WEBER STATE UNIVERSITY

Goddard School of Business & Economics

WSU Five-Year Program Review Self-Study

Department/Program: Business Administration

Semester Submitted: Fall 2013

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A. Brief Introductory Statement

This report draws on material from the Five Year AACSB Maintenance of Accreditation report. The Association for the Advancement of Collegiate Schools of Business (AACSB) is the premier accrediting agency for schools of business. The John B. Goddard School of Business & Economics is fully accredited by the AACSB.

In addition, the report draws on the findings of the previous four years' annual review reports. Of greatest note is that in 2011, the Department of Information Systems & Technologies was merged with the Department of Business Administration. More recently (Fall 2013), in order to better balance department size within the GSBE, it was decided that Finance courses and faculty would move from the Department of Business Administration to the School of Accounting & Taxation.

The Department of Business Administration employs 50 faculty employees in total, of which 28 are adjunct faculty. In the last five years, a business law position was lost due to budget cuts but was restored through new money from the provost last year. The new tenure-track assistant professor of business law began his appointment on July 1, 2012. However, the department lost two positions in the field of Information Systems & Technologies, with two of its six positions lost to budget cuts. The decision to allow IS&T to absorb both cuts was made due to both a sustained trend in decreased enrollment numbers and significantly lower than average class sizes when compared with all other GSBE disciplines.

This results in the Department of Business Administration being down by one faculty position with the integration with IS&T. However, a new tenure-track position in Entrepreneurship, has been developed with external grant funding. Recruitment for this position is in progress with expectation that this person will lead the new Entrepreneurship Minor, which will be offered to both GSBE and non-GSBE students.

Of additional note, the department filled an AQ tenure-track faculty position in 2012, an AQ tenure-track Marketing position and two AQ tenure-track Supply Chain Management positions. Recruitment for two further tenure track positions for Management is currently in progress.

A further major occurrence within this department was the retirement of a large number of faculty over the 2011-2013 period. This resulted in remaining faculty working significant levels of overload teaching while new faculty have been recruited. While burdensome, a benefit of this change is that new hiring will allow for an increase in AQ and AQ+PQ ratios and a greater alignment of expertise and experience with the GSBE's strategic initiatives, as well as department curriculum revisions and updates (see below).

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Finally, the self-study process, revealed that the degrees in Business Administration have not been closely examined in approximately 20 years, which yielded a curriculum that appears to have evolved reactively, rather than strategically, and has resulted in a less than optimal level of resource deployment and rationalization in current offerings. This highlighted the need to reconsider the structure of the department's curricula and programs to ensure that they are designed appropriately to identify an optimum balance between current cutting edge thinking across the department's multiple disciplines, the department's faculty resource, and both market and student demand. At this time, significant program changes have been developed and are working their way through the University Curriculum Committee approval process and are due to go to Faculty Senate in December.

B. Mission Statement

The department of business administration supports the mission of the Goddard School of Business and Economics (GSBE):

> *The John B. Goddard School of Business & Economics provides quality undergraduate and graduate education for developing professionals and career-oriented students. Degree programs are grounded in the University's liberal arts tradition and focused on synthesis of theory across disciplines, the application of theory to practice, and the enhancement of professional skills. While we are primarily a regional institution, we seek to prepare our students to succeed in the global economy.*
>
> *Three principles are central to our mission.*
> ***Learning:*** *We champion continuous learning through excellent teaching, close student-faculty interaction, small class sizes, assurance of learning processes, and faculty scholarship designed to improve effective teaching.*
> ***Research:*** *Our portfolio of faculty intellectual contributions is diverse including application of theory to practice, advancement within and across disciplines, and utilization of research outcomes to further learning.*
> ***Community:*** *We enhance our community through the dissemination of best practices, the provision of economic information and analysis, the engagement in professional organizations and societies, and the creation of strategic relationships which expand life-long learning opportunities for our stakeholders.*

Departmental Mission

"The mission of the Department of Business Administration is to promote increased organizational effectiveness and efficiency and, thereby, advance productivity in our community, state, nation, and world. We seek to maintain a learning environment for our students in which the elements of successful organization and operation of businesses will be studied, disseminated, and practiced. Our students will be able to think strategically, develop strong planning and analytical skills, and appropriately deploy information technologies. We will provide for our students an environment in which application is used to support the understanding, use and mastery of theory. Our

students will be given opportunities to enhance their written and oral communication skills and develop the interpersonal skills necessary to compete successfully in a highly diverse and interactive world. Finally, the department will recognize that the cornerstone of educational quality is an active community of teaching scholars."

C. Curriculum

The Department of Business Administration provides (or supports) a range of programs including minors, AS, BS, BIS, an Honors program and the MBA. As a separate five year review has been conducted for the MBA program, MBA courses will not be covered in this report. Below is a full list of programs offered over the last five years. Note that Finance programs are no longer offered by the department as Finance has moved to the School of Accounting & Taxation.

Associate of Science
Information Systems & Technologies (AS)

Bachelor of Science
Business Administration (BS)
Finance Emphasis, Business Administration (BS)
Human Resource Management Track, Business Administration (BS)
Information Systems & Technologies (BS)
Management Emphasis, Business Administration (BS)
Marketing Emphasis, Business Administration (BS)
Supply Chain Management Emphasis, Business Administration (BS)

Emphasis Option for Bachelor of Integrated Studies
Information Systems & Technologies (BIS)
Business Administration (BIS)
Management (BIS)
Marketing (BIS)

Minor
Business Administration for Non-Business Majors Minor
Entrepreneurship Minor
Information Systems & Technologies Minor

Honors, Departmental
Information Systems & Technologies Departmental Honors

Course Enrollment

The tables below show the number of students per course for each discipline, based on third week enrollment numbers as gathered by the department.

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a) Business Administration

SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
BSAD	1010	168	148	37	140	141	48	146	136	53	168	159	45	142	159	na	na
BSAD	2704	63	49	na	54	45	na	44	39	na	44	42	na	47	41	na	42
BSAD	2899	New course			63	143	58	156	138	97	126	171	48	160	169	64	148
BSAD	3000	na	75	59	67	70	39	84	64	45	83	na	44	84	na	na	na
BSAD	3200	175	143	70	190	182	75	221	101	95	128	106	123	178	192	78	155
BSAD	3330	144	86	43	87	82	33	80	86	30	80	117	64	160	143	119	170
BSAD	3500	na	18	na	25	16	na	22	17	na	23	na	na	27	14	na	32
BSAD	3600	na	na	na	na	na	na	na	na	na	1	na	na	na	na	na	1
BSAD	3600	na	na	na	na	na	na	na	na	na	na	na	na	1	na	na	na
BSAD	4210	52	74	53	52	47	59	57	61	53	78	46	62	59	43	70	68
BSAD	4500	na	33	na	na	21	na	na	20	na	na	21	na	na	15	na	na
BSAD	4620	153	138	25	266	122	28	127	107	24	140	11	50	127	109	48	108
BSAD	4680	na	na	na	0	1	na	0	na	na	0	na	na	na	na	na	na
BSAD	4680	na	1	na	na	na	na	na	na	na	na	na	na	na	na	na	na
BSAD	4780	79	100	78	79	76	63	97	107	61	78	99	53	73	108	71	62
BSAD	4800	na	na	na	na	na	na	na	2	na	na	na	na	na	na	na	na

*na = not started or not offered that year

b) Entrepreneurship

SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
ENTR	1001																22
ENTR	1002																11
ENTR	1003	New courses in 2013 ENTR 1004 & ENTR 2001 will be offered for the first time in 2014															12
ENTR	1004																ns
ENTR	2001																ns

c) Finance

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SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
FIN	1010	108	111	34	157	98	29	106	161	53	179	116	47	232	127	na	
FIN	2300	15	na	na	9	10	na	17	15	na	6	14	na	13	na	na	
FIN	3200	95	114	60	83	93	85	90	104	67	95	121	79	106	102	63	
FIN	3300	33	18	na	30	20	na	29	18	19	16	27	18	31	21	na	No longer in dept.
FIN	3350	24	22	14	27	24	21	26	29	21	15	24	25	22	21	29	
FIN	3400	34	33	50	43	36	27	38	32	na	29	28	na	na	na	na	
FIN	3500	18	21	na	18	11	na	24	28	na	15	19	na	16	36	na	
FIN	4400	22	9	na	24	6	na	6	23	na	14	9	na	19	16	na	
FIN	4410	12	14	na	11	17	na	9	20	na	17	8	na	18	11	na	
FIN	4800	1	na	na	na	na	na	na	1	na	na	na	na	na	na	na	
FIN	4860	0	3	1	4	1	0	3	1	1	1	4	0	0	0	2	

*na = not started or not offered that year

d) Marketing

SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
MKTG	3010	218	179	118	235	117	77	251	216	87	231	242	96	236	218	120	268
MKTG	3100	25	78	31	45	55	30	42	71	31	47	63	na	59	81	na	45
MKTG	3200	38	45	na	36	na	40	38	na	30	33	na	29	31	41	na	39
MKTG	3450	17	23	na	20	11	na	13	9	na	16	16	na	15	9	na	27
MKTG	3500	na	na	na	na	43	35	21	33	19	31	22	na	29	na	na	na
MKTG	3600	21	20	na	17	21	na	8	18	na	19	28	na	12	18	na	na
MKTG	370	na	na	na	na	na	na	na	na	na	na	na	3	1	na	3	1
MKTG	4200	na	na	na	na	na	na	23	19	na	15	28	na	17	21	na	na
MKTG	4400	28	10	na	22	12	na	16	14	na	na	31	na	13	25	na	39
MKTG	4800	0	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
MKTG	4860	0	7	2	1	0	1	2	1	0	1	0	0	4	1	5	3

*na = not started or not offered that year

e) Management

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SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
MGMT	2400	110	62	14	77	54	na	80	88	35	94	66	28	77	65	40	na
MGMT	3010	165	138	72	165	156	70	163	146	64	166	130	70	166	227	85	159
MGMT	3200	na	69	29	63	70	na	68	60	na	65	35	na	35	49	na	na
MGMT	3300	42	34	na	40	30	na	45	20	na	46	23	na	40	34	na	46
MGMT	3350	17	na	na	17	na	na	12	na	na	6	na	na	7	9	na	10
MGMT	3400	na	na	42	62	na	43	38	na	34	na	na	na	25	na	na	44
MGMT	3450	na	na	na	na	na	na	na	na	na	1	na	3	1	na	3	1
MGMT	3550	na	na	na	na	na	na	na	na	na	1	na	na	na	na	na	na
MGMT	4300	39	29	na	45	41	na	26	28	na	32	32	na	37	37	na	41
MGMT	4310	na	15	na	na	15	na	na	18	na	na	13	na	na	10	na	na
MGMT	4320	na	6	na	10	5	na	8	9	na	11	na	na	11	na	na	11
MGMT	4350	na	na	na	na	na	na	na	na	12	na	na	na	na	13	na	na
MGMT	4400	35	20	na	na	na	na	na	na	na	na	na	na	na	na	na	na
MGMT	4650	12	12	na	14	12	na	8	22	na	na	17	na	na	16	na	na
MGMT	4800	6	4	na	4	6	na	3	4	na	2	na	na	na	na	1	na
MGMT	4860	2	2	3	1	1	2	1	0	4	1	0	3	0	1	6	0
MGMT	4865	3	2	2	2	2	1	2	2	0	0	2	2	1	0	0	4

*na = not started or not offered that year

f) Supply Chain Management

SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
SCM	3050	144	119	50	113	96	58	121	128	35	128	141	40	129	123	51	134
SCM	3500	33	20	na	18	16	na	21	18	na	23	21	na	na	na	na	31
SCM	3720	30	na	na	17	na	na	26	na	na	37	na	na	17	na	na	24
SCM	4050	na	28	na	na	16	na	na	23	na	na	31	na	na	14	na	18
SCM	4100	28	65	na	23	51	na	33	55	na	26	60	na	33	54	na	33
SCM	4410	14	24	na	na	17	na	na	22	na	na	32	na	na	na	na	na
SCM	4600	33	na	na	24	na	na	33	na	na	30	na	na	32	na	na	na
SCM	4730	33	na	3	18	na	na	18	na	na	20	na	na	31	na	na	31
SCM	4800	1	na	na	na	1	na	na	na	na	na	na	na	5	na	na	3

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SUBJ	NUM															
SCM	4810	6	0	na	na	na	na	na	na	na	na	na	na	na	na	na
SCM	4810A	na	na	na	na	na	na	na	na	na	na	na	na	na	7	na	na
SCM	4810B	na	na	na	na	na	na	na	na	na	na	na	na	na	17	na	na
SCM	4810C	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
SCM	4860	0	6	2	3	1	0	4	2	4	2	1	3	4	1	3	2

*na = not started or not offered that year

g) Information, Science & Technology

SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
IST	1100					101	41	129	119	33	108	107	23	114	56	na	110
IST	2010					294	123	271	270	114	316	286	103	315	356	na	327
IST	2015					29	na	24	28	na	27	18	65	31	16	na	25
IST	2110					23	na	25	15	na	23	30	na	18	14	na	19
IST	2410					14	na	22	21	na	23	16	na	17	9	na	15
IST	2720					9	na	17	12	na	20	14	na	18	11	na	11
IST	2894					0	na	1	0	na	na	na	na	na	na	na	116
IST	3110					150	59	114	139	64	160	118	na	127	150	na	na
IST	3210					16	na	11	21	na	13	7	na	17	15	na	10
IST	3610					11	na	11	14	na	19	9	na	12	6	na	9
IST	3620	Not in dept. at this time				na	na	16	na	na	20	na	na	19	na	na	17
IST	3700					12	na	12	32	na	10	10	na	11	10	na	8
IST	3710					43	24	26	41	36	24	37	30	40	57	na	32
IST	3730					9	na	3	10	na	na	22	na	na	12	na	na
IST	3750					0	na	na	na	na	na	na	na	na	na	na	na
IST	4600					na	na	16	na	na	22	na	na	na	na	na	20
IST	4700					12	na	na	13	na	na	na	na	na	18	na	na
IST	4710					5	na	na	32	na	na	na	na	na	na	na	na
IST	4720					1	na	na	na	na	na	na	na	na	na	na	na
IST	4730					11	na	7	5	na	5	11	na	4	13	na	11
IST	4801					0	na	na	0	na	na	na	na	na	na	na	na
IST	6800					3	3	2	3	3	2	na	na	na	na	na	na

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h) Courses offered by other departments

SUBJ	NUM	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12	F 12	Sp 13	Su 13	F 13
NTM	3250	Not offered at this time				48	72	66	67	47	64	75	26	120	102	30	134

The Bachelor of Science in Business Administration (BSBA) degree is the generic "management" major offered by the department. Students wishing to go beyond the general BSBA management degree can can choose among a number of specialized emphasis areas, including; Human Resource Management, Supply Chain Management and Marketing. In the past, students could also select Management as an emphasis but with the forthcoming program changes, the Management emphasis will not be available from 2014 onwards. A Finance emphasis was offered in previous years, but since the Finance program now sits within the School of Accounting and Taxation, the BSBA Finance emphasized is to be phased out.

The BSBA curriculum is structured like all other GSBE degree programs within the GSBE. Students complete business foundations and the cross-functional core courses, exposing them to all areas of business before focusing on their chosen major's required and elective courses.

Appendix D contains the detailed outline for all GSBE degree programs.

Curriculum Map

Course # & Title	Student Learning Outcomes		
	1 - Communication	2 - Major Discipline	3 - Teamwork
BSAD 3200: Legal Environment	M	H	L
BSAD 3330: Business Ethics	M	H	M
BSAD 3500: Intro to Business Research	L	H	L
BSAD 4210: Survey Business Law	M	H	L
BSAD 4500: Entrepreneurship	M	H	M
BSAD: Executive Lecture Series	L	L	L
BSAD 4680: Internship in Business Admin	H	M	H
BSAD 4780: Strategic Management	H	H	H
FIN 3200: Financial Mgmt	M	H	L
FIN 3300: Investments	L	H	L
FIN 3350: Institutions	M	H	L
FIN 3400: Real Estate	L	H	M
FIN 3500: Capital Budget	M	H	L
FIN 4400: Problems (I)	M	H	L
FIN 4410: Problems (II)	M	H	L
FIN 4860: Internship in Finance	H	M	H
IST 1100: The Digital Society	L	M	L
IST 2010: Business Computer Skills	O	L	L
IST 2015: Intro to IS&T	L	M	L

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IST 2110: Software Development (I)	L	L	L
IST 2410: Systems Architecture	M	M	M
IST 2720: Data Structures & Algorithms	L	M	L
IST 3110: IS&T for Business	M	H	M
IST 3210: Database Design/Implementation	L	L	M
IST 3610: Networks & Data Comm (I)	M	L	M
IST 3620: Networks & Data Comm (II)	M	L	L
IST 3700: E-business Tech & Web Develop	M	L	M
IST 3710: Global Issues in IS&T	L	H	L
IST 3730: Systems Analysis and Design	L	M	M
IST 3750: Electronic Business Comm	M	M	M
IST 4600: Information Security	L	L	H
IST 4700: Senior Practicum	L	L	L
IST 4710: Enterprise Software Development	O	L	L
IST 4730: Senior Practicum (Project Mgmt.)	H	H	H
MGMT 3010: Organizational Behavior	H	M	H
MGMT 3300: Human Resources Management	H	H	H
MGMT 3350: Labor Law	L	H	L
MGMT 3200: Communication	H	H	H
MGMT 4300: Groups and Team Influence	H	H	H
MGMT 4310: Compensation	L	H	M
MGMT 4320: Staffing & Selection	M	H	H
MGMT 4350: Training & Development	H	H	H
MGMT 4400: Advanced Org. Behavior	H	H	H
MGMT 4650: Negotiations	H	H	H
MGMT 4860: Internship in Management	H	M	H
MGMT 4865: Internship in HR Management	H	M	H
MKTG 3010: Concepts	M	H	M
MKTG 3100: Consumer Behavior	M	H	M
MKTG 3200: Selling	H	H	M
MKTG 3450: Promotion	H	H	M
MKTG 4400: Marketing Strategy	H	H	M
MKT 3600: International Marketing	L	H	M
MKT 4860: Internship in Marketing	H	M	H
SCM 3050: Operations	L	H	L
SCM 3500: Models & Applications	L	H	L
SCM 3720: Systems	L	H	L
SCM 4050: Logistics	L	H	L
SCM 4100: Quality	M	H	M
SCM 4410: Materials & Inventory	L	H	L
SCM 4600: Simulations	L	H	L

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SCM 4730: Purchasing	M	H	L
SCM 4860: Internship in SCM	H	M	H

KEY: Level of Contribution towards Student Learning Objectives: L = low level of contribution; **M** = medium level of contribution; **H** = high level of contribution.

Curriculum Changes

Although the Information Systems & Technology (IST) Department was merged in July 2011 with the Business Administration Department, this was change was for purely administrative reasons and had no impact on matters related to the IST curriculum or any of its degree programs.

The business administration department now incorporates a new zero-credit course (BSAD 2899 - Business Foundations and Admission Assessment) as a pre-requisite for all students pursuing any major, minor, emphasis or certificate awarded by the Goddard School. This course checks that GPA requirements for all foundations courses have been met. Students are also required to write an admissions essay and complete an assessment test related to foundation courses.

During the 2012-13 academic year, the department put forward a proposal to offer a new Minor in Entrepreneurship for non-business majors, which means it will be open to all 27,000 WSU students. This new program change was made possible by a generous donation from a local entrepreneur. The skills of an entrepreneur are valuable both to those who will start and run their own companies, and to those who might work in larger firms, but who also want to use their creativity to help their employers' business develop. The Minor in Entrepreneurship was designed to provide these practical skills to any WSU student, regardless of major. Because so many students enter college with ideas for businesses, the program has been designed so that freshmen may enroll in the introductory courses. The fifteen-credit curriculum is delivered in eight-week blocks, allowing students to proceed through the six required courses in a twelve-month period. It is anticipated that this will maximize their ability to apply entrepreneurial knowledge to their business ideas during their tenures at WSU.

The Minor in Entrepreneurship was designed with non-business students in mind. The Minor has no business prerequisites and will not require formal admission to the Goddard School. Utah's strong entrepreneurial culture results in many undergraduate students across campus having the goal of starting their own business or stepping into a family business. Although WSU's 2000 undergraduate business majors learn the skills to be successful in those endeavors, the other 25,000 WSU students typically are not exposed to these critical business concepts.

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These students may be majoring in the creative arts, pre-law, engineering, computer science, or a host of other majors. It is important that they complete those majors, giving them the skills and knowledge necessary to be successful in their chosen professions. However, it is equally critical that their major be supplemented with the entrepreneurship courses that can ensure business success, too.

The proposed 15-credit Minor in Entrepreneurship consists of the following, with all courses required:

- *ENTR 1001 Principles of Entrepreneurship* (1-credit leveling course for non-business students)
- *ENTR 1002 Introduction to Entrepreneurship* (1.5 credits)
- *ENTR 1003 Ideation and Customer Development – Testing Ideas With Customers* (1.5 credits)
- *ENTR 1004 Entrepreneurial Finance – Bootstrapping, Accounting & Survival Tactics* (3 credits)
- *ENTR 2001 Sales and Marketing – Scaling A Successful Business Model* (3 credits)
- *ENTR 3002 Starting the Business (25% of student startup funding)* (3 credits)
- *ENTR 3003 Growing the Business (75% of student startup funding)* (3 credits)

The entrepreneurship minor has the following learning goals for students:

- Understand the entrepreneurial process (assessment will be through course-embedded examinations)

- Analyze ideas and test them with customers to identify which have the potential to develop into successful businesses (assessment will be through course-embedded experiential projects)

- Prepare applications for entrepreneurial funding (assessment will be through course-embedded experiential projects and through funding success of student startups)

- Experience starting and growing a real business (assessment will be through tracking key business metrics for startups, including growth in customer base, cash flow adequacy, and revenue stream growth)

For successful startups generated from the ENTR 3002 and ENTR 3003 courses, funding will be available from the existing Alan and Jeanne Hall Global Entrepreneurship Program Endowment. Students will also be encouraged to participate in the Goddard School's Weber Entrepreneurs Association, a very active student club that hosts a speaker series and participates in state-wide business idea competitions, such as Opportunity Quest.

Students will also have the opportunity to utilize the Bill Child Startup Center in the E.O. Wattis building that houses the Goddard School of Business & Economics on the

Ogden Campus. The Child Center will have the hard-copy and electronic resources that entrepreneurs need, as well as open space for students to brainstorm and small meeting rooms for groups to work on the launch of their businesses. Funding for the renovation of the Bill Child Center space is already in hand and remodeling will begin in Spring 2013. A hallmark of the Child Center will be its Entrepreneur-in-Residence program. At least two afternoons per week, the Goddard School will arrange for successful entrepreneurs to be available to help students with their ideation and business launches. A focal point of the Entrepreneurship Minor will be business idea competitions that result in significant funding (funding is already in place through the Alan and Jeanne Hall endowment) for the top competitors.

The Minor was also designed to have minimal impact on existing department programs and resources. To the degree that financial resources will be required, two major gifts provide the funding for the program. First, Alan Hall has provided a $2 million gift to fund program expenses (including business idea competition prizes and startup funding) and a $1.5 million gift that will help to recruit a tenure-track faculty line that will also serve as the entrepreneurship program director. Second, Bill Child's previous gift has resulted in an endowment of over $1.1 million for the Bill Child Startup Center, ensuring that the physical site and associated technology and resources will always remain cutting-edge.

In addition, the program is designed to complement existing majors both within the Goddard School and across the wider Weber State University campus. The Goddard School currently offers an Entrepreneurship course once per year. However, this course is open only to business majors. The department will likely discontinue offering this course once the Minor is official because business students will also be eligible for participating in the Entrepreneurship Minor.

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes - Departmental

At the end of their study at WSU, students graduating from the department's degree programs will meet the following standards and expectations:

1. Graduates will be able to demonstrate proficient communication skills.
2. Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of Business Administration & Management, Human Resource Management, Information Systems and Technology, Marketing, Finance, and Supply Chain Management.
3. Graduates will become proficient in interpersonal/human relation skills while acquiring the ability to effectively work in a team environment.

The following table maps the department's assessment of learning cycle from initial statement of key learning objectives, through the various data collection

phases, followed by the use of the collected to inform curriculum and relevant course changes and modifications.

Learning Outcome	1. Graduates will be able to demonstrate proficient communication skills. Objective A. Students will demonstrate understanding of good writing standards. Objective B. Students will demonstrate good writing skills. Objective C. Students will demonstrate the ability to prepare and present an oral report.			
Standard	**ObjectiveA** Competency: Score at or above 80% on a grammar test. **Objective B** Competency: Score at or above 80% on a writing test. **Objective C** Competency: Score at or above 80% for a presentation.			
Methods of Measure	**Objective A**: Grammar test in MGMT 3200 until Fall 2012. **Objective B**: Embedded writing exercise in MGMT 3200 until Fall 2012, then NTM 3250 (assessed by rubric). **Objective C:** Oral presentation in in MGMT 3200 until Fall 2012, then NTM 3250 (assessed by rubric).			
Objective A: Students will demonstrate understanding of good writing standards.				
Cycle 1	Spring 08	Spring 08 (N=64)	The average score on the grammar test was 84%, which meets the standard.	Continue to collect and analyze data.
Cycle 2	Sum 09 – Fall 09	Summer 09 (N=27), Fall 09 (N=61)	The average score on the test was 82%, which meets the standard.	Standard continues to be met. Continue monitoring.
Cycle 3	Spr 2011- Fall 2011	Spring 11 (N=59) Fall 11 (N=29)	The average score on the test was 81%, which meets the standard.	Standard continues to be met. Continue monitoring. Also, see "Next Steps" below.
	Next Steps	The change of assessment from MGMT 3200 to NTM 3250 has resulted in no direct assessment of this learning outcome for cycle 4. The department will examine the usefulness of this learning outcome and may reduce communication learning outcomes from three to two, keeping the demonstration of good writing skills and the demonstration of good oral and presentation skills whilst dropping the understanding of good writing standards.		
Objective B: Students will demonstrate good writing skills.				
Cycle 1	Fall 2009- Fall 2010	Fall 09 (N=77) Spring 10 (N=25) Summer 10 (N=31)	Students are evaluated on four areas: clarity, tone, writing structure, and grammar, etc. In all these areas, at least 92% of students meet or exceed expectations.	Held faculty forum to discuss assessment in Sept. 2010. Made slight modifications to the rubric to separate sentence structure and spelling, punctuation, etc. into two separate measurement areas.
Cycle 2	Fall 2010-Spr 2011	Fall 10 (N=87), Spring 11 (N=26)	Ninety-nine percent of students met or exceeded expectations in three of the areas	Continue to collect and analyze data. Monitor student performance on the grammar standard.

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			evaluated. For the fourth area (grammar) 86% of students met or exceeded expectations.	
Cycle 3	Sum 2011-Fall 2011	Sum 11 (N=30) Fall 11 (N=63)	Ninety-nine percent of students met or exceeded expectations in three of the areas evaluated. For the fourth area (grammar) 85% of students met or exceeded expectations.	Continue to collect and analyze data. Monitor student performance on the grammar standard.
Cycle 4	Fall 2012-Sum 2013	Fall 12 (N = 69) Spring 13 (N=84) Summer 13 (N=28)	The average score on the test was 77%, which falls below the standard.	Action – As this seems to be an unusual score in comparison with previous years, it is suggested that no action is taken until the Spring scores are known, as this may be an anomaly.
Next Steps		Continue to monitor scores closely. The drop in the average may be due to the change of assessment from MGMT 3200 to NTM 3250. It is also difficult to make a direct comparison as in this last year different assessment measures have been applied.		
Objective C: Students will prepare and present an oral report.				
Cycle 1	Spr 2008- Fall 2008	Spring 08 (N=65) Summer 08 (N=19) Fall 08 (N=69)	Eighty-four percent of students scored at least 80%.	Continue collecting data. Report average score as well as the percentage of students who score above the standard.
Cycle 2	Spr 2009-Fall 2009	Spring 09 (N=46) Summer 09 (N=27) Fall 09 (N=51)	Eighty-four percent of students scored at least 80%. The average score was 87%.	Continue collecting data.
Cycle 3	Spr 2010-Spr 2011	Spring 10 (N=49) Spring 11 (N=58)	The average score was 88%.	Continue collecting data. Begin collecting data by student major.
Cycle 4	Spr 2012-Spr 2013	Spring 12 (N=26) BSAD students in TBE 3250 only. Fall 12 (N=69) Spring 13 (N=84)	On a scale of 1-5 for each area measured, 96% of students meet expectations (score three or better) except on "length of the presentation" where 65% of students meet expectations The average score was 85% 90% exceeded or met standard of 80%	Stress acceptable presentation length to students. Continue to collect data by major.
Next Steps		Continue to monitor student performance.		

Learning Outcome	**2.** Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of Business Administration & Management, Human Resource Management, Information Systems and Technology, Marketing,

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		Finance, and Supply Chain Management.		
Standard		Competency: 80% of students will score 80% or higher.		
Methods of Measure		Major Field Test for the Bachelor's Degree in Business		
Outcome 2				
Cycle 1	Fall 2008-Spr 2009	Fall 08 (N=18)	Student scores far surpass the standard in all disciplines.	Continue to collect and analyze data.
Cycle 2	Fall 2010-Spr 2011	Fall 10 (N=33)	Student scores fall below the standard in, finance (60th percentile), marketing (75th percentile), and international issues (48th percentile.	Need to collect data showing individual student performance in each discipline to identify whether low performance is widespread or is due to particularly poor performance by a small number of students. Also, need to change standard to also report performance by majors in their major field. Should administer the EFT online to increase the sample size.
Cycle 3	Spr 2012-Sum 2012	Spring 12 (N=98)	BSAD student scores surpass the standard in all disciplines. Average student scores in each major surpass the standard for that major (e.g. finance majors score at the 99th percentile on finance questions) except for management students, who score at the 51st percentile on management questions.	Continue to collect data showing individual student performance. Numbers of students in each major will be relatively small – monitor potential problem scores to see if there if any poor performance continues or is primarily the result of outliers. Supply Chain Management (SCM) majors were grouped with other Management majors in Cycle 3, but should be treated separately. The MFT does not treat supply chain management directly – supply chain management majors will need to be assessed by a different method.
Cycle 4	Fall 2012-Spr 2013	Fall 12 (N= 55) Spring 13 (N=66)	BSAD student scores for Fall 12 average at 163 (67th percentile on comparative data chart) 78% of BSAD students score 160 (80%) or above. For Spring the average score is	The target of 80% achieving above 80% is currently not being reached. This will be reviewed by the Dept. to identify effective and appropriate action required to achieve stated targets.

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			similar at 162 but is at the 64th percentile on the comparative data chart. 73% of BSAD students score 160 (80%) or above.	
Next Steps		Undertake a detailed analysis of the data to identify any key issues for attention. Dept. level discussion will identify appropriate remedial action.		
Learning Outcome		3. Graduates will be effective team members		
Standard		Eighty-five percent of students will be assessed as "acceptable" on each element of the peer evaluation.		
Methods of Measure		Course-embedded: Peer evaluation form administered among group members on project in BSAD 4780 – Business Strategy. Graded with a rubric.		
Objective A: Students will meaningfully contribute to a team process on a business issue.				
Cycle 1	Spr 2009-Fall 2009	Spring 09 (N=30)	On a scale of 1 – 5, 97% of students score 3 ("acceptable") or above on each element of the peer evaluation.	Need to continue to collect and analyze data.
Cycle 2	Spr 2012-Sum 2012	Spring 12 (N=80)	On a scale of grades from A to E, 90% or more of students score a grade of "C" ("acceptable") or above on each element of the peer evaluation.	Students are meeting the standard. Measurement occurred this cycle in the online class – need to verify in the future that measurement methods are consistent between the face-to-face and online classes.
Next Steps		Discussion within the department and with the College AoL committee has led to the decision to assess this learning outcome through the use of a validated team work assessment tool – Teamwork – KSA, Reid London House. The test will be applied at two points, entry to and exit from the GSBE. Students will take the test when registering through BSAD 2899 and again before graduation. A graduation tick box will be placed in Cattracks to ensure that all students take the test again at the end of their studies.		

E. Academic Advising

Advising Strategy, Process and Effectiveness

At the start of this five year period, major advising was conducted by the Department Chair and Department Secretary, with general education and admission advising coming from the advising center. In 2012 the decision was made to utilize the skills of professional advisors. The school moved to develop and staff a GSBE advising center. The department now makes full utilization of the GSBE's full time advising center which has two full time advisors. The advising center works closely with department chairs to assure that students are given the best information about prerequisites, course offerings and anticipated scheduling of courses. Thanks to WSU's on-line advising program, CatTracks, advising is very effective with the professional advising staff and students able to easily identify those courses left for

degree completion. CatTracks is also designed to display student progress within the catalog year under which the student falls. Hyperlinks allow the student and advisor to quickly identify prerequisites. The department also provides 'advising sheets' that provide a simple view of courses and course sequencing together with clarification of prerequisites and co-requisites.

Past Changes and Future Recommendations

In 2012, major academic advising moved from departmental to college level responsibility. This has resulted in all undergraduate advising moving to the central advising office. This has resulted in greater consistency, clarity and coherence for both students and faculty alike.

Moving forward, the department, through the review process has identified a need to further clarify student pathways or journeys. The intention is to rationalize the student pathway so that students can better plan their schedules and reduce the time to completion. This will link in with a review of course delivery to provide a more blended learning approach for students.

Career Advising

Career advising is conducted via the long-time GSBE career advisor who is housed within the Wattis Building. The performance of the career advisor has been commended in college accreditation reports. With the skilled support of Pat Wheeler, Business Administration students experience great success in employment placement. HRM students show 100% placement success over the last 5 years and local employer demand for our SCM students outstrips supply. In addition, the quality of internships promoted and available to our students is very high, offering a range of industry opportunities to support their learning and development. Students also have the opportunity for a number of employer networking opportunities, which often lead to offers for internship and job placement. In terms of encouraging professional engagement, the Weber State Society for Human Resources Management Chapter has been commended as the most active and effective in Utah.

F. Faculty

Overview of Current Faculty

The Department of Business Administration, prior to the move of Finance to the School of Accounting & Taxation, employed 50 faculty in total of which 28 were adjunct faculty. In the last five years, a business law position was lost due to budget

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cuts but was restored through new money from the provost in 2012. The new tenure-track assistant professor of business law began his appointment on July 1, 2012. However, the department lost two positions in the field of Information Systems & Technologies, with two of its six positions lost to budget cuts. The decision to allow IS&T to absorb both cuts was made due to significantly lower than average class sizes when compared with all other GSBE disciplines.

This results in the Department of Business Administration being down by one faculty position with the integration with IS&T. However, a new tenure-track Entrepreneurship position has been developed with external funding. Recruitment for this position is almost complete. This person will be directing the new Entrepreneurship Minor that will be offered to both GSBE and non-GSBE students. In addition, the department filled an AQ tenure-track faculty position in 2012, an AQ tenure-track Marketing position and two AQ tenure-track Supply Chain Management positions.

A further major occurrence within this department was the retirement of a large number of faculty members over the 2011-2013academic year. This resulted in remaining faculty working overload whilst new faculty were and are being recruited. However, a benefit of this change is that new hiring will allow for an increase in AQ and AQ+PQ ratios and a greater alignment of expertise and experience with the GSBE's strategic initiatives.

The current demographic of the department, excluding Finance and retirees and including new faculty hires in 2013, comprises 47 faculty in total of which 28 are adjunct. Of the 19 remaining full-time faculty, three are female and 16 are male. Five faculty grew up and were at least partly educated outside the United States, coming from Germany, South Korea, China and the UK.

Programmatic/Departmental Teaching Standards

All faculty members undergo an annual review for teaching effectiveness. In addition to course evaluations, an assessment is made of the relevance and rigor of course materials and student performance expectations. The Department of Business Administration strives to maintain very high teaching standards and provides students with access to some of the top academic researchers in their fields. It also boasts faculty who have made significant advisory contributions to government and industry, regionally, nationally and internationally.

Faculty Qualifications

Of the full time faculty (19), 16 possess a PhD and two possess a JD (considered a terminal degree for faculty in Law). All of the adjunct instructors have a minimum of appropriately accredited Masters Degree in their relevant disciplines. This puts

the department in compliance with AACSB accreditation requirements with regards to faculty qualification (as represented by the faculty qualifications table for the 5th year accreditation maintenance report for AACSB according to the 2007 model).

Faculty Development

A number of activities are available for both new and existing faculty. For new faculty, both the University and the College run retreats for all incoming full-time faculty. This practice will continue given the large number of new hires expected within the department and college. Faculty are also encouraged to attend events run by the university's Teaching and Learning Forum, with most department faculty attending the recent 'Innovative Teaching Conference.' The provision of monthly 'Brown Bag Meetings' also facilitates faculty development.

New adjunct faculty are generally mentored by the department chair or senior faculty in the specific discipline area of instruction. In addition, the university's Teaching and Learning forum provides a half-day adjunct retreat once in the fall and once in the spring. Upon initial hiring, their academic credentials are reviewed by the associate dean for accreditation compatibility. Typically all adjunct faculty teach one and no more than two courses per semester. Some adjuncts teach every semester, but nearly always lower level courses.

Ongoing Review and Professional Development

Formal reviews follow the tenure and promotion policies specified in the university's Policy and Procedure Manual and the GSBE tenure document. The department chooses to implement a rigorous peer review that communicates the departmental value of teachers-scholars in the classroom. Intermediate tenure review have often triggered recommendations for additional reviews (fourth and fifth year reviews that are not formally required by the PPM) when areas of performance are judged to be insufficient to meet the department's expectations. More recently the department chair has conducted formal annual reviews of every faculty member for merit pay decisions and input for post-tenure review decisions.

Faculty are given the regular opportunity to attend teaching conferences or workshops to hone skills or address deficiencies. Faculty are encouraged to present scholarly contributions at appropriate professional conferences in recent years have been funded $2400 per year per faculty member for more travel to academic conferences. Virtually all faculty travel and present to one professional conference or workshop each year. Even visiting faculty are afforded these opportunities for travel support (though at a lesser rate than is offered the tenure-track faculty).

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The GSBE has a formal process for faculty development assigned to the associate dean. In the event of deficient faculty reviews, generally in the area of scholarship, a formal faculty development plan will be created.

Faculty Productivity – Evidence of Effective Scholarship

Over the last five years, business administration faculty members have consistently produced high quality articles in peer-reviewed journals, with many of these articles published in leading journals as defined by external journal ranking lists. Appendix E provides an overview of recent publications by all tenured and tenure-track faculty in the department.

Some faculty achievement highlights are:

- Dr. Tony Allred served as Faculty Advisor, Coordinator and Judge for the Utah Entrepreneur Challenge (WSU Opportunity Quest) and served as WEA Student Organization Faculty Advisor
- Dr. Tony Allred received the best paper award from the ABEAI
- Dr. Shaun Hansen is a Member- Board of Directors, LDS Earth Stewardship (International Non-Profit Organization) and a member of the Advisory Board, Richard Richards Institute for Politics, Decency & Ethical Conduct and a member of the Editorial Board, Sage Online Open Source Journal Publications and a member of the Federal Bureau of Investigation (FBI) Infragard.
- Dr. Shane Schvaneveldt is an international advisory board member for the Asian Business & Management Journal and special associate editor for the *Japanese Journal of Administrative Science* and an ad hoc reviewer for the National Conference on Undergraduate Research.
- Dr. Shane Schvaneveldt received the 2013 Brady Presidential Professor award
- Dr. Shane Schvaneveldt was appointed to the Board of Examiners for the Malcolm Baldrige National Quality Award, U.S. Dept. of Commerce
- Dr. Seokwoo Song received the D. Smith Research Fellow, Goddard School of Business and Economics award
- Dr. Seokwoo Song is an editorial board member for *Information and Society*, and a reviewer for *Information Systems Frontiers* and, Americas Conference of Association of Information Systems
- Dr. Michael Stevens was reappointed as a D. Smith Research Fellow, Goddard School of Business and Economics
- Dr. Michael Stevens granted permission and created a web portal so that his *Teamwork-KSA Test* could be used by graduate students at universities around the world for academic research

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- Dr. Michael Stevens was the winner (with his co-authors) of the Best Article Award for "Defining the Content Domain of Intercultural Competence for Global Leaders," awarded by the Global Leadership Advancement Center, San Jose State University.
- Dr. Michael Stevens was the winner (with his co-authors) of the Academy of Management Annual Meetings MED Division Global Forum Best Symposium
- Dr Zhuolin Yu was track chair and session moderator for 52nd Annual Mountain Plains Management Conference, Oct 4-6, 2010 Weber State University, Layton UT

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The only staff member directly assigned to the business administration department on an ongoing basis is the administrative support specialist. This staff member is instrumental in keeping a more extensive departmental filing system and in processing students during registration. The large number of students majoring the department's degree programs necessitates constant oversight and vigilance to ensure the quality and integrity of the department's degrees and programs.

Adequacy of Facilities and Equipment

The business administration department does not have dedicated funds to replace faculty computers or update software on a regular basis. Nonetheless, no faculty computer is older than 5 years and replacements have taken place regularly through shared funding by the department and the dean's office. In addition, the department has been able to accommodate all faculty requests for new technology and hopes to be able to continue this support. In terms of classroom technology, the dean's office has been very supportive in providing Smartboard technology. Newly hired faculty generally seem unwilling to forgo this type of classroom technology so that eventually every single classroom in the Wattis building will be equipped with this technology. The dean's office has a technology committee that addresses these needs and the department has to rely on funding from the dean's office for faculty technology updates and continued classroom updates.

Adequacy of Library Resources

The library representative for the GSBE, Ed Hahn, has been very responsive to all requests by the department. Library facilities are sufficient with a good range of online business databases and access to a wide range of e-journals.

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H. Relationships with External Communities

The Weber Entrepreneurial Association

The mission of the Weber Entrepreneurs Association (WEA) is to provide opportunities for entrepreneurial-minded students to learn the process of starting and running successful businesses. This will be accomplished by creating opportunities where students can assess and develop entrepreneurial skills, network with entrepreneurs, gain experience through association activities, build successful businesses, and screen businesses that apply for funding.

The WEA is also partnered with "Grow Utah Ventures" in helping them screen businesses that apply for funding. The WEA has received a one million dollar endowment from Alan E. Hall, founder and chairman of Grow Utah Ventures, to support the WEA with scholarships, internships, and various other funding options.

Student Association for Supply Chain ManagementThe Student Association for Supply Chain Management (SASCM) is a student organization run by the students studying Supply Chain Management (SCM). It is dedicated to helping those interested in studying SCM to expand their educational experience and provide networking opportunities with industry professionals. Some of the ways that SASCM provides these benefits are through creation of a resume book, organizing site visits, and informing members of networking opportunities.

Society for Human Resource Management
The Society for Human Resource Management (SHRM) is a student affiliate program of the national and regional chapter. SHRM is the world's largest professional association dedicated to HRM. The aim of the student chapter is to promote mutually beneficial interaction between HRM students and practitioners. This includes, networking, participation in regional conferences, access to career resources such as, job/internship search engines, mock interview processes and SHRM's social networking tool.

The Weber Marketing Association

The objective of the Weber Marketing Association is to increase knowledge of marketing, network and learn from some of Utah's top CEOs, obtain sales training in focused groups and to enhance students marketing skills for post-graduate opportunities.

Students in Free Enterprise

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Students in Free Enterprise (SIFE) is a nonprofit organization that gives students the tools to learn the free enterprise system in a real working situation. SIFE challenges students on more than 800 college campuses nationwide to take what they're learning in the classroom and use their knowledge to better their communities. Guided by faculty advisors who are named Sam M. Walton Free Enterprise Fellows in honor of the late Wal-Mart founder, SIFE teams establish a variety of community outreach programs that teach free enterprise. For example, they teach concepts such as budgeting, accounting and supply and demand. They help budding entrepreneurs get their plans off the ground and mentor at-risk students, inspiring them to reach for their dreams.

The mission of SIFE is to provide Weber State University Students the best opportunity to make a difference and to develop leadership, teamwork, communication, and project management skills through learning, practicing and teaching the principles of free enterprise. By helping small businesses as well as improving existing businesses, WSU SIFE seeks to provide projects that will improve the quality of life for the people of Ogden, Utah, the United States and the World.

As part of Weber State University, WSU SIFE seeks to help the university serve as a cultural center for its region and to be a leader in addressing the particular needs of its diverse students, improving public education, and stimulating economic development through appropriate, learning-oriented partnerships with the community. WSU SIFE responds to the changing global environment through innovative and conventional instruction, public service activities, and continuous improvement of its programs.

Summary of External Advisory Committee Minutes

The business administration department does not have a separate external advisory committee. However, faculty in the Supply Chain Management discipline are in the early stages of developing an advisory board for their SCM program. The Information Systems & Technology area used to have an advisory board but its members resigned when the department was merged with business administration.

At the college level, the dean has successfully established his very active and involved Business Advisory Council.

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I. Results of Previous Program Reviews

Problem Identified in previous BOR review (2007)	Action that has been taken
Additional faculty should be hired within the various emphasis areas to ensure the quality of undergraduate teaching and to enhance the MBA program	Little substantive progress has been on this front. While replacements of returning faculty have mostly been met, the net effect is relatively unchanged.
Faculty hires need to be conducted with a mind toward a more diverse faculty, and accordingly, a more diverse student population. To this end, hiring processes should be carefully monitored and external involvement in the hiring process should be implemented.	This has been marginally improved through the hiring and retention of several international faculty and two women scholars.
Recruitment of a more diverse student population should be undertaken in order to achieve diversity levels that are more reflective of the state's population. Programs such as "sponsoring" urban high schools in Salt Lake City and/or working directly with faculty of those schools in order to inform minority students of the opportunities in Business Administration at Weber State should be investigated. Similarly a faculty/student based minority mentoring program would also encourage matriculation and help maintain	No deliberate strategic efforts can be identified where activities have been undertaken on this element of the 2007 review.

current enrollment levels of minorities	
Increased support for junior faculty in form of financial resources (essential databases for finance research, for example) and mentoring that fosters a clearer understanding of available resources and tenure requirements should be made available.	Significant funding increases for travel to academic conference and professional development have been obtained from the dean's office ($2400 for tenure-track faculty and $1200 for instructors). All faculty have technology current computer hardware and software needed to fulfill their duties.
Assessment efforts could be strengthened by elaborating on the curriculum grid with bulleted explanations of how courses contribute to the learning outcomes. While assessment is generally strong the outcome/learning objectives should be updated to ensure that they are measurable.	In concert with the colleges AoL committee, significant and demonstrable progress has been made on this front.
Investigate whether the writing objective could be achieved through a curriculum change that emphasizes business communication across the curriculum. This is one of the sub-disciplines of Business Administration that could be fortified with an additional faculty member to strengthen a needed emphasis upon communication.	In concert with the colleges AoL committee, significant and demonstrable progress has been made on this front. In particular, resources in the university's NTM program have been leveraged to help deliver on this objective.
Clarification of faculty evaluation for reviews and merit with respect to scholarship, teaching, and outside responsibilities. A workload policy which clearly outlines definitions of a "full" teaching load and designates ranges of percentages of time and effort allocated to teaching, research and service needs to be created and implemented as soon as possible. This is especially critical in light	All faculty in the GSBE have been given clear information regarding the baseline for workload requirements and expectations. For all faculty who maintain their AQ status, the default teaching load has been fixed at nine credit hours per semester. For all non-AQ faculty, including PQ instructors and multi-year contract lecturers, the default teaching load has been fixed at 12 credit hours per semester. In addition, significant progress has been made in the past two years in reductions of "overload" teaching.

of the sharing of resources between the undergraduate and graduate programs and "overload" policies.	
The team discussed the model of decentralized leadership within the college and found that based on the available input from faculty any changes should be thought through very carefully. In particular, the review team did not get the impression that the current leadership model is unsustainable. Formalizing the leadership roles of faculty in the various emphasis areas by instituting area coordinators, for example, may lead to unnecessary fragmentation.	Consistent with the review team's recommendations, the use of area coordinators has not been instituted. However, a collaborative and consultative leadership approach has been emphasized by the current department chair and his immediate predecessor. As a result, changes and decisions of a substantive nature are systematically carried out with openness, candor, and full faculty involvement and buy in.

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Note: This section will be written once the findings of the review team are made available.

APPENDICES:

A: Student and Faculty Statistical Summary

Department of Business Administration
Student and Faculty Statistical Summary

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Student Credit Hours Total	**16,671**	**19,329**	**15,945**	**15,080**	**15,436**	**19,052**	**20,003**
Business Administration	5,610	7,610	5,264	5,353	5,119	5,051	5,668
Finance	2,730	2,679	2,901	2,745	2,883	2,862	3,294
Logistic System Technologies	1,731	2,580	1,986	1,527	1,668	1,644	1,491
Management	4,362	3,887	3,202	3,130	2,895	2,901	2,898
Marketing	2,238	2,574	2,592	2,325	2,871	2,793	2,850
IS&T (11/12 forward)						3,801	3,802
Student FTE Total	**555.70**	**644.30**	**531.50**	**502.67**	**514.53**	**635.07**	**666.77**
Student Majors	**1,081**	**1,270**	**1,287**	**1,306**	**1,263**	**1,245**	**1,321**
Business Administration	366	518	577	644	647	629	643
Entrepreneurship	5	18	22	20	22	22	25
Finance	163	169	162	146	148	158	146
Human Resource Management	54	66	77	85	61	73	90
Logistic System Technologies	29	13	3	3	0	0	0
Management	267	214	196	177	158	142	158
Marketing	172	209	185	170	158	140	167

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Supply Chain Management	25	63	65	61	69	81	92
Information Systems & Technology	-	-	-	-	-	118	121
Program Graduates							
Certificate			1		1	11	3
Associate						9	7
Bachelor Degree	**139**	**122**	**146**	**131**	**159**	**139**	**153**
Student Demographic Profile	**1,081**	**1,270**	**1,287**	**1,306**	**1,263**	**1,245**	**1,321**
Female	313	379	334	350	334	347	414
Male	768	891	953	956	929	898	907
Faculty FTE Total	**32.36**	**30.14**	**29.77**	**28.21**	**27.29**	**35.43**	NA
Adjunct FTE	16.39	14.19	13.22	11.1	11.18	12.18	NA
Contract FTE	15.97	15.95	16.55	17.11	16.11	23.25	NA
Student/Faculty Ratio	**17.17**	**21.38**	**17.85**	**17.82**	**18.85**	**17.92**	NA

  *Student majors include pre-professional programs

 Note: IS&T added in FY 11/12

Note: Data provided by the Office of Institutional Research

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B: Financial Analysis Summary

Business Administration Undergraduate Programs					
Cost	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Direct Instructional Expenditure	2,018,625	1,951,358	1,893,766	2,349,752	3,003,039
Cost Per Student FTE	3,798	3,882	3,681	3,700	4,504
Funding	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Appropriated Fund	2,018,625	1,949,846	1,893,541	2,345,284	2,989,204
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition		1,512	225	4,468	13,835
Total	2,018,625	1,951,358	1,893,766	2,349,752	3,003,039
Note: IS&T added in FY 11/12					

Note: *Note*: Data provided by the Office of Institutional Research

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C: Current Contract Faculty Profile

<u>Faculty Demographic Information</u>

Dr Tony Allred, Professor of Business Administration
PhD 1997, Oklahoma State University

Dr Clinton Amos,
PhD 2008, University of North Texas

Dr Sebastian Brockhaus, Visiting Professor
Dr. rer. pol. 2013, Hamburg University of Technology

Dr Amydee Fawcett
PhD 2013, University of Arkansas

Professor Stan Fawcett, Professor and John B. Goddard Endowed Chair in Global Supply Chain Management
PhD 1990, Arizona State University

Wendy Fox-Kirk, Instructor of Business Administration
PhD (due to complete June 2014), University of Birmingham (UK)

Dr Ed Harris, Associate Professor of Information Systems & Technologies
PhD 2002, Utah State University

Dr Shaun Hansen, Assistant Professor of Business Administration
PhD 2010, Purdue University

Chuck Kaiser, Visiting Professor of Business Administration

Juris Doctorate

Dr Taowen Le, Professor of Information Systems & Technologies
PhD 1991, BYU (Marriott School of Management)

David Read, Assistant Professor of Management
Juris Doctorate 2009, University of Houston Law Center

Dr Shane Schvaneveldt, Professor of Management
PhD 1992, Tokyo Institute of Technology

Dr Seokwoo Song, Associate Professor of Information Systems & Technologies
PhD 2001, University of Wisconsin

Dr Michael Stevens, Department Chair & Professor of Management
PhD 1993, Purdue University

Dr Jeremy Suiter, Assistant Professor of Strategic Management & International Business
PhD 2012, University of Pittsburgh

Dr E.K. Valentin, Professor of Marketing and Management
PhD 1979, University of Utah

Joel Watson, Visiting Professor Marketing
PhD 2004, University of Utah

Dr Zhuolin Yu, Visiting Professor of Information Systems & Technologies
PhD 1991, Purdue University

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C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
May, Kathy	Female	White	Administrative Support Specialist I	18	Administrative Support

AS Degree (IS&T)

Courses Required (30 credit hours)

IST 2010 TE - Business Computer Skills **Credits: (1)**

IST 2015 - Introduction to Information Systems & Technologies **Credits: (1)**

IST 2110 - Software Development I **Credits: (3)**

IST 2410 - Information Systems Architecture **Credits: (3)**

IST 2720 - Data Structures and Algorithms **Credits: (3)**

IST 3210 - Database Design and Implementation **Credits: (4)**

BTNY 1403 LS - Environment Appreciation **Credits: (3-4)**

ACTG 2010 - Survey of Accounting I **Credits: (3)**

ECON 2010 SS - Principles of Microeconomics **Credits: (3)**

ECON 2020 SS - Principles of Macroeconomics **Credits: (3)**

QUAN 2600 - Business Statistics I **Credits: (3)**

BS Business Administration

Major Courses Required (15 credit hours)

IST 3110 - Information Technology for Business **Credits: (3)**

MGMT 3200 - Managerial Communications **Credits: (3) or** NTM 3250 Business Communications **Credits: (3)**

MGMT 3300 - Human Resource Management **Credits: (3)**

MGMT 4300 – Leadership and Group Effectiveness **Credits: (3)**

MGMT 4400 – Advanced Organizational Behavior **Credits: (3)**

Major Electives (9 credit hours)
One Marketing course

MKTG 3100 - Consumer Behavior **Credits: (3)**

MKTG 3200 - Selling and Sales Management **Credits: (3)**

MKTG 3450 - Promotion Management **Credits: (3)**

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MKTG 3500 - Retail Management **Credits: (3)**
MKTG 4400 - Marketing Strategy **Credits: (3)**
MKTG 3600 - International Marketing **Credits: (3)**
MKTG 4200 – Internet Marketing **Credits: (3)**
BSAD 3500 – Introduction to Business Research **Credits: (3)**

One Supply Chain Management Course
SCM 3500 - Computer Models/Applications **Credits: (3)**
SCM 4100 - Quality Management and Productivity **Credits: (3)**

One other course from Actg/Econ/Finance
FIN 3350 - Financial Institutions **Credits: (3)**
FIN 3500 - Capital Budgeting **Credits: (3)**
FIN 4400 - Financial Problems - Corporate Finance **Credits: (3)**
ECON 3400 – Labor Economics **Credits: (3)**
ECON 3200 – Money and Banking **Credits: (3)**
ACTG 3750 – Accounting Information Systems **Credits: (3)**

Two General Electives (6 credit hours) from list of approved courses
MGMT 3350 - Employment & Labor Law Credits: (3)
MGMT 3400 – International Business Credits: (3)
MGMT 3450 – Study Abroad Credits: (3)
MGMT 3550 - The Cultural Environment of International Business Credits: (3)
MGMT 4310 - Compensation & Benefits Credits: (3)
MGMT 4320 - Staffing Organizations Credits: (3)
MGMT 4350 - Training Credits: (3)
MGMT 4860 - Management Internship Credits: (3)
MGMT 4865 - Human Resource Internship Credits: (3)
MGMT 4650 - Negotiations Credits: (3)
SCM 3500 - Computer Models/Applications Credits: (3)
SCM 4100 - Quality Management and Productivity Credits: (3)
BSAD 3000 – Small Business Management Credits: (3)
BSAD 3500 - Introduction to Business Research Credits: (3)
BSAD 3600 - [World Region] Business and Society Credits: (3)
BSAD 4210 - Survey of Business Law Credits: (3)
BSAD 4500 - Entrepreneurship Credits: (3)

BS Business Administration HRM

Major Courses Required (15 credit hours)
IST 3110 - Information Technology for Business **Credits: (3)**

MGMT 3200 - Managerial Communications or NTM 3250 Business Communications **Credits: (3)**

MGMT 3300 - Human Resource Management **Credits: (3)**

MGMT 4300 – Leadership and Group Effectiveness **Credits: (3)**

MGMT 4400 – Advanced Organizational Behavior **Credits: (3)**

Major Required for Emphasis (12 credit hours)
MGMT 4310 - Compensation & Benefits **Credits: (3)**

MGMT 4350 - Training **Credits: (3)**

MGMT 3350 - Employment & Labor Law **Credits: (3)**

MGMT 4320 - Staffing Organizations **Credits: (3)**

One General Elective (3 credit hours) from list of approved courses
MGMT 3400 – International Business **Credits: (3)**

MGMT 3450 – Study Abroad **Credits: (3)**

MGMT 3550 - The Cultural Environment of International Business **Credits: (3)**

MGMT 4860 - Management Internship **Credits: (3)**

MGMT 4865 - Human Resource Internship **Credits: (3)**

MGMT 4650 - Negotiations **Credits: (3)**

SCM 3500 - Computer Models/Applications **Credits: (3)**

SCM 4100 - Quality Management and Productivity **Credits: (3)**

BSAD 3000 – Small Business Management **Credits: (3)**

BSAD 3500 - Introduction to Business Research **Credits: (3)**

BSAD 3600 - [World Region] Business and Society **Credits: (3)**

BSAD 4210 - Survey of Business Law **Credits: (3)**

BSAD 4500 - Entrepreneurship **Credits: (3)**

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BS Business Administration Marketing

Major Courses Required (21 credit hours)
IST 3110 - Information Technology for Business **Credits: (3)**
MGMT 3200 - Managerial Communications or NTM 3250 Business Communications **Credits: (3)**
MKTG 3100 - Consumer Behavior **Credits: (3)**
MKTG 3200 - Selling and Sales Management **Credits: (3)**
BSAD 3500 - Introduction to Business Research **Credits: (3)**
MKTG 3450 - Promotion Management **Credits: (3)**
MKTG 4400 - Marketing Strategy **Credits: (3)**

Elective Courses (9 credit hours)
BSAD 4210 - Survey of Business Law **Credits: (3)**
BSAD 4500 - Entrepreneurship **Credits: (3)**
FIN 3400 - Real Estate Principles and Practices **Credits: (3)**
SCM 3720 - Transportation and Global Supply Chain Management **Credits: (3)**
SCM 4100 - Quality Management and Productivity **Credits: (3)**
SCM 4410 - Materials and Inventory Management **Credits: (3)**
SCM 4730 - Purchasing and Supply Management **Credits: (3)**
MKTG 3500 - Retail Management **Credits: (3)**
MKTG 3600 - International Marketing **Credits: (3)**
MKTG 4200 - Internet Marketing **Credits: (3)**
MKTG 4860 - Marketing Internship **Credits: (3)** or
COMM 3850 - Advertising **Credits: (3)**
MGMT 4300 – Leadership and Group Effectiveness **Credits: (3)**
MGMT 4650 - Negotiations **Credits: (3)**

BS Business Administration Supply Chain Management

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Major Courses Required (27 credit hours)

IST 3110 - Information Technology for Business **Credits: (3)**

MGMT 3200 - Managerial Communications (3) or NTM 3250 Business Communications **Credits: (3)**

SCM 3500 - Spreadsheet Modeling for Decision-Making **Credits: (3)**

SCM 4400 - Global Supply Chain Management **Credits: (3)**[*]

SCM 3600 - Logistics & Transportation **Credits: (3)**

SCM 4100 - Quality Management & Process Improvement **Credits: (3)**

SCM 3700 - Purchasing & Strategic Sourcing **Credits: (3)**

SCM 4500 - Supply Chain Relational Strategies **Credits: (3)**

SCM 4550 - Strategic Supply Chain Design **Credits: (3)**

Note:
* SCM 4400 satisfies the International Course requirement under the Business Cross-Functional Core as well as the Business Courses requirement.

Elective Courses (6 credit hours)

Select two courses from the following (see an advisor for guidance in course selection)

SCM 4850 – SCM Study Abroad **Credits: (3)**

SCM 4860 - Supply Chain Management Internship **Credits: (3)**

ACTG 3300 - Cost Accounting **Credits: (3)**

FIN 3500 - Capital Budgeting **Credits: (3)**

MGMT 3300 - Human Resource Management **Credits: (3)**

MGMT 4300 - Influence and Group Effectiveness **Credits: (3)**

MGMT 4650 - Negotiations **Credits: (3)**

MKTG 3200 - Selling and Sales Management **Credits: (3)**

MKTG 4400 - Marketing Strategy **Credits: (3)**

IST 3210 – Database Design & Implementation **Credits: (3)**

BSAD 3500 - Introduction to Business Research **Credits: (3)**

BSAD 4500 - Entrepreneurship **Credits: (3)**

DET 1060 - Fundamentals of Mechanical Drafting Using 3D CAD **Credits: (3)**
One additional international business course from GSBE list

BS Business Administration IS&T

Major Courses Required (27 credit hours)

IST 2015 - Introduction to Information Systems & Technologies **Credits: (1)**

IST 2110 - Software Development I **Credits: (3)**
IST 2410 - Information Systems Architecture **Credits: (3)**
IST 2720 - Data Structures and Algorithms **Credits: (3)**
IST 3210 - Database Design and Implementation **Credits: (4)**
IST 3610 - Networks & Data Communications I **Credits: (4)**
IST 3700 - E-business Technologies & Web Development **Credits: (3)**
IST 4730 - Senior Practicum: Project Management and Systems Development **Credits: (3)**
NTM 3250 - Business Communication **Credits: (3)**

Concentration Elective Courses (12 credit hours)
Select 4 courses from the following with at least one 4xxx level course
IST 3620 - Networks and Data Communications II **Credits: (3)**
IST 3720 - Software Development II **Credits: (3)**
IST 3730 - Systems Analysis and Design **Credits: (3)**
IST 4600 - Information Security I **Credits: (3)**
IST 4700 - Information Security II **Credits: (3)**
IST 4710 - Enterprise Software Development **Credits: (3)**

IS&T Bachelor in Integrated Studies

Suggested Courses
IST 2110 - Software Development I **Credits: (3)**
IST 2410 - Information Systems Architecture **Credits: (3)**
IST 3110 - Information Technology for Business **Credits: (3)**
IST 3210 - Database Design and Implementation **Credits: (4)**
IST 3610 - Networks & Data Communications I **Credits: (4)**
IST 3700 - E-business Technologies & Web Development **Credits: (3)**

plus one of:
IST 3620 - Networks and Data Communications II **Credits: (3)**
IST 3720 - Software Development II **Credits: (3)**

Business Administration Minor for Non-Business Students

Required Courses (16 credit hours)
ACTG 2010 - Survey of Accounting I **Credits: (3)**
BSAD 2899 - Business Foundations and Admission Assessment **Credits: (0)**
ECON 2010 SS - Principles of Microeconomics **Credits: (3)**
ECON 2020 SS - Principles of Macroeconomics **Credits: (3)**
QUAN 2600 - Business Statistics I **Credits: (3)**
QUAN 3610 - Business Statistics II **Credits: (3)**
IST 2010 TE - Business Computer Skills **Credits: (1)**

Note: **All course prerequisites must also be completed.**
Elective Courses (15 credit hours)
A minimum of 15 hours in Business Administration, Finance, Management, Marketing, and Supply Chain Management courses as approved by the Business Administration Department.

Entrepreneurship Minor

ENTR 1001 – Principles of Entrepreneurship **Credits: (3)**
ENTR 1002 – Intro to Entrepreneurship **Credits: (3)**
ENTR 1003 – Ideation & Customer Development **Credits: (3)**
ENTR 1004 – Entrepreneurial Finance **Credits: (3)**
ENTR 2001 – Sales & Marketing **Credits: (3)**
ENTR 3002 – Starting the Business **Credits: (3)**
ENTR 3003 – Growing the Business **Credits: (3)**

Grade Requirements: The Minor in Entrepreneurship consists of 15 credit hours for students who have been admitted to the Goddard School of Business and Economics (GSBE). Non-Business School students must successfully complete (grade of "C" or better) a one-credit-hour leveling course before beginning the minor.

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Credit Hour Requirements: A total of 16 credit hours are required for non-GSBE students. A total of 15 credit hours are required for GSBE registered students.

Information Systems & Technologies Minor

Non-Business Majors (20 credit hours)

Courses Required (16 credit hours)

ACTG 2010 - Survey of Accounting I **Credits: (3)**
IST 2010 TE - Business Computer Skills **Credits: (1)**
IST 2110 - Software Development I **Credits: (3)**
IST 2410 - Information Systems Architecture **Credits: (3)**
IST 2720 - Data Structures and Algorithms **Credits: (3)**
IST 3110 - Information Technology for Business **Credits: (3)**

Elective Course (4 credit hours)

Select one of the following
IST 3210 - Database Design and Implementation **Credits: (4)**
IST 3610 - Networks & Data Communications I **Credits: (4)**

Business Majors (20 credit hours)

Courses Required (17 credit hours)

IST 2110 - Software Development I **Credits: (3)**
IST 2410 - Information Systems Architecture **Credits: (3)**
IST 2720 - Data Structures and Algorithms **Credits: (3)**
IST 3210 - Database Design and Implementation **Credits: (4)**
IST 3610 - Networks & Data Communications I **Credits: (4)**

Elective Course (3 credit hours)

Select one of the following

IST 3620 - Networks and Data Communications II **Credits: (3)**
IST 3700 - E-business Technologies & Web Development **Credits: (3)**
IST 3720 - Software Development II **Credits: (3)**

Information Technology Honors Program

Program Prerequisite: Enroll in the General Honors Program and complete 9 hours of General Honors courses. One of these courses must be HNRS 3900 - Honors Colloquium. The Honors Colloquium courses are 3 credit hours and topics vary from semester to semester.
Grade Requirements: Maintain an overall GPA of 3.3.
Credit Hour Requirements: Fulfill requirements for an Information Systems & Technologies Department major. In fulfilling these requirements, students must take at least 12 hours of Information Systems & Technologies courses on an Honors basis, 3 hours of which must be completed as a IST 4730 - Senior Practicum: Project Management and Systems Development. The student may receive Information Systems & Technologies Honors credit in any upper-division or graduate level IST course.

E: Faculty Contribution to Research in Discipline

Tony Allred

Published research

> E.K. Valentin and Anthony T. Allred, "Giving and Getting Gift Cards" *The Journal of Consumer Marketing. September, 2012*

> H. Lon Addams and Anthony T. Allred "Student Operated Companies: The Entrepreneurial Focus of An Integrated Business Core," has been accepted for publication in the *Journal of Entrepreneurship Education. (Finalized for printing in 2013).*

> H. Lon Addams, Anthony T. Allred and Mike Chertudi, "The First Step in Proactively Managing Students' Careers: Teaching Self-SWOT Analysis," accepted for publication in the Academy of Educational Leadership Journal (Finalizes for printing in 2013)

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

> Anthony T. Allred "Can Recognizing Students by Name Influence Student Evaluations of Faculty?" Presented at the Applied Business and Entrepreneurship Association International Conference, Hawaii, November, 2012, received an ABEAI best paper award qualifying the manuscript for publication in the Journal of Business Leadership. (Don't know if this qualifies for peer-reviewed; hence, may submit manuscript to another peer-reviewed journal.)

Intellectual Contributions in progress (articles under review, working papers, etc.)

> Anthony T. Allred, Skyler King, and E.K. Valentin, "Does Victim Responsibility Influence Non-Profit Volunteerism?" The Journal of Nonprofit and Public Sector Marketing (substantial revisions requested by reviewers—most revisions completed).

> H. Lon Addams and Anthony Allred, Business Communications Course Redesigned, Academy of Educational Leadership. Reviewer's have requested a revise and resubmit

Brian Davis

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

> "Kosher and Yosher: Toward Proper Business Practices in the Kosher Food Industry" with David Read, presentation at Academic and Business Research Institute Annual Conference, Las Vegas, Nevada, October 2012.

Intellectual Contributions in progress (articles under review, working papers, etc.)

> "Exploring Employee Misconduct in the Workplace" with David Read and Sandra Powell, paper in revision for submission to the Journal of Academic and Business

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Ethics.

"Kosher and Yosher: Toward Proper Business Practices in the Kosher Food Industry" with David Read, paper in progress for submission to the Journal of Academic and Business Ethics.

Yuhong Fan

Published research

Fan, Yuhong & L. Addams, 2012. "U.S. based International Mutual Funds: Performance and Persistence", Financial Services Review, 21(1), p 51-61. (This article was accepted in Nov. 2011.)

Intellectual Contributions in progress (articles under review, working papers, etc.)

Behavioral trading, evidence from Stocktrak performance "International Mutual Funds: Alphas and Betas"

"CFA Designation for bond Fund Managers: Performance and Persistence"

Shaun Hansen

Published research

Hansen, S. D., Alge, B. J., Brown, M. E., Jackson, C. J., & Dunford, B. B. (2012). Ethical Leadership: Assessing the Value of a Multifoci Social Exchange Perspective. Journal of Business Ethics.

Hundley, G. S. & Hansen, S. D. (2012). Economic Performance and the Enterprise Culture. Journal of Enterprising Culture.

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

Hansen, S. D., Alge, B. J., Dunford, B. B., Jackson, C. L., & Brown, M. E. (August, 2012). Corporate Social Responsibility (CSR) and Ethical Leadership: An Inferential-Impression Model of Ethical Behavior. Academy of Management (AOM) Annual Meeting, Boston, Massachusetts.

Hansen, S. D. (2012). Do Nice Guys Finish Last? Sometimes, But They Also Finish Wealthier... In J. A. Avey (Ed.), Lead More, Manage Less: A Book for Leaders. Northwest Center for Organizational Research.

Hansen, S. D. (2012). Thought You Were Finished with Your Education? Think Again... In J. A. Avey (Ed.), Lead More, Manage Less: A Book for Leaders. Northwest Center for Organizational Research.

Alge , B. J. & Hansen, S. D. (2012). Workplace Monitoring and Surveillance Research Since '1984': A Review and an Agenda. In M. Coovert & L. Thompson (Eds.), The Psychology of Workplace Technology.

Intellectual Contributions in progress (articles under review, working papers, etc.)

Hansen, S. D., Alge, B. J., Brown, M. E., Jackson, C. J., & Dunford, B. B. (under review as

of April, 2013). Corporate Social Responsibility and Ethical Leadership: An Inferential-Impression Model of Ethical Behavior. Journal of Business Ethics.

Schleicher, D., Hansen, S. D., & Day, D. (under review as of January, 2014). Variability as Evaluation Criteria: The example of FOR Training. Target Journal: Personnel Psychology.

Hansen, S. D. & Hundley, G. S. (writing stage). Toward an Understanding of Individual Integrity across Cultures: A Review and Integration of Ethical Decision Making and Values Theory. Target Journal: International Journal of Cross-Cultural Management.

Hansen, S. D., Alge, B. J., Brown, M. E., Jackson, C. J., & Dunford, B. B. (writing stage). The Moderating Role of Ethical Leadership on the Relationship between Subordinate Trust Propensity and Perceptions of Coworker Ethics. Target Journal: Journal of Business Ethics.

Hansen, S. D., Alge, B. J., Brown, M. E., Jackson, C. J., & Dunford, B. B. (writing stage). Does Moral Attentiveness or Ethical Orientation Predict Whether Unethical Behavior is Noticed or Justified? A Field Study. Target Journal: Journal of Business Ethics.

Alge, B. J., Hansen, S., Tangirala, S., & Bartol, K. (beginning stages). Organizational security: A Multi-level Perspective on Securing Trust/Control and Commitment in Organizations. Target Journal: Academy of Management Review.

Valentin, E. K., Hansen, S. D., Read, D. & Davis, B. (beginning stages). Do the Words Corporate Social Responsibility and Corporate Social Accountability Mean Different Things to Business Students? Target Journal: Journal of Business Ethics.

Read, D. & Hansen, S.D. (beginning stages). Is Christianity Compatible with the Profit Motive? An Inquiry into the Beliefs of Christian Business Students and Professionals. Target Journal: Journal of Business Ethics.

Ed Harris

Intellectual Contributions in progress (articles under review, working papers, etc.)

"The Development and Implementation of a Distinct Model" Zhuolin Yu, Edward Harris, Andrew Drake International Journal of Learning Technology (IJLT) (Revise and Resubmit 1/6/2013)

Taowen Lee

Published research

"A Comparative Analysis of the Search Feature Effectiveness of the Major English and Chinese Search Engines", Jin Zhang, Wei Fei, Taowen Le, accepted in May 2002 for publication in Online Information Review, a peer reviewed journal.

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

"Information Technology and Informationalization", invited presentation by & at University of Utah, Salt Lake City, Utah, August 2012.

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"Societal & Cultural Images of China in a Connected World", invited presentation by & at University of Utah, Salt Lake City, Utah, November 2012.

Intellectual Contributions in progress (articles under review, working papers, etc.)

"Key Factors Affecting IS Job Offers: an Exploratory Study from the Student's Perspective", Wayne Huang, Taowen Le, targeted at peer reviewed journals.

Shane Schvaneveldt

Published research

"A Cross-Country Comparison of the Mechanisms Relating Customer Satisfaction and Market Share"; Abulaiti, G; B Herbas, S Hachiya, Y Matsukawa, B Frank, S J Schvaneveldt, T Enkawa; Journal of the Japanese Society for Quality Control, 2012, Vol 42 No. 3, pp 95-105.

Intellectual Contributions in progress (articles under review, working papers, etc.)

Gender Influences on Customer Satisfaction and Perceived Value: Cross-National Comparison and Analysis. Article under second review by Journal of the Academy of Marketing Science.

Risk Avoidance vs. Collective Consciousness as Consumer Responses to a National Disaster: A Study on Radioactive Product Contamination. Article under first review at Managing Service Quality (Emerald, peer-reviewed).

The Sustainable Supply Chain Scavenger Hunt. Manuscript in preparation for submission to peer-reviewed pedagogy journal.

Green Purchasing: An Empirical Comparison of Producer and Purchaser Perspectives. Manuscript in preparation for submission to peer-reviewed journal.

The Evolving Concept of Quality: A New Framework for Understanding and Defining Quality. Manuscript in preparation for submission to peer-reviewed journal.

Understanding the Role of Rational Subgroups in Statistical Process Control: An Active Learning Exercise. Manuscript in preparation for submission to peer-reviewed pedagogy journal.

Common Misunderstandings Regarding Statistical Process Control: A Classroom Discussion Exercise. Manuscript in preparation for submission to peer-reviewed pedagogy journal.

Waiting Line Management Is More than Queuing Theory: Pedagogical Issues and Resources. Manuscript in preparation for submission to peer-reviewed pedagogy journal.

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

"The Evolving Business Logic of Sustainability: Toward a Triple Bottom Line for Business"; Schvaneveldt, S J; Conference on Conservation, Restoration, and

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Sustainability: A Call to Stewardship, Brigham Young University, Provo UT, Nov 8-10, 2012.

"Lean and Green: How Sustainability Contributes to Process and Productivity Improvement"; S J Schvaneveldt, presentation to Intermountain Sustainability Summit, Ogden UT, Mar 7-8, 2012

Seokwoo Song

Published research

Y. Kim, S. Song, V. Sambamurthy, & Y. Lee, "Entrepreneurship, Knowledge Integration Capability, and Firm Performance: An Empirical Study," Information Systems Frontiers, Vol. 14, No. 5, 2012, pp. 1047-1060

Intellectual Contributions in progress (articles under review, working papers, etc.)

"Pedagogical Use of VMware for Campus Closure" (with A. Drake and Z. Yu)
"Investigating Gender Difference on Negative eWOM Behaviors" (with Y. Park)
"Evolving Social Networks in Organizations" (with S. Choi)
"Knowledge Sharing and Network Structure for Effective Knowledge Management: A Multilevel Investigation" (with J. Teng)

Attendance at Professional Meetings, Faculty/Professional Development Workshops, etc.

Microsoft Faculty Workshop, Windows Apps Development, Seattle, Washington, August 8-9, 2012
Americas Conference on Information Systems, Seattle, Washington, August 9-11, 2012

Michael Stevens

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

One of seven co-authors on a revised volume entitled Global Leadership: Research, Practice and Development (2nd ed.). New York: Routledge.

Bird A, and Stevens MJ. "Chapter 6: Assessing Global Leadership Competencies," in Global Leadership: Research, Practice and Development (2nd ed.), 113-140. New York: Routledge.

Stevens, MJ. "Barriers to Change." Counterpoint Conference, University of Utah, Salt Lake City, Utah, October 2012.

Stevens MJ. "Intercultural Assessment: What You Can Measure, You Can Manage." Summer Institute for Intercultural Communication, Portland, OR.

Stevens MJ. "Assessing Intercultural Competencies" (delivered this seminar as a 3-day professional development workshop). Summer Institute for Intercultural Communication, Portland, OR.

Stevens MJ. "Power and Governance Without Oppression." Sunstone Symposium, Salt Lake City, Utah, July 2012.

Intellectual Contributions in progress (articles under review, working papers, etc.)

Version: Dec 13, 2013

Stevens MJ. "Passive-Aggressive Along the Wasatch Front." Status: Manuscript was submitted for publication December 2012. Conditional acceptance has been made pending minor revisions.

Stevens MJ, and Butler K. "Team Roles and Team Performance."Status: Manuscript was submitted for publication at Group Dynamics: Theory, Research and Practice. We are currently awaiting first round of feedback from reviewers.

Stevens MJ, Bird A, Oddou G, and Mendenhall M. "Assessment of Cultural Effectiveness through the Development and Validation of the Global Competencies Inventory." Status: Research validation data have been collected over the past four years on more than 2500 subjects from 60 different countries; final psychometric refinements of all inventory scales is currently being completed and final manuscript preparation is under way. Submission to Advances in Global Leadership will take place spring 2013.

Bird A, Stevens MJ, and Furuya N. "Developing Global Competencies Among Japanese High Potential Managers: A Clinical Approach." Status: This is going to be a small case study article describing the lessons learned from a recently completed intensive 1-year training program for the development of global competencies among 12 high potential managers at a large Japanese multinational.

Deshpande A, and Stevens MJ. "Interrelationships between Team Dynamics, Product Development Time and Organizational Performance." Status: This is a now successfully defended dissertation of the first author and is currently being revised for submission to an appropriate journal for publication.

Bird A, and Stevens MJ. "Assessing Global Leadership Competencies." Status: This is a paper based on a recent book chapter that will be repackaged as a practitioner-oriented article for International Journal HR Management.

Jeremy Suiter

Other Intellectual Contributions (presentations, books, book chapters, technical reports, software, etc.)

Dissertation defense presentation "Distance, Deviation From a Template, and Performance: Investigating a Moderated Mediation Model", University of Pittsburgh, Pittsburgh, PA, April 25, 2012

Intellectual Contributions in progress (articles under review, working papers, etc.)

Working paper "Distance, Deviation From a Template, and Performance", first author (with Robb Jensen, John Prescott, and Gabriel Szulanski), targeting Journal of International Business Studies submission in 2013.

Working paper "Top Management Team Structure, Tenure, Role Clarity and Performance", second author (with Rich Herko), targeting Journal of Management submission in 2013.

James Turner

Intellectual Contributions in progress (articles under review, working papers, etc.)

Version: Dec 13, 2013

Casting Doubt on the Predictability of Stock Returns in Real Time: Bayesian Model Averaging Using Realistic Priors. Under second review following an invitation to revise and resubmit for publication in the Review of Finance.

Teaching the Effects of Risky Debt and Financial Distress Costs Using Consistent Examples. Under second review following an invitation to revise and resubmit for publication in the Journal of Financial Education.

Working Capital and Capital Budgeting, working paper

R and the Efficient Portfolio, working paper The Rent vs. Sell Decision, working paper

E.K. Valentin

Published research

Giving and Getting Gift Cards," Journal of Consumer Marketing, with A. Allred, spring 2012. (Came out in print in July)

Non-peer reviewed

Textbook: Business Planning & Market Strategy; signed contract w. SAGE; manuscript for re-review is due in Feb., final manuscript is due May 15; expected publication date is Jan. 2014.

Intellectual Contributions in progress (articles under review, working papers, etc.)

"Does Victim Responsibility Influence Non-Profit Volunteerism?" Journal of Nonprofit and Public Sector Marketing, w. A. Allred and S. King; revision is nearly ready for resubmission

Zhuolin Yu

Intellectual Contributions in progress (articles under review, working papers, etc.)

"The New Information Communication Technologies, Transparency and Governance in China: TheFear of the Unavoidable". Written with Dr. John Mbaku and submitted to: International Journal on World Peace, the paper was accepted for publication and was waiting for the editor to send us the proofs.

"Computer Virtualization and its use in teaching IT courses" Coauthor with Dr. Seokwoo Song and Andy Drake. Working in progress.

Information and Communication Technology in Government or in Women issues in China. Under discussions with Dr. John Mbaku.

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