



College of Business

UNIVERSITY OF COLORADO **COLORADO SPRINGS**



Fifth Year Maintenance Report 2010–2014

AACSB Continuous Improvement Review

February 22-24, 2015



University of Colorado
Colorado Springs



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus



College of Business

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

COLLEGE OF BUSINESS AND ADMINISTRATION AND
GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

CONTINUOUS IMPROVEMENT REVIEW

2010 - 2014

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SECTION 1: SITUATIONAL ANALYSIS

The University of Colorado Colorado Springs (UCCS) College of Business is a forward-looking, innovative college whose vision focuses on building successful futures for all of its stakeholders: students, faculty, staff, alumni, the university, the Colorado Springs business community, and beyond. We have a balanced focus on teaching and research, allowing students to benefit from our faculty's expertise and knowledge gained through their research and consulting with industry. Collaborative efforts among administration, faculty, and staff ensure our long-term success. Because of mutually beneficial relationships developed with the University, alumni, and local business community, we are considered a valuable resource in the region we serve.

SHAPING OUR MISSION AND OPERATIONS

Founded in Boulder in 1876, the University of Colorado has evolved into the CU system, a network of four autonomous campuses: CU Boulder, CU Denver, the Anschutz Medical Campus, and the University of Colorado Colorado Springs. The collective reputation of the CU system benefits all campuses. As UCCS and the College of Business celebrate their fiftieth anniversary in 2015, the college also celebrates 25 years with AACSB accreditation.

As early as the 1920s, the University of Colorado offered classes in the Colorado Springs area. In 1965 Hewlett-Packard Company co-founder, David Packard, and then-Colorado Governor, John Arthur Love, led a drive to establish a Colorado Springs campus. By leveraging community partnerships and responding to community needs, UCCS has evolved from an extension campus into a vibrant, comprehensive university designated as the growth campus in the CU system.

During the past five years, UCCS and the College of Business have experienced steady growth and the composition of our student-body has evolved. Prior to 1997, UCCS was a commuter campus, primarily serving working adults. Today, older adult undergraduate learners are still present, but the number of traditional students continues to increase due to our reputation and our recently expanded campus housing.

The majority of our students come from southern Colorado. However, due to targeted marketing efforts, non-resident enrollment has more than doubled since 2010. Students from California and Texas represent much of that growth. Enrollment of international students is also increasing.

Colorado Springs' key industries include four military bases, numerous defense contractors, health care institutions, and sports organizations, including the United States Olympic Committee, the United States Olympic Training Center, and more than 20 Olympic Sport National Governing Bodies (NGBs) such as USA Cycling, USA Wrestling, and USA Swimming. Beginning in 2016, the newly constructed Lane Center on the UCCS campus will provide clinical-training opportunities for third- and fourth-year medical students from the Anschutz Medical Campus.

To better serve our transitory military population, students who work full time, and others who live and work outside the immediate area, the college was an early adopter of online education. This year we celebrate the 19th year of offering our MBA degree online. In 2012 we launched a two-year undergraduate business degree completion program, allowing students who have completed their first two years at a community college to complete their undergraduate business degree online. By spring 2015 our entrepreneurship minor will also be available online.

Our campus MBA is offered in the evening to meet the needs of our local working-student population. With both campus and online delivery at the MBA and undergraduate levels, we provide flexibility for students to complete their degrees, even if their duties, military or otherwise, take them out of our region or make it impossible to attend on-campus classes.

ADVANTAGES AND DISADVANTAGES

In FY 2013 the state of Colorado ranked 48th in per-student higher-education funding. As state funding eroded, UCCS and the College of Business adapted by planning and allocating resources more efficiently while developing an entrepreneurial culture to identify and obtain additional funding and resources. Across all CU campuses, administrative expenses average approximately 3.5 percent of total expenditures, substantially leaner than the 6.2 percent rate of peer institutions.

REPUTATION

UCCS and the College of Business maintain a strong, positive, and growing reputation locally, regionally, and nationally. In the college rankings edition of *U.S. News and World Report's* Best

Colleges released September 2014, our undergraduate business program ranked 113 in the nation among AACSB public and private national universities (compared to 154 in 2011). In 2014, for the fifth year, UCCS was awarded the Military Friendly Schools designation by *GI Jobs* magazine, an honor given to the top 20 percent of colleges, universities, and trade schools in the country doing the most to embrace America's military service members, veterans, and spouses.

In addition to traditional undergraduate and graduate business degrees, we are known for our specialty programs. Our PGA Golf Management program is one of only 20 accredited by the PGA of America. Our highly selective Sport Management program partners with local Olympic NGBs and international sports organizations offering our students valuable internship opportunities.

One attraction to UCCS and the College of Business is our small class sizes and reputation for individual student attention. Key to our success are our leadership, faculty, and staff, who contribute directly to the reputation we enjoy among our stakeholders. Our large local base of alumni and working students are two important connecting points into the community. We actively engage the local business community in several ways: the Southern Colorado Economic Forum (SCEF), the Lifetime Entrepreneurship Award (LEA), our Career Networking Night (CNN), the Office of Professional and Executive Development (OPED), and our \$1.25M Daniels Fund Ethics Initiative, among others. These activities are all discussed later in this report.

RESOURCES

In FY 2014 the university received less than 10 percent of its total budget from the State of Colorado. Despite a tight budget climate, UCCS made significant investments in the college during the past five years, raising our base funding from \$5M in FY 2010 to more than \$8M for FY 2015. In summer 2014, campus allocated 15 new office spaces in Dwire Hall, the college's home, to accommodate our growth.

In the past, the gap between college expenses and university-allocated revenues was bridged by revenues generated by our online MBA program. Effective FY 2015, we exchanged the auxiliary revenues from our in-state online MBA tuition to the university for an \$800,000 increase in our base budget. With this exchange, most fixed expenses will be supported by base funds. We continue to gain funding from entrepreneurial initiatives such as SCEF, LEA, and OPED, as well as from the CU Executive MBA program. In summer 2014, the university committed 70 percent of the Associate Director of Development's time to be dedicated to fund-raising for the college.

SPONSORS/SUPPORTERS

Nearly half of our college's 8,865 alumni live in the Colorado Springs area, the oldest of whom are reaching planned-giving age. We are working to more actively engage with our alumni. Five years ago, we launched LEA, an annual event recognizing entrepreneurial legends in the community. This has become a key fund-raising event to support alumni activities and student scholarships. In 2014, more than 480 individuals attended the luncheon, raising \$113,000 for the college.

With financial support from community and business partners, the College of Business produces and delivers the Southern Colorado Economic Forum (SCEF). During the annual event, which attracts more than 400 attendees, experts from the academic, public, and private sectors report on the national and local economy. SCEF provides the community with a forecast to help businesses plan for the upcoming year as well as online, quarterly economic updates. Fall 2014 marked the 18th annual event. During 2014, a full-time director was brought on board to be a more active member in the community with respect to economic development initiatives.

Additional college funding comes from our \$1.25M Daniels Fund Ethics Initiative grant, which supports extensive engagement with the university and the community regarding business ethics. Further, in fall 2014, the dean's Executive Advisory Board committed to a student scholarship fund.

ENVIRONMENTAL, INTERNAL AND COMPETITIVE FORCES

The College of Business is shaped by a variety of forces as described below.

ENVIRONMENTAL FORCES

Both UCCS and the college have shaped and diversified their revenue sources as state funding has decreased to less than 7 percent of the university budget. The college's entrepreneurial activities continue to help support state and university-funding shortfalls.

INTERNAL FORCES

UCCS has been designated the growth campus in the CU system and growing enrollment is a key component of the university's plans for enhancing revenue. During the past five years, main campus student credit hours (SCH) in the college have increased 14 percent. The university supported this growth by providing additional faculty lines and office spaces. We still need additional classroom space, breakout rooms, and staff support.

In the next few years, the new general education Compass Curriculum implementation presents challenges as the college opens select courses to non-business students. We are committed to obtaining sufficient faculty and maintaining the quality of these classes in the process.

COMPETITIVE FORCES

UCCS is the largest four-year public university in southern Colorado. Other schools in the region offering business degrees include Colorado College (economics), the U.S. Air Force Academy, Colorado State University Pueblo, and a number of private for-profit schools. The state of Colorado has a very effective 2+2 transfer articulation agreement with Colorado community colleges, and a quarter of our transfer students are from our local Pikes Peak Community College. The increasing competition in online graduate degree programs, particularly AACSB-accredited programs, presents a more significant challenge.

COLLEGE OF BUSINESS DEGREE OFFERINGS

Four degree programs are included in the scope of the current Continuous Improvement Review:

- **Bachelor of Science (BS) in Business.** The college offers a traditional undergraduate BS in Business with several areas of emphasis.
- **Bachelor of Innovation™ (BI) in Business Administration.** The BI program is an internationally unique family of degrees with an innovation core applied in many fields. The BI™ is much like a bachelor of science or a bachelor of arts, with particular majors. The college offers the BI in Business degree.
- **Master of Business Administration (MBA).** The college offers the MBA degree on campus and online. Students may take courses through either delivery system, or a blend of both, and can earn a general MBA or choose from 10 areas of emphasis.
- **Executive MBA (EMBA).** The college participates in the Executive MBA program offered in Denver, in conjunction with CU Boulder and CU Denver business schools. This is a lock-step program of up to 40 students per year who complete the degree over a 21-month period. The report on this program is in Appendix 5.

Below is a summary of degrees awarded by the UCCS College of Business for the past five years.

COLLEGE OF BUSINESS DEGREES AWARDED AY 2010-2014

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
BS/BI	254	309	282	298	277
MBA	108	136	133	106	115
Total	362	445	415	404	392

SECTION 2: PROGRESS UPDATE FROM PREVIOUS REVIEW

Our previous Maintenance of Accreditation review did not result in any formal recommendations for change or improvement to our operations. (See Appendix 1.) The Peer Review Team complimented us on our entrepreneurial culture, commending us on the following strengths that we continue to develop and expand upon:

- the development of specialty programs,
- the distinctiveness of our online MBA and flexibility afforded our students in their degree completion,
- the award of the \$1.25M Daniels Fund Ethics Initiative grant,
- our highly collaborative relationship with the local community.

The team suggested we continue updating our strategic plan and report on progress and updates made on the plan's action items. We have been diligent in using our strategic plan as our decision-making guide, carefully tracking the status of each action item. Our process is more fully described in Section 3, Strategic Management.

SECTION 3: STRATEGIC MANAGEMENT

Our vision, mission, core values, and strategic plan guide our decision making and resource allocation. We have a well-functioning organizational structure with effective leadership, led by the dean and Strategy Team, with curricula managed by the Graduate and Undergraduate teams. See our organizational chart in Appendix 2.

MISSION STATEMENT AND SUMMARY OF STRATEGIC PLAN

As a member of the CU system and the University of Colorado Colorado Springs, the College of Business works diligently to align with the system and university goals.

MISSION OF THE UNIVERSITY OF COLORADO COLORADO SPRINGS

The university adopted its current mission statement in 2011. The only change from the previous (2006) university mission statement was the inclusion of specialized graduate research.

The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs.

MISSION OF THE COLLEGE OF BUSINESS

The College of Business mission was developed to align with the university's mission. We adopted our current mission and vision statements as well as core values in 2007 to provide a clear strategic direction as we decide opportunities to pursue. We highly value research and, in light of the expanded campus research mission, have increased incentives and rewards for published research.

To be an internationally accredited and recognized College of Business that is an exciting place to be for students, faculty, staff, and others we serve, and that is known for its high-quality undergraduate and MBA programs, areas of emphasis, and select, specialized programs that build on our unique capabilities and market opportunities. We will achieve our mission by

- *earning a reputation for being the premier provider of business education in the markets we serve;*
- *having internationally recognized faculty who are committed to teaching excellence and publishing valuable business research and knowledge;*

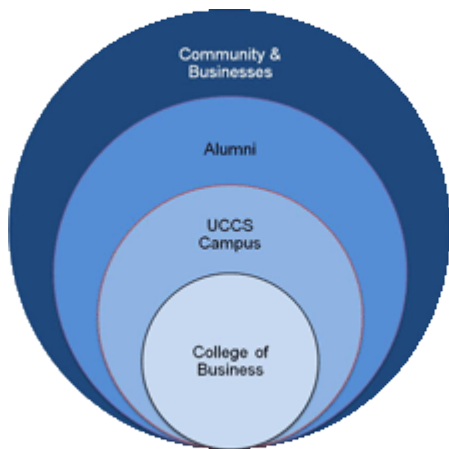
- *providing an innovative, current, business education of superior quality that integrates theory and practice and provides students with relevant knowledge and experiences in and outside the classroom;*
- *providing valued service to the people, communities, and disciplines we serve;*
- *attracting and retaining a diverse group of highly qualified students, faculty, and staff to our programs.*

VISION OF THE COLLEGE OF BUSINESS

We are in the business of building successful futures.™

The vision statement of the College of Business has been highly successful in connecting faculty and staff with all our stakeholders.

Our Stakeholders



Every individual in each circle of stakeholders is included in our vision. We make special efforts to ensure that our stakeholders know we strive to serve their interests.

CORE VALUES OF THE COLLEGE OF BUSINESS

Guiding our decision making on everything from faculty, staff, and student recruitment, advising, teaching, research, and community service are our core values outlined below.

Student Success: *Paramount to everything we do and one of the keys to our uniqueness and success is our dedication to helping students succeed in our programs and in their careers.*

Excellence, Integrity, and Professionalism: *We believe that things worth doing are worth doing right with the highest ethical standards.*

Innovation: *We want to encourage and be known for innovative thinking, practices, and programs.*

Building Relationships: *We are committed to developing mutually beneficial relationships and teamwork with all of our stakeholders.*

STRATEGIC MANAGEMENT PLANNING PROCESS AND OUTCOMES

In 2013, the College of Business adopted a 2020 strategic plan aligned with the university's 2020 strategic plan. The strategic management planning process began with a review of CU system and UCCS mission statements and strategic plans. Critical elements from the university's strategic plan were identified and integrated into our 2020 plan.

Part of this alignment and integration was facilitated by SARA Strategies, an organizational branding and strategy firm retained by the college in early 2013 to assist with brand assessment, development, and enhancement. Supported by our internal marketing specialist, SARA Strategies simultaneously assisted in our strategic planning process by:

- (1) evaluating the CU system's and university's plans and mapping congruent goals and strategic directions with those of the college;
- (2) ensuring that the college's strategic direction would support the emerging brand and to ensure brand consistency and credibility;
- (3) engaging key stakeholders in the brand development and strategic planning processes through surveys, group discussions, one-on-one interviews with faculty, staff, current students, alumni, prospective students, advisory boards, and college leadership to learn about stakeholders' perspectives and to encourage their continuing support.

The process was highly collaborative and stakeholder focused. Two faculty-and-staff dialogue events were dedicated to this topic. After a final discussion at the fall 2013 retreat, we adopted the 2020 strategic plan shown in Appendix 2.

As a result of the annual reviews of our mission and strategic plan, and because of our growth, we have made several organizational structure changes in the past five years. In 2011 we reorganized our academic teams from three teams to four of approximately equal size. In 2013 we reorganized the dean's office to employ a full-time associate dean (tenured faculty member) and a full-time assistant dean (staff role), who focuses on accreditation, data acquisition, and data analysis. In spring 2014 we reorganized the MBA administrative structure, combining campus and online programs under a single director.

The Strategy Team is comprised of the dean, associate dean, assistant dean, and the four team leaders. As the chair of the Graduate and Undergraduate teams, the associate dean also represents these curriculum committees on the Strategy Team. The Strategy Team meets regularly, serving as the college's steering committee, addressing such issues as strategic direction, processes, and policies affecting faculty and staff, new program proposals, and resource allocation issues.

2020 STRATEGIC INITIATIVES

The overarching goals of the current strategic plan are to better serve our stakeholders by continually improving and building on our excellence in teaching, research, and service; to pursue high-value opportunities; to be engaged and innovative; and to reduce our financial risks by decreasing our dependence on state funding.

Our initiatives fall into the following broad goals:

1. Deliver innovative and contemporary business education to our students through high-quality faculty, relevant programs, and new technologies.
2. Provide an environment that supports excellence in research.
3. Provide an environment that supports excellence in teaching.
4. Foster professional development by providing excellent faculty and staff development opportunities.
5. Provide sustainable resources to support the strategic plan.
6. Pursue relevant initiatives centered around:
 - a. business ethics
 - b. entrepreneurship
 - c. support for our community business environment
 - d. funding
 - e. internationalization
7. Enhance our community by building, strengthening, and maintaining relationships with all stakeholders.

HIGHLIGHTED STRATEGIC ACHIEVEMENTS

The College of Business annually evaluates progress on our strategic plan. Our significant achievements since adoption of the plan in 2013 are summarized below and detailed in Appendix 2.

College of Business Highlighted Strategic Achievements

Strategic goal	Highlighted achievements
1. Deliver innovative and contemporary business education to our students through high-quality faculty, relevant programs, and new technologies	<ul style="list-style-type: none"> • Hired 11 tenure-track and four nontenure-track faculty in last five years • Launched online undergraduate business degree completion program • Developed 4+1 accounting program
2. Provide an environment that supports excellence in research	<ul style="list-style-type: none"> • Instituted competitive summer research grants • Increased ledger funding and raised incentives for collaboration and high quality journal publications • Adopted new faculty workload policy that rewards research-active faculty • Established a Tier 1 journal publication recognition award
3. Provide an environment that supports excellence in teaching	<ul style="list-style-type: none"> • Financially supported all new faculty hired since 2008 to attend the Master Teacher Program at the University of Georgia • Hosted the Master Teacher Program in fall 2014 in house, providing an opportunity for all faculty to participate • Consistently offered in-house seminars related to pedagogy and online teaching
4. Foster professional development by providing excellent faculty- and staff-development opportunities	<ul style="list-style-type: none"> • Increased ledger account funding for nontenure-track faculty and staff for professional training opportunities
5. Provide sustainable resources to support the strategic plan	<ul style="list-style-type: none"> • Added \$800,000 to base funding in 2014 by transferring in-state, online MBA enrollments to the university • Generated more than \$100,000 profit annually from Executive MBA program • Raised \$113,000 in 2014 from the Lifetime Entrepreneurship Award (LEA) luncheon • Launched the Office of Professional and Executive Development (OPED) to expand noncredit training offerings
6. Pursue relevant initiatives centered around <ol style="list-style-type: none"> a. business ethics b. entrepreneurship c. support for our community business environment d. funding e. internationalization 	<ul style="list-style-type: none"> • Received \$1.25M five-year grant from Daniels Fund Ethics Initiative to incorporate ethical decision-making principles throughout the curriculum • Launched an entrepreneurship minor in fall 2011 that will also be fully available online spring 2015 • Leveraged OPED office to support community needs • Expanded student exchange agreements with 10 international partner schools • Hosted/exchanged six students in the dual-degree BS program with the Frankfurt School of Management
7. Enhance our community by building, strengthening, and maintaining	<ul style="list-style-type: none"> • Hired a full-time director for the Southern Colorado Economic Forum (SCEF)

Strategic goal	Highlighted achievements
relationships with all stakeholders	<ul style="list-style-type: none"> • Supported the Alumni Leadership Team with the addition of a full-time director • Increased support of the Internship and Placement Office, established in July 2008 • Invited the community to activities sponsored by the Daniels Fund Ethics Initiative • Faculty and staff serve on community boards, e.g. Colorado Springs Regional Business Alliance, Wells Fargo, ENT Federal Credit Union, and SBDC

FINANCIAL STRATEGIES

Our vision of building successful futures, combined with our mission, core values, and strategic goals guides our financial strategies. We have adopted a combination of conservative and entrepreneurial approaches to respond to limited state support of higher education in Colorado.

Budget allocation decisions are informed by our mission-driven strategic goals, built around our people, programs, infrastructure, and outreach activities. We make investments to create an environment supporting excellence in research, teaching, and professional development, while pursuing relevant initiatives and building and strengthening relationships with all stakeholders.

BUDGETING

While a long-term relationship exists between the college’s budget, student enrollment, and generated tuition, it is not direct and can vary from year to year. With no formal model linking budget appropriations to enrollment, planning for the future is a challenge. Colleges are asked to make annual investment requests for the forthcoming year. Our college’s compelling cases have resulted in investment increases in recent years.

Our base funding increased 59 percent from FY 2010 to FY 2015, allowing the college to increase investments in faculty, staff, programs, and initiatives. Our mission-driven activities are supported by funds received from a variety of sources. In order to continue providing a superior learning environment, we adopted an all-funds budgeting model that includes revenues from our base budget as well as from auxiliary activities such as out-of-state online MBA, Executive MBA, international students, fund-raising efforts, and gifts. The base and all-funds budgets are summarized below.

Six-Year Budget Summary

	Base Funding	All-Funds
2009-10	\$5,068,355	\$7,970,103
2010-11	\$5,165,440	\$7,331,145
2011-12	\$5,265,185	\$7,181,666
2012-13	\$6,021,765	\$7,748,087
2013-14	\$6,498,480	\$7,842,414
2014-15	\$8,060,906	(est) \$8,600,000

FY 2014 All-Funds Budget

Source	Funding
Base funding	\$6,498,480
Online MBA	\$592,000
Executive MBA	\$50,000
International students	\$40,000
Other auxiliary	\$115,900
Fund-raising	\$546,000
Total	\$7,842,380

The Strategy Team makes decisions to pursue select investments, after carefully determining that sufficient auxiliary reserves and forecasted auxiliary income will cover budget differences. We have taken prudent measures allowing us to build a \$3.78M reserve as protection from variations in budget allocations or fluctuations in our auxiliary operations revenue.

Approximately 82 percent of our budget is allocated to personnel: faculty, staff, and student employees. The remaining budget dollars support operations, professional development, travel, and other mission-relevant activities. The budget allocation for FY 2015 is in Appendix 2.

We recognize that auxiliary revenues generated by our nonresident online MBA program may not be sustainable long term in light of increased online competition; therefore, we have launched initiatives with the potential to make up or increase auxiliary revenue streams. One example is OPED that offers open enrollment and customized programs to for-profit and nonprofit organizations in the community. This rapidly growing program shows considerable promise.

Our Alumni office is entirely self-supported by funds raised at our LEA luncheon, where we honor legendary local entrepreneurs. Over the past five years, this luncheon has become a signature event in the community.

2014 marked the 18th year for our Southern Colorado Economic Forum. With the hiring of a full-time director, we expect this well-established event to grow and generate continuing support for the college.

We have identified a prioritized list of strategic initiatives that best support achieving our vision and mission. Below is a summary of the forthcoming strategic initiatives along with the corresponding expenses and funding source for each activity.

Strategic Initiatives and Funding Sources

Initiative / Action item	Start date	First-year [cost] or revenue	Continuing annual [cost] or revenue	Funding source
Maintain AACSB International accreditation under 2013 standards	FY 2015	[\$35,000]	[\$25,000]	auxiliary
Increase online MBA enrollments through focused marketing	FY 2015	[\$60,000]	TBD	auxiliary
Expand the Office of Professional and Executive Development	FY 2015	[\$34,000]	Break-even FY 2016	auxiliary
Received continuation of Daniels Fund grant for an additional five years	FY 2015	\$250,000	\$250,00	grant
Strengthen our foundation of ethics education	FY 2015	[\$292,500]	[\$292,500]	grant and auxiliary
Build international partnerships for student and faculty exchanges	FY 2015	[\$15,000]	[\$15,000]	auxiliary
Build and seek support from external relationships	FY 2015	\$10,000	\$15,000	gifts
Hire an assistant director for graduate programs	FY 2015	[\$50,000]	ongoing	base
Research workshop with National Taiwan University	FY 2015	[\$15,000]	-	auxiliary
Build professional video recording studio	FY 2016	[\$150,000]	-	base/auxiliary
Add soccer track to undergraduate sport management emphasis	FY 2016	[\$100,000]	\$70,000	base/auxiliary
Offer a Master of Accountancy degree	FY 2016	[\$23,000]	\$40,000	base
Offer first two years of undergraduate coursework online, expanding our degree completion program	FY 2016	[\$32,000] Course development	TBD	base

Initiative / Action item	Start date	First-year [cost] or revenue	Continuing annual [cost] or revenue	Funding source
Hire a finance faculty member prior to forthcoming retirement	FY 2016	[\$130,000] one-year, COB-funded salary	ongoing	auxiliary/base

We are working closely with the university to develop program budget models that reward entrepreneurial and innovative efforts. The most recent example of that is working toward an undergraduate area of emphasis in Soccer Management. This program, if approved, will have its own independent faculty, staff, and operation lines built into the budget. The university is using the college as a test case in creating such models.

We are well positioned for future success due to our people, programs, and effective financial management. Revenues from new initiatives will allow us to ensure financial stability, regardless of state funding. We are optimistic about our future as we proceed with an entrepreneurial spirit in pursuing our mission.

NEW DEGREE PROGRAMS

No new degree programs have been added since the previous AACSB Maintenance of Accreditation review. Our focus has been on building capacity for our existing programs by increasing the number of faculty and by adding online sections of existing courses.

INTELLECTUAL CONTRIBUTIONS

In support of the college’s mission, all tenured and tenure-track faculty must produce intellectual contributions. We use the AACSB definition of intellectual contributions: they must “exist in public written form” and “have been subject to scrutiny by academic peers or practitioners prior to publication.” We value all types of intellectual contribution, discipline-based scholarship, contributions to practice, and pedagogical research. We offer faculty incentives to publish in high-level, peer-reviewed journals, and we value coauthored and cross-discipline publications.

The college provides a wide range of support for intellectual contributions. New tenure-track faculty have a reduced teaching load their first two years of employment. In addition, they receive \$10,000 research grants in each of the first two summers and \$5,000 in the third. Competitive summer research grants are available to all tenured and tenure-track faculty. In summer 2014, grants totaling \$132,000 were awarded to 15 faculty. In addition to grants, faculty have individual

ledger accounts funded, based on the level of peer-reviewed journal publications. A Tier 1 publication adds \$1,500; a Tier 2, \$1,000; and a Tier 3, \$500 to the faculty member's ledger account.

Ledger accounts may be used to support teaching, research, and professional development. Allowable expenses include computers, teaching supplies, books, journal subscriptions, professional dues, and travel-related expenses. To maintain the financial health of the college, an annual spending limit is imposed on individual ledger account expenditures.

Table 2-1, Appendix 1, indicates that tenured (T) and tenure-track (TT) faculty are actively engaged in intellectual contributions with a wide variety of contributions across disciplines and types. Below is a summary of Table 2-1 showing a college average of more than six peer-reviewed journal articles per T/TT faculty over the last five years.

Five-Year Summary of Intellectual Contributions (see Table 2-1 for details)

	PRJs	All other IC	Pedagogy	Practice	Discipline	Total IC
Admin Team (2)*	4	5	7	1	1	9
Acctg & Finance (8)	68	207	12	135	128	275
Business Analysis (7)	48	86	19	10	105	134
Management (9)	42	108	12	50	88	150
Marketing, Strategy & Int'l Business (7)	38	83	9	33	79	121
Totals	200	489	59	229	401	689

* Numbers in parentheses represent the number of T/TT faculty on each team.

SECTION 4: PARTICIPANTS

Over the past five years we increased the number of faculty, staff, and students in the college. We continue to recruit highly qualified personnel and maintain selective admission standards.

STUDENTS

The college closely mirrors UCCS with respect to first-generation students, Pell grant recipients, in-state students, and international students.

Student Profiles, Fall 2013

	First-generation students	Pell grant recipients	In-state students	International students
UCCS	24%	35%	93%	1%
College of Business	21%	29%	88%	1%

ENROLLMENT TRENDS

Enrollments in the College of Business remain strong at the undergraduate level, but as with many business schools, we have seen a decline at the MBA level.

Student Head Count by Program of Admission

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Undergraduates					
BS Business	1,072	1,085	1,073	1,114	1,126
BI Business	36	29	38	51	67
Pre-Business (in LAS)	295	287	324	349	394
Total undergraduates	1,403	1,401	1,435	1,514	1,587
MBA					
On campus	274	251	237	237	231
Online	156	130	113	88	87
Total MBA	430	381	350	325	318

	Student Credit Hours by Program Level and Funding Source					
FY	2009-10	2010-11	2011-12	2012-13	2013-14	5-yr chg
UG main	25,130	24,979	24,857	26,345	27,025	12.8%
MBA main*	3,591	4,418	4,458	4,299	4,177	24.5%
Total main campus	28,721	29,397	29,315	30,644	31,202	14.2%
Extended studies*	3,655	1,779	1,454	1,056	970	-72.0%
Total all SCH	32,376	31,176	30,769	31,700	32,172	4.5%

*Effective FY 2010-11, online MBA enrollments by Colorado-resident students moved from extended studies to main campus.

Students are admitted to either the campus or online MBA program, but the curriculum is identical and, once admitted, a student may take courses via either delivery mode. The decrease in MBA enrollment is largely attributed to increased competition from other AACSB accredited online programs, many of which have lower tuition rates than ours. We have expanded our marketing and branding efforts to regain some of the lost MBA enrollments.

DIVERSITY

The college closely mirrors the university with respect to ethnic minorities at both the undergraduate and graduate levels. Like many business schools we lag behind the university with respect to the percentage of women enrolled at both levels.

Gender and Minority Diversity for University and College

	Undergraduate		Graduate	
	Minority	Female	Minority	Female
University	28%	53%	17%	53%
College of Business	25%	37%	15%	43%

Consistent with our strategic plan, we continue to work closely with the university's Diversity and Inclusiveness office to increase diversity within the college.

ADMISSION CRITERIA

Effective fall 2009, the college raised the undergraduate admissions standards, particularly for transfer students who represent roughly half of the student population. Transfer students must have a cumulative GPA of a 2.7 (B- average) as opposed to the previous requirement of a 2.5 cumulative transfer GPA. They must also have successfully passed English Composition I and at least College Algebra prior to admission.

Although the GPA requirement of 3.0 for incoming freshman and the class rank requirement of graduating in the top half of their class have remained the same, we have increased the minimum SAT and/or ACT English and Math scores.

We have made no changes to the MBA admissions requirements during the past five years. Average GPA and GMAT scores of our admitted students are approximately 3.2 and 550, respectively.

RETENTION

At 84 percent, the college retention rate for first-time, full-time freshman is the highest at the university. Both our retention rate and six-year graduation rate for undergraduates, compared to the university's rates, suggest our higher admission standards are appropriate. In addition, we provide high-quality student services such as a dedicated undergraduate director, internship and placement office, and a career coaching program.

Retention Rate for 2012 Cohort

	Minorities	Female	Overall
University	71%	71%	71%
College of Business	84%	83%	84%

Six-Year Graduation Rate for 2007 Cohort

	Minorities	Female	Overall
University	42%	50%	46%
College of Business	53%	55%	57%

SUPPORT SERVICES

UCCS and the college are built on an infrastructure that supports students. Dwire Hall was specifically designed to ensure small class sizes and provide breakout areas for students to collaborate. Except for the auditorium, which sees limited use by the college, Dwire classrooms have a maximum capacity of 43 students.

Advising: UCCS uses a Degree Audit Reporting System (DARS) that allows undergraduate and graduate students, as well as their advisors, to keep track of their degree program online, in real time as they add, drop, and complete courses.

Undergraduate: UCCS has centralized advising for undergraduate students for their entire program to ensure that students are on track for all their degree requirements including general education, college, and major and minor requirements.

The college has two advisors, and each business student is assigned to a specific advisor for the duration of his or her program. While the advisors are not employees of the college, we purposefully involve them in the college. For example, they attend Undergraduate Team meetings so they are aware of any curriculum and policy changes affecting students.

Graduate: At the graduate level, the MBA Admissions Specialist advises prospective students on the application process. Academic advising for admitted students is primarily carried out by a student employee, the MBA Peer Advisor. Student advising services include walk-in advising hours, after-hours advising meetings, and meetings via phone, email, and virtual media.

Career services: The Career and Placement Office offers a comprehensive array of programs and services that support and facilitate career development for students and alumni. Programs and resources are provided to assist students and alumni in solidifying and specifying career goals, expanding knowledge of career alternatives, understanding effective decision making, and acquiring appropriate strategies and skills to carry out a successful job search. Furthermore, the office assists students in their search for internships, part-time, or full-time employment.

In spring 2013, we held our first Career Networking Night (CNN). No résumés are exchanged at this event. Rather than a traditional career fair, this evening event has more of a business social atmosphere with appetizers and high-top tables. CNN provides an opportunity for students to sharpen networking skills and learn about local employers. The event is held each fall and spring. It has been popular with students and employers alike, with more than 60 organizations and 400 students, staff, and faculty attending each semester.

Career coaching: The Career Coaching Program is a new initiative developed by our alumni office to foster professional acumen and soft skills in our junior and senior students. While in the program, students are mentored one on one by alumni working in the student's field of interest. Participants also attend an etiquette dinner and field trips to local businesses. Professional topics include networking, résumé writing, interviewing, developing online identity, communication etiquette, negotiation, goal setting, and ethical decision making. Each session accommodates approximately 20 students, with plans to expand.

In addition to the formal resources identified above, student learning and development is enriched by our small class sizes, the availability of our faculty, and a variety of student clubs.

FACULTY

College faculty includes tenured, untenured tenure track, nontenure track, and lecturers from the profession. As indicated in Table 10-2, Appendix 1, and summarized below, for academic year 2013–2014, the college had 33 tenured and tenure-track (T/TT) faculty, 13 nontenure-track (NTT) faculty, and 44 lecturers (adjunct faculty).

2013–2014 College of Business Faculty

	Male	Female	Total
Full Professor	13	1	14
Associate Professor	5	4	9
Assistant Professor	4	6	10
Nontenure track	8	5	13
Total T/TT and NTT	30	16	46
Lecturers	31	13	44
Total	61	29	90

RECRUITMENT AND HIRING

The college’s mission and strategic plan drive our recruitment and hiring. Based on requests from the team leaders and discussion with the Strategy Team, the dean requests approval from the provost to hire new or replacement faculty. If a position is approved, the hiring process follows the university’s Human Resources Hiring Process Guidelines, and a search committee is formed. It includes an individual from outside the college, appointed by the Human Resources Office as a diversity champion whose role is to advise committee members on ways to attract diverse candidates and ensure all candidates are given due consideration. Candidates for tenure-track faculty positions are screened at top academic conferences or via Skype. Finalists are invited to campus for interviews and an offer is made to the person best suited for the position.

MENTORING

New faculty attend two days of university training. The college provides the new faculty with a handbook found on Blackboard in COB Central (and in appendix 3), a repository of college documents, policies and communications. The associate dean holds a new faculty information

session and we have a welcome reception to introduce everyone in the college. Initially, the new faculty member is mentored by their team leader. Once the new faculty member is acclimated and gets to know individual faculty, they work with their team leader and are assigned an appropriate faculty mentor, generally an experienced colleague in their discipline or with similar research interests.

ANNUAL EVALUATION

Each T/TT and NTT faculty member must complete the Faculty Report of Professional Activity (FRPA) in early February. On the FRPA, a faculty member indicates all teaching, research, service, and other professional activities accomplished during the calendar year. Faculty members are evaluated on their teaching, research and service performance. A faculty member may be considered for a specific development plan if he or she receives an unsatisfactory evaluation or is at risk of losing his or her faculty qualification status.

Faculty also prepare a Faculty Responsibility Statement (FRS) indicating the faculty member's intentions and goals for the upcoming year. These are reviewed by the associate dean and team leaders to ensure that all college needs are covered.

Consistent with our mission and strategic plan and in line with the 2013 AACSB Standards, new evaluation processes will be adopted in fall 2014 and implemented in 2015.

PROMOTION AND TENURE REVIEWS

The college has been commended for having a transparent tenure process. All promotion and tenure policies and procedures are posted on COB Central and attached in Appendix 3. A summary of those policies and procedures follows.

Initial reappointment review: All newly hired tenure-track faculty who join the college with no credit toward tenure undergo an initial reappointment review in the second year of their initial appointment. If reappointed, a comprehensive review for reappointment is conducted during their fourth year. Exceptions are made when hiring more experienced faculty.

Comprehensive reappointment review: In accordance with CU standards, the comprehensive reappointment review is done at the beginning of the faculty member's fourth year. The criteria are based on making satisfactory progress toward achievement of the standards for intellectual

contributions, teaching, and service for tenure and promotion to associate professor. In addition to the candidate's dossier, external letters of review of the candidate's intellectual contributions are considered. Following a successful comprehensive review, a mandatory review for tenure occurs during the seventh year.

Tenure and promotion to associate professor: At the beginning of their seventh year, a tenure-track faculty member pursues tenure and promotion to associate professor. Per Regent Law 5.B.4-B, "Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in either teaching, or research or creative work." In addition to the candidate's dossier, external letters of review of the candidate's intellectual contributions are considered.

Post-tenure review: The post-tenure review process is conducted in accordance with the CU system and UCCS standards. This review of a tenured faculty member's performance record is undertaken every five years. To meet expectations, faculty must demonstrate maintenance of professional competence, continued professional growth, and ongoing productivity in teaching, research, and service. Faculty must also maintain academic or professional qualifications in accordance with AACSB and College of Business policies.

Promotion to professor: "Under university policy, promotion to Professor requires a record that, taken as a whole, is judged to be excellent" (UCCS Policy 200-001, Reappointment, Promotion, and Tenure, 2008). The college considers the candidate's total record when making decisions regarding promotion to professor. At a minimum, the candidate must show continued accomplishment in teaching, research, and service and have earned a national reputation.

Each of these reviews follow the process identified by the university. In the College of Business, the college is the primary unit as we do not have separate departments. The primary unit Promotion and Tenure Committee (P&T) consists of all faculty in the college at or above the candidate's rank and not serving on the dean's or the chancellor's review committee. The Dean's Review Committee is comprised of a tenured professor from each team who is at or above the rank of any candidate's current rank. The review process for the individual levels of evaluations are shown below.

Tenure-Track and Tenured Faculty Evaluation Reviews

	First year	Comprehensive reappointment	Tenure and promotion to associate	Post-tenure review	Promotion to full
Primary Unit P&T	X	X	X	X	X
Dean's Review Committee	X	X	X	X	X
Dean	X	X	X	X	X
Vice Chancellor's Review Committee		X	X		X
Provost	X	X	X	X	X
Board of Regents			X		X

REWARDS AND RECOGNITIONS

The college has several incentives and rewards to motivate and recognize faculty. In addition to the previously mentioned research grants and ledger policy, we recognize faculty on an ongoing basis for any outside awards or commendations they receive. At our annual awards dinner we honor outstanding faculty in several categories. Also, any faculty member with a Tier 1 journal publication during the previous year is recognized and given a “Tier 1 Publication” trophy.

DEVELOPMENT OF INTELLECTUAL CONTRIBUTIONS

Tenured and tenure-track faculty are expected to contribute to the research mission of the college and remain academically qualified through their research and intellectual contributions. We value all types of research: discipline based, practice, and pedagogy. We also value interdisciplinary and coauthored research. As previously noted, the development of intellectual contributions is encouraged and enhanced by our reward system. Requirements related to intellectual contributions are summarized below under academic and professional qualifications.

PARTICIPATING AND SUPPORTING STATUS

The college uses the AACSB definition of participating faculty, “actively engage[s] in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments” (see Appendix 3: Academic and Professional Qualification Standards). All T/TT and NTT faculty members are participating faculty, per this definition, by virtue of their research and service activities. Although

part-time lecturers can be participating, most are considered supporting faculty and are only responsible for their direct teaching obligation.

The college meets AACSB guidelines for faculty sufficiency. For the college overall, more than 75 percent of student credit hours are delivered by participating faculty. Within each academic team more than 60 percent of student credit hours are delivered by participating faculty. See summary below.

**Summary of Faculty Sufficiency by Team and College
(see Appendix 1, Table 9-1, for detail)**

	SCH taught by participating faculty	SCH taught by supporting faculty	SCH by participating faculty
Accounting & Finance Team	5,742	2,370	71%
Business Analysis Team	5,703	1,374	81%
Management Team	5,934	2,079	74%
Marketing, Strategy & International Business Team	4,884	1,454	77%
Total College of Business	22,263	7,277	75%

ACADEMIC AND PROFESSIONAL QUALIFICATIONS

Academic qualifications (AQ): Consistent with our mission and AACSB standards, we use specific criteria for academic and professional qualifications. In summary, to be academically qualified requires a doctoral degree. To maintain academic qualifications a faculty member must have two peer-reviewed journal articles plus one additional peer-reviewed activity within the previous five years.

Professional qualifications (PQ): To be professionally qualified a faculty member generally must hold a master’s degree or higher and have significant work experience in their teaching field. When a practicing professional leaves the professional field and joins our faculty they are considered professionally qualified for their first five years of employment. Faculty maintain professional qualifications through a variety of activities including, consulting, ongoing certification, development activities, and other current professional experience.

The college overall, as well as three of the four academic teams, meets AACSB guidelines for faculty qualifications with more than 50 percent of faculty academically qualified and more than 90 percent either academically or professionally qualified. The Business Analysis team has greater than 50 percent academically qualified faculty but only 88 percent either academically or

professionally qualified. However, with the hiring of one TT and two NTT faculty for AY 2014-15 Business Analysis now has 51 percent academically qualified faculty and 92 percent either academically or professionally qualified. See summary below and detailed college requirements in Appendix 1, Table 10-1 and 10-2.

**Summary of Faculty Qualifications by Percent Appointment
(See Tables 10-1 & 10-2 for detail)**

	AQ Faculty	PQ Faculty	Other	AQ %	AQ + PQ %
Administration	1.00	1.00		50%	100%
Accounting & Finance Team	7.10	5.68	1.10	51%	92%
Business Analysis Team	6.10	4.10	1.40	53%	88%
Management Team	10.00	3.17	.30	74%	98%
Marketing, Strategy & International Business Team	6.50	5.55		54%	100%
Total College of Business	30.70	19.50	2.80	58%	95%

SECTION 5: CURRICULUM MANAGEMENT AND ASSURANCE OF LEARNING

College faculty have primary responsibility for curriculum management and assessment of our undergraduate and graduate degree programs. The Undergraduate Team (UGT) and Graduate Team (GT), comprised of faculty members from each discipline as well as program directors and advisors, function as the primary curriculum committees and meet biweekly. A current list of members on these teams is included in Appendix 4.

Curricular improvements over the past five years can be classified into two broad categories: (1) additions or changes driven by market opportunities, stakeholder feedback, and team or discipline strategies, and (2) refinements of existing curriculum driven by assurance of learning results. Key curriculum changes are discussed below, with market-driven changes highlighted in the first Section (Curriculum Management) and assessment-driven improvements highlighted in the second Section (Assurance of Learning).

CURRICULUM MANAGEMENT

Most changes to program curriculum are initiated at the team or discipline level. This includes proposals for new degrees, new areas of emphasis or new courses within an existing emphasis as well as changes to existing courses. All significant changes are reviewed by the appropriate curriculum committee. Changes that require the investment of college resources are further reviewed by the Strategy Team. Sometimes the impetus for curricular change comes from outside of the disciplines, as in the case of the Daniels Fund Ethics Initiative and the UCCS Compass Curriculum (general education) described below.

BUSINESS ETHICS

In 2009, the college was awarded a \$1.25M five-year grant from the Daniels Fund to strengthen principle-based ethics education. We are among a consortium of eight schools in four states participating in this program. While principle-based ethical decision-making skills have always been valued by the college, this grant has supported a variety of curricular and co-curricular activities that have significantly enhanced our coverage of this important topic.

Some highlights include:

- Fourteen college faculty were named “Ethics Fellows” for one- or two-year terms, earning a stipend to develop materials addressing principle-based ethical decision making within the context of their respective discipline (Appendix 4).
- Eight college faculty and staff obtained curriculum development grants 2010–2011 (Appendix 4).
- Faculty Ethics Roundtables were held throughout the year permitting Ethics Fellows to present best practices, share classroom experiences, and address subject-specific course materials for teaching business ethics. The roundtables were open to all UCCS faculty and staff, as well as faculty from Pikes Peak Community College and the U.S. Air Force Academy.
- The Daniels Fund Ethics Initiative brought noteworthy speakers to campus to discuss their experiences and perspectives on business ethics. Past speakers include Enron whistleblower Sharon Watkins as well as ethics and compliance officers from well-known firms such as Lockheed Martin. These speaker events were open to all UCCS faculty, staff, and students as well as the Colorado Springs community.
- The college has hosted and participated in ethics case competitions and ethics essay competitions in which 253 UCCS students have participated since 2009. In spring 2014, the UCCS team won the Daniels Fund Ethics Case Competition that included teams from all eight consortium schools.

The effects of this grant go far beyond curriculum and instruction and have a direct impact on the university and local community.

ALIGNMENT WITH UCCS COMPASS CURRICULUM

The college was actively involved in the recent redesign of the campus general education curriculum, now known as Compass Curriculum (Appendix 4). Several significant changes to the undergraduate curriculum stem from the new university requirements.

The college has submitted and received approval for several of its courses to fill Compass Curriculum requirements. A list of these courses is included in Appendix 4. As a result, our students have more flexibility to choose electives or pursue a second major, minor, or option while still meeting all requirements for graduation.

ACCOUNTING

The accounting faculty initiated four significant changes to the curriculum in the past five years. Beginning in July 2015, candidates will need to complete 150 hours of coursework to be eligible for licensure as a CPA in the state of Colorado. As an initial response to this requirement, in fall 2013,

the Accounting faculty launched a 4+1 BS/MBA program. This program allows top UCCS undergraduate accounting students to complete their BS and MBA degrees in five years with all of the required coursework necessary for CPA licensure.

The new CPA criteria also require three credit hours of coursework in accounting ethics. The accounting faculty developed and introduced ACCT 4510/6510, Accounting Ethics and Institutions, in 2011 to meet this requirement.

As a longer-term response to the new CPA requirements, the accounting faculty have proposed a Master of Accountancy (MAcc) degree. The MAcc degree is preferred over our current MBA with emphasis in accounting by many local and national accounting firms. The accounting faculty believe that this degree, if approved, will make our students more competitive for positions with top accounting firms beyond our local market. The MAcc proposal has been approved by the college Graduate and Strategy teams and will progress to the relevant campus committees fall 2014.

The fourth accounting curriculum change is the replacement of ACCT 6010, Seminar: Financial Accounting Theory, with ACCT 6750, Advanced Financial Accounting, as a required course for the MBA accounting emphasis. This change was undertaken to better prepare our graduates for the Financial Accounting and Reporting section of the CPA exam.

MANAGEMENT

In the past five years, the management faculty have made two significant curriculum changes: launching an undergraduate entrepreneurship minor and focusing on negotiation and conflict management within the general management emphasis in both the undergraduate and MBA programs.

The entrepreneurship minor, launched in fall 2011, is open to both business and nonbusiness majors. The program currently serves more than 120 students per academic year and is enriched by the college's Center for Entrepreneurship. Numerous high-impact extracurricular offerings supplement the classroom-based and online pedagogy.

In 2012, the management faculty reevaluated the undergraduate major and identified negotiation and conflict management as key skills that would benefit our graduates in their careers. The college hired a new faculty member in fall 2013 with research interests in these areas and added MGMT 4500, Principles of Negotiation and Conflict Management, as a required course for the management

emphasis. In spring 2015, a graduate elective course on this topic, MGMT 6500, Applied Principles of Negotiation and Conflict Management, will be offered.

GLOBAL PERSPECTIVES IN THE MBA

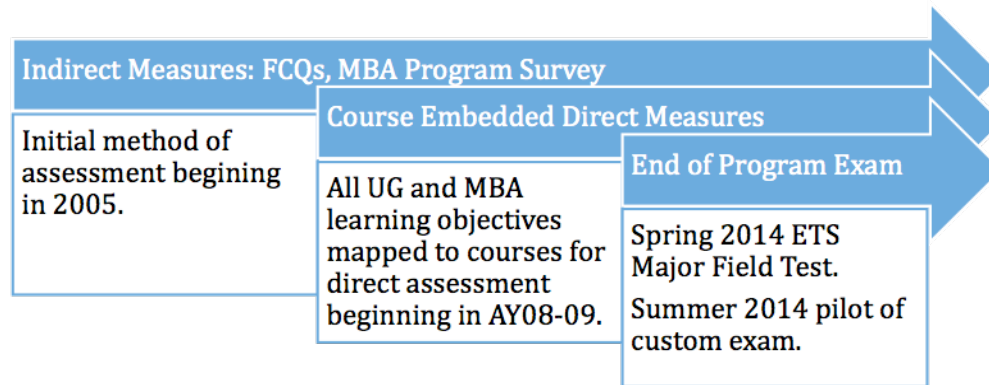
Global and cultural competence are important skills for our graduates to possess. Through our process of reviewing curriculum and assessment results the committee struggled to identify significant coverage and assessment of these skills within the MBA core. It was believed that most students were being exposed to these topics in elective courses, but coverage could not be ensured or easily assessed without a requirement.

In January 2014, the GT approved a change to the MBA curriculum, requiring all students to take at least one approved global perspectives elective course as part of their MBA degree. This requirement went into effect in the 2014–2015 academic year. In order for a course to be approved as a “global perspectives elective,” the course instructor provides a description of how the course addresses this learning objective and how assurance of learning will be measured. The GT reviewed and approved seven elective courses as meeting the global perspectives requirement.

ASSURANCE OF LEARNING

The college is committed to integration of assessment into our curriculum management processes and has an active assessment program. Assurance of learning in the college is a faculty-driven process, supported by staff, that measures student learning using a variety of direct and indirect measures. The current assessment framework has matured over the past decade. A timeline of this evolution is below.

Evolution and Maturity of Assurance of Learning in the College of Business



Prior to 2007, our assurance of learning efforts largely relied on indirect measures of student performance including supplemental questions on Faculty Course Questionnaires (FCQs) and the MBA Program Survey administered in the graduate capstone course. In AY 2007–2008, the Undergraduate and Graduate teams rewrote the learning objectives for each program. The objectives were mapped to the curriculum for assessment in AY 2008–2009 using course-embedded direct measures of student learning. This process allowed us to identify and improve several areas where student learning was not meeting our expectations, closing the loop at the course level each academic year.

Once we established that students met our expectations within various courses we turned our focus to evaluating the retention and integration of business concepts as students approach graduation. In AY 2013–2014 we initiated end-of-program measures, focusing on program-level improvements to the curriculum.

ASSURANCE OF LEARNING IN THE BS PROGRAM

The college Undergraduate Team (UGT) oversees the assurance of learning process for the BS in Business. In AY 2007–2008 the UGT approved eight program learning goals with corresponding objectives and mapped them to the curriculum for assessment. The learning goals (below), objectives, and measures were reviewed and revised in AY 2011–2012.

1. Our students will know core business concepts.
2. Our students will be effective communicators.
3. Our students will demonstrate problem-solving skills supported by appropriate analytical quantitative and qualitative techniques for tactical and operational decision making.

4. Our students will demonstrate effective teamwork skills.
5. Our students will understand ethical issues, including sustainability and social responsibility, and how they impact business and society.
6. Our students will have a global perspective.
7. Our students will understand key issues of operating in diverse organizations.
8. Our students will be able to integrate core business concepts across disciplines.

Faculty have developed course-embedded, direct measures for each objective. In many cases this is a collection of multiple-choice questions that are common to all sections of the course. Class instructors conduct assessments in all sections of core classes every fall. Each core class has a course coordinator who is tasked with, among other things, coordinating the assessment activities for the course. They collect and tabulate the assessment data for all sections and provide the data to the assistant dean (previously to the undergraduate director) along with a short summary analysis including course-level action plans for any areas where our students are not meeting expectations.

The results are then compiled by the assistant dean, who summarizes all classes by learning objective. Assurance of learning results are reviewed by the course coordinators and the UGT annually. Faculty recommend revisions to the curriculum and to the assessment process. Beginning 2014, summary results and highlights are also presented at the annual fall retreat and posted on COB Central where they can be accessed by all faculty and staff.

In addition to course-embedded measures, in AY 2013–2014 the college began evaluating student knowledge of key business concepts using end-of-program exams. Initially, we administered the ETS Major Field Test in Business (MFT) as a “temperature check” and to have a national point of comparison. As a longer-term measure, the UGT expressed a desire for a customized end-of-program assessment. Faculty believed the MFT ignored some topics central to our curriculum and tested others that we do not emphasize. The faculty partnered with **ansrsource**, an academic content developer, to design a custom exam. Faculty provided input on the disciplines, key topics, and questions throughout the development process, resulting in a professionally written assessment tool tailored to our program and curriculum.

The custom exam was piloted in the 2014 summer interim section of the capstone course, BUAD 4500. Results of both the MFT and the custom end-of-program exam are discussed further in the assessment outcomes section below. The pilot exam was reviewed and revisions were made in fall 2014. The revised exam is ready to be delivered every semester in the capstone course.

Writing skill is assessed using the undergraduate writing portfolio. Writing samples are evaluated by the university’s Writing Portfolio Office using a standardized rubric. Results are shared with the UGT each spring and with the college faculty and staff each year at the fall retreat. The new Compass Curriculum emphasizes writing intensive courses so we anticipate improved scores on the writing portfolio going forward. See Appendix 4 for recent results.

Below is a summary of our assessment activities over the current five-year cycle.

Summary of UG Assurance of Learning Activities in the Current Five-Year Cycle

Undergrad	Pre-visit cycle	Current visit cycle				Post-visit cycle
	Old Obj. Loop 1	Old Obj. Loop 2	Old Obj. Loop 3	New Obj. Loop 1	New Obj. Loop 2	New Obj. Loop 3 & beyond
Design	Fall 07 Spring 08			Fall 12		
Measure	Fall 08 Spring 09	Fall 09 Spring 10	Fall 10 Spring 11	Spring 13	Fall 13 Spring 14	Fall 14
Improve	UGT Review Fall 09	UGT Review Fall 10	UGT Review Fall 11	UGT Review Fall 13	UGT Review Fall 14	UGT Review Spring 15
Measure	Fall 09 Spring 10	Fall 10 Spring 11		Fall 13 Spring 14	Fall 14	Fall 15
AACSB	Visit Spring 10		New Draft Guidelines Fall 12		CIR Visit Spring 15	

RECENT BS ASSESSMENT OUTCOMES AND ACTION PLANS

For each undergraduate program learning goal the achievement target is 70 percent of students will meet or exceed expectations on each course-embedded measure. Courses where students meet this target on some but not all measures or where students meet the target in one semester but not all semesters are listed as “partially met” below.

Summary of BS Assessment Outcomes for AY 2013–2014

#	College of Business UG Assurance of Learning Goals	Met goal AY 2013–14	Partially met goal AY 2013–14	Did not meet goal AY 2013–14
1	Business Concepts			
a	Core knowledge of business	ACCT 2010 BLAW 2000 BUAD 4000 FNCE 3050 MGMT 3300 MKTG 3000 OPTM 3000		ACCT 2020 INFS 3000
b	Application	OPTM 3000 MKTG 3000		
2	Communication			
a	Writing	BUAD 4500 Writing portfolio		
b	Presentations	BUAD 4500		
3	Problem Solving			
a	Solve problems	FNCE 3050 INFS 1100 INFS 3000 OPTM 3000 QUAN 2010	ACCT 2020	QUAN 2020
b	Statistics	OPTM 3000 QUAN 2010		
c	IS tools	INFS 1100 INFS 3000 QUAN 2010		
4	Teamwork			
a	Principles, tools		BUAD 3000	
b	Effective teamwork	BUAD 3000		
5	Ethics			
a	Issues/Impact	ACCT 2010 BLAW 2000 BUAD 3000 BUAD 4000 MGMT 3300		
6	Global			
a	Global op principles	BUAD 4000		
b	Cross-cultural issues	MGMT 3300		
7	Diversity			
a	Value of diversity	BUAD 4000 MGMT 3300		
8	Integration			
a	Multidisciplinary solutions	INFS 3000 BUAD 4500		

Objective 1a: core knowledge of business

Students met our achievement target in all but two of the classes that assess this objective. In ACCT

2020 this objective is measured using a collection of 15 multiple-choice questions. In AY 2013–2014 only 65.7 percent of the students met our expectations. One change under consideration is narrowing the number of topics covered in ACCT 2020 to focus on the most critical topics. The accounting faculty will review these results more thoroughly in fall 2014 and determine appropriate actions.

In INFS 3000 this objective is measured using a collection of six multiple-choice exam questions. Assessment results for AY 2013–2014 include two of the four sections offered in fall 2013 and one of the four sections offered in spring of 2014. Sixty two percent of the students assessed met our expectation of getting 70 percent of these questions correct. A large number of students correctly answered four of the six questions but were classified as not meeting expectations as that is only 67 percent. In fall 2014, many of the assessment questions were updated to coincide with the adoption of a new textbook. The information systems faculty will meet to discuss additional actions, if necessary, after the fall 2014 assessment cycle.

Objective 3a: problem solving

Objective 3a is measured in several classes and students met or exceeded our expectations in all but two cases. In ACCT 2020 this objective was partially met in AY 2013-2014. Problem solving is measured using a collection of five multiple-choice questions. This objective was measured in all four sections of the class. In the fall, only 67 percent of our students met our expectations of correctly answering at least 65 percent of these questions. In spring, performance improved and 74 percent of students correctly answered the questions, meeting our achievement target of 70 percent. The course coordinator will continue to monitor performance on this objective.

In QUAN 2020 problem solving is measured using a set of multiple-choice questions covering the key statistical tools taught in the course. In spring 2014, 67 percent of the students on campus and 68 percent of the students online met or exceeded our expectations of correctly answering 70 percent of the assessment questions. This was up some from spring 2013 when the figures were 57 percent and 62 percent, respectively. The results largely reflect students struggling with simulations and linear programming. The department will meet in fall 2014 to discuss options for improvement.

Objective 4a: principles of teamwork

Students' understanding of the principles of teamwork is assessed in BUAD 3000 using three measures: self-assessment, third-party assessment, and an exam (or series of exams) made up of

multiple-choice and short-answer questions. In fall 2013, this objective was measured in one of the three on-campus sections and in the online section of the class. Students in the online section performed better than the on-campus section on the self-assessment and third-party assessment but performed poorly on the exam, with only 29 percent of online students meeting our expectations of correctly answering 70 percent of the exam questions. Part of this difference is likely due to the exam being given as a series of three small exams in the on-campus class but as a single, comprehensive exam, which must be taken in person, in the online class. In spring 2014, the exam scores of online students improved significantly with 69 percent of students meeting or exceeding our expectations, nearly reaching our 70 percent achievement target. According to the instructor, part of this improvement resulted from simply reminding students that the exam would be challenging and to prepare by reviewing their study guides.

2010–2014 Closing the Loop

On all other objectives and sub-objectives the students exceed our achievement target so no action plan is anticipated at this time. Over the past five years faculty have made numerous curricular improvements to reach this state. Some highlights are included below.

Objectives 1a and 3a in FNCE 3050

Finance 3050 is the required core finance class taken by all undergraduate business majors. The assurance of learning results for AY 2012–2013 and AY 2013–2014 show significant improvement as a direct result of assessment-driven curricular improvements to this course. In AY 2010–2011, the course coordinator and primary instructor redesigned this class to make it more engaging for students and to provide improved learning materials throughout the course. With the help of the college’s educational technologist and the university’s Faculty Resource Center, the instructor added calculator tutorials, step-by-step homework videos, and video lectures for students to review. The instructor also began using metacognitive educational software (Connect and LearnSmart) to reinforce financial skills and conceptual material from the class. These new tools are now fully implemented and the assessment results for both objectives associated with this class are outstanding.

FNCE 3050 Assessment Results						
Students that meet/exceed expectations						
AY	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Obj. 1a	67.57%	88.72%	85.48%	86.67%	91.56%	91.37%
Obj. 3a	65.64%	77.43%	70.87%	88.33%	88.89%	90.18%

Objectives 4a and 4b in BUAD 3000

BUAD 3000, Integrated Skills for Management, is primarily focused on communication and interpersonal skills for management. This class is where we assess teamwork (objective 4). This objective is further broken into sub-objectives focused on understanding the principles of teamwork (4a) and the ability to effectively work in teams (4b).

Beginning in 2011 this class was introduced online and we pilot tested a virtual leader simulation (vLeader). In 2012 that simulation was replaced with a personality assessment tool (DISCflex) that was adopted in all sections (campus and online) of the class. Two of the assignments from this tool are used as assessment measures, evaluating a student’s reflective thinking about their personality and behavior preferences and how these traits impact their interaction with others. We measure students’ understanding of the principles and theories of teamwork using an exam (or multiple exams). We also measure demonstration of team skills using a peer evaluation.

Our students have always performed well in a team environment (objective 4b). The assessment results show that our students’ understanding of teamwork principles (objective 4a) has improved following the redesign of this course.

BUAD 3000 - Assessment Results
Students that meet/exceed expectations

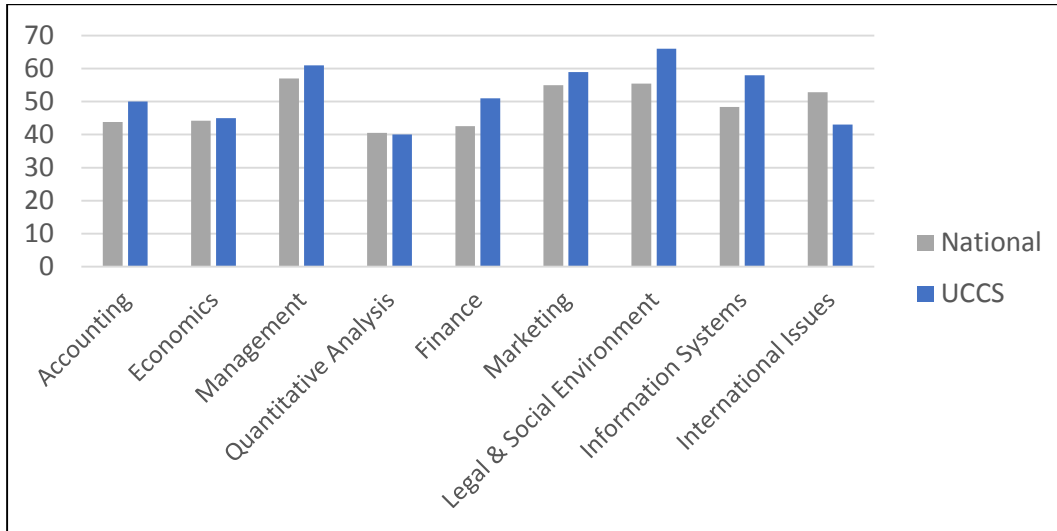
AY	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Obj. 4a	90.00%	54.00%	61.00%	-	-	86.00%
Obj. 4b	93.00%	85.00%	100.00%	-	-	93.00%

End-of-Program Exam

Our assurance of learning efforts have now progressed to focus on summative, end-of-program measures. In the 2013–2014 winter interim session, we administered the MFT to 32 students in the undergraduate capstone course. The results of this exam gave us a national point of comparison.

Overall, we were satisfied with our students’ performance on the MFT. Our students earned a mean score of 157.9, outperforming the national mean of 152.4. Our students scored especially well in finance, legal and social environment of business, and information systems, exceeding the national mean by more than one standard deviation. Two areas of concern are in international issues where our students performed more than one standard deviation below the national mean and quantitative analysis where our students were slightly below the national mean. Summary results are shown below.

ETS MFT - Mean Percent Correct by Discipline



Pilot results from our custom-developed, end-of-program exam were compared to the MFT results as a reality check. We anticipate periodically using the MFT for a national comparison.

We expected our students would perform better on our custom exam than on the MFT, because ours was tailored to our curriculum. Performance on the custom exam was strongest in management and marketing. It was weakest in statistics. Our faculty attribute the disappointing results in statistics to the fact that the questions were too focused on calculations rather than a conceptual understanding of how to use statistics for decision making. Initial test results for the MFT and the custom UG end-of-program exam are below.

Comparison of MFT and Pilot Custom End-of-Program Exam Results

Mean Percent Correct by Discipline			
	MFT		Custom (pilot)
	National	COB	COB
Accounting	43.8	50.0	61.9
Economics	44.2	45.0	n/a
Management	57.0	61.0	72.5
Quantitative Analysis	40.5	40.0	33.3
Finance*	42.6	51.0	49.6
Marketing	55.0	59.0	70.8
Legal & Social Environment*	55.5	66.0	59.5
Information Systems*	48.4	58.0	57.9
International Issues**	52.8	43.0	63.9
Operations Management	n/a	n/a	66.1

* The College of Business is more than one std. dev above national mean

** The College of Business is more than one std. dev. below the national mean

In fall 2014, faculty reviewed the exam questions and results. They made minor changes to the wording of several questions to improve clarity and replaced some questions to better address topics that were not sufficiently addressed on the pilot exam. In fall 2014, this revised exam was administered to several sections of a freshman-level business class and will be given to all sections of the undergraduate capstone class. This will give us a simulated pre-post comparison of student learning. Our faculty established an achievement target for the revised exam of 65 percent of the questions correct in each subject and 70 percent correct overall.

ASSURANCE OF LEARNING IN THE BI PROGRAM

Students earning the Bachelor of Innovation™ in Business degree complete the core business curriculum and are assessed along with other undergraduate business students. The three exceptions to this are BLAW 2000, BUAD 3000, and BUAD 4500, which are replaced with courses from the Innovation Core within the BI curriculum. The BI program has established three program-level learning objectives listed below.

1. Students will learn the foundational topics in the innovation and cross-disciplinary cores.
2. Students will learn the foundational topics in their BI major.
3. Students will learn to work effectively in teams.

We believe there is an imperative to continually improve courses in entrepreneurship and innovation. These two topics are inherently about change, and keeping the course content current and relevant is an ongoing need and challenge. Every course in the Innovation Core is team taught. This approach facilitates curriculum management and continuous improvement of the BI program. At the end of the semester, BI faculty teams discuss what worked, what didn't, and what to change for the upcoming semester. We change books frequently and constantly look for supporting material to add new perspectives. Significant changes are discussed with the entire BI faculty. Because this is a relatively new degree program, the focus has been on developing and refining the original curriculum via qualitative evaluation. Beginning in spring 2014, the program began formal, quantitative measurement of student learning using an exit survey in the capstone course, ENTP 4500. Beginning with the 2014–2015 academic year, BI in Business students will also take the same end-of-program exam in ENTP 4500 that BS in Business students take in BUAD 4500.

KEY CURRICULAR CHANGES

The original design of the Innovation Team sequence required a mix of one- and two-credit-hour courses totaling nine credit hours. We received feedback from students, and observed for ourselves, that the time needed to effectively produce a deliverable for a client was well beyond a one credit hour course. Administration of the program was further complicated by some students in the same class and on the same team being enrolled for a different number of credit hours. We changed the curriculum to make the Innovation Team sequence consist of three, three-credit-hour courses. This solved the problems mentioned above and allowed us to engage BI teams in projects that were more complex and robust.

Recently, we adopted a new way of teaching entrepreneurship using Lean Launchpad. Three faculty trained on the Lean Launchpad process and taught two sections of ENTP 1000 (Introduction to Entrepreneurship) the traditional way and two sections using Lean Launchpad. Faculty noted the differences in the quality of ideas and understanding of principles and believe when using Lean Launchpad student “pitches” are more realistic and of higher quality. As a result, we adopted the Lean Launchpad approach to teaching all sections of ENTP 1000 in the fall 2014 semester.

Last year we modified content in several courses to make them consistent with the goals for the Compass Curriculum. Specifically, we included components in ENTP 1000 consistent with the university focus on sustainability. We made more explicit the focus on inclusiveness in INOV 1010 and added elements to show the dynamics of inclusion vs. exclusion. We enhanced the writing component in the Innovation Teams Sequence consistent with writing intensive courses, and we revised ENTP 4500 to include more focus on innovation while continuing the focus on entrepreneurship and adding integrative components consistent with a capstone experience.

RECENT BI ASSESSMENT OUTCOMES AND ACTION PLANS

Following are the highlighted results of the spring 2014 exit survey.

Bachelor of Innovation Assessment Outcomes

Objective	Measure	Outcome	Action plan
Objective 1: Knowledge of innovation	Define and give an example of innovation	72% of students met or exceeded expectations	Have a faculty conversation to achieve consensus about how we define these terms so that faculty will be consistent in how they present them.
	Define and give an example of entrepreneurship	59% of students met or exceeded expectations	

Objective	Measure	Outcome	Action plan
Objective 2: Knowledge of business	Assessed in business core classes with BS students	See BS assessment outcomes	
Objective 3: Teamwork	Student self-assessment of skill as a team member on a 1 to 5 scale	Initial skill: avg 3.0; Current skill: avg 4.41; Improvement: 1.41 points, or 47%	In the teams classes, remind students of the tools they learned in earlier classes and encourage them to use those tools.
	Student self-assessment of skill as a team leader on a 1 to 5 scale	Initial skill: avg 2.83; Current skill: avg 4.29; Improvement: 1.46 points, or 52%	

ASSURANCE OF LEARNING IN THE MBA PROGRAM

College of Business faculty, led by the Graduate Team (GT), have developed learning objectives for the MBA program and mapped them to appropriate courses for measurement. Faculty have developed measures for each objective, including multiple choice test questions, essay exam questions, cases or projects, and peer-evaluations. Because these are course-embedded measures they are evaluated by the course instructor.

In AY 2011–2012, the GT revised and condensed the MBA learning objectives. Many of the old objectives measured content knowledge rather than broader skills and abilities that are developed throughout the program. The new learning objectives combined all general-knowledge goals into a single objective and refined other objectives to align with the new college Strategic Plan and be consistent with the forthcoming 2013 AACSB Standards. The MBA learning objectives are below with a more detailed comparison of the new (2012) and old (2008) objectives in Appendix 4.

2012 MBA Learning Objectives

1. Understand and apply knowledge in accounting, finance, information technology, management, marketing, operations, and strategy.
2. Make decisions that incorporate ethical principles, legal obligations, and social responsibility (including sustainability) and that consider all stakeholders.
3. Communicate professionally and effectively.
4. Function effectively as a team member and a team leader in a diverse business environment.
5. Think critically and analyze and synthesize information for problem identification and effective managerial decision making.

6. Recognize, appreciate, and respect diversity and cultural differences in order to adapt and succeed in global business environments.

Class instructors collect and submit assessment data to the assistant dean (previously to the MBA director) who compiles the results and summarizes them by learning objective. These results are reviewed by the GT during the spring semester every year, and summary results and highlights are presented to faculty and staff annually at the COB fall retreat. Faculty recommend revisions to the curriculum and to the assessment process during both the GT review and at the COB retreat.

Data for the 2012 revised learning objectives was collected in spring 2013, fall 2013, and spring 2014. This more-frequent data collection allowed us to more quickly validate and refine the new measures. Going forward, we will return to measuring all objectives every fall, using the spring semester for deeper analysis of the results and crafting of action plans to support curricular improvement. The following timetable summarizes our assessment activities over the current five-year cycle.

Summary of MBA Assurance of Learning Activities in the Current Five-Year Cycle

MBA	Pre-visit cycle	Current visit cycle					Post-visit cycle
		Old Obj. Loop 2	Old Obj. Loop 3	New Obj. Loop 1	New Obj. Loop 2	New Obj. Loop 3	
	Old Obj. Loop 1						New Obj. Loop 3 & beyond
Design	Fall 07 Spring 08			Fall 12			
Measure	Fall 08 Spring 09	Fall 09 Spring 10	Fall 10 Spring 11	Spring 13	Fall 13	Spring 14	
Improve	GT Review Fall 09	GT Review Fall 10	GT Review Fall 11	GT Review Fall 13	GT Review Spring 14	GT Review Fall 14	
Measure	Fall 09 Spring 10	Fall 10 Spring 11		Fall 13	Spring 14	Fall 14	
AACSB	Visit Spring 10		New Draft Guidelines Fall 12			CIR Visit Spring 15	

In addition to course-embedded assessments, in AY 2013–2014, the college began measuring student knowledge of key business concepts using an end-of-program exam. We worked with **ansr**source, an academic content developer, to design the exam. The College of Business faculty, particularly the GT and core course instructors, provided input on the disciplines, topics, and

questions as the exam was being developed. The exam was piloted in BUAD 6500 in summer 2014. Results are discussed in the assessment outcomes section below. Improvements will be made to the exam itself and it will be delivered every semester in the capstone course.

RECENT MBA ASSESSMENT OUTCOMES AND ACTION PLANS

For each MBA learning goal, the achievement target is that 80 percent of students will meet or exceed expectations on each course-embedded measure. For every learning goal, students in the MBA program meet this target in at least one of the assessed courses. However, as revealed below, there are a few measures/classes where students did not achieve this standard. (In our course numbering system the last two digits are 00 for sections delivered on campus 90 for online sections, e.g., FNCE 6000 is delivered on campus, FNCE 6090 is delivered online.)

MBA Assessment Outcomes

#	College of Business MBA assurance of learning goals	Met Goal AY 2013-14	Partially Met Goal AY 2013-14	Did Not Meet Goal AY 2013-14
1	Core business knowledge	FNCE 6000/6090 INFS 6000/6090 MGMT 6000/6090 MKTG 6000 BUAD 6500	MKTG 6090 OPTM 6090 BUAD 6590	
2	Ethics & CSR	FNCE 6000/6090 MKTG 6000/6090		
3	Teamwork	MGMT 6000/6090 OPTM 6090	BUAD 6500	
4	Communication	BUAD 6500/6590		
5	Critical thinking	INFS 6000/6090 OPTM 6090	FNCE 6000/ FNCE6090	
6	Globalization & cultural diversity	MGMT 6000/6090 MKTG 6000		

Consistent with our assessment practice, ACCT 6100/6190 and OPTM 6000 were not assessed in AY 2013-2014 due to faculty sabbaticals.

Objective 1: core business knowledge

Students met or exceeded our achievement target for program objective 1 in all but three of the core MBA classes.

In MKTG 6090 this objective is assessed using a collection of multiple-choice questions. Students did not meet the expectation of correctly answering at least 75 percent of these questions on the

topics of core competencies, targeting and segmentation, and the differences between products and services. On the topics of buyer behavior and marketing research, the students performed very well with 100 percent and 92 percent meeting our target, respectively. The professor's action plan for the course indicates that he will add more content on the low performing topics to the Soft Chalk Module Overview Lessons. The impact of this action will be evaluated in fall 2014 when the class is assessed again.

In OPTM 6090 this objective is measured using several essay-exam questions. In the spring, students struggled on two of these measures with only 73 percent of students correctly answering the questions about key factors in designing effective operating systems and decision-making tools for operations management. In spring 2014, student performance on those two measures improved significantly (92 percent and 86 percent answering correctly), but performance on the third measure, regarding the application of operations management policies to service and production firms, dropped with only 61 percent of students achieving the required score. The spring results reflect the impact of the instructor providing additional clarification of the questions used for the first two measures. The professor's action plan for fall 2014 is to incorporate more examples of how operations management principles apply to service businesses.

In BUAD 6590, the MBA capstone course, objective one is measured using a company analysis term paper. In fall 2013 some students struggled to identify key components of a firm's strategy and assess how the firm's strategy impacts its organizational structure and management style. Many also struggled to make appropriate strategic recommendations to improve firm performance. The professor's action plan for spring included providing a more detailed explanation of exactly what was expected in each section of the paper. Spring assessment results were dramatically higher, with 100 percent of students meeting or exceeding expectations on all sections of the term paper.

Objective 3: teamwork

Teamwork was assessed in four MBA classes with students meeting expectations in three of the four. In BUAD 6500 teamwork is evaluated using a peer-evaluation tool that is integrated with Glo-Bus, a simulation program. In fall 2013, 76 percent of students met our expectations on this measure, slightly below our 80 percent target. Typically, our students perform well in teams, so the professor did not make any changes to the course. The results in spring 2014 returned to more typical levels with 95 percent of our students meeting or exceeding expectations on this measure.

Objective 5: critical thinking

Critical thinking and problem solving are assessed in several MBA classes. In the core finance class it is measured using five clusters of multiple-choice questions. Each cluster focuses on a specific topic, for example risk analysis or capital budgeting recommendations. Overall, students performed very well on these questions with 92 percent of students in the campus class and 97 percent of the students in the online class meeting or exceeding expectations. However, in each semester students underperformed on one of the five topics, earning the course a rating of “partially meets” for the academic year.

In fall 2013, only 67 percent of students in the campus class met expectations on the topic of recommending appropriate dividend policies. This was largely attributed to a weather-related campus closure on the night that this material would have been covered. The professor made the material optional for that semester. In spring 2014, only 63 percent of online MBA students met expectations on the topic of value-based management. The professor will make changes to the way this material is covered in future semesters.

In previous years students struggled with the topic of bond pricing and valuation. The assessment results for this topic improved once the professor expanded class discussion of the topic. The professor will continue with the expanded coverage of that topic going forward.

End-of-Program Exam

The results of our initial pilot of the MBA end-of-program exam are below. Performance was strongest in marketing and weakest in critical thinking. This is consistent with general expectations, especially given the difficulty and abstract nature of the critical-thinking questions.

**Pilot Test Results for MBA End-of-Program Exam
(Summer 2014, 15 students)**

Topic	Percent Correct
Accounting	64.4%
Business Ethics	65.3%
Critical Thinking	54.7%
Finance	72.0%
Information Systems	68.0%
International Business	74.7%
Management & Leadership	72.0%
Marketing	78.0%
Operations	74.0%
Strategic Management	74.7%

In fall 2014, faculty from each discipline reviewed the exam questions and results. They made minor changes to the wording of several questions to improve clarity and replaced some questions to better address topics that were not sufficiently addressed on the pilot exam. This revised exam will be administered in all sections of the MBA capstone class going forward. Our faculty established an achievement target for MBA students of 70 percent of the questions correct in each subject and 75 percent correct overall.

SUPPLEMENTAL AND INDIRECT MEASURES

In addition to course-embedded and end-of-program direct measures of student learning, we use several indirect and supplemental measures to ensure the quality of our programs and curriculum.

SUPPLEMENTAL FCQ QUESTIONS

The college has added assessment-related questions to the Faculty Course Questionnaires (FCQ) for all required business courses. These questions have been mapped to the undergraduate and graduate learning objectives, offering an indirect measure of student learning to supplement our direct measures. The undergraduate and graduate curriculum committees analyze the FCQ results annually. The supplemental questions and their alignment with the undergraduate and graduate program learning objectives, as well as recent results, are attached in Appendix 4.

Student responses to the supplemental FCQ questions indicate that students believe they are learning the knowledge and skills identified in our learning objectives. Students rate each question on a scale of one through six indicating how much a particular course has improved their ability in a specific area. Our goal is that at least 80 percent of students will give a rating of four or higher in at least two of the core classes, meaning that 80 percent or more of the students felt strongly that at least two of their required classes improved this skill.

At the undergraduate level, three FCQ questions failed to meet this standard. When asked to rate how much various courses improved their writing skills, presentation skills, and interpersonal skills, several courses earned a four or higher from only 70 percent of the students. However, the course-embedded direct evaluations show solid demonstration of these skills. The FCQ results may indicate students don't believe they are developing these skills within their business courses.

At the graduate level, two questions did not achieve the target rating. The questions of how much the course "improved recognition of cultural differences in a global economy" and how much the course "improved presentation skills," each earned a score of four or higher from more than 80

percent of students in only one required class. Since the course-embedded direct measures of these skills indicate strong student performance, the FCQ results may indicate that students believe they already possess these skills and that little improvement can be attributed to their MBA courses.

EMPLOYER EVALUATION OF INTERNS

Internships are encouraged but not required of business students. They may be counted for academic credit or taken for the work experience or compensation. More than 200 business students, mostly undergraduates, complete an internship in a typical year with 60 to 80 students earning academic credit. In these for-credit internships, employers evaluate the performance of our students in four categories. These evaluations provide valuable feedback about the knowledge, skills, and abilities of our students, particularly with respect to preparation for the workforce. Summary results are presented below. See more detail and the evaluation form in Appendix 4.

**Employer Evaluations of Student Interns
(Average score out of five possible points)**

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
General knowledge of business topics (accounting, finance, marketing, etc.)	4.31	4.34	4.16	4.40	4.38
Communication skills (writing, speaking, listening)	4.55	4.53	4.61	4.55	4.59
Professionalism (including appearance, dress, reliability, teamwork, etc.)	4.73	4.68	4.74	4.68	4.76
Overall rating	4.59	4.65	4.66	4.63	4.66

SECTION 6: OTHER

We are well on our way to implementing the 2013 AACSB Standards with the three pillars of innovation, impact, and engagement. The college's requirements for Scholarly Academics, Practice Academics, Scholarly Practitioners, and Instructional Practitioners have been written to align with the standards (Appendix 3). After several reviews by the Strategy Team and faculty, these new qualifications were adopted on September 5, 2014, at the college retreat and will be implemented beginning in 2015.

As the environment and future of business education changes, we feel that our entrepreneurial culture positions us well to continue our commitment to building successful futures. With respect to innovation, we will continue to strategically pursue innovation in our curriculum, our teaching, and our partnerships. Some of these activities include the exploration of an emphasis in Soccer Management, the MAcc degree, and a research workshop in partnership with National Taiwan University. We are also discussing a possible joint behavioral lab in the new Lane Center with our colleagues from the Psychology Department. And, we are excited about moving our online undergraduate degree completion program to a fully online degree program.

As always, we will look for opportunities to expand the impact our teaching, research, and community outreach activities have on our stakeholders. To stay in alignment with the new standards, we are beginning to develop metrics to measure this impact.

The 2013 AACSB Standards indicate that a "quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways." Our new faculty qualification and differentiated workload policies, along with our incentive and reward system, encourage meaningful engagement from faculty with all of our stakeholders. We continue to provide our students with numerous opportunities to interact with the professional world through guest speakers in the classroom, alumni networking opportunities, our Career and Placement Office, and Career Coaching Program. Also, we will continue to impact the larger community through our Office of Professional and Executive Development, our Southern Colorado Economic Forum, and our Lifetime Entrepreneurship Award.

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1. AACSB Documents and Tables
2. Organizational Structure and Strategic Management
3. Faculty Policies
4. Curriculum Management and Assurance of Learning
5. Executive MBA

APPENDIX 1

AACSB DOCUMENTS AND TABLES

- A. Maintenance of Accreditation Peer Review Team Recommendations April 2010
- B. Table 2-1: Five-Year Summary of Intellectual Contributions
- C. Table 9-1: Summary of Faculty Sufficiency by Discipline and College
- D. Table 9-1B: Summary of Faculty Sufficiency by Program
- E. Table 10-1: Summary of Faculty Qualifications, Development Activities and Professional Responsibilities
- F. Table 10-2: Calculations Relative to Deployment of Qualified Faculty

APPENDIX 1A

MAINTENANCE OF ACCREDITATION
PEER REVIEW TEAM RECOMMENDATIONS- APRIL 2010



April 30, 2010

Venkateshwar K. Reddy, Dean
University of Colorado at Colorado Springs
College of Business and Administration
Graduate School of Business Administration
1420 Austin Bluffs Parkway, PO Box 7150
Colorado Springs, CO 80918

Dear Dean Reddy:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master's degree programs in business¹ offered by your school is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the business programs of the University of Colorado at Colorado Springs.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, your school is to be commended on the following strengths and effective practices:

1. The development of distinctive niche degree programs that include a Bachelor Degree in Innovation (joint with the College of Engineering and Applied Sciences) and a Bachelor of Science in Business major in Sport Management in conjunction with twenty highly visible sports organizations including the US Olympic Committee, and a Golf Management option jointly with the PGA.
2. The creation of a Distance MBA program that allows military professionals to pursue their degrees even if posted away from the region or outside the country. The DMBA is distinctive because it is fully consistent with the on-campus MBA. Students can and do switch back and forth between the two offerings.
3. The College of Business recently received a \$1.25 million Daniels Foundation Ethics Initiative grant which presents the College with an excellent opportunity to widen curricular and collaborative initiatives to anchor strong ethical values among its students.
4. The College of Business fosters a highly collaborative relationship with local Colorado Springs businesses and non-profit communities. Within the faculty it was also noteworthy that there was significant goodwill among the tenured, untenured tenure track and non-tenure track faculty members. There was a sense of conscientious, fair, respectful behavior of the various groups toward each other.

¹ See Attachment A: Scope of Accreditation

² See Attachment B: Timeline

Additionally, in the interest of continuous improvement, the University of Colorado at Colorado Springs should continue to update its strategic plan and report on progress and updates made to the action items described in the plan.

University of Colorado at Colorado Springs has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2014-2015. A timeline specific to your visit year is attached². Please note that your Maintenance Review Application will be due on July 1st, two years prior to your review year. This application initiates the maintenance process. In this application you will be expected to provide an update on progress in addressing strategic plan items in addition to other relevant information for initiation of the next maintenance review.

Please refer to the [Maintenance of Accreditation Handbook](#) for more information regarding the processes for maintenance of accreditation. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Policano". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Andrew Policano, Chair
Board of Directors

cc: Peer Review Team
John Elliott, Team Chair
Labh Hira, Team Member
V. Kanti Prasad, Team Member

SCOPE OF ACCREDITATION
Maintenance of Accreditation April 2010

Name of Institution:

University of Colorado at Colorado Springs

Name of Business Academic Unit:

College of Business and Administration

List of Degree Programs Reviewed:

B.S. in Business with majors in:

- Accounting
- Business Administration
- Finance
- Human Resources Management
- Information Systems
- International Business
- Management
- Marketing
- PGA Golf Management
- Services Management
- Sport Management

Bachelor of Innovation in Business

M.B.A.

CU Executive M.B.A.

MAINTENANCE OF ACCREDITATION TIMELINE - Visit 2014-2015

<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan
<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year
		<ul style="list-style-type: none"> July 1 - Submit Maintenance Review Application with signed cover letter requesting maintenance review and preferred visit dates. 	<ul style="list-style-type: none"> Accreditation Coordinating Committee rules on exclusions and the scope of the accreditation visit 	<ul style="list-style-type: none"> Submit Fifth Year Maintenance Report
		<ul style="list-style-type: none"> Submit List of Degree Programs including Catalogs 	<ul style="list-style-type: none"> Work with AACSB to select Peer Review Team from peer and aspirant groups 	<ul style="list-style-type: none"> Submit Policies for Faculty Management, including Non-Tenure Track Faculty
		<ul style="list-style-type: none"> Submit request for exclusion of degree programs including justification for the request 	<ul style="list-style-type: none"> Work with AACSB to set the visit date 	<ul style="list-style-type: none"> Submit Executive Summary including effective practices
		<ul style="list-style-type: none"> Submit List of Comparison Groups (Peer, Competitive, and Aspirant) <p><i>Previous four items to be submitted together.</i></p>		<ul style="list-style-type: none"> Accreditation Statistical Reports will be available by request to applicant and team members by AACSB
				<ul style="list-style-type: none"> Work with Peer Review Team to prepare the Visit Schedule
				<ul style="list-style-type: none"> Peer Review Team Visit

APPENDIX 1B

TABLE 2-1
FIVE-YEAR SUMMARY OF INTELLECTUAL CONTRIBUTIONS

TABLE 2-1. FIVE-YEAR SUMMARY OF INTELLECTUAL CONTRIBUTIONS

UCCS COLLEGE OF BUSINESS: July 1, 2009 - June 30, 2014

		Portfolio of Intellectual Contributions								Summary of Types of ICs		
		Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others ¹	Learning & Pedagogical Research	Contributions to Practice
Faculty												
T	Gonzalez-Padron, Tracy	10			3	5	10			4	4	20
T	Harris, Spencer	3	1	1	2		6				2	11
L	Kirkham, Steve											
N	McNulty, Peggy	2							3	3		2
L	Miller, Chad											
L	Mills, Rich											
L	Nasby, Rich											
L	Norkoli, Andrew											
T	Olson, Eric	8									4	4
S	Ratz, Ian	2			1		1				4	
L	Robers, William											
L	Steele, Darrin											
S	Sutherland, Mollie											
N	Van Scotter, James ⁴	1				2	7		1		1	10
N	Worley, Joel											

Faculty listings include type of appointment to the College of Business. (T=tenured/tenure track, N=non-tenure track, L=lecturer S=COB staff with teaching responsibilities)

Only tenured/tenure-track faculty are expected to contribute to the research mission of the college and maintain academic qualifications. Non-tenure track faculty and part-time lecturers are not required to conduct research, but some choose to do so to maintain qualifications.

TABLE 2-1. FIVE-YEAR SUMMARY OF INTELLECTUAL CONTRIBUTIONS

UCCS COLLEGE OF BUSINESS: July 1, 2009 - June 30, 2014

Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICs		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others ¹	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
	¹ Other: Other intellectual contributions include dissertations, cases, columns in practitioner journals, technical reports, grants, instructional materials.											
	² Dale DeBoer is tenured in the Economics department of the College of Letters, Arts and Sciences.											
	³ Rory Lewis holds a tenure-track appointment in the School of Engineering and Applied Science.											
	⁴ James Van Scotter held a NTT appointment in spring of 2014 and a TT appointment effective fall 2014.											

APPENDIX 1C

TABLE 9-1
SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND COLLEGE

TABLE 9-1: SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND COLLEGE

UCCS COLLEGE OF BUSINESS: Fall 2013 & Spring 2014

	(RE: Standard 9 - Using Student Credit Hours as metric)	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	% Participating
Administrative Faculty					
T	Claiborne, Cathy	P	0		
T	Reddy, Venkat	P	0		
TOTAL Administrative Faculty			0	0	100%
Accounting & Finance Team					
L	Book, Robert	S		213	
N	Crowley, Fred	P	411		
L	Davis, Kevin	S		42	
L/T	DeBoer, Dale ¹	S		171	
L	Di Stasio, John	S		408	
N	Diane Belger	P	726		
L	Green, Steve	S		252	
L	Keyser, Rob	S		258	
L	Larivee, Marianne	S		693	
L/T	Lewis, Rory ²	P	144		
T	McAllister, Brian	P	237		
T	Miller, Paul	P	81		
L	Nancy Christie	S		96	
L	Robert Johnson	S		57	
T	Sonnier, Blaise	P	294		
N	Stringer, Gordon	P	1065		
N	Trumpfheller, Sheri	P	960		
L	Wilcox, Kirk	P		180	
T	Woodward, George	P	123		
T	Xu, Yang	P	492		
T	Zaller, Kimberly	P	372		
T	Zhou, Mingming	P	453		

TABLE 9-1: SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND COLLEGE

UCCS COLLEGE OF BUSINESS: Fall 2013 & Spring 2014

	(RE: Standard 9 - Using Student Credit Hours as metric)	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	% Participating
T	Zwirlein, Tom	P	384		
TOTAL Accounting & Finance Team			5,742	2,370	71%
Business Analysis Team					
N	Ayen, William	P	1320		
N	Batten, Albert	P	993		
T	Beranek, Margaret	P	558		
T	Dooley, Monique	P	429		
T	Duray, Rebecca	P	0		
T	Fan, Ying	P	468		
T	Klein, Gary	P	186		
N	Leupp, David	P	870		
L	Ma, James	S		66	
L	Marasovich, Peggy	S		495	
N	McNulty, Peggy	P	237		
L	Milroy, Dennis	S		96	
L	Neal, Jeffrey	S		189	
L	Rappaport, Neal	S		231	
T	Shepherd, Morgan	P	315		
T	Stock, Greg	P	195		
N	Stringer, Gordon	P	129		
L	Triplett, Bren	S		138	
N	Trumpfheller, Sheri ⁴	P	3		
L	Van Ness, Scott	S		159	
TOTAL Business Analysis Team			5,703	1,374	81%
Management Team					
S	Adoretti, Windy	P	129		
T	Beck, Charles	P	147		

TABLE 9-1: SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND COLLEGE

UCCS COLLEGE OF BUSINESS: Fall 2013 & Spring 2014

	(RE: Standard 9 - Using Student Credit Hours as metric)	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	% Participating
T	Bluhm, Dustin	P	339		
L	Curcio, James	S		237	
T	Davis, Alan	P	93		
L	DeLine, Kimberly	S		36	
T	Duening, Thomas	P	414		
T	Finnegan, Carol ⁴	P	30		
T	Gardner, Don	P	555		
T	Gonzalez-Padron, Tracy	P	129		
T	Hirschfeld, Robert	P	393		
L	Lee, David	S		390	
S	McNew, Lisanne	P	79		
T	Metzger, Matt	P	252		
T	Milliman, John	P	438		
L	Mitchell, Andrea	S		30	
S	Moore, Elizabeth	P	50		
L	Schlabs, Greg	P		207	
T	Shepherd, Morgan	P	24		
L	Sipes-Metzler, Paige	S		33	
L	Smith, Gary	P		258	
L	Snell, Ann	S		261	
N	Stiles, Coleen	P	417		
T	Stock, Greg	P	126		
N	Stringer, Gordon	P	18		
N	Sylvester, Kenneth	P	375		
L	Thirion, Rodney	S		258	
T	Tomlin, Kathleen	P	528		
N	Trumpfheller, Sheri ⁴	P	33		
L	Van Ness, Scott	S		249	
N/T	Van Scotter, James ³	P	249		

TABLE 9-1: SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND COLLEGE

UCCS COLLEGE OF BUSINESS: Fall 2013 & Spring 2014

	(RE: Standard 9 - Using Student Credit Hours as metric)	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	% Participating
L	Vasquez, Jose	S		120	
N	Von Breton, Sally	P	135		
T	Warrick, Don	P	663		
N	Worley, Joel	P	318		
TOTAL Management Team			5,934	2,079	74%
Marketing, Strategy & International Business Team					
S	Bacheldor, Mark	P	107		
T	Czaplewski, Andrew	P	975		
L	Dau, Danita	S		216	
T	Davis, Alan	P	117		
T	Ferguson, Jeff	P	465		
T	Finnegan, Carol	P	273		
L	Gibson, Nathan	S		78	
T	Gonzalez-Padron, Tracy	P	414		
T	Harris, Spencer	P	246		
L	Kirkham, Steve	S		63	
N	McNulty, Peggy	P	909		
L	Miller, Chad	S		104	
L	Mills, Rich	S		486	
L	Nasby, Rich	S		246	
L	Norkoli, Andrew	S		24	
T	Olson, Eric	P	786		
S	Ratz, Ian	P	289		
L	Robers, William	S		111	
L	Steele, Darrin	S		126	
S	Sutherland, Mollie	P	138		
N	Trumpfherller, Sheri ⁴	P	15		

TABLE 9-1: SUMMARY OF FACULTY SUFFICIENCY BY DISCIPLINE AND COLLEGE

UCCS COLLEGE OF BUSINESS: Fall 2013 & Spring 2014

	(RE: Standard 9 - Using Student Credit Hours as metric)	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	% Participating
N	Worley, Joel	P	150		
TOTAL Marketing, Strategy & International Business Team			4,884	1,454	77%
TOTAL College of Business			22,263	7,277	75%
<i>AACSB Requirement = >60% by discipline/program/department, >75% overall</i>					
Faculty listings include type of appointment to the College of Business. (T=tenured/tenure track, N=non-tenure track, L=lecturer S=COB staff with teaching responsibilities)					
¹	Dale DeBoer is tenured in the College of Letters Arts and Sciences.				
²	Rory Lewis is tenure-track in the School of Engineering.				
³	James Van Scotter has a tenure-track appointment with the Marketing Team beginning in fall 2014.				
⁴	Carol Finnegan and Sheri Trumpfheller are internship coordinators. SCH for internships is listed by the department that houses the course.				

APPENDIX 1D

TABLE 9-1B
SUMMARY OF FACULTY SUFFICIENCY BY PROGRAM

TABLE 9-1B: SUMMARY OF FACULTY SUFFICIENCY BY PROGRAM (SUPPLEMENTAL)**UCCS COLLEGE OF BUSINESS: AY13-14 (Fall 2013 & Spring 2014)**

	(RE: Standard 9 - Using Student Credit Hours as metric)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	% Participating
Program Level & Delivery Mode				
<i>UNDERGRADAUTE</i>				
	Undergraduate - Campus	16,143	6,665	71%
	Undergraduate - Online	2,817	0	100%
	TOTAL UNDERGRADAUTE	18,960	6,665	74%
<i>GRADUATE</i>				
	MBA - Campus	2,013	321	86%
	MBA - Online	1,290	291	82%
	TOTAL GRADUATE	3,303	612	84%
	TOTAL College of Business	22,263	7,277	75%
<i>AACSB Requirement = >60% by discipline/program/department, >75% overall</i>				

APPENDIX 1E

TABLE 10-1 SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES AND PROFESSIONAL RESPONSIBILITIES

TABLE 10-1. SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

UCCS COLLEGE OF BUSINESS: 2010 - 2014

Faculty	Highest Degree Earned and Year	Date of First Appointment to the College	Percent of Time Dedicated to the School's Mission	Academically Qualified (AQ) ¹	Professionally Qualified (PQ) ²	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities	
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities		
Administrative Faculty													
T	Claiborne, Cathy	PhD 1994	Aug-07	100%	YES		9				300 hrs	CPA/ CMA	ADM
T	Venkat Reddy	PhD 1992	Aug-91	100%		YES							ADM
Accounting & Finance Team													
N	Belger, Diane	MBA 1987	Aug-13	88%		YES			1 Board & 2 yrs ^{pt}		200 hrs	CPA/NFP Board	UG
L	Book, Robert	BS 1997	Jan-08	20%		YES			5 yrs			License	UG
L	Cristie, Nancy	PhD 1990	Aug-13	20%	YES		6					CPA	GR
N	Crowley, Fred	PhD 1984	Oct-01	100%		YES	8			1000 hrs			UG/GR/SER
L	Davis, Kevin	DBA 1996	Jan-09	10%	YES		8						GR
L	DeBoer, Dale ³	PhD 1993	Aug-01	30%		YES	20						GR
L	Di Stasio, John	MBA	Aug-06	40%				YES					UG
L	Green, Steve	DBA 1987	Aug-04	20%	YES		7			115 hrs	160 hrs	CGFM/CCEA/APDP	UG/GR
L	Johnson, Robert	MBA	Aug-11	10%		YES			5 yrs		445 hrs	CPA/CVA /CFF	UG
L	Keyser, Rob	LLM 1998	Aug-04	20%		YES			5 yrs			CO Bar	UG
L	Larivee, Marianne	JD 1985	Jan-06	40%				YES				CO Bar	UG
L	Lewis, Rory ⁴	PhD 2008	Aug-08	10%	YES		15						UG
T	McAllister, Brian	PhD 2005	Aug-07	100%	YES		8				226 hrs	CPA	UG/GR/RES/SER
T	Miller, Paul	PhD 1971	Aug-88	50%	YES		89				200 hrs	CPA	UG/RES/ ADM/SER

TABLE 10-1. SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

UCCS COLLEGE OF BUSINESS: 2010 - 2014

Faculty		Highest Degree Earned and Year	Date of First Appointment to the College	Percent of Time Dedicated to the School's Mission	Academically Qualified (AQ) ¹	Professionally Qualified (PQ) ²	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
								Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
T	Sonnier, Blaise	PhD 2007	Aug-12	100%	YES			32			152 hrs	CPA	UG/GR/RES/SER/ADM
N	Stringer, Gordon	MBA 2000	Aug-02	100%		YES					1000 hrs	CFA (I)	UG/SER
N	Trumpfeller, Sheri	MBA 2000	Jan-01	100%		YES			50 hrs		200 hrs	CPA	UG/SER
L	Wilcox, Kirk	PhD 1972	Aug-72	30%			YES	1	50 hrs				UG/GR/NCR
T	Woodward, George	PhD 2005	Aug-07	100%	YES			11					UG/GR/RES/SER
T	Xu, Yang	PhD 2012	Aug-12	100%	YES			10					UG/RES/SER
T	Zahller, Kimberly	PhD 2012	Aug-12	100%	YES			10					UG/RES/SER
T	Zhou, Mingming	PhD 2007	Aug-09	100%	YES			36		5 yrs ^{pt}			UG/GR/RES/SER
T	Zwirlein, Tom	PhD 1985	Aug-84	100%		YES		14		500 hrs			UG/GR/RES/ADM/SER
Business Analysis Team													
N	Ayen, William	PhD 1984	Jun-01	100%		YES			5+Boards		290 hrs		UG/GR/SER
N	Batten, Albert	PhD 1985	Aug-11			YES			1 Board		73 hrs		UG
T	Beranek, Margaret	PhD 1991	Aug-02	100%	YES			10					UG/GR/RES/SER
T	Dooley, Monique	PhD 2009	Aug-02	100%			YES	13					UG/GR/RES/SER
T	Duray, Rebecca	PhD 1997	Aug-97	100%	YES			15					UG/GR/RES/SER
T	Fan, Ying	ABD 2009	Aug-09	100%	YES			12					UG/GR/RES/SER
T	Klein, Gary	PhD 1981	Sep-98	100%	YES			41					UG/GR/RES/ADM/SER
N	Luepp, David	PhD 1990	Aug-08	100%		YES				204 hrs	64 hrs		UG/SER
L	Ma, James ⁵	PhD 2011	Aug-13	10%	YES			3	5 yrs	4000 hrs			UG
L	Marasovich, Peggy	MBA	Aug-13	40%			YES						UG
L	Milroy, Dennis	MBA 2002	Aug-03	10%		YES			1 Board				UG
L	Neal, Jeffrey	MS 1987	Aug-08	20%		YES			5 yrs				UG

TABLE 10-1. SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

UCCS COLLEGE OF BUSINESS: 2010 - 2014

Faculty	Highest Degree Earned and Year	Date of First Appointment to the College	Percent of Time Dedicated to the School's Mission	Academically Qualified (AQ) ¹	Professionally Qualified (PQ) ²	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
L	Rappaport, Neal	PhD 1994	Jan-09	20%		YES		2 yrs				UG
T	Shepherd, Morgan	PhD 1995	Aug-95	100%	YES		11					UG/GR/RES/SER
T	Stock, Greg	PhD 1995	Aug-08	100%	YES		22					UG/GR/RES/SER
L	Triplett, Bren	MS	Jan-12	20%		YES		5 yrs				UG
L	Van Ness, Scott	MBA	Aug-12	40%		YES		5 yrs				UG
Management Team												
S	Adoretti, Windy	MBA 2006	Aug-07	10%		YES		5 yrs ^{pt}				UG/ADM
T	Beck, Charles	PhD 1983	Jan-01	100%	YES		27		170 hrs	118 hrs	90 hrs	UG/GR/RES/SER
T	Bluhm, Dustin	PhD 2012	Aug-12	100%	YES		15					UG/GR/RES/SER
L	Breisch, Jeanne	MBA 1997	Jan-05	3%		YES		5 yrs				UG
L	Curcio, James	MBA	Aug-03	40%		YES		5 yrs				UG
L	DeLine, Kimberly	MA-J.D. 2002	Aug-10	10%		YES		5 yrs				GR
T	Duening, Thomas	PhD 1991	Aug-09	100%	YES		22	5 yrs ^{pt}				UG/GR/RES/ADM/SER
T	Gardner, Don	PhD 1981	Aug-81	100%	YES		9					UG/GR/RES/SER
T	Hirschfeld, Robert	PhD 1996	Aug-08	100%	YES		9					UG/GR/RES/SER
L	Lee, David	MS	Aug-12	40%		YES		5 yrs				UG
S	McNew, Lisanne	MA 2010	Aug-07	3%		YES		5 yrs ^{pt}				UG/ADM
T	Metzger, Matt	PhD 2012	Aug-12	100%	YES		17					UG/GR/RES/SER
T	Milliman, John	PhD 1992	Jan-92	100%	YES		11					UG/GR/RES/SER
L	Mitchell, Andrea	PhD 1997	Aug-04	10%		YES		5 yrs				GR
S	Moore, Elizabeth	MBA 1988	Feb-11	6%		YES			5 yrs ^{pt}		Certs	UG/ADM
L	Schlabs, Greg	MBA 1996	Jun-00	20%		YES		5 yrs				UG
L	Sipes-Metzler, Paige	DPA	Jun-09	10%		YES		5 yrs				GR
L	Smith, Gary	MBA 1982	Jan-05	20%		YES		5 yrs				UG

TABLE 10-1. SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

UCCS COLLEGE OF BUSINESS: 2010 - 2014

Faculty	Highest Degree Earned and Year	Date of First Appointment to the College	Percent of Time Dedicated to the School's Mission	Academically Qualified (AQ) ¹	Professionally Qualified (PQ) ²	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
							L	Snell, Ann	MBA 1994	Aug-12	20%	
N	Stiles, Colleen	PhD 2013	Aug-12	100%	YES		5		2 yrs ^{pt}	300 hrs		UG/SER
N	Sylvester, Ken	EdD 1998	Aug-05	75%		YES			5 yrs ^{pt}			UG/GR/SER/NCR
L	Thirion, Rodney	MS 2002	Aug-11	20%			YES					UG
T	Tomlin, Kathleen	PhD 2010	Aug-13	100%	YES		7					UG/GR/RES/SER
L	Vasquez, Jose	MEd 2000	Aug-03	10%			YES	5 yrs ^{pt}				UG
N	Von Breton, Sally	PhD 1978	Aug-90	50%		YES		5 yrs ^{pt}			Certs	UG/GR/SER/NCR
T	Warrick, Don	DBA 1972	Jan-71	100%	YES		28					UG/GR/RES/SER/NCR
Marketing, Strategy & International Business Team												
S	Bacheldor, Mark	BS 2008	Aug-12	50%		YES		5 yrs ^{pt}				UG/ADM
T	Czaplewski, Andrew	PhD 2000	Aug-99	100%	YES		3					UG/GR/RES/SER/ADM
L	Dau, Danita	MA	Aug-13	20%		YES		5 yrs				UG
T	Davis, Alan	PhD 1975	Aug-00	100%		YES	29	5 yrs ^{pt}	5 yrs ^{pt}			GR/RES/SER
T	Ferguson, Jeff	PhD 1981	Aug-79	100%	YES		7					UG/GR/RES/SER
T	Finnegan, Carol	PhD 2007	Aug-07	100%	YES		13					UG/GR/RES/SER
L	Gibson, Nathan	MS - 2008	Aug-09			YES		5 yrs				UG
T	Gonzalez-Padron, Tracy	PhD 2007	Aug-08	100%	YES		28					UG/GR/RES/SER/ADM
T	Harris, Spencer	PhD 2012	Aug-13	100%	YES		13					UG/GR/RES/SER
L	Kirkham, Steve	MS 1982	Aug-09	10%		YES		5 yrs				UG ¹¹
N	McNulty, Peggy ⁶	MBA 1990	Jan-06	100%		YES	5				CPM	UG/SER
L	Miller, Chad	BS 1998	Sep-12	20%		YES		5 yrs				UG

TABLE 10-1. SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

UCCS COLLEGE OF BUSINESS: 2010 - 2014

Faculty	Highest Degree Earned and Year	Date of First Appointment to the College	Percent of Time Dedicated to the School's Mission	Academically Qualified (AQ) ¹	Professionally Qualified (PQ) ²	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
L	Mills, Rich	MSEM 1980	Aug-05	40%		YES				5 yrs ^{pt}		UG
L	Nasby, Rich	MBA 1985	Aug-05	20%		YES				5 yrs		UG
L	Norkoli, Drew	BS 2004	Jan-08	10%		YES				5 yrs ^{pt}		UG
T	Olson, Eric	PhD 1992	Aug-92	100%	YES		8					UG/GR/RES/ ADM/SER
S	Ratz, Ian	MS 2008	Aug-12	50%		YES	4		550 hrs			UG/ADM
L	Robers, William	J.D. 2001	Aug-13	20%		YES			5 yrs			UG
L	Steele, Darrin	MBA 2008	Jan-11	10%		YES			5 yrs			UG
S	Sutherland, Mollie	BS 1998	Oct-08	20%		YES				200 hrs	PGA	UG/ADM
N	Van Scotter, James ⁷	PhD 2014	Jan-14	50%	YES		11					UG/GR/RES/SER
N	Worley, Joel ⁸	PhD 1983	Jul-08	75%		YES			1 Board	5 yrs ^{pt}		UG
¹ AQ: To be academically qualified, faculty are required to have at least two peer-reviewed journal articles plus one other peer reviewed activity during any five year period.												
² PQ: Faculty maintain their professional qualifications through on-going professional certification or development activities and/or current professional experience. They are not required to produce intellectual contributions to be professionally qualified.												
³ Dale DeBoer is a tenured faculty member in the College of Letters Arts and Sciences and has COB instructional responsibilities only.												
⁴ Rory Lewis holds a tenure track appointment in the School of Engineering and Applied Science and has COB instructional responsibilities only.												
⁵ James Ma was a lecturer during fall of 2013 and has a TT appointment as of fall 2014												
⁶ Peggy McNulty also teaches a Quantitative Methods and Operations Management courses for the Business Analysis Team												
⁷ James Van Scotter had a NTT appointment in spring of 2014 and has a TT appointment as of fall 2014												
⁸ Joel Worley also teaches courses for the Management Team												
^{PT} Represents part-time for the number of calendar years												

APPENDIX 1F

TABLE 10-2
CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

UCCS COLLEGE OF BUSINESS: AY 2013-14 (Fall 2013 & Spring 2014)

(RE: Standard 10)		Qualification (Academic - AQ; Professional - PQ; Other - O)	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios (per Std 10)	
	AQ % >50%					(AQ + PQ)% >90%	
Administration							
T	Claiborne, Cathy	AQ	100%				
T	Reddy, Venkat	PQ		100%			
TOTAL Administrative Faculty			100%	100%	0%	50%	100%
Accounting & Finance Team							
N	Belger, Diane	PQ		88%			
L	Book, Robert	PQ		20%			
L	Christie, Nancy	AQ	20%				
N	Crowley, Fred	PQ		100%			
L	Davis, Kevin	AQ	10%				
L	DeBoer, Dale ¹	PQ		30%			
L	Di Stasio, John	O			40%		
L	Green, Steve	AQ	20%				
L	Johnson, Robert	PQ		10%			
L	Keyser, Rob	PQ		20%			
L	Larivee, Marianne	O			40%		
L	Lewis, Rory ²	AQ	10%				
T	McAllister, Brian	AQ	100%				
T	Miller, Paul	AQ	50%				
T	Sonnier, Blaise	AQ	100%				
N	Stringer, Gordon ³	PQ		100%			
N	Trumpfheller, Sheri	PQ		100%			
L	Wilcox, Kirk	O			30%		
T	Woodward, George	AQ	100%				
T	Xu, Yang	AQ	100%				

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

UCCS COLLEGE OF BUSINESS: AY 2013-14 (Fall 2013 & Spring 2014)

	(RE: Standard 10)	Qualification (Academic - AQ; Professional - PQ; Other - O)	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios (per Std 10)	
						AQ %	(AQ + PQ)%
						>50%	>90%
T	Zaller, Kimberly	AQ	100%				
T	Zhou, Mingming	AQ	100%				
T	Zwirlein, Tom	PQ		100%			
TOTAL Accounting & Finance Team			710%	568%	110%	51%	92%
Business Analysis Team							
N	Ayen, William	PQ		100%			
N	Batten, Albert	PQ		100%			
T	Beraneck, Margaret	AQ	100%				
T	Dooley, Monique	O			100%		
T	Duray, Rebecca	AQ	100%				
T	Fan, Ying	AQ	100%				
T	Klein, Gary	AQ	100%				
N	Leupp, David	PQ		100%			
L	Ma, James	AQ	10%				
L	Marasovich, Peggy	O			40%		
L	Milroy, Dennis	PQ		10%			
L	Neal, Jeffrey	PQ		20%			
L	Rappaport, Neal	PQ		20%			
T	Shepherd, Morgan ⁴	AQ	100%				
T	Stock, Greg ⁵	AQ	100%				
L	Triplett, Bren	PQ		20%			
L	Van Ness, Scott ⁶	PQ		40%			
TOTAL Business Analysis Team			610%	410%	140%	53%	88%
Note: With new hires for AY 2014-15 Business Analysis is now at 92% AQ + PQ.							

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

UCCS COLLEGE OF BUSINESS: AY 2013-14 (Fall 2013 & Spring 2014)

(RE: Standard 10)		Qualification (Academic - AQ; Professional - PQ; Other - O)	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios (per Std 10)	
	AQ % >50%					(AQ + PQ)% >90%	
Management Team							
S	Adoretti, Windy	PQ		10%			
T	Beck, Charles	AQ	100%				
T	Bluhm, Dustin	AQ	100%				
L	Breisch, Jeanne	PQ		3%			
L	Curcio, James	PQ		40%			
L	DeLine, Kimberly	PQ		10%			
T	Duening, Thomas	AQ	100%				
T	Gardner, Don	AQ	100%				
T	Hirschfeld, Robert	AQ	100%				
L	Lee, David	PQ		40%			
S	McNew, Lisanne	PQ		3%			
T	Metzger, Matt	AQ	100%				
T	Milliman, John	AQ	100%				
L	Mitchell, Andrea	PQ		10%			
S	Moore, Elizabeth	PQ		6%			
L	Schlabs, Greg	PQ		20%			
L	Sipes-Metzler, Paige	PQ		10%			
L	Smith, Gary	PQ		20%			
L	Snell, Ann	PQ		20%			
N	Stiles, Colleen	AQ	100%				
N	Sylvester, Kenneth	PQ		75%			
L	Thirion, Rodney	O			20%		
T	Tomlin, Kathleen	AQ	100%				
L	Vasquez, Jose	O			10%		
N	Von Breton, Sally	PQ		50%			

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

UCCS COLLEGE OF BUSINESS: AY 2013-14 (Fall 2013 & Spring 2014)

	(RE: Standard 10)	Qualification (Academic - AQ; Professional - PQ; Other - O)	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios (per Std 10)	
						AQ %	(AQ + PQ)%
						>50%	>90%
T	Warrick, Don	AQ	100%				
TOTAL Management Team			1000%	317%	30%	74%	98%
Marketing, Strategy & International Business Team							
S	Bacheldor, Mark	PQ		50%			
T	Czaplewski, Andrew	AQ	100%				
L	Dau, Danita	PQ		20%			
T	Davis, Alan ⁷	PQ		100%			
T	Ferguson, Jeff	AQ	100%				
T	Finnegan, Carol	AQ	100%				
L	Gibson, Nathan	PQ		10%			
T	Gonzalez-Padron, Tracy ⁸	AQ	100%				
T	Harris, Spencer	AQ	100%				
L	Kirkham, Steve	PQ		10%			
N	McNulty, Peggy ⁹	PQ		100%			
L	Miller, Chad	PQ		20%			
L	Mills, Rich	PQ		40%			
L	Nasby, Rich	PQ		20%			
L	Norkoli, Andrew	PQ		10%			
T	Olson, Eric	AQ	100%				
S	Ratz, Ian	PQ		50%			
L	Robers, William	PQ		20%			
L	Steele, Darrin	PQ		10%			
S	Sutherland, Mollie	PQ		20%			
N	Van Scotter, James ¹⁰	AQ	50%				

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

UCCS COLLEGE OF BUSINESS: AY 2013-14 (Fall 2013 & Spring 2014)

	(RE: Standard 10)	Qualification (Academic - AQ; Professional - PQ; Other - O)	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios (per Std 10)	
						AQ %	(AQ + PQ)%
						>50%	>90%
N	Worley, Joel ¹¹	PQ		75%			
TOTAL Marketing Team			650%	555%	0%	54%	100%
TOTAL College of Business			3070%	1950%	280%	58%	95%
Faculty listings include type of appointment to the College of Business. (T=tenured/tenure track, N=non-tenure track, L=lecturer S=COB staff with teaching responsibilities)							
¹	Dale DeBoer is TT witin the Economics Department in the School of Letters Arts and Sciences.						
²	Rory Lewis is TT within the School of Engineering.						
³	Gordon Stringer sometimes teaches a section of INFS 1100 for the Business Analysis Team.						
⁴	Morgan Shepherd sometimes teaches a section of ENTP 4000 for the Management Team.						
⁵	Greg Stock also teaches Technology Management electives housed in the Management Team.						
⁶	Scott Van Ness also teaches BUAD 1000 for the Management Team.						
⁷	Al Davis also teaches BUAD 6800 which is housed in the Management Team.						
⁸	Tracy Gonzalez-Padron sometimes teaches a section of BUAD 4000 for the Management Team.						
⁹	Peggy McNulty sometimes teaches a section of INFS 1100 For the Business Analysis Team.						
¹⁰	James Van Scotter had a NTT appointment in spring of 2014 and has a TT appointment as of fall 2014.						
¹¹	Joel Worley also teaches BUAD 3000 and BUAD 4000 for the Management Team.						

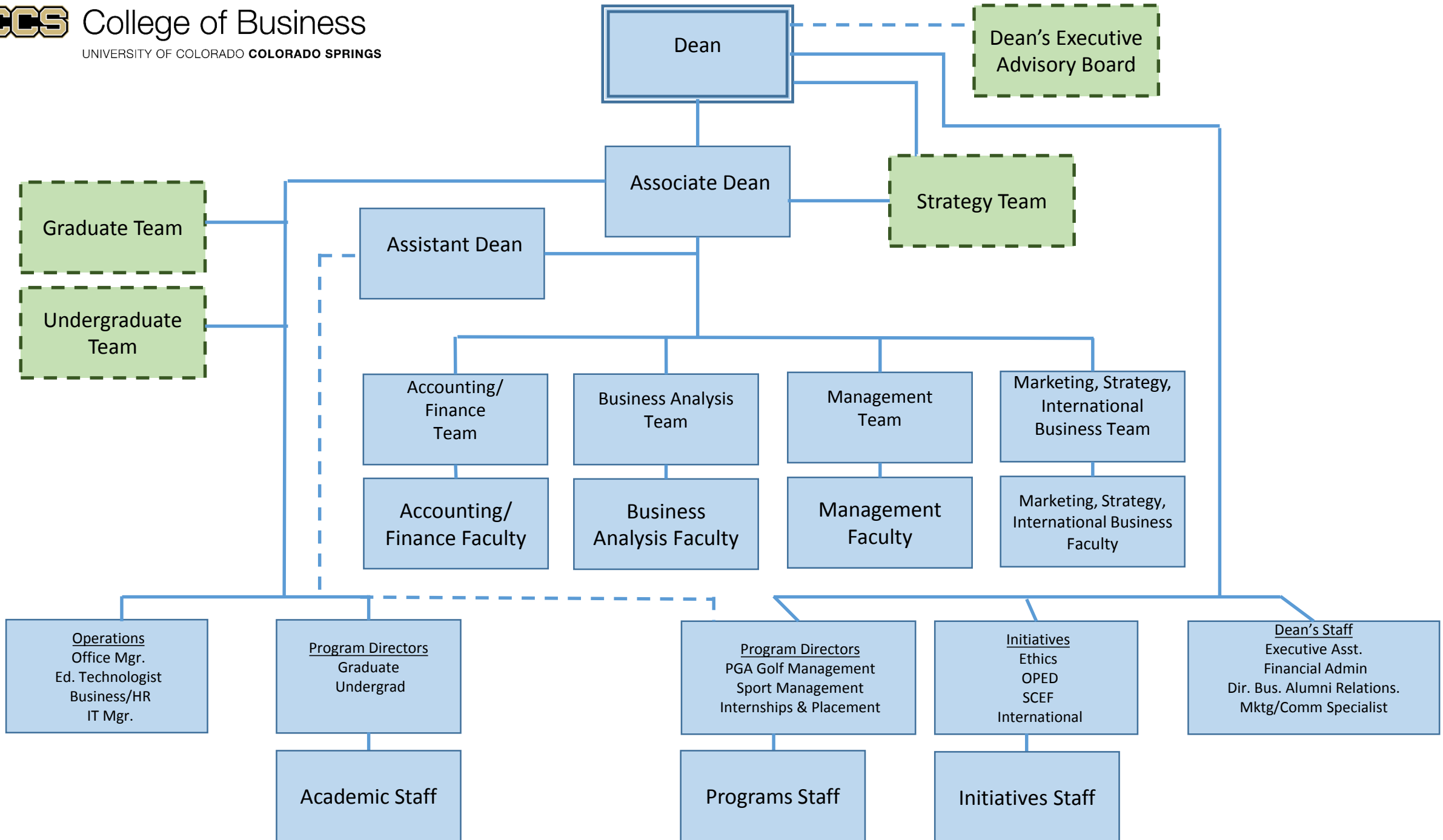
APPENDIX 2

ORGANIZATIONAL STRUCTURE AND STRATEGIC MANAGEMENT

- A. Organizational Chart
- B. Strategy Team Members
- C. Dean's Executive Advisory Board
- D. Alumni Leadership
- E. College of Business Faculty and Staff as of Fall 2014
- F. 2020 Strategic Plan
- G. FY 2015 Budget

APPENDIX 2A

ORGANIZATIONAL CHART



APPENDIX 2B

STRATEGY TEAM MEMBERS

STRATEGY TEAM MEMBERS

Dr. Venkat Reddy, Dean

Dr. Cathy Claiborne, Associate Dean and Chair, Undergraduate Team & Graduate Team

Dr. Andrew Czaplewski, Team Leader for Marketing, Strategy, and International Business

Dr. Tom Duening, Team Leader for Management

Dr. Gary Klein, Team Leader for Business Analysis

Dr. Blaise Sonnier, Team Leader for Accounting and Finance

Ms. Windy Adoretti, Assistant Dean

APPENDIX 2C

DEAN'S EXECUTIVE ADVISORY BOARD

DEAN'S EXECUTIVE ADVISORY BOARD

Tom Arata
Vice President Global Technology Platforms and Anchor Marketing, Ecolab
MBA 87

Jim Brigance
Retired Executive, Fedex

Dave Csintyan
CEO, The Csintyan Group

Becky Medved
COO and President, RCSPros, LLC
MBA 87

Dr. James Moore
Retired, SVP from ENT Federal Credit Union

Venkat Reddy, PhD
Dean, College of Business

Steve Self
Business Administrator, Calvary Worship Center

Alan Steiner
Independent Non-Profit Organization Management Professional

Gene Sullivan
Senior Vice President, Wells Fargo Bank, Colorado Springs
BS 78

Wendel Torres
Project Manager / Business Development
Beckrich Construction

Meredith Vaughn
President, Vladimir Jones

APPENDIX 2D

ALUMNI LEADERSHIP

ALUMNI LEADERSHIP

Chair:

Al Maes, BS 1995

Members:

Jane Hammoud, MBA 1998

Jon Kuerschner, BS 1998

Christy Lehmpuhl, BS 2001, MBA 2003

Becky Medved, MBA 1987

Danny Mientka, MBA 1992

Norman Morse

Joan Schulz, BS 1981, MBA 1985

Janet Suthers, MBA 1989

Jane Young, BS 1982, MBA 1989

Sandi Yukman, BS 1985, MBA 1992

Samantha Bruner, Director of Business Alumni Relations, BS 2006

Venkat Reddy, Dean

PAST CHAIRS

Brenda Smith, BS 1978

Steve Bach, BS 1968

Danny Mientka, MBA 1993

Becky Medved, MBA 1987

Jane Hammoud, MBA 1998

Jane Young, BS 1982, MBA 1989

Christy Lehmpuhl, BS 2001, MBA 2003

APPENDIX 2E

COLLEGE OF BUSINESS FACULTY AND STAFF FALL 2014

TENURED/TENURE-TRACK FACULTY

Dean and Professor

Reddy, Venkateshwar K

Associate Dean and Associate Professor

Claiborne, Cathy

Professor

Czaplewski, Andrew J

Davis, Alan M

Duray, Rebecca M

Ferguson, Jeffery M

Gardner, Donald G

Klein, Gary S

Milliman, John F

Olson, Eric M

Shepherd, Morgan M

Stock, Gregory N

Warrick, Donald D

Zwirlein, Thomas

Associate Professor

Beck, Charles E

Beranek, Margaret M

Duening, Thomas N

Dooley, Monique L

Finnegan, Carol A

Gonzalez Padron, Tracy L

Hirschfeld, Robert R

McAllister, Brian P

Sonnier, Blaise

Woodward, George A

Assistant Professor

Bluhm, Dustin

Bradley-Geist, Jill

Fan, Ying

Harris, Spencer

Key, Martin

Ma, James

Metzger, Matt

Tomlin, Kathleen

Van Scotter, James

Xu, Yang

Zahller, Kimberly

Zhou, Mingming

NON-TENURE-TRACK FACULTY

Augspurger, Gregory M

Ayen, William E

Bailey, Tatiana

Batten, Albert

Belger, Diane

Crowley, Frederick D

Leupp David

Santella, Anthony

Stiles, Colleen

Stringer, Gordon M

Sylvester, Kenneth J

Trumpfeller, Sheri

Van Ness, Scott

STAFF

Adoretti, Windy - Assistant Dean

Bachelder, Mark - PGA Internship Coordinator

Bruner, Samantha - Director of Business Alumni Relations

Cornella, Ben - IT Program Manager

Greene, Sally - Business and Human Resources Professional

Janssen, Jenni - Director of Graduate Programs

Loux, Sandra - Program Assistant, Support Center

McCann, Rashell - Program Director of Undergraduate Programs

STAFF CONTINUED

McNew, Lisanne - Director of Placement and Internships
Moore, Elisabeth - Ethics Initiative Coordinator
Meyer, Sondra - Financial Administrator
Nissen, Eric - Marketing and Communication Specialist
Parks, Tracy - Educational Technologist
Ratz, Ian - Sports Management Internship Specialist
Reidl-Smith, Rosey - Program Specialist, PGA Golf Management Program
Roger, Shawna - Director of OPED and Extended Studies
Schauland, Jolene - MBA Admissions Coordinator
Sonnenburg, Olga - Executive Assistant to the Dean
Sutherland, Mollie - Director of PGA Golf Management Program

UCCS STAFF (SUPPORTING THE COLLEGE OF BUSINESS)

Hagemann, Melinda - Associate Director of Development
Neilan, Heather - Academic Advisor
Porter, Whitney - Academic Advisor

APPENDIX 2F
2020 STRATEGIC PLAN



2020 Strategic Plan

UCCS COLLEGE OF BUSINESS 2020 Strategic Plan

BACKGROUND

The vision of the College of Business is to build successful futures for our students as well as all our stakeholders. The College continues to strive for prominence for all our programs and people in tandem with the overarching vision and mission of the eight year campus strategic plan. As with the campus plan, the College plan is motivated by our dedication to responsibly educate students for the challenges of the 21st century. We initiated the strategic plan discussions in summer of 2012 with our strategy team, continued the dialogue with our faculty at the Fall College of Business retreat, and held a Faculty Staff strategic planning meeting in October 2012. We also shared the outcomes of the faculty staff dialogues with the Dean's Executive Advisory Board in November 2012 and sought their input. The outcomes of all these meetings have informed our 2012-2020 strategic plan.

STRATEGIC PLAN INTEGRATION

We understand the importance of creating our strategic plan that is in support of the UCCS campus and CU strategic plans. Twelve UCCS campus 2020 goals support the CU Regents guiding principles. The plan that follows for the UCCS College of Business was designed to help UCCS deliver its goals. The graphic on page 3 shows how our strategic goals support those of the entire system. Then we list the 12 UCCS campus goals with and demonstrate how the College of Business goals support them.

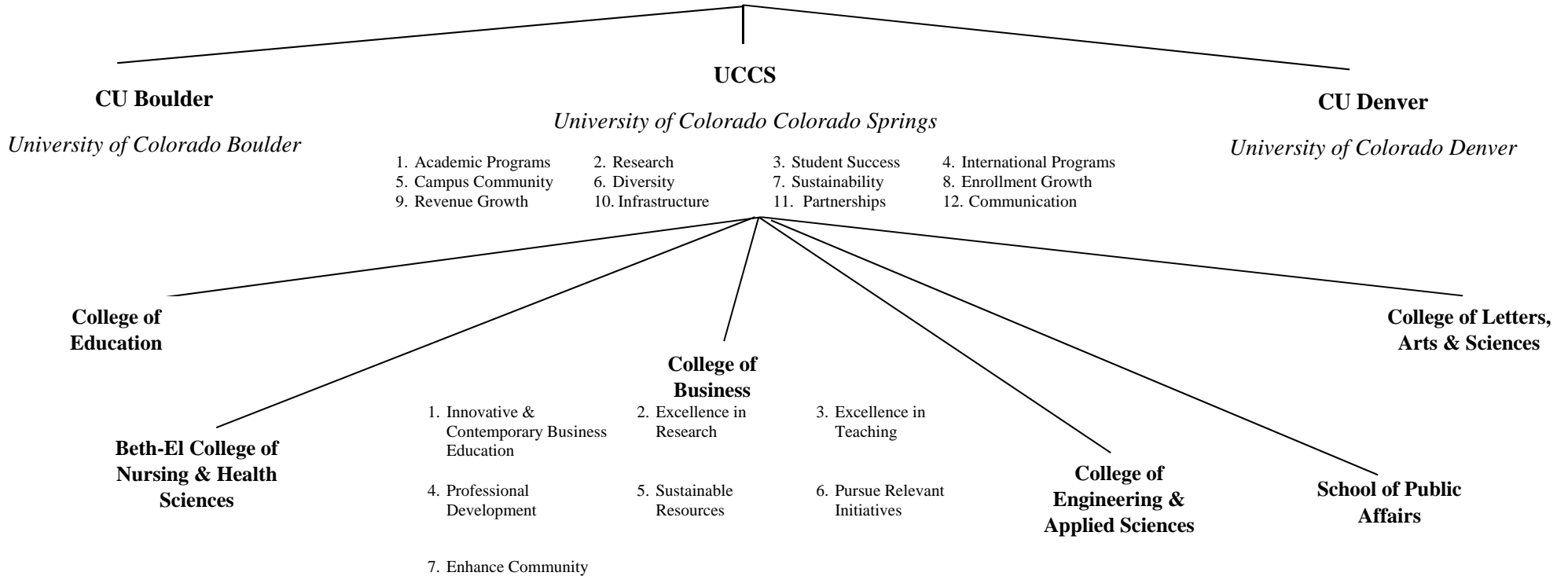
Our planning process will focus on our key stakeholders and work to create a line of sight to our College mission and vision, which we believe supports those of the entire UCCS campus, and the CU system.

(UNIVERSITY OF COLORADO SYSTEM 2020 PLAN GOALS)

CU Regents Guiding Principles

The University will . . .

- Encourage and provide access to the university for all qualified students within the university’s capacity.
- Encourage, honor, and respect teaching, learning, and academic culture.
- Ensure that the university is an economic, social, and cultural catalyst
- Maintain a commitment to excellence.
- Promote faculty, student, and staff diversity.
- Support and encourage collaboration amongst departments and campuses, and between the university and other educational institutions to improve our communities.
- Promote and uphold the principles of ethics, integrity, transparency, and accountability.
- Encourage and support innovation and entrepreneurship at all levels of the university including research and creative activities.
- Provide an outstanding, respectful, and responsive living, learning, teaching, and working environment.
- Be conscientious stewards of the university’s human, physical, financial, information, and natural resources.
- Meet the needs of the State of Colorado, including health care, technology, work force training, and civic literacy.
- Focus on meaningful measurable results.

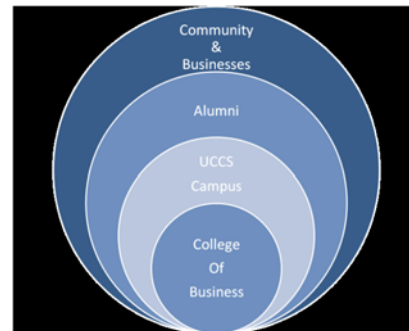


UCCS COLLEGE OF BUSINESS 2020 Strategic Plan

VISION/MISSION/VALUES

College of Business Vision: We are in the business of building successful futures.™

Our Stakeholders



College of Business Mission

To be an *internationally accredited and recognized* College of Business that is an exciting place to be for students, faculty, staff, and others we serve, and that is known for its high quality undergraduate and MBA programs, areas of emphasis, and select specialized programs that build on our unique capabilities and market opportunities. We will achieve our mission by:

- Earning a reputation for being the premier provider of business education in the markets we serve.
- Having internationally recognized faculty who are committed to teaching excellence and publishing valuable business research and knowledge.
- Providing an innovative, current, business education of superior quality that integrates theory and practice and provides students with relevant knowledge and experiences in and outside the classroom.
- Providing valued service to the people, communities, and disciplines we serve.
- Attracting and retaining a diverse group of highly qualified students, faculty, and staff to our programs.

UCCS COLLEGE OF BUSINESS

2020 Strategic Plan

College of Business Core Values

Student Success

- Paramount to everything we do and one of the keys to our uniqueness and success is our dedication to helping students succeed in our programs and in their careers.

Excellence, Integrity, and Professionalism

- We believe that things worth doing are worth doing right with the highest ethical standards.

Innovation

- We want to encourage and be known for innovative thinking, practices, and programs.

Building Relationships

- We are committed to developing mutually beneficial relationships and teamwork with all of our stakeholders.

College of Business Strategic Goals

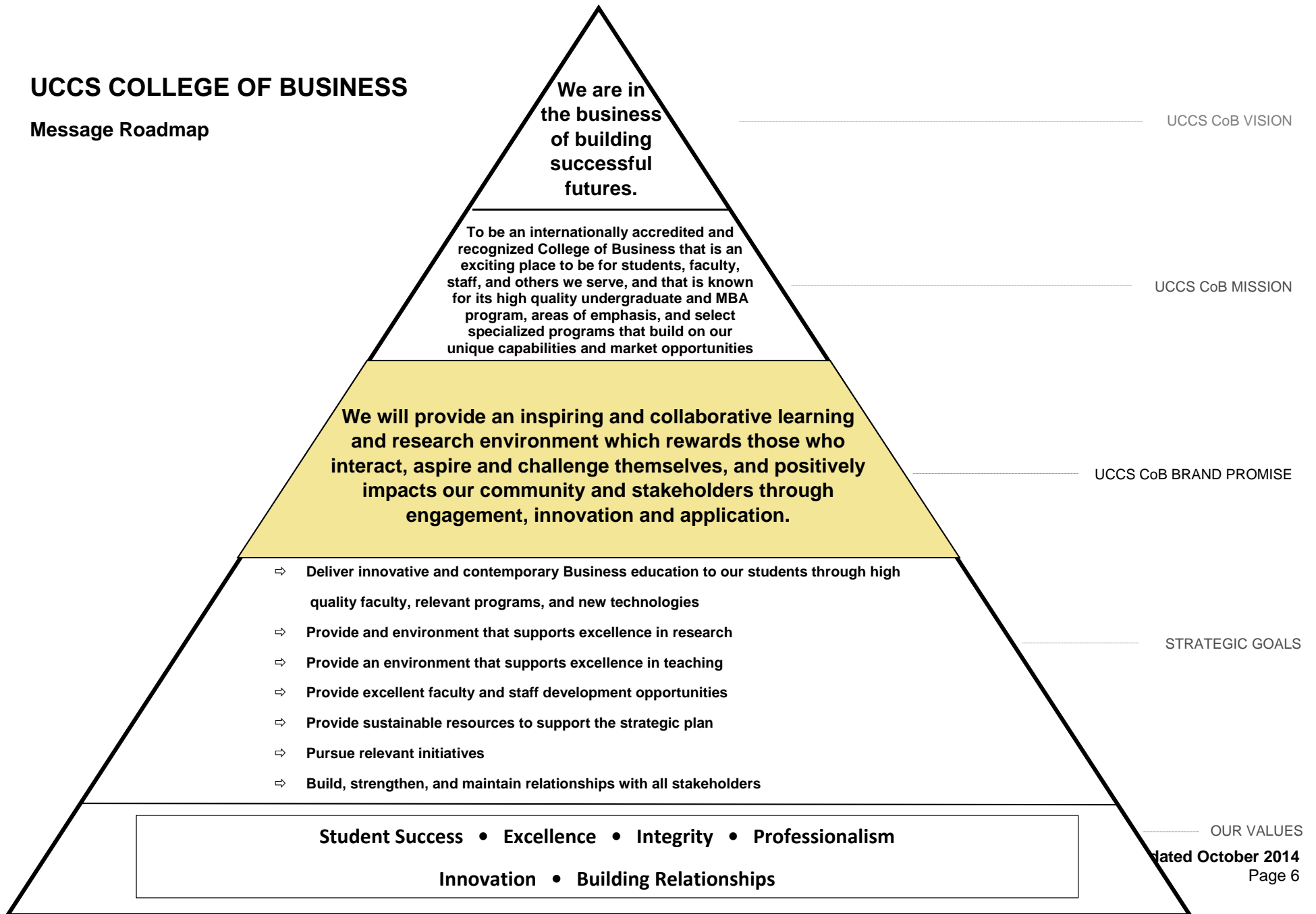
The university strategic plan emphasizes several themes such as innovative programs, research, internationalization, responsible enrollment growth, and community connections among others that are also embraced by the College and incorporated into our strategic plan.

Further we aspire to instill a foundation of business integrity in all our students by integrating ethical decision making skills throughout our undergraduate and graduate programs with assistance from our Daniels Ethics Initiative. We have outlined below our major strategic goals along with implementation and measurable outcomes. We envision that this plan will help move the College into a stronger position and at the same time further the campus strategic goals. The College of Business strategic goals are as follows:

1. Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies.
2. Provide an environment that supports excellence in research.
3. Provide an environment that supports excellence in teaching.
4. Provide excellent faculty and staff development opportunities
5. Provide sustainable resources to support the strategic plan.
6. Pursue relevant initiatives.
7. Build, strengthen, and maintain relationships with all stakeholders.

UCCS COLLEGE OF BUSINESS

Message Roadmap



**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

HOW COLLEGE OF BUSINESS GOALS CORRESPOND TO UCCS CAMPUS GOALS

UCCS 2012 – 2020 Strategic Goals	UCCS COLLEGE OF BUSINESS	
	Corresponding Goals	Comments
<p>1. Foster academic programs that serve diverse communities and develop intellectually curious graduates who are globally and culturally competent.</p>	<p>Goal 1: Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies</p> <p>Goal 6: Pursue relevant initiatives</p>	<ul style="list-style-type: none"> • Maintain AACSB International Accreditation • Advance in US News & World Report Rankings • Maintain top-third ranking of AACSB schools • Internationalization of curriculum
<p>2. Cultivate an environment that sustains and extends quality research, scholarship and creative work.</p>	<p>Goal 2: Provide an environment that supports excellence in research</p> <p>Goal 3: Provide an environment that supports excellence in teaching</p> <p>Goal 4: Provide excellent faculty and staff development opportunities</p> <p>Goal 6: Pursue relevant initiatives</p>	<ul style="list-style-type: none"> • Provide adequate research assistant support • Increase research activity
<p>3. Provide a transformative educational experience that engages students both in and out of the classroom.</p>	<p>Goal 1: Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies</p> <p>Goal 7: Build, strengthen, and maintain relationships with all stakeholders</p> <p>Goal 2: Provide an environment that supports excellence in research</p> <p>Goal 3: Provide an environment that supports excellence in teaching</p>	<ul style="list-style-type: none"> • Strengthen current programs and offer relevant undergraduate and graduate programs • Offer experiential learning opportunities for students • Assure flexibility and convenience of programs • Interdisciplinary programs

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS 2012 – 2020 Strategic Goals	UCCS COLLEGE OF BUSINESS Corresponding Goals	Comments
<p>4. Substantially increase international and domestic multicultural program opportunities and the number of international students and scholars on campus to build cultural understanding and to develop the global competencies of the UCCS community.</p>	<p>Goal 1: Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies</p> <p>Goal 6: Pursue relevant initiatives</p> <ul style="list-style-type: none"> • Internationalization 	<ul style="list-style-type: none"> • Increase internationalization of curriculum • Explore dual/joint degree opportunities with international partner schools • Create an international Fellows program • Build student/faculty exchanges • Integrate international topics/cases more intentionally in all core MBA courses • Increase number of international partners • Increase number of study abroad opportunities • Increase number of international students
<p>5. Cultivate a vibrant, healthy, engaged campus community that unites students, faculty, staff, alumni and friends of the University in support of the goals of the institution.</p>	<p>Goal 4: Provide excellent faculty and staff development opportunities</p> <p>Goal 7: Build, strengthen and maintain relationships with all stakeholders</p>	

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS 2012 – 2020 Strategic Goals	UCCS COLLEGE OF BUSINESS Corresponding Goals		Comments
<p>6. Build an inclusive UCCS educational community that attracts, embraces and supports diverse students, faculty and staff to advance learning and scholarship in a multicultural world.</p>	<p>Goal 1: Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies</p>	<ul style="list-style-type: none"> • Increase international initiatives and international Fellows • Increase diversity within the college 	
	<p>Goal 6: Pursue relevant initiatives</p>	<ul style="list-style-type: none"> • Explore dual/joint degree opportunities with international partner schools • Create an international Fellows program • Build student/faculty exchanges • Integrate international topics/cases more intentionally in all core MBA courses • Increase number of international partners • Increase number of study abroad opportunities • Increase number of international students 	
<p>7. Provide inspired sustainability leadership and education, and direct the responsible, informed application of social, environmental and economic sustainability measures in all University activities.</p>	<p>Goal 5: Provide sustainable resources to support the strategic plan</p>	<ul style="list-style-type: none"> • Increase funding for the Business College 	

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS 2012 – 2020 Strategic Goals	UCCS COLLEGE OF BUSINESS Corresponding Goals	Comments
<p>8. Actively build responsible enrollment growth that helps achieve the UCCS mission and values and contributes to the University’s financial viability.</p>	<p>Goal 5: Provide sustainable resources to support the strategic plan</p>	<ul style="list-style-type: none"> • Ensure responsible growth • Work with campus to obtain sufficient office and classroom space to accommodate growth • Conduct periodic capacity analysis to balance enrollments, faculty, staff, students and infrastructure
<p>9. Grow and diversify revenue through the expansion of business enterprise, intentional stewardship and philanthropy, and responsible management of revenues and expenses.</p>	<p>Goal 6: Pursue relevant initiatives</p>	<ul style="list-style-type: none"> • Develop Extended Studies and non-credit Executive programs
<p>10. Provide an infrastructure of innovative technology, effective facilities and collaborative learning spaces, blending virtual and physical resources to enhance and advance the educational experience. Within the College of Business</p>	<p>Goal 5: Provide sustainable resources</p>	<ul style="list-style-type: none"> • Ensure all classrooms have adequate technology so students have the right tools to be prepared for the workforce
<p>11. Build mutually beneficial cultural, civic, economic and system-wide collaborations with external partners and organizations to advance UCCS and the southern Colorado region.</p>	<p>Goal 6: Pursue relevant initiatives</p>	<ul style="list-style-type: none"> • Daniels Fund initiative • Center for Entrepreneurship • Small Business Development Center • Lifetime Entrepreneurship Award Event • Other relevant initiatives - ongoing

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS 2012 – 2020 Strategic Goals	UCCS COLLEGE OF BUSINESS Corresponding Goals	Comments
12. Grow and diversify communication and marketing programs to advance our campus community, to promote our national reputation for excellence, and to increase external support.	Goal 1: Deliver innovative and contemporary business education Goal 7: Enhance community by building, strengthening and maintaining relationships with all stakeholders	<ul style="list-style-type: none"> • Continue to advance in US News & World Report rankings • Develop a Branding Strategy for the College of Business

The details of the campus strategic plan are provided at: <http://www.uccs.edu/chancellor/strategic-planning-2020/official-strategic-plan-2020.html>

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator	
1. Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies	Maintain AACSB International Accreditation	Maintain AACSB Intl. Accreditation (Next CIR Spring 2015)	Yr. 2 – 2014-15 Ongoing	Associate Dean	
		Adopt new AACSB standards starting 2015-2016 academic year	Beginning 2015		
	Strengthen current programs and offer relevant undergraduate and graduate programs	Ongoing assessment of current and potential programs for relevancy in meeting student & industry needs	Ongoing	Strategy Team	
		Develop departmental oversight committees to ensure state of the art curriculum for students	Yr. 2 – 2014-15		
	Increase internationalization of curriculum	Through international initiatives and international fellows (see goal 6)	Yr. 3 – 2015-16	International Director	
	Integrate Corporate Social Responsibility (including Sustainability)	Continue to integrate Corporate Social Responsibility/Sustainability cases and topics into the curriculum	Yr. 2 – 2014-15 Ongoing	Ethics Director	
	Offer experiential learning opportunities for students	Increase number of internships available for students	Ongoing	Director of Placement and Internships	
		Increase opportunities for students to apply ethical decision-making skills throughout the curricula	Ongoing	Ethics Director	
	Assure flexibility and convenience of programs	Complete the full set of online and hybrid courses at undergraduate levels	Yr. 3 – 2015-16 Yr. 2 – 2014-15	Associate Dean and Undergrad Team	
		Continue to improve course scheduling	Ongoing		
		Revisit and enhance diversity goals for the College	Yr. 1 – 2013-14		

UCCS COLLEGE OF BUSINESS
2020 Strategic Plan

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming	
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator		
	Increase diversity within the College		Yr. 2 – 2014-15	Dean and Associate Dean		
		Work closely with the campus Diversity office to align College of Business diversity goals with the campus goals	Ongoing			
		Increase efforts to attract diverse students	Ongoing			
		Increase efforts to attract diverse faculty and staff	Ongoing			
	Continue to advance in US News and World Report Rankings	Identify areas of improvement that will keep the College in the top third of AACSB schools in the US News rankings	Yr. 1 – 2013-14 Ongoing	Dean		
		Implement areas of improvement	Yr. 2 – 2014-15			Associate Dean
		Communicate our accomplishments more effectively to Deans and Directors at AACSB schools	Yr. 2 – 2014-15 (Ongoing)			Dean
Advance Interdisciplinary Programs	Seek out collaborations with other areas on the campus to identify interdisciplinary programs that can be offered to business students and non-business students alike	Ongoing	Dean and Associate Dean			
2. Provide an environment that supports excellence in research.	Provide adequate research assistant support	Assess needs for an RA and implement improvements	Ongoing	Dean and Associate Dean		
	Increase research activity	Continue offering competitive summer research grants to conduct impactful research	Ongoing	Dean		
		Develop methods to reward research	Yr. 2 – 2014-15	Associate Dean		
		Encourage grant-seeking research by helping faculty reach out to other disciplines on campus	Yr. 3 – 2015-16	Associate Dean		

UCCS COLLEGE OF BUSINESS
2020 Strategic Plan

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator	
		Encourage faculty to collaborate with local community entities to conduct research impacting economic development	Yr. 2 – 2014-15	Dean	
	Develop new methods for evaluating the impact of research	Continue to develop a fair process to add journals to the COB refereed journal list	Ongoing	Associate Dean	
		Continue to identify ways to measure the impact of research (meet AACSB stds.)	Ongoing	Assistant Dean	
	Develop an equitable differentiated workload	Develop an equitable differentiated workload policy for faculty, especially for tenured faculty	Yr. 1 – 2013-14 Yr. 2 – 2014-15	Associate Dean	
		Allow faculty at various phases in their profession to propose differentiated workloads	Yr. 2 – 2014-15	Strategy Team	
		Balance the number of overloads taught with research productivity	Yr. 2 – 2014-15		
	Promote faculty research within the College and to the community	Promote faculty research through a variety of channels including emails and website	Ongoing	Mktg/Comm Specialist	
		Increase number of applied research presentations by faculty	Ongoing	Associate Dean	
3. Provide an environment that supports excellence in teaching	Enhance teaching development opportunities for Tenure-Track and Non Tenure-Track faculty	Develop a list of recommended teaching conferences and workshops for TT faculty to participate in	Yr. 2 – 2014-15	Associate Dean	
		Explore opportunities for NTT teaching development	Yr. 2 – 2014-15	Associate Dean	
		Offer ongoing special sessions on best practices and new tools for online teaching	Ongoing	Educational Technologist	
	Evaluate AACSB standards for faculty	Ensure that faculty teaching standards/loads are consistent with AACSB guidelines	Yr. 1 – 2013-14	Assistant Dean	

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator	
4. Foster professional development by providing excellent faculty and staff development opportunities	Enhance professional development opportunities for staff	Increase professional development opportunities for staff	Yr. 3 – 2015-16	Assistant Dean	
		Identify and support activities and programs that keep staff current in their jobs	Yr. 2 – 2014-15	Assistant Dean	
	Enhance professional development opportunities for Tenured, Tenure-track and Non Tenure-Track Faculty	Increase professional development opportunities for NTT faculty	Yr. 2 – 2014-15	Dean and Associate Dean	
		Identify and support activities and programs that keep NTT faculty qualified (in accordance with AACSB guidelines)	Yr. 2 – 2014-15		
		Identify and support activities and programs that keep TT faculty qualified (in accordance with AACSB)	Yr. 2 – 2014-15 Ongoing	Associate Dean Team Leaders	
		Provide more training opportunities for online and hybrid teaching	Ongoing	Educational Technologist	
5. Provide sustainable resources to support the strategic plan	Improve marketing efforts for all programs to increase enrollments and funding	Initiate a branding plan for the College	Yr. 1 – 2013-14	Mktg/Comm Specialist, MBA Director, Undergrad Director	
		Renew marketing efforts for Online MBA	Yr. 1 – 2013-14 Ongoing		
		Increase enrollment, working to meet campus enrollment targets	Ongoing		
	Ensure responsible growth	Work with campus to obtain sufficient office and classroom space to accommodate growth	Ongoing Summer 2014	Dean	
		Conduct periodic capacity analysis to balance enrollments, faculty, staff, students, and infrastructure	Ongoing	Associate Dean	
	Increase funding	Work in partnership with campus to ensure appropriate base funding	Ongoing	Dean	

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator	
		Continue fundraising efforts	Ongoing	Dean	
		Identify and develop high revenue generating programs and partnerships	Ongoing	Dean/Associate Dean	
		Strengthen the Office of Professional and Executive Development to provide new revenue streams	Ongoing	Dean & Director of OPED	
	Ensure all classrooms have adequate technology	Invest student technology fees in ensuring students have the right tech tools to be prepared for the workforce	Ongoing	IT Manager	
6. Pursue relevant initiatives centered around: <ul style="list-style-type: none"> • Business Ethics • Entrepreneurship • Support for our community business environment • Funding • Internationalization 	Strengthen Daniels Fund Ethics Initiative	Work towards extending the Daniels Fund Ethics Initiative beyond 2015	Yr. 2 – 2014-15	Dean Ethics Director	
		Continue to deliver results proposed in the Daniels Fund Ethics Initiative proposal	Ongoing	Ethics Director	
		Continue to expand the Daniels Fellowships to the campus and other partner schools	Ongoing		
		Measure impact of Daniels Ethics Initiative	Yr. 1 – 2013-14 Ongoing		
	Strengthen Initiatives around Entrepreneurship	Strengthen the Center for Entrepreneurship	Yr. 2 – 2014-15 Ongoing	Director of Center for Entrepreneurship	
		Form a student entrepreneurship club/organization	Yr. 2 – 2014-15		
		Continue to build on the success of the Lifetime Entrepreneurship Award event	Ongoing	Alumni Director	
		Identify new partners to support and strengthen the Small Business Development Center	Ongoing Yr. 1 - 2013-14	Dean	

UCCS COLLEGE OF BUSINESS
2020 Strategic Plan

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator	
	Support and integrate our community business environment	Develop opportunities for student involvement via programs, partner activities, internships, and/or mentoring	Ongoing	Director of Placement and Internships	
		Strengthen the Southern Colorado Economic Forum through successful transition of leadership	Yr. 1 – 2013-14 Yr. 2 – 2014-15	SCEF Director	
	Increase funding	Increase the number of friends/donors/partners to the College of Business	Ongoing	Dean University Advancement	
		Diversify revenue sources by building non-credit executive programs and other extended studies opportunities	Ongoing	Director of OPEd and Extended Studies	
	International Initiatives	Continue to explore dual/joint degree opportunities with international partner schools	Ongoing	International Director, Dean & Associate Dean	
		Create an International Fellows program	Yr. 3 – 2015-16		
		Expand student and faculty exchanges	Yr. 3 – 2015-16 Ongoing		
		Integrate international topics/cases more intentionally in all core MBA courses	Yr. 3 – 2015-16		
		Increase number of international partners	Yr. 3 – 2015-16		
		Increase number of faculty exchanges with schools abroad	Yr. 3 – 2015-16		
	Increase number of study abroad opportunities	Yr. 3 – 2015-16			

UCCS COLLEGE OF BUSINESS
2020 Strategic Plan

UCCS COLLEGE OF BUSINESS STRATEGIES, ACTION & TIMING			In Process	Done	Forthcoming
2012 – 2020 Strategic Goals	Strategies	Action Items	Timing	Coordinator	
		Increase number of international students	Yr. 3 – 2015-16		
	Explore new relevant opportunities	Monitor campus opportunities to determine if CoB needs to become involved	Ongoing	COB Administrators, faculty and staff	
7. Enhance our community by building, strengthening, and maintaining relationships with all stakeholders.	<u>INTERNAL STAKEHOLDERS</u> Strengthen relationships among faculty and staff	Continue to enrich the culture of the College by identifying activities and programs that focus on team effort and accomplishments	Ongoing	Dean and Associate Dean	
		Implement regular social and wellness activities for faculty and staff	Ongoing		
		Implement College 'Brown Bag' sessions	Ongoing	Associate Dean	
	Increase relevant connection points with students	Explore avenues to maintain open communication within the College	Yr. 1 – 2014-15 Ongoing	Associate Dean	
	<u>EXTERNAL STAKEHOLDERS</u> Increase awareness and consideration for our brand	Develop a Brand & Communication Strategy for the College	Yr. 1 – 2013-14	Mktg/Comm Specialist	
		Hire a consultant to help develop a brand for the College	Done		
		Create and execute a marketing communication plan	Yr. 2 – 2014-15		
Create alignment among faculty, staff, alumni, advisors and business community	Conduct brand training and increase engagement of all stakeholders	Yr. 2 - 2014-15	Mktg/Comm Specialist		

UCCS COLLEGE OF BUSINESS
2020 Strategic Plan

2012 – 2020 Strategic Goals	Strategies	Additional Actions & Initiatives since Adoption of Plan
1. Deliver innovative and contemporary Business education to our students through high quality faculty, relevant programs, and new technologies	<ul style="list-style-type: none"> Maintain AACSB International Accreditation 	Hired Assistant Dean to ensure compliance with AACSB Standards
		Approved Faculty Qualifications under 2013 AACSB Standards
	<ul style="list-style-type: none"> Strengthen current programs and offer relevant undergraduate and graduate programs 	Began accelerated, 4+1 accounting program allowing student to more quickly complete their BS & MBA degrees in preparation for CPA licensure
		MAcc program in review process
		Exploring minor in Health Care Administration
	<ul style="list-style-type: none"> Increase internationalization of curriculum 	Initiated dual degree with Frankfurt School of Finance and Management, allowing students to study abroad for a year and earn bachelor's degrees from both schools
		Began requiring approved globalization elective in MBA curriculum
	<ul style="list-style-type: none"> Offer experiential learning opportunities for students 	Beginning Spring 2015 INFS 4050 capstone requires students work on an IS problem in a local company.
		Instituted Career Coaching Program through the Alumni office
	<ul style="list-style-type: none"> Assure flexibility and convenience of programs 	Online undergraduate degree completion program fully functioning by Spring 2015 when last two courses are developed and taught.
	<ul style="list-style-type: none"> Increase diversity within the College 	Hired 7 women and 3 minorities during five year review period. Hired an additional woman and an additional minority beginning 2014-15 academic year.
		Summer visiting Scholars from Taiwan in 2011 and Germany in 2012
	<ul style="list-style-type: none"> Advance Interdisciplinary Programs 	Expanded Daniels Ethics Fellowships to faculty outside the College of Business
	Exploring joint venture with LAS faculty for a behavioral lab at Lane Center	

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

2012 – 2020 Strategic Goals	Strategies	Additional Actions & Initiatives since Adoption of Plan
2. Provide an environment that supports excellence in research.	<ul style="list-style-type: none"> • Increase research activity 	Summer 2014 joined CARMA (Consortium for the Advancement of Research Methods and Analysis)
		Since 2009 we hired 11 new tenure track faculty, all who demonstrate outstanding research productivity
		Increased ledger funding and spending authority
		Reviewed and updated journal list Fall 2014
		Planning research workshop with National Taiwan University
	<ul style="list-style-type: none"> • Develop an equitable differentiated workload 	Approved a Differential Workload policy in conjunction with the new Faculty Qualifications policy.
<ul style="list-style-type: none"> • Promote faculty research within the College and to the community 	Recipients of summer research grants present results faculty during Spring semester.	
	Highlight faculty research on COB webpage, in Dean's eNews letter and our Annual Report	
3. Provide an environment that supports excellence in teaching	<ul style="list-style-type: none"> • Enhance teaching development opportunities for Tenure-Track and Non Tenure-Track faculty 	Hosted in-house Master Teacher Program Fall 2014
		Offered in-house seminars related to online teaching and teaching of business ethics
	<ul style="list-style-type: none"> • Evaluate AACSB standards for faculty 	Adopted Faculty Qualifications and Workload policies by vote at faculty/staff retreat September 5, 2014
4. Foster professional development by providing excellent faculty and staff development opportunities	<ul style="list-style-type: none"> • Enhance professional development opportunities for staff 	Increased ledger account funding for staff to utilize for professional training opportunities
		Hosted half day StrengthsFinder workshop for staff
	<ul style="list-style-type: none"> • Enhance professional development opportunities 	Increased ledger account dollars and spending limits for NTT faculty to support professional development opportunities

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

2012 – 2020 Strategic Goals	Strategies	Additional Actions & Initiatives since Adoption of Plan
	for Non Tenure-Track Faculty	Increased College spending for professional development opportunities.
5. Provide sustainable resources to support the strategic plan	<ul style="list-style-type: none"> Improve marketing efforts for all programs to increase enrollments and funding 	Enhanced and expanded digital marketing efforts Produced and published COB promotional video Evaluated referral websites and contracted with MasterStudies.com
	<ul style="list-style-type: none"> Ensure responsible growth 	Obtained 15 new faculty offices, additional breakout rooms and additional classroom allocation
	<ul style="list-style-type: none"> Increase funding 	\$800,000 added to base funding with transfer of in-state online MBA enrollments to campus
		Lifetime Entrepreneurship Award event raised over \$300,000 in last three years
		Campus increased Southern Colorado Economic Forum support by \$20,000
	<ul style="list-style-type: none"> Ensure all classrooms have adequate technology 	Redesigned and updated technology in College of Business computer labs
6. Pursue relevant initiatives centered around: <ul style="list-style-type: none"> Business Ethics Entrepreneurship Support for our community business environment Funding Internationalization 	<ul style="list-style-type: none"> Strengthen Daniels Fund Ethics Initiative 	We were invited to reapply for another Daniels Fund Grant. Submitted new proposal Fall 2014
	<ul style="list-style-type: none"> Strengthen Initiatives around Entrepreneurship 	Launched an Entrepreneurship minor Fall 2011 which will be available online Spring 2015
	<ul style="list-style-type: none"> Support and integrate our community business environment 	Expanded OPED to offering customized programs
		Alumni “Lunch with the Dean” every other month
		Exploring program to prepare individuals for the CFP through our OPED office
<ul style="list-style-type: none"> Increase funding 	Soccer Management program under review	

**UCCS COLLEGE OF BUSINESS
2020 Strategic Plan**

2012 – 2020 Strategic Goals	Strategies	Additional Actions & Initiatives since Adoption of Plan
	<ul style="list-style-type: none"> International Initiatives 	Exploring research workshop in partnership with National Taiwan University
7. Enhance our community by building, strengthening, and maintaining relationships with all stakeholders.	<u>INTERNAL STAKEHOLDERS</u> <ul style="list-style-type: none"> Connecting with students 	Instituted “Breakfast with the Dean”
		Formed a Dean’s Student Advisory Board
	<u>EXTERNAL STAKEHOLDERS</u> Increase awareness and consideration for our brand	Completed rebranding initiative and developed marketing materials consistent with new brand
		Reinstated in digital format the College of Business Annual Report
		Disseminated brand concepts through various print and digital media

APPENDIX 2G
FY 2015 BUDGET

College of Business Budget Summary FY15

	General Fund Base Budget	Auxiliary/Gift Funded	Non-Base Funded	Total
Salaries & Wages				
Faculty FT (Tenured and Tenure-Track)	\$ 4,486,939	\$ 193,396	\$ 149,427	\$ 4,829,762
DMBA Faculty	235,000	132,938	-	\$ 367,938
Faculty FT (Non-Tenure Track)	632,022	57,691	-	\$ 689,713
Lecturers	340,454	-	248,710	\$ 589,164
Administrative Faculty	30,000	132,771	43,333	\$ 206,104
Administrative Staff Salaries	1,215,365	96,460	56,686	\$ 1,368,511
Student Hourly/TAs	142,606	24,744	105,359	\$ 272,709
Operating				
General	978,520	348,894	85,293	\$ 1,412,707
Professional Development & Support	-		42,192	\$ 42,192
Travel				
Faculty/Admin Travel	-	53,131	20,092	\$ 73,223
Professional Support & Development	-		76,035	\$ 76,035
Scholarships/Awards	-	53,002	35,000	\$ 88,002
GAR		34,782		\$ 34,782
Total Expenses	\$ 8,060,906	\$ 1,127,810	\$ 862,127	\$ 10,050,843

Adjustments	
Cash Xfer in from Reserves & Auxiliaries	\$ (862,127)
Adjusted Profit/(Loss)	-

APPENDIX 3

FACULTY POLICIES

- A. Academic and Professional Qualification Standards
- B. College of Business Promotion and Tenure Policy
- C. Faculty Qualifications per 2013 AACSB Standards
- D. Differential Workload Policy Adopted Fall 2014
- E. 2014-15 New Faculty Handbook

APPENDIX 3A

ACADEMIC AND PROFESSIONAL QUALIFICATIONS STANDARDS

UCCS College of Business Academic and Professional Qualification Standards

Summary of Revised Faculty Qualifications for 2014-15 CIR Report

The following College of Business Faculty Qualifications Policy reflects an important change that was adopted by the Faculty on December 1, 2014 for the current AACSB report. While our prior policy was deemed sufficient during our previous successful CIR in February 2010, we received feedback in advance of our current CIR that our AQ standards might be considered low compared to peer institutions. The key change made to the policy is we moved from requiring a minimum of two peer reviewed publications to two peer reviewed journal articles in five years to maintain AQ qualification.

In light of that, our faculty approved the following revised policy for reporting purposes. This revised policy serves as a bridge between our old AQ/PQ standards and our new SA/PA/SP/IP standards. The impact of the change is minor as the vast majority of our T/TT faculty remain AQ under either policy.

The following table highlights the substantive differences between the policies.

Original Policy (2003 Standards)	Revised Policy (2003 Standards)	New Policy (2013 Standards)
AQ – Requires two peer reviewed publications every five years, one of which must be a peer reviewed journal article.	AQ – Requires two peer reviewed journal articles plus one additional peer reviewed activity every five years.	SA – Requires two peer reviewed journal articles plus three additional scholarly activities every five years.

UCCS College of Business
Academic and Professional Qualification Standards
Updated 10/16/09 for compliance with July 2009 AACSB Standards
Revised 12/1/2014 for 2014/2015 AACSB CIR Report
Superseded by policy adopted September 5, 2014 effective January
1, 2015 for compliance with 2013 AACSB Standards

PURPOSE

The purpose of this document is to define the College of Business minimal acceptable standards for earning and maintaining Academic and Professional Qualifications as required by AACSB standards. It also defines standards for classifying faculty as participating or supporting. Evaluation of faculty based on these standards will be incorporated as one factor in the annual College of Business faculty evaluation process and promotion, tenure, and post-tenure reviews for tenured/tenure-track faculty. However, as clearly stated in the College's Workload and Promotion and Tenure (P&T) policies, maintenance of qualifications is required but not sufficient to ensure satisfactory annual evaluations or P&T reviews.

DEFINITIONS

Intellectual contributions must "exist in public written form" and "have been subject to scrutiny by academic peers or practitioners prior to publication." Examples of intellectual contributions, adapted to the College of Business mission from AACSB guidelines include:

- Peer reviewed journal articles (discipline based scholarship, contributions to practice, and/or learning and pedagogical research)
- Research monographs
- Books (textbooks, professional/practice/trade, and/or scholarly)
- Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
- Peer reviewed proceedings from scholarly, professional/practice and/or teaching/pedagogical meetings
- Peer reviewed paper presentations at scholarly, professional/practice and/or teaching/pedagogical meetings
- Faculty research seminars (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
- Non-peer reviewed journal articles
- Publications in trade journals, magazines, or other press outlets
- Book reviews
- Published cases with instructional materials
- Technical reports related to funded research projects
- Instructional software that is widely used
- Publicly available materials describing the design and implementation of new curricula or courses
- Other intellectual contributions for which the faculty member can provide substantive support for quality.

Peer review is “a process of independent review prior to publication of a faculty member’s work by an editorial board/committee widely acknowledged as possessing expertise in the field.”

Participating Faculty “actively engage[s] in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments.”

Supporting Faculty do not “participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.” [AACSB Std, Jul 09, pp 23, 39]

FACULTY ROLES AND RESPONSIBILITIES BY APPOINTMENT TYPE

Tenured and Tenure-Track (T/TT) faculty support the educational and research missions of the college and will be actively involved in the activities of the college through service to the college and university. T/TT faculty are expected to be participating faculty and maintain Academic Qualifications. Academic qualifications and participation in college activities will be verified during the annual evaluation.

Non-Tenure-Track (NTT) faculty (Senior Instructors and Instructors) support the teaching mission of the college, but will also be actively involved in the activities of the college beyond teaching through appropriate service assignments. NTT faculty are expected to be participating faculty and to maintain Academic or Professional Qualifications, as verified during the annual evaluation of teaching and service. Note: By contract, NTT faculty cannot be required to conduct research or contribute to the research mission of the college, so any intellectual contributions produced will solely be evaluated as professional development activities required to maintain Academic or Professional Qualifications.

Lecturers are hired on a per-course basis to support the teaching mission of the college and will generally be considered supporting faculty. (Note: Lecturers may be contracted to perform service that actively involves them in activities of the college that would classify them as participating faculty.) The academic or professional qualifications of lecturers will be evaluated at the time of initial hire and reviewed at least every two years if they continue to teach for the college on a regular basis.

ACADEMIC QUALIFICATIONS (AQ)

The AACSB standard states that “Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.” [AACSB Std, Jul 09, p45].

Original Academic Preparation

The College of Business expectations for original academic preparation for ALL AQ faculty follow AACSB guidelines as quoted below:

1. “A doctoral degree in the area in which the individual teaches.”In addition, “individuals with a graduate degree in law will be considered academically qualified to teach business law and legal environment of business.”
2. “A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation, ... [with] active involvement in the areas of teaching responsibility through writing, participation in professional meetings, or related activities.”
3. “A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.”
4. “A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation.... [with] additional coursework or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contribution, and service sought by the school.”
5. “A specialized graduate degree in taxation. ... will be considered academically qualified to teach taxation.”
6. Other criteria as described in the AACSB standard and approved on a case-by-case basis by the College of Business Strategy Team.

Maintenance of Academic Qualifications

Tenured/Tenure-Track faculty are expected to contribute to the research mission of the college and therefore will primarily maintain their Academic Qualifications through their research, although a much broader range of intellectual contributions and professional development may be used to enhance their qualifications. Specifically, the expectations for T/TT faculty are:

- Two peer-reviewed journal articles and one additional peer-reviewed activity within any rolling five year period. Publications may address discipline based scholarship, contributions to practice, and/or learning and pedagogical research.

Quality of these publications will be verified by the academic peer-review process. Appropriate publication outlets are specified in the College of Business Workload and Evaluation Policy.

Note: Faculty members who have received a terminal degree in the field in which they are teaching within the last five years will be considered AQ. Faculty members who are ABD in the field of teaching will be considered AQ for no more than 2 years of service in the College of Business.

Non-Tenure-Track faculty primarily contribute to the teaching mission of the college. In fact, UCCS restricts NTT faculty (Sr. Instructors or Instructors) to teaching and service responsibilities. However, a NTT faculty may be academically qualified if they meet the above criteria.

PROFESSIONAL QUALIFICATIONS (PQ)

The AACSB standard states that Professional Qualifications require “relevant academic

preparation and relevant professional experience” and that all faculty “demonstrate activities that maintain the currency and relevance of their instruction.” [AACSB Std, Jul 09].

Original Academic Preparation and Professional Experience

“Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. Normally, the academic preparation should consist of a master’s degree in a field related to the area of teaching assignment. Normally, the professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring.” The professional qualifications of Non-Tenure-Track faculty and Lecturers will be verified by the appropriate Department Team Leader at the time of hiring based on the AACSB standards and the following guidelines.

- A master’s degree in the teaching or related field is required. Exceptions to this standard must be justified based on the level of the course taught, extent of professional experience, and/or alternative education and approved by the College of Business Strategy Team.
- At least two years of successively responsible professional experience directly related to the area of teaching is required. Professional experience duration and level of responsibility requirements will increase dependent on the level of courses to be taught. Professional certifications related to the area of teaching which include a professional experience requirement may be used to document that requirement.
- Professional qualifications to teach graduate level courses will be reviewed on a case-by-case basis by the College of Business Strategy Team, with a recommendation made to the Dean for final approval.

Maintenance of Professional Qualifications

Tenured/Tenure-Track Faculty are expected to earn and maintain Academic Qualifications. As an exception, if approved by the College of Business Strategy Team, T/TT faculty may substitute Professional Qualifications, usually by demonstrating current professional work experience or consulting.

Non-Tenure Track Faculty generally maintain their professional qualifications through on-going professional certification or development activities and/or current professional experience. At their option, they may also produce intellectual contributions as a professional development activity. By UCCS policy, these intellectual contributions will not be considered research during annual or any other evaluation. Examples of appropriate professional certification, development, and experience include, but are not limited to:

- Professional work experience.
- Consulting or similar experience such as serving on corporate boards of directors or similar volunteer work.
- Professional development activities such as:
 - Attendance at professional meetings
 - Continuing education or coursework in the area of teaching.
 - Participating in workshops at professional society meetings.
 - Serving in a leadership role in a professional organization.
- Other professional activities including:

- Earning a Professional Certification related to the area of teaching.
- Maintaining a Professional Certification which has a continuing education requirement.
- Any activity identified for maintaining Academic Qualifications that is directly related to the field of teaching. Note: Because of the role of NTT faculty and contractual restrictions, NTT faculty are not required to produce intellectual contributions to maintain professional qualifications.

The professional development activities of each faculty member must be clearly targeted towards maintaining currency in areas of teaching. Consideration will be given for the level and duration of the activity. Quality and sufficiency of activities will be verified during annual reviews with the faculty member's Department Team Leader and the Dean of the College.

Lecturers will generally maintain their professional qualifications through current professional experience equivalent to that required to be hired. At their option (and cost), they may also choose any of the methods approved for Non-Tenure Track Faculty, but will not be paid to do so.

DOCUMENTATION OF QUALIFICATIONS

T/TT and NTT faculty will provide updated documentation of their education, intellectual contributions, and professional development activities each year using the standard College of Business Vita Format (see below). Faculty will also provide appropriate summaries of their qualifications by complete AACSB Table 10-1 (all faculty) and Table 10-2 (for faculty producing intellectual contributions in the most recent 5-year period). Lecturers will provide a current vita or resume at the time of initial hire and every 2 years thereafter.

APPENDIX 3B

COLLEGE OF BUSINESS PROMOTION AND TENURE POLICY

**University of Colorado at Colorado Springs
College of Business and Administration**

PROMOTION AND TENURE POLICY

November 3, 2011

I. Promotion and Tenure Guidelines

A. Guidelines for Tenure and Promotion to Associate Professor

“Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in either teaching, or research or creative work.” (Regent Laws 5.B.4-B)

The College of Business considers the candidate’s total record when making a tenure decision. However, the candidate must show continued accomplishment in teaching, research and service since being employed at UCCS.

Intellectual Contribution (IC) Standard:

The College of Business at the University of Colorado at Colorado Springs holds that for an untenured assistant professor to be awarded promotion to associate professor with tenure, he/she must have six to eight articles in peer-reviewed¹ journals or peer-reviewed book chapters (counting in print and in press) to be meritorious. These articles may include publications in journals or other outlets that employ a comparable review process in which the work has undergone a rigorous review by experts in the relevant content area. These articles may be in discipline-based, pedagogical, or practice-based outlets. The College values coauthored articles as equal to singly-authored papers. The standard of six to eight peer-reviewed journal articles is set in recognition that some journals are regarded as more prestigious than others by the College and are typically more challenging to the authors. Thus, a junior faculty member with one or more papers in higher quality journals would be eligible with fewer publications. Candidates may request that these quantity standards be revised downward depending on the quality and prestige of the publications and national standards in functional areas. The case for deviations based on publication quality must be documented by the candidate. Books are considered to be of importance as well, and usually merit higher consideration than a journal article. However, books should not be the primary focus of IC activities for untenured faculty. Excellence is defined as exceeding the standard for meritorious by quantity, quality, or a combination thereof. External grants, peer-reviewed proceedings, and conference presentations contribute positively to the research record of the candidate. These standards apply equally to tenure and promotion, whether made together or separately.

Teaching Standard:

With regard to teaching, student evaluations serve as indicators of durable performance. In the College of Business, evaluation scores are compressed into a composite score to determine a Class Factor score. Minimum standards for meritorious and excellence ratings in teaching are as follows: For a meritorious rating in instruction, we expect the candidate to have average class factor scores greater than or equal to 3.6 in two of the three years prior to the candidacy year. As required by the Regents, candidates must support their teaching record with at least two other indicators of meritorious teaching performance (see examples of possible indicators in Appendix A). For an excellent rating in instruction, a candidate must have average class factor scores greater than or equal to 4.4 in two of the three years prior to the candidacy year. In addition, candidates must support their teaching record with at least two other indicators of teaching excellence. Candidates may request that these FCQ standards be revised downward

¹ The College of Business has adopted the following definition of peer-review from the AACSB: “Peer review is defined as a process of independent review prior to publication of a faculty member’s work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous.”

depending on the quality of teaching as demonstrated by the other indicators. The case for deviations must be documented by the candidate. These standards apply equally to tenure and promotion decisions, whether made together or separately.

Service Standard:

To be considered meritorious in service, a faculty member must demonstrate a record of active and consistent service to:

- (1) The College of Business, and
- (2) The university or the community or his/her discipline.

These standards apply equally to tenure and promotion decisions, whether made together or separately.

B. Guidelines for Promotion to Professor

“Professor: Under University policy, promotion to Professor requires a record that taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service.” (UCCS Policy 200-001, Reappointment, Promotion, and Tenure, 2008)

When making a promotion decision, the candidate’s total record will be considered. However, the candidate must show continued accomplishment in teaching, research and service since being employed at UCCS.

Intellectual Contribution Standard:

Appointment to professor requires that the candidate have a substantial enough stream of published research that he/she has achieved a degree of national recognition within the discipline of management or one of the sub-disciplines (e.g., finance, marketing). The minimum publication expectation is an addition of four to eight peer-reviewed¹ journal articles, books, or book chapters, and an additional four to six conference proceedings or presentations since promotion to associate professor. These articles may include publications in journals or other outlets that employ a comparable review process in which the work has undergone a rigorous review by experts in the relevant content area. It is the quality and prestige of the journal or book that determines the number of publications required to meet the standard for promotion to professor. Latitude is suggested here, as a concentration of higher-quality publications would clearly demonstrate exceptional performance and reduce the expectation of publication quantity. It is the responsibility of the candidate to establish the case of excellence in their dossier. The primary committee must judge the overall record based on the dossier and the primary unit criteria.

Teaching Standard:

With regard to teaching, student evaluations serve as indicators of durable performance. In the College of Business, evaluation scores are compressed into a composite score to determine a Class Factor score. For an excellent record in instruction, the College expects the candidate to have average class factors scores greater than or equal to 4.4 in two of the four years prior to candidacy, while having average class factor scores greater than or equal to 3.6 in the other two years. In addition, candidates must support their teaching record with at least two other indicators of teaching performance, as required by the Regents (see

App A for examples). An individual who believes his/her student evaluations do not accurately reflect the quality of his/her teaching, may elect to make a case using other indicators. Candidates may request that these FCQ standards be revised downward depending on the quality of teaching as demonstrated by the other indicators. The case for deviations must be documented by the candidate.

Service Standard:

A faculty member must demonstrate a record of significant, meaningful, and consistent service to:

- (1) The College of Business, and
- (2) The university or the community, and
- (3) His/her discipline.

Evaluating the “Record as a Whole”

All faculty for promotion to professor must achieve these standards for the record to be judged to be excellent. For those on a differentiated workload, it may require additional time to meet these standards.

C. Post-Tenure Review

“After award of tenure, a comprehensive performance evaluation that emphasizes performance-based measurements shall be completed every five years. The purposes of this regular comprehensive evaluation process are: (1) to facilitate continued faculty development, consistent with the academic needs and goals of the university and the most effective use of institutional resources; and (2) to ensure professional accountability to the university community, to the Board of Regents, and to the public.” (Laws of the Regents, Article 5, Part B, Paragraph 6B2).

The post-tenure review process will be conducted in accordance with University of Colorado and campus standards. To meet expectations, faculty must demonstrate maintenance of professional competence, continued professional growth, and ongoing productivity in teaching, research, and service. Faculty must also maintain academic or professional qualifications in accordance with AACSB International and College of Business policy. In the COB, the Primary Unit P&T Evaluation Committee and the Dean’s Level P&T Review Committee independently review all post tenure review packages and make their own recommendations to the Dean.

D. Comprehensive Reappointment Review

The comprehensive reappointment review process will be scheduled and conducted in accordance with campus and Regental standards. The criteria are based on making satisfactory progress toward achievement of the standards for intellectual contributions, teaching, and service for “Tenure and Promotion to Associate Professor” (see Section I. A). With respect to intellectual contributions, the current rate of production (including in-print, work submitted, and work-in-progress) should indicate satisfactory progress toward tenure and promotion standards.

E. New Hires with Tenure

When the College of Business wishes to hire a new faculty member with tenure, it does not require a full dossier as defined by the tenure guidelines of UCCS Policy 200-001. Instead, the streamlined dossier to be used in such cases shall include only the following items:

- Provided by the Candidate

- Current Vita (using the specific format required by UCCS Policy 200-001)
- Copies of the candidate's key publications
- A brief statement of research goals
- A brief statement of past teaching results and future teaching goals.
- Provided by the College
 - At least 6 letters of external evaluation. Although all six letters must address the candidate's qualifications for tenure and appointment at the desired academic rank, at least two of these must have been solicited by the chair of the Primary Unit P&T Evaluation Committee and/or dean of the COB; the remaining may have been solicited by the candidate him/herself as part of the initial application process. As specified in Policy 200-001, *all* letters received by the College on behalf of this candidate, whether solicited by the candidate as part of the application process or by the Primary Unit P&T Evaluation Committee chair and/or dean as part of the tenure process, must be included in the dossier.
 - Copy of the COB "Promotion and Tenure Policy."
 - Letter from the COB Primary Unit P&T Evaluation Committee, including explanation of faculty vote (optional minority position letter may be included)
 - UCDF-7 Form signed by the dean
 - Letter from the COB Dean's Level P&T Review Committee, including explanation of faculty vote (optional minority position letter may be included)
- Provided by UCCS Administration
 - Letter from the VCAA "Second Level" P&T Review Committee, including explanation of faculty vote (optional minority position letter may be included)
 - UCDF signatures from VCAA and Chancellor.
 - Recommendation Sheet

II. Promotion and Tenure Procedures

A. *Primary Level Committee*

The Primary Unit P&T Evaluation Committee is responsible for the initial review of the qualifications of candidates and has the authority to make recommendations to the dean concerning reappointment, promotion, and tenure. This committee is composed of all tenured faculty members of the College of Business, excluding those who will review candidates at later stages of the review process. For promotions to full professor, the committee will consist of only full professors in the college.

The Primary Unit P&T Evaluation Committee shall keep records regarding its activities, including the date, time, duration, and location of each meeting, attendees at each meeting, copies of all correspondence: and information concerning significant actions taken at each meeting.

Normally, the dossier should be kept in the dean's office and be accessible only to committee members. The committee should:

- Evaluate the candidate's teaching through a review of the teaching portfolio; members of the committee may also observe classes conducted by the candidate.
- Evaluate the candidate's research or creative work, considering both quality and quantity; this should include evaluations of the candidate's scholarship by outside evaluators with expertise in the field.
- Evaluate the candidate's performance of service to the community, profession, and University.
- Gather and evaluate any appropriate additional data.

After completing their individual evaluations, members of the committee will meet to discuss the candidate and vote on whether or not to recommend reappointment, promotion, and/or tenure. The tallies of votes taken for recommendations on tenure shall become part of the committee's records.

After a decision has been made by majority vote of those in attendance, the Primary Unit P&T Evaluation Committee shall provide its written recommendation to the dean, with minority views, if any, explained. Members voting in the minority may also submit a separate report to the dean in writing. The chair of the committee shall provide a copy of these letters to the candidate. External letters of recommendation and committee deliberations shall remain confidential. The candidate's dossier and the recommendation are then forwarded to the Dean's Level P&T Review Committee.

B. *Dean's Level P&T Review Committee*

This committee, selected by the dean, is composed of a tenured associate professor or a tenured professor from the College of Business and two other tenured professors from other colleges at UCCS or from other area institutions. The function of the Dean's Level P&T Review Committee is to assist the dean in personnel procedures. A faculty member may not serve both as a member of the Dean's Level P&T Review Committee and as a member of the Primary Unit P&T Evaluation Committee.

The Dean's Level P&T Review Committee, without the dean present, reviews the candidate's dossier and recommendation of the Primary Unit P&T Evaluation Committee. The dean conducts an independent evaluation. If the conclusion reached by either the dean or his/her review committee is different from the initial recommendation, the dean explains the disagreement and the Primary Unit P&T Evaluation Committee reconsiders its original recommendation and reports the results of the reconsideration to the dean and Dean's Level P&T Review Committee in writing.

The Dean's Level P&T Review Committee presents its final recommendation to the dean in writing. The dean is responsible for informing the candidate of the committee's decision. The dean then forwards the

candidate's complete dossier and the written recommendations of the Primary Unit P&T Evaluation Committee, the dean, and the Dean's Level P&T Review Committee to the Vice Chancellor for Academic Affairs. If the recommendations are not in agreement, an explanation of the factors leading to different conclusions must be included.

The Dean's Level P&T Review Committee shall inform the dean and the chair of the Primary Unit Evaluation Committee concerning any failures in conforming to personnel procedures and/or policies and shall recommend changes when appropriate.

C. Dossier

Candidates should prepare a dossier that will enable the Primary Unit P&T Evaluation Committee and subsequent reviewers to judge the candidate's performance in the three areas of teaching, research or creative work, and service, as described above. The dossier should be prepared in accordance with university and college policy and standards.

For all cases except new hires with tenure (see Section I.E), the dossier must include the following sections:

- Provided by the Candidate
 - Executive Summary Statement and Professional Plan
 - Current Vita (using the specific format required by UCCS Policy 200-001)
 - Teaching
 - A statement of past teaching results and future teaching goals, including a list of all courses taught, and a summary of all FCQ's.
 - Copies of all FCQ's (in a separate binder).
 - Other evaluative data (e.g., peer reviews, student letters, any other material deemed appropriate by the faculty candidate) (in a separate binder).
 - Intellectual Contributions (IC)
 - A statement of past IC results and future IC plans, including a complete list of all publications, organized in a manner that clearly differentiates among the types of publications. The publication list must be organized as follows:
 - Peer-Reviewed Publications
 - Journals Papers
 - Conference Papers (with full paper included in proceedings)
 - Conference Papers (with abstract only included in proceedings)
 - Conference Papers (with no proceedings)
 - Other Peer-Reviewed Publications
 - Non-Peer-Reviewed Publications
 - Other Journals Papers
 - Other Conference Papers
 - Technical Reports
 - Other Non-Peer-Reviewed Publications
 - Papers Submitted
 - Books
 - Authored
 - Edited

- Book Chapters
 - Other Presentations (do *not* include presentations that were already included as conference papers in the above categories)
 - Grants
 - Other Intellectual Contributions
 - Copies of selected publications (in a separate binder).
- Service
 - A statement of past service and future service plans, including a complete list of all service performed, organized as follows:
 - Department, College, Campus, and University
 - State and National Agencies
 - Committees of Professional Societies/Associations
 - Editorial and Reviewer Roles
 - Consulting
 - Other Service
 - Supporting Material (in a separate binder).
- Provided by the College
 - The appropriate number of letters (3 for comprehensive reviews; 6 for all other cases) of external evaluation. As specified in UCCS Policy 200-001, *all* letters received by the College on behalf of this faculty member, and solicited by the Primary Unit P&T Evaluation Committee chair and/or dean as part of the process, must be included in the dossier.
 - Copy of the COB “Promotion and Tenure Policy.”
 - Previous RPT and Personnel Action Letters.
 - Letter from the COB Primary Unit P&T Evaluation Committee, including explanation of faculty vote (optional minority position letter may be included)
 - Letter from the COB Dean’s Level P&T Review Committee, including explanation of faculty vote (optional minority position letter may be included)
 - Letter from the COB Dean
 - UCDF-7 Form signed by the dean
- Provided by UCCS VCAA/Provost and Chancellor
 - Letter from the VCAA “Second Level” P&T Review Committee, including explanation of faculty vote (optional minority position letter may be included)
 - UCDF-7 signatures from VCAA/Provost and Chancellor.
 - Recommendation Sheet

Appendix A

Examples of Evidence of Teaching Quality

(Adapted from Laws of the Regents, Appendix A, Attachment 1)

Student evaluation of teaching

Teaching awards and other outstanding accomplishments in instruction

Peer evaluation of teaching

Alumni evaluation

Student advising

Innovations in teaching

Participation in teaching development or mentoring

Effectiveness of students in succeeding courses

Student performance on standard professional examinations

Preparation of course materials

Integration of diversity into the classroom including contributions to UCCS diversity strategies

Evidence of continuous improvement or development

Contributions to the College's assessment/assurance of student learning efforts

College of Business and Administration
PROMOTION AND TENURE POLICY
Version History

Version 4: Clarification of Intellectual Contribution Standard

- Reviewed by the College of Business Faculty, Nov. 2011
- Approved by the College of Business Strategy Team, 11/3/2011
- Approved by Dr. Venkat Reddy, Dean, College of Business, 11/3/2011
- Submitted to Dr. Peg Bacon, Provost, 11/4/2011
- Approved by Dr. Peg Bacon, Provost, 11/7/2011

Version 3: UCCS Required Clarifications

- Reviewed by the College of Business Faculty, Nov. 2008, Mar. 2009
- Approved by the College of Business Strategy Team, 3/5/09
- Approved by Dr. Venkat Reddy, Dean, College of Business, 3/17/09
- Submitted to Dr. Peg Bacon, Provost, 3/18/09

Version 2: Editorial Changes

- Approved by the College of Business Strategy Team 10/04/07
- Approved by Dr. Venkat Reddy, Dean, College of Business, 10/04/07
- Approved by Dr. Peg Bacon, Interim Provost, 12/03/07 (submitted 10/12/07)

Version 1: Initial Version

- Approved by the College of Business Faculty, 4/30/04
- Endorsed by the Strategy Team and Dean, 5/4/04
- Submitted to Dr. Rogers Redding, VCAA for approval, 5/5/04

APPENDIX 3C

FACULTY QUALIFICATIONS PER 2013 AACSB STANDARDS

**College of Business
Faculty Qualifications
September 5, 2014**

Preamble

The College of Business is accredited by the AACSB and follows the AACSB standards for faculty qualifications: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP) and Instructional Practitioner (IP). All tenured and tenure track faculty members must meet either SA or PA qualifications. All non-tenure track faculty members must meet PA, SP or IP qualifications.

Initial preparation and engagement activities required to maintain each classification category are outlined below. All engagement activities must be documented on the faculty member's annual performance document and curriculum vitae and readily verifiable by the Strategy Team. To be considered significant, an engagement activity must result in lasting impact on the college, our students, a client, the public or the faculty member.

Research and the production of intellectual contributions is an important aspect of the mission of the College of Business. Consistent with that mission and our collaborative culture, we value interdisciplinary scholarship and co-authorship including collaborations outside of traditional business disciplines. We value research that contributes to business theory, practice and/or pedagogy. While we recognize that intellectual contributions take a variety of forms we place the most importance and emphasis on high-quality, peer-reviewed journal articles. A peer-reviewed journal article exists in public written form AND has been subject to scrutiny by academic peers or practitioners prior to publication.

Scholarly Academic (SA)

To be qualified in the AACSB category of Scholarly Academic (SA) a faculty member must have a combination of original academic preparation (degree completion) augmented by subsequent engagement activities that establish or maintain preparation for current teaching responsibilities. An SA faculty member is eligible to teach in any degree program and chair dissertation or thesis committees.

Academic preparation is a research doctoral degree such as a PhD in the area of teaching responsibilities or a related area. A graduate degree in law is sufficient for faculty members teaching Business Law. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation. A new doctorate qualifies as SA for five (5) years.

Maintenance of SA qualification requires a minimum of two peer-reviewed journal articles in journals listed on the COB journal list (which can be found on COB Central) plus three additional activities from at least two categories identified below over any rolling five-year time period.

**College of Business
Faculty Qualifications**

Scholarly Academic Qualification Activities	
Category: JOURNAL ARTICLES	
Peer Reviewed Article	Journal on COB Journal List
Category: BOOKS, BOOK CHAPTERS AND CASES	
Scholarly Book	New
Scholarly Book	Revision
Text Book	New
Text Book	Revision
Edited Book	Editor/Co-editor
Book Chapter	Scholarly Book
Published Case	Case not in peer-reviewed (e.g. online, textbooks)
Published Instructor Material	Instructor Manual/Test Bank
Published Software	Software
Category: CONFERENCES	
Proceedings (full paper) Refereed and Published	International/National
Proceedings (full paper) Refereed and Published	Regional/Local
Presentation – Refereed	International/National
Presentation – Refereed	Regional/Local
Presentation – Not Refereed	International/National
Presentation – Not Refereed	Regional/Local
Symposium	International/National
Keynote or Major Invited Conference Speaker	International/National
Guest/member on Conference Panel	International/National
Category: RESEARCH RELATED SERVICE	
Editor	Peer-reviewed Journal
Associate Editor	Peer-reviewed Journal
Guest Editor	Peer-reviewed Journal
Book Review Editor	Peer-reviewed Journal
Editorial Review Board Member	Peer-reviewed Journal
Reviewer: Article/Manuscript	Peer-reviewed Journal, Conference or Association
Reviewer: Book/Textbook/Grant	Peer-reviewed
Officer: Academic/Research Association	International/National
Board Member: Academic/Research Association	International/National
Officer: Academic/Research Association	Regional/Local
Board Member: Academic/Research Association	Regional/Local
Academic Conference	Program Committee/Track Chair
Academic Conference	Discussant
Academic Conference	Moderator/Facilitator
Doctoral Consortium or Similar Panel	Presenter or panelist
External Review	Promotion and Tenure
Visiting Scholar	Research appointment
Media “hit”	Related to research activities
Grant submission or administration	External to CU system
Research Notes	In peer reviewed journal

**College of Business
Faculty Qualifications**

Dissertation Committee member	
Invited Research presentation at other research institutions	

Practice Academic (PA)

To be qualified in the AACSB category of Practice Academic (PA) a faculty member must have a combination of original academic preparation (degree completion), a history of scholarly activities and current and ongoing engagement with practitioners and the profession. A PA faculty member is eligible to teach in any degree program and serve on dissertation or thesis committees.

Academic preparation is a research doctoral degree such as a PhD in the area of teaching responsibilities or a related area. A graduate degree in law is sufficient for faculty members teaching Business Law. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation. Maintenance of PA qualification requires the following over any rolling five-year time period.

- Full time academic administrator
 - A minimum of two activities identified as SA or PA qualification activities
- Faculty
 - Four activities from at least two categories identified as SA or PA qualification activities

To be reclassified from SA to a PA in the College of Business a tenured faculty member must be either an Associate or Full Professor. An associate or full professor requests a reclassification from SA to PA by submitting a qualifications plan to his or her Team Leader and the Associate Dean. Depending on the proposed plan and the needs of the College, the Associate Dean may recommend to the Dean that said faculty member pursue such activities. The Dean will make the final decisions with respect to a request to move from SA to PA.

**College of Business
Faculty Qualifications**

Practice Academic Qualification Activities	
Category: PROFESSIONAL EXPERIENCE	
Academic	Dean or Associate Dean in the College of Business (Full-time)
Academic	AACSB Initial/Continuous Improvement Review Team
Academic	AACSB Accreditation Mentor/Volunteer
Non-academic*	Relevant Practical –1/2 time (or more) Practitioner
Non-academic*	Responsibilities/Ownership in outside business
Non-academic*	Significant Consulting
Non-academic*	Semester long Faculty Internship
Non-academic*	Achieve Professional Licensure
Non-academic*	Meeting Annual Continuing Professional Education requirement for professional licensure
Category: SCHOLARSHIP	
Peer-reviewed Article	Professional Trade Journal that is not on the COB journal list
Non-Peer-reviewed Article	Professional Trade Journal
Publication	Article in business journal or magazine
Publication	Editorial in business journal or magazine
Publication	Business editorial in newspaper
Presentation	Practitioner conference
Category: SERVICE	
Professional	Expert Witness Testimony
Non-academic*	Board of Directors: for-profit organization
Non-academic*	Board Member/Advisor: not-for-profit organization
Non-academic*	Officer: International/National Practitioner Association
Non-academic*	Officer: Regional/Local Practitioner Association
Non-academic*	Industry Committee/Task Force/Working Group
Non-academic*	Professional Event Speaker
Non-academic*	Review Grant Applications for grants outside CU system
Non-academic*	Attend Professional Seminar/Workshop
Non-academic*	Media hit
Category: PRACTITIONER EDUCATION	
Non-academic*	Develop Executive Education course
Non-academic*	Teach Executive Education course
Non-academic*	Develop Continuing Professional Education course
Non-academic*	Teach Continuing Professional Education course

* Must be related to area of teaching

College of Business Faculty Qualifications

Scholarly Practitioner (SP)

To be qualified in the AACSB category of Scholarly Practitioner (SP), a non-tenure track faculty member will normally hold a masters or doctorate degree in a field related to the area of teaching assignment as well as significant professional experience that is current at the time of hiring. An SP faculty member with a doctorate degree is eligible to teach in any degree program and serve on master's thesis committees. SP faculty with a master's degree can teach in all bachelors level degree programs.

SP qualification requires a minimum of three (3) different activities identified as SA or PA qualification activities over any rolling five-year time period. Activities must include at least one activity that exists in public written form AND has been subject to scrutiny by academic peers or practitioners prior to publication.

Instructional Practitioner (IP)

To be qualified in the AACSB category of Instructional Practitioner (IP), a non-tenure track faculty member will normally hold a masters or doctorate degree in a field related to the area of teaching assignment as well as significant professional experience that is current at the time of hiring. IP faculty with a doctorate degree can teach in all masters and bachelors level degree programs. IP faculty with a master's degree can teach in all bachelors level degree programs.

The non-tenure track faculty member must demonstrate that engagement with the teaching content area is current through engagement in professional activities that sustain involvement with the material of the teaching area from the practitioner perspective, thus maintaining relevancy and currency in the area of teaching responsibility. The greater the span of time since full-time engagement in the profession, the higher the expectation of demonstrating sustained professional engagement related to the field of teaching to maintain IP status.

IP qualification for a non-tenure track faculty member requires a minimum of three qualifying activities from a combination of two (2) different categories identified as SA or PA qualification activities over any rolling five-year time period.

APPENDIX 3D

DIFFERENTIAL WORKLOAD POLICY ADOPTED FALL 2014

**College of Business
Workload Policy
September 5, 2014**

PREAMBLE

In accordance with regent, system, and university policies and consistent with the AACSB 2013 Standards, the College of Business establishes guidelines for workloads that further the College's missions of quality teaching, scholarly activities and service.

AACSB 2013 standards require at least ninety percent (90%) of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) or Instructional Practitioners (IP). Forty percent (40%) of these faculty resources must be Scholarly Academics (SA) and at least sixty percent (60%) of faculty resources must be Scholarly Academics (SA), Practice Academics (PA) or Scholarly Practitioners (SP).

All tenured / tenure track faculty members must maintain Scholarly Academic (SA) qualifications. To be reclassified from SA to PA in the College of Business a tenured faculty member must be either an Associate or Full Professor. An associate or full professor requests a reclassification from SA to PA by submitting a qualifications plan to his or her Team Leader and the Associate Dean. Depending on the proposed plan and the needs of the College, the Associate Dean may recommend to the Dean that said faculty member pursue such activities. The Dean will make the final decisions with respect to a request to move from SA to PA.

All non-tenure track faculty members must maintain Instructional Practitioner (IP) qualifications. In some cases a non-tenure track faculty member will meet SA, SP or PA qualifications.

The workload percentages are identified as Teaching, Professional or Scholarly Activity and Service. Workloads for individual faculty members must be established in the Faculty Responsibility Statement (FRS) at the time of annual evaluations.

Teaching workloads are considered crucial to the college in terms of meeting overall quality goals. Basic assumptions about workloads are made regarding factors that impact the time and difficulty of meeting teaching obligations. Note, each 3 credit hour class represents ten percent (10%) of a faculty member's academic year workload.

STANDARD FACULTY WORKLOADS FOR TENURED AND TENURE TRACK FACULTY APPOINTMENTS

- ***Scholarly Academic***

The standard teaching workload for a tenured / tenure track faculty member classified as a Scholarly Academic is five (5) three credit courses per academic year with the following weights assigned for teaching, scholarly activities and service:

Scholarly Academic			
Teaching	Scholarly Activities	Service	Total
50%	40%	10%	100%

- ***Practice Academic***

The teaching load varies for a tenured faculty member classified as a Practice Academic. The following weights are assigned for teaching, professional and scholarly activities and service:

Practice Academic			
Teaching	Professional & Scholarly Activities	Service	Total
50 -80%	40 - 10%	10%	100%

A faculty member requesting status change from SA to PA must present a proposal indicating what professional activities will be undertaken and how those activities impact the College of Business. The proposal will be reviewed by the team lead, the Strategy Team and the associate dean with final approval or denial by the dean.

EXCEPTIONS TO STANDARD WORKLOAD POLICY FOR TENURED AND TENURE TRACK FACULTY APPOINTMENTS

1. For the first two years of employment at the College, a faculty member who qualifies as SA will teach four (4) three credit courses per academic year for the following workload weighting:

Scholarly Academic during first two years of employment			
Teaching	Scholarly Activities	Service	Total
40%	50%	10%	100%

For purposes of the faculty member’s annual evaluation the same criteria will be used that is used for other SA faculty members. (See annual evaluation criteria policy.)

2. An SA faculty member who achieves the specified levels of performance in research listed below and receives an evaluation of “Meets Expectations” or better in teaching and service for each of the previous two years may request that his or her research workload be increased by 10% for the next academic year and his or her teaching workload be

reduced by 10%. The specified levels of performance for this workload adjustment request are:

- a. The documented unconditional acceptance of at least two articles in a Tier 1 journal from the College of Business Journal List over the previous two years;
- b. The documented unconditional acceptance of at least one Tier 1 and two Tier 2 articles from the College of Business Journal List over the previous two years
- c. The documented unconditional acceptance of at least four articles in Tier 2 journals from the College of Business Journal List over the previous two years.

In lieu of a course off-load the faculty member may choose to receive a summer research grant equal to one course overload compensation. (The faculty member would still be eligible to apply for the regular summer research grant.)

- 3. A tenured faculty member who does not maintain SA status by meeting the criteria in the faculty qualifications policy will receive an overall evaluation of “Does not Meet” for the year in which the faculty member fails to maintain SA status and all subsequent years until SA status is regained. A performance plan will be put in place and said faculty member will have the following workload phased in over three years or until SA status is regained. If the performance plan is not met and SA status is not regained consistent with the performance plan the faculty member will face additional consequences.

Tenured faculty not maintaining SA status				
	Teaching	Scholarly Activities	Service	Total
Year 1	60%	30%	10%	100%
Year 2	70%	20%	10%	100%
Year 3	80%	10%	10%	100%

No overloads or off-loads are allowed during the duration of the faculty member’s performance plan.

- 4. A tenured faculty member classified as PA who does not maintain PA status by meeting the criteria articulated in their PA plan will receive an overall evaluation of “Does not Meet” for the year in which the faculty member fails to maintain PA status and all subsequent years until PA status is regained. A performance plan will be put in place and if the performance plan is not met and PA status is not regained consistent with the performance plan the faculty member will face additional consequences.

STANDARD FACULTY WORKLOADS FOR NON-TENURE TRACK FACULTY APPOINTMENTS

The standard workload policy for a non-tenure track faculty member appointment is eight (8) three credit courses per academic year with the following weights assigned for teaching, scholarly activities and service:

Non-tenure track faculty			
Teaching	Professional & Scholarly Activities	Service	Total
80%	10%	10%	100%

A non-tenure track faculty member who meets PA qualifications or SP qualifications with a peer reviewed journal publication will earn a stipend equal to the current ledger fund policy each year the faculty member is PA or SP qualified.

DIFFERENTIAL WORKLOAD

“Differential workloads may be negotiated consistent with the university’s commitment to teaching, research/creative work, and service; individual faculty needs (e.g., career development, tenure and promotion); conventions in particular academic disciplines; academic unit program needs; and the goals and objectives of the college/school and campus. Differential workloads may also be negotiated when faculty governance roles exceed the time normally expected by the university service mission.” (Regent Laws 5.B.3-A)

Under special circumstances, Scholarly Academic and Practice Academic tenured / tenure-track faculty may deviate from the standard workload in order to better fulfill their own career goals and the goals of the college or university. This workload must be requested on the Faculty Responsibility Statement and be agreed upon by the Team Leader, Associate Dean and Dean, subject to review by the strategy team. The Strategy Team will review all requests for differentiated workloads (except in emergencies) at the same time so that fair/consistent decisions can be made.

Deviations from the standard workload should be rare for untenured tenure track faculty as system, campus, and college promotion standards are based on the standard load. Deviations from the standard workload prior to promotion to full professor are not encouraged by the campus, the system, or the regents and may result in a record that does not justify promotion.

Tenure / tenure track faculty will normally maintain a minimum percentage of 20% in both the teaching and scholarly activities categories, and 10% in service. Under special circumstances, adjustments may be made to these minimum requirements.

Faculty seeking promotion or tenure with a differential workload must demonstrate that they have met the minimum standards for promotion as if they maintained a standard workload.

Buyouts of teaching, service or research, if allowed, are made in accordance with college financial policies. Such buyouts result in an adjustment to the workload proportions according to the buyout agreement.

All faculty will have a workload consistent with the needs of the COB. Faculty not meeting expectations of workload in one area will have their workloads adjusted by the Dean, Associate Dean and Team Leader.

Compensated work above the standard workload in any category does not adjust the workload proportions as the compensation is in lieu of a workload adjustment or represents a change in job classification with differing workload standards (e.g. administration).

Non-standard teaching commitments

Additional policies will be adopted for non-standard teaching commitments such as:

1. Team teaching
2. Independent studies
3. Internships
4. Study abroad
5. Combined graduate and undergraduate courses
6. Chair of dissertation/thesis committees

SERVICE

Uncompensated service assignments

To be successful, the College of Business must function as a team that maintains a spirit of team commitment. As such, all faculty are expected to participate in the day-to-day functions of the College as a team player. Therefore, unless arrangements are made with the Associate Dean and approved by the Dean, to meet or exceed expectations in service a faculty member is expected to give a minimum of 25% of his or her service commitment to the College.

Compensated service assignments

Administrative

Faculty often take on administrative or other supplemental service assignments that require time and work substantially in excess of normal service responsibilities and have clearly defined responsibilities and goals. Examples include team leaders, special initiative directors and special campus-wide service assignments. The level of compensation depends on the level of time and work required to fulfill the responsibilities of the assignment. Usually, these additional service assignments are defined in terms of the effort of work equivalent to teaching courses (one course, two courses, or in some cases half of a course). Therefore, compensation will generally be provided for the academic year in multiples of the amount equivalent to what is paid for teaching an on-campus course overload. For assignments that entail responsibilities during the entire calendar year, an additional stipend is paid to compensate the faculty member for service during the summer. For example, team leaders receive one course offload plus a cash stipend for responsibilities that span both the academic year and the summer.

Faculty administrative appointments, such as team leaders, have specific job descriptions and responsibilities. A faculty member holding an administrative appointment is expected to fulfill all requirements specified in the associated job description.

FACULTY EVALUATION AND FACULTY PLANNING TASKS

At the end of each calendar year, all faculty must complete the Faculty Report of Professional Activities (FRPA), which is available online at https://fis.uccs.edu/pls/uccs_frpa/forms.doInterm?ptoken=0&pwhich=LOGON. All faculty must report their accomplishments in teaching, intellectual contributions and service in this system. The information entered in the FRPA will be used as the basis of the annual evaluation.

Also the end of each calendar year, all faculty must complete the Faculty Responsibility Statement (FRS), in which the faculty member specifies his or her professional plans in teaching, intellectual contributions, and service for the following academic year. The FRS is also used to request funding for intellectual contribution and/or professional development activities and should be completed in consultation with the faculty member's team leader.

APPENDIX 3E

2014-15 NEW FACULTY HANDBOOK

2014-15 New Faculty Handbook

UCCS College of Business

Last updated August 13, 2014

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WELCOME TO THE COLLEGE OF BUSINESS

The College of Business and Administration and the Graduate School of Business Administration was established in 1965. The College serves the needs of the Pikes Peak Region and Southern Colorado by developing professional and responsible managers, for continued education of those already in such positions, and for advancing research in business. It also serves the needs for business education throughout the world with its Distance MBA program. The College works closely with the local business community in the professional development of its students.

COLLEGE OF BUSINESS VISION

We are in the business of building successful futures.™

COLLEGE OF BUSINESS MISSION

To be an internationally accredited and recognized College of Business that is an exciting place to be for students, faculty, staff, and others we serve, and that is known for its high quality undergraduate and MBA programs, areas of emphasis, and select, specialized programs that build on our unique capabilities and market opportunities. We will achieve our mission by:

- Earning a reputation for being the premier provider of business education in the markets we serve.
- Having internationally recognized faculty who are committed to teaching excellence and publishing valuable business research and knowledge.
- Providing an innovative, current, business education of superior quality that integrates theory and practice and provides students with relevant knowledge and experiences in and outside the classroom.
- Providing valued service to the people, communities and disciplines we serve.
- Attracting and retaining a diverse group of highly qualified students, faculty and staff to our programs.

COLLEGE OF BUSINESS CORE VALUES

Guiding our decision making on everything from recruitment, advising, teaching, research and community service are our core values, outlined below.

Student Success: Paramount to everything we do and one of the keys to our uniqueness and success is our dedication to helping students succeed in our programs and in their careers.

Excellence, Integrity and Professionalism: We believe that things worth doing are worth doing right with the highest ethical standards. **Innovation:** We want to encourage and be known for innovative thinking, practices and programs

Building Relationships: We are committed to developing mutually beneficial relationships and teamwork with all of our stakeholders.

ACCREDITATION

Both the undergraduate and the graduate business degree programs are fully accredited by AACSB International— The Association to Advance Collegiate Schools of Business.

CULTURAL IDEALS

Our culture has a significant effect on the quality of our work experience, our performance and the environment in which we work. The College of Business, in a collaborative effort with faculty and staff, has agreed on three Cultural Ideals that we encourage all on our team to practice and help develop.

Inspiring and Engaging Environment

- Genuine concern for the success of those we employ and serve
- Supportive both professionally and personally
- High level of autonomy, teamwork, and accountability
- Clear goals, values, and expectations

Collegial

- Mutual respect shown at all levels
- Open and candid two-way communications
- Collaborative mindset

Thought Leaders, Entrepreneurial, and Focused on Quality

- Foster critical thinking and leadership
- Encourage and support innovative thinking and programs
- Make quality a priority
- Instill and expect ethical decision making

COLORADO SPRINGS INFORMATION

City and Relocation Information

Colorado Springs Regional Business Alliance: <http://www.coloradospringsbusinessalliance.com/>

City of Colorado Springs: <http://www.springsgov.com/>

CAMPUS INFORMATION

2014 Fast Facts: <http://www.uccs.edu/advancement/what-we-do/media-relations/uccs-fast-facts.html>

Resources on Campus: http://www.uccs.edu/frc/teaching_resources/new_faculty.html New Faculty Orientation: <http://www.uccs.edu/~nfo/>

Dean of Students: <http://www.uccs.edu/~dos/>

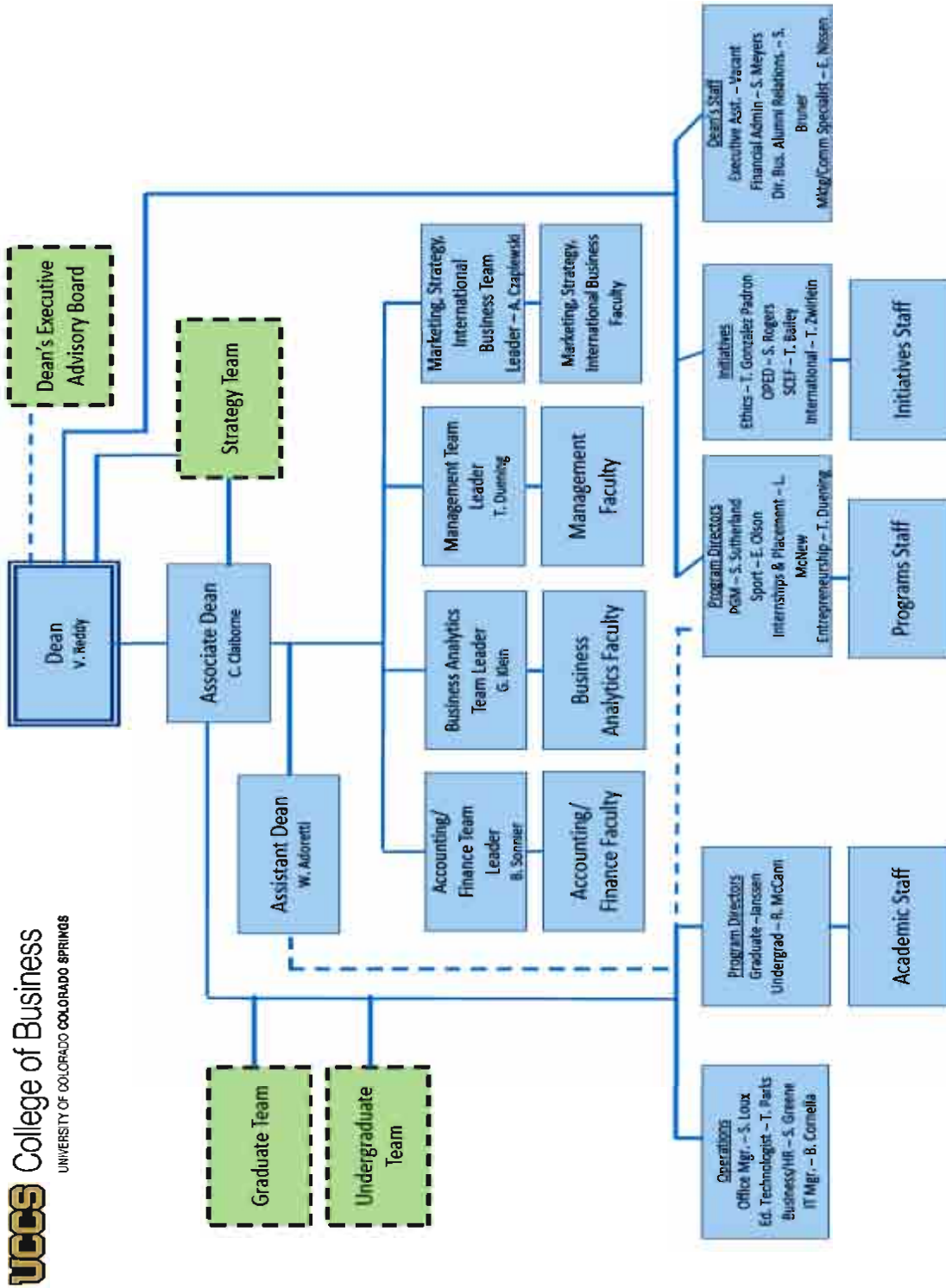
2014-15 ACADEMIC CALENDAR

	Fall 2014	Tentative Spring 2015	Tentative Summer 2015
Priority Application Deadline	Mar 15	Sept 26	Feb 14
Begin Web Registration	April 14	Oct 27	Mar 30
Regular Application Deadline	June 21	Nov 7	April 18
Open Enrollment	July 31		
Begin parking permit and photo ID pick-up/validations	July 29		
1st E-Bills Available on Student Portal	Aug 19		
First Day of Classes	Aug 25	Jan 20	June 8
Labor Day Holiday	Sept 1 & 2		
Total Tuition/Deferred Payment #1 Due	Sept 11		
**Census Date: Last Day to Register (Regular semester courses) 'Withdrawals (complete schedule dropped) through this date receive a 100% adjustment 'Drops (partial schedule remaining) through this date will be refunded 100%. IMPORTANT NOTE: No drop refunds after this date	Sept 11	Feb 4	June 15
**Final date to Withdraw completely (drop all courses) from school with 80% adjustment (Regular semester courses)	Sept 19		
**Final Day to Withdraw completely (drop all courses) from school with 60% adjustment. (Regular semester courses)	Oct 3		
Deferred payment #2	Oct 12		
Deferred Payment #3 Due	Nov 11		
**Last day to drop or withdraw without special permission from your dean (Regular semester courses)	Oct 31		
Thanksgiving Holiday (No classes, offices open Wednesday)	Nov 26 – Nov 30		
Semester Ends	Dec 20	May 16	July 31
Commencement - (Tentative Date for Spring, Summer and Fall 2013)	Dec 19, 2014	May 15, 2015	Dec 18, 2015

COLLEGE OF BUSINESS STAFF DIRECTORY

Name	Ext.	Title	Contact for:
Adoretti, Windy	3401	Assistant Dean	Assessment or college data
Bacheldor, Mark	4100	PGA Golf Management Internship Coordinator	Teaches courses in the PGA Golf Management program, helps recruit new students, responsible for administration of PGA Golf Management internships
Bruner, Samantha	5174	Director of Business Alumni Relations	College Alumni events and fundraising
Cornella, Ben	4440	Web and Technology Service Manager	Oversees College of Business IT (COBIT) support, purchasing/upgrading computer hardware and software
Greene, Sally	3413	Business and HR Professional	Payroll/paychecks, HR compliance, hiring procedures, personnel contracts and records
Loux, Sandy	3415	Program Assistant, COB Support Center	Keys, copies, ledger/purchasing, maintenance issues, student employment, office supplies, parking authorizations (for adjuncts), FCQ's and course syllabi, absence reporting
McCann, Rashell	3587	Undergraduate Program Director	Scheduling questions, ISIS questions, Student Issues for the undergraduate program
McNew, Lisanne	4700	Director of Placement and Internships	Internships, PT/FT Jobs, Career advise/counseling, Class Projects, Campus Visits/Events, Interviews, Resume Reviews
Moore, Liz	5168	Ethics Initiative Coordinator	Program coordinator for Daniel's Fund Ethics Initiative
Nissen, Eric	3755	Marketing Specialist	Website content, marketing brochures, professional photography, Facebook posts, press releases
Parks, Tracy	5181	Educational Technologist	Educational technology, Blackboard, Smart Board, lecture capture, online course assistance
Meyer, Sondra	3930	Financial Administrator	Travel authorization forms, travel card applications, travel and other reimbursements , ledgers, deposits, Procurement Cards
Ratz, Ian	4318	Sport Program Internship Coordinator	Teaches courses in the sport program, helps recruit new students, responsible for administration of SPTM internships
Reidl-Smith, Rosey	4157	Executive Assistant to the PGA Golf Management Director	Travel/International Travel, Peoplesoft, CU Marketplace, Acard, Travel Card, Bursar Questions, Event Planning, Non-Employee Reimbursements/Travel, and Employee Reimbursements
Pending	3113	Executive Assistant to the Dean	Dean's and Associate Dean's scheduling, traveling, event planning, room reservations
Rogers, Shawna	5215	Project Manager	COB professional development and non-credit programs, EPIIC events and marketing, and SBDC offerings and events
Janssen, Jenni	3331	Director of Graduate Programs	Oversees MBA program, course offerings
Schauland, Jolene	3122	MBA Admissions Coordinator	All aspects of admission for the MBA program
Sutherland, Mollie	3609	Director of PGA Golf Management Program	Manages PGA Golf Management Program

COLLEGE OF BUSINESS ORGANIZATIONAL CHART



Internship and Career Placement Center

Dwire Hall 301

The Internship and Career Placement Center for undergraduate and graduate business students assists students searching for business internships and for part-time and full time positions; it also provides assistance with resume writing and career direction. This Web site links undergrads, MBA students and alumni to area and national employers who are looking for qualified employees to fill open positions. For appointments, email: cobplace@uccs.edu or call (719) 255-3120. Visit the [Career and Placement website](#).

Research Centers

The College of Business Center for Entrepreneurship

The Center for Entrepreneurship in the College of Business is dedicated to providing leadership in scholarship and education in entrepreneurship for the College and the University. The Center offers a minor in entrepreneurship that is open to every student on the UCCS campus. It also spearheads the UCCS Sports/Outdoors Business Plan Competition and is leading the effort to bring the first TEDx event to Colorado Springs. The Center is focused on leveraging the region's comparative advantages to help build an industry cluster in the sports/outdoors verticals. Leveraging the fact that the region is home to the United States Olympic Committee (USOC) and a major USOC training facility, the unparalleled living environment, and the fact that the city is home to 24 national sports governing bodies, the Center is promoting entrepreneurship in sports/outdoor ventures.

Southern Colorado Economic Forum

The Forum provides businesses in El Paso County with economic and quality of life information which is used to assess local economic conditions. The objective of the Economic Forum is to provide timely and useful information focused specifically on the Pikes Peak Region. This information serves as a community progress report, identifying areas where the local community excels as well as areas where it faces challenges.

Student Organizations

Student organizations, which provide opportunities for professional development and for recognition of scholastic achievement of students, are supported by the College of Business. The following are student organizations in the College of Business:

Accounting Honor Society: Honor society for College of Business accounting students

Delta Sigma Pi: International fraternity for business students

SHRM: Student Chapter of the Society for Human Resource Management

MBA Student Association: Networking and social opportunities for MBA students

SIFE: Students in Free Enterprise

Net Impact: Net Impact is an international nonprofit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world.

Beta Gamma Sigma (BGS): Membership in BGS is an honor, which must be earned through outstanding scholastic achievement. Students are invited to apply for membership. Such membership is one of the highest scholastic honors that a student in a business or management program can attain. To be eligible for Beta Gamma Sigma membership, students must rank in the top 7 percent of their

second-semester junior class, the top 10 percent of their senior class, or in the top 20 percent of those students receiving Master's degrees. BGS chapters may be chartered only in those schools of business and management accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Student Chapter for Public Trust: Provides students with opportunities to develop a real awareness of ethical issues in order to provide a moral and ethical foundation for all future endeavors. Through support and guidance from the [NASBA Center for the Public Trust](#), events and experiences are offered for students both on and off campus. StudentCPT Membership is offered across all disciplines and provides a unique forum for ethics education. Additionally, the StudentCPT members accept responsibility for improving their community by completing a community service project.

GETTING STARTED

Payroll

Upon initial hire, all new employees must complete initial hiring paperwork through the campus Human Resources office in order to be paid. The hiring paperwork checklist can be found at:

<http://www.uccs.edu/hr/new-employee-paperwork.html> .

Your first paycheck will be deposited on the last working day of September, **NOT** August. You may elect to have your pay distributed over 12 months instead of 9 by submitting the [Faculty Election to Defer Receipt of Salary Form](#) to Human Resources.

Parking

Permits to park on campus are required each semester. They may be purchased at the Parking Office on the first floor of the Parking Garage. You will need to provide your employee ID number. Ticketing for HUB parking permits and metered parking occurs Monday-Thursday from 8:00 a.m. to 10:00 p.m. and on Fridays from 8:00 a.m. to 4:00 p.m. All other parking violations are enforced 24 hours a day, 7 days a week. More information about parking can be found at: <http://www.uccs.edu/~pts/>.

Keys

All full time faculty will be issued keys to access the building, office and support center. Classrooms will be automatically opened by Public Safety. If you need a key, contact Sandy Loux, 719-255-3415 or sloux@uccs.edu.

Mail and Office Supplies

Mailboxes, office supplies, copier, printers and fax are located in the Support Center in Dwire Hall 235. The Support Center hours are 8:00 am to 6:00 pm. Supplies are ordered through Sandy Loux, 719-255-3415 or sloux@uccs.edu.

Telephone and Voicemail

The telephone and voicemail system is operated by Telecommunications in the IT department. Instructions on phone and voicemail operation and support can be found at <http://www.uccs.edu/~telecomm/>.

- To dial an off campus number, dial 9 before dialing the number.
- To dial an on campus number, enter the last 4 digits of the number.

ADMINISTRATIVE DUTIES

Submit Syllabus to Support Center

At the start of each semester you must send a copy of your final syllabus to the Support Center (Dwire Hall 235, cobsuppt@uccs.edu). The Support Center collects syllabi in accordance to AACSB accreditation.

Submit Required Texts to Bookstore

The semester before you teach, the Bookstore will email a reminder to submit your required texts for your class. Bookstore information for faculty can be found here:

<http://www.uccsbookstore.com/SiteText.aspx?id=11843>. *Each instructor is required to submit their required reading to the Bookstore.*

Faculty Course Questionnaire (FCQ)

FCQs are a standardized evaluation given to students the week before the last week of classes that are used to enhance learning and to support the faculty evaluation/rewards process. The results are published and available to students, faculty, departments and University administration.

For more information on utilizing results and creating optional questions, go to:

<http://www.colorado.edu/pba/fcq/>.

For more information on administering the FCQ, go to:

<http://www.colorado.edu/fcq/instrfcq.htm#instr>.

RAs/TAs

The College of Business hires a variety of student workers to assist faculty in performing their mission responsibilities including: Research Assistants (RAs); Teaching Assistants (TAs); COB Support Center workers, and COB Lab Mentors. The purpose of this document is to identify the various student support available to faculty, standardize guidelines for use of student workers, and de-centralize/simplify the hiring/management of student workers. It also documents other additional support provided to faculty and staff.

1. **Availability of Funds.** All RA/TA and spending allocations/authorizations are subject to funding availability and may be changed if budget circumstances warrant. Allocations and spending authorization levels will be set annually by the Dean.
2. **Research/Teaching Assistants (RA/TA).** The primary purpose of research/teaching assistants is to assist faculty in the accomplishment of their research and/or teaching mission responsibilities – either directly by assisting with research or by assisting them with administrative-type teaching activities.
 - All Full-Time Faculty may hire a RA/TA for up to **160 hours a year (unused hours do not roll forward)**. Part-time non-tenure track receive a prorated number of the 160 hours based on their employment percentage.
 - Full-Time Faculty requiring more than 160 hours per semester of RA support during the academic year or RA support during the summer for a specific research project should submit a Research Development Request describing the research project and justifying RA support needed as part of their annual Faculty Responsibility Statement and Development Plan.

3. Other Support

- **COB Support Center workers** are available to help all faculty with administrative-type teaching activities through-out the year, such as copying. However, they should not be asked to proctor tests or perform any other activities that conflict with the Support Center staffing responsibilities. Faculty should consult with the Director of the Support Center if they have questions on the type, amount, timing, or potential conflicts of any work request.
- **COB Lab Mentors.** The COB Student Tech Fee provides funds to support the COB Student Computer Lab (Dwire 120) including: Student Lab Mentors who provide class-specific assistance, and Lab Monitors. Lab Mentors work 5 hours per week; 4 hours in the lab and 1 hour directly with faculty to ensure that they can provide accurate assistance to students. When not assisting students, Lab Mentors also assist faculty with select teaching-related activities.
- **Direct Faculty Funding.** Any faculty may use their individual ledger account, research/teaching grant funds (if RA/TA support included in the grant), or allocate a portion of their over-load pay to hire a TA. (Note: Allocation of pay must occur before signing the over-load contract.)

4. **Additional Faculty/Staff Support.** The College supports professional development and research through travel, professional development and research grants, and ledger monies. Limited funds are available as long as the college is financially healthy. Allocations and spending authorization levels will be set annually by the Dean.

Class Cancellation Policy

1. If a class must be cancelled due to an emergency, contact the Support Center (255-3400 or cobsuppt@uccs.edu). The Support Center will notify the Dean's office, Dept. Head, and UG or MBA office.
2. If necessary, the Support Center will email the entire class notifying them of the cancellation (The faculty member should let the Support Center know if they want them to do this).
3. Signs will be posted in the classroom, Dean's Office, Dept. Head's office, and UG or MBA Suites (according to which class it is).
4. This does not pertain to inclement weather. The campus will make announcements and postings on the UCCS home page.
5. If a professor fails to come to class without notice, the Support Center will email the Dean's office, the Department Head, and the UG/MBA suites.

Purchasing

All approved purchases of office supplies, materials and equipment must be made through Sandy Loux (sloux@uccs.edu, 255-3415) in order to follow required procurement rules. Purchases made independently may not be eligible for reimbursement.

TECHNOLOGY

Whom to Contact

COBIT (College of Business IT)	3368	cobit@uccs.edu	Software updates, setup and problems for classroom or office (Weekday Hours: 7:30 am – 7:30 pm)
Tracy Parks	5181	tparks@uccs.edu	Blackboard and teaching technologies
Ben Cornella	4440	bcornel2@uccs.edu	Faculty office hardware and software requests

Classroom/Conference Room Support

Conference Room Support

The COBIT team provides rental laptops for use in conference rooms and meeting room needs. For those computers, we fully support the COB standard software installations.

In regards to Audio and Visual support, the amount of support COBIT can provide depends on the location of the meeting.

COBIT will provide full support in the following rooms:

- Dwire 205
- Dwire 308
- Dwire 311D
- Dwire 331

In all other rooms in Dwire Hall and any other campus buildings, COBIT is not allowed to provide support except for our rental laptops and the COB standard software installations. Any other type of support, including Audio and/or Visual, should be referred to the Campus IT Smart Classroom team. You can contact them at x4963.

Classroom Support

The COBIT team is responsible for full technical support in the COB computer classrooms, including Dwire 109 and Dwire 122. This full technical support includes software installation, audio and visual support, and hardware maintenance.

The COBIT team, however, is only allowed to provide a cursory check in the rooms listed below. After checking to ensure that the appropriate audio and visual options are selected any further technical support must be referred to the Smart Classroom Support team. The Dwire Hall classrooms not supported by the COBIT team are:

- Dwire 101
- Dwire 103
- Dwire 104
- Dwire 106
- Dwire 112
- Dwire 114
- Dwire 121
- Dwire 201
- Dwire 303

If a faculty member uses their own College of Business supported computer hooked up to any of the podiums in the above listed non-supported classrooms, COBIT will be happy to provide software support, but is still limited to a cursory check for any type of audio and visual support.

Classroom Computer Imaging and Software Installation

The COBIT team is responsible for software installation and imaging of computers in:

- Dwire 109
- Dwire 122
- Dwire 123
- Dwire 331

The standard Software installed in these classrooms includes:

- Adobe Reader
- Adobe/Java Flash Players
- Audacity
- Belarc Advisor
- Excel Modules
- Excel Plugins
- Filezilla
- Firefox
- Internet Explorer 10
- Irfan View
- iTunes
- Microsoft Office 2013
- Microsoft Project 2013
- Microsoft Visio 2013
- Quicktime
- VLC

COBIT will query faculty with an email at least 2 weeks before the start of a new semester to ask if any specialized software is needed on the classroom computers.

Please keep in mind that these computer images and software installs must be tested prior to the beginning of semester, and therefore we may not be able to complete requests made after the initial date given.

Software installation and imaging support for any classrooms other than those listed above can only be completed by Campus IT, and requests should be submitted to the Campus IT help desk.

Computer Replacement

College of Business New Computer Purchasing Policy

The College of Business IT Manager will be responsible purchasing all computers used for College of Business needs. The following will apply to all computers purchased:

- Computers will be purchased in accordance to all published College of Business Policies.
- A number of approved configuration options will be provided as an attachment to these policies to help provide a consistent technology and support base for the College of Business.
 - List of approved configuration options will be reviewed quarterly to provide reasonable technology options.
 - Approved configuration options consist of the following: 1 PC desktop option, 2 options for PC laptops (1 full keyboard w/number pad or 1 lightweight option), 1 Apple desktop option, 1 Apple laptop option.
- A 3-year service warranty must be purchased with all new computers.

- If an individual decides to deviate from the approved configuration options they should not expect support from the College of Business IT team in regards to any hardware related issues. However, software support will be provided for the University standard software packages.

College of Business Computer Replacement Policy

To help maintain a continual improvement in technology used within the College of Business a staff or faculty computer will be **considered** for replacement **after** 3 years in service. The decision to replace that computer will be made by the Associate Dean based on the recommendation of the College of Business IT Manager and will be based upon the following factors:

- **Computer Performance**
 - Is the computer meeting the needs of the faculty member?
 - Have all upgrades and software performance improvements been performed?
- **Teaching and Research Requirements**
 - Is there a teaching or research requirement that the current computer is unable to meet?
- **Primary or Secondary Computer**
 - The College of Business will only be responsible for replacing a user's primary computer. Secondary computers may be purchased out of a user's ledger funds as long as the necessary funds are available and spending limits have not been exceeded.

College of Business Computer Repair Funds Policy

When computer repairs and/or parts are required that are not provided under the standard 3-year warranty purchased with all new computers the funds used to pay for those services or parts is determined by the use of the device in question.

- **Primary Computer:** If the computer needing repairs is a user's primary computer the College of Business will provide the funds to repair that computer to the same operating level before the disruption of service.
- **Secondary Computers:** If the computer needing repairs is a secondary device or one purchased using ledger funds the cost of repair and/or parts may be paid for using the individual's ledger account after a quote is provided and agreed upon by the College of Business IT manager and approved by the Associate Dean.

College of Business Computer Upgrade Purchasing Policy

If a user requests that additional upgrades be purchased for a currently operating system the decision to purchase and where the cost is billed to is determined by the College of Business IT Manager and the Associate Dean.

Primary Computer:

A business purpose will need to be provided to show why the upgrade is needed. If the business purpose is approved, the College of Business will fund the upgrade. If the business purpose is not approved the user may still choose to use ledger funds to purchase the upgrade, provided the funds are available and spending limits have not been exceeded.

Secondary Computers:

Any upgrades to secondary computers are funded by that individual's ledger funds, provided the funds and spending limits are available. A request may be submitted to the COBIT team upon

confirmation that the upgrade is technically possible, and upon approval of ledger funds use, upgrades will be purchased.

Educational Technology

The purpose of Educational Technology Office is to assist the College of Business faculty, instructors and staff with teaching technologies.

For assistance, contact:

Tracy A. Parks

College of Business Educational Technologist

Dwire 239A

719.255.5181

tparks@uccs.edu (After hours and on the weekend, it is best to send an email)

If you need immediate assistance with any technology, you may submit a help ticket to

helpdesk@uccs.edu

If you have a problem specific to Blackboard you may submit a help ticket or you may contact Blackboard Support 24/7 at 1-877-654-8309 or through a live chat at

<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8232>

Technologies and Assistance:

Most classrooms are equipped with basic teaching technologies; such as, computer, projector, projector screen, document camera, VCR/DVD player and laptop plug-in.

The following additional teaching technologies are available to you:

- Blackboard Learning Management System-load your syllabus and PowerPoints
- SafeAssign Plagiarism Detection Tool-Check your student's papers against online resources and other student's paper
- Respondus Lockdown Browser-Requires students utilize the browser to take online exams and prevents students from copying, pasting, printing the test and opening any other browser windows
- MediaSite Streaming Video Server
- iClicker-Classroom Response System
- Camtasia Screen Capture
- Mediasite Lecture Capture-Capture your lectures in the classroom or in your office.
- Eno White Board-electronic white board
- Checkout laptops
- Wacom Bamboo Pen Tablet
- Softchalk Lesson Developer-Creates dynamic lessons to put online.
- Video Cameras
- Wireless Microphones
- Web Cameras

- Handheld Digital Recorders
- Blackboard Collaborate-Synchronous classroom for holding online office hours or recording lessons

Blackboard Learning Management System

What is Blackboard?

Blackboard is:

- An online course management system that allows faculty to add resources for students to be able to access anywhere and anytime securely.
- Powerpoints, screen captures, videos, audio, animations, and other applications can be added into a Blackboard course for students to enhance teaching and learning efforts.
- This resource also saves paper!
- Each semester, every course offered by the College automatically receives a Blackboard Course Shell. The course shells are unavailable to your students until you make them available. For additional information, go to the [On Demand Learning Center for Blackboard at http://ondemand.blackboard.com/students.htm](http://ondemand.blackboard.com/students.htm)

Logging into Blackboard

- You should use Mozilla Firefox as your browser to access Blackboard
- Go to <https://bb.uccs.edu>
 - On the login page, check for announcements and important upgrade information.
 - Login with your UCCS username and password.
 - If you get an error that your username and password are not accepted, be sure your password has not expired. Even if you are able to use it for other on campus accounts it must be current to login to Blackboard.
- Tabs in Blackboard
 - My Blackboard: Your Portal
 - My Courses: Your courses = courses your taking, teaching or building
 - My Organizations = Permanent Campus organizations or programs like the Ethics Initiative and Blackboard Workshops
 - Content Collection: File system that is independent of courses so you can put course material in here to use repeatedly

Additional resources are available at: [On Demand Learning Center for Blackboard: http://ondemand.blackboard.com/students.htm](http://ondemand.blackboard.com/students.htm)

COLLEGE OF BUSINESS ACADEMIC POLICIES

The following academic policies are applicable to all students enrolled in the College of Business and Administration or the Graduate School of Business Administration and must be enforced by faculty. All students are responsible for knowing and following the provisions set forth in the current Academic Catalog and in the *Schedule of Courses*. Any questions concerning these provisions are to be directed to the Student Success Center (undergraduate inquiries) or the Graduate School of Business Administration MBA Advising Office (graduate inquiries). It is the responsibility of the student to know and observe program requirements and deadlines.

In an effort to incorporate new business techniques and paradigms into business programs, as well as to meet the needs of students on a timely basis, the College of Business periodically makes changes to curricula. The academic policies and regulations stated herein are in effect at the time the current Academic Catalog is published but may be subject to change; these changes may not be reflected in the Catalog. We therefore encourage students to visit our Web site at: <http://www.uccs.edu/~business/>. Any questions should be directed to the Student Success Center or the MBA Advising Office.

Academic Honesty

Honor Code and Academic Dishonesty

The students of the College of Business conceived an Honor Code that has been accepted and endorsed by the College. Students strive to build successful futures with PRIDE:

· Professional and Academic Accountability · Respect · Integrity · Demonstrate Courage · Excellence

Additionally, the College of Business follows and enforces the Student Conduct rules and policies that are set forth by the university (<http://www.uccs.edu/dos/student-conduct.html>) to include the enforcement of academic dishonesty issues.

Students caught engaging in academic dishonesty may receive a zero on the assignment in question, a “F” in the class, or be suspended from the College of Business and/or university for any violation.

Faculty must report any academic misconduct or ethical violations through the Faculty Portal (Faculty tab).

Grading Policies

Audit/No Credit

The College will not approve business courses taken as audit or for no credit (i.e. listening in).

Failed Courses

Although failed courses may be repeated, the earned F will remain on the student’s transcript and will be included in his/her grade point average.

Grade Appeals

Final grades as reported by instructors are to be considered permanent and final. Grade appeals must be approved by the Associate Dean or the Dean. Please visit the Web site for the grade appeal policy: <http://www.uccs.edu/~business/>.

Incomplete Grades

In special circumstances, a student may be awarded an incomplete grade (I). Incomplete grades (I) are only appropriate for students who have completed a substantial portion of the semester but then become ill, or encounter other documentable extenuating circumstances beyond their control, preventing them from completing their course work.

Instructors have the sole discretion to award an incomplete grade. The purpose of an incomplete grade is to allow students to make up missing work or exams. To resolve an incomplete grade, the student must meet with their instructor to develop a plan for completion and must submit the specified work by the deadline established. Students may **not** attend any part of the course a second time in an effort to complete a pending incomplete without re-enrolling. If a student elects to re-enroll before resolving the incomplete, the most recent grade, in addition to the (I), will remain on the student's permanent academic record. In all cases where an incomplete is not remedied within one calendar year, the (I) grade will automatically convert to an F on the student's permanent academic record. Students are responsible to ensure that all incomplete grades are resolved at least four weeks prior to their scheduled graduation date.

Pass/Fail Course Registration

With the exception of BUAD 3010, 3020, 3030, internships numbered 4960 and 6960, and certain experimental courses, students in the College of Business and Administration may not use courses taken on a pass/fail basis to satisfy required courses. Only open electives may be taken on a pass/fail basis and applied towards the undergraduate degree. No pass/fail courses may be taken and applied toward the Graduate degree program. Pass/fail determination must be made within the first two weeks of the semester and is irreversible.

Administrative Drop

Through the semester census date, individual faculty, program directors or the Dean may initiate the process to drop students who do not have the proper course prerequisites and/or class standing for courses. Students who fail to meet written class attendance policies may be administratively dropped. Students who do not attend the first class without receiving prior permission from the instructor may also be dropped.

Attendance Policy

It is the expectation of the College of Business and Administration that students will attend all classes. However, classroom attendance policy is left to the discretion of the faculty member. Students are responsible for knowing the attendance policies of individual instructors. Business faculty may drop students who do not attend the first class (without prior permission from the instructor). This policy allows the adding of wait-listed students who attend the first class. Students registering after the first class meeting should obtain approval from the instructor prior to enrolling and are responsible for all assignments, notes, materials, etc. given during missed instructional time.

Independent Study

Junior, senior and graduate business students desiring to explore business topics beyond regular business course coverage may take variable credit independent study courses (1-3 semester hours) under the direction of a full-time member of the faculty who approves the project. The student must also have the prior approval of the dean. Information and request forms are available in the College of Business graduate and undergraduate offices. To receive degree credit for independent study and experimental studies courses in non-business areas, students must obtain the approval of the College of Business and Administration Dean prior to registering for the course. The College of Business and

Administration does not grant credit for work experience or cooperative education programs. Tutoring of lower division courses is considered a form of work experience, and is not accepted for academic credit. A maximum of 6 hours of pre-approved independent study credit may be applied to the undergraduate business or MBA degrees.

Internships

The College of Business and Administration offers the opportunity for business students, undergraduate and graduate, to obtain internships both for credit and not for credit. Information on business internships is available by contacting the Director of Internship and Placement.

Transfer Credit

The College of Business and Administration reserves the right to disallow any credit it determines not to be appropriate. Only credit from regionally accredited institutions will be considered for transfer to the undergraduate degree program, and from the AACSB accredited graduate programs to the MBA degree.

Make-up/Early Exam Testing

The University Testing Center is a proctoring site for students who are making up an exam, taking an exam early, taking a correspondence exam, or taking a standardized exam. Students who have approval to take a make-up or early exam should contact the Testing Center for an appointment at: 255-3354, Main Hall 105, www.uccs.edu/testingcenter. Students are responsible for setting an appointment, paying the fee and notifying faculty of the scheduled appointment time.

UCCS/COLLEGE OF BUSINESS FACULTY POLICIES INDEX

All College of Business Policies can be found under the “Policies” section of College of Business Central in Blackboard <https://bb.uccs.edu/>

- College of Business Uniform Workload, Planning, Performance, Evaluation and Annual Awards Policy
- College of Business Promotion and Tenure Policy
- College of Business Academic and Professional Qualification Standards

Assessment:

All faculty members are responsible for providing any assessment data requested by the Dean’s Office for accreditation purposes.

UCCS Reappointment Promotion and Tenure Policy:

<http://www.uccs.edu/Documents/vcaf/reappointmentpromotiontenure.pdf>

UCCS Post-Tenure Review Policy:

<http://www.uccs.edu/Documents/vcaf/posttenurereview.pdf>

UCCS Non-Tenure Track Faculty Rights and Responsibilities:

<http://www.uccs.edu/nttf/nttf-at-uccs.html>

APPENDIX 4

CURRICULUM MANAGEMENT AND ASSURANCE OF LEARNING

- A. Undergraduate and Graduate Team
- B. Daniels Fund Ethics Initiative Fellows and Curriculum Development Grant Recipients
- C. Compass Curriculum
- D. Timeline of Assurance of Learning Activities
- E. Writing Portfolio Report 2013
- F. Comparison of MBA Learning Objectives 2012 to 2008
- G. Alignment of Supplemental FCQ Questions with Program Objectives
- H. Undergraduate FCQ Supplemental Questions Response
- I. Graduate FCQ Supplemental Questions Response
- J. Employer Evaluation Form
- K. Employer Evaluations of Student Interns AY09-10 to AY13-14
- L. Assurance of Learning Process

APPENDIX 4A

UNDERGRADUATE AND GRADUATE TEAM

UNDERGRADUATE AND GRADUATE TEAMS

Undergraduate Team

Cathy Claiborne, Associate Dean (Chair)
Windy Adoretti, Assistant Dean (as needed)
Peggy Beranek, Associate Professor of Information Systems
Spencer Harris, Assistant Professor of Marketing & Sport Management
David Leupp, Senior Instructor of Quantitative Methods
Rashell McCann, Program Director of Undergraduate Programs
John Milliman, Professor of Management
Heather Neilan, Advisor (Student Success)
Whitney Porter, Advisor (Student Success)
Sheri Trumpfheller, Senior Instructor of Accounting

Graduate Team

Cathy Claiborne, Associate Dean (Chair)
Windy Adoretti, Assistant Dean (as needed)
Rebecca Duray, Professor of Operations Management
Jeff Ferguson, Professor of Marketing
Jenni Janssen, Director Graduate Programs
Eric Olson, Professor of Marketing & Strategy
Morgan Shepherd, Professor of Information Systems
Don Warrick, Professor of Management
Kim Zahller, Assistant Professor of Accounting
Tom Zwirlein, Professor of Finance

APPENDIX 4B

DANIELS FUND ETHICS INITIATIVE FELLOWS AND
CURRICULUM DEVELOPMENT GRANT RECIPIENTS

**DANIELS FUND ETHICS INITIATIVE FELLOWS AND
CURRICULUM DEVELOPMENT GRANT RECIPIENTS**

Daniels Fund Ethics Initiative Fellows 2011-2015

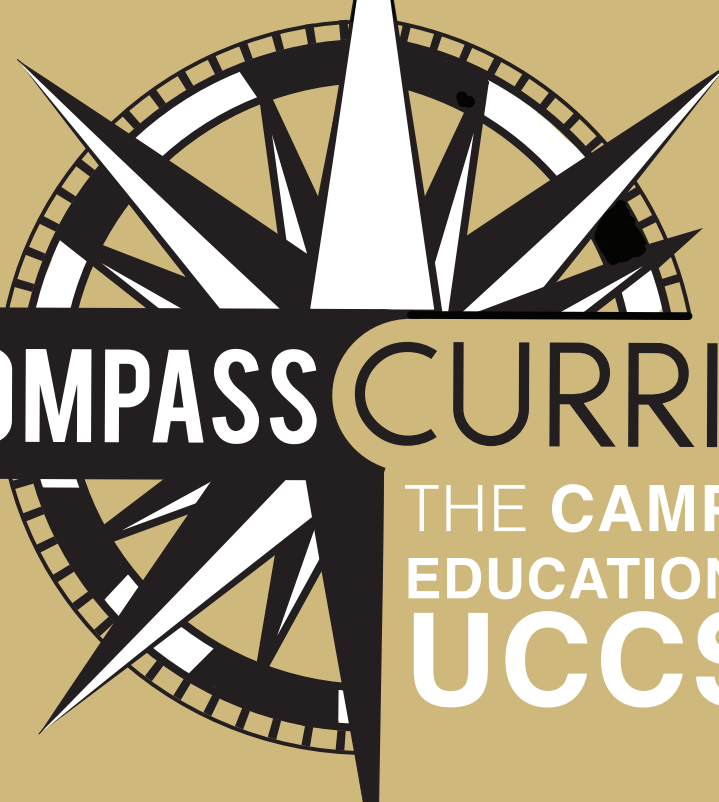
Academic Year(s)	Name	College/Discipline
2011-2012/2012-2013	Cathy Claiborne	COB/Acctg
2011-2012/2012-2013	Peggy Beranek	COB/IS
2011-2012/2012-2013	Robert Hirschfield	COB/OB
2011-2012/2012-2013	Peggy Knock	COB/Quant & Mktg
2012-2013/2013-2014	Gordon Stringer	COB/Finance
2012-2013/2013-2014	Albert Batten	COB/BusAnalysis
2012-2013	Charles Beck	COB/Mgmt
2012-2013/2014-2015	Colleen Stiles	COB/BI
2013-2014	Sheri Trumpfheller	COB/Finance
2013-2014	Dustin Bluhm	COB/Mgmt
2013-2014/2014-2015	Matt Metzger	COB/Mgmt
2013-2014/2014-2015	Andrew Czaplewski	COB/Mktg
2013-2014/2014-2015	Jeffery Ferguson	COB/Mktg
2013-2014	Dave Leupp	COB/Ops/IT/Stats
2013-2014	Corinne Harmon	College of Education/Leadership
2013-2014/2014-2015	Andrew W. Ketsdever	College of Engineering/Mech&Aerospace
2013-2014/2014-2015	Lauren Brengarth	LAS/Communications
2013-2014/2014-2015	Mary Ann Cutter	LAS/Philosophy
2013-2014/2014-2015	Barbara Joyce	Beth-El/Nursing
2013-2014/2014-2015	Katy Cathcart	SPA/Criminal Justice
2014-2015	Joseph Wehrman	College of Education/ Counseling and Human Services

Curriculum Development Grants Recipients 2010-2014

Year(s)	Faculty/Staff	Project Description
2010	Don Gardner, HR	Purchase DVD for class use
2010	Charles Beck, Mgmt	Purchase ethics debate textbooks for class use
2010-2011	Gordon Stringer, Finance	Develop an "Ethics in Organizational Decision Making" Course
2010-2011	Lisanne McNew, Placement & Internships	Career & Placement Ethics Materials Development
2011-2012	Mingming Zhou, Finance	Ethics assignments for Finance courses
2011-2012	Peggy Knock, Mktg	Integration of Ethical Decision Making into Marketing and Market Research courses
2011-2102	Brian McAllister	Ethical case exercises for Accounting class
2011-2012	Sheri Trumpfheller	Ethical case exercises for Accounting class

APPENDIX 4C

COMPASS CURRICULUM



COMPASS CURRICULUM

THE CAMPUS-WIDE EDUCATION PROGRAM AT UCCS

WHAT IS THE COMPASS CURRICULUM?

The Compass Curriculum is the signature undergraduate education program at UCCS for all majors and all colleges. This program endeavors to provide you with the tools for professional and personal success that you will need when you graduate. All parts of the program incorporate the skills employers say they want students to have from their education (critical thinking, oral and written communication, ethics, innovation, problem-solving, understanding inclusiveness, and sustainability).

ANY YEAR:

Writing Intensive Courses
Important to your academic and professional success, these courses further develop your writing in academic and professional contexts.

Sustainability Courses
These courses explore interactions between human development and the natural environment, specifically addressing ideas about social equity, economic development, and environmental impact.

Inclusiveness (Global / Diversity) Courses
By highlighting diverse perspectives and dynamics of exclusion and inclusion, these courses prepare you to work with people from a variety of backgrounds and across different contexts--locally, nationally, and globally.

Writing Portfolio
Prior to your final semester and after you have earned 60 credit hours, you will submit two papers to your online writing portfolio. These papers will demonstrate your writing accomplishments beyond the first two semesters of writing coursework.

Education Framework

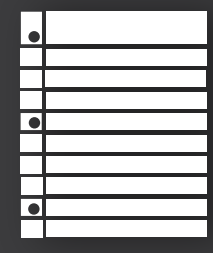
1



Gateway Program Seminar
3 Credits



English 1310
3 Credits



English 1410 or 2080 / 2090
3 Credits



Quantitative Reasoning
3 Credits

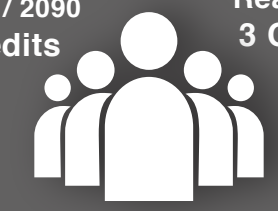
2



Physical and Natural World
3 Credits



Arts, Culture, Humanities
3 Credits

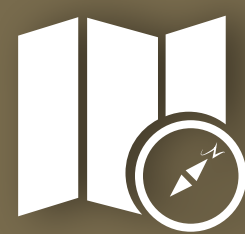


Society, Health and Behavior
3 Credits

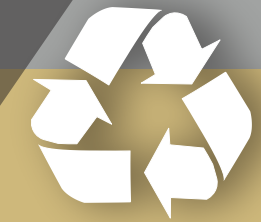
3



Inclusiveness (Global/Diversity)



Navigate
3 Credits



Sustainability

4



Writing Intensive Courses



Summit Experience
0-3 Credits in Major



Writing Portfolio
0 Credits
Graduation Requirement

YEAR ONE: Gateway

The Gateway Program Seminar (GPS) introduces you to UCCS and helps you build academic skills to set you up for success here on campus. Students who take this course are more successful in college.

YEAR TWO: Explore (Three Courses)

Explore courses provide you with a breadth of knowledge from courses about the physical and natural world; arts, culture, and humanities; and society, behavior, and health.

YEAR THREE: Navigate

The Navigate course is taken during your junior year and is an interdisciplinary, knowledge-in-action course that provides you with opportunities to apply your academic knowledge to real world endeavors.

SENIOR YEAR: Summit

The Summit is a course or experience that you complete in your senior year and within your major. It is the culmination of your experiences here at UCCS and draws upon the knowledge and skills you have built both inside and outside of your major.

COLLEGE OF BUSINESS COURSES APPROVED FOR COMPASS CURRICULUM (AS OF 8/5/2014)

Explore – Society, Health and Behavior:

ACCT 2010, BUAD 1000, ENTP 1000, FNCE 1200, INFS 1100, MGMT 3300, MKTG 3000

Explore – Physical and Natural World:

SPTM 2350

Navigate:

Internships, PGMT 2100, PGMT 2110, SPTM 3960, BUAD 4000

Sustainability:

BUAD 4000

Inclusiveness:

MGMT 3300

Writing Intensive:

BUAD 3000

Summit (Capstone Experience):

BUAD 4500, ENTP 4500

APPENDIX 4D

TIMELINE OF ASSURANCE OF LEARNING ACTIVITIES

Timeline of Assurance of Learning Activities 2007-2015

Undergraduate Program

MBA Program

AY 2008-2009

AACSB Workshop at Fall COB retreat

Assessment data collected using course-embedded direct measures in all UG core classes

Assessment data collected using course-embedded direct measures in all MBA core classes

Cathy Claiborne (GT Chair) and Greg Augspurger (UG Director) attend AACSB Assessment Seminar

AY 2009-10

Implemented course-level changes based on assessment data. Measured all objectives again.

Implemented course-level changes based on assessment data. Measured all objectives again.

Submitted campus assessment report ("SAAC Report") based on 08-09 data. UG & MBA

February 2010 – Successful Maintenance of Accreditation review

AY 2010-11

Implemented course-level changes based on assessment data. Measured all objectives again.

Implemented course-level changes based on assessment data. Measured all objectives again.

7/1/11 – Rebecca Duray, new Associate Dean for Academic Programs (also Chair for UGT & GT)

AY 2011-12

Submitted campus assessment report ("SAAC Report") based on 10-11 data. UG & MBA

UGT began working on aligning COB curriculum with new campus general education curriculum.

Meeting of all faculty that teach MBA core classes. Developed program outcomes summary.

Implemented course-level changes based on assessment data.

Summer 2012 - Rebecca Duray attended AACSB Applied Assessment Seminar

FCQ data for AY11-12 summarized but no direct assessment collected. UG & MBA

AY 2012-13

Reviewed UG program learning goals for consistency with (draft) 2013 AACSB standards and new campus general education goals. Made minor revisions for clarity. Revised and streamlined map of where to measure each goal.

Reviewed MBA program learning goals for consistency with (draft) 2013 AACSB standards. Combined several content knowledge goals into a single learning objective. Revised other LOs.

Undergraduate Program

AY 2012-13 (cont.)

MBA Program

Mapped new campus general education (GE) goals and standards to the UG curriculum.

Meeting of all faculty that teach core MBA classes. Reviewed new learning goals and refined curriculum map of where to measure each goal.

Final data collection of "old" UG learning goals.

First data collection of "new" MBA learning goals.

6/1/13 Cathy Claiborne, new full-time Associate Dean (also Chair UGT & GT)

June—Cathy Claiborne, Rashell McCann (UG Director) & Windy Adoretti (MBA Director) attend AACSB Applied Assessment Seminar

September —Cathy Claiborne & Windy Adoretti attend AACSB Annual Conference

AY 2013-14

Increase internal and external communication of AoL efforts; emailed new learning goals to all students and posted on COB website, posted past results and UGT and GT minutes on COB Central (Bb intranet site).

Expanded GT to include all faculty teaching MBA core classes.

Windy Adoretti hired as Assistant Dean with responsibility for accreditation-related data tracking including the coordination of assurance of learning efforts.

UGT reviewed spring 2013 assessment data.

GT Reviewed 2012-13 assessment data.

Measurement of "new" learning goals.

Second measurement of "new" learning goals.

Submitted COB courses for campus GE approval

November 2013—PRT Chair Chris Clements conducts pre-review visit. She recommends a greater emphasis on end-of-program assessment measures.

Spring 2014—Peggy Beranek, Interim Associate Dean (Chair of UGT & GT)

UGT reviewed spring 2013 assessment data including results of the campus writing portfolio.

GT reviewed fall 2013 assessment data. Discussion of results and course-level action plans.

January 2014—Pilot of ETF Major Field Test in BUAD 4500 "winterim" class. Results reviewed by UGT in March 2014.

GT approved new global perspectives elective requirement, effective AY 14-15.

April 2014 —Cathy Claiborne, Rashell McCann, Windy Adoretti & Jenni Janssen (MBA Director) attend AACSB Accreditation Seminar

Undergraduate Program

AY 2013-14 (cont.)

MBA Program

Faculty (primarily UGT) begin work with **ansr**source to develop custom UG end-of-program exam.

Faculty (primarily GT) begin work with **ansr**source to develop custom MBA end-of-program exam.

Pilot of custom end-of-program exam in "spummer" section of BUAD 4500.

Pilot of custom end-of-program exam in summer section of BUAD 6500.

Begin writing AACSB Report for Spring 2015 Continuous Improvement Review.

AY 2014-15

September 2014 —Shared highlights of UG & MBA AoL results with all faculty at COB retreat.

UGT reviewed results of course-embedded measures, pilot end-of-program exam, ETS MFT and FCQ data. Taken together, no program-level changes are warranted at this time.

GT reviewed results of course-embedded measures, pilot end-of-program exam, FCQ data, and MBA Program Survey. No program-level changes are warranted at this time.

Documented and adopted formal AoL Process.

Met with each discipline/department to review and revise questions for custom end-of-program exam. Established achievement targets of 65% by subject and 70% overall for UG and 70% by subject and 75% overall for MBA. Will give revised end-of-program exam to all students in all sections of BUAD 4500 (UG) and BUAD 6500/6590 (MBA) in Fall 2014.

Gave revised end-of-program exam to 4 sections of INFS 1100 as a pre-test. UGT to review results in Spring 2015.

November 2014 — Pre-review visit by AACSB PRT Chair, Jorge Haddock.

December 2015—Submit AACSB Report for Spring 2015 Continuous Improvement Review.

Fall 2014 — Measure all learning goals. (Measure every fall going forward.)

Fall 2014 — Measure all learning goals. (Measure every fall going forward.)

February 2015 — Continuous Improvement Review.

UGT to review results of fall AoL data (course embedded and end-of-program measures) and recommend improvements for fall 2015 implementation.

GT to review results of fall AoL data (course embedded and end-of-program measures) and recommend improvements for fall 2015 implementation.

APPENDIX 4E

WRITING PORTFOLIO REPORT 2013

**WRITING PORTFOLIO REPORT
COLLEGE OF BUSINESS
AUGUST 2012-AUGUST 2013**

Summary

- 328 Total Portfolios received in this 12 month period
- 95% of students from the College of Business passed the Writing Portfolio Requirement
- 4% of students from the College of business did not pass the Writing Portfolio Requirement

Overall Portfolio Scores

	Highly Competent	Competent	Low Competent/ Low Pass	Did not pass
Overall Portfolio Score	2% (7)	58% (193)	35% (113)	5% (15)

Portfolio Scores on individual categories

Component* (n)	Superior	Satisfactory	Needs Work	Unsatisfactory
Rhetorical strategy and purpose	8% (27)	58% (190)	33% (107)	1% (2)
Critical thinking	5% (15)	55% (179)	40% (130)	1% (2)
Organization	10% (32)	56% (184)	33% (107)	1% (3)
Source Use	6% (19)	47% (155)	38% (126)	7% (24)
Language	5% (15)	64% (208)	28% (92)	4% (12)

*Superior is described by “4” on the guide below
 Satisfactory is described by “3” on the guide
 Needs Work is described by “2” on the guide
 Unsatisfactory is described by “1” on the guide

Writing Portfolio Assessment Guide

Overall Score:

Highly Competent

Competent

Low Pass

Does not Pass

Rhetorical Strategy & Purpose

4.) The text presents a clear thesis statement, makes a primary claim, or clearly states the purpose of the essay/report. This statement, or collection of statements, remains the focus of the writing throughout, and ideas/themes are fully identified and developed.

3.) The purpose of the writing is implied, but it is not made explicit. It is generally able to be determined. Text identifies and develops main ideas/themes, but some may lack clarity or depth.

2.) The purpose of the writing is unclear, and is often difficult to determine. Some of these main ideas/themes are not identified or developed.

1.) The purpose of the writing is unclear and, as a result, meaning is lost/obscured. The text does not identify or develop most ideas/themes.

Critical Thinking

4.) The text provides logical and specific details, appropriate for the discipline, to support claims. When appropriate, the writer thoughtfully considers multiple viewpoints.

3.) Generally, the text provides logical and valid details and support. For the most part, draws clear and appropriate conclusions.

2.) The text provides support but may not be logical or valid; some details may be missing. Draws mostly unclear or inappropriate conclusions.

1.) The text provides few details and little support or support that is illogical or invalid. Draws inappropriate or unclear conclusions or omits conclusions entirely.

Organization

4.) Writing demonstrates an effective pattern of organization consistent with its rhetorical purpose. Paragraphs reflect appropriate level of thought and development. Paragraphs are effectively structured and ordered. Writer employs clear and appropriate transition.

3.) The text's structure is, for the most part, solid and effective. It may, however, follow tangents and/or include elements that do not adhere to the defined structure.

2.) A generally consistent and loosely followed structure and format may be discernable, but it may not necessarily be appropriate or strategically effective. Or, parts of the text may be well structured enough to evidence an intended pattern of organization, but as a whole the text wobbles, never quite locking into a coherent structure.

1.) For the most part, text does not present a structure or ordered paragraphs. It does not link or organize ideas, and the text conveys little or no focus or sense of purpose.

Source Use

4.) The text integrates the claims and ideas of others with its own accurately and responsibly. Accurately uses appropriate documentation style. The text uses sources effectively and integrates them smoothly, paraphrasing and occasionally directly quoting authorities to help substantiate or support its own point(s).

3.) A few sources may not be accurately documented, but in general the in-text citation and the Works Cited page are constructed properly or informal documentation is adequate. The text may demonstrate a tendency to over-quote and take the reader away from its own voice and argument. Some quotations are not adequately introduced and/or attributed.

2.) There are numerous errors in the Works Cited page and in the in-text parenthetical citations, or the informal documentation may be sketchy and inadequate. While there may be an attempt to

integrate the sources, many quotations may seem to be plopped into the writing with no transitions to tie them into the argument at hand.

1.) The text does not provide any documentation of sources, either parenthetically or on a works cited list. The text indicates no understanding of the process of using and documenting source material or a discernable documentation format.

Language

4.) The text shows confident grasp of grammar, mechanics, and usage, even in handling fine points (semicolons, punctuation around quotation marks, and handling of titles). The text demonstrates a confident sense of style, matching elements of vocabulary and level of formality to the situation, content, and audience. The sentence flow is smooth; its structure is rhetorically varied. Word choice is precise, descriptive, and non-repetitive.

3.) The text shows a consistent grasp of grammar, mechanics, and usage, with few errors. Text contains some minor sentence-level errors, but these are not consistent, nor do they distract from meaning.

2.) Grammar, mechanics, and usage are adequate, but sometimes the errors obscure meaning/understanding of the text.

1.) Sentence-level errors pepper the prose (dangling or misplaced modifiers, fragments, run-ons, comma-splices, etc.) These errors often significantly obscure the meaning of the text.

APPENDIX 4F

COMPARISON OF MBA LEARNING OBJECTIVES 2012 TO 2008

COMPARISON OF MBA LEARNING OBJECTIVES 2012 TO 2008

2012 MBA Learning Objectives	2008 MBA Learning Objectives
<i>Our students will demonstrate the ability to:</i>	
<p>1. Understand and apply knowledge in accounting, finance, information technology, management, marketing, operations and strategy.</p>	<p>3. Think critically and apply business concepts that integrate financial theories, analysis, reporting, and capital markets for effective management of an organization.</p> <p>5. Assess and evaluate how technology impacts the organization, and how a global perspective affects the design and implementation of technology for organizations.</p> <p>6. Identify the needs and wants of target groups of individuals and organizations and develop product and service offerings, in alignment with strategic objectives, which satisfy those needs.</p> <p>7. Manage the processes and value chains used to produce goods and services to meet strategic objectives and create sustainable competitive advantage.</p>
<p>2. Make decisions that incorporate ethical principles, legal obligations and social responsibility (including sustainability) and that consider all stakeholders.</p>	<p>1. Evaluate information and determine the ethical, legal, and social responsibilities of management decision-making in changing global environments.</p>
<p>3. Communicate professionally and effectively.</p>	<p>2. Communicate and function effectively as an individual, a team member and a team leader.</p>
<p>4. Function effectively as a team member and a team leader in a diverse business environment.</p>	
<p>5. Think critically and analyze and synthesize information for problem identification and effective managerial decision-making.</p>	<p>4. Analyze and synthesize information for management decision-making and problem solving using appropriate technology and decision tools.</p>

2012 MBA Learning Objectives	2008 MBA Learning Objectives
<i>Our students will demonstrate the ability to:</i>	
6. Recognize, appreciate and respect diversity and cultural differences in order to adapt and succeed in global business environments.	8. Recognize the importance of cultural differences in order to adapt and function in changing global environments.

APPENDIX 4G

ALIGNMENT OF SUPPLEMENTAL FCQ QUESTIONS WITH PROGRAM OBJECTIVES

**ALIGNMENT OF SUPPLEMENTAL FCQ QUESTIONS
WITH PROGRAM LEARNING OBJECTIVES**

BS Learning Objective	FCQ Question
1. Our students will know core business concepts.	n/a
2. Our students will be effective communicators.	C90: Rate how much this course improved your skill in written expression
	C98: Rate how much this course improved your presentation skills
3. Our students will demonstrate problem solving skills supported by appropriate analytical quantitative and qualitative techniques for tactical and operational decision making.	C89: Rate how much this course improved your problem solving ability
	C94: Rate how much this course improved your quantitative skills
4. Our students will demonstrate effective teamwork skills.	C96: Rate how much this course improved your team working skills
	C95: Rate how much this course improved your interpersonal skills
5. Our students will understand ethical issues, including sustainability and social responsibility, and how they impact business and society.	C91: Rate how much this course improved your ability to make ethical decisions
	C92: Rate how much this course improved your knowledge of social and legal issues
6. Our students will have a global perspective.	C93: Rate how much this course improved your knowledge of global business issues
7. Our students will understand key issues of operating in diverse organizations.	C99: Rate how much this course improved your awareness of the value of diversity
8. Our students will be able to integrate core business concepts across disciplines.	n/a

MBA Learning Objective - Our students will demonstrate the ability:	FCQ Question:
1. to understand and apply knowledge in accounting, finance, information technology, management, marketing, operations and strategy.	C85: Improved ability to apply business concepts for effective management of an organization
	D51: Improved knowledge of the course content area
2. to make decisions that incorporate ethical principles, legal obligations and social responsibility (including sustainability) and consider all stakeholders.	C83: Improved knowledge of social issues as they relate to business
	D47: Improved ability to make ethical decisions
3. to function effectively as a team member and a team leader in a diverse business environment.	C84: Improved ability to participate and lead in team environments
4. to communicate professionally and effectively.	D45: Improved skill in written expression
	D54: Improved presentation skills
	D44: Improved problem solving ability

MBA Learning Objective - Our students will demonstrate the ability:	FCQ Question:
5. to think critically and to analyze and synthesize information for problem identification and effective managerial decision-making.	D50: Improved analytical ability
6. to recognize, appreciate and respect diversity and cultural differences in order to adapt and succeed in global business environments.	C87: Improved recognition of cultural differences in a global economy
	C88: Improved knowledge and application of business concepts in a global economy

APPENDIX 4H

UNDERGRADUATE FCQ SUPPLEMENTAL QUESTIONS RESPONSE

BACHELOR OF SCIENCE IN BUSINESS FCQ SUPPLEMENTAL QUESTION RESULTS AY 2013-14 (SU13, FA13 & SP14)																
BS Learning Objective	FCQ Question	Skill Courses							Professional Program					Capstone		Overall
		ACCT 2010	ACCT 2020	BLAW 2000	BUAD 3000	INFS 1100	QUAN 2010	QUAN 2020	FNCE 3050	INFS 3000	MGMT 3300	MKTG 3000	OPTM 3000	BUAD 4000	BUAD 4500	
1. Our students will know core business concepts.																
2. Our students will be effective communicators.	C90: Rate how much this course improved your skill in written expression	47.8%	41.9%	49.2%	59.6%	31.2%	48.3%	52.3%	33.3%	32.7%	75.5%	64.4%	63.3%	73.8%	79.1%	PM
	C98: Rate how much this course improved your presentation skills	31.8%	25.3%	25.6%	39.2%	46.6%	29.1%	39.2%	27.5%	59.6%	69.1%	69.5%	72.1%	71.4%	71.1%	PM
3. Our students will demonstrate problem solving skills supported by appropriate analytical quantitative and qualitative techniques for tactical and operational decision making.	C89: Rate how much this course improved your problem solving ability	78.1%	81.7%	67.5%	58.5%	55.5%	88.6%	90.7%	85.3%	59.9%	81.8%	66.8%	79.7%	71.8%	73.5%	M
	C94: Rate how much this course improved your quantitative skills	79.4%	82.0%	56.2%	39.4%	45.0%	88.4%	90.3%	88.3%	56.8%	68.3%	61.0%	81.3%	53.2%	65.1%	M
4. Our students will demonstrate effective teamwork skills.	C96: Rate how much this course improved your team working skills	43.7%	42.4%	36.2%	77.8%	26.2%	38.1%	74.6%	32.8%	64.7%	85.3%	83.0%	81.4%	79.6%	85.8%	M
	C95: Rate how much this course improved your interpersonal skills	53.5%	54.0%	57.1%	67.5%	36.7%	54.1%	61.2%	51.0%	49.4%	84.3%	71.8%	62.7%	71.9%	68.7%	PM
5. Our students will understand ethical issues, including sustainability and social responsibility, and how they impact business and society.	C91: Rate how much this course improved your ability to make ethical decisions	69.7%	74.4%	89.2%	69.7%	28.7%	54.5%	63.8%	65.5%	46.8%	87.1%	73.8%	69.0%	89.9%	74.1%	M
	C92: Rate how much this course improved your knowledge of social and legal issues	70.9%	58.8%	98.1%	48.0%	20.9%	40.8%	40.6%	71.0%	43.6%	80.7%	76.0%	61.3%	89.9%	73.1%	M
6. Our students will have a global perspective.	C93: Rate how much this course improved your knowledge of global business issues	75.1%	63.0%	88.2%	45.1%	25.5%	50.0%	56.9%	76.3%	62.7%	78.6%	83.8%	80.1%	87.8%	84.1%	M
7. Our students will understand key issues of operating in diverse organizations.	C99: Rate how much this course improved your awareness of the value of diversity	54.7%	46.6%	65.1%	59.9%	27.3%	43.3%	49.7%	54.4%	44.2%	83.9%	73.9%	66.9%	86.6%	71.1%	M
8. Our students will be able to integrate core business concepts across disciplines.																
Data reflect scores of 4 and higher with a rating of 1-6 possible. 2+ classes with >80% = Meets, 2+ classes with >70% = Partially Meets, Otherwise DNM																

APPENDIX 4I

GRADUATE FCQ SUPPLEMENTAL QUESTIONS RESPONSE

MBA Assurance of Learning - FCQ Supplemental Question Data (Summer 2013, Fall 2013 & Spring 2014)																
MBA Objective - Our students will demonstrate the ability:	FCQ Question:	ACCT		FNCE		INFS		MGMT		MKTG		OPTM		BUAD		Overall
		6100	6190	6000	6090	6000	6090	6000	6090	6000	6090	6000	6090	6500	6590	
1. to understand and apply knowledge in accounting, finance, information technology, management, marketing, operations and strategy.	C85: Improved ability to apply business concepts for effective management of an organization	91.4%	50.0%	90.8%	72.2%	96.3%	88.0%	96.3%	94.7%	87.9%	93.8%	91.7%	96.3%	92.9%	95.8%	M
	D51: Improved knowledge of the course content area	94.3%	64.3%	92.4%	83.3%	96.2%	92.0%	90.7%	94.7%	87.7%	87.1%	88.3%	92.3%	91.1%	79.2%	M
2. to make decisions that incorporate ethical principles, legal obligations and social responsibility (including sustainability) and consider all stakeholders.	C83: Improved knowledge of social issues as they relate to business	59.4%	41.7%	64.5%	66.7%	80.0%	65.2%	92.3%	83.3%	81.5%	80.7%	76.8%	76.9%	90.9%	61.9%	M
	D47: Improved ability to make ethical decisions	76.5%	58.3%	64.4%	69.2%	85.7%	52.2%	90.4%	88.9%	76.2%	74.2%	74.5%	73.1%	78.6%	52.6%	M
3. to function effectively as a team member and a team leader in a diverse business environment.	C84: Improved ability to participate and lead in team environments	85.7%	58.3%	42.0%	64.7%	65.1%	84.6%	96.2%	94.4%	84.9%	57.1%	63.0%	100.0%	89.1%	87.5%	M
4. to communicate professionally and effectively.	D45: Improved skill in written expression	54.6%	33.3%	37.3%	53.3%	72.3%	72.7%	80.8%	94.1%	66.7%	87.5%	81.4%	88.9%	71.2%	83.3%	M
	D54: Improved presentation skills	59.1%	16.7%	26.7%	41.7%	37.8%	47.6%	72.7%	62.5%	87.7%	71.4%	43.6%	68.0%	71.7%	62.5%	PM
5. to think critically and to analyze and synthesize information for problem identification and effective managerial decision-making.	D44: Improved problem solving ability	91.4%	58.3%	91.0%	83.3%	82.7%	92.0%	81.1%	88.2%	75.8%	90.3%	81.7%	92.3%	87.0%	87.5%	M
	D50: Improved analytical ability	94.3%	57.1%	92.5%	83.3%	88.7%	80.0%	83.3%	75.0%	76.2%	93.8%	83.1%	85.2%	85.7%	78.3%	M
6. to recognize, appreciate and respect diversity and cultural differences in order to adapt and succeed in global business environments.	C87: Improved recognition of cultural differences in a global economy	64.0%	25.0%	51.0%	46.2%	63.3%	65.2%	72.7%	68.8%	70.0%	71.0%	64.0%	58.3%	89.1%	57.9%	PM
	C88: Improved knowledge and application of business concepts in a global economy	72.4%	30.8%	72.4%	68.8%	86.0%	79.2%	78.7%	70.6%	70.0%	78.1%	79.6%	76.9%	96.4%	70.8%	M

Current data reflect scores of 4 and higher with rating of 1-6 possible. 2+ classes with 80% is a passing score.

*ACCT 6190 had a very low response rate (12-14 students) so results may not be representative. FNCE 6090 & MGMT 6090 also had lower than typical response rates.

APPENDIX 4J

EMPLOYER EVALUATION FORM



College of Business

UNIVERSITY OF COLORADO COLORADO SPRINGS

Employer Evaluation Report

To the supervisor of the intern:

Thank you for your participation in the College of Business Internship Program. The Internship Program requires that each student be evaluated at the end of the internship. We would appreciate it if you would complete the following form and return it to us. Please be as candid and complete as possible in describing the student's performance. You are encouraged to discuss this evaluation with the student, although this is not required. Your evaluation is necessary to help the faculty in determining a pass/fail grade for the internship experience. Please fax this evaluation to the Internship Director at:

University of Colorado at Colorado Springs
College of Business, Lisanne McNew
FAX: 719- 255-3494
lmcnew@uccs.edu

If you have questions or wish to discuss this evaluation, please call Lisanne McNew at (719) 255-4700.

Company Name _____

Name & Title of person completing evaluation _____

Student Name _____

Rate this student on their knowledge of these principles:

	Excellent	Good	Average	Below Average	Poor	
Accounting	5	4	3	2	1	N/A
Finance	5	4	3	2	1	N/A
Marketing	5	4	3	2	1	N/A
Management	5	4	3	2	1	N/A
Information Systems	5	4	3	2	1	N/A
Operations	5	4	3	2	1	N/A

Comments/Suggestions _____

Rate this student on these communication skills:

	Excellent	Good	Average	Below Average	Poor	
Writing	5	4	3	2	1	N/A
Speaking	5	4	3	2	1	N/A
Listening	5	4	3	2	1	N/A

Comments/Suggestions _____

Rate this student's demonstration of professionalism:

	Excellent	Good	Average	Below Average	Poor
--	-----------	------	---------	---------------	------

Appearance	5	4	3	2	1
Dress	5	4	3	2	1
Reliability	5	4	3	2	1
Timeliness	5	4	3	2	1
Work ethic	5	4	3	2	1
Followed directions	5	4	3	2	1
Acceptance of feedback	5	4	3	2	1
Respect for others	5	4	3	2	1
Acceptance of diverse groups	5	4	3	2	1
Worked well in groups	5	4	3	2	1

Comments/Suggestions _____

Did you find this student adequately prepared for this internship position? Yes No
 Please explain _____

Based on the performance of this student throughout the internship, would this student be a viable candidate for employment at your firm/business? Yes No
 Please explain _____

If you had the resources available to hire this student, would you? Yes No
 If not, please explain _____

Rate this student's overall performance:

Excellent	Good	Average	Below Average	Poor
5	4	3	2	1

What could UCCS and the College of Business do to better prepare students for the business world?

Additional Comments _____

APPENDIX 4K

EMPLOYER EVALUATIONS OF STUDENT INTERNS AY09-10 TO AY13-14

		Fall 09- Sum 10	Fall 10- Sum 11	Fall 11- Sum 12	Fall 12- Sum 13	Fall 13- Spg 14
Employer Evaluations of Student Interns						
Number of Evaluations		48	59	36	44	40
1	Student ratings based on their general knowledge					
Acct	Accounting	4.39	4.44	4.16	4.47	4.20
Fnce	Finance	4.13	4.51	3.95	4.46	4.32
Mktg	Marketing	4.39	4.31	4.21	4.45	4.52
Mgmt	Management	4.24	4.18	4.03	4.35	4.44
IS	Information Systems	4.22	4.38	4.17	4.53	4.23
Optm	Operations	4.38	4.31	4.18	4.42	4.37
Average Knowledge Rating		4.31	4.34	4.16	4.40	4.38
2	Student ratings based on their Communication Skills					
Wr	Writing	4.53	4.58	4.66	4.57	4.58
Sp	Speaking	4.50	4.58	4.53	4.55	4.59
Ls	Listening	4.63	4.44	4.64	4.55	4.60
Average Communication Rating		4.55	4.53	4.61	4.55	4.59
3	Student ratings based on their Professional Demonstration					
Ap	Appearance	4.78	4.78	4.78	4.74	4.73
Dr	Dress	4.73	4.76	4.75	4.64	4.70
Rel	Reliability	4.70	4.56	4.61	4.67	4.75
Time	Timeliness	4.59	4.54	4.64	4.74	4.75
Ethic	Work Ethic	4.70	4.71	4.83	4.67	4.83
Dir	Followed Directions	4.65	4.59	4.72	4.50	4.73
Fbk	Acceptance of feedback	4.78	4.56	4.78	4.55	4.68
Rsp	Respect for others	4.79	4.75	4.86	4.79	4.88
Divs	Acceptance of diverse groups	4.78	4.81	4.77	4.76	4.79
TmWk	Worked well in groups	4.76	4.71	4.67	4.76	4.82
Average Professionalism Rating		4.73	4.68	4.74	4.68	4.76
4	Students' Overall Rating	4.59	4.65	4.66	4.63	4.66

APPENDIX 4L

ASSURANCE OF LEARNING PROCESS

UCCS College of Business

Assurance of Learning Process

Updated October 1, 2014

Background

Documenting student achievement of program learning objectives is increasingly important for accreditation and accountability to various stakeholders. This policy aims to document and formalize our Assurance of Learning process for all degree programs.

BACHELOR OF SCIENCE IN BUSINESS

Course embedded measures

The COB Undergraduate Team has approved program learning objectives and corresponding goals/traits. (Appendix A) The objectives and traits have been mapped to appropriate courses for measurement. Faculty from each discipline have developed measures for each trait. In many cases this will be a collection of multiple choice questions that are common to all sections of the course. For each program learning goal the achievement target is that 70% of students will meet or exceed expectations on each course-embedded measure.

Class instructors collect assessment data in all sections of core classes every fall. Course coordinators collect and tabulate assessment data for all sections and provide the data to the assistant dean. Data should include a short summary analysis including course-level action plans for any areas where our students are not meeting expectations. **Fall semester results should be submitted to the assistant dean no later than February 15th of the following spring semester.**

The assistant dean compiles the results for all classes and summarizes them by learning objective and trait. These results (together with other measures listed below) are reviewed by the course coordinators and by the UGT during the spring semester. Summary results and highlights are presented to faculty and staff each year at the fall retreat. Faculty will recommend revisions to the curriculum and the assessment process in both the UGT and at the COB retreat. AoL results are posted on the COB Central (intranet) Blackboard site where they can be accessed by all staff and faculty.

End of program exam

In addition to course embedded measures the COB measures student knowledge of key business concepts using an end of program exam. This exam is conducted in BUAD 4500, the undergraduate capstone course, every semester. This exam has been developed by ANSRsource with input and involvement of COB faculty, particularly the UGT and core course coordinators. Results of the end of program exam will be evaluated by the UGT every spring, together with other assessment measures. The achievement target for the end of program exam is that students will correctly answer at least 65% of the questions in each discipline and at least 70% of the questions overall.

Writing portfolio

Writing skill is assessed using the UCCS undergraduate writing portfolio. Successfully, passing the writing portfolio is a graduation requirement for all UCCS undergraduate students. The writing samples are evaluated by the campus writing portfolio program using a standardized rubric. Results are shared with the UGT each spring. Students who do not pass the portfolio based on their initial submission are given additional instruction in writing and resubmit an improved portfolio prior to being cleared for graduation.

BACHELOR OF INNOVATION IN BUSINESS

Course embedded measures

Students pursuing the Bachelor of Innovation in Business degree complete the core business curriculum, and are assessed, along with other undergraduate business students. The three exceptions to this are BLAW 2000, BUAD 3000 and BUAD 4500 which are replaced with BLAW 2010, INOV 2010, INOV 3010, INOV 4010 and ENTP 4500 in the BI curriculum. Additionally, the BI program has established the program level learning objectives listed in Appendix B. All objectives are currently measured in the BI capstone course – BUAD 4500 using an end of program survey.

End of program exam

Beginning with the 2014-15 academic year, BI in Business students take the same end of program exam in ENTP 4500 that BS in Business students take in BUAD 4500.

Faculty who teach in the BI program are responsible for management for the BI curriculum. Through team teaching, regular faculty meetings, and end of program assessment measures the faculty ensure that students are meeting the program's learning objectives and that the curriculum is current, relevant and effective.

MASTER OF BUSINESS ADMINISTRATION

Course embedded measures

COB faculty, led by the Graduate Team (GT), have developed MBA program learning objectives and mapped them to appropriate courses for measurement. (Appendix C) Faculty from each department have developed measures for each objective. For each program learning goal the achievement target is that 80% of students will meet or exceed expectations on each course-embedded measure.

Class instructors collect assessment data every fall for core classes and every time the class is taught for global elective courses. For core classes that are not offered in the fall, summer data may be used instead. Results should include course-level action plans for any areas where our students are not meeting expectations.

Semester results must be submitted to the assistant dean by the following deadlines.

Fall semester data: No later than February 15th

Spring semester data: No later than June 15th

Summer semester data: Optional. No later than August 15th if collected

The assistant dean compiles the results and summarizes them by learning objective. These results are reviewed by the GT during the spring semester every year. Summary results and highlights are

presented to faculty and staff each year at the COB fall retreat. Faculty will recommend revisions to the curriculum and the assessment process during both the GT review and at the COB retreat.

End of program exam

In addition to course embedded measures the COB evaluates student knowledge of key business concepts using an end of program exam. This exam is conducted in BUAD 6500, the MBA capstone course. This exam has been developed by **ansr**source with input and involvement of COB faculty. Results of the end of program exam are evaluated by the GT every spring together with the tabulation of other course-embedded direct assessment measures. Summary results and highlights will be presented to faculty and staff each year at the COB fall retreat. Faculty will recommend revisions to the curriculum and to the assessment process during both the GT review and at the COB retreat. The achievement target for the end of program exam is that students will correctly answer at least 70% of the questions in each discipline and at least 75% of the questions overall.

OTHER ASSESSMENT MEASURES

FCQ Data

The College of Business has added supplemental questions to the Faculty Course Questionnaires for all required business courses. These questions have been mapped to the undergraduate and graduate learning objectives, offering an indirect measure of student learning to supplement our other direct measures. FCQ results are analyzed annually, by the undergraduate and graduate curriculum committees. The supplemental questions and how they align to the undergraduate and graduate learning objectives are attached as Appendix D.

Internship outcomes

Internships are encouraged but not required of business students. More than 200 business students complete an internship in a typical year. Employer evaluations of COB interns provide valuable feedback about the knowledge skills and abilities of our students particularly with respect to preparation for the workforce. Internship evaluations are tabulated by the Director of the Internship and Placement Office and shared with the COB faculty every fall.

ETS MFT in Business

Periodically, the College may administer the ETS Major Field Test in Business to give us a national point of comparison for our students.

Appendix A – BS in Business Learning Objectives and Assessment Map

#	Program Objectives/Learning Goals	Courses assessing these goals
1	Our students will know core business concepts.	
a	Our students will demonstrate a knowledge of basic principles of ACCT, BLAW, FNCE, INFS, MGMT, MKTG, & OPTM.	ACCT 2010 INFS 3000 ACCT 2020 MGMT 3300 BLAW 2000 MKTG 3000 FNCE 3050 OPTM 3000 End of Program Exam (BUAD 4500)
b	Our students will be able to apply business knowledge and experience in practical business settings.	MKTG 3000 OPTM 3000
2	Our students will be effective communicators.	
a	Our students will demonstrate college level writing skills.	BUAD 4500 (new FA13) Campus writing portfolio
b	Our students will demonstrate college level presentation skills.	BUAD 4500
3	Our students will demonstrate problem solving skills supported by appropriate analytical quantitative and qualitative techniques for tactical and operational decision making.	
a	Our students will be able to identify a business problem or opportunity, generate and compare alternatives using appropriate analytical techniques, and develop effective solutions.	ACCT 2020 OPTM 3000 FNCE 3050 QUAN 2010 INFS 1100 QUAN 2020
b	Our students will understand the use of statistical techniques and quantitative analysis to make business decisions.	INFS 3000 OPTM 3000 QUAN 2010 QUAN 2020
c	Our students will demonstrate competency in the use of appropriate information systems tools to aid business decision making.	INFS 1100 INFS 3000 QUAN 2010 QUAN 2020
4	Our students will demonstrate effective teamwork skills.	
a	Our students, through self-assessment, reflective thinking and teamwork, will understand the principles of teamwork and the array of communication tools to effectively work in and communicate in a team, virtual or face-to-face.	BUAD 3000
b	Our students will recognize and solve challenges to cooperate effectively in teams in order to achieve successful projects.	BUAD 3000
5	Our students will understand ethical issues, including sustainability and social responsibility, and how they impact business and society.	
a	Our students will be able to determine ethical, legal, and social issues and how they impact organizations.	ACCT 2010 (new SP14) BLAW 2000 BUAD 3000 (new FA13) BUAD 4000 MGMT 3300
6	Our students will have a global perspective.	

a	Our students will understand the key principles of operating in a global business environment.	BUAD 4000
b	Our students will be able to diagnose cross-cultural issues and propose appropriate solutions.	MGMT 3300
7	Our students will understand key issues of operating in diverse organizations.	
a	Our students will demonstrate an understanding of the strategic value and importance of a diverse workforce.	BUAD 4000 MGMT 3300
8	Our students will be able to integrate core business concepts across disciplines.	
a	Our students, working individually or as a team, will be able to identify business problems from a multi-disciplinary perspective, develop appropriate alternatives, and defend their solutions.	BUAD 4500 INFS 3000

Appendix B – Bachelor of Innovation Learning Objectives

Overall Program Student Learning Goals:

The goals of the BI programs can be separated into the overall program goals and the specific major goals. The overall program goals are to produce students with knowledge of and demonstrated experience in multiple phases of the innovation process, strong multi-disciplinary team skills, and demonstrated communication/presentation skills. In addition, they are expected to have the depth of knowledge of their major and a cross-disciplinary core that complements their major and improves their ability to function on multi-disciplinary teams. Specific student learning goals are as follows:

1. Students will learn the foundational topics in the innovation and cross-disciplinary cores

This student-learning goal focuses on the objective that the students gain the depth of learning in the innovation core and their selected cross-disciplinary core to complement their major-specific learning. Evaluating student learning for this goal will be done at the course level, which will include assessment forms completed by the external organizations/companies that sponsor the innovation teams.

2. Students will learn the foundational topics in their BI major

This student-learning goal focuses on student learning within the major. Evaluating student learning for this goal will be accomplished using existing assessments for the majors included in the program. Each major will have education outcomes consistent with the existing accredited programs. The majors have been designed, where appropriate, to be consistent with AACSB or ABET accreditation guidelines. The programs cannot be accredited, however, until they graduate their first class. Some majors, such as the Game Design and Development major, have no associated accrediting body.

3. Students will learn to work effectively in teams

One of the cornerstones of the coursework in this program is the use of teams across the Freshman Innovation courses and the long-term innovation teams spanning sophomore, junior, and senior years as well as in many of the core and major courses. The use of teams also allows students to tackle complex problems because the work can be distributed across the team members, and because there is a broader range of student skills and interests for each team to address the problem. In addition, industry development is usually conducted in teams -- sometimes in teams with hundreds of members, spanning multiple countries -- so developing these skills in our students will also help them in the longer term.

Appendix C – MBA Learning Objectives and Assessment Map
 (Effective Spring 2013)

2013 MBA Learning Objectives	Measured in the following courses
<i>Our students will demonstrate the ability to:</i>	
1. Understand and apply knowledge in accounting, finance, information technology, management, marketing, operations and strategy.	ACCT 6100/6190 FNCE 6000/6090 INFS 6000/6090 MGMT 6000/6090 MKTG 6000/6090 OPTM 6000/6090 BUAD 6500/6590
2. Make decisions that incorporate ethical principles, legal obligations and social responsibility (including sustainability) and that consider all stakeholders.	FNCE 6000/6090 MKTG 6000/6090
3. Function effectively as a team member and a team leader in a diverse business environment.	MGMT 6000/6090 OPTM 6000/6090 BUAD 6500/6590
4. Communicate professionally and effectively.	ACCT 6100/6190 BUAD 6500/6590
5. Think critically and analyze and synthesize information for problem identification and effective managerial decision-making.	ACCT 6100/6190 FNCE 6000/6090 INFS 6000/6090 OPTM 6000/6090
6. Recognize, appreciate and respect diversity and cultural differences in order to adapt and succeed in global business environments.	MGMT 6000/6090 MKTG 6000 Global elective courses: (FNCE 6400/6490, INTB 6190, INTB 6990, INTB 6991, MKTG 6900/6990, OPTM 6200, OPTM 6490)

Appendix D – Supplemental FCQ Questions

BS Learning Objective	FCQ Question
1. Our students will know core business concepts.	n/a
2. Our students will be effective communicators.	C90: Rate how much this course improved your skill in written expression
	C98: Rate how much this course improved your presentation skills
3. Our students will demonstrate problem solving skills supported by appropriate analytical quantitative and qualitative techniques for tactical and operational decision making.	C89: Rate how much this course improved your problem solving ability
	C94: Rate how much this course improved your quantitative skills
4. Our students will demonstrate effective teamwork skills.	C96: Rate how much this course improved your team working skills
	C95: Rate how much this course improved your interpersonal skills
5. Our students will understand ethical issues, including sustainability and social responsibility, and how they impact business and society.	C91: Rate how much this course improved your ability to make ethical decisions
	C92: Rate how much this course improved your knowledge of social and legal issues
6. Our students will have a global perspective.	C93: Rate how much this course improved your knowledge of global business issues
7. Our students will understand key issues of operating in diverse organizations.	C99: Rate how much this course improved your awareness of the value of diversity
8. Our students will be able to integrate core business concepts across disciplines.	n/a

MBA Learning Objective - Our students will demonstrate the ability:	FCQ Question:
1. to understand and apply knowledge in accounting, finance, information technology, management, marketing, operations and strategy.	C85: Improved ability to apply business concepts for effective management of an organization
	D51: Improved knowledge of the course content area
2. to make decisions that incorporate ethical principles, legal obligations and social responsibility (including sustainability) and consider all stakeholders.	C83: Improved knowledge of social issues as they relate to business
	D47: Improved ability to make ethical decisions
3. to function effectively as a team member and a team leader in a diverse business environment.	C84: Improved ability to participate and lead in team environments
4. to communicate professionally and effectively.	D45: Improved skill in written expression
	D54: Improved presentation skills
5. to think critically and to analyze and synthesize information for problem identification and effective managerial decision-making.	D44: Improved problem solving ability
	D50: Improved analytical ability
6. to recognize, appreciate and respect diversity and cultural differences in order to adapt and succeed in global business environments.	C87: Improved recognition of cultural differences in a global economy
	C88: Improved knowledge and application of business concepts in a global economy

APPENDIX 5

EXECUTIVE MBA

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Program Governance and Structure – Executive Programs

Academic Organization/Governance

The Department of Executive Programs is a joint venture of the three campuses' Graduate Schools of Business Administration. The University Vice President for Academic Affairs and Research has academic and administrative governance over the Executive Programs department.

The Vice President for Academic Affairs and Research has academic, administrative, and fiduciary governance of the multi-campus Executive Programs department. The Executive Director of the multi-campus Executive Programs reports directly to the Vice President of Academic Affairs and Research. This reporting structure ensures coordinated access to the resources from throughout the University system.

The Deans Council, consisting of the three deans from the University of Colorado's three graduate schools of business administration, is responsible to the Vice President for the Executive MBA and non-credit programs offered jointly by the Colleges of Business Administration. The Council acts as a board of directors. The Vice President and the Deans meet with the Executive Director of Executive Programs four to five times each year to review the operations of the department.

The academic governance structure for this joint venture is a distinct multiple-campus graduate school of business. The Vice President of Academic Affairs and Research appoints one of the three business deans to serve as Head Dean of the multi-campus Executive MBA program. This appointment is for a one-year period, and the appointment rotates among the three deans.

The principal dean serves as the Head Dean for the Executive Programs department to whom the Executive Director reports with respect to academic affairs of the Program. This system was instituted in 1984, when the College of Business at CU-Denver separated from Boulder.

Overview of the Department

Executive Programs is a multi-campus department created to provide degree programs that are offered jointly by the University's three graduate schools of business. Its mission is to educate outstanding men and women for senior managerial leadership. The Executive MBA is a graduate business degree offered jointly by the Graduate Schools of Business Administration on the Boulder, Colorado Springs and Denver campuses. The focus of the Executive MBA is long term, addressing issues of future import to managerial leaders from a strong disciplinary and functional base.

The department operates as a separate multi-campus department. The intent of this organization is to utilize the best academic and administrative resources from throughout the University system in an enriched program for business executives. The department has been a self-funding unit since its inception in 1981. It has generated net surpluses and made financial contributions to the three graduate schools and the three campuses each year since that time.

Faculty from the Boulder, Colorado Springs, and Denver campuses of the University teach in the Executive MBA. The faculty members appointed by the Executive Director of Executive Programs to the multi-campus Executive MBA Program, as a body, are responsible for the design of the curriculum and academic affairs of the program. The Executive MBA curriculum provides an MBA academically

equivalent to those offered by the individual CU Graduate Schools of Business. However, it is a more enriched program designed to draw upon the expertise of mid-career participants and the University's best teaching faculty in the classroom. In addition to their research and academic credentials, those faculty members also typically have extensive industry or consulting experience.

The department has evolved academically and administratively since its inception.

History

The Department of Executive Programs was created by the Regents of the University of Colorado in 1981, and reports directly to the Vice President for Academic Affairs and Research for the CU System. The Deans' Council, consisting of the three Deans from each of the University's Graduate Schools of Business, is responsible to the Vice President for the governance of the degree programs and non-credit programs offered jointly by the Colleges of Business and Administration.

Mission

The mission of Executive Programs is to educate high-caliber men and women for senior managerial leadership by providing educational programs of the highest quality and by utilizing the combined resources of the University's three graduate business schools. The department strives to provide educational programs that enhance the reputation of the University of Colorado, and through these programs will provide the Graduate Schools of Business with discretionary financial resources.

Executive Degree Programs Overview

Executive Programs brings together the unique resources of the University of Colorado's three Graduate Schools of Business Administration to offer relevant educational programs for experienced business professionals. Faculty from the Graduate Schools of Business in Boulder, Colorado Springs, and Denver develop and teach in CU's Executive master's degree programs. The Executive Master of Business Administration degree (EMBA) is offered jointly by the three business schools. Beginning in 1981, this program has run continuously ever since then.

The multi-campus Executive MBA Degree:

- Is the only multi-campus Program in the CU System.
- Draws faculty and academic resources from the University of Colorado's three Graduate Schools of Business Administration.

In addition to the degree programs, the department provides on-going educational seminars to program alumni and organizations within the region.

Structure

The Executive MBA program (EMBA) consists of a lock-step curriculum with 16 courses, for a total of 48 semester credit hours. The program begins one time each year in August. The EMBA program does not follow the semester calendar; instead, EMBA students complete eight terms over the course of four semesters. During the two academic years of the EMBA, students complete eight courses the first year between September and the end of May. After a three-month summer break, students complete the remaining eight courses, beginning in September, and complete the program at the end of May of the second year.

Multi-Campus Executive MBA Academic Chair

In July of 1997, the position of Academic Chair of the Executive MBA Faculty was created. The Academic Chair supports the Executive MBA Executive Director to ensure the academic integrity of the Executive MBA Program. The Chair advises the Director and the Deans on issues related to curriculum, grading, course content, academic standards, student assessment, and course-delivery options. The Academic Chair is selected by the Vice President, the Deans' Council, and the Director of Executive Programs from the faculty of the Executive MBA. EMBA teaching faculty also vote on this appointment. The Chair is appointed for two academic years by the Director of Executive Programs.

Part of the responsibility of the EMBA Academic Chair is to ensure the academic integrity of the Executive MBA program. The Academic Chair is responsible for coordinating ideas for improvements and innovation to the EMBA curriculum. The Academic Chair also oversees the delivery of the EMBA curriculum to ensure that content approved by the EMBA faculty is included in the program, and that content is not duplicated among the courses.

Curriculum Changes and Enhancements

Executive MBA faculty meets as a group at least one time each academic year. Small-group meetings or meetings between a faculty member and the EMBA Academic Chair occur more frequently. Each Executive MBA faculty member is seen as the expert in his or her discipline, and therefore is the individual who determines the content that is critical to his/her course. Each faculty member works closely with the EMBA Academic Chair to ensure that the content of each EMBA course fits into the comprehensive plan of the EMBA curriculum. Once the EMBA faculty determines course content, the EMBA Academic Chair works with the entire faculty to ensure that material deemed relevant or required later in the EMBA program is covered in the appropriate earlier EMBA courses.

Executive MBA faculty members continually review and update the EMBA curriculum. The sequence of the courses and the major outcomes of the curriculum are approved by the majority of the current EMBA faculty. At the faculty meetings, faculty review the content of each of their courses to ensure content is current, applicable, and is consistent with the outcome goals of the EMBA curriculum. The Academic Chair also works to ensure that content is not duplicated among the courses.

Each EMBA faculty member can propose changes or enhancements to the curriculum to the EMBA Academic Chair. The EMBA Academic Chair coordinates ideas for improvements and innovation to the EMBA curriculum. The Chair and the faculty member present these ideas for approval from the EMBA faculty. The EMBA Academic Chair also looks for technological innovations to incorporate into the EMBA program; major technological changes also require faculty approval.

During academic year 2011-2012 there was a major market-research effort to understand the changing needs of employers, with additional inputs from EMBA alumni and prospective students. The next step was intensive review of the existing EMBA curriculum by the EMBA faculty. One EMBA faculty member from each campus was nominated by his or her Dean to serve on a three-person steering committee. That committee met monthly, sometimes bi-weekly, and it sought extensive EMBA faculty input on proposed curricular changes. In the Fall of 2012, the three-person steering committee recommended a new curriculum to the EMBA Deans, who approved it without change later that year. The new curriculum was marketed to prospective students in early 2013, and it took effect in the Fall term of 2013, with the entering EMBA Class of 2015.

Recruiting New Executive MBA Faculty

The EMBA Academic Chair reports to the three business Deans whenever a faculty position is open. The Academic Chair asks the Deans to provide a list of potential faculty candidates. The Deans then provide the names of the faculty they decide are candidates to teach in the EMBA.

The Academic Chair then emails the potential candidates from each business school, asking about their interest in teaching in the EMBA and requesting a current résumé. Then, the faculty candidates who express an interest in teaching in the EMBA are contacted to schedule a meeting. The meeting is between the candidate, the Academic Chair, and the Executive Director of Executive Programs. At the meeting, the candidate's experience teaching executive students and approach to teaching the EMBA course are discussed.

The Academic Chair and the Executive Director of Executive Programs meet to evaluate the candidates and to identify the best candidate to teach the course. Preference is given to a tenured or tenure-track faculty member over an instructor or lecturer. If there is more than one qualified candidate, consideration is given to maintaining an equal representation of faculty from each of the three business schools.

Recruiting faculty for the "Current Topics in Business" course is handled differently. Since the course covers relevant topics and cutting-edge ideas, the Academic Chair or the Deans may send a general email to the entire business faculty asking for topic ideas for the Topics course.

EMBA Admissions

Candidates for the Executive MBA must apply to the Executive Programs office. The application process includes an application form specifically for the EMBA program. All applicants to the Executive MBA are interviewed by the Executive Director.

Candidates to the EMBA are evaluated by the EMBA Admission Committee. The Admission Committee includes the EMBA Academic Chair and the Executive Director of Executive Programs.

To apply to the Executive MBA Program, candidates must have:

- a baccalaureate degree from a university recognized by the University of Colorado; the degree need not be in business;
- an undergraduate grade point average (GPA) of 3.0 or higher;
- a minimum of eight to 10 years of work experience;
- at least four years in a managerial or decision-making position; i.e., first-hand experience in one or more of the following: sales, operating his or her own business, managing people, projects, data, or budgets;
- increasing levels of career responsibility and demonstrated advancement within the organizations at which they have worked.

The Graduate Management Admissions Test (GMAT) is not required for all applicants, but it is required for individuals with an undergraduate GPA below 3.0 or individuals with less than four years in a decision-making position. Applicants who already hold a master's degree or higher do not need to

submit a GMAT score. A GMAT score in the upper 500s to lower 600s is typical for Executive MBA participants; applicants need to receive a minimum score of 500.

Financial Structure

Through prudent management and high-quality educational programs, Executive Programs is able to provide discretionary funds that are returned to each of the business schools. Net proceeds from the Executive MBA are shared equally by the three graduate business schools.

Funds from the multi-campus Executive MBA flow back to the campuses in three ways:

1. Faculty Transfers
 - a. One-sixth of the faculty member's salary and benefits are transferred to the faculty member's home business school to reimburse the business school for the faculty member teaching in the EMBA Program.
 - b. Each business school dean decides how the transferred funds will be distributed to his/her business school.
2. Faculty Stipends
 - a. A stipend is paid directly to the faculty member for the course he or she teaches.
 - b. Currently, a faculty member receives an \$8,000 stipend for teaching a 3.0 credit hour Executive MBA course and \$4,000 for teaching a 1.5 credit hour Executive MBA course.
 - c. The faculty member receives credit equivalent to teaching one-course at his/her business school for teaching an Executive MBA course.
3. Net Proceeds
 - a. At the end of each academic year, the net proceeds from the Executive MBA are available to be distributed to each business school in three equal amounts.
 - b. The Vice President for Academic Affairs and Research and the three business school deans determine what amount of the net proceeds will be evenly distributed to the three business schools and what will be reinvested into the Executive MBA Program.

Allocation of Executive Programs' Fixed Costs

Executive Programs departmental fixed costs, including staff salaries and rent, are allocated to both the Executive MBA program and the Executive MBA in Health Administration program, a Denver-only program.

The three-campus Executive MBA Program covers 58% of the Executive Programs departmental fixed costs; the CU Denver Executive MBA Health Administration program covers 42% of all departmental fixed costs. The allocation of departmental fixed costs was determined based upon departmental staff time related to student support and program recruiting, and student use of resources and classroom facilities. The percentage allocation has remained at the same since 1996.

Benefits to Campuses

- Discretionary funds to the campuses and faculty
- Ongoing interaction between the University's three Deans
- Interaction between business faculty from the three campuses

- Exposure to international business cultures and business practices through participation by one dean and several faculty members on the annual EMBA international business trip
- Exposure of CU's top business faculty to business professionals from throughout the state.

Degrees Awarded: 2010-2014

- June 2010 - 42 degrees awarded
- June 2011 - 40 degrees awarded
- June 2012 - 34 degrees awarded
- June 2013 - 37 degrees awarded
- June 2014 - 32 degrees awarded

Curriculum (Fall 2013)

As noted above, there was extensive review and revision of the EMBA curriculum during AY 2011-2012. Descriptions of each course in the new curriculum follow, in the sequence in which courses are offered.

FIRST-YEAR COURSES

Term 1

Discovering the Leader in You XBUS 6160 – 3.0 Credit Hours (8 weeks)

Examines what it will take to succeed personally and organizationally in fast-changing business environments. The course includes personal assessment and feedback of one's preferences, temperament, personality type, and managerial style in order to be able to capitalize on one's strengths. A second focus is on organizational issues related to multiple generations in the workforce, performance management, and succession planning. For this course, the CU EMBA and the **Center for Creative Leadership** partner to provide a focus on leadership and expertise in solving the leadership challenges of individuals and organizations.

Analytical Decision-Making Skills XBUS 6240 – 1.5 Credit Hours (4 weeks)

Focuses on applying inferential statistics (estimation and hypothesis testing) and using statistical models such as regression analysis for decision-making. Emphasizes the application of statistical tools to identify systematic patterns in large data sets. Also uses graphical displays and other communication channels to present results to business managers without statistical backgrounds.

Managerial Economics for Business Decisions XBUS 6230 – 1.5 Credit Hours (4 weeks)

Addresses profit-maximization, supply and demand, demand elasticity, the estimation of production and cost, and pricing and output decisions for making effective business decisions.

Term 2

Preparing and Interpreting Financial Reports XBUS 6110– 3.0 Credit Hours (8 weeks)

Examines the accounting and reporting procedures underlying financial statements issued by business enterprises. This examination is based primarily on the various rules and guidelines defined as generally accepted accounting principles (GAAP) as established by the Financial Accounting Standards Board (FASB).

Introduction to Business Strategy XBUS 6250 – 1.5 Credit Hours (4 weeks)

Introduces students to business strategy topics as preparation for understanding strategic applications.

Current Topics in Business – Business Law XBUS 6510 – 1.5 Credit Hours (4 weeks)

Emphasizes how socially responsible companies consider the perspectives of multiple stakeholders balancing goodwill and optimizing profit for the business. Explores development of sustainable business strategies that address social and environment issues. Various ethical theories are applied to a variety of business situations.

Term 3

Managing Operations, Business Design and Processes XBUS 6340 – 3.0 Credit Hours (8 weeks)

Examines how organizations use productivity, quality, timeliness, and flexibility to improve efficiency and operating performance; also examines the importance of integrating the marketing and operations functions. Emphasizes supply chain management, lean operations, innovation, and product design to improve competitiveness, operating performance, and efficiency.

Marketing Strategy and Innovation XBUS 6350 – 3.0 Credit Hours (8 weeks)

Provides an overview of current marketing theories and concepts including product, price, place, and promotion considerations used in formulating marketing strategies. Develops skills and understanding in conducting marketing research, analyzing marketing opportunities and threats, identifying and analyzing competition, and formulating and evaluating marketing plans.

Term 4

Strategic Cost Management and Control XBUS 6410 – 1.5 Credit Hours (4 weeks)

Emphasizes how managers use cost data to support decision making. Addresses cost-volume-profit analysis and profit planning, activity based costing, business models, and value-chain analysis. Also includes the role of accounting in financial planning and modeling.

Entrepreneurship and Business Planning XBUS 6430 – 1.5 Credit Hours (4 weeks)

Covers planning a business from inception, including financial planning, product planning, market definition, creating a team, organizing, the elevator pitch, the investor presentation, and so on. Explores funding sources and the techniques and skills needed to obtain funding. Student teams plan all aspects of a new business and present their business case as an investor presentation at the year-end retreat.

Managerial Finance XBUS 6420 – 3.0 Credit Hours (8 weeks)

Develops the skills to address financial implications of major business decisions. Provides an overview of corporate finance, analysis of financial statements, financial planning, capital-investment decisions, as well as capital structure and cost-of-capital considerations.

SECOND-YEAR COURSES

Term 5

Interpreting the Economic Environment XBUS 6530– 3.0 Credit Hours (8 weeks)

Provides an overview of economic activity, factors that determine levels of income and prices, and economic policies as they relate to unemployment, inflation, and economic growth.

Power, Negotiation, and Conflict Management XBUS 6540– 1.5 Credit Hours (4 weeks)

Addresses the strategies and tactics of negotiations in a variety of contexts. Also covers the sources, uses, and misuses of executive power in organizations, and alternative strategies for managing conflict effectively.

Ethics and Corporate Social Responsibility XBUS 6260– 1.5 Credit Hours (4 weeks)

Emphasizes how socially responsible companies consider the perspectives of multiple stakeholders, balancing goodwill and optimizing profit for the business. Explores development of sustainable business strategies that address social and environment issues. Various ethical theories are applied to a variety of business situations.

Term 6

Information Technology and Strategy XBUS 6650 – 3.0 Credit Hours (8 weeks)

Focuses on the management of information as a resource and on the identification of opportunities to exploit its potential for competitive advantage. Examines current issues and trends surrounding the management of information and related technologies and addresses why and how these new technologies can be used to shape and support strategic initiatives.

Executive Leadership in the Global Enterprise XBUS 6770 – 1.5 Credit Hours (4 weeks)

Under the academic guidance of a faculty member, this course will include live cases presented by current or retired CEOs. An important feature of the course learning experience for each student will be the formulation of an individual development plan that focuses on key elements of executive leadership.

Transitioning from Functional to Executive-Level Leadership XBUS 6750 – 1.5 Credit Hours (4 weeks)

How to think from an executive-level perspective and how to achieve a high level of performance and morale from people, teams, and organizations. Emphasizes the development of skills in becoming an executive leader adept at managing change and transforming organizations.

Term 7

Financial Strategy and Valuation XBUS 6620 – 3.0 Credit Hours (8 weeks)

Emphasizes financial decision-making and the formation of financial strategies that will maintain and enhance business value. Includes preparing financial planning, managing growth, conducting capital project analyses, and estimating the value of businesses using discounted cash flow and multiples-based methods.

Sustainable Business Practice XBUS 6710 – 1.5 Credit Hours (4 weeks)

Sustainable business “meets the needs of the present world without compromising the ability of the future generations to meet their own needs” (U.N. General Assembly, 1987). Sustainable business is concerned with the triple bottom line – people, planet, and profits – and is global in scope. This course will introduce students to the broad perspectives of globalization, international business, and sustainability.

Executive-Level Business Strategy XBUS 6760 – 1.5 Credit Hours (4 weeks)

Integrates the knowledge gained in earlier courses. Emphasizes experiences in creating new strategic directions within large and small companies from the perspective of the general manager/CEO/COO.

Focuses on performing the research necessary to understand a company's current state; where to find alternative strategies to select from; and how to decide which strategies are the best ones to implement.

Term 8

Managing in a Global Economy XBUS 6860 – 3.0 Credit Hours (5 weeks plus work in preparation for the International Business Trip)

Examines how social, economic, political, and legal aspects of countries and regions affect marketing and management decisions. Explores strategies for entering new international markets, and establishment and management of international operations and trade.

The Global Business Experience XBUS 6880 – 3.0 Credit Hours (5 weeks plus participation on the International Business Trip)

Integrates theory and practice through a first-hand examination of the global business environment while participating on a nine-day international business trip. This experiential course travels to international business centers where students visit a diverse set of companies, interact directly with executives and senior managers, and/or meet with government leaders in the host countries.

EMBA Assessment Plan for the New Curriculum

1. Program's educational goals or objectives:

The Executive MBA program prepares students for senior managerial leadership positions in the public and private sectors through advanced understanding of how to: create and implement a strategic vision for their organization, improve critical thinking and decision-making skills, develop leadership and team management skills, improve financial, marketing, and technological skills, and understand and operate in a complex global business environment. State-of-the-art business practices and ethics are fundamental elements of the program. Combined resources of the University's three graduate business schools are utilized to carry out the Program's goals and objectives.

2. Student learning objectives: Describe the desired student learning outcomes in terms of knowledge objectives, skill objectives, and (if applicable) dispositional objectives.

Students in the Executive MBA program must demonstrate knowledge and application of: best practices, theories, and skills in the following areas:

- a. Organization management and strategy
- b. Accounting and financial management
- c. Economics and marketing management
- d. Leadership and team management
- e. Technical, critical thinking, and decision-making
- f. Global business practices

3. Assessment methods or techniques: Put a check mark next to the measurement methods that will be used.

Capstone courses

Common multisectional course exams and/or specific questions

Course-based exams or other assessment measures developed by faculty and/or specific questions

Non-course-based exams developed by faculty and/or specific questions (e.g., exit exams, comprehensive exams)

External reviewers

Focus groups

Internships -- evaluations by supervisors

Interviews with individual students

Knowledge surveys

National licensing exams

Oral presentations

Panel discussions

Performances (e.g., in fine arts)

Performance assessments

Portfolios (paper)

Portfolios (electronic)

Poster presentations

Projects or case analyses

Students' self-assessments

Standardized exams

Student advisory councils

Surveys for seniors, graduates, employers

Videotapes of student presentations

Written papers, reports, or case studies

Other—explain: FCQ question #10 "Course as a learning experience"

Other—explain: EMBA alumni assessment surveys

4. Sampling: Describe the sampling methods to be used – i.e., from whom will the assessment data be collected?

Assessment Method	Sampling method
Course-based exams	Executive MBA courses with exams
Team management and leadership assessments	Students in Term 1 with follow-up in Term 7 Students in project teams for second-year international trip
International trip projects	Executive MBA second-year students
Students' self-assessments	Retreat student assessment survey (end-of-year one) International trip student assessment survey (end-of-year two) Alumni student assessment survey FCQ question #10—"Course as a learning Experience..."
Written papers, reports, or case studies	Executive MBA courses with written Projects, reports, or case studies

5. Data-collection methods: Describe how data will be collected, by whom, and when:

Type of Data	To Be Collected By	When
Course-based exams	Faculty teaching Executive MBA courses that use examinations	At various times during selected courses and terms
Team management and leadership assessments	Selected faculty and courses Faculty Advisors for International Trip	Terms 1 and 7 In May each year during and at conclusion of International Trip
International trip projects	Faculty Advisors for the International Trip	In May each year during and at conclusion of International Trip
Students' self-assessments	Executive Director	Retreat student survey (end-of-year one) International Trip student survey (end-of-year two) Alumni student survey Question #10 (Course as a learning experience) on FCQs collected at the conclusion of each EMBA course

<u>Type of Data</u>	<u>To Be Collected By</u>	<u>When</u>
Written papers, reports, or case studies	Faculty teaching Executive MBA courses that require written papers, reports, or case studies	Data collected at the end of each term

6. Assessment-scoring methods: Describe how the assessments will be scored (e.g., calculations of total scores on objective tests; determination of categorical scores via the use of a scoring rubric on open-ended tasks, etc.), by whom, and when:

<u>Type of Scoring</u>	<u>To Be Scored by</u>	<u>When</u>
Course-based exams	Faculty teaching Executive MBA courses that use examinations	At various times during selected courses and terms
Team management and leadership assessments	Selected faculty and courses Faculty Advisors for International Trip	Terms 1 and 7 In May each year during and at conclusion of International Trip
International trip projects	Faculty Advisors for the International Trip	In May each year during and at conclusion of International Trip
Students' self assessments	Executive Director	Beaver Creek Retreat student survey (end-of-year one) International Trip student survey (end-of-year two) Alumni student survey Question #10 (course as a learning experience) on FCQs collected at the conclusion of each EMBA course
Written papers, reports, or case studies	Faculty teaching Executive MBA course that require written papers, reports, or case studies	Data collected at the end of each term

7. Data-interpretation plans: Describe what types of criteria will be used to interpret the data, and how data will be aggregated:

- a. Relative criteria? (pre-post comparisons, analysis of growth or change, comparisons across groups) **N/A**
- b. Absolute criteria? (comparison of results with an arbitrarily-set cut-off, e.g., 80% accuracy) **At least 80% of students will reach the minimum level of competence**

required for each type of performance indicator (e.g., at least 80% will pass the certification exam, at least 80% will obtain a grade of B or better in exams.

- c. How will the data be aggregated across students so that the program-level results are presented clearly? **Percentages will be averaged across performance indicators.**
8. Use of information (the "feedback loop"): Describe how the information will be summarized and reported; to whom it will be reported; and how it will be used to make programmatic recommendations and decisions.

The aggregate results will be reported to the EMBA Faculty and the three Business School Deans. Feedback will be gathered based on areas for concern and needed improvements. This information will be used by the Academic Chair and EMBA Faculty to make needed changes in the curriculum and modes of instruction.

9. Major responsibility for tasks: For steps 5-8, indicate who will take major responsibility for ensuring that the tasks are completed:

Data Collection: EMBA Faculty, Academic Chair, and Executive Director

Assessment Scoring: EMBA Faculty, Academic Chair, and Executive Director

Data Interpretation: EMBA Faculty, Academic Chair, and Executive Director

Reporting: Academic Chair and Executive Director

10. Assessment evaluation: Indicate how the assessment plan will be periodically reviewed by program faculty and, if necessary, revised.

Academic Chair and EMBA Faculty will review the assessment plan each year. Each faculty member will have the opportunity to provide input and meetings will be held at least once a year. Assessment will be reviewed and revised by conducting faculty meetings and reviews.

Learning Objectives and Focus Areas

	Organization Management and Strategy	Accounting and Financial Management	Economics and Marketing Management	Leadership and Team Management	Technical, Critical Thinking, and Decision-Making	Global Business Practices
XBUS 6160: Discovering the Leader in You	X			X		
XBUS 6240: Analytical Decision-Making Skills					X	

	Organization Management and Strategy	Accounting and Financial Management	Economics and Marketing Management	Leadership and Team Management	Technical, Critical Thinking, and Decision-Making	Global Business Practices
XBUS 6230: Managerial Economics for Business Decisions			X		X	
XBUS 6110: Preparing and Interpreting Financial Reports		X			X	
XBUS 6250: Introduction to Business Strategy	X				X	X
XBUS 6510: Current Topics in Business – Business Law					X	X
XBUS 6340: Managing Operations, Business Design and Processes	X		X		X	X
XBUS 6350: Marketing Strategy and Innovation			X			X
XBUS 6410: Strategic Cost Management and Control		X				
XBUS 6430: Entrepreneurship and Business Planning	X			X		X
XBUS 6420: Managerial Finance		X			X	
XBUS 6530: Interpreting the Economic Environment			X		X	X
XBUS 6540: Power, Negotiation, and Conflict Management	X				X	
XBUS 6260: Ethics and Corporate Social Responsibility	X				X	X
XBUS 6650: Information Technology and Strategy	X				X	
XBUS 6770: Executive Leadership in the Global Enterprise	X			X		X
XBUS 6750: Transitioning from Functional to Executive-Level Leadership	X			X		X

	Organization Management and Strategy	Accounting and Financial Management	Economics and Marketing Management	Leadership and Team Management	Technical, Critical Thinking, and Decision-Making	Global Business Practices
XBUS 6620: Financial Strategy and Valuation		X			X	
XBUS 6710: Sustainable Business Practice	X				X	X
XBUS 6760: Executive-Level Business Strategy	X				X	
XBUS 6860: Managing in a Global Economy	X	X	X	X	X	X
XBUS 6880: The Global Business Experience						X

Outcomes Assessment

The EMBA program continues its efforts to evaluate the effectiveness of its curriculum. With input from the first- and second-year classes, EMBA faculty conducted an interim review of the new EMBA curriculum in October 2014, and the faculty proposed changes in course length and sequencing. Two more EMBA faculty-review sessions are scheduled before the end of 2014, with any changes scheduled to take place during the Fall term of 2015. Data collection is ongoing and is reviewed each year to determine what changes are required to improve results. Students in the Executive MBA Program must demonstrate knowledge and application of best practices, theories, and skills in the following areas:

- a. Organization management and strategy
- b. Accounting and financial management
- c. Economics and marketing management
- d. Leadership and team management
- e. Technical, critical thinking, and decision-making
- f. Global business practices

Learning objectives were developed, data were collected, and assessment scoring methods implemented at the course level. A sample of these assessment results for Spring 2014 is provided as a reference. EMBA faculty will discuss the low results in the marketing and finance areas at their Fall 2014 faculty meeting. Our initial assessment has indicated that the results were a function of the instructions provided to the students vs. any fundamental learning deficiency. Data interpretation is ongoing with the objective of continual improvement through clearer specification of course learning objectives and revising existing learning objectives where necessary. The assessment plan is reviewed each year by the Director, Academic Chair, and Executive MBA faculty.

Our objectives for continuous improvement of the Executive MBA Program:

- More clearly define learning objectives to be consistent with student knowledge, application, and skills objectives;
- Better integrate learning objectives across courses with Executive MBA faculty;
- Further develop learning objectives for the International Business Trip experience.

Although this ongoing self-assessment has resulted in many changes to the content of the courses, it has also resulted in many shifts in the focus of our curriculum. For the Academic Year commencing in Fall 2013, the EMBA Program implemented a new curriculum designed to better meet the needs of its changing student demographic.

Data Tables

Spring 2014 Assessment Results

Executive MBA Program

Spring 2014 Assessment Results

Course Learning Outcome: Integrate finance, marketing, technology, operations, and accounting, for synthesis of effective strategies.

Assessment Technique: Scores earned on Global Business Issues EMBA Spring 2014 (Term 8) Faculty Evaluations of Pre-Departure Oral Presentations

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ranges	4-5	3-3.99	1-2.99
1. Abstract or executive summary of specific group objectives and expected findings were provided	18	7	1
2. Specific group research topic hypothesis (es) was (were) well formulated and articulated.	18	6	2
3. General business climate of destination countries and regions was presented/provided.	20	6	-
4. Cultural climate of destination countries and regions was presented/provided.	17	7	2
5. Specific country and regional information related to the specific group topic was presented/provided.	22	4	-
6. Marketing issues or applications related to the specific group topic was presented/provided.	14	7	5
7. Financial issues or applications related to the specific group topic was presented/provided.	11	6	9
8. A list of tentatively arranged meetings and visits was presented/provided.	19	7	-
9. A summary of the objectives you hope to accomplish with planned meetings/visits was presented/provided.	16	10	-
10. Evaluator's overall assessment of the pre-departure group presentation or group paper.	20	5	1

Faculty Participation – 2013-2014

To be judged as being a “participating faculty” member, an EMBA faculty member must complete three (3) of the following five (5) activities.

1. Participate in Executive MBA faculty and curriculum development meetings
2. Participate in new-student Orientation and/or end-of-first-year retreat
3. Serve as an EMBA Faculty Advisor on the International Business Trip
4. Attend Executive MBA Graduation and/or be involved in student/alumni activities, annual new student/alumni party
5. Provide career guidance and advise students

Faculty Member	Faculty Meeting	Trip	Orientation/Retreat	Graduation	Advise	Participating Status
Cascio	X	X	X	X	X	P
Colbert	X	X	X	X	X	P
Crowley					X	S
Davis	X	X			X	P
Gonzalez-Padron					X	S
Gordon	X	X	X	X	X	P
Keaveney	X	X	X	X	X	P
Lawrence	X	X	X	X	X	P
McAllister	X		X		X	P
Melicher	X	X	X	X	X	P
Montealegre	X	X		X	X	P
Nelson	X		X		X	P
Ruhnka	X	X	X		X	P
Seward	X		X		X	P
Warrick	X			X	X	P
Wilcox	X	X	X	X	X	P
Wobbekind	X	X	X	X	X	P

* Faculty who have taught in the EMBA for two or fewer years need to complete only 2 categories to meet participating status.

Table 2-1: Five Year Summary of EMBA Faculty Intellectual Contributions (2010-2014)

CU Executive MBA Faculty	Portfolio of Intellectual Contributions ^{1,2}										Summary of Types of ICs ³		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research	
Cascio, Wayne -	19		5	20		38							
Colbert, Gary -	3												
Crowley, Fred -		8									8		
Davis, Alan ³	1		1		2				25		13	16	
Gonzalez-Padron, Tracy -	10			3	5	10				4	4	20	
Gordon, Ken -									26				
Keaveney, Susan -	1								1				
Lawrence, Steve -	1			2	3	2							
McAllister, Brian -	5				1	2				1	1	6	
Melicher, Ron -			4						1				
Montealegre, Ramiro -	2				1		3		9	2	3	10	
Nelson, Thomas -										2	3		

CU Executive MBA Faculty	Portfolio of Intellectual Contributions ^{1, 2}									Summary of Types of ICs ³		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Ruhnka, John -					3							
Seward, Lori -	1		1							1	1	
Warrick, Don ³	6		4	9	1	8					27	1
Wilcox, Kirk ³	1									1		
Wobbekind, Rich --	1					7			5			

1. Policies guiding EMBA faculty in the production of intellectual contributions are established separately by their home CU campus.
2. UCCS policy states that tenured/tenure-track faculty must produce at least TWO peer-reviewed journal articles and one other peer reviewed activity within five years to be academically qualified. Non-tenure track faculty maintain their professional qualifications through on-going professional certification or development activities and/or current professional experience; they are not required to produce intellectual contributions.
3. Summary of ICs reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship) for UCCS faculty only.

Table 9-1: Summary of EMBA Faculty Sufficiency by Program (2013-2014)

CU Executive MBA Program Faculty	Participating or Supporting (P or S) ¹	Amount of teaching if P (blank if S) ²	Amount of teaching if S (blank if P) ²	% Participating
Wayne Cascio	P	159		
Gary Colbert	P	28.5		
Fred Crowley	S		28.5	
Al Davis	P	151		
Tracy Gonzalez-Padron	S		28.5	
Ken Gordon	P	192		
Sue Keaveney	P	57		
Steve Lawrence	P	57		
Brian McAllister (co-taught w/ Wilcox)	P	0		
Ron Melicher	P	96		
Ramiro Montealegre	P	99		
Tom Nelson	P	54		
John Ruhnka	P	99		
Seward, Lori	P	28.5		
Don Warrick	P	0		
Kirk Wilcox	P	60		
Rich Wobbekind	P	99		
OVERALL TOTAL FOR EMBA		1180.5	57	95.4%

1. As stated in the Executive MBA Policy for Participating Faculty, faculty are judged as being a participating faculty member in the EMBA Program if they complete three of five EMBA activities (two activities for faculty who have taught in the EMBA for two of fewer years). See the policy and participation summary by faculty member provided in the EMBA Appendix.
2. The measure "amount of teaching" is Student Credit Hours (SCH), the standard metric for the CU system.
3. Tables present percentages relating to participating/supporting faculty for the two most recent academic semesters (Spring 2014 and Fall 2013).

Table 10-1: Summary of EMBA Faculty Qualifications, Development Activities, and Professional Responsibilities (2010-2014)

CU Executive MBA Program Faculty	Highest Degree Earned and Year	Date of First Appointment to the EMBA	Percent of Time Dedicated to the School's Mission	Academically Qualified	Professionally Qualified	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities ⁶
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
Cascio, Wayne	PhD 1973	Spring 1982	10%	Yes			82					GR/SER
Colbert, Gary	PhD 1991	Fall 1993	10%	Yes			3					GR/SER
Crowley, Fred	PhD 1984	Fall 2013	5%		Yes		8		1000 hrs			GR/SER
Davis, Alan	PhD 1975	Spring 2006	10%		Yes		29	5 yrs ^{pt}	5 yrs ^{pt}			GR/SER
Gonzalez-Pardon, Tracy	PhD 2007	Fall 2013	5%	Yes			28					GR/SER
Gordon, Ken	PhD 1973	Fall 1996	10%		Yes		26		8 yrs		39	GR/SER
Keaveney, Sue	PhD 1988	Spring 1996	10%	Yes			2				1	GR/SER
Lawrence, Steve	PhD 1988	Spring 1996	10%	Yes			8					GR/SER
McAllister, Brian	PhD 2005	Fall 2013	10%	Yes			8			226 hrs	CPA	GR/SER
Melicher, Ron	DBA 1968	Fall 1982	10%	Yes			5					GR/SER
Montealegre, Ramiro	DBA 1994	Fall 2005	10%	Yes			15					GR/SER
Nelson, Thomas	PhD 1989	Spring 2011	10%	Yes	Yes		5	23 yrs				GR/SER
Ruhnka, John	JD 1967	Fall 1986	10%	Yes			3					GR/SER

Seward, Lori	PhD 1998	Fall 2013	5%	Yes	Yes		2					GR/SER
Warrick, Don	DBA 1972	Spring 1982	10%	Yes			28					GR/SER
Wilcox, Kirk	PhD 1972	Fall 1981	10%		Yes		1	50 hrs				GR/SER
Wobbekind, Rich	PhD 1984	Fall 1994	10%		Yes		13	5 yrs				GR/SER

1. Policies guiding EMBA faculty on requirements for establishing and maintaining academic or professional qualifications are established separately by their home CU campus.
2. UCCS policy states that tenured/tenure-track faculty must produce at least TWO peer-reviewed publications (journal articles, research monographs, books, book chapters, and/or conference proceedings) within five years, at least one of must be a journal article to be academically qualified. Non-tenure track faculty maintain their professional qualifications through on-going professional certification or development activities and/or current professional experience; they are not required to produce intellectual contributions.

Table 10-2: Calculations Relevant to Deployment of Qualified EMBA Faculty (2010-2014)

CU Executive MBA Program Faculty	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 FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
Cascio, Wayne	AQ	10%			
Colbert, Gary	AQ	10%			
Crowley, Fred	PQ		5%		
Davis, Alan	PQ		10%		
Gordon, Ken	PQ		10%		
Gonzalez-Padron, Tracy	AQ	5%			
Keaveney, Sue	AQ	10%			
Lawrence, Steve	AQ	10%			
McAllister, Brian	AQ	10%			
Melicher, Ron	AQ	10%			
Montealegre, Ramiro	AQ	10%			
Nelson, Thomas	AQ	10%			
Ruhnka, John	AQ	10%			
Seward, Lori	AQ	5%			
Warrick, Don	AQ	10%			
Wilcox, Kirk	PQ		10%		
Wobbekind, Rich	PQ		10%		
TOTAL FOR EMBA		110%	45%	0%	71% AQ
					100% (AQ or PQ)