (TAB funds)
Instructional Equipment	FY05	\$6,000	0	Provost (TAB funds)
Instructional Equipment	FY08	\$8,600	0	Provost (TAB funds)
Instructional Equipment	FY09	\$2,500	0	Provost (TAB funds)
<b>Other Initiatives</b>				
Performance Based Budgeting reallocation for student success	FY10	\$130,000	\$130,000	Chancellor (General Fund)
Increased Support for Teaching Assistantships	FY07 and 08	\$15,680	\$15,680	UA Statewide
Visiting MBA Summer Fellow	FY08	\$25,000	\$25,000	Private Funds
Student Investment Fund Data Bases	FY08	\$30,000	\$30,000	Private Funds
Students in Free Enterprise Organization	FY08	\$15,500	\$15,500	Private Funds

Employon Career Portal (cancelled effective Sept 09)	Oct 2007	\$2,500	\$2,500	General Fund
ETS Exams for Capstone courses	April 2005	\$2,000	\$3,000	General Fund
Ziman Real Estate Financial Database	March 2005	\$1,800	\$2,000	General Fund
Compustat Database	Oct 2004	\$16,500	\$16,819	General Fund
Accounting Research Manager Database Subscription	June 2006	\$4,000	\$4,000	General Fund
Arctic Innovation Competition	August 2008 (planning phase)	\$9,500 \$5,000		UA General Fund UA Foundation
Dean Recruiting	FY08	\$25,000	0	Provost (General Fund)
Additional funds to help with Marr salary	FY09	\$50,000	0	Provost (General Fund)

## **VI. New Degree Programs**

There have been no new degree programs that fall under AACSB accreditation since the previous accreditation review.

## VII. Tables

**Table 12.** UAF Academic Unit Level Historical Performance (SOM)

<i>Performance Metrics and Supporting Data</i>	<i>Historical Performance</i>				
	FY05	FY06	FY07	FY08	FY09
<b>Reporting Period: FY09 (July 1, 2008 to June 30, 2009)</b>					
Total Student Credit Hours Generated (ex. 500-level)	9,064	8,958	8,829	9,464	11,015
Lower Division SCH	4,012	3,778	3,563	3,680	3,745
Upper Division SCH	3,152	3,262	3,348	3,539	4,055
Graduate Division SCH	510	365	565	641	1,232
Student Credit Hours Generated via CDE	1,390	1,553	1,353	1,604	1,983
High Demand Job Academic Awards	65	54	64	66	73
High Demand Job Majors	460	491	444	503	551
Baccalaureates Awarded	38	48	50	56	56
Masters Awarded	27	6	16	11	17
Doctorates Awarded	0	0	0	0	0
First-Time Full-Time Freshmen Retention	67%	64%	67%	70%	67%
Undergraduate Majors	412	461	404	455	487
UA Scholar Majors	40	52	50	58	70
Graduate Majors – Masters	49	30	40	56	79
Graduate Majors – Doctoral	3	3	4	4	4
Filled TA & RA Positions (Fall-to-Fall)	9	8	10	9	12

**Table 13.** AACSB Table 2-1. Summary of Intellectual Contributions (2004-2008).

Accounting	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
Abramowicz, Ken	3									3		3	
Bartlett, Thomas													
Berry, Kevin T.	7									7	1	6	
Davis, Michael	7				1					8		8	
Sparks, Howard	4			2					1	7		7	
Wichmann, Henry	5									5		5	
Zhao, Yijiang	4				2	2				8		7	1
<b>Accounting Totals:</b>	<b>30</b>			<b>2</b>	<b>3</b>	<b>2</b>			<b>1</b>	<b>38</b>	<b>1</b>	<b>36</b>	<b>1</b>

Business Administration	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
Berry, Erin													
Borgeson, Cory													
Burns, John													
Carlson, Cameron													
Collins, James	1									1		1	
Dong, Lily (Chunlian)	4				3	2				9		8	1
Finley, Will													
Herman, Susan	4			1						5		4	1
Hill, Melissa													
Joseph, Jacob	7			1	1	6				15	1	12	2
Karr, Forrest L.													
Lan, Ping	11			2	2	1				16		15	1
Lehman, John	2						4		3	9	1	8	
Long, Faith													
Marr, M. Wayne													
McDermott, James C.													
Newton, Brian													
Porter, David													
Tragis, Tammy													
Wisn, Craig	8			1						9		9	
Zhou, Mingming	1			2						3		3	
Zhou, Thomas (Xiyu)	7								1	8		8	
<b>Business Administration Totals:</b>	<b>45</b>			<b>7</b>	<b>6</b>	<b>9</b>	<b>4</b>		<b>4</b>	<b>75</b>	<b>2</b>	<b>68</b>	<b>5</b>

Economics	Portfolio of Intellectual Contributions										Summary of IC Types			
	Member Name	PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
Goering, Greg	6										6		6	
Greenberg, Josh	4							1			5		3	2
Herrmann, Mark L	6					1	1	5			13		10	3
Little, Joseph M.	4										4		4	
Pippenger, Michael														
Reynolds, Douglas	6						1	1			8		8	
Valcic, Branka	1		1								2		2	
Wall, Sherri L.	1							3			4		4	
Zhou, Mo	8										8		6	2
<b>Economics Totals:</b>	<b>36</b>		<b>1</b>			<b>1</b>	<b>2</b>	<b>10</b>			<b>50</b>		<b>43</b>	<b>7</b>
<b>Totals:</b>	<b>111</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>163</b>	<b>3</b>	<b>147</b>	<b>13</b>	

**Table 14. AACSB Table 2-2: Summary of Peer Reviewed Journals and Number of Publications in Each Journal (2004-2008).**

Journals	Count: 111.00
Accounting and Finance	1.00
Accounting Instructors' Report	1.00
Accounting Review	1.00
Advances In Competitiveness Research	1.00
Agribusiness: An International Journal	2.00
Applied Financial Economics	1.00
Asian Economic Review	1.00
Bulletin of Economic Research	1.00
Canadian Journal of Agricultural Economics	2.00
Corporate Finance Review	5.00
CPA Journal	4.00
Ecological Modelling	1.00
Economic Modelling	1.00
Economic Systems	1.00
Economics Bulletin	1.00
Energy Economics	1.00
Energy Policy	1.00
Energy Sources, Part B: Economics, Planning and Policy	1.00
Fish and Fisheries	1.00
Forest Ecology and Management	3.00
Forest Science	2.00
Human Dimensions of Wildlife	1.00

Interfaces	1.00
International Journal of Accounting, Auditing and Performance Evaluation (IJAAPPE)	1.00
International Journal of Commerce and Management	1.00
International Journal of Electronic Business	1.00
International Journal of Information Technology Management	2.00
International Journal of Learning and Intellectual Capital	3.00
International Journal of Management and Decision Making	1.00
International Journal of Organisational Behaviour	1.00
International Journal of Technology Marketing	4.00
International Real Estate Review	1.00
Issues in Accounting Education	1.00
Journal of Accountancy	2.00
Journal of Agricultural and Resource Economics	1.00
Journal of American Academy of Business, Cambridge (The)	3.00
Journal of Business and Economic Perspectives	1.00
Journal of Business Case Studies	1.00
Journal of Business Ethics	2.00
Journal Of Business Finance & Accounting	1.00
Journal of College Teaching & Learning	1.00
Journal Of Corporate Accounting And Finance	1.00
Journal of Energy and Development	1.00
Journal of Food Products Marketing	2.00
Journal of Forest Economics	1.00
Journal of Information Technology Education	1.00
Journal of International Wildlife Law & Policy	1.00
Journal of Investing	4.00
Journal of Management Education	3.00
Journal of Real Estate Research	1.00
Journal of Small Business Strategy	1.00
Journal of the International Academy for Case Studies	1.00
Journal of Theoretical Accounting Research	1.00
Land Economics	1.00
Management Accounting Quarterly	1.00
Management Research News	1.00
Managerial and Decision Economics	1.00
Managerial Finance	1.00
Marine Resource Economics	1.00
Natural Resource Modelling	1.00
Natural Resources Journal	1.00
New Accountant	4.00
North American Journal of Fisheries Management	2.00

Oil, Gas & Energy Quarterly	5.00
OPEC Review	1.00
Petroleum Science and Technology	1.00
Psychology Science	1.00
Real Estate Economics (Jour of Amer Real Est & Urb Econ)	1.00
Research in Economics/Ricerche Economiche	2.00
Review of Business Research	1.00
Strategic Finance	3.00
Today's CPA	1.00

Table 15: AACSB Table 9-1: Summary of Member Sufficiency in Discipline and School 2009 (Classes by Program).

	Name	Participating or Supporting	Taught by Participating	P/(P+S)	Total
1.	Abramowicz, Ken	P	3.00		
2.	Bartlett, Thomas	P	2.00		
3.	Berry, Kevin	P	1.00		
4.	Davis, Michael	P	1.00		
5.	Sparks, Howard	P	2.00		
6.	Wichmann, Henry	P	2.00		
7.	Zhao, Yijiang	P	2.00		
<b>Total Accounting:</b>			<b>13.00</b>	<b>100%</b>	<b>13.00</b>
11.	Berry, Erin	P	2.00		
12.	Collins, James	P	3.00		
13.	Dong, Lily(Chunlian)	P	2.00		
14.	Herman, Susan	P	3.00		
15.	Joseph, Jacob	P	4.00		
16.	Lan, Ping	P	1.00		
17.	Lehman, John	P	2.00		
18.	Marr, M.	P	2.00		
19.	Wisen, Craig	P	3.00		
20.	Zhou, Mingming	P	2.00		
21.	Zhou, Thomas(Xiyu)	P	2.00		
22.	Borgeson, Cory	S			
23.	Finley, Will	S			
24.	Hill, Melissa	S			
25.	Karr, Forrest	S			
26.	McDermott, James	S			
27.	Tragis, Tammy	S			
<b>Total Business Administration:</b>			<b>26.00</b>	<b>74%</b>	<b>33.00</b>
28.	Goering, Greg	P	1.00		
29.	Greenberg, Josh	P	1.00		
30.	Little, Joseph	P	2.00		
31.	Pippenger, Michael	P	3.00		
32.	Reynolds, Douglas	P	2.00		
33.	Valcic, Branka	P	2.00		
34.	Wall, Sherri	P	2.00		
35.	Zhou, Mo	P	2.00		
<b>Total Economics:</b>			<b>16.00</b>	<b>100%</b>	<b>16.00</b>
<b>SOM Totals:</b>			<b>54.00</b>	<b>86%</b>	<b>63.00</b>

Note: David Porter took a leave of absence (1.5 years) but continued to work on several doctorate committees. He will be back in the Fall 2009.

**Table 16.** AACSB Table 10-1: Summary of Faculty Qualifications, Intellectual Contributions and Professional Responsibilities (RE: Standards 2 & 10).

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions during the last five years					
							Learning & Pedagogical Scholarship		Discipline-Based Scholarship		Contributions to Practice	
							PRJ	OIC	PRJ	OIC	PRJ	OIC
<b>Accounting</b>												
Abramowicz, Ken	Ph.D., 1991	1994	100	X							3	
Berry, Kevin	Ph.D., 1995	2006	100	X			1				7	
Davis, Michael	Ph.D., 1986	2004	100	X							8	1
Sparks, Howard	Ph.D., 1996	1993	100	X							4	3
Wichmann, Henry	Ph.D., 1972	1986	100	X							5	
Zhao, Yijiang	Ph.D., 2005	2005	100	X					1		6	4
Bartlett, Thomas	M.B.A. 1969	1974	49		X							
<b>Total Accounting</b>							<b>1</b>		<b>1</b>		<b>33</b>	<b>8</b>
<b>Business Administration</b>												
Berry, Erin	ABD, In Progress	2008	49	X								
Dong, Lily (Chunlian)	Ph.D., 2005	2003	100	X					1		4	5
Herman, Susan	Ed.D., 1991	2002	100	X					1		3	1
Joseph, Jacob	Ph.D., 1992	1991	100	X			1			2	7	6
Lan, Ping	Ph.D., 1995	2002	100	X					1		11	5
Lehman, John	Ph.D., 1982	1987	50	X			1				1	7
Wisen, Craig	Ph.D., 2002	2002	100	X							8	1
Zhou, Mingming	Ph.D., 2007	2007	100	X							3	2
Zhou, Thomas (Xiyu)	Ph.D., 2004	2003	100	X							7	1
Borgeson, Cory	J.D., 1981	1994	20		X							
Burns, John	J.D., 1985	1995	10		X							

Carlson, Cameron	M.A., 1995	2007	10		X							
Karr, Forrest	J.D., 2004	2008	25		X							
Marr, M.	Ph.D., 1983	2004	100		X							
McDermott, James	M.S., 2001	2008	30		X							
Newton, Brian	Ph.D., 2008	2008	10		X							
Schick, Nicole	J.D., 2005	2008	20		X							
Tragis, Tammy	M.B.A., 2000	2000	25		X							
Collins, James	Ph.D., 1991	1991	100			X					1	
Finley, Will	M.B.A., 1998	2003	20			X						
Hill, Melissa	M.B.A., 2008	2006	10			X						
Long, Faith	B.A., 2005	2006	10			X						
<b>Total Business Administration</b>							2		3	2	45	28
<b>Economics</b>												
Goering, Greg	Ph.D., 1990	1990	100		X						8	
Greenberg, Josh	Ph.D., 1990	2000	100		X			2		2	1	
Herrmann, Mark	Ph.D., 1990	1991	100		X			1	2	6	5	
Little, Joseph	Ph.D., 2005	2005	100		X					4		
Reynolds, Douglas	Ph.D., 1994	1997	100		X					8	2	
Valcic, Branka	Ph.D., 2007	2005	100		X					2	1	
Zhou, Mo	Ph.D., 2005	2008	100		X			2	1	6		
Pippenger, Michael	Ph.D., 1990	1991	100			X				1		
Wall, Sherri	M.S., 2005	2003	27.7			X				1	3	
<b>Total Economics</b>								5	3	38	12	
<b>Total SOM</b>							3	0	9	5	116	48

**Table 17.** AACSB Table 10-2. Calculations Relative to Deployment of Qualified Faculty.  
(RE: Standard 10)<sup>1</sup>

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	OTHER <sup>2</sup> FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
<b>Accounting</b>					
Abramowicz, Ken	AQ	100			
Berry, Kevin	AQ	100			
Davis, Michael	AQ	100			
Sparks, Howard	AQ	100			
Wichmann, Henry	AQ	100			
Zhao, Yijiang	AQ	100			
Bartlett, Thomas	PQ		49		
<b>TOTAL Accounting</b>		<b>600</b>	<b>49</b>	<b>0</b>	$AQ_A/(PQ_A+AQ_A+O_A) = 92\%$ $(AQ_A+PQ_A)/(AQ_A+PQ_A+O_A) = 100\%$
<b>Business Administration</b>					
Berry, Erin	AQ	49			
Dong, Lily (Chunlian)	AQ	100			
Herman, Susan	AQ	100			
Joseph, Jacob	AQ	100			
Lan, Ping	AQ	100			
Lehman, John	AQ	50			
Wisn, Craig	AQ	100			
Zhou, Mingming	AQ	100			
Zhou, Thomas (Xiyu)	AQ	100			
Borgeson, Cory	PQ		20		

Burns, John	PQ		10		
Carlson, Cameron	PQ		20		
Karr, Forrest	PQ		15		
Marr, M.	PQ		100		
McDermott, James	PQ		30		
Newton, Brian	PQ		10		
Schick, Nicole	PQ		20		
Tragis, Tammy	PQ		25		
Collins, James	O			100	
Finley, Will	O			20	
Hill, Melissa	O			10	
Long, Faith	O			10	
<b>TOTAL Business Administration</b>		<b>799</b>	<b>250</b>	<b>140</b>	$AQ_A/(PQ_A+AQ_A+O_A) = 67\%$ $(AQ_A+PQ_A)/(AQ_A+PQ_A+O_A) = 88\%$
<b>Economics</b>					
Goering, Greg	AQ	100			
Greenberg, Josh	AQ	30			
Herrmann, Mark	AQ	100			
Little, Joseph	AQ	100			
Reynolds, Douglas	AQ	100			
Valcic, Branka	AQ	100			
Zhou, Mo	AQ	100			
Pippenger, Michael	O			100	
Wall, Sherri	O			26.7	
<b>TOTAL Economics</b>		<b>630</b>	<b>0</b>	<b>126.7</b>	$AQ_A/(PQ_A+AQ_A+O_A) = 83\%$ $(AQ_A+PQ_A)/(AQ_A+PQ_A+O_A) = 83\%$
<b>TOTAL for SOM</b>		<b>2029</b>	<b>299</b>	<b>266.7</b>	$AQ_T/(AQ_T+PQ_T+O_T) = 78\%$ $(AQ_T+PQ_T)/(AQ_T+PQ_T+O_T) = 90\%$

## **Explanation**

The School of Management's faculty adopted a new AQ/PQ policy (March 21, 2009) which more closely matches the newly proposed focus of Standard 2 (Intellectual Contributions) and new interpretations to AACSB Standard 10. It is also a policy that better aligns with our revised mission and objectives.

The complete SOM AQ/PQ policy can be found in "Qualification Standards for SOM Faculty.doc" and the AQ/PQ calculations by faculty are in "SOM AQ PQ by Faculty.doc" at <http://www.uaf.edu/som/about/aacsb-accreditation/som-review-2009/faculty-qualifications/> .

## **SOM AQ and AQ/PQ Status Weighted by FTEs**

For the current AQ and AQ/PQ status the FTEs of the Fall 2008 and Spring 2009 semesters were used (AQ and AQ/PQ status based on 2004-2008). All SOM courses were included in the calculations with the exception of three. Econ 100 (Political Economics) is a University Core course not part of the BBA core; BA 254 (Personal Finance) is a non-major course; and AIS 101 (Effective Personal Computer Use) is a course that teaches freshman business students software packages such as Microsoft Word, Excel, Power Point and Access. It is a course that students can satisfy by taking Computer Science (CS) 101 (Computers and Society), Computer Information and Office Systems (CIOS) 100 (Introduction to Personal Computers) or a student can test out of it. This is a remedial course that ensures that all students can use a computer and basic software. Because of limited resources, SOM assigns AIS101 courses to computer science graduates, teaching assistants, or recently graduated students. It would not be a wise use of the SOM budget to assign this course to full-time accounting faculty.

The SOM determines its aggregated AQ and AQ/PQ status by an FTE weight. For each full-time faculty the FTE assigned is 1.0, for part-time permanent faculty the fraction is equivalent to their contract (half-time is 0.5, etc.) and for adjunct and teaching assistants the FTE is the number of hours taught divided by 30 (full-time teaching equivalent). The purpose for this weighting is to capture the essence of the contribution that a faculty member makes toward in-class and out-of-class teaching, thesis advising, student research and student advising. A full-time faculty member is in his or her office during work hours and continually works with students in a variety of teaching activities. A full-time faculty member will contribute to the student's learning in a multitude of ways. By contrast, an adjunct's contribution is usually limited to contact hours for a particular course.