

TEAM VISIT REPORT – MAINTENANCE OF ACCREDITATION REVIEW

**Weber State University
Goddard School of Business & Economics**

I. Team Recommendation

A. Accreditation Recommendation:

- Sixth Year Review to take place in the following year to examine the specific accreditation standards-related problems cited in the Maintenance Review Visit Report, along with the respective reporting expectation, reporting date and the expectations for accomplishments. Concurrence by the Maintenance of Accreditation Committee is required prior to official notification.

Note: In all cases, the applicant may file a statement with the Maintenance of Accreditation Committee in response to the Peer Review Team Report.

B. Team Recommendation Review Schedule: The Maintenance of Accreditation Committee will meet Monday, December 10, 2012.

II. Identification of Areas That Must Be Addressed During the 6th Year Review:

- Relative to deployment of Qualified faculty (Standard 10), the Goddard School must meet AQ and AQ+PQ percentages as stated in AACSB standards. This was an issue during the last maintenance visit and the 6th year review. The School has ambitious hiring plans and seems to be making good progress in regard to meeting Standard 10 requirements. Faculty vita should be provided in a more comprehensive format, including all information needed to assess individuals' qualifications.
- Relative to undergraduate and MBA learning goals (Standards 16 and 18), the Goddard School should clarify actions taken to close the assessment loop and clearly demonstrate the results of the process.

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

A. Situational analysis:

Like many schools across the country, Weber State University and the Goddard School of Business & Economics have experienced budget cuts. On a positive note, Utah's downturn was not as severe as many other states, the economy is currently experiencing modest growth, and the University is in the midst of a capital campaign that could bring much needed funds to the Goddard School. The addition of a new development director and institution of differential tuition for graduate programs also provide indication of potential for increased funding.

B. Changes impacting Eligibility Criteria:

The team is not aware of any changes since the application that impact the eligibility criteria. However, one concern that remains unaddressed from the previous visit is a sales degree offered outside the Goddard School. That program has over 350 majors and graduates represent themselves as business alumni, raising questions about the scope of the review and the Goddard School's ability to maintain branding and distinctiveness of programs with AACSB accreditation. This is a University issue that will require support of upper administration to address. The current arrangement will eventually result in having the entire COAST program come under the elements reviewed for accreditation, thus putting the Goddard School's AACSB accreditation in jeopardy.

C. Strategic Management addressing the following:

The Goddard School's mission remains unchanged from the previous maintenance visit and is appropriate for the school and in alignment with the University's mission. With finalization of the University's mission change during 2011-12, the team recommends that the Goddard School revisit their mission this year to ensure continued alignment.

Some processes were suspended during the transition period to a new dean; however, recent activity indicates that strategic planning processes are in place. The development of new strategic initiatives is the result of a process involving all major stakeholders, including a newly reinvigorated external board. Although a strategic management plan can be presumed from various components of the report, the School would benefit from creation of a clearly defined and articulated *Strategic Plan*.

With a new dean in place less than a year and half, details of some past decisions are unavailable. Allocations of resources for the future appear to be in line with the mission statement. The five strategic programs identified as focus areas provide a clear direction for making future decisions.

The Goddard School appears to have made strategic decisions in internationalizing the curriculum and student body.

The School's portfolio of intellectual contributions is consistent with the mission, heavily weighted toward contributions to practice.

The output of faculty research is currently below expectations. Although the existing research pool does appear to emanate from a cross-section of faculty, there is a shortage across the board. While the School's shift in emphasis from quantity to quality of publications is laudable, the team notes that the quantity goals have not yet been met. This was a major concern during the previous maintenance visit and sixth year review.

The Goddard School has aggressive and ambitious goals for building on the five strategic programs. Achieving these without additional funding will be problematic. If proposed funding is acquired, the School's plan provides clear direction.

D. Participants addressing the following:

- In regard to students:

The documentation describing the admissions process, which includes the completion of business foundation courses, achievement of a minimum grade point average, and the registration for one additional course that assesses both foundation course knowledge and writing skills, describes a very effective way of preparing students for their studies in business. The process enables the Goddard School to effectively establish strong standards for program entry and completion. The school has performed well with respect to attracting ethnic and racial minority students. The data provided also show that the percentage of all students who are female, 33 percent, falls well below the national average for business schools, although it is important to note that the school has performed quite well in attracting female students to study accounting. Less clear is the admission process for students in the 2+2 program in partnership with Shanghai Normal University and Woongji Accounting and Tax College. The Goddard School has worked with their international partners to develop curriculum, but assessment is needed to ensure the programs, curricula, and entrance requirements (e.g., TOEFL scores) meet expectations. Given the limited human resources available to the Goddard School, close evaluation of these programs is needed to determine more precisely the benefits and costs (e.g., Goddard School faculty and administrative time commitments to the first two years of study), particularly before new programs are developed.

The advising model being used is less than optimal with respect to the human resources needed to provide high quality services. Even with the addition of a second professional advisor, the school is understaffed. Secretaries should not serve as advisors, and the faculty are already too

busy teaching additional courses to deliver degree-specific advising. Students need additional information regarding how to access and use the new degree tracking system. They also need to be better informed about class scheduling. An unintended consequence of the current model of advising is that students can graduate without ever having seen or talked with an advisor.

The career services model in place that includes a professional assigned to the school is a good one. The career services director is most helpful in preparing students to enter the workforce. The business advisory council noted that students are well prepared for interviews. However, resources are taxed given that the career services director is serving both the Ogden and Davis campuses. No indication is provided in regard to how the success or lack of success of this service is determined. The recent addition of a second person, a part-time human resources specialist, to the team has clearly strengthened the program. It should be noted that the number of internships held by Goddard School students is low, and that at least some students are confused by the process for getting an internship approved by School faculty and staff.

- In regard to faculty sufficiency (Standard 9),
There is a shortage of faculty resources given the mission of the Goddard School, faculty-driven preferred class size, and the number of students enrolled. The Maintenance of Accreditation Report provides an estimate of 6 to 10 additional faculty needed. While the peer review team is not in a position to identify an exact number of faculty needed, it is believed that the range provided is reasonable. Implementation of differential tuition for undergraduate business programs would help alleviate the faculty shortage. The current combination of faculty shortage and small class sizes results in the fact that a number of faculty are teaching on an overload basis, leaving less time for research and community engagement, the two other pillars of the school's mission. Low faculty salaries likely explain why many faculty want to teach additional courses. Table 9-1 indicates that the Goddard School exceeds AACSB standards regarding faculty sufficiency for the entire School. However, finance (57 percent) and information systems (55) fall below expectations. The written standards for classifying whether a faculty member is participating or supporting are reasonable.

- In regard to faculty qualifications (Standard 10):
In the 5th Year Maintenance of Accreditation report for 2007-2008, it was noted in detail that the Goddard School fell below AACSB international standards regarding the qualification of faculty, and even the 6th year review documented that in some areas standards still had not been met, but that significant progress had been made. Five and four years later, respectively, the same issues remain. Tables that compare current data on faculty qualifications with those from 2007 and 2008 show that there has been a small improvement in the already low percentages in some categories and a regression toward lower figures in others. A new Research Initiative Program (RIP) has been implemented (since 2009) and tenure and promotion documents revised. The longer term effect of RIP is unknown, and a plan for assessing the effectiveness of the program is

needed, especially given the cost of the endeavor. The tenure and promotion document revision does not provide enough guidance with respect to the number (at least within a range) and quality of intellectual contributions needed to gain tenure and promotion. Both junior and senior faculty are unclear as to the research requirements for tenure. The Goddard School is attempting to change its culture with respect to research, and some progress has been made. More clarity and consistency with respect to policy will help considerably informing that culture.

A relatively detailed “what-if” analysis is provided regarding the faculty qualifications profile for the 2013-2014 academic year. It is a positive analysis that shows the profile improving markedly, meeting AACSB-International standards as the result of a combination of retirements and new hires. Issues of faculty salaries and availability raise questions regarding whether success in all faculty searches will be achieved, but the College seems to be making strong progress in the hiring process. Second, the Goddard School is attempting to create a strong belief among all faculty that research is valued and necessary. Other elements and support systems must be in place in order to maintain faculty qualifications in the long term.

Examination of the data provided shows that the Goddard School falls below expectation that 60 percent or more of the faculty, based upon percent of time devoted to mission, be academically qualified (58 percent). In addition, accounting (51 percent), finance (53), information systems (54), and management (32) fall below expectations. Marketing, supply chain management, and economics meet or exceed the standards. The School also falls below the expectation that 90 percent or more of the faculty be classified as academically or professionally qualified—83 percent. It should be noted that the School had ten retirements and one resignation in 2011-12 which will significantly alter the qualifications composition in future years.

Two additional issues must be considered in evaluating faculty qualifications. First, four Ph.D. faculty are classified Professionally Qualified (PQ) when in fact it can be argued that they are not qualified at all (i.e., Professor Deppe, Accounting, Professor Swearingen, Accounting, Professor Christensen, Business Administration, and Professor Yu, Business Administration). PQ was not intended to be used as a category for Ph.D.-level full-time faculty who do not achieve publication requirements, and in fact, Goddard School written standards for professional qualification do not include holding the degree of Ph.D. Therefore, the AQ and AQ+PQ percentages appearing in the table are overstated, particularly in regard to accounting. There is a shortage of research across the faculty, with many who are AQ having only two PRJs and being subject to losing status as their oldest publications time out.

Second, the Goddard School has taken an important step in emphasizing that the quality of a publication is important and should be rewarded. Each department has developed a list of highest quality journals, safe harbor lists, but it is not clear how a journal makes it on to the list as well as how the school’s mission influences the process. Senior faculty, in particular, are not clear

about how journals are added to the list. Moreover, more basic issues concerning what constitutes peer review and how the safe harbor list affects expectations for the number of publications needed for tenure and for maintenance of AQ status arose in conversation.

E. Assurance of Learning:

It is clear that the School has made major progress in AOL since the previous maintenance visit. However, in an effort to correct past mistakes, the School has gone overboard and collected vast amounts of data with minimal application of the data to programmatic changes. The School should reduce the number of learning goals and objectives, eliminate assessment of majors and certificates, and focus on degree programs. Some loop closing activities have been undertaken, but it is not clear in some of the processes described that loop closing is accomplished. The volume of data collected is overwhelming both to faculty collecting data and to the analysis and application efforts. A more measured approach to periodic (not continual) data gathering is strongly recommended.

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

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

One clear strength is the consistently high performance of students on the major field exams. These scores likely indicate that those graduating from the Goddard School have a strong knowledge of business over several areas of specialization.

An additional strength is the smart and hard work of the current dean who has performed admirably under difficult circumstances. The strategic addition of programs, the plan to implement differential tuition at the undergraduate level, and the efforts to increase private giving bring great value to the School.

B. Effective practices:

The process of admission to the Goddard School is an effective practice. In addition to the expected course and grade point requirements, students are required to complete one additional course which assesses business foundation knowledge and writing capability, both of great value for continued study in the school. Moreover, a formal application process is in place and includes basic student information as well as agreement to abide by the school honor code.

The Nye Lecture Series provides a valuable opportunity for students to hear and interact with successful business leaders. After each lecture 10 to 15 students attend a more intimate lunch and conversation with the guest speaker.

The School should be commended for conducting a retreat for new faculty that was well received by new hires and created a strong sense of community within the School. The day-long, off-campus event was particularly helpful in introducing new faculty to the Goddard School culture.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

Through the RIP program, additional financial resources have been added to assist with improving research output. A close evaluation of the effects of this program is needed to determine if RIP is an effective and efficient way to increase productivity. At the three year mark it is now possible to determine, for example, the average cost of a published article in a safe harbor journal. Thus far RIP has had little aggregate impact on the intellectual contribution portfolio of the Goddard School.

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

The addition of differential tuition at the undergraduate level will provide desperately needed funds for faculty hiring, professional development, and support personnel and services. The College would benefit greatly from the addition of a full-time associate dean and full-time chairs. Additionally, an assistant dean, increased advising and career support, and graduate assistants would allow the School to move forward regarding the quality of student services offered as well as allowing the dean more time for outreach and fundraising.

Enrollment and degrees conferred numbers for marketing and management are low with particular decline in recent years. These areas of study typically have high enrollment figures and analyses with respect to the reasons behind these low numbers are needed.

To enhance collaboration on intellectual activities, we suggest periodic “brown bag” lunch sessions where Goddard School faculty can discuss/trade ideas and identify potential collaborators. Faculty seem eager to work together but unsure about others’ areas of interest.

VI. Visit Summary

A. Descriptive Information:

Weber State University (WSU, www.weber.edu) is a public, co-educational, open enrollment, urban university with a total Fall 2012 enrollment over 24,000. The University draws the vast majority of its students from the five-county Northern Utah region, although efforts to recruit nationally and even internationally are gaining strength across the campus. WSU offers separate

associate, baccalaureate, and master degree programs from its seven academic Colleges and Schools: the College of Applied Science & Technology, the College of Arts & Humanities, the John B. Goddard School of Business & Economics, the Jerry & Vickie Moyes College of Education, the Dr. Ezekiel R. Dumke College of Health Professions, the College of Science, and the College of Social & Behavioral Sciences. Regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), WSU’s Carnegie Classification is “Master’s Colleges and Universities II.” It has its own Board of Trustees and is one of eight public institutions of higher learning in Utah governed by the Utah Board of Regents. WSU has ranked consistently in *Public Best Master’s Institution in the West* by US News & World Report.

The establishment of the College of Business & Economics was approved in 1966 with the creation of four academic colleges at (then) Weber State College. With the naming gift in 1996, the Board of Trustees and the Utah Board of Regents approved the name change to the *John B. Goddard School of Business & Economics*. The Goddard School’s 44 full-time faculty are assigned to one of three academic departments: School of Accounting & Taxation, Department of Business Administration, and Department of Economics. The Goddard School also utilizes qualified part-time faculty from the Ogden/Clearfield MSA and the Salt Lake City MSA. The School has approximately 2,000 undergraduate and 400 graduate students.

B. Degree Programs:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	2011-12 Graduates	
BSBA			223
	Accounting	76	
	Business Administration	47	
	Economics	31	
	Finance	17	
	Human Resource Mgmt	10	
	Info Systems & Tech.	14	
	Management	5	
	Marketing	8	
	Supply Chain Mgmt	15	
MBA			69
MAcc			29
MTAX			32

B. Comparison Groups:

Comparable Peers:

Arkansas State University-Jonesboro
Central Missouri State University
Eastern Washington University
Grand Valley State University
Idaho State University
Northern Arizona University
Portland State University
Southern Indiana University
University of Nevada, Reno
University of Northern Colorado
University of Tennessee at Chattanooga
University of West Georgia

Competitive Group:

Brigham Young University
Southern Utah University
University of Utah
Utah State University
Utah Valley University

Aspirant Group:

Boise State University
California Polytechnic San Luis Obispo
Eastern Michigan University
Grand Valley State University
Indiana University-Purdue University, Indianapolis
Miami University
New Mexico State University
St. Louis University
University of California-Irvine
University of Denver
University of Nebraska-Omaha
University of Northern Colorado
University of Oregon
Western Washington University
Wichita State University

D. *Visit Team Members:*

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E. *Maintenance Review Visit Schedule:*

Sunday, October 21, 2012			
3:30pm	Peer Review Team meeting to discuss unresolved issues and review schedule	Team	Ogden Marriott conference room (please check with hotel for room)
5:00pm	Pick up at Marriott & transport to WSU	Team, Steagall, Malone	Ogden Marriott lobby
5:15 pm	Tour of GSBE facilities (Wattis Building)	Team, Steagall, Malone	WSU
6:15 pm	Dinner with GSBE dean, associate dean, department chairs and graduate program directors	Team, Steagall, Malone, Nowell, Geide-Stevenson, Stevens, Mouritsen	Ruby River Steakhouse
Monday, October 22, 2012			
7:30 am	Breakfast meeting with members of the GSBE Business Advisory Council and Accounting Advisory Board and the Ogden-Weber Chamber President	Team, Chase, Hurst, Campbell, Nelson, Neuenschwander, Hardman	Ogden Marriott
8:40am	Pick up team at hotel	Steagall, Malone	Ogden Marriott lobby
9:00 am	Meeting with the academic department chairs of Economics and Business Administration	McIntyre, Pol, Doris Geide-Stevenson, Michael Stevens	Dean's Conference Room (201E)
	Meeting with accounting & taxation chair	Rubin, Picard, David Malone	SBDC Conference Room (218)
9:45 am	Meeting with the Strategic Planning Committee	Team, Ahmad, Eastes, Harris, McDermott, Russell	Dean's Conference Room (201E)
10:30 am BREAK			
10:45 am	Meeting with the GSBE Rank & Tenure Committee	Team, Allred, Davis, Mbaku, Schvaneveldt, Valentin, Johnston, Matt	Dean's Conference Room (201E)
11:30 am	Meeting with the Curriculum Committee and	Team, Geide-Stevenson, Song,	Dean's Conference Room (201E)

	AOL director	Smith, Turner, Grijalva	
12:15 pm	Lunch with senior business faculty	McIntyre, Pol, Faculty	
	Lunch with accounting & taxation faculty (meeting will continue until 2:30)	Rubin, Picard, Faculty	
1:30 pm	Meeting with junior faculty	McIntyre, Pol, Faculty	Dean's Conference Room (201E)
2:30 pm	AACSB Team meeting time		SBDC Conference Room (218)
3:15 pm	Meeting with business student representatives	McIntyre, Pol, Students	SBDC Conference Room (218)
	Meeting with accounting & taxation student representatives	Rubin, Picard, Students	Dean's Conference Room (201E)
4:15 pm	Meeting with development, undergraduate advisors, career services professional, graduate program administrators, and international economics program leaders	Mortensen, Sikkink, Lange, Wheeler, Stevenson, Pace, Geide- Stevenson, Nowell	Dean's Conference Room (201E)
5:00pm	Transport to hotel	Team, Steagall, Malone	SBDC Conference Room
5:15 pm	AACSB Team meeting time	Team	Ogden Marriott
6:15 pm	Team dinner or with others as necessary	Team	Ogden Marriott
7:30 pm	Individual report drafting	Team	Ogden Marriott
Tuesday, October 23, 2012			
7:30 am	Breakfast meeting for team	Team	Ogden Marriott
8:40am	Transport to campus	Team, Steagall, Malone	Ogden Marriott lobby
9:00 am	Meeting with dean, associate dean, and Accounting & Taxation chair to review findings and recommendations	Team, McIntyre, Steagall, Nowell, Malone	Dean's Conference Room (201E)

9:45 am	Meeting with President and Provost to review findings and recommendations	Team, Steagall, Nowell, President Ann Millner, Provost Michael Vaughan	Miller Administration Building Board Room
10:30 am	Return to SLC airport (arrival by 11:15 am)	McIntyre, Pol, Steagall	
2:30pm	Return to SLC airport (arrival by 3:15pm)	Rubin, Malone	

Lunch with Senior Faculty
Monday, Oct. 22, 12:15 p.m.

Dr. Tony Allred, Professor of Business Administration
Dr. Brian Davis, Professor of Business Administration
Dr. Yuhong Fan, Associate Professor of Finance
*Dr. Stan Fawcett, Visiting Professor of Supply Chain Management
Dr. Ed Harris, Associate Professor of Information Systems & Technologies
Dr. Taowen Le, Associate of Information Systems & Technologies
Dr. Stephen Russell, Professor of Supply Chain Management and Quantitative Economics
Dr. Shane Schvaneveldt, Professor of Management
Dr. Seokwoo Song, Professor of Information Systems & Technologies
Dr. Michael Stevens, Professor of Human Resource Management and Chair
Dr. Jim Turner, Assistant Professor of Finance
Dr. E.K. Valentin, Professor of Marketing and Management
Dr. Dan Fuller, Professor of Economics
Dr. Doris Geide-Stevenson, Professor of Economics and Chair
Dr. Therese Grijalva, Professor of Economics
Dr. John Mukum Mbaku, Professor of Economics
Dr. Cliff Nowell, Professor of Economics
* Indicates new hire in Fall 2012

Meeting with Junior Faculty and Lecturers
Monday, Oct. 22, 1:30 p.m.

*Dr. Shaun Hansen, Assistant Professor of Business Administration
*Mr. Chuck Kaiser, Visiting Professor of Business Administration
Mr. Alex Lawrence, Director of the Alan and Jeanne Hall Entrepreneurship Program
Ms. Terrilyn Morgan, Instructor of Finance
*Mr. David Read, Assistant Professor of Management
Dr. Jeremy Suiter, Assistant Professor of Strategic Management and International Business
Ms. Zhuolin Yu, Visiting Professor of Information Systems & Technologies
Dr. Nazneen Ahmad, Assistant Professor of Economics
Dr. Brandon Koford, Assistant Professor of Economics
Dr. Greg Parkhurst, Visiting Professor of Economics
*Dr. John Stone, Visiting Professor of Economics
* Indicates new hire in Fall 2012

Lunch and meeting with Accounting Faculty
Monday, Oct. 22, 12:15 p.m.

Dr. Jeff Davis, Professor of Accounting
Dr. Larry Deppe, Associate Professor of Accounting
Ms. Loisanne Kattelman, Instructor of Accounting
Dr. David Malone, Professor of Accounting and Chair
Dr. Richard McDermott, Professor of Accounting and Healthcare Administration
Dr. Matt Mouritsen, Associate Professor of Accounting
Mr. Ryan Pace, Professor of Accounting and Director of the MAcc & MTax Programs
Mr. Eric Smith, Assistant Professor of Accounting

F. *Materials Reviewed:*

Fifth Year Maintenance of Accreditation Report (Revised)
Appendices to Maintenance Report (Revised)
Responses to Pre-Visit Letter
Faculty Vita
Assurance of Learning Summaries
Assurance of Learning Reports (including rubrics, exam questions, etc.)
University, Goddard College, and COAST web sites