

ACCREDITATION REVIEW TEAM REPORT - Business

**University of Colorado at Colorado Springs
College of Business and Administration and Graduate School of
Business Administration
March 3, 2015**

I. Team Recommendation

A. *Accreditation Recommendation:*

- Extend accreditation for an additional five years with the next accreditation review scheduled for 2019-2020. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement.

- B. *Team Recommendation Review Schedule:*** The Continuous Improvement Review Committee will meet March 23, 2015.

II. Identification of Areas That Must Be Addressed:

Summarize the team's analysis of the school's response and actions to address concerns that were stated during the last accreditation review:

- No specific concerns were reported during the last visit. Since the last visit the College has developed specialized programs, improved the online MBA, received a significant grant for the Daniels Fund Ethics Initiative and continue to strengthen their collaboration with the local community.

Prior to next review, specific recommendations relative to AACSB standards that should be addressed and reported in the accreditation application and at the time of the next review:

- Standard 1: The Mission Statement should be revised, succinct and focused (additional comments are provided below).
- Standard 9: The College does not appear to have written guidelines for determining Participating and Supporting faculty members (additional comments are provided below).
- Standard 10: The faculty publication outlets should be consistent with peers and aspirants. The faculty culture should continue to evolve to the new standards (additional comments are provided below).
- Standard 15: The AoL processes should focus on the curricula, rather than individual courses.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis:

- Colorado ranks 48th in per-student higher education funding, and College base funding has increased from \$5M to more than \$8M since 2010. College exchanged online MBA tuition for \$800,000 in base funding, increasing stability of College budget.
- There is an evident commitment to quality and continuous improvement.
- The collaboration with the local business community provides numerous opportunities for academic and philanthropic activities.
- Academic programs are focused on quality and provide significant revenues to the college.
- Alumni relations and donations are robust.
- The Dean has effectively led the College for 10 years and counting with a strong team and the support of the University Administration, faculty, staff, alumni and the business community.

B. Changes impacting Eligibility Criteria:

- None observed

C. Strategic Management addressing the following:

- While strategic planning process is sound, includes relevant stakeholders, and led to a new strategic plan in 2013, the mission and vision statements have not be revisited for several years, and taking a fresh look at these items would provide a base for pursuing the next reaccreditation.
- The mission and strategic plan are in alignment with the university's mission and plan.
- They have used the strategic plan to guide their decisions and resource allocations. The actions taken and outcomes produced are well documented.

Assessment of the portfolio of intellectual contributions (ICs) as presented in Table 2-1 within the context of the mission

- The portfolio of intellectual contributions (ICs) presented in Table 2-1 fit with the objective laid out in the College mission statement to publish valuable business research and knowledge and to provide valued service to the communities its serves. Of the 689 ICs produced, 489 are other than peer reviewed journal articles, with 229 of these categorized as Practice and 59 categorized as Pedagogy.
- The expectations in terms of the outlets for PRJ's should be revisited relative to College's Mission and List of Peer and Aspirant Schools.
- The portfolio of intellectual contributions seems marginally adequate in terms of quality and impact.

Assessment of the school's IC outcomes in terms of fulfillment of the expectations that ICs emanate from a substantial cross-section of faculty in each discipline and that a significant proportion of the IC portfolio includes peer review journals or equivalent outcomes.

- Two hundred, or 29 percent, of the College ICs are peer reviewed journal articles, and this is a significant portion of the IC portfolio. The ICs are spread across all the Teams in the College and also represent a substantial cross-section of faculty in each Team/functional area.

Financial factors related to mission achievement, new develops, etc.

- The University receives low support from the State
- The College can benefit from more autonomy on the allocation of the differential fee.
- Fund raising has significantly increased.
- The College is managing its funds very well given all the curricular and co-curricular activities.

Significant, appropriate continuous improvement outcomes and assess alignment with the mission and plan.

- Since the last visit the College has developed specialized programs, improved the online MBA, increased sources of revenue and continue to strengthen their collaboration with the local community.
- The School shows a strong commitment to curricula innovation, development and continuous improvement. The process is faculty driven and managed.

D. Participants addressing the following:

- The College experienced a 31% increase in undergraduate degrees conferred in the current five-year period compared to the previous five-year period. The College worked to increase its impact on campus and has increased student credit hours from non-business majors through non-majors who are required to take business classes to fulfill program requirements, business minors, and pre-business students taking business courses prior to admission to the College.
- The College has higher retention rates than the University (84% vs. 71%) and higher 6-year graduation rates (57% vs. 46%). The College provides support to students through advising, career services, and career coaching, and these efforts have led to favorable retention and graduation rates.
- While student headcount has increased over the review period at the undergraduate level, MBA enrollments have decline approximately 24%. First generation students make up 21% of the College, while minority and female students make up 25% and 37%, respectively, at the undergraduate level and 15% and 43% at the graduate level. For the College, 88% of students are in-state students. MBA enrollments have been challenged nationwide, but the College has the opportunity to pursue more MBA, minority, female, and international students.

Student admissions policies, trends, support services, identifying any issues or strengths.

- Student admission policies and enrollment are clear and measure quality.
- Support services count with high-quality, adequate staff.
- Enrollment trends should consider faculty resources.

In regard to faculty sufficiency (Standard 9),

- Each Team/ discipline exceeds the Participating standard of 60%: 71% for Accounting & Finance, 81% for Business Analysis, 74% for Management, and 77% for Marketing. For the College as a whole, the Participating ratio is 75%, and just meets the AACSB standard. Due to new faculty hires the share of SCH taught by participating faculty has improved to 78% in AY 14-15 and should improve further if the College successfully fills two current openings for which searches are underway.
- While the College does align with the standards, it has no margin for error in attracting and maintaining Participating faculty members. The College has 33 tenure/tenure track faculty members that are augmented by 13 non-tenure track faculty members and 44 lecturers. While the 46 tenure/tenure-track and non-tenure faculty members do participate in the life of the College in all dimensions, the lecturers who make up half of the faculty by headcount are *Supporting* faculty members in many cases. The lecturers each teach an average of 2 classes per year.

The school's alignment with deployment of participating faculty as detailed in Table 9-1

- Academic units and academic programs meet the standards.

The school's compensating actions to support quality. Factors to address may include impact on degree progress and access to faculty.

- Access to faculty and staff seems to be adequate and having a positive impact on degree progress.

The school's policies for determining participating and supporting status

- The College does not appear to have written guidelines for determining Participating and Supporting faculty members, and a review of faculty resumes shows there is a basis for the Participating/Supporting classification of faculty in Table 9-1. The resumes also indicate that the College's faculty participation supports educational quality and meets the spirit and intent of the student-faculty interaction principles in Standard 9. The challenge for the College going forward is make sure that more of its cadre of *Lecturers* participates in the life of college beyond teaching.

In regards to faculty qualifications (Standard 10)

- The College has a sufficient number of Academically Qualified (AQ) faculty members for the College (58%) and across each Team/discipline: 51% for Accounting & Finance, 53% for Business Analysis, 74% for Management, and 54% for Marketing. As noted above, the College faculty have produced 200 peer reviewed journal articles over the review period as well as 229 Practice and 59 Pedagogy ICs. The College overall has a sufficient number of Professionally Qualified (PQ) faculty members, with an AQ+PQ ratio of 94%. Management has an AQ+PQ ratio of 98%, Marketing has an AQ+PQ ratio of 100%, while the AQ+PQ ratio for Accounting & Finance is 92% and for Business Analysis it is 85%.
- The College's actions support quality education, and overall, the College meets the spirit and intent of Standard 10 in terms of both AQ and PQ faculty members. The faculty provides adequate support for students in terms of their degree progress and access to faculty, and the faculty provide a solid quality of instruction. As with most business schools, the College faces the challenge of having its most senior tenure/tenure track faculty members maintain their academic qualifications. In addition, the College needs to encourage some of its non-tenure faculty members and lecturers to maintain their professional qualifications.
- The College has adequate policies for establishing and maintaining academic and professional qualifications. On its own initiative, the College has strengthened its AQ requirements for the current review and has ratcheted them even further to comply with the 2013 Standards. The College's latest guidelines on Academic and Professional Qualifications, similarly are aimed to comply with the 2013 Standards. The College also has prepared documents for Faculty Qualifications Per 2013 AACSB Standards and Differential Workload Policy. These are designed to help faculty attain and maintain SA, PA, SP and IP status. This forward- looking approach reflects a recognition that College must strengthen some areas of faculty qualifications and the College is being proactive in taking steps to do so.

The school's deployment of qualified faculty as documented in Tables 10-1 and 10-2

- Existing faculty management policies in regards to their support for deployment of sufficient and qualified faculty in support of degree programs and other aspects of the school's mission meet the standards.
- Support services are delivered by high-quality, sufficient and effective staff.

The school's actions to support quality and meet the spirit and intent of Standard 10

- The College should revise the AQ (SA) and PQ (PA) definitions for the next visit for consistency with peer and aspirant schools.

The school's policies for establishing and maintaining academic and professional qualifications

- The College should continue to provide guidance and opportunities for faculty to maintain their academic qualifications.

Existing faculty management policies in regards to their support for deployment of sufficient and qualified faculty in support of degree programs and other aspects of the school's mission

Academic and Professional Engagement:

- Numerous, high-impact activities in the community are in place
- Highly attended career fairs
- Highly attended networking events
- The College, through the Daniels Fund Ethics Initiative, provides high-quality programs and education in ethics. The Fund supports the School's mission.

E. Assurance of Learning:

- The College has a well-developed assurance of learning process with dedicated oversight by an assistant dean. The assistant dean works with the Undergraduate and Graduate Curriculum Teams, department heads, and faculty to ensure that AoL goals are assessed and areas for improvement identified. The AoL timetable for collection of data, its assessment, and feedback to the appropriate teams and disciplines provides timely feedback on AoL outcomes so that appropriate changes to the curriculum can be made on an ongoing basis.
- The faculty own the AoL process and have developed the measures for assessing learning goals and embedded the assessments at appropriate places in the curriculum. The faculty developed an end of degree exam customized to the College's undergraduate and graduate programs and curriculum that is administered each semester in the capstone course. It is also worth noting that a portfolio approach is used to assess writing competency.
- The College has implemented a number of significant curriculum changes since the last accreditation visit as a result of the AoL process.
- The AoL outcomes have resulted in curricula revisions.
- The AoL program reflects,
 - " Commitment to quality and continuous improvement,
 - " Commitment to AoL,
 - " Effective students evaluations of teaching quality are in place.
 - " High quality teaching is evident.

Continuous improvement in regards to curricula development

- Revisions to the university-wide curriculum, known as Compass Curriculum, resulted in several significant changes to the undergraduate curriculum.
- 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.
- 2 significant management curriculum changes:
 - " An undergraduate entrepreneurship minor, and
 - " Focusing on negotiation and conflict management within the general management emphasis in both the undergraduate and MBA programs.
- Requirement of at least one approved global perspectives elective course as part of their MBA degree

Describe some major factors that have impacted curricula development including

externalities as well as outcome assessment results.

- Curricular improvements over the past five years can be classified into two broad categories:
 - " Additions or changes driven by market opportunities, stakeholder feedback, and team or discipline strategies, and
 - " Refinements of existing curriculum driven by assurance of learning results.

Address the assurance of learning program for undergraduate, masters, and/or doctoral degree programs, their maturity, and impact on curricula management.

- Because a majority of the learning outcomes have been reached for all assessed programs, a review and reassessment of learning outcome expectations and goals is warranted.
- The AoL processes should focus on the curricula, rather than individual courses.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

- The College serves a large number of military students, and their dependents, who must continue their education elsewhere when transfers to other duty locations occur, and this negatively affects graduation rates. Through the University's Degree Audit Reporting Systems and advisors who are involved in the life of the College, the College has generated higher retention and graduation rates than the University. Expanding online offerings will help to retain and graduate more of these students. Advising focuses on helping students determine their degree plan and then successfully complete that plan.
- The College's strategic planning process involves faculty, staff, college leadership, and advisory board members and is placed within the guiding principles of the University of Colorado System and the strategic plan of the University. The strategic plan of the College is structured to implement mission-driven decision-making that has a clear message roadmap and goals that correspond to UCCS strategic goals.
- The College uses conservative financial planning. Base funding increased by 59 percent over the last five years, and the base budget is augmented by online and executive MBAs fees, international students fees, and fundraising efforts. Through prudent financial management, the College has generated \$3.78M in reserves.
- The College of Business Dean also holds the position of Associate Vice Chancellor for Online Education and Initiatives for the University and has been instrumental in moving the University toward online programs. This forward-looking work will help the University provide competitive offerings over time and will help position the College to adapt to evolving student needs and enrollment trends.

- High quality speakers with high attendance – significant student involvement with the community.
- Lifetime entrepreneurship award luncheon is a signature event with the community and alumni that raises over \$100,000 each year.

B. Effective practices:

The College has strengthened its AQ policy to include one additional peer-reviewed activity in addition to two peer-reviewed articles. In addition, as it moves to the 2013 Standards, the SA policy will be strengthened further to require two peer-reviewed articles plus three additional scholarly activities. The College updated its Academic and Professional Qualification guidelines in 2009 and 2014, and now the guidelines also comply with the 2013 Standards. The qualifications of its faculty receive continual attention and is evolving with higher expectations for faculty research and publications. The College has also developed a Workload Policy to determine how faculty time is allocated to achieve and maintain Scholarly Academic and Practice Academic status. The possibility exists for faculty to deviate from the standard workload to achieve career or institutional goals.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards

- The College has a dedicated career services director to work with business graduates. In preparation for meeting the new standards the college should work to create a systematic process for collecting internship and placement data for college of business graduates.
- Continue to monitor faculty sufficiency concerning academic and professional qualifications in light of any new degree program or concentration offerings.
- The advisory board should be more directly involved in providing input that informs the curriculum.

B. Consultative report on matters not related to the accreditation decision:

- Although the online and EMBA programs provide revenue for the college, it is imperative that the university continue to provide additional resources to support hiring qualified faculty in critical areas.
- The College should continue to work with central administration to identify opportunities for creating a more autonomous financial model for the College. One possible area is differential tuition which is currently collected from each business student but is not allocated back directly to the College for investment in students, faculty, and programs.
- The College is currently allocated two dedicated academic advisors for approximately 1,600 undergraduate students. Additional resources should be invested in this area to help ensure student retention and progress toward graduation.
- Opportunities should be explored to better integrate academic programming into professional advising and career services.

VI. Visit Summary

- A. *Descriptive Information:* Brief description of the school including its size and institutional setting

The University of Colorado Colorado Springs is one of four autonomous campuses in the University of Colorado system. The College of Business, one of seven colleges in the University, has just over 300 graduate students and approximately 1,600 undergraduate students. Both the university and the college have experienced steady growth over the past five years, with the majority of students coming from southern Colorado.

The campus MBA is offered in the evening to meet the needs of the local working-student population. To better serve their 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, with their online MBA now in the 19th year. In 2012 they 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. With both campus and online delivery at the MBA and undergraduate levels, the college provides flexibility for students to complete their degrees.

- B. *Degree Programs:* List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates
Bachelor of Science (BS) in Business	Accounting, Business Administration, Finance, Human Resource Management, Information Systems, International Business, Management, Marketing, PGA Golf Management (option), Service Management, Sport Management, General Business	270
Bachelor of Innovation™ (BI) in Business Administration	Accounting, Finance, Human Resource Management, Information Systems, International Business, Management, Marketing, Service Management	7
Master of Business Administration (MBA)	Accounting, Finance, General Business, Health Care Administration, Innovation Management, International Business, Management, Marketing, Operations Management, Project Management, Service Management	115
Executive MBA (EMBA)		32

C. *Comparison Groups:*

University of Nebraska at Omaha
University of West Georgia
University of Michigan-Dearborn
California State University, East Bay
Northern Kentucky University
Oakland University (Michigan)
Rutgers University (Newark)
Texas A&M Corpus Christi
University of Massachusetts Dartmouth
Bridgewater State College
University of Wisconsin-Whitewater
Wright State University
Montclair State University
Rowan University
Salem State University
University of Tennessee at Chattanooga
University of North Florida
West Chester University of Pennsylvania

Competitive group

University of Colorado (Boulder)
University of Colorado (Denver)
Colorado State University (Ft Collins)
Colorado State University (Pueblo)
University of Northern Colorado
University of Denver

Aspirant group

Portland State University
James Madison University
Louisiana Tech University
Miami University (of Ohio)
University of Texas at El Paso
University of North Carolina at Charlotte
New Mexico State University
University of Texas at San Antonio
University of Wisconsin-Milwaukee
Iowa State University

D. *Visit Team Members:* February 22-24, 2015

Jorge Haddock (Chair)
Robert Dooley
Michael E. Solt

F. *Review Visit Schedule:* Attached are two visit schedules. The second one indicates the original planned schedule. However, due to a winter storm, campus was closed the Monday of the visit and the schedule was amended. The first visit schedule is the one followed. Almost all of the faculty and support staff came to campus in spite of the weather, road conditions, and a closed campus. The major changes made were:

- i. Members of the Dean's Executive Advisory Board and Alumni Board met with the team at the hotel rather than on campus
- ii. All meetings were adjusted to accommodate a condensed schedule
- iii. the undergraduate and graduate curriculum committees met together in a combined meeting
- iv. the visit team split up and held the Academic Program/Student Support meeting and the Outreach Programs meeting concurrently

F. *Materials Reviewed:*

1. Continuous Improvement Review Report
2. All faculty CVs

UCCS College of Business

UNIVERSITY OF COLORADO COLORADO SPRINGS

College of Business and Administration and Graduate School of Business Administration

AACSB International Continuous Improvement Review

Team Visit Agenda - February 22 – 24, 2015 **Amended February 23 due to closed campus**

Hotel Accommodation: Garden of the Gods Club and Resort College of Business Team Work Area: Dwire Hall 308		
Sunday, February 22, 2015		
Time	Event	Attendees/Notes
4:00 PM	Team members meet	Jorge Haddock (chair), Robert Dooley, Michael Solt
6:15 PM (Venkat to pick up CIR team at 6:00 PM)	Dinner at Caspian Café 4375 Sinton Rd.	Strategy Team: V. Reddy, C. Claiborne, A. Czaplewski, T. Duening, G. Klein, B. Sonnier, W. Adoretti
Monday, February 23, 2015		
8:30 AM to 9:30 AM Garden of the Gods	Dean's Executive Advisory & Alumni Boards	
9:30 – 10:00	Travel to campus	
10:00 – 11:30 Dwire 308	Dean & Associate Dean	V. Reddy and C. Claiborne
11:30 – 12:00	Working Break	
12:00 PM – 12:45 Dwire 205	Lunch with UG & MBA Students	5 students
12:45 – 1:35 Dwire 204	Tenured Faculty	Professors: R. Duray, J. Ferguson, D. Gardner, J. Milliman, E. Olson, M. Shepherd, D. Warrick, T. Zwirlein Associate Professors: M. Beranek, M. French, T. Gonzalez-Padron, B. McAllister, G. Woodward
12:45 – 1:35 Dwire 205	Un-Tenured TT Faculty	Assistant Professors: J. Bradley-Geist, D. Bluhm, Y. Fan, M. Key, J. Ma, M. Metzger, K. Tomlin, J. Van Scotter, Y. Xu,
12:45 – 1:35 Dwire 311A	Non-Tenure Track Faculty	NTT: G. Augspurger, W. Ayen, A. Batten, D. Belger, F. Crowley, D. Leupp, T. Santella, C. Stiles, G. Stringer, S. Van Ness
1:35 -1:45 PM	Break	
1:45 – 2:30 PM Dwire 204	Graduate Team	C. Claiborne (chair), R. Duray, J. Ferguson, E. Olson, M. Shepherd, D. Warrick, T. Zwirlein, W. Adoretti, J. Janssen, W. Porter
	Undergraduate Team	C. Claiborne (chair), M. Beranek, D. Leupp, J. Milliman, G. Woodward, W. Adoretti, R. McCann
2:30 – 3:15	Academic Programs and Student Support Dwire 204	R. McCann (UG), J. Trvdy (UG), N. Polok (BI), J. Janssen (MBA), W. Porter (MBA), M. Sutherland (PGA), E. Olson (Sport), I. Ratz (Sport), James Kumm (Placement), T. Parks (Ed. Tech.)
	Outreach Programs Dwire 205	T. Gonzalez-Padron (Ethics), T. Bailey (SCEF), S. Rogers (OPED), S. Bruner (Alumni), E. Nissen (Marketing), M. Hagemann (Development)
3:15 PM – 4:00 PM Dwire 308	Strategy Team	V. Reddy, C. Claiborne, A. Czaplewski, T. Duening, G. Klein, B. Sonnier, W. Adoretti
Tuesday, February 24, 2015		
8:15 AM - 9:15 AM Dwire 308	Dean & Associate Dean	V. Reddy and C. Claiborne
9:15 AM - 10:00 AM Main Hall 402	Chancellor & Provost	P. Shockley-Zalabak and M. Coussons-Read

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6:00 PM	Dinner, location TBD	Strategy Team: V. Reddy, C. Claiborne, A. Czaplewski, T. Duening, G. Klein, B. Sonnier, W. Adoretti
Monday, February 23, 2015		
7:30 AM to 8:30 AM	Breakfast with Members of Dean's Executive Advisory Board & Alumni Board	8 members
8:45 AM – 9:45 AM	Dean & Associate Dean	V. Reddy and C. Claiborne
9:45 AM – 10:00 AM	Break	
10:00 AM - 10:45 AM	Undergraduate Team	C. Claiborne (chair), M. Beranek, S. Harris, D. Leupp, J. Milliman, S. Trumpfheller, G. Woodward, W. Adoretti, R. McCann
10:45 AM - 11:30 AM	Graduate Team	C. Claiborne (chair), R. Duray, J. Ferguson, E. Olson, M. Shepherd, D. Warrick, K. Zahller, T. Zwirlein, W. Adoretti, J. Janssen, W. Porter
11:30 AM - 12:30 PM	Lunch with UG & MBA Students	6-10 students
12:30 PM - 1:30 PM	Tenured Faculty	Professors: R. Duray, J. Ferguson, D. Gardner, J. Milliman, E. Olson, M. Shepherd, D. Warrick, T. Zwirlein Associate Professors: M. Beranek, M. French, T. Gonzalez-Padron, B. McAllister, G. Woodward
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1:30 PM – 1:45 PM	Break	
2:00 PM- 2:45 PM	Academic Programs & Student Support	R. McCann (UG), J. Trvdy (UG), N. Polok (BI), J. Janssen (MBA), W. Porter (MBA), M. Sutherland (PGA), M. Bacheldor (PGA), E. Olson (Sport), I. Ratz (Sport), James Kumm (Placement), T. Parks (Ed. Tech.)
2:45 PM – 3:30 PM	Outreach Programs	T. Gonzalez-Padron (Ethics), T. Bailey (SCEF), S. Rogers (OPED), S. Bruner (Alumni), E. Nissen (Marketing), M. Hagemann (Development)
3:30 PM – 3:45 PM	Break	
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