



USF

MUMA
COLLEGE OF BUSINESS
UNIVERSITY OF SOUTH FLORIDA

**AACSB International
Continuous Improvement Review
Report**

**University of South Florida | Muma College of Business
2012 - 2017**

Appendices

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APPENDIX 1 – ENGAGEMENT

ACADEMIC, PROFESSIONAL AND COMMUNITY ENGAGEMENT

The college extends the expertise of its faculty and the enthusiasm of its students to the community via a number of project-based classes. Examples of academic courses with heavy community engagement include (this is not an exhaustive list):

- ▶ **Student Managed Investment Fund** – The Student Managed Investment Fund is an educational “business” operating within the USF Muma College of Business. The investment fund offers motivated, well-prepared students the opportunity to participate in simulated financial management strategies and decisions as well as to manage “real money in real time.” The investment fund is governed by an advisory board comprised of financial services industry professionals. These business leaders share expertise and interact with students during their presentations. Corporate partners may also extend internship opportunities to students enrolled in the fund. The student-managed fund benefits the business community by providing access to outstanding students as well as access to research reports and other investment fund materials. The fund is expected to generate private funds to cover a significant portion of its continuing expenses. Generous funding established endowed scholarships for participating students.

\$450,000

The current value of the investment fund (from 2016-2017 Annual Report).

60

More than 60 professionals and 40 firms are regularly engaged with the program.

11

Students enrolled in the two-semester Applied Securities Analysis course that is required for all program participants.

Student Managed Investment Fund Performance

	DECEMBER	QUARTER	1-YR	3-YR	5-YR	INCEPTION
USF Fndn - SMIF Fund	2.96	9.27	15.00	9.52	14.95	11.38
S&P - 500 Index	1.98	3.82	11.96	8.87	14.66	12.46
Russell - 2000 Index	2.80	8.83	21.31	6.74	14.46	12.34
Wilshire - 5000 Composite Index	2.06	4.54	13.37	8.76	14.71	12.51

- ▶ **Integrated Business Applications Team Consulting** – The MBA capstone course, Integrated Business Applications, affords students the opportunity to apply and integrate knowledge, skills, and experience as they develop a comprehensive, cohesive business plan for a regional company. During the first half of the semester, student teams develop and present a strategic marketing plan. During the second half of the semester, the teams revise their marketing plans and add the operating and financing plans necessary to create an integrated business plan. Process and content are equally important in this course, which serves as a laboratory experience in self-managed work teams.
- ▶ **Brand Management** – This course offers students an opportunity to apply brand management theories and concepts learned in the classroom to a real setting. Students conduct a brand audit with an actual firm and immerse themselves in the firm/brand they are studying to gain a rapid and detailed understanding of the client’s industry. Later, students conduct qualitative research, including open-ended interviews with key respondents in the target market. Insights gleaned from the qualitative research help students formulate a detailed quantitative survey administered to a larger sample. Students then use the data to craft a brand management plan that includes recommendations and action plans. Students present their work to the firm’s senior management.
- ▶ **Consumer Behavior Theory** – This course uses the same approach and methodology as Brand Management. The difference is that students have the opportunity to apply consumer behavior concepts in a real-world setting. Past subject companies for this course (as well as the Brand Management course) include Circle K, Grow Financial Federal Credit Union, Savior, Mulita, Sweetbay, and Alessi Vigo.

Beyond the classroom, there are many opportunities for students to work with, learn from, and assist businesses and community organizations. A non-exhaustive list of examples for such opportunities include:

- ▶ **ISDS Practice Center** – The ISDS Practice Center gives students a chance to work on industry-sponsored projects that help students apply classroom learning to industry experience. Similar to an internship, these projects tackle real-world challenges such as developing

SharePoint applications, eliciting requirements from users, or processing data for analytics. Unlike an internship, however, these projects are team-based and are co-supervised by ISDS faculty, who mentor students and ensure that the deliverables meet industry sponsor expectations. The practice center provides for a win-win-win. The sponsoring companies get to work with top-quality students to create solutions to projects, while also benefiting from the expertise of ISDS faculty members. Companies can observe students' work and use the practice center as a way to evaluate future employees. Participating students gain industry experience, earn stipends and/or course credit, and network with industry leaders. Faculty members gain from the opportunity to work with real world problems that can help inform their research. Information on the practice center and a video about some recent projects can be found online at <http://www.usf.edu/business/departments/isds/placement/practice-center.aspx>

► **Undergraduate and Graduate Case Competitions** – USF offers several opportunities for students to learn from live cases in real time, hosting internal competitions at both the undergraduate and graduate level and an intercollegiate competition once a year. In these competitions, students are presented with a real-time strategic and/or operating challenge facing the subject company, which is usually a national organization. For the in-house competitions, students apply for one of 20-30 slots in the competition. A team of faculty selects the top students from the applicant pool, who then form teams. For the external competition, teams of graduate students from universities across Florida compete against one another. As with most programs that engage community leaders, benefits flow both ways in these competitions. For companies, the competitions bring an outsider's fresh perspective and present an opportunity to observe and potentially recruit some of the best business students in Florida. For students, the case competitions offer a personally challenging opportunity to take on a real business challenge in a stressful setting.

► **On-campus Living/Learning Communities** – In partnership with USF Housing and Residential Education, the Muma College of Business now offers two living-learning campus communities.

Bulls Business Community – Since its 2007 inception, 613 students have been part of the BBC, including 101 who enrolled in the fall of 2016. Many call the program pivotal in the transition from high school to college. Residents enjoy all the benefits of a traditional on-campus lifestyle plus a number of unique professional development activities to prepare them for employment upon graduation. Students take classes together, participate in service projects, and have many programmed events that encourage networking with high-profile alumni and Tampa Bay business leaders. During the 2016-17 academic year, students toured Mondelez International in Orlando, Lockheed Martin, Ashley Furniture and Citigroup, each of which offers a view into the operation of a major corporation and provides a better understanding of the many career paths for every business major. BBC students often serve as informal ambassadors for the college. Additional information on the BBC can be found online at <http://www.usf.edu/business/undergraduate/bbc/>

Zimmerman Advertising Program – This second business living-learning community began in 2016. ZAP students experience the best of business and mass communications. They take advertising courses taught by faculty in the Zimmerman School of Advertising & Mass Communications while completing their business degree courses. Because they are business majors they are able to participate in many Muma College of Business programs. Like the BBC, ZAP programming includes major-specific corporate tours. In 2016-2017 ZAP residents toured Ashley Furniture, PP+K, ChappellRoberts, 22squared, Social Forces, and Zimmerman Advertising. During the 2016-2017 year, 34 students lived in the ZAP living-learning community.

► **Corporate Mentor Program** – For more than 25 years, the Muma College of Business Corporate Mentor Program has prepared first-generation college students for success at USF and beyond. The program targets juniors and seniors, pairing the students with volunteer mentors from the Tampa Bay business community. Mentors provide access to workplaces and corporate culture. The program kicked off the 2016-17 academic year by announcing that banking giant Citi had contributed \$25,000 to the program as well as 25 mentors to volunteer with the 123 business students in the program. While Citi is one of the program's largest supporters, the program would not be as successful without the financial and volunteer support from companies such as Fifth Third Bank, T. Rowe Price, and Raymond James Financial. Raymond James, in particular, has been a long-standing supporter of the program, championed by Dennis Zank, Raymond James COO and longtime mentor for USF business students. Thanks to them, students learn about interviewing, corporate culture, networking, and how to become leaders in the corporate world. More information on the Corporate Mentor Program can be found at <http://www.usf.edu/business/student-success/cmp/>

147 Students who enrolled in the program during the 2016-17 academic year, nearly 60 percent of them women.

60 Professional development and training events hosted by the program.

\$210,000 The amount of support Raymond James has provided to the program since 2008.

100% Participants who graduated during the fall semester had a job offer at graduation.

\$101,000 Amount of scholarship money awarded to program participants by the college.

11 Students in the program selected for the college's 25 Under 25 program.

- ▶ **Non-Profit Executive MBA Scholarship** – Each year the Muma College of Business provides a \$21,500 scholarship to a manager in a not-for-profit charitable organization. Past recipients of this award have been employees of Big Brothers Big Sisters, Habitat for Humanity, the United Way, Metropolitan Ministries, MacDonald Training Center, Tampa Crossroads, Florida Sheriffs Youth Ranches, and the Healthy Start Coalition.
- ▶ **Business Honors Program** – Exclusively for the best and most motivated learners, this highly selective program blends rigorous coursework and research activities with special residential, service, international, and applied learning opportunities inside and outside of the classroom. Students plan and lead a service project from start to finish as part of this program. Additionally, Business Honors students take part in various outreach programs within and outside the country.

1,246	Average SAT score for incoming Business Honors Program students (they also posted an average grade-point average of 4.08 and scored an impressive 27.5 average score on ACTs).	100%	Students who participated in a study abroad experience.
100%	Graduates who held internships and more than half had two or more internships.	100%	Graduates who participated in the program who had a job or acceptance to a graduate program at graduation.

- ▶ **Distinguished Speaker Series** – This monthly series for Executive MBA students and alumni brings in lecturers from around the world to speak with students about business, provide gems of advice based on career-life lessons, or to reflect on success. Students dine alongside and learn from Fortune 500 executives, entrepreneurs, philanthropists, and international business leaders. Speakers share business lessons, talk about the failures and mistakes that they’ll never make again, and share life lessons gleaned from personal experience. These monthly sessions are a favorite for alumni who frequently return to campus to sit in on the lectures and to enjoy lunch with current students.
- ▶ **Fintech Business Plan Competition** – USF’s Center for Entrepreneurship has partnered with Fintech for the Fintech Business Plan Competition, providing student-led companies an opportunity to win start-up funds and in-kind support as they launch business ventures.
- ▶ **Business Leaders as Judges** – Business leaders serve as judges for several programs that benefit students, including the Muma College of Business 25 Under 25 program (a recognition program that honors students who excel in two of the following four categories: leadership, academics, professional development, and campus/community service). Hiring managers serve as judges for the college’s Elevator Competition. The competition requires students to attend workshops on professional dress, resume writing, networking, and interpersonal skills in order to compete for prizes given to those who excel at “elevator speeches.”

USF Muma College of Business undergraduate students and organizations have been recognized for excellence both within and outside the university:

- ▶ **25 Under 25** – in 2009, the college created the “25 Under 25” program to recognize undergraduate students who have demonstrated excellence in at least two of four areas: scholarship, professional development, leadership and campus/community service. The program also provides an informal cache of ambassadors for the college. Self-funded the first year, 25 Under 25 was financially underwritten by Northwestern Mutual the second year and by T. Rowe Price since its third year.

23,450	Social media campaign page views since April 8, when the 2016-17 roster was announced.	5	Number of years the program has been fully sponsored by T. Rowe Price.
4,756	Social medial votes this year cast for Most Remarkable candidates.	27	Students who made the 2016-17 list. Two extra students were included because of tied scores.
3	The average number of pages each blog visitor viewed, helping the college showcase top students and the programs available to help them succeed.	6	Judges who pored over the applications, assigning numerical values to each student, eventually selecting the honorees.

- ▶ **Golden Bull Award** – the Golden Bull Award, one of USF's highest honors, recognizes undergraduate and graduate students who best exemplify the university's commitment to excellence, exceptional leadership, service to the university and the community and epitomize the values of the institution. Muma College of Business undergraduates are frequent recipients of this award.
- ▶ **Beta Alpha Psi** – for the 37th year, USF's chapter of this accounting and finance honor society was recognized as superior at Beta Alpha Psi's annual international conference, the longest consecutive record of superior chapter status in the world. USF also received the 2012 KPMG Gold Challenge Award which recognizes chapters that consistently do more than is required for superior status. USF is one of only two universities worldwide to receive this award in the five years it has been offered.
- ▶ **American Marketing Association** – In each of the last five years, the USF student chapter of the AMA has been ranked in the Top 25 chapters of over 370 chapters in North America. USF has been a semi-finalist in the annual national case competition each of the last three years and achieved honorable mention in the previous two years. The chapter receives no funding from the university and has raised approximately \$12,000 a year through its annual golf tournament to fund conference expenses and has the added benefit of engaging students in an event planning experience. Each year the members work with a non-profit organization to provide significant marketing assistance. In 2016 and 2017, Jill Solomon and Kerry Walsh were named Marketing Educator of the Year by the AMA Tampa Bay professional chapter. In 2013, USF chapter advisor Victoria Panzer a national Outstanding Faculty Advisor award. In 2014, Jill Solomon earned the same national honor.
- ▶ **Other business student organizations:**
 - Accounting Society serves as a source of involvement and information for students interested in pursuing a degree in accounting. All interested students, regardless of class status, are welcome to attend meetings and events to benefit from the professional development and networking opportunities provided.
 - Association of Latino Professionals in Finance and Accounting's mission is to promote professional development, build relationships, and community service. ALPFA has valuable tools to help students network, earn internships and learn the skills to become a successful businessperson, regardless of ethnicity or major.
 - With membership open to all majors. Alpha Kappa Psi is among the largest business student organizations on campus. Known for developing principled business leaders, Alpha Kappa Psi is the world's oldest business fraternity. Its core values include brotherhood, knowledge, integrity, service and unity.
 - Association of Future Professionals in Business Management is a new and growing organization that is open to all majors. It provides useful information to students who are interested in pursuing management positions or learning about the importance of management skills in the workplace. The organization hosts professional speakers, provides social events, and serves as a networking community of skilled professionals.
 - Beta Gamma Sigma is the international honor society serving business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.
 - Delta Sigma Pi is a professional fraternity organized to foster the study of business, to encourage scholarship, social activity and the association of students for their mutual advancement by research and practice. Delta Sigma Pi promotes closer affiliations between the corporate world and business students and seeks to serve the community.
 - Enactus (formerly Students In Free Enterprise) is an international non-profit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need. Guided by academic advisors and business experts, the student leaders of Enactus create and implement community empowerment projects around the globe. Enactus at USF operates Suit-A-Bull, which lends professional dress to students who will be interviewing.
 - The Graduate Business Association is an organization of graduate students in the USF Muma College of Business. It strives to enhance the educational experience of all graduate business students by providing networking events, career enhancement and social opportunities.
 - International Business Board membership helps undergraduate and graduate students transition from the classroom to the field by providing them with the knowledge, perspective, skills and experience necessary for the preparation of a successful career in international business.
 - The Management Information Systems Society is an organization that connects students with professionals in all IT/IS fields through speaker presentation, events, and networking opportunities. MIS Society members are introduced to educational and practical advancements in technology as well as job opportunities.

- National Association of Black Accountants is dedicated to expanding the influence of minority professionals in the fields of accounting and finance. NABA aims to develop members' professional skills, encourage and assist minority students in entering the accounting profession, provide opportunities for civic responsibility, and represent the interests of current and prospective minority accounting professionals.
- Net Impact at the University of South Florida has a mission is to inspire, educate and equip individuals to use the power of business to create a more socially- and environmentally-sustainable world.
- Phi Beta Lambda is open to all majors. FBLA-PBL is an organization fostering the development of competent, aggressive business leadership while creating more interest and understanding of American business enterprise. Its goal is to strengthen the confidence of students in themselves and their work.
- The Real Estate Society at USF is a student organization in the Muma College of Business that is open to all students at USF. Its mission is to promote the commercial real estate industry as an exciting and often-overlooked career option for business students. It has monthly meetings along with many social events and corporate tours.
- Student Finance Association strives for academic, professional and business success for its members while providing insights on careers in finance. Finance and investment professionals speak at the SFA's biweekly meetings on topics such as the investment environment and career prospects. Members attend dinners and events hosted by Tampa's Chartered Financial Analyst Society.
- Toastmasters International at USF, for nearly a century, has been helping women and men of every background, education level and economic standing to develop the competency they need to become effective communicators and inspired leaders. USF has its own student-led chapter of Toastmasters.
- USF Council of Supply Chain Management Professionals Student Roundtable – the University of South Florida CSCMP student roundtable is dedicated to educating students from all academic backgrounds about the supply chain management profession. This organization is the only CSCMP student roundtable in the state of Florida. The Roundtable provides students with opportunities to further their supply chain knowledge through extensive interactions with industry representatives.
- The USF Women in Business Society aims to bridge the gap between the academic and business worlds in order to prepare members for success in future leadership roles. Through speaking engagements and social events, members have the opportunity to enhance their business skills, build their professional network and expand their portfolios.

CENTERS

Small Business Development Center

Like its 1,200 counterparts operated by the United States Small Business Administration nationwide, the Florida SBDC at USF assists existing and emerging businesses, offering no-cost consulting, low-cost training and information. The FSBDC at USF is supported by the Muma College of Business, which provides administrative and in-kind support as well as annual funding (every dollar that USF invests in the SBDC each year brings another \$3 in matching funds from federal and local organizations.) During 2016, the Florida SBDC at USF helped create more than 50 new businesses and helped clients access \$81.1 million in capital. Its clients also won nearly \$41.5 million in government contracts.

The Florida SBDC at USF partners with a diverse group of agencies and organizations such as the economic development agencies in Hillsborough, Pinellas, Polk, and Highlands, and Sarasota counties, the Greater Hernando Chamber of Commerce, Wells Fargo, the Small Business Administration, and the Department of Logistics Agency.

The FSBDC at USF administers many federally-funded programs and sponsors the fully-accredited International Economic Development Council's Basic Economic Development Course.

The Florida SBDC at USF links service to teaching and research through staff involvement in Tampa and St. Petersburg, and by working with student teams on marketing plans for existing businesses. Additional information about the Florida SBDC at USF is available at <http://www.sbdctampabay.com/>

- 2012-13 SBDC outreach programs, such as the ones offered by the USF Small Business Development Center and the Center for Entrepreneurship, helped advance economic development, promote new venture formation and create jobs. Hundreds of new businesses were created by SBDC clients.

- 2013-2014 The Small Business Development Center received several grants to help small businesses grow and succeed. The U.S. Small Business Administration and U.S. Department of Defense provided \$1,179,000 in federal funding to the SBDC. The state of Florida, local governments and others provided additional funding. During 2013-2014 the center was highly engaged in the community. Serving ten counties in the region, the SBDC provided myriad services to established businesses as well as start-up companies. SBDC proudly points out the impact of its programs: for every dollar invested in the SBDC, \$40 was returned to the state in tax revenue. Its 45 employees assisted 10,727 business owners, aided 129 start-ups, and helped clients bring in more than \$109 million in governmental contracts.

- 2014-2015 The USF Small Business Development Center received nearly \$2.4 million in grant funding during the 2014-15 academic year. Grants came from the Small Business Association, Department of Labor Administration's Procurement Technical Assistance Program, Career Source Tampa Bay, the Greater Hernando County Chamber of Commerce, South Florida State College, Saint Leo University, Bank United and the Sarasota CEO Program. The funds support overall operations for the 10-county region served by the USF SBDC, which provides low- or no-cost consulting and training services for small businesses and start-ups. In 2014, the SBDC's certified consultants spent more than 16,600 hours providing such consulting services and 55 percent of that time was spent helping clients expand their markets.

During the year the center partnered with Raytheon, General Dynamics, and Jabil to host the 28th Annual Government Small Business Conference. The event aimed to increase contracting by government agencies and major corporations to small businesses in Tampa Bay. More than 170 small business owners attended the May event. In partnership with Port Tampa Bay and the Tampa Hillsborough Economic Development Corporation, the SBDC sponsored the International Trade Master Series in May 2015. The series focused on components of international trade such as international marketing, supply chain management, global business management, tax, legal and regulatory compliance, export finance, and free-trade zones. It is a NASBITE-accredited training program that helps participants prepare for the Certified Global Business Professional exam.

- 2015-2016 Since opening its doors in 1980, USF's Small Business Development Center has assisted more than 160,000 small businesses and entrepreneurs in its 10-county service area. It is the only Florida SBDC with NASBITE International Certified Global Business Professionals.

- 2016-17 The center received the following three awards from the University of West Florida: 2017 Florida Small Business Development, Award: \$984,776; 2017 State Performance Funding, Award: \$689,511; Procurement Technical Assistant, Award: \$57,469. The center also received funding from several agencies to provide business training and consulting to small businesses in the residing county: DeSoto County Board of County Commissioners, \$3,500; South Florida State College, \$19,180; Hardee County Economic Development Council, \$3,500; and Highlands County Economic Development Commission, \$11,000. In 2016, the center provided 16,124 hours of consulting to 1,636 entrepreneurs and assisted in securing \$81.1 million in capital formation and \$41.5 million in government contracts for local businesses.

In the current year, 2017, the SBDC was the only organization to accept and review the State of Florida Emergency Bridge Loans, the Florida SBDC at University of South Florida was the primary point of contact after Hurricane Irma swept through the area in September 2017. All staff members assisted in guiding affected small-business owners through the process of applying for an Emergency Bridge Loan. To date (10/20/17), the center approved 52 loans for a total of nearly \$1.5 million in emergency funding to help businesses resume operations. Business consultant, Kyle King, also volunteered to serve in the Keys on the Mobile Assistance Recovery unit. The MAR was deployed throughout the state immediately following the hurricane. Other consultants were deployed throughout the region, assisting wherever there was a need, including Highlands and Polk counties.

USF Center for Entrepreneurship

The USF Center for Entrepreneurship is a multidisciplinary, campus-wide center focusing on entrepreneurial education, training and research. The interdisciplinary center provides opportunities for graduate students in all fields of study across campus the opportunity to enroll in entrepreneurship courses as electives, minor areas of concentration, required courses, certificate programs and graduate degree programs either as the Master of Science in Entrepreneurship in Applied Technologies or dual graduate degree programs both inside the Muma College of Business and other USF colleges. In particular, the center's educational programs utilize cross-listed courses from the colleges of business, engineering, health sciences, and sustainability as integrated course content. Since its inception in 2005, 367 students have successfully completed the program and additional 67 students have completed the USF graduate certificate in entrepreneurship, open to every graduate student at USF.

The center embraces an international leadership role in entrepreneurship education with a current enrollment of 67 percent of its graduate

students pursuing both the master's degree and the USF graduate certificate in entrepreneurship representing over 45 different countries. The center's commitment to excellence in entrepreneurship education is strongly underpinned by its commitment to the full integration of innovation, creativity and entrepreneurship as a cohesive educational and training program. This commitment was recognized by AACSB in April 2017 with the center's entrepreneurship educational programs being recognized as one of the top 15 entrepreneurship educational programs in the world in the 2017 Entrepreneurship Spotlight Challenge

In addition to graduate education, the center offers an entrepreneurship minor for undergraduate students from the business college as well as from other colleges. The center supports undergraduate research in collaboration with the USF Honors College and offers workshops for a variety of audiences throughout the year.

Several hundred businesses have been launched by USF entrepreneurship graduates since 2002. Additional information on the USF Center of Entrepreneurship's programs can be found online at www.usf.edu/entrepreneurship.

Center for Supply Chain Management & Sustainability

The mission of the Center for Supply Chain Management & Sustainability is to provide leading-edge logistics, supply chain management and sustainability education and research to students and business firms utilizing a world-class faculty. More than 50 students are enrolled in undergraduate and graduate concentrations in supply chain management. These students typically hold two or more internships during their academic careers and are in high demand upon graduation by area employers. Two founding members – Bristol-Myers Squibb and Mercury Gate – provided substantial start-up funding for the center and remain engaged in helping to shape the curriculum and set the research agenda. They are joined by six other firms that provide various levels of financial support and another dozen that support the program by hiring interns and full-time employees. Center faculty have served as co-principal investigators in securing \$543,201 in research funding from the Florida Department of Transportation on issues related to the development of Florida as a global trade hub.

FACULTY ENGAGEMENT

Muma College of Business faculty are actively engaged in the communities served by the university as corporate board members, board members of community and not-for-profit organizations, consultants, and volunteers, providing thousands of hours of service each year.

STAFF ENGAGEMENT

The Muma College of Business Staff Council coordinates numerous community service projects each year. The group participates in food drives, collects Christmas gifts for underprivileged children through the Angel Tree program, gathers supplies for care packages to be sent to U.S. military personnel stationed overseas, and participates in events such as Big Brothers Big Sisters' Bowl for Kids' Sake and the American Heart Association Heart Walk.

ADVISORY BOARDS

USF involved hundreds of business leaders on advisory boards throughout the Muma College of Business. The Accounting Circle Board and Lynn Pippenger School of Accountancy Advisory Council are comprised of 80 senior-level accounting professionals. Another 80 industry-specific leaders serve on advisory boards for the Marketing Department, ISDS Department, and Student Managed Investment Fund. In addition, 30 C-level leaders serve on the Dean's Executive Advisory Council.

APPENDIX 2 — DIVERSITY AND INCLUSION

The Muma College of Business is committed to taking a leadership role in diversity and inclusion, both as a core value and as an important element of the college's mission to provide a learning experience that will prepare students to contribute to and take leading positions in a diverse global environment. The diffusion of ideas, practices, and technologies, the expansion of world trade and the economic interconnectedness that characterize the increasing globalization of business, and the changing demographic profile of the American workplace create an environment in which the ability to work effectively with diverse groups is critical to individual and corporate success. The college commitment builds on the university mission to ensure student success in a global environment and its valuing of diverse students, faculty and staff.

As testament to its commitment to diversity, USF was ranked No. 1 in Florida and No. 6 in the nation for Black Student Success (The Education Trust, 2017). This recognition was for eliminating the gap in graduation rates on the basis of race/ethnicity and socioeconomic status. In 2016 U.S. News and World Report ranked USF as the Best College for Veterans, while both USF and the USF Muma College of Business have been ranked by the Military Times (2016) as Best for Veterans.

In February of 2017, Dean Moez Limayem was the recipient of the USF 2017 Diversity Award for his commitment to diversity. This commitment is represented by the college's ongoing financial support of the USF Diversity Summit. Additionally, and in line with the college's area of focus, the college has undertaken to work with a local firm to develop an executive education certificate in "Leadership in Analytics-based Diversity and Inclusion."

In 2014-2015 the faculty diversity committee proposed updates to the college's diversity policy. The updated policy was approved by the faculty and posted to the college's website in the spring of 2015. The policy on diversity encompasses three major thrusts: (1) promoting diversity in the composition of the faculty, student body and staff; (2) ensuring that students are exposed to diverse viewpoints in all areas of study by including diversity concepts in the classroom; and (3) exposing students to the dynamics of globalization. However, it was determined that the diversity plan should not undergo further revision until the college undertook and completed a climate survey.

CLIMATE SURVEY

In the spring of 2016 the college contracted with a consulting firm to conduct a climate assessment of the college. The purpose of this proactive assessment is to measure the climate of diversity and inclusion in the college, particularly with regard to race, ethnicity, gender, sexual orientation, and disability. Key stakeholder groups involved in the assessment are the students, faculty and staff, with additional input from some of the business partners serving on the college's Executive Advisory Committee. Once completed the intent is to use the results of the assessment to support the college's strategic initiatives and to develop an up-to-date and comprehensive diversity plan.

During the summer of 2016, the associate dean for the college along with the college's consultant met with the university Diversity, Inclusion & Equal Opportunity Office and Office of Student Rights and Responsibilities to ensure that the college's survey and assessment would align with the mission and priorities of the university. In the fall of 2016 a series of student, faculty and staff focus groups was conducted to help form the basis for a comprehensive survey that will be distributed to all faculty, staff and students of the college. Initial results of the focus groups were discussed with the college's faculty diversity committee in the spring of 2017. Since that time surveys have been drafted and a meeting has been held with the college's faculty diversity committee to review the draft. The surveys are scheduled to be distributed to students, faculty and staff fall semester 2017. An assessment and report based on the focus groups and survey results are scheduled to be presented to the college by the consulting firm in the spring of 2018.

The university and the college have many initiatives that work to increase the diversity of the student, faculty and staff populations. Perhaps of greatest importance in creating a climate in which all individuals feel included and welcome. Following are a few of the resources and initiatives that are used to create a climate of inclusion.

UNIVERSITY INITIATIVES

Student Diversity

The college benefits from the university's efforts to reach a pool of geographically and multiculturally diverse students through increased personalized recruitment efforts both within and outside the state. University efforts comprise a variety of academic, social, and financial support systems designed to enhance recruitment and retention of a diverse student population including visits to public and private high schools and community colleges both within and outside Florida.

The Diversity, Inclusion and Equal Opportunity Office (<http://www.usf.edu/diversity/>) works with all areas of the university to promote diversity

and community among students, faculty, and staff through advocacy and education. This office is a catalyst for the development of an integrated and inclusive learning community.

The Department of Student Affairs and Student Success houses Students with Disabilities Services, the Office of Multicultural Affairs, Veteran's Success, and Victim Advocacy and Violence Prevention among other offices and services to help ensure a supportive climate for students.

University programs designed to enhance the recruitment and retention of underrepresented groups at the undergraduate level include Upward Bound (<http://www.ugs.usf.edu/upbound/upbound.htm>), College ReachOut (<http://www.ugs.usf.edu/crop/crop.htm>) and Student Success. At the graduate level, the college participates in the KPMG PhD Project and the McKnight program.

Global Diversity

- **USF World** at the University of South Florida provides leadership, advocacy, and support for university-wide international activities in order to achieve coherence and integration of international programs and services at USF. USF World accomplishes this mission by serving as the focal point for the oversight, coordination, and management of the university's international programs, services, and resources. USF World comprises Education Abroad, the Center for Strategic and Diplomatic Studies, the Confucius Institute, the Institute of the Study of Latin America and the Caribbean, the Institute of Black Life, Peace Corps, and International Services. International Services is the main administrative advising office for more than 5,000 international students and 200 research scholars from over 145 countries.
- **Education Abroad** offers a variety of study abroad opportunities for students and faculty in over 25 countries, including semester exchanges, dual-degree programs, summer and short-term programs, international internships and service learning. Programs range from one week to one year and award academic credit. Education Abroad facilitates the incoming and outgoing exchange process and works closely with international partner-universities to develop new academic programming and exchanges. The Education Abroad Office provides extensive planning assistance for students as well as faculty program leaders, including pre-departure orientation sessions. A complete list of programs with summary descriptions is available at <http://educationabroad.global.usf.edu/index.cfm?FuseAction=Programs.SimpleSearch>.
- **The Global Citizen's Project** is a 2015 university-wide initiative aimed at enhancing undergraduate students' global competencies through the development of new and improved curricular and co-curricular experiences. The GCP is the university's Quality Enhancement Plan made possible through the SACSCOC reaffirmation process. The overarching goal of the GCP is to develop students' willingness and ability to engage with diverse people, places, events, challenges and opportunities.
- **The Global Academic Partners Program** provides an opportunity to develop collaborative teaching or creative scholarly activities with international partners. Current collaborative partners are Nankai University, China; University of Exeter, UK; University of Ghana; University of the Cape Coast, Ghana; and Ocean University, China.
- **INTO USF** recruits international students. USF has an agreement with INTO to provide non-academic student services in support of USF's English Language Programs for students at all levels. INTO USF offers intensive academic English and general English programs at beginner through advanced levels to prepare students for undergraduate or graduate studies in the U.S. Additional information about INTO is available at <http://www.usf.edu/intousf/index.aspx>.
- **Patel College of Global Sustainability** fosters sustainable urban development and helps society live in harmony with the environment. It accomplishes this by nurturing collaborative research and education across disciplines and supporting meaningful engagement with communities locally and globally.

COLLEGE INITIATIVES

Corporate Mentor Program

The Muma College of Business Corporate Mentor Program pairs first-generation-in-college juniors and seniors majoring in business with mentors from the Tampa Bay business community who share common interests with the students and serve as both coaches and resources. Mentors help students explore or establish career paths and help students develop strategies for their academic, professional and social success. Students also participate in workshops, seminars,

dinner, and other programs designed to enhance their professional, leadership, personal branding, and networking skills. The Corporate Mentor Program serves a very diverse student population in the Muma College of Business as shown above. (<http://www.usf.edu/business/student-success/cmp/>).

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Student Gender					
Female	49	48	53	70	69
Male	32	45	38	53	66
Ethnicity					
Hispanic	22	24	22	45	39
Black	23	15	23	19	28
White	27	42	32	40	37
Asian	8	10	10	14	19
Other	1	2	4	5	12

Curriculum

Because diversity of viewpoints and ideas creates a rich learning experience for students, the Undergraduate Programs Committee periodically reviews the undergraduate core curriculum to ensure that diversity is addressed in the curriculum. Graduate study is characterized by critical inquiry; therefore, diversity of viewpoints and ideas is an important element of all college graduate curricula.

The college encourages different learning strategies to assist with different learning styles. As generations change and a wider-variety of students enter programs it becomes increasingly important to provide a variety of presentation and evaluation methods. USF and the college work with the Department of Students with Disabilities Services to help ensure accommodation for students with disabilities. Additionally, the university and the college ensure through Innovative Education that online courses comply with ADA rules.

Because of the strategic initiative related to global literacy, all undergraduate Muma College of Business students are required to take an international course as part of their program of study. This requirement can be met with a traditional international course or through a study abroad experience.

The part-time MBA program offers a number of electives for students who want to pursue global business studies. The Executive MBA program requires that all students complete ECO 6024, the Global Economic Environment of Business. In addition, the EMBA curriculum includes a course in international business in its core requirements and offers participants the opportunity to participate in an overseas experience program. All specialized master's programs include courses that address some aspect of globalization.

Global Citizen's Project

To assist Muma College of Business students in becoming global citizens a number of faculty members have undertaken to certify their courses to meet the university's Global Citizens Project which was put in place in 2015. In 2015-16 one course was identified by the college to certify for the Global Citizens Project and in 2016-17 two courses were identified. Now that the university has identified a well-established process for certifying courses, the college is on track to have over four courses certified in 2016-17.

Study Abroad Programs

The college, in collaboration with international partners and the university's

Education Abroad Office offers a wide variety of study abroad programs. Students are able to participate in semester, summer and short-term programs. The Muma College of business offers four-to-six summer study abroad courses annually in a number of different countries. Additionally, the university has developed international exchange programs with schools in Europe, Latin America, North America and the Pacific Rim that provide students with semester-long learning opportunities.

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Students Studying Abroad	181	186	210	197	280

Undergraduate Business Program with USIL in Lima, Peru

The college has a collaborative agreement with Universidad San Ignacio de Loyola (USIL) to offer upper-level classes leading to the Bachelor of Business Administration. The program is designed as a general business major with concentrations in marketing and international business. The inaugural class matriculated in March 2011. Students admitted to the program have earned an Associate of Arts through Broward College in Miami, Florida. Frequently students from the Lima program will attend USF Tampa for one semester during their senior year. USF students may also pursue a semester of study at USIL, providing an additional opportunity to develop a global perspective.

Undergraduate Business Program with National Management School in Mumbai, India

In August 2014, the college entered into a collaborative agreement with National Management School to offer upper level classes leading to a BS in Business Administration. Under this program students study the first two years in India and they transfer with the associate of arts degree from Broward College to the USF Tampa campus to complete their last two years of study.

Faculty Development

It is important that global literacy extend to the faculty. To that end, the college encourages faculty to participate in international programs and to travel internationally to present research and attend conferences. Faculty members from all departments have the opportunity to teach in both the summer semester study abroad programs and the USIL/Lima program.

Year of Participation	2012-13	2013-14	2014-15	2015-16	2016-17
Faculty participating in international conferences and programs	Not measured	9	19	21	27

MUMA COLLEGE OF BUSINESS POPULATION DIVERSITY

Diversity in Faculty and Staff

The table below shows the composition of full-time, permanent faculty for the most recent five years, based on fall semesters.

USF Muma College of Business Full-Time Permanent Faculty Composition (%)					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
Gender					
Male	69.0%	66.3%	67.3%	68.6%	67.0%
Female	31.0%	33.7%	32.7%	31.4%	33.0%
Ethnicity					
Asian/Pacific Islander	20.2%	18.4%	16.3%	19.0%	20.4%
Black/Non-Hispanic	2.4%	1.7%	2.0%	1.9%	1.9%
Hispanic	2.4%	4.2%	7.1%	6.7%	5.8%
White	75.0%	61.9%	73.5%	72.4%	70.9%
Other/Not reported	0.0%	0.0%	1.0%	0.0%	1.0%

Student Diversity

Because students from diverse backgrounds bring a broad range of perspectives and experiences to the classroom that enriches the learning experience for all, an important goal for both the university and the college is to maintain and increase the multicultural and ethnic diversity of the student population. The table below provides a demographic profile of intended and declared majors in the Muma College of Business for the most recent five years based on unduplicated head count.

Intended and Declared Majors in the College of Business Undergraduate and Graduate (%)*					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
Gender					
Male	53%	56%	58%	58%	58%
Female	47%	44%	42%	42%	42%
Ethnicity					
Non-Resident Alien	8.3%	11.6%	14.5%	16.3%	17.7%
Hispanic	17.8%	17.6%	17.5%	17.4%	16.9%
Black/Non-Hispanic	10.2%	9.6%	8.6%	8.2%	8.0%
American Indian	0.3%	0.1%	0.3%	0.2%	0.3%
Asian	5.8%	5.9%	5.6%	5.6%	5.5%
White	54.0%	50.8%	48.9%	47.7%	46.6%
Hawaiian/Pacific	0.2%	0.3%	0.3%	0.3%	0.1%
Two+ Reported	1.7%	2.4%	2.7%	2.8%	2.8%
Race Not Reported	1.6%	1.7%	1.7%	1.6%	2.2%
Intended and Declared Majors in the College of Business Undergraduate (%)*					
Gender					
Male	55%	56%	57%	57%	57%
Female	45%	44%	43%	43%	43%
Ethnicity					
Non-Resident Alien	4.6%	6.6%	8.6%	9.8%	10.9%
Hispanic	19.5%	19.6%	19.8%	19.9%	19.4%
Black/Non-Hispanic	11.2%	10.5%	9.6%	9.1%	9.0%
American Indian	0.3%	0.2%	0.3%	0.3%	0.3%
Asian	5.9%	6.1%	5.8%	5.7%	6.0%
White	54.9%	52.6%	51.1%	50.2%	48.7%
Hawaiian/Pacific	0.2%	0.3%	0.3%	0.4%	0.2%
Two+ Reported	1.9%	2.6%	3.0%	3.2%	3.3%
Race Not Reported	1.5%	1.5%	1.6%	1.4%	2.3%

Source: Unduplicated Headcount, EIS cubes

Intended and Declared Majors in the College of Business Undergraduate and Graduate (%)*					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
Master's Programs (%)*					
Gender					
Male	62%	61%	63%	64%	62%
Female	38%	39%	37%	37%	38%
Ethnicity					
Non-Resident Alien	27.7%	36.7%	41.0%	45.6%	49.0%
Hispanic	8.7%	7.4%	7.4%	6.9%	6.6%
Black/Non-Hispanic	4.8%	5.1%	4.5%	4.2%	3.3%
American Indian	0.1%	0.1%	0.3%	0.2%	0.2%
Asian	5.2%	5.2%	4.6%	4.5%	3.5%
White	50.0%	41.9%	38.7%	35.6%	34.9%
Hawaiian/Pacific	0.2%	0.3%	0.2%	0.0%	0.0%
Two+ Reported	0.6%	1.2%	1.3%	0.9%	0.8%
Race Not Reported	2.6%	2.5%	2.1%	2.3%	1.9%
Doctoral Program (%)*					
Gender					
Male	57%	61%	69%	65%	68%
Female	25%	39%	31%	35%	32%
Ethnicity					
Non-Resident Alien	54.5%	57.1%	37.1%	26.7%	21.8%
Hispanic	0.0%	0.0%	1.4%	1.0%	3.2%
Black/Non-Hispanic	1.8%	2.0%	0.0%	2.0%	4.0%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	7.3%	6.1%	5.7%	8.9%	6.5%
White	36.4%	34.7%	55.7%	61.4%	64.5%
Hawaiian/Pacific	0.0%	0.0%	0.0%	0.0%	0.0%
Two+ Reported	0.0%	0.0%	0.0%	0.0%	0.8%
Race Not Reported	0.0%	0.0%	0.0%	0.0%	0.8%

Source: Unduplicated Headcount, EIS cubes

APPENDIX 3 — STRATEGIC ASSESSMENT REPORTS

MUMA COLLEGE OF BUSINESS STRATEGIC PLAN 2016 — 2017

MISSION STATEMENT

We emphasize creativity and analytics to promote student success, produce scholarship with impact, and engage with all stakeholders in a diverse, global environment.

Goal 1: Create an environment that fosters research with impact.

- Objective 1.1:** Continue the incentive plan that focuses on producing research that has high impact, is interdisciplinary and/or furthers the Muma College of Business' distinct identity.
- Objective 1.2:** Encourage and provide opportunities for research grant funding. A key component to becoming eligible for AAU membership is substantial research grant funding. To assist the university in reaching its AAU goals and to meet the Muma College of Business' strategic priority of research with impact, increased focus must be placed on research grants.
- Objective 1.3:** Encourage the development of research methodologies and skills by doctoral students.
(Note: this is a new objective replacing an objective from the prior period that was accomplished).

Goal 2: Promote student success.

- Objective 2.1:** Improve student retention and progression through the program.
- Objective 2.2:** Improve placement of graduates in degree-relevant, full-time positions.
- Objective 2.3:** Build competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisitions.

Goal 3: Enhance global literacy and impact.

- Objective 3.1:** Increase the global literacy of Muma College of Business students.
- Objective 3.2:** Increase faculty participation in global programs and events.

Goal 4: Build on USF Muma College of Business community engagement.

- Objective 4.1:** Continue developing alumni and friends-of-the-college relationships.
- Objective 4.2:** Develop services of value to the business community, and thereby increase faculty/student involvement in the communities it serves.

Goal 5: Build a culture that values inclusion and engagement.

- Objective 5.1:** Build and sustain a positive culture that supports the college's strategic initiatives.
- Objective 5.2:** Motivate and develop new faculty members through mentoring and other activities.

Goal 6: Build on the USF Muma College of Business' distinctive identity of business analytics and creativity.

- Objective 6.1:** Develop an integrated message by ensuring that the distinct identity in business analytics and creativity is infused into program curriculums.
- Objective 6.2:** Develop an integrated message that is shared across all platforms to all stakeholders.
- Objective 6.3:** Foster and reward faculty and student research that extends knowledge in analytics and creativity.

Goal 1: Create an environment that fosters research with impact.

The University of South Florida is engaged in an ambitious process to become one of the nation's top research universities and to position itself for membership in the Association of American Universities (AAU). An important step toward that goal was the classification of USF by the Carnegie Foundation for the Advancement of Teaching in its highest tier: Research University with Very High Research (RU/VHR.) Consistent with the university's research focus, the Muma College of Business emphasizes critical inquiry and research as fundamental to USF Muma College of Business' educational mission. The college focuses on key elements in fostering research with impact in the Muma College of Business.

Objective 1.1

Continue the incentive plan that focuses on producing research that has high impact, is interdisciplinary and/or furthers the Muma College of Business' distinct identity.

Method of Assessment

- Number of publications in premier and top-tier journals based on the Muma College of Business journal list.
- Number of publications that are interdisciplinary where the journal (premier and top-tier) is in an area outside at least one Muma College of Business author's discipline.
- Number of media citations and other types of impact measures.

Performance Targets

Except for publications related to creativity and/or analytics, all targets reflect increases over the base established in 2014-2015.

- 10 premier journal publications.
- 30 top-tier publications.
- 25 interdisciplinary publications.
- 45 media citations.
- 25 journal publications related to creativity and/or analytics.

Assessment Results

- 4 premier journal publications.
- 23 top-tier publications.
- 19 interdisciplinary publications.
- 44 media citations.
- 15 journal publications related to creativity and/or analytics.

Use of Assessment Results for Program Improvement

The targets this year were the same as last year for all but the last two targets. As indicated, the college set stretch goals. In general, the college did not do quite as well this year as last year. Of concern is the decrease in the number of premier and top-tier publications. This was the first year the college set a target for media citations. USF Muma did slightly better than last year (41 citations) but did not quite meet goal.

In the next year, the departments and the associate dean for research will monitor the revise and resubmits faculty members have a premier and top-tier journals to better identify how the college can help faculty members achieve high quality and impactful publications.

The college will hire new faculty members with proven ability to publish in premier and top-tier publications. Decreasing the student-to-teacher ratio should also help existing faculty members with time for research.

Objective 1.2

Encourage and provide opportunities for research grant funding. A key component to becoming eligible for AAU membership is substantial research grant funding. To assist the university in reaching its AAU goals and to meet the Muma College of Business' strategic priority of research with impact, increased focus must be placed on research grants.

Method of Assessment

- Number of grant submissions.
- Number of grants funded.

Performance Targets

- 45 grant submissions.
- Total research expenditures were \$2,769,7654.

Assessment Results

- 38 grants submitted.
- Total research expenditures were \$2,460,686.

The college determined to move from a percentage increase in grant submissions to a flat goal because the university established a flat goal of 45 grant submissions for the college. The target was not reached.

The total dollar expenditure goal was also set based on the goal established for the college by the university. Total research expenditures fell short of goal by slightly more than 11 percent.

Use of Assessment Results for Program Improvement

The college will continue to work on changing the culture to increase interest in grant submissions. It will conduct benchmarking against colleges that have had success with grant awards.

Objective 1.3

Encourage the development of research methodologies and skills by doctoral students. (Note: this is a new objective replacing an objective from the prior period that was accomplished).

Method of Assessment

- Number of faculty and doctoral student co-authored working papers submitted to peer-reviewed outlets.
- Establish “methods and resources” workshops for doctoral students.

Performance Targets

- 45 faculty and doctoral student co-authored working papers submitted to peer-reviewed outlets.
- Establish “methods and resources” workshops for doctoral students.

Assessment Results

- 44 co-authored working papers.
- Working with the university, the college established the first USF PhD workshop for social science students. Two Muma College of Business faculty presented at the workshop and eight Muma doctoral students attended.

Use of Assessment Results for Program Improvement

The number of co-authored working papers was substantially met and will be retained for the coming year.

Due to the excellent attendance and feedback about the USF PhD workshop, the college will continue to partner with the USF Graduate Studies Office to sponsor future “methods and research” workshops.

Goal 2: Promote student success.

Student success is a clear priority and the ultimate measure of the Muma College of Business’ research, teaching and engagement activities. Building on successful, recognized undergraduate and graduate programs, the goal is to develop globally competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development, and knowledge and skill acquisition. Achieving this goal will make USF Muma College of Business graduates a first-choice of employers and graduate programs.

Objective 2.1

Improve student’s retention and progression through the program.

Method of Assessment

- We will monitor undergraduate student retention data collected by the university.
- We will monitor undergraduate student progression data collected by the university.

Performance Targets

- 85 percent retention rate for students within the Muma College of Business and an 93 percent rate within USF
- 65 percent first-time-in-college (FTIC) six-year graduation rate within the Muma College of Business and an 80 percent rate within USF
- 51 percent four-year graduation rate within the Muma College of Business and a 61 percent rate within USF
- 35 percent excess hours rate at the undergraduate level

Assessment Results

- 80 percent retention rate within the college and 88 percent within USF
- 55 percent FTIC six-year graduation rate within the college and 72 percent within USF
- 52 percent four-year graduation rate within the college and 62 percent within USF
- 31 percent excess hours rate at the undergraduate level

Use of Assessment Results for Program Improvement

Although the college did not quite meet its performance targets for retention and six-year graduation, it did meet or exceed the targets to four-year graduation and excess hours.

These metrics are set for the college by USF and will be adjusted accordingly for the 2017-2018 assessment plan.

In the 2016-2017 academic year the college established a Muma Student Success Committee of faculty, staff and those outside the college. The committee developed a plan of action to address admission, retention and progression. Based on the college's review of effectiveness, many of the initiatives started last year will be carried forward into the 2017-2018 assessment year.

Objective 2.2

Improve placement of graduates in degree-relevant, full-time positions.

Method of Assessment

- We will collect student placement data (collected at graduation) and monitor results for success.

Performance Targets

- Collect employment/continuing education statistics at graduation for 100 percent of undergraduate and graduate students.
- Increase by at least 2 percent the number of bachelor's degree students that self-report holding meaningful fulltime positions (employment or continuing education) at graduation.
- Average FETPIP employment/continuing education rate of 75 percent for master's degree students one year after graduation.
- Develop a plan for increasing placement of PhD graduates at doctoral-granting or research-intense institutions.
- Continue working on a plan of action for collection of better and more comprehensive placement data.

Assessment Results

- Collected statistics for 93 percent and 91 percent of undergraduate students in the spring and fall semesters respectively.
- Collection statistics for graduate programs ranged from a high of 100 percent for accountancy and finance to a low of 31.5 percent for BAIS.

Total results:

o 100 percent	Accountancy	o 100 percent	Finance	o 31.5 percent	BAIS
o 40 percent	Entrepreneurship	o 85 percent	Marketing	o 90 percent	MBA
o 94 percent	EMBA	o 52 percent	Management		

- Fall 2016: At graduation, 47 percent of students were employed. This is a slight increase from the 45.7 percent from fall 2015.
- The average FETPIP employment/continuing rate averaged 65 percent for the 2014-2015 year. The range was from 83 percent for accountancy to a low of 46 percent for the sport MBA program. It is noteworthy that the FETPIP average for the Muma College of Business programs with sufficient data exceeded the SUS average for all but the sport MBA program.
- Through the doctoral committee's work on increasing the number of admissions and recruiting efforts, the college identified its first-ever presidential scholar and recruited at least two minority students.
- The internship director continues to work with Career Services to develop more comprehensive placement data – progress remains slow.

Use of Assessment Results for Program Improvement

The college continually strives to have 100 percent of its students self-report employment information at graduation. Although it is doing well at the undergraduate level and for some graduate programs, other programs need to focus on motivating students to complete graduation surveys. The college will be working on implementation plans for some of the degrees.

The increase in employment at graduation represents a 2.77 percent increase, allowing the college to meet its target. However, the college wants this to continue to increase and, therefore, it will be setting the target for at least a 2 percent increase again next year.

Although USF Muma's performance was strong relative to the SUS system, it did not meet the FETPIP target of 75 percent in graduate programs. In large part this was driven by the sport MBA program, which places a large percentage of its students outside the state of Florida. The college will continue to monitor and work to increase student self-reporting. This will enable the capturing of both in-state and out-of-state statistics. USF Muma will also work to encourage graduate students to attend more placement-related and networking functions.

The doctoral committee partially addressed increasing the quality of placement by working on quality of admissions. In the coming year, the committee will address funding issues related to attracting high-performing students.

Objective 2.3

Build competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisitions.

Method of Assessment

- Assist programs with expansion of the internship program.
- Expand opportunities for application of creativity and analytical skills through curricular and co-curricular activities.
- Provide events, activities and other opportunities for soft-skill development.

Performance Targets

- Increase by 3 percent the number of students graduating with internship or other relevant work experience.
- Continue to support co-curricular case competitions and identify co-curricular opportunities for application of creativity and analytical skills outside the program curricula.
- Enroll 75 students and retain 50 percent of those enrolled in the Muma Leadership Program, which emphasizes soft skill development.
- Undergraduate Policy Committee will work with the dean's office to implement a core, soft-skills course.

Assessment Results

- The percentage of students self-reporting internships or other relevant work experience was 56.5 percent, which is considerably lower than the 87.5 percent in the prior year.
- The college sponsored four case competitions and was the co-sponsor of two entrepreneurship competitions.
- 26 students were enrolled in the Muma Leadership Program and two have been retained. None have completed the program.
- Starting fall 2017, students entering the Muma College of Business will be required to take the Business & Workplace Skills and Professional Development course.

Use of Assessment Results for Program Improvement

USF Muma continues to work on increasing the number of students graduating with experiential experiences. Currently, the accountancy and BAIS programs are assessing how to ensure that 100 percent of their students graduate with experiential learning. The college will continue to develop this over the next year, including defining an experiential learning experience.

Other than the ongoing case competitions, little was accomplished in this area. The college must assess the actions or attention to be given to this target in the next period.

After two full years of implementation with little traction, the college has decided to stop the Muma Leadership Program. Many of the skills the program offered will be components of the new required course on soft skills.

Because the soft-skills course has been added as a required course to the business curriculum, this target will be removed in the coming year.

Goal 3: Enhance global literacy and impact.

The college will build on current successful programs and engagement activities to foster a global perspective and grow the college's "global footprint."

Objective 3.1

Increase the global literacy of Muma College of Business students.

Method of Assessment

- Number of students studying abroad (both USF Muma College of Business students participating in programs abroad and international students participating in USF programs).
- International enrollment.
- Courses that qualify for the university's Global Citizens Project.
- The number of international speakers addressing faculty and students.

Performance Targets

- At least six Muma College of Business study abroad courses will be offered, with a minimum of one course for each program area, providing students the opportunity to study abroad while earning credit.
- Increase number of international degree-seeking students in the Muma College of Business by 10 percent over the prior year.
- Increase USF students studying abroad to 262 students.
- Identify two courses in the Muma College of Business that can qualify for the Global Citizens Project.
- Host at least two events at which international speakers address faculty and or students on issues related to culture.

Assessment Results

- Seven study abroad courses were offered, two were cancelled due to enrollment issues. All departments offered a course.
- The number of international degree-seeking students increased by 8.94 percent.
- The number of students studying abroad was 280.
- Two courses (Global Cyber Ethics and International Finance) were certified by Global Citizens Project.
- The college hosted two international events: Sport MBA—Football & Fútbol, International Business Symposium and HERMES Universities lecture.

Use of Assessment Results for Program Improvement

Except for the number of international degree-seeking students, all performance targets were met.

The college will continue to offer six study abroad courses and work to ensure sufficient enrollment to run the courses.

International enrollments may be a challenge with the current international environment, however, the college will retain the goal of a 10 percent increase.

The number of students studying abroad will be set at the target provided by the Office of the Provost. Other targets will be retained.

Objective 3.2

Increase faculty participation in global programs and events.

Method of Assessment

- Increase number of faculty participating in international opportunities.

Performance Targets

- 25 faculty members participating in international programs and conferences/events.

Assessment Results

- 27 faculty participated in international programs and conferences/events.

Use of Assessment Results for Program Improvement

The college believes that having faculty participate in international programs and other events is critical to its strategic priority of having a global impact. As a result it will continue to target 25 faculty participating in international opportunities.

Goal 4: Build on USF Muma College of Business community engagement.

The Muma College of Business will continue to build on its community engagement record by developing stronger relationships with alumni raising the college's profile and public influence and developing services of value to the business community.

Objective 4.1

Continue developing alumni and friends-of-the-college relationships.

Method of Assessment

- Develop "stay connected" types of programs that ensure alumni and friends are in frequent contact with the college.

Performance Targets

- Maintain an up-to-date a database of Muma College of Business alumni.
- Establish a baseline for open rates and click-throughs on the external newsletter.
- Be rated in the top five in engagement by Facebook relative to the college's peers/aspirants/competitor institutions.
- Host an alumni and friends on-campus event each year – preferably around homecoming.

Assessment Results

- Updating the database is an ongoing process that the media relations staff conducts.
- Newsletter open rate ranges between 12.9 percent to 18.7 percent; the click rate is 5.5 percent to 0.2 percent, depending on the newsletter issue.
- For those peer and aspirant institutions for which data are available, the Muma College of Business is No. 1 in engagement on Facebook. USF Muma College of Business' average weekly engagement for the period October 2016 thru June 2017 was 231.9 interactions per week, the closest "competitor" was the University of Florida at 132.8 interactions per week.
- USF Muma sponsored its annual alumni speaker and "parade watch party."

Use of Assessment Results for Program Improvement

Given this was the first year to collect the "stay connected" statistics, the college will retain the newsletter and Facebook metrics, and consider other types of metrics. An analysis will be conducted to determine an appropriate target for the newsletter open and clicks metrics.

The homecoming event has become institutionalized, so USF Muma College of Business will consider dropping this as a performance target.

Objective 4.2

Develop services of value to the business community, thereby increasing faculty/student involvement in the communities the college serves.

Method of Assessment

- Provide revenue-generating service offerings for the business community.
- Increase engagement with the not-for-profit/service organization community.

Performance Targets

- Enter 20 practice centers and other projects within the business community.
- 30 Muma College of Business service engagements to not-for-profits/service organizations (this should be a substantive activity wherein an affiliation with the college is recognized as part of the appointment).

Assessment Results

- 35 projects were entered with the business community (15 were practice center projects).
- 62 service engagements were conducted – a majority (40) were done by the Beta Alpha Psi chapter in the Lynn Pippenger School of Accountancy.

Use of Assessment Results for Program Improvement

Given that the targets were greatly exceeded, the college must consider:

- Increasing the targets.
- Being more specific about what is considered a revenue-generating service offering or a service engagement.

Goal 5: Build a culture that values inclusion and engagement.

The Muma College of Business can reach its full potential only if its people are motivated, committed and engaged. The college strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Objective 5.1

Build and sustain a positive culture that supports the Muma College of Business' strategic initiatives.

Method of Assessment

- The number of Muma College of Business social events.
- The number of events between the dean's office and the faculty/staff.
- Develop recognition awards in the areas of teaching (student success initiative) and service (business engagement).
- Continue and improve on the internal newsletter.

Performance Targets

- Host at least three social events.
- Issue an internal newsletter at least six times a year – add a feature section relevant to faculty and staff.
- Host at least two town hall-type meetings for the year (at least one of the town hall meetings should be for all college employees.)
- Have at least two meetings between the department staff/chairs and the undergraduate advisors.
- Appoint an ad hoc committee to develop an application and selection criteria for an annual Muma College of Business Excellence in Teaching Award to be awarded spring 2017.
- Appoint an ad hoc committee to develop an application and selection criteria for an annual Muma College of Business Exceptional Service Award to be awarded spring 2017.

Assessment Results

- Events included: holiday and spring luncheons, dean's holiday brunch, various events held by the staff council for faculty and staff.
- Starting January 2017, new member of the media relations team assumed responsibility for the Muma College of Business internal newsletter. The newsletter is now issued bimonthly.
- Held September 2016 Town Hall meeting on performance metrics for all college departments.
- April 2017 Town Hall meeting on general education curriculum included all interested parties.
- The undergraduate advisors held one meeting with the chairs.
- The appointed ad hoc committee developed the application and awarded the first Excellence in Teaching Award in spring 2017.
- The appointed ad hoc committee developed the application and awarded the first Exceptional Service Award in spring 2017.

Use of Assessment Results for Program Improvement

The college has struggled to launch events that all faculty and staff are interested in attending. One of the most successful events has been the holiday brunch. The holiday luncheon is also quite successful, and this most recent spring luncheon was one of the most successful in some time. These events will be continued. Additional strategies are being considered for implementation in the coming year.

Given the difficulty in establishing a regular schedule for the internal newsletter, this target will remain for one more year with the intent it will be institutionalized and can be removed after another year.

This year will mark the first year that advisors will be specifically assigned to degree programs. Thus, USF Muma will set a performance target related to meeting with chairs/faculty. This will replace the two meetings with the chairs target.

Both the teaching and the service awards were made this year. Because of first time experience, recommendations have been made to revise the criteria and application process. Those changes will be undertaken in the coming year.

Objective 5.2

Motivate and develop new faculty members through mentoring and other activities.

Method of Assessment

- All tenure-earning faculty members will be part of the faculty mentoring program.
- Faculty members will have a process by which their working papers can be reviewed prior to journal submission.
- Encourage the exchange of research ideas among faculty and doctoral students.

Performance Targets

- Every (100 percent) tenure-earning faculty member has a mentor and mentors are regularly meeting with mentees.
- Implement a program whereby doctoral students and faculty can request that working papers be reviewed by colleagues prior to journal submission.
- Hold at least two research-related discussions or round table events each year.

Assessment Results

- 100 percent of the tenure-earning faculty were assigned faculty mentors. All met regularly with mentees.
- The working paper review program was implemented. However, there has been a poor response rate.
- Three events were held: A “speed dating” research-matching session, a research workshop and a research symposium/PechaKucha.

Use of Assessment Results for Program Improvement

The mentoring program and the research-related events will continue given their importance to the strategic priorities of the college. The college will assess whether the number of research events should be increased or change to ensure maximum effectiveness.

The college will conduct an evaluation to determine what issues may be related to the poor response to the review of working papers target.

Goal 6: Build on the USF Muma College of Business’ distinctive identity of business analytics and creativity.

Objective 6.1

Develop an integrated message by ensuring that the distinct identity in business analytics and creativity is infused into program curricula.

Method of Assessment

- Implementation of the MBA curriculum revisions relating to incorporation of business analytics and creativity.
- Implementation of curriculum revisions relating to the incorporation of business analytics and creativity into undergraduate and master’s program curricula.

Performance Targets

- The departments will implement action plans for incorporation of business analytics and creativity into departmental curriculums with specific measurable results.
- The MBA/EMBA programs offer the new core course in business analytics.
- The UPC and the GPC will look specifically at creativity given the emphasis so far seems to be on analytics.

Assessment Results

- Accountancy incorporated analytics into Audit I, AIS and the master’s level Financial Reporting course. A 5000-level Analytics in Accounting course was also developed and offered.
- Finance developed a new core course – Financial Modeling & Analytics.
- In ISDS, a new faculty member will assist in developing an undergraduate seminar in creativity- and analytics-driven courses in blockchain technology, which are in development.
- Marketing faculty review of all syllabi resulted in business analytics and creativity being incorporated across the undergraduate and graduate curricula. All master’s level students are required to take Marketing Analytics and Creativity in Marketing courses.
- QMB 6358 (Data Analytics for Business) was added to the core of the MBA program and is offered as a course in the EMBA program.
- The UPC reviewed creativity but had issues with how to measure or even define creativity when evaluating what was currently being done in the curricula.
- The GPC did not undertake an evaluation in the current year but plans to assess in the coming year.

Use of Assessment Results for Program Improvement

Given that all departments and the MBA/EMBA programs have implemented plans to incorporate analytics and creativity into curricula, an assessment will be conducted on what performance targets are needed to ensure ongoing implementation of changes in the curriculum.

The college is undertaking a review of its vision, mission and strategic priorities. One change that is likely to occur is a focus on innovation rather than creativity given the difficulty the college and faculty are having in agreeing on a definition for creativity and assessment of creativity.

Objective 6.2

Develop an integrated message that is shared across all platforms to all stakeholders.

Method of Assessment

- Hold events that reinforce and message the distinct identity.
- Consider appropriate branding efforts and review materials to ensure appropriate messaging.

Performance Targets

- At least four Muma College of Business events with external stakeholders will feature one or both components of the college's distinct identity.
- Develop materials conveying the college's distinct identity that all master's programs will provide to incoming students.
- Presentation of series of workshops for faculty on analytics and creativity – curriculum and research.

Assessment Results

- Four such events were held – Accountancy CPE Conference, Sport Analytics Conference, Florida Analytics Conference (cosponsor), Big Data Day for high school students. In addition, the ISDS advisory meetings typically spend a fair amount of time addressing data analytics topics with members.
- All programs developed new marketing materials that can be provided to students. ISDS also updated its website to reflect an emphasis on the college's distinct identity.
- Two workshops were held – a Creativity Workshop in October and an IBM Watson workshop in September.

Use of Assessment Results for Program Improvement

Given that materials have been developed to convey USF Muma College of Business' distinct identity, this performance target has been met and will be changed or eliminated in the coming year. Results of the review of the college's mission, vision and strategic priorities may require "tweaking" of marketing materials.

The other two targets remain important to reinforcing the college identity to both external and internal stakeholders, so they will be retained.

Objective 6.3

Foster and reward faculty and student research that extends knowledge in analytics and creativity.

Method of Assessment

- Institute methods for fostering and rewarding research.
- Support research in areas of analytics and creativity.

Performance Targets

- Provide at least two summer "grants" for research in analytics and/or creativity.
- Conduct a workshop for Muma College of Business faculty on identifying research opportunities in the areas of analytics and creativity.

Assessment Results

Two summer 2017 research grants were awarded in analytics and/or creativity.

The college did not meet its second target of providing a research opportunities workshop or forum.

Use of Assessment Results for Program Improvement

The college will continue to support research in the areas of analytics and creativity because of its importance to the college's mission and vision.

Consideration will be given to how best to identify research opportunities in the areas of analytics and creativity. Perhaps a separate venue is not as good of an alternative as incorporating it with some of the other research-related activities undertaken.

MUMA COLLEGE OF BUSINESS STRATEGIC PLAN

2015—2016

MISSION STATEMENT

We creativity and analytics to promote student success, produce scholarship with impact, and engage with all stakeholders in a diverse, global environment.

Goal 1: Create an environment that fosters research with impact.

The University of South Florida is engaged in an ambitious process to become one of the nation's top research universities and to position itself for membership in the Association of American Universities (AAU). An important step toward that goal was the classification of USF by the Carnegie Foundation for the Advancement of Teaching in its highest tier: Research University with Very High Research (RU/VHR.) Consistent with the University's research focus, the Muma College of Business emphasizes critical inquiry and research as fundamental to its educational mission. USF Muma focuses on key elements in fostering research with impact in the college.

Objective 1.1

Continue the incentive plan that focuses on producing research that has high impact, is interdisciplinary and/or furthers the the college's distinct identity.

Method of Assessment

- Number of publications in premier and top-tier journals based on the the college's journal list.
- Number of publications that are interdisciplinary where the journal (premier and top-tier) is in an area outside at least one Muma College of Business author's discipline.
- Number of media citations and other types of impact measures.

Performance Targets

Except for publications related to creativity and/or analytics, all targets reflect increases over the base established in 2014-2015.

- 10 premier journal publications.
- 30 top-tier publications.
- 25 interdisciplinary publications.
- 40 media citations.

Note: As the college works on refining how publications meet the definition of analytics and creativity it may end up with fewer or more meeting the definition; thus, the reason for the static target.

Assessment Results

- 8 premier journal publications.
- 29 top-tier publications.
- 16 interdisciplinary publications.
- 41 media citations.
- 23 journal publications related to creativity and/or analytics.

Use of Assessment Results for Program Improvement

This was the first-year the college established targets for the above metrics. The targets were established based on baseline data collected in 2014- 2015. The intent was to establish stretch goals. In general, the college did quite well in coming close to established targets. However, some may be a bit high given that only one year of data was available they were established. Additionally, the college has refined the definition of analytics and creativity and this may have resulted in fewer publications meeting the target. In the upcoming year, a change in the Center for Analytics & Creativity leadership and focus may further refine what meets the definition of a publication related to analytics and creativity. Based on the performance results, consideration will be given to adjustments in the targets.

The target for media citations will be 45 in 2016-2017.

Objective 1.2

Encourage and provide opportunities for research grant funding. A key component to becoming eligible for AAU membership is substantial research grant funding. To assist the university in reaching its AAU goals and to meet the Muma College of Business' strategic priority of research with impact, increased focus must be placed on research grants.

Method of Assessment

- Percentage of college faculty with a research assignment with profiles in Pivot Number of grant submissions.
- Number of grants funded.

Performance Targets

- 70 percent of college faculty with a research assignment have profiles in Pivot Increase of five grant submissions over previous year.
- Increase of 5 percent in grant dollars funded over previous year.

Assessment Results

- 92 percent of the Muma College of Business faculty have profiles in Pivot.
- There was an increase of 23 grant submissions.
- There was a decrease of 5 percent in grant dollars funded.

Use of Assessment Results for Program Improvement

Given the high rate of research profiles provided in Pivot, it is removed as a target for the coming year, with the expectation that the percentage will be maintained going forward.

With the Muma College of Business' increased emphasis on grant submissions, it decided to move from an increase in numbers to a percentage increase. Next year the target will be a 3 percent increase in grant submissions.

The lag time between increasing the number of faculty grant submissions and the resulting "hit" rate means that the target for grant funded dollars is currently unrealistic so the college has adjusted it to 3 percent.

Goal 2: Promote student success.

Student success is a clear priority and the ultimate measure of the Muma College of Business' research, teaching and engagement activities. Building on successful, recognized undergraduate and graduate programs, the goal is to develop globally competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisition. Achieving this goal will make USF Muma graduates a first choice of employers and graduate programs.

Objective 2.1

Improve students' retention and progression through the program.

Method of Assessment

- The college will monitor undergraduate student retention data collected by the university
- The college will monitor undergraduate student progression data collected by the university.

Performance Targets

- 80 percent retention rate for USF Muma College of Business' students and an 87 percent rate within USF.
- 66 percent first-time-in-college, six-year graduation rate within the Muma College of Business and an 80 percent rate within USF.
- Due to the implementation phase-in associated with excess hours, the undergraduate target will remain at the baseline of 40 percent (note there is a lag reporting of data).

Assessment Results

- 77 percent retention rate within the college and 86.8 percent within USF (undergraduate).
- 54 percent FTIC six-year graduation rate within the college and 70.1 percent within USF.
- 38 percent excess hours rate at the undergraduate level.

Use of Assessment Results for Program Improvement

All performance targets in this area will be reset to align with the university-established performance targets for the college.

Several activities are underway to help achieve the performance targets. These include: the establishment of a student success committee to develop a plan for enrollment/retention/progression, the certification of excess hours (which will lead to a reduction in those being reported for the 2015-2016 period), and increased marketing efforts with university admissions and within the college.

Objective 2.2

Improve placement of graduates in degree-relevant, full-time positions.

Method of Assessment

- The college will collect student placement data (collected at graduation) and monitor results for success.

Performance Targets

- Collect employment/continuing education statistics at graduation for at least 90 percent of undergraduate and graduate students.
- Increase by at least 2 percent the number of bachelor's degree students that self-report holding meaningful, full-time positions (employment or continuing education) at graduation.
- Average FETPIP employment/continuing education rate of 75 percent for master's degree students one year after graduation.
- Develop a plan for increasing placement of PhD graduates at doctoral-granting or research-intense institutions.
- Continue working on a plan of action for collection of better and more comprehensive placement data.

Assessment Results

Collection of placement statistics

- Consistent with last year, undergraduate placement statistics at the time of graduation were collected for 90 percent or more of the students summer, fall and spring (from 90-94 percent).
- Graduate placement statistics at the time of graduation were collected by discipline-specific master's programs at a very low level. The average ranged from a low of 18.65 percent collection for the year to a high of 100 percent collection with an average across the programs of 46.9 percent. Only the cohort-based program was able to collect information from 100 percent of its students.
- For fall 2015 at the time of graduation 45.7 percent of undergraduate students were employed (starting positions, in positions or going to graduate school). This compares with 44 percent employed at graduation fall 2015.
- The average discipline master's and MBA placement rate is 56.43 percent, using survey data with response rates greater than 50 percent. Placement ranges from 10.53 percent to 100 percent.
- Initial plans related to placement were received from each doctoral concentration at the end of May. These were based on the results of the external review conducted during 2015-2016.

Use of Assessment Results for Program Improvement

Collection of valid placement data continues to be a challenge. Several action items being considered are increased involvement by the chairs and the associate dean for professional programs to collect the placement data prior to graduation, continued work with the university and Career Services on survey data and collection. The college is also hiring a data specialist who can help with collection and analysis of data.

A review of the FETPIP data for the 2013-2014 period shows placement data of 57 percent to 81 percent at the undergraduate level and 59 percent to 100 percent at the graduate level. Therefore, the college knows that its internal data is very incomplete and changing the performance targets may not be needed. Although admittedly the college has some real stretch goals for some of its programs.

More complete action plans with time lines are being developed by the doctoral committee. It held its first meeting August 18 for the coming 2016- 2017 reporting period. Based on recommendations from external reviewers the focus will be on recruitment and retention tactics with the belief that a focus here will improve placement.

Objective 2.3

Build competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisitions.

Method of Assessment

- Assist programs with expansion of the internship program.
- Expand opportunities for application of creativity and analytical skills through curricular and co-curricular activities.
- Provide events, activities and other opportunities for soft skill development.

Performance Targets

- Increase by 3 percent the number of students graduating with internship or other relevant work experience.
- Continue to support co-curricular case competitions and identify co-curricular opportunities for application of creativity and analytical skills outside the program curricula.
- Enroll 50 students and retain 50 percent of those enrolled in the Muma Leadership Program, which emphasizes soft-skill development.
- Undergraduate Policy Committee will work with the dean's office to implement a core soft-skills course.

Assessment Results

- 87.52 percent of the students responding to the survey graduated with an internship, co-op experience or relevant work experience at the time of graduation. This compares with 50 percent last year. Of those employed at graduation, 93 percent in the fall semester and 92 percent in the spring semester had an internship or relevant work experience. This compares with 87 percent last year.
- Case competitions and co-curricular opportunities for USF Muma students continue to be important in allowing students to apply both analytics and creativity to problem solving – nine co-curricular case competitions were sponsored or attended by students along with 17 practice center projects that allow for coming up with solutions to business problems.
- 55 students started the Muma Leadership Program.
- The undergraduate curriculum committee completed the review and recommended the addition of an operations management course to the core, an update to a course to include analytics and creativity, and exploration of the addition of a soft skills course to the core. The operations management course was approved by the faculty.
- The undergraduate curriculum committee revised the international business degree and the international course requirement for students to better meet student needs and make the international degree more attractive. The changes, including a name change to global business degree, were approved by the faculty.

Use of Assessment Results for Program Improvement

During the reporting process, the college determined that additional work needs to be done to ensure that data are being consistently captured and reported for the experiential learning experiences. The different parties involved will meet to ensure consistency of definitions and capture of data.

Numerous revisions are in process for the leadership program. Although the target was met, the attrition rate was alarming. A new advisor for the program was hired in the spring to help shepherd the students through the program.

Work continues on the soft-skills course plan.

Goal 3: Enhance global literacy and impact.

The college will build on current successful programs and engagement activities to foster a global perspective and grow USF Muma College of Business' "global footprint."

Objective 3.1

Increase the global literacy of Muma College of Business students.

Method of Assessment

- Number of students studying abroad (both USF Muma students participating in programs abroad and international students participating in USF programs).
- International enrollment.
- Courses that qualify for the university's Global Citizens Project.
- The number of international speakers addressing faculty and students.

Performance Targets

- At least four Muma College of Business study abroad courses will be offered, with a minimum of one course for each program area, providing students the opportunity to study abroad while earning credit.
- Increase number of international degree-seeking students in college by 10 percent over prior year.
- Increase USF students studying abroad by 10 percent over prior year.
- Identify two courses in the Muma College of Business that can qualify for the Global Citizens Project.
- Host at least two events at which international speakers address faculty and or students on issues related to culture.

Assessment Results

- Five study abroad courses were offered in summer 2015.
- 254 international students enrolled in 2014-2015 and 272 in 2015-2016 for an increase of 7.1 percent. This relatively slower rate of growth is attributable in part to a stabilization of the MIS enrollments.
- In 2014-2015, 210 Muma College of Business students studied abroad, in 2015-2016 that number was 197, representing a 6 percent decrease in study abroad numbers.
- One course has been identified for the Global Citizens Project.
- In September 2014, the college hosted the former chair and founder of Infosys.

Use of Assessment Results for Program Improvement

Efforts are underway to sustain or grow the number of programs offered.

The college offered an increased level of study abroad scholarship funding this past year and will look at other ways of increasing student interest. In part, it will become imperative to identify courses earlier and market earlier to fit the courses into the students' semester plans.

There has been discussion on tapping into the AACSB conferences/workshops held in Tampa to help identify international speakers or on using Muma international students to discuss culture in business issues.

Targets will remain as they are reasonably attainable with some additional effort.

Objective 3.2

Increase faculty participation in global programs and events.

Method of Assessment

- Increase number of faculty participating in international opportunities.

Performance Targets

- 20 faculty members participating in international programs and conferences/events.
- Increase the number of global programs offerings by one over the prior year.

Assessment Results

- 21 faculty participated in international programs and conferences/events.
- Three new program agreements were entered into this year (Manipal International University, ENITE Morocco, NMINS)

Use of Assessment Results for Program Improvement

All targets for this objective were met. The college will focus on building the programs entered into over the past two years rather than the development of new programs. Therefore, the target for international participation is increased to 25 and the target for increasing global offerings is removed.

Goal 4: Build on USF Muma College of Business community engagement.

The Muma College of Business will continue to build on its community engagement record by developing stronger relationships with alumni raising the college's profile and public influence and developing services of value to the business community.

Objective 4.1

Continue developing alumni and friends-of-the-college relationships.

Method of Assessment

- Develop "stay connected" types of programs that ensure alumni and friends are in frequent contact with the college.

Performance Targets

- Maintain an up-to-date database of Muma College of Business alumni.
- Establish a baseline for "successful" (e.g., email opens) social media contacts with alumni and friends.
- Host an alumni and friends on-campus event each year – preferably around homecoming.

Assessment Results

- Several initiatives were undertaken to keep databases up-to-date including the use of Constant Contact and regular pulling of alumni lists from the USF Alumni Association.
- The college hosted its annual homecoming event for alumni.
- The college maintained contact with alumni through its newsletter, holiday greeting card and several events to which regional alumni were invited.
- In the past year the college had 7,244 Facebook likes, 4,262 Twitter followers, and 172 members of a recently created LinkedIn group that resulted from a merger of groups.

Use of Assessment Results for Program Improvement

The targets will remain except for the “successful” social media contacts performance target. Further discussion and evaluation of this target with the college media personnel resulted in more useful targets related to open rates and engagement performance relative to peer and aspirant institutions. Those metrics will be developed and used in next year’s assessment.

Objective 4.2

Develop services of value to the business community, and thereby increase faculty/student involvement in the communities the college serves.

Method of Assessment

- A Muma College of Business catalog of service offerings for the business community.
- Increase engagement with not-for-profit/service organization community and increase service by Muma College of Business.

Performance Targets

- Generate 10 projects within the business community as a result of the service catalog.
- Establish a baseline for the number of USF Muma service engagements to not-for-profits/service organizations.

Assessment Results

- Two projects were started in the current reporting period.
- 22 not-for-profit or service engagements were undertaken by the college (other than sitting on not-for-profit boards). In addition, 430 service learning projects were performed by students as a part of course requirements.

Use of Assessment Results for Program Improvement

The college is undertaking a realignment of its service offerings. A new position is being created that combines the business engagement and internship component to help ensure a more complete interaction with businesses and to ensure no opportunities are lost. Additionally, the Center for Analytics and Creativity will become more involved with business engagement.

Using the baseline established for service engagements, the college will develop performance goals and targets for 2016-2017.

Goal 5: Build a culture that values inclusion and engagement.

The Muma College of Business can reach its full potential only if its people are motivated, committed and engaged. USF Muma College of Business strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Objective 5.1

Build and sustain a positive culture that supports the Muma College of Business’ strategic initiatives.

Method of Assessment

- The number of Muma College of Business social events.
- The number of events between the dean’s office and the faculty/staff.
- Continue and improve on the internal newsletter.

Performance Targets

- Host at least three social events.
- Issue an internal newsletter at least six times a year – add a feature section relevant to faculty and staff.
- Host at least two town hall-type meetings for the year (at least one of the meetings should be for all college employees).
- Have at least two meetings between the department staff/chairs and the undergraduate advisors.

Assessment Results

- Two events were sponsored, one event was cancelled due to low response.
- The target for the internal newsletter was not met – only two or three issues were published.
- Two town hall meetings were held.
- One meeting was held between the senior director and the chairs.

Use of Assessment Results for Program Improvement

The college will rethink the type of social events to hold. Evidence from the past year and feedback from staff indicate that a weekend family event may not be the best approach.

The associate dean is working with media relations to make the internal newsletter more impactful and regular. The first new format newsletter was written and distributed in June. A challenge will be to keep the momentum going given the media person working on this project has left the college.

It has been determined that two town hall meetings are optimal given the increased number of faculty meetings.

Subsequent to the reporting period a meeting was held between the chairs and the advisers and it has been decided that this is valuable and should be continued.

Objective 5.2

Motivate and develop new faculty members through mentoring and other activities.

Method of Assessment

- Institute a college-wide faculty mentoring program.

Performance Targets

- Develop a faculty mentoring program during 2015-2016 that can be put in place effective fall 2016.

Assessment Results

- A faculty mentoring program was implemented in the fall of 2015. All tenure-earning faculty members were assigned faculty mentors.

Use of Assessment Results for Program Improvement

Ongoing monitoring of the success of the newly-implemented mentoring program is needed. The target has been accomplished.

Goal 6: Build on the USF Muma College of Business' distinctive identity of business analytics and creativity.

The Muma College of Business will be known for integrating creativity and analytics in teaching, outreach and research. Creativity is the use of innovative thinking to develop novel solutions. Analytics is the application of knowledge and tools to convert data into information that provides the insight needed for effective decision-making.

Objective 6.1

Develop an integrated message by ensuring that the distinct identity in business analytics and creativity is infused into program curriculums.

Method of Assessment

- Complete the review the undergraduate core curriculum to determine how/where business analytics and creativity is taught.
- Complete the recommendations for the MBA curriculum on how/where business analytics and creativity should be taught.
- Complete the curriculum review and revision for all programs.

Performance Targets

- The Undergraduate Policy Committee will complete the review of the core curriculum to identify where business analytics and creativity are being taught.
- As needed, the Undergraduate Policy Committee will make recommendations on how/where business analytics and creativity can be incorporated into the curriculum.
- The departments will finalize the review of their curricula to identify how/where business analytics and creativity can be incorporated into their curricula and will develop a plan of action for incorporation of business analytics and creativity into curricula.
- The MBA/EMBA programs will finalize recommendations for the curriculum on how/where business analytics can be incorporated into the curriculum.

Assessment Results

Departments conducted curriculum reviews at fall retreats with the following results:

- Accountancy has added a learning objective on analytics to its AIS course.
- Finance has added a case that requires the use of analytics and creativity in its capstone course.
- Marketing has revised its entire curriculum based on analytics and creativity with specific required courses addressing each topic.
- The BAIS undergraduate curriculum has modified its core course to increase emphasis on analytics and creativity.
- A new core course on analytics was added to the MBA curriculum.

Use of Assessment Results for Program Improvement

The ISM course is currently field testing the incorporation of Watson Analytics into the course to enhance assignments that already require the use of analytics to arrive at creative solutions.

Although the college is doing well in integrating analytics more emphasis will be placed on identifying creativity going forward.

Objective 6.2

Develop an integrated message that is shared across all platforms to all stakeholders.

Method of Assessment

- Hold events that reinforce and message the distinct identity.
- Value events and partnerships that relate to USF Muma's distinctive identity.
- Consider appropriate branding efforts and review materials to ensure appropriate messaging.

Performance Targets

- Develop and conduct orientation in MBA in fall 2015, that communicates distinctive identity message.
- Develop and conduct orientation for all undergraduates starting fall 2015.
- Develop materials conveying USF Muma's distinct identity that all master's programs will provide to incoming students.
- Present a series of workshops for faculty on analytics and creativity – curriculum and research.

Assessment Results

- Five events were held that featured the components; one event held by each department.
- The MBA program has developed its orientation to include creativity and analytics, with the first presentation done in the fall.
- The undergraduate orientation includes a section that focuses on the college's distinct identity and the orientations this year included the new section.
- Marketing materials have not been developed.
- A workshop on analytics was presented – Watson Analytics.
- Workshops on creativity were not presented. However, there is a workshop on creativity scheduled for the fall 2016.

Use of Assessment Results for Program Improvement

Assessments related to orientation have been accomplished and will be removed from the assessment. Other assessment and targets will remain.

Objective 6.3

Foster and reward faculty and student research that extends knowledge in analytics and creativity.

Method of Assessment

- Institute methods for fostering and rewarding research.
- Publish in areas of analytics and creativity.

Performance Targets

- Provide at least two summer “grants” for research in the area of analytics and/or creativity.
- Conduct a workshop for Muma faculty on identifying research opportunities in the areas of analytics and creativity.
- Number of publications on USF Muma journal list that can be categorized as addressing “analytics” and/or “creativity.”

Assessment Results

Two summer grants in the areas of analytics and creativity were awarded.
The workshop was not conducted.

Nine publications were specifically identified as addressing analytics and/or creativity. Note one department said all its journals address analytics.

Use of Assessment Results for Program Improvement

The assessments remain relevant; however, consideration needs to be given to modifying the targets on workshops and publications. For example, how will the number of publications information be used?

MUMA COLLEGE OF BUSINESS STRATEGIC PLAN

2014 — 2015

MISSION STATEMENT

We emphasize creativity and analytics to promote student success, produce scholarship with impact, and engage with all stakeholders in a diverse, global environment.

Goal 1: Create an environment that fosters research with impact.

The University of South Florida is engaged in an ambitious process to become one of the nation's top research universities and to position itself for membership in the Association of American Universities (AAU). An important step toward that goal was the classification of USF by the Carnegie Foundation for the Advancement of Teaching in its highest tier: Research University with Very High Research (RU/VHR.) Consistent with the university's research focus, the Muma College of Business emphasizes critical inquiry and research as fundamental to its educational mission. USF Muma focuses on key elements in fostering research with impact in the college.

Objective 1.1

Implement the approved incentive plan, which focuses on producing research that has high impact, is interdisciplinary and/or furthers USF Muma College of Business' distinct identity.

Method of Assessment

- Percentage of publications in premier and top-tier journals based on USF Muma College of Business' journal list.
- Percentage of publications that are interdisciplinary where the journal (premier and top-tier) is in an area outside at least one USF Muma College of Business author's discipline.
- Percentage of media citations and other types of impact measures.

Performance Targets

- Establish the baseline for Muma College of Business publications annually on the "premier" list.
- Establish the baseline for Muma College of Business publications annually on the "top-tier" list or higher.
- Establish the baseline for Muma College of Business publications annually that are interdisciplinary.
- Establish the baseline for Muma College of Business publications annually categorized as relating to "analytics" and/or "creativity."

Assessment Results

- During 2014-2015, Muma College of Business established a baseline of six premier journal publications
- During 2014-2015, Muma College of Business established a baseline of 28 top-tier journal publications.
- During 2014-2015, Muma College of Business established a baseline of 21 interdisciplinary journal publications.
- During 2014-2015, Muma College of Business established a baseline of 39 journal publications relating to creativity and/or analytics (our distinct identity).

Use of Assessment Results for Program Improvement

In the next assessment cycle – 2015-2016 the college's targets are:

- 10 premier journal publications – this may be a stretch goal. However, several new research faculty have been hired for 2015-2016.
- 30 top-tier publications.
- 25 interdisciplinary publications.
- 40 journal publications related to creativity and/or analytics. Note that as the college works on refining how publications meet the definition of analytics and creativity it may end up with fewer or more meeting the definition; thus, the reason for the static target.

Objective 1.2

Encourage and provide opportunities for research grant funding. A key component to becoming eligible for AAU membership is substantial research grant funding. To assist the university in reaching its AAU goals and to meet the college's strategic priority of research with impact, increased focus must be placed on research grants.

Method of Assessment

- Percentage of Muma College of Business faculty with a research assignment with profiles in Pivot Number of grant submissions.
- Number of grants funded.
- A research grant infrastructure in the college.

Performance Targets

- 50 percent of the college's faculty with a research assignment have profiles in Pivot Increase of five grant submissions over previous year.
- Increase of 5 percent in grant dollars funded over previous year.

Assessment Results

- Approximately 84 percent of the tenured and tenure-earning faculty have profiles in Pivot.
- The grant submission target was not reached, in fact there was approximately a 38 percent decrease in grant submissions.
- The grant dollars target was not reached, there was a 2.3 percent decrease in grant dollars.

Use of Assessment Results for Program Improvement

With such a high percentage of the faculty reporting in Pivot there is no targeted increase for the coming year; however, the college would seek to maintain its current percentage.

To help meet its grant performance targets, the Muma College of Business has recently hired a unit research director (fall 2015). Her responsibilities will be to help meet the grant submission and grant dollars targets. Therefore, at this time the college does not intend to adjust the 2014-2015 targets. Instead, it will work to recover performance and re-analyze targets after the 2015-2016 results are determined.

Goal 2: Promote student success.

Student success is a clear priority and the ultimate measure of the Muma College of Business' research, teaching and engagement activities. Building on successful, recognized undergraduate and graduate programs, its goal is to develop globally competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisition. Achieving the college's goal will make its graduates a first choice of employers and graduate programs.

Objective 2.1

Improve student's retention and progression through the program.

Method of Assessment

- The college will monitor undergraduate student retention data collected by the university.
- The college will monitor undergraduate student progression data collected by the university.

Performance Targets

- Establish the baseline for the FTIC four-year and six-year graduation rates.
- Establish the baseline for excess hour graduation rate for undergraduate degrees.
- Complete review of PhD student progression in all concentrations.

Assessment Results

- The college does not have data for the FTIC four-year rate; therefore, it is unable to establish a baseline. The FTIC six-year rate for full and part-time students for the 2008-2014 period is 64 percent as provided by the university's office for strategic planning, performance and accountability.
- The baseline for bachelor's degrees with excess hours is 40 percent in 2013-2014, the most recent year for which data is available, as provided by the university's office for strategic planning, performance and accountability.
- The doctoral committee reviewed the progression of students. Because the college has in place that all students must defend their dissertation proposals within two years of being admitted to candidacy, progression is closely monitored up to the proposal date.

Use of Assessment Results for Program Improvement

A new objective will be added for retention since the college will be evaluated based on its retention performance.

A determination will be made concerning a target relative to the base for six-year and excess hours results.

Since doctoral progression does not appear to be an issue, consideration will be given to modifying this target.

Objective 2.2

Improve placement of graduates in degree-relevant, full-time positions.

Method of Assessment

- We will collect student placement data (collected at graduation) and monitor results for success.

Performance Targets

- Continue working on a plan of action for collection of better and more comprehensive placement data. Graduation placement statistics will be collected for at least 90 percent of the undergraduate and graduate students.
- Increase by at least 3 percent bachelor's degree students that hold meaningful fulltime positions (employment or college) 6 months after graduation.
- Establish a method for obtaining graduate placement data three and six months after graduation.
- Establish a baseline for master's degree students that hold meaningful, full-time positions (employment or college).
- Develop a plan for increasing placement of PhD graduates at doctoral granting or research intense institutions.

Assessment Results

- At the time of graduation (fall and spring) the college collected placement statistics from 93 percent of undergraduate students.
- For fall 2014 at the time of graduation, 44 percent of undergraduate students were employed. This compares with 43 percent employed at graduation fall 2013.
- Student Success Center is working with Career Services on graduate placement metric. Most departments have started obtaining emails at graduation. It seems Career Services may have access to a better method of collecting placement data after graduation.
- The average discipline master's and MBA placement rate is 73.4 percent and ranges from 55 percent to 100 percent.
- No plan was developed for the PhD graduates. The intent was to conduct an external review to assist with this last year. The review was delayed until the 2015-2016 year.

Use of Assessment Results for Program Improvement

Some slight modifications will be made to the performance targets. Most effort will be given to placement at the time of graduation since there is no good way to obtain data three and six months out. Current response rates are too low for statistically valid inferences at the three- and six-month points. Additionally, the college has more influence on placement prior to graduation than after graduation.

Objective 2.3

Build competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisitions.

Method of Assessment

- Expansion of the internship program with the needed infrastructure.
- Expand opportunities in courses for application of analytical skills.
- Provide events, activities and other opportunities for soft skill development.

Performance Targets

- Establish a baseline for the number of students graduating with internship or other relevant work experience.
- Number of students participating in undergraduate and graduate research programs and case competitions will increase by 5 percent over the prior year.
- Undergraduate Policy Committee will review the core business curriculum and make recommendations to ensure essential skills are developed throughout the curriculum.

Assessment Results

- 50 percent of the students graduating had an internship or relevant work experience at the time of graduation. Of those employed at graduation, 87 percent had an internship or relevant work experience.
- The number of students participating in research projects at the undergraduate level and in case competitions remained unchanged over the prior year.
- The Undergraduate Policy Committee did review the core business curriculum last year. Due to inconsistent formatting and incomplete information in course syllabi, the committee was unable to finalize recommendations on the curriculum. One potential problem area has been identified. However, additional information is being gathered in the 2015-2016 year.

Use of Assessment Results for Program Improvement

Gathering impactful data on experiential learning has proved difficult. Since it is based on self-reporting, many data points are not captured. Currently, the college has appointed an internship director who is working with Career Services to try to better capture internship and other experiential learning data.

The method for gathering data on research and case competitions is inadequate. Currently, no systematic method exists for identifying all competitions in which students participate and no clear definition identifies what would constitute a research project. The performance target for this objective needs to be better defined or tweaked to allow for collection of data points that are available. The college will complete the review of the business core and provide recommendations to the faculty in the 2015-2016 year.

Goal 3: Enhance global literacy and impact.

The college will build on current successful programs and engagement activities to foster a global perspective and grow USF Muma College of Business' "global footprint."

Objective 3.1

Increase the global literacy of Muma College of Business students.

Method of Assessment

- Number of students studying abroad (both USF Muma College of Business students participating in programs abroad and international students participating in USF programs.)
- International enrollment.

Performance Targets

- Number of courses with global content in curriculum (i.e., at least one learning objective in the syllabus) will be 15 percent.
- Increase number of international degree-seeking students in the USF Muma College of Business by 10 percent over the prior year.
- Increase USF students studying abroad by 10 percent over prior year.
- Increase number of non-USF international students participating in non-degree seeking learning experiences by 5 percent over the prior year.

Assessment Results

- The various programs with global content in courses include: accountancy 27 percent of courses, finance 10 percent courses, ISDS 15 percent of courses, marketing four undergrad courses. In general, it would appear this goal has been met.
- There was an increase of 13.6 percent in the number of international students in the college. This met its 10 percent target. However, the increase was less than the 27 percent increase experienced in the prior year (this may have been driven by the MIS program change).
- The college experienced a 14 percent increase in the number of students studying abroad. Thus this target was met.
- In the current year, 17 students participated in non-degree-seeking learning experiences, which was 1 percent less than the prior year. This target was not met.

Use of Assessment Results for Program Improvement

The performance targets for this objective will be modified. Given that the university has instituted a QEP initiative, the focus of which is global literacy, the college will modify targets to align with the objectives of the university initiative. Some performance targets are in line with the global initiative, such as curriculum and study abroad. Others are not.

Objective 3.2

Increase faculty participation in global programs and events.

Method of Assessment

- Increase number of faculty participating in international opportunities.

Performance Targets

- Increase the number of faculty participating in international programs and conferences/events by 10 percent over the prior year.
- Increase the number of global programs offerings by one over the prior year.

Assessment Results

- 19 faculty members participated in international programs and conferences. This compares with nine faculty members participating in the prior year, resulting in a 122 percent increase. This target was met.
- Three MOUs that would provide for international program offerings were entered with foreign universities in the past year. This target was met.

Use of Assessment Results for Program Improvement

Faculty participation in international programs will be encouraged so that it can continue to grow with the goal of another 10 percent growth. The target for global programs will be maintained. It is the intent of the college to enter productive program collaborations with foreign universities; however, the number of these entered cannot exceed the college's capacity to service such agreements. Therefore, slow and constant growth is expected now.

Goal 4: Build on USF Muma College of Business community engagement.

The Muma College of Business will continue to build on its community engagement record by developing stronger relationships with alumni raising the college's profile and public influence and developing services of value to the business community.

Objective 4.1

Develop alumni and friends-of-the-college relationships.

Method of Assessment

- Increase the number of personnel in the development office.
- Develop and nurture the relationship between Muma College of Business alumni group and USF Alumni Association develop a "stay connected" type of program that ensures alumni are in frequent contact with the college.

Performance Targets

- Fully staff the Muma College of Business development office with three development personnel and a support staff member.
- Create an action plan with the Muma College of Business alumni group and the USF Alumni Association to improve outreach efforts.
- Update a database of Muma College of Business alumni.
- Increase social media contacts with alumni.
- Host an alumni event each year – preferably around homecoming.

Assessment Results

- This target was achieved when the last of the development staff was hired in the spring 2015 semester. No formal action plan has been created with the alumni association.
- The database for the Muma College of Business alumni is constantly updated by the college's communications personnel. The communications personnel periodically scan the USF alumni database and add/change information in the database to keep it as up-to-date as possible.
- From the summer of 2014 through the spring of 2015 the communications department coordinated 29 major activity/event outreaches to all or select groups of business alumni. The college again hosted a very successful homecoming event for alumni and friends. Thus, this goal was achieved.

Use of Assessment Results for Program Improvement

Since all development staff members have been hired, this performance target will be removed for the coming year. The college will continue to host its homecoming event and try to build attendance at the event each year. This is a relatively new event for the college – having hosted such an event only twice.

The performance metrics will be tweaked to allow the college to report social media statistics, which are captured regularly. USF Muma may also look at the goal to incorporate more than alumni.

Objective 4.2

Develop services of value to the business community, and thereby increase faculty/student involvement in the communities the college serves.

Method of Assessment

- A Muma College of Business catalog of service offerings for the business community.
- Increase engagement with not-for-profit/service organization community and increase service by the Muma College of Business.

Performance Targets

- Finalize the Muma College of Business catalog of services drafted 2013-2014.
- Generate 10 projects with the business community as a result of the service catalog.
- Establish a baseline for the number of Muma College service engagements to not-for-profits/service organizations.

Assessment Results

- The service catalog was finalized.
- The departments identified 34 projects they entered within the business community.
- Eight non-business or community service-type engagements were identified (School of Accountancy, ISDS, Junior Achievement).

Use of Assessment Results for Program Improvement

The college needs to consider its efforts in the non-business community areas. What if any initiatives should be developed related to charities?

Goal 5: Build a culture that values inclusion and engagement.

The Muma College of Business can reach its full potential only if its people are motivated, committed, and engaged. It strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Objective 5.1

Build and sustain a positive culture that supports the college's strategic initiatives.

Method of Assessment

- The number of Muma College of Business social events.
- The number of events between the dean's office and the faculty/staff.
- Continue and improve on the internal newsletter.

Performance Targets

- Issue a monthly internal newsletter – add a staff section for monthly recognition.
- Plan three town hall meetings for the year (at least one of the town hall meetings should be for all college employees.)
- Have at least two meetings between the department staff/chairs and the undergraduate advisers.

Assessment Results

- The inaugural college picnic was held in the fall of 2014.
- The monthly internal newsletter target was not met. Six internal newsletters were produced. A staff section was not added this year.
- Two rather than the targeted three town hall meetings were held – the topics selected by the faculty were online education and analytics and creativity. One meeting was held between the chairs and the undergraduate advisors. In part, the failure to meet this target was related to a staff-related issue.

Use of Assessment Results for Program Improvement

The annual picnic has been scheduled for 2015-2016. This was well-received and plans are to continue it.

Due to the irregular nature of contributions, the college determined that an average of six internal newsletters will be produced each year. The college will discuss its ability to include a staff/faculty "spotlight" in some or all of the internal newsletters.

Given that it has at least two faculty meetings each semester, the college decided that it may be more realistic to target one town hall meeting for each semester. The senior director for undergraduate studies will schedule at least two meetings between advising and chair/staff for this coming year.

Objective 5.2

Motivate and develop new faculty members through mentoring and other activities.

Method of Assessment

- Institute a college-wide faculty mentoring program.

Performance Targets

- Develop a faculty mentoring program during 2014-2015 that can be put in place effective fall 2015.

Assessment Results

- This target was not met. The leadership team did draft a rough idea of the mentoring program during the spring semester. However, a meeting between the dean and tenure-earning faculty scheduled to discuss the draft had to be delayed until fall of 2015.

Use of Assessment Results for Program Improvement

The dean and the tenure-earning faculty met in September 2015 and plans are in process to move the implementation of the mentoring program forward during the 2015-2016 year.

Goal 6: Build on the USF Muma College of Business' distinctive identity of business analytics and creativity.

The Muma College of Business will be known for integrating creativity and analytics in teaching, outreach and research. Creativity is the use of innovative thinking to develop novel solutions. Analytics is the application of knowledge and tools to convert data into information that provides the insight needed for effective decision-making.

Objective 6.1

Develop an integrated message by ensuring that the distinct identity in business analytics and creativity is infused into program curricula.

Method of Assessment

- Review the undergraduate core curriculum to determine how/where business analytics and creativity is taught.
- Review the MBA curriculum to determine how/where business analytics and creativity is taught.
- Curriculum review and revision at all levels.

Performance Targets

- The Undergraduate Policy Committee will review the core curriculum to identify where business analytics and creativity are being taught.
- The Undergraduate Policy Committee will make recommendations on how/where business analytics and creativity can be incorporated into the curriculum.
- The departments will review their curriculums to identify how/where business analytics and creativity can be incorporated into their curriculums and will develop a plan of action for incorporation of business analytics and creativity into their curriculums.
- The MBA/EMBA programs will review the curriculum to identify how/where business analytics is or can be incorporated into the curriculum and make recommendations accordingly.

Assessment Results

The Undergraduate Policy Committee did review the core business curriculum last year. Due to inconsistent formatting and incomplete information in course syllabi, the committee was unable to identify where analytics and creativity are taught. Additionally, it was determined insufficient guidance existed on what constituted analytics and creativity. However, additional information is being gathered in the 2015-2016 year. Due to department mergers in the past year, not all programs were able to accomplish curriculum reviews. The MBA and EMBA programs conducted a review but have not yet finalized curriculum recommendations.

Use of Assessment Results for Program Improvement

The Undergraduate Policy Committee recommended at the spring meeting that all syllabi be standardized and that syllabi clearly identify objectives/activities related to creativity and analytics. Thus, a standardized syllabus template was distributed to all faculty members and the faculty were asked to clearly identify how the core met the analytics or creativity priority. The Undergraduate Policy Committee will gather data based on the new syllabi and complete its review of the course. All departments will hold a faculty retreat in the fall of 2015 to analyze curriculums and determine how curriculums and department activities meet the college's mission and strategic priorities. The MBA and EMBA programs will finalize curriculum recommendations.

Objective 6.2

Develop an integrated message that is shared across all platforms to all stakeholders.

Method of Assessment

- Establish the Center for Analytics & Creativity.
- Hold events that reinforce and message the distinct identity.
- Value events and partnerships that relate to its distinctive identity.
- Consider appropriate branding efforts and review materials to ensure appropriate messaging.

Performance Targets

- At least four Muma College of Business events with external stakeholders will feature one or both components of the college's distinct identity.
- All websites, digital and print marketing materials will reviewed/revise in 2014.
- Develop and pilot orientation in the MBA program in fall 2014 that communicates distinctive identity message.
- Develop orientation for undergraduates, pilot spring 2015.
- Develop college-wide orientation to be used for all grad students to convey distinctive identity.
- Present a series of workshops for faculty on analytics and creativity – curriculum and research.
- Announce the director(s) for the Center for Analytics & Creativity and develop an action plan that builds the message within the college.
- Develop list of all external materials and priorities for review.

Assessment Results

- This target was met in that six events have been identified as featuring one or both components of the college's distinct identity (four by departments, one by the college and one by the Center for Analytics & Creativity.)
- Not all materials were reviewed/revise in 2014-2015. However, headway was made on developing a consistent branding message. New marketing materials were developed for all graduate-level programs (including the doctoral program.)
- Although the pilot orientation for the MBA was not completed in 2014-2015, it was rolled out in the fall of 2015.
- The spring undergraduate transfer orientation highlighted the college's distinct identity.
- Orientation program content focusing on distinct identity was not achieved for the discipline-based master's programs.
- Faculty workshops on creativity and analytics were not held.
- In the fall, the college announced the co-directors for the Center for Analytics & Creativity.
- The last performance target appears to be redundant.

Use of Assessment Results for Program Improvement

In retrospect, the number of performance targets for this objective may have been a bit too ambitious. Some modifications for the coming year may be required. The co-directors were named; therefore, this performance target will be removed. The senior director for undergraduate studies is coordinating an effort to produce a video on the college's distinct identity that will feature the dean. This video will be used at all undergraduate orientations. Until that time, information is being provided at each orientation on the mission and priorities of the college.

Objective 6.3

Foster and reward faculty and student research that extends knowledge in analytics and creativity.

Method of Assessment

- Develop methods for fostering and rewarding research.
- Identify impactful/leading academic and practitioner journals for analytics and creativity.

Performance Targets

- Create a list of journals for analytics and creativity.
- Evaluate current awards for possible adjustment to value research in this area.
- Look at whether there are ways to give time to "tool up" in this research area.
- Number of publications on Muma College of Business journal list that can be categorized as addressing "analytics" and/or "creativity."

Assessment Results

- The center was not charged with developing a journal list this past year; therefore, it was not accomplished.
- Two new summer grants were made available to faculty members conducting research in the areas of analytics and creativity. The Center for Analytics & Creativity made the awards in the spring semester.
- The center was not charged with looking for ways to give time to “tool up,” therefore, this target was not accomplished.
- The departments have identified 31 publications on the college journal list that can be categorized as addressing analytics and/or creativity.

Use of Assessment Results for Program Improvement

Given the center has now been in existence for a year, goals and objectives for the coming year need to be clearly articulated and conveyed. This will result in some modifications to the performance objectives.

MUMA COLLEGE OF BUSINESS STRATEGIC PLAN

2013 — 2014

MISSION STATEMENT

The USF College of Business will provide a high-quality, diverse learning environment preparing students to contribute to and take leading positions in business and society. Its scholarship, teaching and service will link theory and practice to benefit the university and the communities it serves.

Goal 1: Create an environment that fosters research with impact.

The University of South Florida is engaged in an ambitious planning process to become one of the nation's top research universities and to position itself for membership in the Association of American Universities. An important step toward that goal was the classification of USF by the Carnegie Foundation for the Advancement of Teaching in its highest tier: Research University with Very High Research (RU/VHR.) Consistent with the university's research focus, the College of Business emphasizes critical inquiry and research as fundamental to its educational mission. Sustaining that emphasis requires a strong research infrastructure and a well-developed research culture across programs supported by continued funding. Key elements in enhancing the research environment of the College of Business will be to:

Objective 1.1

Develop a research mission and measures that align with the college mission—the process of aligning the research mission with the college mission and defining research with impact will help the college better understand and articulate what it expects to achieve from its research and think strategically about how research contributes to its mission and vision and informs the full range of activities in which it engages. (Objective 1.1 combines 1.1 and 1.2 from the prior year).

Method of Assessment

- A new research mission developed by the Research and Scholarship Committee and adopted by the college, as well as College of Business research impact measures recommended by the Research and Scholarship Committee and adopted by the college.

Performance Targets

- The Research and Scholarship Committee will draft a research mission in academic year 2013-2014.
- The Research and Scholarship Committee will present its draft mission statement for endorsement at a spring 2014 faculty meeting.
- The Research and Scholarship Committee will recommend 2-to-3 performance metrics for research with impact that align with those identified by the AACSB. The recommendations will be presented at a spring 2014 faculty meeting.

Assessment Results

The Research and Scholarship Committee presented its mission statement at the spring 2014 faculty meeting. The statement was endorsed. The following performance metrics were presented and endorsed at the spring 2014 meeting:

- Publications in top-tier, peer-reviewed journals based on the College of Business journal list.
- Publications in other peer-reviewed publications, including books and book chapters.
- Citation counts – e.g., Google Scholar.
- Editorships, associate editorships, editorial board membership, and/or invited journal reviewer for recognized, leading peer-review journals.
- Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums.

Use of Assessment Results for Program Improvement

Using a selection of the metrics endorsed by the faculty, a set of performance targets will be established for the 2014-2015 year that will help the college achieve the research mission.

Objective 1.2

Develop and implement a research incentive plan for the college for the research mission. To help it achieve its mission and vision, an appropriate incentive plan must be developed that will acknowledge and reward research that helps the college achieve its research mission as defined by the research performance measures (new objective.)

Method of Assessment

- A research incentive plan that aligns with the college's research mission and the impact measures adopted by the college (see Objective 1.1).

Performance Targets

- Finalize a faculty assignment policy that is tied to research productivity. The policy will be used during the faculty evaluations in the spring of 2014 for implementation in the fall of 2015.
- Modify the dean's research and teaching grants application to ensure that in 2014-2015 the awards are made to those applicants who target specified research performance metrics adopted by the college (see Objective 1.1).

Objective 1.3

Encourage and provide opportunities for research grant funding—a key component to becoming eligible for AAU membership is substantial research grant funding. to assist the university in reaching its AAU goals and to meet the college's strategic priority of research with impact increased focus must be placed on research grants (new objective.)

Method of Assessment

- Develop the research grant infrastructure in the college. The college will identify appropriate research grant performance metrics.

Performance Targets

Develop key components of the research grant infrastructure, which will include the following:

- Faculty research inventory.
- Research page to help align research interests with grants a Pivot process.
- Process for identifying and matching faculty with grant opportunities .
- Process for assisting faculty with writing and processing grant applications.
- At least one research grant performance metric will be identified that aligns with the college research mission (see Objective 1.1).

Assessment Results

- A faculty inventory has been developed and a Pivot process has been put in place. Pivot is intended to help assist in matching faculty interests and grant interests. A research page on the website identifies the faculty by area of research interest; additionally, key words have been added to the faculty profiles to help identify research areas of interest.
- Although research grant metrics were discussed by the leadership team, no final metric was determined or presented by the research committee.

Use of Assessment Results for Program Improvement

Continue developing the faculty inventory and encouraging the faculty to register on Pivot. Currently, the college does not yet have 100 percent participation. Increase the visibility of the college's research by perhaps adjusting the website that will allow colleagues from other colleges to more quickly identify faculty with similar interests. Continue to work on the process for assisting faculty in working on grant applications and grant implementations. Finalize identification of a research metric for the college.

Goal 2: Promote student success.

Student Success is a clear priority and the ultimate measure of the college's research, teaching, and engagement activities. The college will build on successful, recognized undergraduate and graduate programs to develop globally-competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development, and knowledge and skill acquisition to make the college's graduates a first choice of employers and graduate programs.

Objective 2.1

Ensure that the program cores required of all students are relevant to the business and societal environments in which the college's graduates compete—students will be challenged to think globally, analytically and with ethical awareness when applying their knowledge and skills across disciplines to make reasoned decisions and communicate creative solutions. (formerly Objective 2.2)

Method of Assessment

- Input from external stakeholders on a revised set of undergraduate learning goals.
- Approved learning objectives for the undergraduate core in 2013-2014.
- A review of the core curriculum during the 2013-14 academic year.
- The MBA program will name a faculty administrator who will work to coordinate and ensure that core requirements are met in the MBA/EMBA program.

Performance Targets

- Present revised learning goals to external stakeholders and the faculty.
- Undergraduate Policy Committee will review the core business curriculum to ensure essential skills are developed throughout the curriculum.
- Develop a plan for ensuring that there is coordination among MBA/EMBA faculty to facilitate meeting core program objectives.

Assessment Results

During the fall 2013 Executive Advisory Committee meeting, the undergraduate learning goals were discussed. The Undergraduate Policy Committee determined that the learning goals aligned with the college's strategic priorities and were appropriate to ensure essential skills are developed. The committee considered the objectives for each goal and adjusted for any redundancy and feedback received. The UPC began its review of the core business curriculum. It was unable to complete the review since it determined that additional information was needed concerning the distinct identity and how student assessment was occurring in the capstone courses. A meeting of the MBA/EMBA faculty has been scheduled for the start of the 2014-2015 year.

Use of Assessment Results for Program Improvement

The UPC will integrate information it received concerning distinct identity and its feedback from instructors teaching the capstone course. In 2014-2015 recommendations on the core curriculum will be made to the college faculty. There will be ongoing coordination of the MBA/EMBA faculty.

Objective 2.2

Provide opportunities for research at all levels—involve undergraduate, graduate and doctoral students in research as a natural extension the college's emphasis on analytics and creativity. Developing a strong research skillset allows students to use analytics and creativity in problem solving, supports a strong research culture and contributes to student success. Research will be integrated into the undergraduate and graduate curriculums, students will conduct research activities, and student research achievements will be recognized and supported. (formerly Objective 1.3).

Method of Assessment

- Undergraduate – number of honors theses.
- Master's – complete assessment on where/how research is being incorporated into the curriculums.
- Doctoral – number of research paper presentations at discipline-based conferences and the number of peer-reviewed publications.
- Doctoral – funding support provided for student research.

Performance Targets

- Ten undergraduate honors theses.
- The MBA/EMBA programs will begin an assessment of the curriculum to determine where/how research is or can be incorporated into the curriculum.
- Twenty doctoral student research paper presentations and peer-reviewed publications.
- At least \$20,000 in travel, data, submission fee support for doctoral students.

Assessment Results

There were 53 undergraduate honors theses completed from 2012-2013. During 2013-2014 there were 47 doctoral student research presentations, some of which were made at international conferences. There were also four peer-reviewed publications. In 2013-2014, \$41,331 was provided to support doctoral student travel, data acquisition, submission fees and other expenses related to paper and dissertation presentations/publications.

Use of Assessment Results for Program Improvement

Note that this year the metric reported for honors theses was changed from number enrolled in the theses program to the number of theses completed. Using a completion metric ensures no double-counting occurs. The assessment of the MBA/EMBA programs did not occur, however, with the planned meetings of the faculty for the upcoming academic year, it is expected that there will be discussion related to the content of the curriculum. While a large number of doctoral student presentations occurred, the doctoral program needs to focus on increasing the number of student publications. In the coming year an external review of the doctoral program will be conducted to help assess how student research productivity can be enhanced.

Objective 2.3

Ensure that students at all levels develop and have opportunities to apply knowledge, skills, and abilities in problem-solving environments— Allow for the continued development of business knowledge, analytical, creative and communication skills that provide students with a competitive advantage in the employment market. As a part of student development provide experiential learning opportunities that allow students to link theory to practice.

Method of Assessment

- A developed internship program with the needed infrastructure.
- Expansion of the corporate mentor program.
- Provide opportunities in courses for application of analytical skills and business engagement.

Performance Targets

- Develop, approve and implement an internship course that is degree applicable for implementation 2014-2015.
- Increase the size of the Corporate Mentorship Program by 30 students in 2013-2014.
- Develop and have operational a Business Engagement Portal in 2013-2014.

Assessment Results

- A degree applicable internship course was developed. Approval for the course was received by the Undergraduate Policy Committee, the college faculty and the University Undergraduate Committee. Course numbers were assigned in accounting, finance, ISDS, marketing and management.
- The Corporate Mentor Program was increased by 30 students for a total of 100 students.
- The college has been working on the development of a Business Engagement Portal and expects it to be operational fall of 2014.

Use of Assessment Results for Program Improvement

In 2014-2015 statistics on the number of students registered for internships in each program will be gathered. These statistics will serve as a benchmark for development of future metrics. Continue to grow the Corporate Mentor Program with a goal of 200 students. Currently, the program is at the maximum capacity of the resources available. Resources are being sought to allow the program to expand. Complete the roll-out of the Business Engagement Portal and evaluate it for any necessary changes or modifications.

Objective 2.4

Improve placement by building a stronger infrastructure that helps ensure student success—Develop and put in place infrastructure and processes that track student success. Continue developing relationships and multiple contact points with local, regional and national companies to allow for an increase in on campus interviews and better placement opportunities for students (new objective that aligns with the university performance metrics.)

Method of Assessment

- Student progression metrics will be used given their importance to the university and the college's success. Metrics will be established in concordance with the performance metrics used by the university.
- Placement statistics.
- Contact statistics with companies/organizations.

Performance Targets

Student progress

- The baseline FTIC four-year and six-year graduation rate will be established given that these metrics are used by the state to assess the university's performance.
- A baseline rate for undergraduate students graduating with excess hours will be established. The reduction of excess hours is important for student success and overall university performance.
- At least 75 percent of doctoral students will successfully defend their dissertations within five years.

Placement

- In 2013-2014, develop and implement a system that allows collection of placement at graduation statistics for 90 percent of the undergraduate students. Establish a base for the number of bachelor's and master's degree students holding full-time positions (employment or college) six months after graduation. Continue to provide events that bring together employers and students.

Assessment Results

Student progress

- The baseline FTIC four-year graduation rate is 40.33 percent and the six-year rate is 51.12 percent.
- Currently the only available data on graduates with excess hours is from 2012-2013. In that time, 561 of 1,063 graduates were graduated with excess hours. This equates to 52.78 percent.
- Of the 11 doctoral students who graduated in 2013-2014, nine of them defended their dissertations within five years of admission to the program. This results in an 82 percent completion rate within the five-year timeframe.

Placement

- A system was developed to collect placement statistics at time of graduation. The college had a 91 percent undergraduate response rate both the fall and spring semesters. The base for undergraduates employed six months after graduation is 50 percent based on the survey results of those students graduating in the fall of 2013.
- The college hosted six different types of events bringing together employers and students. A total of 139 employers participated in these events over the fall and spring semesters.

Use of Assessment Results for Program Improvement

Student progress

- Plans and processes to increase graduation rates are in process. A final metric using the established baseline is being established. Graduates with excess hours data is a year old, but will be used as an initial base given that the data is provided by the university. Plans are already being implemented to better track and determine a student's program of study, which should allow for a reduction in excess hours. The college will continue to measure excess hours and try to determine an appropriate goal once it is more comfortable with the base data. Although doctoral student progression is acceptable, concerns have been raised about placement. The college will do a doctoral program assessment in 2014-2015.

Placement

- Continue to strive for an increased response rate on the graduation surveys. A coordinated system needs to be developed for collection of placement data for the various master's programs. Attention needs to be given to deciding what type of company contact metrics are of greatest value, or whether such metrics are important in assessing student placement.

Goal 3: Enhance global literacy and impact.

The college will build on current successful programs and engagement activities to foster a global perspective and grow the college's "global footprint."

Objective 3.1

Increase faculty and student participation in global initiatives.

Method of Assessment

- Number of students studying abroad (both business students participating in programs abroad and foreign students participating in USF programs).
- International enrollment.
- Number of faculty presenting at international conferences.
- Number of hosted international scholars.

Performance Targets

- Increase students studying abroad by 10 percent over 2012-2013.
- Increase international enrollment by 5 percent over 2012-2013.
- At least 10 faculty presentations at international conferences.
- At least five hosted international scholars as indicated by J-1 data.

Assessment Results

- The number of students studying abroad increased from 181 to 186; approximately a 3 percent increase.
- International student head count for three semesters (Summer 2012 – Spring 2013) was 1,839.
- Summer 2013 – Spring 2014 had 2,284 international student head count; a 24 percent increase.
- There were nine faculty presentations at international conferences.
- There was one hosted international scholar in 2013-2014.

Use of Assessment Results for Program Improvement

Although the study abroad target was not reached, the college is firmly committed to increasing the opportunities for students to be exposed to global cultures. Over the summer an assessment will be made of whether the target needs to be adjusted. Increasing the number of international students in the college program remains an important goal of the college and will be assessed for any adjustment in targets. An increased emphasis will be placed on faculty global interactions, the performance target will be adjusted to include faculty teaching abroad and a better data collection process will be put in place. The leadership and planning committees will assess whether the faculty targets used this year are the most appropriate for measuring the college's objective.

Goal 4: Continue to enhance business/community engagement.

The College of Business will continue to build on its strong community engagement record by developing stronger relationships with alumni, raising the college's profile and public influence and developing services of value to the business community.

Objective 4.1

The college will develop its alumni relationships through expansion of its development office. It will develop services of value to the business community and thereby increase faculty/student involvement in the communities it serves (modified from last year.)

Method of Assessment

- A College of Business catalog of service offerings for the business community.
- Number of community events hosted.
- Increase the number of personnel in the development office.

Performance Targets

- Develop a catalog of college services in 2013-2014 that can be made available to external parties in 2014-2015.
- Host at least 10 community events.
- Hire a senior development director.

Assessment Results

- The college developed a catalog of services that has been reviewed and commented on by the college leadership team.
- In addition to the four major events related to distinct identity (identified in result 6.2.3), the college hosted two SQL events that brought hundreds of business and data technology experts to campus, a breakfast with the CIO event, FICCI-IIFA Business Forum, USF sport MBA lecture series and SBDC seminars for business.
- The college hired a senior director of development and an associate director of development.

Use of Assessment Results for Program Improvement

The college will begin offering catalog services starting in the summer of 2014. Baseline data will be collected to determine an appropriate metric for the future. Additional review will be conducted to determine whether the method of assessment, and performance targets for business engagement are helping achieve the objective.

Goal 5: Build a culture that values inclusion and engagement.

The College of Business can reach its full potential only if its people are motivated, committed and engaged. It strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Objective 5.1

Build and sustain a positive culture that supports the college's strategic initiatives.

Method of Assessment

- Increase the number of college social interactions.
- Increase the number of interactions between the dean's office and the faculty/staff.
- Continue the internal newsletter.

Performance Targets

- Increase the number of social interactions by at least one event.
- Increase the number of meetings between the dean/associate dean and faculty/staff groups by at least 10 percent.
- Issue a monthly internal newsletter.

Assessment Results

- The number of social interactions in 2013-2014 did not increase by one; however, an activity has already been scheduled for the fall of 2014.
- There was an increase in the number of meetings between the dean/associate deans and faculty staff groups. Rather than look at a percentage increase the college decided it needed to focus on the types of meetings. To that end, the dean instituted a new meeting type – the town hall meeting at which a topic of interest to the faculty/staff was discussed in an open forum manner.
- The internal newsletter was issued monthly during the academic year.

Use of Assessment Results for Program Improvement

As indicated plans are already in place to increase social interactions during 2013-2014. Based on the success of the first town hall meeting, there will be 3-to-4 town hall meetings scheduled in 2014-2015.

Objective 5.2

Motivate and develop new faculty members through mentoring (new objective).

Method of Assessment

- Institute a faculty mentoring program.

Performance Targets

- Develop a faculty mentoring program during 2013-2014 that can be put in place effective fall 2014.

Assessment Results

- Although the faculty mentoring program was discussed and the idea received support from the executive team and the faculty, no formal process was put in place.

Use of Assessment Results for Program Improvement

Develop and institute a faculty mentoring program.

Goal 6: Build on the USF College of Business' distinctive identity of business analytics and creativity (new goal).

The college's core strength in business analytics and creativity will define the college's research, teaching and service missions and inform the full range of activities in which it engages. Excellence in business analytics will be complemented by creative approaches to ill-defined problems and opportunities to develop optimal solutions to global challenges.

Objective 6.1

The College of Business will develop an integrated message by ensuring that the distinct identity in business analytics and creativity is infused into program curriculums and its messaging to external stakeholders.

Method of Assessment

- Review the undergraduate and graduate curriculum to determine how/where business analytics and creativity is being taught.
- Develop an integrated message across all media and community activities that stresses the college's identity/brand as the intersection of analytics and creativity.

Performance Targets

- The Undergraduate Policy Committee will review the core curriculum to identify where business analytics and creativity are being taught.
- The Undergraduate Policy Committee will make recommendations on how/where business analytics and creativity can be incorporated into the curriculum.
- The departments will review their curriculums to identify how/where business analytics and creativity are incorporated into their curricula. The MBA/EMBA programs will review the curriculum to identify how/where business analytics is or can be incorporated into the curriculum and make recommendations accordingly.
- At least four college events with external stakeholders will feature one or both components of the college's distinct identity.

Assessment Results

- The UPC began its analysis of all course syllabi in the undergraduate core curriculum. One difficulty encountered was varying perceptions of what is meant by business analytics and creativity. It determined that additional information was needed concerning how the college defined business analytics and creativity. That information was received at the end of the academic year.
- Workshops were held for the MBA/EMBA faculty to discuss ideas for incorporating analytics and creativity into the curriculum.
- The college partnered or hosted at least four major events related to the distinct identity. The college hosted a "Big Data" panel as part of its homecoming event – panelists included representatives from FedEx, Avon and the Florida Panthers. Citi partnered with the college to present two bootcamps on anti-money laundering. The college also hosted BarCamp that brings together web designers, developers, marketers, copy writers, SEOs and systems administrators to share information about data and analytics.

Use of Assessment Results for Program Improvement

The UPC will continue with its analysis of the core curriculum in the 2014-2015 year, incorporating the information it has received concerning business analytics and creativity. Recommendations relating to incorporation of distinct identity into the core will be made in the 2014-2015 year.

The MBA/EMBA faculty will continue its work on where and how best to incorporate business analytics and creativity into the curriculum.

MUMA COLLEGE OF BUSINESS STRATEGIC PLAN

2012 — 2013

MISSION STATEMENT

The USF College of Business will provide a high-quality, diverse learning environment preparing students to contribute to and take leading positions in business and society. Our scholarship, teaching, and service will link theory and practice to benefit the university and the communities we serve.

Goal 1: Create an environment that fosters research with impact.

The University of South Florida is engaged in an ambitious planning process to become one of the nation's top research universities and to position itself for membership in the Association of American Universities. An important step toward that goal was the classification of USF by the Carnegie Foundation for the Advancement of Teaching in its highest tier: a Research University with Very High Research (RU/VHR.) Consistent with the University's research focus, the College of Business emphasizes critical inquiry and research as fundamental to its educational mission. Sustaining that emphasis requires a strong research infrastructure and a well-developed research culture across programs supported by continued funding. Key elements in enhancing the research environment of the College of Business will be to:

Objective 1.1

Develop a research mission and measures that align with the college mission—the process of aligning the research mission with the college mission and defining research with impact will help it better understand and articulate what it expects to achieve from research and think strategically about how research contributes to its mission and vision and informs the full range of activities in which it engages.

Method of Assessment

- Research mission draft developed by the Research and Scholarship Committee.

Performance Targets

- The Research and Scholarship Committee will develop a proposed research mission during academic 2012-13; the committee will complete work on the mission and present it to college faculty for approval during academic 2013-14.

Assessment Results

- The Research and Scholarship Committee met with the head of the Strategic Priority Committee on Relevant Research and revised the research mission statement for the college.
- Revised research mission statement: The College of Business research mission entails the pursuit of impactful intellectual activities aimed at advancing the theory, practice and teaching of business and management.

Use of Assessment Results for Program Improvement

This mission statement will be presented to the college faculty for endorsement during the 2013-14 academic year.

Objective 1.2

Develop research impact measures—faculty research and intellectual contributions should have a positive impact on the theory, practice and teaching of business disciplines and should make a difference in business and society as well as in the community of business schools and management education globally. Impact measures will provide both targets and means of evaluation of research impact consistent with both college and university missions.

Method of Assessment

- Impact measures developed by the Research and Scholarship Committee.

Performance Targets

- The Research and Scholarship Committee will develop proposed research impact measures during academic 2012-13; the committee will complete work on impact measures and present them to college faculty for approval during academic 2013-14.

Assessment Results

- The Research and Scholarship Committee met with Uday Murthy, head of the Strategic Priority Committee on Relevant Research, and developed a preliminary list of research and teaching impact indicators. The indicators relied heavily on information provided in the AACSB white paper.

Use of Assessment Results for Program Improvement

Once the research mission statement is finalized, the Research and Scholarship Committee can finalize its work on a set of impactful indicators that can be used to assess progress toward the strategic priority of research with impact. The intent is to complete work on the list during the 2013-2014 year. A final list will be presented to the college faculty for consideration in 2013-2014.

Objective 1.3

Provide opportunities for research at all levels—involving undergraduate, graduate and doctoral students in research is a natural extension of a strong research culture. To achieve this objective the college will 1) encourage faculty to integrate research opportunities into undergraduate and graduate courses, 2) increase the number of faculty supervising Honors College theses, 3) recognize research achievements of students with research awards, and 4) provide support for student research.

Method of Assessment

- The number of undergraduate and graduate courses providing research opportunities; number of honors theses supervised by college of business faculty; number of research submissions (and awards) by students; support provided for student research.

Performance Targets

- At least five (one in each department) undergraduate or graduate courses in the college will include some type of research opportunity for students; at least 10 honors theses supervised by College of Business faculty; at least three undergraduate students present research papers outside the college; at least 10 doctoral student journal/conference submissions, at least 10 awards to support student research.

Assessment Results

Undergraduate and Graduate:

- The college has five courses identified for undergraduate honors thesis research (accountancy, finance, ISDS, marketing and general business).
- In 2012-2013 there were 79 business students enrolled in honors thesis courses, with six college faculty members clearly assigned to the theses.
- Two undergraduate students participated in the Undergraduate Research and Arts Colloquium.
- A team of five undergraduate finance students were selected as finalists to participate in the state Chartered Financial Analysts Research Challenge.

Doctoral:

- There were four journal article submissions by doctoral students.
- There were 17 conference presentations by doctoral students.
- Travel grants were provided to 20 students to present their research papers.
- One student was provided funding to reimburse costs related to the student's dissertation.
- No students submitted applications for the college summer research awards program.

Use of Assessment Results for Program Improvement

Currently the tracking of undergraduate research is not well organized. Improve the tracking of undergraduate research, through the Business Honors Program. Although only six faculty members were identified as working with honors theses, the tracking system is inadequate.

We need a better tracking system for the doctoral program research activities. Work with the Doctoral Program Committee to determine how this information might be tracked more efficiently and effectively.

Attention needs to be provided to increasing the number of undergraduate students participating in the Research Colloquium. The Research & Scholarship Committee needs to develop a plan or method to increase doctoral student participation in the college's internal research award program.

Currently, very little is done to encourage or track research at the graduate level. Charge the Graduate Policy Committee with considering research opportunities in the graduate-level programs.

Goal 2: Promote student success.

Student Success is a clear priority and the ultimate measure of the college's research, teaching, and engagement activities. It will build on successful, recognized undergraduate and graduate programs to develop globally-competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development, and knowledge and skill acquisition to make the college's graduates a first choice of employers and graduate programs.

Objective 2.1

Expansion of the Communication Across the Curriculum Initiative—because strong written and oral communications skills are fundamental and essential to success in both the work environment and graduate school, the college will continue to expand its Communication Across the Curriculum Initiative. The Business Communications Center (BizComm) will support the integration of the writing/editing and preparation/presentation processes throughout the undergraduate, graduate and doctoral curriculums and will provide individualized writing/editing assistance to students. In addition, the BizComm will help develop an annual seminar which will include writing skills and proper research citation for incoming doctoral students.

Method of Assessment

- Number of students assisted; number of tutors trained; development and approval of a doctoral seminar course.

Performance Targets

- At least 200 students per semester; at least five tutors trained; doctoral seminar approval by the Graduate Council of the university.

Assessment Results

- Number of consultations was 1,158, representing a 48 percent increase over the prior year.
- BizComm held 34 workshops/presentations, representing a 112 percent increase over the prior year.
- Number of papers assessed or for which feedback was provided was 875.
- Three tutors were trained.
- The doctoral seminar was approved by the University Graduate Council for implementation fall 2013.

Use of Assessment Results for Program Improvement

The first doctoral seminar is scheduled to be offered the fall semester 2014.

A decision needs to be made on whether number of tutors trained is a relevant indicator.

A discussion needs to be conducted on the capacity of the BizComm to determine whether the number of consultations, presentations, and papers assessed can be increased or whether the targets for the coming year should remain at a level somewhat like what was accomplished in the past year. Obviously, the center has become successful in reaching students.

Objective 2.2

Ensure that the undergraduate core required of all students is relevant to the business and societal environments in which graduates compete—students will be challenged to think globally, develop cross-cultural competencies, and apply knowledge and skills across disciplines to make reasoned decisions and propose creative solutions. The Undergraduate Program Committee will review current learning objectives of the undergraduate core, seek input from internal and external stakeholders, and propose a revised set of learning objectives/outcomes during academic 2012-13. Once proposed learning objectives are approved by college faculty, the UPC will conduct a review of the core curriculum during the 2013-14 academic year.

Method of Assessment

- Revised learning objectives/outcomes developed by the Undergraduate Program Committee and presented to college faculty for approval.

Performance Targets

- Revised learning objectives/outcomes developed by the Undergraduate Program Committee and presented to college faculty for approval during academic 2012-13; undergraduate core curriculum review completed during academic 2013-14.

Assessment Results

- The Undergraduate Program Committee presented revised learning objectives/outcomes to the college faculty at the spring 2013 faculty meeting. However, it was decided that a vote on the objectives/outcomes would not be called until the objectives/outcomes could be presented to the external stakeholders.

Use of Assessment Results for Program Improvement

Present the objectives/outcomes to the external stakeholders, make modifications as needed. Present to the college faculty for approval, and make any modifications as needed. Disseminate revised learning objectives/outcomes to the departments for inclusion in the undergraduate program curriculums. Charge the Undergraduate Policy Committee with an assessment of the undergraduate curriculum – infusing Business Analytics and Creative Problem Solving into the curriculum, standardizing the capstone course, moving the required communications course into the college are possible areas for assessment.

Objective 2.3

Ensure that students at all levels have opportunities to apply knowledge, skills, and abilities in problem-solving environments—Integrate co-op and internship programs, service learning opportunities, and nonacademic skills workshops into the curriculum at both the undergraduate and masters' levels. Such programs support linking theory to practice and give students a competitive advantage in the employment market. Strengthen College of Business linkages to the business community; work directly with businesses to increase internship and service learning opportunities.

Method of Assessment

- Internship/service learning processes and policies developed; problem-solving skills workshops/other programs developed and offered.

Performance Targets

- Develop internship service learning processes and policies during 2012-13; at least five problem-solving or other practical application workshops.

Assessment Results

- In 2012-13 the dean appointed a committee to work on the strategic priority of student success. The committee worked with internal and external stakeholders to identify what types of opportunities should be developed and how best to develop the opportunities. Thus, the dean charged the senior director of undergraduate studies and the associate dean for financial management and academic affairs to develop an implementation plan for student success that would include experiential learning such as internships, mentor programs and an examination of the undergraduate curriculum. During the 2012-2013 year, the ISDS department provided five bootcamps that involved practical application – learning how to use SharePoint and mobile applications.

Use of Assessment Results for Program Improvement

A plan of action for expanding the Corporate Mentor Program will be implemented in 2013-2014. The goal will be to increase the number of students mentored from 70 to 100. A plan of action for developing an internship program will be developed for implementation in 2014-2015. The timeline for implementation will be discussed with the department chairs and other stakeholders. Given plans related to student success there is a need to determine whether the assessment and performance targets need to be modified for this objective.

Objective 2.4

Strengthening PhD student teaching and platform skills—using the shared experiences and approaches of the departments and recommendations of the Doctoral Programs Committee, the college will expand its initiative to ensure that all PhD students can develop strong teaching skills.

Method of Assessment

- Departmental initiatives in place to ensure that all doctoral students have the opportunity to develop strong teaching skills.

Performance Targets

- All departments with concentrations in the doctoral program will have a teaching skills initiative in place during 2012-2013.

Assessment Results

- Since the university's graduate school is in the process of developing mandatory teaching skills workshops for doctoral students, the doctoral committee opted to wait until the university initiative is finalized before determining a course of action for the college.

Use of Assessment Results for Program Improvement

Implement the requirements of the university and discuss whether the imposed requirements will be sufficient to meet the needs of the college.

Objective 2.5

Work creatively with other colleges and institutions to develop and offer interdisciplinary and dual degrees—The Undergraduate Programs and Graduate Policy Committees will explore opportunities to develop and offer dual degrees that will serve employer needs and give students a competitive advantage.

Method of Assessment

Number of partnerships/collaborative efforts to offer interdisciplinary and dual degrees.

Performance Targets

Engage at least one other college in discussions about interdisciplinary, collaborative, or dual degrees.

Assessment Results

- The College of Business and the College of Arts and Sciences developed and had approved by the University Graduate Council a dual degree program in advertising.
- The College of Business agreed to partner with three other colleges, to work with the newly hired cybersecurity director to develop a master's degree in cybersecurity.
- The college has initiated discussions with USF Health to develop an interdisciplinary master's in practice management.

Use of Assessment Results for Program Improvement

- Implement the dual degree in advertising program. Work with the cybersecurity director to complete the master's program proposal. Assess the feasibility of the master's in practice management program.

Objective 2.6

Improve placement services by building stronger relationships with potential employers—developing stronger relationships and multiple contact points with local, regional and national companies should lead to an increase in on campus interviews and better placement opportunities for students.

Method of Assessment

- Number of company contacts; career placement events held in the college for undergraduate and graduate students; number of companies recruiting directly in the college number of events targeted to enhancing students' abilities to secure good jobs in their fields.

Performance Targets

- At least 10 new companies contacted to recruit in the college; at least four career placement events held in the college; at least five events targeted to enhancing students' abilities to secure good jobs in their fields.

Assessment Results

- Eight new companies entered partnerships or provided job placements for College of Business students.
- Two events targeted at enhancing students' job seeking abilities were held by the college – Career Clinic Review (attendance up 39 percent over prior year), Career Bootcamp (attendance up 114 percent over prior year). The School of Accountancy held its annual etiquette dinner for students, and its mock interview sessions.
- The college conducted Corporate Connections for master's students (attendance up 75 percent over prior year), coordinated with the university the semiannual career fairs (two events.) The School of Accountancy conducted a career fair and the college's Employer of the Week Event hosted 21 businesses over 24 weeks. The businesses offered jobs or tried to connect with students.
- A new initiative involved using Constant Contact software and launching the Office of Employer Relations Facebook page. This resulted in a 297 percent increase in walk-in appointments, phone calls and emails by students to the OER.

Use of Assessment Results for Program Improvement

- Performance in this area will need to be aligned with plans for the new student success center. Provide a web portal for businesses to directly connect with the college to register for interns, mentees, and collaborative partnerships involving a college center.
- Continue hosting Employer of the Week events (include at least four employers who did not participate in the prior year), continue hosting and involvement with the Career Fairs.
- Increase the number of opportunities for students to enhance their job search/placement skills. In addition to continuing the events currently held look at opportunities to provide online information to students on skill enhancement.

Goal 3: Enhance global literacy and impact.

The college will build on current successful programs and engagement activities to foster a global perspective and grow the college's "global footprint."

Objective 3.1

Increase faculty and student participation in study abroad and exchange programs.

Method of Assessment

- Number of students participating in study abroad opportunities; number of students enrolled in INTO programs in business; number of faculty participating in international opportunities.

Performance Targets

- Increase student participation by 10 percent. Increase faculty participation by 5 percent.

Assessment Results

- The total number of students studying abroad increased by 27 percent over the prior year. The number of students who progressed from the INTO pathway into master's programs increased by 130 percent (from 49 to 113) over the prior year.
- The number of College of Business faculty participating in a study abroad program increased from eight to 11 for a 37.5 percent increase.

Use of Assessment Results for Program Improvement

Continue to increase the number of business students participating in study abroad programs.

Increase the number of foreign students enrolled in business programs (other than through INTO pathways). Assess the study abroad offerings currently available and determine what if any additional opportunities should be developed.

Objective 3.2

Increase the number of partnerships with global firms and educational institutions to provide opportunities for research and faculty exchanges.

Method of Assessment

- Number of partnerships with global firms and educational institutions to provide opportunities for research and faculty exchanges.

Performance Targets

- At least two partnerships with global firms and educational institutions to provide opportunities for research and faculty exchanges developed in academic 2012-2013.

Assessment Results

- In addition to the existing relationships, the college hosted two groups of students from MIT-SOM. This relationship has resulted in a discussion on an MOU for a 3+1 undergraduate option. This program brings students and faculty to USF to interact with USF faculty.
- The college hosted 15 graduate students from Tunisia for a CRM course and multiple other educational experiences. This provided our students with exposure to another culture.
- The college is currently working on establishing a master's program with USIL (currently there is an undergraduate program with USIL). This program will result in a faculty exchange.
- The college hosted four foreign scholars in residence.

Use of Assessment Results for Program Improvement

Formalize an MOU with MIT-SOM (or the University of Pune).

Continue to provide an educational experience for the EMBA students from both the college and Tunisia. Complete the agreement with USIL.

In addition to assessing the results achieved, consideration must be given to the metrics and recommendations made by the global strategic priority group.

Goal 4: Continue to enhance business/community engagement.

The College of Business will continue to build on its strong community engagement record by developing stronger relationships with alumni raising the college's profile and public influence developing services of value to the business community.

Objective 4.1

The college will continue to build on its strong community engagement record by developing stronger relationships with alumni; raising the college's profile and public influence enhancing the role of centers developing programs of value to the business community and increasing faculty/student involvement in the communities it serves. The dean, together with the college's directors of communications and external relations and development, will be responsible for the first two elements. The third through fifth elements will be the responsibility of the dean, associate dean, and department chairs.

Method of Assessment

- Outreach activities on the part of the dean and college, media events, business engagement activities.

Performance Targets

- Develop a business engagement plan that involves business, faculty and students.
- Ensure that the new dean is introduced to the business community. Hire a senior development director.

Assessment Results

- To help ensure the development of strong business and community engagement the dean appointed a committee to work on the strategic priority of business engagement. Members of the committee are from the college and the business community. The committee has met and made several proposals, which will be developed into performance metrics over in the next year. Four business organizations met with the chairs during the year to present ideas for collaborations with the college. Currently, the college is collaborating with Promethean on a research effort.
- The dean met with over 70 different companies/businesses over the past year, served as a guest speaker at six events, provided eight media interviews and hosted three out-of-town alumni events. A national search was started for a senior development director.

Use of Assessment Results for Program Improvement

Have the business engagement committee identify at least two measurable strategic initiatives that the dean and chairs can work to implement in the coming year. Hire a senior development director.

Work with the newly-hired business engagement executive director to continue the development of the business relationships initiated by the dean over the past year. Host at least three out-of-town alumni events.

Goal 5: Build a culture that values inclusion and engagement.

The College of Business can reach its full potential only if its people are motivated, committed, and engaged. It strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Objective 5.1

Build and sustain a positive culture that supports the college's strategic initiatives.

Method of Assessment

- Report of the ad hoc college committee on people.

Performance Targets

- Ad hoc college committee meets to develop a preliminary agenda, goals, metrics, and methods during 2012-2013; committee gathers information via surveys, interviews, other means during 2013-2014; committee completes a comprehensive report before the end of 2013-2014 with recommendations, implementation schedule, timelines and costs.

Assessment Results

- The dean appointed a committee to develop a plan for implementation of the college's people strategic priority. The committee met to develop and finalize the goals for the people priority.

Use of Assessment Results for Program Improvement

During 2013-2014 administer a survey instrument to the faculty and staff to determine if any goals were omitted. Based on the survey results, refine the committee's goals if needed.

APPENDIX 4 – AACSB TABLE 2-1: PORTFOLIO

AACSB Table 2-1: Summary of Intellectual Contributions
July 2012 – June 2017

PART A: Five Year Summary of Intellectual Contributions	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied Scholarship	Teaching /Learning Scholarship	Peer Reviewed Journals	Academic/Prof Proceedings	Academic/Prof Presentations	Competitive Research Awards	Textbooks	Cases and Other Teaching Materials	Patents and Other	Percent of Participating Faculty Producing ICs	Percent of total FTE faculty Producing ICs	
Accountancy	111	29	7	57	5	73	7	5	0	0	84%	78%	
Finance	75	0	9	74	0	3	0	2	0	5	80%	71%	
ISDS	308	10	42	117	0	198	10	18	17	0	72%	76%	
Marketing	214	33	10	106	11	97	24	9	0	10	74%	71%	
Total College	708	72	68	354	16	371	41	34	17	15	76%	74%	

Notes:

- We summarize the infrastructure supporting faculty in proseducing intellectual contributions in Section 4.4 of the report.
- In Parts B, C, and D below we provide an analysis of the impact, accomplishments and depth of participation by faculty across disciplines.
- For all data presented in this table, faculty vitae to link to individual citations are available through the USF Muma College of Business webpages.

OF INTELLECTUAL CONTRIBUTIONS

AACSB Table 2-1: Summary of Intellectual Contributions
July 2012 – June 2017

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

Our total portfolio of intellectual contributions reflects our mission and strategic vision of research with impact, global engagement and emphasis on creativity and analytics as demonstrated with the following examples:

- In the last five years, the finance faculty has published or has acceptance for publication a total of 74 articles at peer-reviewed, high-quality journals. The issues the research examined were wide-ranging, including topics in corporate finance, investments, securities analysis, financial intermediation, and financial markets and institutions. Much of the research was interdisciplinary and cutting-edge, linking with the fields of accounting, management, economics, political science, as well as behavioral science. All this contributes to “the body of knowledge via innovative and interdisciplinary approaches to creating useful insights for a range of organizations,” as stated in the college’s “research with impact” strategic priority.
- The Lynn Pippenger School of Accountancy’s mission is to conduct innovative research that impacts and advances the accounting profession and society. From report year 2012-13 to report year 2016-17, the faculty have collectively produced 33 peer-reviewed journal articles in the basic or discovery scholarship category and 19 peer-reviewed articles in the applied scholarship category. These contributions have come from faculty at all ranks (instructor, assistant professor, associate professor, full professor).
- In the intellectual contributions of faculty in the Marketing Department, examples of research published in well-respected international journals and research presentations in international venues reflect the global impact of research, consistent with our focus on a diverse global environment.
- Over the last five years, the Information Systems and Decision Sciences department faculty have published over 300 articles, of which 100 are in peer-reviewed journals. Of these, over 25 articles are in analytics, commonly related to the development of domain-specific analytical methods to improve business outcomes. Almost 20 articles are related to creativity, with an important focus being the improvement of creativity in teams.
- Achieving student success has been aided by the many federally funded grants awarded to ISDS faculty, resulting in the creation of capstone cases in cybersecurity, and innovative technology boot camps to help disadvantaged youth to enter the technology work force.
- Based on the scholarly efforts from all departments, multiple faculty members have been invited to serve on the editorial boards of the premier journals across all disciplines.

We believe our intellectual contributions align well with our mission, expected outcomes, and strategy.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

**AACSB Table 2-1: Summary of Intellectual Contributions
July 2012 – June 2017**

Each of our departments can point to excellent examples, both qualitative and quantitative, that demonstrate the strength of our portfolio of intellectual contributions.

- In Finance, from a full-time faculty of 15, only 10 of whom are tenure-earning or tenured, 13 are scholarly academics, conducting active research and making intellectual contributions to the profession. With 74 articles published or accepted for publication within the last five years, the faculty's average rate of publication was about one article per year and per faculty member. More significant is the overall quality of the publications. The outlets in which the faculty published included such prestigious journals in the disciplines of finance, accounting, and management as the *Journal of Finance*, the *Journal of Financial Economics*, *The Accounting Review*, the *Journal of Accounting Research*, the *Journal of Accounting Economics*, and *Management Science*. It is well-known that these journals have some of the highest impact factors in the disciplines.
- The quality of our Marketing Department portfolio can be judged by publication of articles in peer-reviewed journals and invitations to present work-in-progress at well-respected academic conferences. Twenty-eight percent (30 of 105) of the peer-reviewed journal articles were published in high quality journals, including ten publications in journals included on prestigious external journal ranking lists (e.g., UT Dallas, Financial Times). Research was presented at 111 academic conferences. Fifteen articles were published in international journals and research was presented 15 times in international venues around the world.
- The same holds true for the ISDS department with publications in highly competitive journals. Three articles were published in MIS Quarterly and five articles were published in Information Systems Research. These are two of the premier journals in the discipline, with acceptance rates of approximately 10%. Another measurement is total dollars secured through competitive grant awards. The ISDS faculty was awarded \$1.2 million for research and outreach from federal grants during the last five year period.
- In the Lynn Pippenger School of Accountancy 25 (76%) of the 33 peer-reviewed articles in the basic or discovery scholarship category are in journals on the school's faculty approved list of "premier" and "top-tier" journals. Ten of the 25 articles appear in the Journal of Information Systems and International Journal of Accounting Information Systems, the two leading academic journals for AIS research. Faculty have also published articles in the foremost academic journal in accounting—The Accounting Review, as well as in Auditing: A Journal of Practice & Theory, widely recognized as the top journal for auditing research. Of the 11 tenure-track and tenured faculty, two tenured faculty are in the business law area and as such do not produce basic or discovery scholarship in the field of accounting. Thus, the 33 peer-reviewed basic or discovery scholarship articles are contributed by nine faculty members over the five year period. The following table shows a listing of the 25 journal articles by journal, along with the number of articles in each journal, the journal "h-index," and the journal "g-index."

**AACSB Table 2-1: Summary of Intellectual Contributions
July 2012 – June 2017**

<i>Journal</i>	<i>Number of articles</i>	<i>Journal h-index</i>	<i>Journal g-index</i>
Journal of Information Systems	8	30	86
Advances in Accounting	5	16	50
Auditing: A Journal of Practice & Theory	3	86	195
International Journal of Accounting Information Systems	2	45	110
Journal of Government and Non-Profit Accounting	2	8	6
The Accounting Review	2	153	385
Journal of the American Taxation Association	1	38	47
Accounting Horizons	1	56	178
Journal of Accounting, Auditing, and Finance	1	17	133
Journal of Corporate Finance	9	143	256
Journal of Banking and Finance	8	20	30
Financial Management	4	153	269
Journal of Real Estate Finance and Economics	3	103	157
Journal of Real Estate Research	3	81	116
Financial Analyst Journal	2	5	9
Journal of Finance	2	45	93
Journal of Financial Economics	2	511	680
Journal of Financial Research	2	96	164
Management Science	2	299	300
Accounting Review	1	188	375
Journal of Empirical Finance	1	121	180
Journal of Financial and Quantitative Analysis	1	254	408
Journal of International Finance and Economics	1	44	79
Journal of Money, Credit and Banking	1	175	180
Review of Finance	1	98	165
Journal of Business Ethics	1	82	
Management Information Systems Quarterly	3	79	
IEEE Transactions on Knowledge and Data Engineering	1	72	
Information Systems Research	5	54	
Mathematical Programming	1	53	
Human Relations	1	47	
European Journal of Information Systems	3	43	
Journal of Management Information Systems	2	40	
Annals of Applied Statistics	2	34	
ACM Transactions on Management Information Systems	4	23	

AACSB Table 2-1: Summary of Intellectual Contributions

July 2012 – June 2017

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

We have multiple examples from each department discipline of how the USF Muma College of Business intellectual contributions have impacted business and management theory, practice and teaching. Selected notables are:

- Many of the issues examined in the research conducted by Finance Department faculty were important to the disciplines and of significant interest to scholars, industry practitioners, and regulators. The topics covered issues of interest to regulators and corporate finance including the influence of politics in state pension funds, the effect of labor unions on innovation, the role of experience and expertise on the performance of securities analysts, how auditor changes affect the cost of bank debt, and the interactions of corporate outsourcing and financing decisions.
- We can quantify impact on theory development in business disciplines by measuring research citations reported in Google Scholar. For example, in 2016, the Marketing Department faculty were cited 3,917 times. Media citations are another indicator of impact on practice; Marketing Department faculty were cited 37 times in 2016 in media outlets around the world.
- Another quantitative indicator of impact on practice is the level of business engagement in research projects. For example, over the last five year period, Marketing Department researchers received funding for 24 competitive grants. Projects included funding from: USDA to study healthy food choices for children; Positive Coaching Alliance to improve outcomes for athletes; I-Corps team training; Florida Blue Cross Blue Shield to support health care innovation, and; Florida Department of Transportation to examine logistics-led economic development.
- The impact on teaching of business can be measured by the publication of textbooks. For the 5-year review period, the USF Muma College of Business faculty published 34 textbooks as summarized by department below:

Department	# textbooks published
Accounting	5
Finance	2
ISDS	18
Marketing	9

- Another example of applied impact is the ISDS department faculty leadership in developing the design science research paradigm, which is now very influential across the technical research community.

**AACSB Table 2-1: Summary of Intellectual Contributions
July 2012 – June 2017**

- We can quantify the impact of the Lynn Pippenger School of Accountancy research using data from ResearchGate, a platform that provides in-depth statistics on citations as well as the number of times a researcher’s articles have been read by other researchers. The website also reports an “RG score” for each researcher, which is “...[a] metric that measures scientific reputation based on how both your published research and contributions on ResearchGate are received by your peers” (<https://explore.researchgate.net/display/support/Stats+and+Scores>). The following table shows the RG score and percentile, the author h-index and g-index, and the number of citations for the published articles by the school’s faculty with significant research assignments.

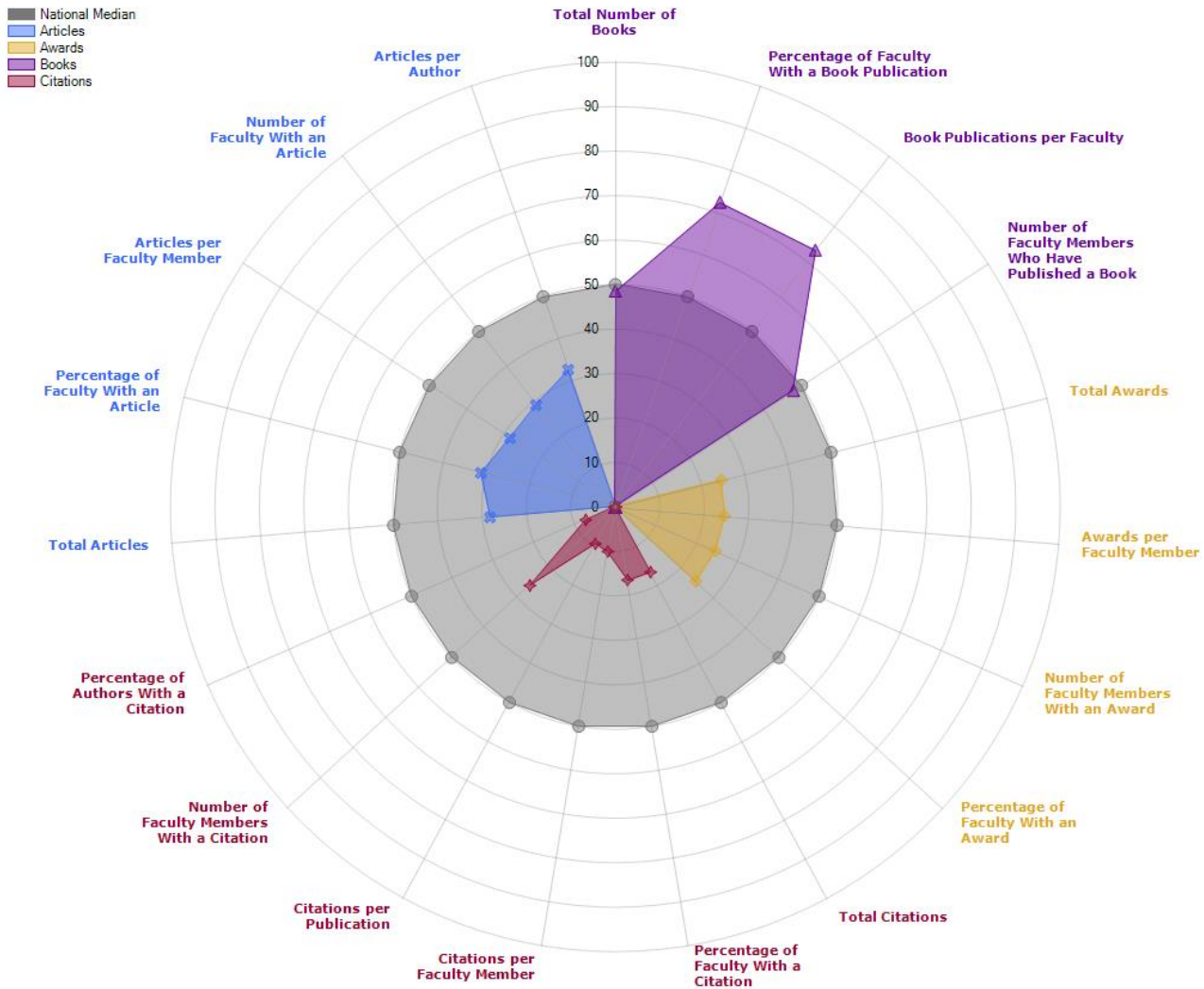
Faculty member	RG Score / Percentile	h-index	Reads	Citations
Murthy, Uday	20.80 / 72.5%	15	2054	665
Gaynor, Lisa	15.26 / 60%	8	2022	243
Reck, Jackie	11.57 / 50%	8	664	696
Wheeler, Pat	10.74 / 47.5%	10	708	295
Robinson, Dahlia	10.38 / 45%	6	843	304
Mellon, Mark	7.31 / 35%	3	466	19
Smith, Tom	6.30 / 30%	2	235	13
Andrews, Chris	4.53 / 22.5%	3	197	64
Dong, Bei	3.43 / 17.5%	1	162	1
Whitworth, James	2.19 / 7.5%	1	79	5

Source: *Researchgate.net; statistics retrieved on 10/2/2017*

IMPACT DATA (SOURCE: ACADEMIC ANALYTICS)

DEPARTMENTS IN THE USF MUMA COLLEGE OF BUSINESS

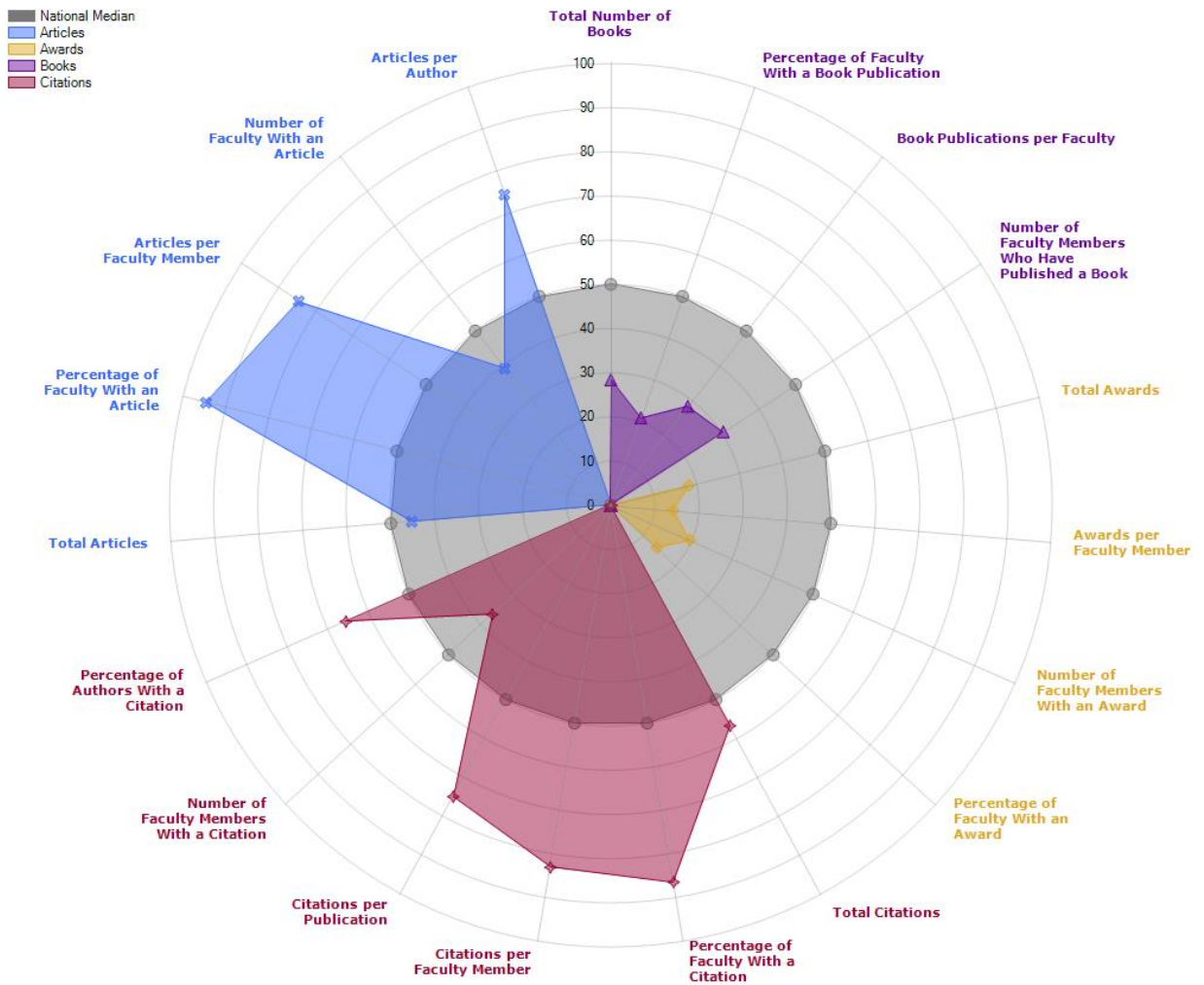
YEAR: 2012



IMPACT DATA (SOURCE: ACADEMIC ANALYTICS)

DEPARTMENTS IN THE USF MUMA COLLEGE OF BUSINESS

YEAR: 2015



APPENDIX 5 — NEW DEGREE PROGRAMS — DETAIL

The college added the following degree programs since the 2013 AACSB review:

- ▶ Bachelor of Science in Personal Financial Planning
- ▶ Master of Science in Sport and Entertainment Management
- ▶ Doctor of Business Administration

Bachelor of Science in Personal Financial Planning

In response to the demand for financial planning professionals, the college added this new degree beginning in fall 2017. Currently, educational institutions are not generating enough graduates to fill the gaps left by retiring planners and advisors. In 2016, the Bureau of Labor Statistics projected a growth of 30 percent for personal financing planning, outpacing most occupations. The industry gap left by these retiring personal financial planning professionals will create a large need for new graduates in this profession.

The Bachelor of Science in Personal Financial Planning offers a curriculum that concentrates on the analysis of personal financial data and the economic climate to prepare recommendations in the client's best interest. The program examines professional issues in financial planning, including: ethical considerations; regulation and certification requirements; written and oral communication skills; and professional responsibility. An emphasis is placed on analysis of data and critical thinking with regard to the client's circumstances. The degree will provide all the educational requirements necessary to sit for the CFP® certification examination.

In November 2017, the new degree program in Personal Financial Planning was approved as a CFP Board Registered Program by the Certified Financial Planner Board of Standards.

Degree Program Requirements

In addition to university degree and business core requirements, students must complete 21 hours of upper-level finance courses beyond FIN 3403.

FIN 3144	Financial Planning Fundamentals (3 credit hours) *
FIN 4504	Principals of Investing (3 credit hours)
TAX 4001	Concepts of Federal Income Taxation (3 credit hours)
RMI 4132	Estate Planning (3 credit hours)*
RMI 4135	Retirement Planning (3 credit hours) *
RMI 3011	Risk Management and Insurance (3 credit hours)
FIN 4128	Personal Financial Planning Process and Development (Capstone) (3 credit hours)*

**new courses added for this degree*

Learning Outcomes

Goal 1: Discipline-Specific Knowledge and Skills

- ▶ LO1. A comprehensive understanding of financial tools and concepts and the ability to apply them in a problem-solving context.
- ▶ LO 2. The ability to evaluate important financial situations and decision-making processes of individuals, businesses and communities to provide viable solutions to benefit individuals.

Goal 2: Critical Thinking Skills

- ▶ LO 1. Critical thinking and analytical abilities, including the capability to engage in inductive, deductive and quantitative reasoning and to construct sound arguments.

Goal 3: Communication Skills

- ▶ LO 1. The ability to communicate effectively, both on an individual basis and in collaboration with others, with individuals, finance professionals, government services and community leaders as well as with other stakeholders.

Goal 4: Standards and Ethics

- ▶ LO 1. An understanding and application of the CFP Board Financial Planning Practice Standards to the financial planning process and the importance of using an ethical framework when making life-altering recommendations to clients.

Master of Science in Sport and Entertainment Management

The overall purpose of the Master of Science in Sport and Entertainment Management is to prepare graduates to contribute to and take leadership positions in the global sport and entertainment industry. It is a dual-degree program that combines a fully-accredited MBA with focused, specialized study of the business of sport and entertainment. It provides both the applied fundamentals of business management and an in-depth understanding of the structure of the global sport and entertainment industry. The program is characterized by strong industry partnerships, a rigorous curriculum, a global emphasis, internships and mentorships. Internships will ensure graduates' ability to apply knowledge and skills in a problem-solving environment. The cohort structure of the program will encourage a high level of student interaction and engagement.

Admission Requirement

- ▶ Students must meet university requirements as well as the requirements for each program. To be admitted to the Master of Science in Sport and Entertainment Management, students must be concurrently enrolled in the MBA with a concentration in sport business.

Degree Program Requirements

- ▶ Personal interview with a committee of program faculty.
- ▶ Personal statement addressing career focus and aspirations.
- ▶ Admission to and concurrent enrollment in the USF MBA with a concentration in sport business.
- ▶ Minimum of 3.00 GPA out of 4.0 GPA for all graduate work completed.

Because only students in good standing in the MBA with a concentration in sport and entertainment management are eligible for admission, they will have already met all university and college admission criteria.

Curriculum

The curriculum for the Master of Science in Sport and Entertainment Management consists of 27 credit hours plus a three-credit-hour internship. There is an option to complete a thesis in lieu of an internship.

Core Course Requirements (27 credit hours)

SPB 6719	Sport and Entertainment Marketing Strategy* (3 credit hours)
SPB 6406	Sport and Entertainment Law* (3 credit hours)
SPB 6706	Sport Business Analytics* (3 credit hours)
SPB 6605	Sport and Social Issues (3 credit hours)
SPB 6116	Sport and Entertainment Finance (3 credit hours)
SPB 6735	Global Environment of Sport (3 credit hours)
SPB 6807	Social Media in Sport (3 credit hours)
SPB 6608	Issues in the American Sport Industry (3 credit hours)
SPB 6740	Sales and Fundraising in the Sport Industry (3 credit hours)

Students complete the three courses indicated with an asterisk as part of the requirements for the MBA with a concentration in sport business. Because these nine credit hours of coursework are "shared" by the two programs, the 30-credit-hour Master of Science in Sport and Entertainment Management requires an additional 21 credit hours to complete.

Comprehensive Exam

Internship (3 credit hours)

SPB 6946	SPB Internship in Sport and Entertainment Management (3 credit hours)
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CURRICULAR SEQUENCE

First Fall Semester

First Eight Weeks:

GEB 6445	Social, Legal, Ethical Systems (MBA) (2 credit hours)
QMB 6603	Operations Management (MBA) (2 credit hours)
MAN 6055	Organizational Behavior and Leadership (MBA) (2 credit hours)

Second Eight Weeks:

FIN 6466	Financial Analysis (MBA) (2 credit hours)
MAN 6726	Strategic Business Analysis (MBA) (2 credit hours)
GEB 6215	Communications Skills for Managers (MBA) (2 credit hours)

Spring Semester 4-Week Session

GEB 6226 Leadership Speaker Series (MBA) (1 credit hour)

12-Week Session

SPB 6719 Sport and Entertainment Marketing Strategy (MBA/MS) (3 credit hours)
SPB 6406 Sport and Entertainment Law (MBA/MS) (3 credit hours)
SPB 6706 Sport Business Analytics (MBA/MS) (3 credit hours)
SPB 6816 Contemporary Issues in Sport and Entertainment Management (MBA) (3 credit hours)

Summer (C) Semester

SPB 6946 Internship in Sport and Entertainment Management I (MBA) (3 credit hours)
GEB 6895 Integrated Business Applications (MBA) (4 credit hours)

First year MS SEM **32 credit hours**

Second Fall Semester 12-Week Session

SPB 6605 Sport and Social Issues (MS) (3 credit hours)
SPB 6116 Sport and Entertainment Finance (MS) (3 credit hours)
SPB 6735 Global Environment of Sport (MS) (3 credit hours)

Second Spring Semester 12-Week Session

SPB 6807 Social Media in Sport (MS) (3 credit hours)
SPB 6608 Issues in the American Sport Industry (MS) (3 credit hours)
SPB 6715 Sales and Fundraising in the Sport Industry (MS) (3 credit hours)

Summer (C) Semester

SPB 6946 Internship in Sport and Entertainment Management II (MS) (3 credit hours)
(or thesis option)

Incremental Master of Science Sport and Entertainment Management 21 credit hours

Total MBA + Master of Science Sport and Entertainment Management 53 credit hours

Learning Outcomes

At the conclusion of coursework for the Master of Science in Sport and Entertainment Management, graduates will demonstrate:

Goal 1: Understand sport consumer motives

- ▶ LO1. An understanding of the motivations and interests of sport followers/fans and the ability to develop marketing and sales plans capitalizing on the intrinsic differences between marketing and selling sport compared to other products and services.

Goal 2: Differentiate between domestic and international sport

- ▶ LO1. The ability to differentiate between the US sport and entertainment model and other global models currently utilized, including those with strong historical and traditional underpinnings, and be able to identify best practices and limitations of each model.

Goal 3: Understand how to engage sport and entertainment consumers

- ▶ LO1. An understanding of sport as both competition and entertainment and the ability to differentiate between sport and sport entertainment; demonstrate an understanding of the entertainment audience component in terms of spectatorship/viewership and other forms of consumption, how to communicate to that audience, engage and monetize that audience.

Goal 4: Understand how analytics can help the business of sport and entertainment organizations

- ▶ LO1. An understanding of the various analytical techniques employed by sport and entertainment companies and how these techniques can improve strategy, marketing, and financial operations of ownership of global properties by US Owners and ownership of US sport and entertainment properties by multi-national owners.

Assurance of learning for this program is included in Section 6 of the Continuous Improvement Review report.

Doctor of Business Administration Program

The Doctor of Business Administration program offered by the USF Muma College of Business provides graduates with the skills needed to conduct rigorous research with the objective of applying the findings to real-world decision-making in industry and government. Students work closely with faculty in seminars, research projects, and other assignments that develop research skills and the ability to communicate findings to a broad audience of both practitioners and researchers. It also provides the opportunity to develop a portfolio of skills that, when combined with extensive work experience, uniquely qualifies graduates to serve in clinical faculty positions.

The curriculum is designed to build upon the breadth of business understanding that students have previously achieved as successful executives. This is achieved by offering substantive coverage of a broad variety of qualitative and quantitative research techniques and by allowing students the flexibility to focus more deeply on personal areas of interest during their dissertation.

Curriculum

The Doctor of Business Administration degree is a three-year cohort program that meets 10 weeks per year. During the first two years of the program, the focus is predominantly on course work. The final year is focused on the candidate's dissertation requirement. Face-to-face class meetings are heavily supplemented by online activities that occur between the face-to-face meetings. Approximately 70 percent of program activities are conducted online.

Each of the cohort academic years is divided into two, five-month semesters, broken into two quarters. There is a one month break between semesters. For most of the first two years, a semester will consist of four, three-credit courses. For the last five quarters of the program, four-credit dissertation courses will run in parallel with two-credit issues courses.

With the exception of proposal and dissertation course credit hours, students must complete all courses with a grade of "B" or better. Proposal and dissertation course credits are assigned pass/fail, and must be passed. Should a student fail to pass or complete a course with the required grade, the DBA Program Committee may consider offering an alternative activity as a substitute for retaking the course, given the length of time between course cohort offerings.

Core Requirements

The 33 credit hours of core courses are offered during the first four semesters of the program and have a substantial distance learning component between class meetings. They fall into three categories.

The first are designed to develop the student's quantitative and qualitative research skills, and to provide opportunities to practice these skills in real world contexts. These required courses consist of:

GEB 7557	Research and Writing Skills for Doctoral Students	3 credit hours
QMB 6375	Applied Linear Statistical Models	3 credit hours
QMB 7565	Introduction to Research Methods	3 credit hours
QMB 7566	Applied Multivariate Statistical Methods	3 credit hours
GEB 7911	Qualitative Research Methods in Business	3 credit hours

The second category is intended to provide students with exposure to research in the multi-disciplinary topics that represent the current areas of focus of the Muma College of Business. These required courses consist of:

MAN 6726	Strategic Business Analysis	3 credit hours
ISM 7406	Business Analytics	3 credit hours
GEB 7XXX	Creativity and Innovation	3 credit hours
GEB 6457	Ethics, Law and Sustainable Business Practices	3 credit hours

The final category is proposed by faculty members based upon their areas of interest and expertise as well as student interests. Two of the following courses would be offered so as to provide exposure to a variety of research-related topics and activities.

ACG 7936	Seminar on Special Topics in Accounting	3 credit hours
FIN 7930	Selected Topics in Finance	3 credit hours
ISM 7930	Selected Topics in MIS	3 credit hours
MAN 6930	Selected Topics	3 credit hours
MAR 7931	Seminar on Selected Marketing Topics	3 credit hours

Publication Courses

These courses are offered during the first three semesters of the program and have a substantial distance learning and collaboration component between class meetings, with members of the cohort being required to peer review each other's work and make revisions. Students are required to take nine credits that represent an extension of previous courses, and require the students to create publishable documents, such as journal, conference and book chapter submissions. Depending upon the particular publication project, each course will have one of the following designations:

ACG 6915	Directed Research	3 credit hours
GEB 6930	Selected Topics	3 credit hours
FIN 7915	Directed Research	3 credit hours
ISM 7931	Directed Research	3 credit hours
MAN 6911	Directed Research	3 credit hours
MAR 6916	Directed Research	3 credit hours

Issues Courses

The 10 credit hours of issues courses are offered starting in the fourth semester of the program, and are intended to run in parallel with proposal and dissertation activities. Although meeting according to the same schedule as regular courses, issues courses offer fewer credits than regular or publication courses, and therefore have commensurately reduced outside workloads to avoid interfering with the dissertation process. Members of the cohort select the topics from a list of proposals made by faculty members and other members of the cohort. Students may also elect to facilitate issues courses under the direction of a faculty supervisor, who acts as the instructor of record. Depending on the topic being taught, these courses may be any of the following:

ACG 7939	Executive Issues in Accounting	2 credit hours
FIN 7939	Executive Issues in Finance	2 credit hours
GEB 7939	Executive Issues in Business	2 credit hours
ISM 7939	Executive Issues in MIS	2 credit hours
MAN 7939	Executive Issues in Management	2 credit hours
MAR 7939	Executive Issues in Marketing	2 credit hours
QMB 7939	Executive Issues in Operations Research and Operations Management	2 credit hours

With the approval of the DBA Program Committee, students may be permitted to substitute up to four credit hours of independent study/directed research (e.g., ACG 7906, FIN 7906, GEB 7906, ISM7931, MAN 7905, MAR 7910) for selected issues courses during their final year of the program.

Dissertation Credits

The 16 dissertation credit hours can be earned by taking one or more of the following courses:

ACG 7980	Dissertation in Accounting
FIN 7980	Dissertation
GEB 7980	Dissertation
ISM 7980	Dissertation
MAN 7980	Dissertation
MAR 7980	Dissertation

External Activities

In addition to the program's course requirements, each student is required to participate in three external activities that involve meeting with academics and/or doctoral students from other institutions. Examples of such activities could include academic conferences, workshops, colloquiums, doctoral symposia or academic association annual or regional meetings. At least one of these activities should include a substantial proportion of international attendees. Approval for an activity to meet the external requirement is provided by the academic director.

Dissertation Process

In a traditional PhD program, student research is focused on the creation of academic research that is intended for publication in peer-reviewed discipline based journals. Given this focus, the intent of a traditional PhD dissertation is contribution to body of research. While such a dissertation would an option for a DBA candidate, the normal expectation is that a candidate's work will be directed toward applying research to the actual problems the candidate must address in his or her professional life. As a result, with the approval of the candidate's dissertation committee, alternative methods of meeting the dissertation requirement are available.

Qualification Exam

The qualifying exam is taken near the end of the third semester of course work. Students submit their exam responses, prepare a video and provide a poster presentation related to the qualifying exam. Included as part of the qualifying exam, students submit their pre-proposal idea for the dissertation requirement. The qualifying exam is graded by two DBA committee members and a DBA administrator.

Proposal Course (4 credit hours)

The proposal course is offered during the student's fourth semester. It requires the student to select a four-person dissertation committee and submit a dissertation activity (or portfolio of activities) for approval by the committee.

Because the objectives of the DBA program differ from those of the PhD program, alternatives other than the traditional dissertation are available to meet the dissertation component of the DBA program. Subject to the approval of the candidate's dissertation committee, examples of dissertation options could include:

1. A traditional research dissertation.
2. A practice-focused book submitted for publication.
3. A write-up of a substantial work-related project in which the principles of evidence-based research were applied.
4. A portfolio of related research products/activities that demonstrate knowledge creation or innovative application in a given area. Such a portfolio might include journal submissions, books, magazine articles, conference papers and presentations.

An overall program GPA of 3.0 and successful completion of the qualifying examination allows the student to form a dissertation committee and be admitted to candidacy.

Dissertation Courses (16 credit hours)

Upon satisfactory completion of at least 44 credit hours and four proposal credit hours in the DBA curriculum, and admission to candidacy, the student is eligible to take dissertation courses. Dissertation courses are offered every quarter throughout the candidate's last year. The dissertation courses require the candidate to work toward the completion of the dissertation activity or activities approved by his or her committee in the proposal process.

The candidate will meet with members of his/her committee during each residency of the final year of the program to report progress and obtain feedback concerning dissertation activity. The final defense of the dissertation will occur in the final semester of the program. Upon satisfactory presentation, the dissertation committee will then approve the awarding of the degree, subject to all program requirements being met.

Assurance of learning for this program is included in Section 6.5 of the Continuous Improvement Review Report.

APPENDIX 6 — CURRICULUM MANAGEMENT

The USF Muma College of Business makes use of both formal and informal processes for planning, reviewing, and evaluating program curriculum to ensure relevance to the constituencies that the college serves. Faculty are responsible for and manage curricula via three standing committees: the Doctoral Program Committee, the Graduate Policy Committee and the Undergraduate Program Committee. Since the most last continuous improvement review in 2013, the USF Muma College of Business has made changes to many existing programs and has added the new degree programs detailed in Appendix 5. Many of the curricula changes relate to alignment with the college mission and strategic goals. The college summarizes notable curricula changes by program below.

UNDERGRADUATE PROGRAMS

Curriculum planning, review and evaluation for the undergraduate program is the responsibility of the college's Undergraduate Program Committee. As noted in its charge, the UPC represents the faculty in matters related to undergraduate curriculum and programs. All academic aspects of the undergraduate program including curriculum planning, review and evaluation, as well as admissions and retention standards, come under the purview of this committee.

The UPC reviews proposed departmental and administrative changes, and either approves or disapproves the proposed change or recommends approval or disapproval to the college faculty. The UPC may, without a vote of the entire faculty, approve or reject such non-substantive changes as:

- ▶ change in course name.
- ▶ change in course prerequisites (when the change will not affect other departments.)
- ▶ change in required course sequence for a major (when the change will not affect other departments or majors.)

The UPC must present all other proposed changes (substantive changes or changes that will impact more than one department or major) to the faculty along with its recommendation to approve or reject.

The Undergraduate Program Committee reviews assurance of learning measures and may recommend curriculum changes based on those reviews. The UPC is also responsible for periodic review of the undergraduate business core curriculum to ensure that it meets the needs of the constituencies served by the college and provides a strong foundation for the undergraduate majors.

In addition, each department/school engages in ongoing informal review and evaluation of major/minor objectives, major/minor requirements, and specific course objectives and content based on current theory, practice and emerging developments in the discipline. Faculty attendance at conferences and regional and national meetings, participation in professional organizations, and service on boards of business and community organizations provide valuable indirect information for program review and revision. Regular student evaluation of instruction is an important source of information for course/program review. Students submit course evaluations for each section of every course during the last two weeks of every semester. The college also requests student feedback in students' final semester before graduation using a questionnaire. Summaries of responses are provided to chairs and the Undergraduate Program Committee. Other stakeholders providing input that sometimes lead to curriculum review are corporate advisory boards, employers, internship sponsors, and business professionals who are engaged with students through classroom activities, experiential learning and case competitions.

Key curricular changes are summarized by academic year below.

2012-2013

- ▶ The key project for the UPC this year was developing new learning objectives for the undergraduate program. The original 10 objectives were considered to be too many and not representative of the college's current mission and strategic priorities. The process included consideration of the college's recently revised mission and strategic goals and benchmarking learning objectives for undergraduate programs in other schools in the Florida university system and USF's aspirational schools. The committee also considered AACSB guidance and examples in formulating the new objectives.

2013-2014

- ▶ Continuing with the implementation of new learning objectives, the UPC presented the new objectives to the dean's Executive Advisory Council and then to the faculty for approval.
- ▶ The UPC began a review of the core business curriculum, a project that was completed in 2014-2015.
- ▶ A new Business Administration Certificate Program was approved.
- ▶ The new supply chain management concentration was approved.
- ▶ The committee developed an instrument to be used to assess the international curriculum offered by the Muma College of Business to ensure that these courses contain the necessary elements reflected in the AACSB 2013 Standards for Commitment to Corporate and Social Responsibility. This review is slated for the 2014-2015 academic year.

- ▶ New course approvals for GEB 2098 and 2099 (Business Honors Professional Development I and II.)
- ▶ Prerequisite changes for MAN 4737 and MAR 4824 submitted to USF Undergraduate Council.
- ▶ Review of core curriculum continued – all courses have been evaluated and mapped to each of the AACSB criteria and the items in the Muma College of Business distinct identity. The matrix review and recommendations were completed in 2014-2015.
- ▶ The committee met with faculty teaching the capstone course GEB 4980 to discuss the new learning outcomes and how to operationalize desired results for measurement.
- ▶ The UPC recommended that after each semester the faculty that teach and capstone course and those that teach in the core meet to review the capstone assessments with the goal of establishing a solid feedback loop to informing the core course to better address any deficiencies.
- ▶ The UPC also recommended that a coordinator be assigned to oversee all sections of GEB 4980 to ensure the syllabi and assignments are appropriate to support assessment requirements.
- ▶ The internship course was developed and received approval. Course numbers were assigned in accounting, finance, ISDS, marketing and management.

2014-2015

- ▶ The Undergraduate Policy Committee did review the core business curriculum last year. Due to inconsistent formatting and incomplete information in course syllabi, the committee was unable to identify where analytics and creativity are taught. The committee recommended that all syllabi be standardized and that syllabi clearly identify objectives/activities related to creativity and analytics. Thus, a standardized syllabus template was distributed to all faculty members and the faculty were asked to clearly identify how the course met the analytics or creativity priority. The Undergraduate Policy Committee will gather data based on the new syllabi and complete its review of the core. All departments will hold a faculty retreat in the fall of 2015 to analyze curriculums and determine how curriculums and department activities meet the college's mission and strategic priorities.

- ▶ The committee continued its work with the AACSB/SACS Matrix review. A summary of findings:

General Skill Areas: Core courses meet or exceed the majority of the AACSB/SACS criteria for general skill areas. Recommended improvements:

Communication skill assessments (written, oral, and interpersonal relations/teamwork) do not appear to be a good fit for core courses in their current mass lecture format. Recommended improvements:

- o Make ENC 3250 the required prerequisite for admittance to the USF Muma College of Business. (Currently both ENC 3250 Professional Writing or ENC 3310 Expository Writing are accepted prerequisites). This will ensure the advantages of the changes to ENC 3250 are realized.
- o Faculty in all courses should emphasize the importance of communication skills to students' success as future business professionals. For example, faculty could include grading on grammar as part of course assignments. This is labor intensive and would require TA assistance for core course faculty.

Peer evaluation rubrics from simulation tools can provide feedback to students regarding their interpersonal relations/teamwork skills. Recommended improvements:

- o Set up a portal to archive all tools and rubrics to make them available for all faculty use.

General Business and Management Knowledge Areas: Core courses meet or exceed the majority of the AACSB/SACS criteria. Recommended improvements:

The AACSB knowledge area of, "Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution" is not being adequately met by the current core courses.

- o Investigate options for introducing an appropriate Operations/Supply Chain Management course in the business core that meets the AACSB requirement.
- o Consider using simulation tools that include Learning Assurance Reports Strategic Management simulation that could be used for AACSB/SAC assessment. Two viable options: www.marketplace-simulation.com and <https://www.bsg-online.com/>. Both offer Learning Assurance assessments.
- o Appoint a course coordinator to ensure that the capstone course adopt consistent learning objectives across all sections.

Distinct Identity: A review of the core course syllabi was inconclusive. All core course syllabi should be revised by the beginning of Fall 2015 to (1) adhere to the Undergraduate Council policies (2) include objectives and learning outcomes that clearly identify those courses that support the college's distinct identity of creativity and analytics.

- ▶ Approved the proposal to change the name and corresponding content of the MIS Undergraduate Degree to Business Analytics and Information Systems.

- ▶ Reviewed eligibility standards for students that are not enrolled at USF to take business certificates through the Muma College of Business. The committee voted to accept the requirements that correspond with the transfer credit policy of the university. The following eligibility requirements for non-USF certificate students was unanimously accepted:
 - o 60 credit hours of college course credit.
 - o College course credit GPA requirements: 2.0 GPA from a Florida State or Community College, Florida SUS program, and a 2.5 GPA from all other colleges/universities.
- ▶ The committee also voted the following minimum grade to receive a business certificate: To receive a certificate, students must achieve a 2.0 or better in each certificate course.
- ▶ Approved the international certificate/internship program in partnership with the Hospitality Program in Sarasota.
- ▶ Approved proposed new course in Global Cyber Ethics.

2015-2016

- ▶ Recommended the addition of an operations management course to the core, an update to a course to include analytics and creativity, and exploration of the addition of a soft skills course to the core. The operations management course was approved by the faculty.
- ▶ Revised the international business degree and the international course requirement for students to better meet student needs and make the international degree more attractive. The changes, including a name change to Global Business Degree, were approved by the faculty.

2016-2017

- ▶ The accountancy and BAIS programs worked on assessing how to ensure that 100 percent of their students graduate with experiential learning. The college will continue to develop this over the next year, including defining an experiential learning experience.

GRADUATE PROGRAMS

2012-2013

- ▶ The Graduate Policy Committee worked on the implementation of the new MBA curriculum and unresolved implementation issues needed attention. It proposed changes to certain policies and the faculty approved the following:
 - o Revised MBA waiver policy as follows: "Students with an undergraduate degree from an AACSB accredited institution may request to waive foundation courses taken within the last seven years. Students with degrees from U.S. regionally-accredited institutions or international institutions also may request a waiver of one or more foundation courses by submitting the syllabi." Students that choose to waive MBA course(s) must take the corresponding MBA bootcamp module(s). The committee voted to make evaluation of the MBA bootcamp modules mandatory. Each professor teaching in the bootcamp will be responsible for developing the evaluation criteria. Failure to pass a module(s) will result in student having to retake that module(s) and the inability to register for courses in that discipline(s) until the requirement is satisfied. The cost to retake a module will be \$100 per, not to exceed \$500.
 - o Formed an ad hoc MBA committee to consider waiver requests and approved a waiver request form that all incoming MBA students will need to complete. For practical purposes, to minimize the workload of the MBA committee, the GPC suggested that the MBA office should only forward waiver requests from students that earn a grade of less than "B," earn a degree from an institution with questionable accreditation, and/or constitute a controversial case.
- ▶ The committee voted to make the Executive MBA study abroad trip mandatory, unless extenuating circumstances prevented a student from participating. In such a situation the student would have to take an on-campus 6000-level elective during the summer term.
- ▶ Approved assessment criteria for the new Certificate of Business, revised MBA curriculum, and EMBA.
- ▶ The ISDS department requested approval for a joint SAS/USF certificate in analytics and business intelligence. This was approved by the GPC and subsequently by the faculty.
- ▶ ISDS also requested a few minor changes that were approved by the GPC:
 - o Change in number for International Aspects of Information Systems from ISM 6442 to ISM 6382.
 - o Change in prerequisite from "Prerequisite: ISM 6021 Management Information Systems" to "Prerequisite: ISM 6021 Management Information Systems or consent of instructor."
- ▶ Entrepreneurship requested to revise their existing Master of Science in Entrepreneurship program from 10 fixed courses to five fixed with five electives. Thus, the number of credit hours remains fixed at 30, but this new structure provides more flexibility for students to customize their program with their interests. It was approved by the GPC and subsequently by the faculty.

2013-2014

- ▶ For the academic year 2013-2014, the GPC considered the following curriculum changes:
 - Approved a new MBA concentration in Supply Chain Management. Added a new course (MAR 6XXX Logistics Systems and Analytics) and the supply chain management course would be given a permanent number (previously taught under Special Topics).
 - Considered a proposal to reduce the number of MBA credit hours from 32-35 to 32, which would be consistent with the MBA in Sport & Entertainment Management Concentration (32 credit hours). Currently, the number of credit hours depends on whether the student takes the Foundation Courses (32 credit hours) or waives out of the foundation courses and takes the MBA bootcamp (35 credit hours). This was not approved.
 - Approved a change to allow non-degree students to take up to nine credit hours of graduate courses subject to university rules.
 - Approved a proposal to change the first class meeting of the Leadership Speaker course to emphasize creativity to be consistent with the college's strategic focus.
 - Approved a proposal to formally approve the EMBA curriculum to match the changes implemented when the MBA revision was approved.
 - Approved a proposal to require MBA students to take the relevant foundations course if they do not pass the bootcamp after two attempts.
 - Approved a proposal to allow MBA students to concurrently enroll in IBA with one or more of the required prerequisites. FIN6406 must be taken in the first eight weeks of the semester.
 - Approved a proposal of two MIS concentrations in the MS program: analytics and business intelligence and information assurance.
 - Approved a proposal to eliminate Valuation Analysis demonstrates understanding of key issues using the discounted cash flow and multiples based approach from the MBA assessment.
 - Considered, but did not approve, a proposal to allow MBA students to waive foundation courses with MBA Essentials offered by USF St Petersburg during the summer.
 - Approved a proposal to waive the GMAT/GRE for students in the online MBA in Sport Business and concentration in supply chain management who have five years or more of managerial experience and/or 10 years of professional work experience.
 - The GPC also had a lengthy discussion about certificates and tracks in the MBA program and began analyzing the impact additional certificates or tracks would have on faculty deployment.

2014-2015

MBA and EMBA

- ▶ Approved the request to add a practicum option to the MBA curriculum as an elective. The associate dean will supervise the courses until the demand and resources became sufficient for faculty member(s) to supervise.
- ▶ Specializations replace tracks. Students that complete any three courses under an area of specialization receive a certificate of completion from the USF College of Business. The tracks that were approved include analytics and business intelligence, compliance, risk and anti-money laundering, creativity and innovation, digital marketing, entrepreneurship, finance, health care management, international business, leadership concepts and organizational theory, management information systems, marketing strategy, project and process management and sustainable business.
- ▶ The MBA bootcamp requirement was dropped. Students will be directed to online remedial material to meet the foundation knowledge requirement if waiving courses.
- ▶ Changes to the MBA and EMBA assurance of learning to reflect the analytics and creativity mission of the college were approved.
- ▶ Workshops were held for the MBA/EMBA faculty to discuss ideas for incorporating analytics and creativity into the curriculum.
- ▶ A new MBA program for health care professionals was unanimously approved.
- ▶ A motion to waive the GMAT/GRE test score requirement was considered. It was amended to add the Master of Science in Marketing and other language. It now reads, "As part of the portfolio approach, applicants with 5 or more years of managerial experience may request a GMAT/GRE waiver."
- ▶ Because the sport and entertainment management and supply chain concentrations require 32 credit hours for students waiving the MBA

foundation courses while all other MBA students require 35 credit hours (and the Graduate Council will not approve), the most viable option is to make all 35 or 32 credit hours. The college decided to bring this to the faculty for a vote.

- ▶ Approved a joint two-year MBA program between USF and Sikkim Manipal University in India where students will complete the first year at SMU and their last year at USF.

MS degrees

- ▶ Revised the Master of Science in Marketing curriculum along with courses in marketing analytics, creativity and innovation and customer insights.
- ▶ Revised the Master of Science in Finance curriculum. Three required courses Microeconomics I (ECO 6115), Mathematical Economics I (ECO 6405), and Theory of Finance (FIN 6804) will no longer be required. Students complete either Econometrics I (ECO 6424) or Applied Linear Statistical Models (QMB 6375) to satisfy the statistical/quantitative requirement in the program and two electives. The number of credit hours will remain constant.
- ▶ Revised the Master of Science in Cybersecurity-Information Assurance concentration.
- ▶ Revised the Master of Science in MIS to allow a practicum option and substitution of the business intelligence track for the analytics and business intelligence concentration.
- ▶ Considered a request from accounting for a policy change to allow for practical experience to substitute for academic experience in certain situations of expertise.

Certificates

- ▶ The graduate certificate: Compliance, Risk, and Anti-Money Laundering was approved along with the course "BUL 5XXX/GEB 5XXX Risk Management and Legal Compliance" to support it. Later prerequisites were revised to the following: Applicants who hold an undergraduate or graduate degree in a non-business discipline must have completed BUL 3320 (Business Law) and ACG 2021 (Principles of Financial Accounting) or equivalent courses from an AACSB-accredited institution or equivalent internationally recognized body (e.g., EQUUS).
- ▶ In the Information Assurance graduate certificate, ISM 6316 Project Management and ISM 6125 Software Architecture will be replaced by BUL 5XXX Risk Management and Legal Compliance and ACG 6457 Accounting Systems Audit, Control, and Security.

2015-2016

The GPC voted in favor of the following proposals:

- ▶ Proposal from the ISDS Department for change to the admission requirements of the MS in MIS and the MS in Management.
- ▶ An applicant with a three-year bachelor's degree could be considered for admission to the Master of Science in Management Information Systems or Master of Science in Management provided the applicant has (1) at least two years of full-time work experience and (2) a GMAT score of at least 650 or a GRE score of at least 321.
- ▶ Proposal from the Finance Department for change to the admission requirements of the Master of Science in Finance.
- ▶ An applicant with a three-year bachelor's degree could be considered for admission to the Master of Science in Finance provided the applicant has (1) at least two years of full-time work experience and (2) a GMAT score of at least 650 or a GRE score of at least 321.
- ▶ Proposal from the Marketing Department for change to the admission requirements of the Master of Science in Marketing.
- ▶ An applicant with a three-year bachelor's degree could be considered for admission to the Master of Science in Marketing provided the applicant has (1) at least two years of full-time work experience and (2) a GMAT score of at least 650 or a GRE score of at least 321.
- ▶ Proposal for the change in the admission requirements of the MBA program.
- ▶ An applicant with a three-year bachelor's degree could be considered for admission to the MBA program provided the applicant has a GMAT score of at least 650 or a GRE score of at least 321, and a minimum of 25 percentile in the verbal portion of the test. An applicant with a three-year bachelor's degree may be required to do the foundation courses.

MBA Program

The GPC voted in favor of the following proposals:

- ▶ A change to the total number of hours for the Professional MBA Program from 47 to 48 credit hours. This was done to facilitate changes to the Certificate in Business Foundations.
- ▶ MBA curriculum changes:
 - o Moving MAN 6147 Leadership/Management Concepts to the MBA Core from Business Foundations.

- o Moving MAN 6055 Organization Behavior and Leadership to Business Foundations.
- o Adding a new course, Data Analytics for Business, to the MBA core.
- o Eliminating GEB 6226 Leadership Speaker Series from the MBA core.
- ▶ Changes to the MBA/PharmD joint program:
 - o Change to the admission requirements to accept PCAT score.
 - o Introduction of a pharmacy specialization.
 - o A suggested schedule for PharmD students.
- ▶ Approved introduction of an Online MBA program:
 - o Includes three concentration areas: data analytics, cybersecurity, and compliance, risk management and anti-money laundering.
 - o A new three-credit hour capstone course, in lieu of the IBA course, that has a residency requirement and is also a part of the requirements of the above three concentrations.
 - o Foundation courses will be offered in a self-paced manner.
 - o Residency period for incoming students.
 - o The remainder of the curriculum and admission requirements are the same as for the regular MBA program.

MS Degree Programs

The GPC approved a number of new initiatives and changes to existing graduate programs:

- ▶ Pathway to the MAcc program
 - o A program to attract students to the Master of Accountancy program with target audiences being: (1) international students with a three- or four-year degree from a business school that has internationally recognized accreditation (AACSB, EQUIS, AMBA), (2) domestic students with a four-year undergraduate degree in accounting from a non-AACSB accredited school, and (3) domestic students with a business degree (non-accounting major) from an AACSB-accredited school.
 - o New course, ACG 5405 Analytics in Accounting that focuses on accounting applications of analytics.
 - o MS Management Information Systems was changed to MS Business Analytics and Information Systems
 - o Four new courses were approved as part of the revised MS in Management program. These are People Analytics, Managing Creative Projects, Principles of Collaboration, and Contract Management.
 - o Four ENT courses requested permanent course numbers. These are Creativity & Design, Intellectual Property, Special Topics: Global Entrepreneurship, and ENT 6503 Social Entrepreneurship.
 - o The GPC voted unanimously in support of the proposal to remove the prerequisite “ISM 6123 or equivalent” for the course ISM 6217: Database Administration.’
 - o The GPC voted unanimously in support of the proposal to remove the prerequisite “ISM 6123” for the course ISM 6225: Distributed Information Systems.
- ▶ Certificate Programs
 - o Approved the replacement of MAN 6147 Leadership/Management Concepts with MAN 6055 Organization Behavior and Leadership in the Graduate Business Foundations Certificate.
 - o Approved the proposal to establish a new graduate Certificate in Business Analytics (CBA). The idea is to offer a stand-alone certificate and also to embed the CBA in the college’s graduate programs. The CBA is based on the courses in the data analytics concentration of the MBA program.
- ▶ Other items
 - o USFSM has requested that variable credits be assigned to the three MBA foundation courses:
 - o MAN 6055 Organization Behavior and Leadership, MAR 6815 Marketing Management, and FIN 6406 Financial Management. This will allow USFSM to augment the contents of these courses and offer them as 3-credit courses that are more suitable to their specific goals. The GPC unanimously approved this request.

Curriculum management for the Doctoral Program is discussed in Appendix 7.

The DBA Program is discussed in Appendix 5.

APPENDIX 7 — DOCTORAL PROGRAM

DOCTOR OF PHILOSOPHY PROGRAM

The doctoral program offered by the Muma College of Business prepares its graduates for careers as college and university professors and as research and staff personnel in industry and government. Students' intellectual growth is fostered through working closely with faculty in seminars, research projects and other assignments that develop research and teaching skills. The curriculum offers breadth of understanding of the integral components of business administration as well as depth of field specialization sufficient to permit the student to make meaningful contributions to the discipline. Flexibility in the curriculum allows each student to build upon his or her strengths and to accommodate students with various levels of preparation in a wide variety of fields. Concentrations are offered in the following fields: accountancy, finance, information systems, and marketing. Support areas of study are offered in these fields, and in areas outside the college. However, the degree conferred is a Doctor of Philosophy in Business with a specialization in one of the named concentration areas.

The doctoral program is of strategic importance to the Muma College of Business and USF, helping meet vision, mission and strategic priorities. A vibrant doctoral program helps the college in generating knowledge and ensuring that it conducts research that has an impact on the discipline and the business/global community. To help ensure that the doctoral program is meeting strategic priorities relative to both research with impact and student success, the college conducted a review of its program using invited professors from highly regarded colleges of business.

External Program Review

In October 2015, seven professors from various peer or aspirant universities visited the college for a review of the doctoral program. The reviewers represented the four disciplines in which the college offers a doctoral concentration: accountancy, finance, information systems and marketing. The objectives of the external review were:

1. Assessment of the input. How can the college be more effective in recruiting and the admission process?
2. Assessment of the curriculum. Is the curriculum structured in such a manner to allow for important and contemporary skills development that will lead to student success in placement and research productivity?
3. Assessment of placement. Is the college placing students appropriately and how could this be improved?

Prior to the visit, the reviewers were provided with an extensive, internally-prepared report on the concentration they would be reviewing. Subsequent to the review the college received formal review reports with recommendations from the professors related to each concentration. In the reports the reviewers provided an assessment relative to each of the three review objectives. Overall the assessment was positive. Consensus seemed to indicate the best way to attain objective three was to focus on objective one.

The general recommendations received from the external reviewers:

1. Recruiting – conduct a more formalized recruiting effort to increase diversity, bring candidates to campus, increase funding (consider differential funding).
2. Curriculum – more mentoring and co-authoring, more frequent assessment of performance and how can endowment funding be better used.
3. Placement – more publications at graduation and benchmark to see what would be realistic placement.

Several actions relative to the recommendations have already been undertaken and are addressed in the following paragraphs. More of the recommendations are being considered to determine how best to implement and if implementation is feasible.

In 2016-2017 the coordinators more aggressively recruited and were able to attract some highly qualified applicants in addition to more diverse applicants. The college was greatly aided in this effort by the Office of Graduate Studies, which also had as its mission to increase diversity and increase the quality of the applicant pool. The college did recruit two minority applicants and lost out to Cornell on one "super-star." Most important, USF Muma College of Business was in the running up to the very last minute for the candidate that ultimately decided to go to Cornell. For 2016-2017, the college has decided to start providing fifth-year funding for a candidate with a revise and a resubmit at a premier journal by January of his/her fourth year. Additionally, the doctoral program committee has been asked to write a policy that would allow "Muma Doctoral Student Fellowship" or first-year funding scholarships for applicants who are highly qualified and sought after. The initial draft of this policy has been presented to the dean and is now a "revise and resubmit" with the doctoral program committee.

The college is working in concert with the Office of Graduate Studies to provide two research/development workshops each year for doctoral students. The first of these workshops was offered in the spring of 2017. In addition to covering topics not covered in traditional seminar courses and providing more depth on a topic than is covered in a seminar the workshops, they offer an interdisciplinary opportunity. They expose Muma College of Business students to research, theory and topics considered by students and faculty in other colleges.

The doctoral program committee repurposed some of the endowment funding, expanding travel opportunities for doctoral students. Under the

revised policy students begin attending conferences earlier in their programs, immersing them in research sooner and allowing them to network earlier. To facilitate increased co-authoring, in 2016-2017 the college added a performance metric to its administrative assessment related to the number of faculty/doctoral student co-authored research papers.

Learning Objectives

In 2015-2016, the doctoral program committee reviewed the learning objectives for the doctoral program and approved adjustments to the number of objectives and their wording. Doing so ensured standardization of the measurement and reporting of the learning objectives across the four concentrations. Specific program learning objectives reflect both the college's mission to prepare students to contribute to and take leading roles in business and society and the general objectives addressed in AACSB Standard 2.1. Implemented in the 2016-2017 academic year the learning objectives indicate that upon completion of the program, candidates for the PhD will demonstrate:

1. In-depth knowledge of their area of specialization.
2. Research skills that will enable them to make significant independent intellectual contributions to the discipline's literature.
3. Teaching skills appropriate for higher education.

Curriculum

Doctoral students are required to complete a minimum of 90 credit hours beyond the bachelor's degree, including a minimum of 21 hours of dissertation. A minimum of 45 credit hours of coursework must be completed at the University of South Florida.

The curriculum comprises foundation courses, core courses, major field coursework and support field coursework.

Foundation Courses

Foundation requirements are designed to develop an appreciation of the institution of business and to help students see how their areas of concentration fit into this general picture. With the approval of the student's committee, a student may satisfy foundation requirements in any of the following ways:

1. By completing an undergraduate degree in business at an AACSB accredited institution, with an average of "B" or better in the last 60 credit hours, no more than five years prior to admission to the PhD program.
2. By completing an MBA degree at an AACSB accredited institution, no more than five years prior to admission to the PhD program.
3. By completing one graduate course (two credit hours or more) with a grade of "B" or better, in each of the following functional areas: accounting, finance, information systems, management and marketing. (Economics requirements are described under core requirements.) All graduate level courses at the 6000 level or above, apart from specific "tool" courses (e.g., statistics), will count toward this requirement.
4. By successfully petitioning the Muma College of Business doctoral program committee to accept previous academic work (e.g., specialized master's programs in business, degrees granted more than five years ago, etc.) in fulfillment of all or part of this requirement. Such a petition must be initiated during the first semester of the program.

Core Courses

The core courses are designed to provide a strong background in economics and to develop the student's writing, quantitative and statistical research skills. These courses are required of all students in the program. The college will waive a course only if the student has passed the same or equivalent course with a grade of "B" or better within the preceding five years.

The economics core requirement can be met by completing two graduate level economics courses that have been approved by the student's advisory committee.

Students are required to take a one credit-hour research skills course, QMB 7557, Research and Writing Skills for Doctoral Students, in the first semester of the program. Following this introductory course, the quantitative and statistical coursework is to be determined by the student's advisory committee in consultation with the student. Twelve credit hours of quantitative and statistical coursework are to be completed. Of the 12 credits, nine credit hours must be taken in a three course series. The three-course series can be in econometrics or in a research/statistical models series offered through the ISDS Department.

Substitution of other appropriate mathematics, statistical and quantitative courses must be approved by the Muma College of Business doctoral program committee, preferably at the time of acceptance into the program, or definitely before the substitute course is taken.

Should a student earn a "C" or lower in any of the core courses, the student's performance is brought before the Doctoral Program Committee for review. After reviewing the matter, the committee will take one of the following steps:

1. Require the student to pass an examination that covers the material relevant to the subject. A student who fails the exam on the first attempt may retake it within one year. A student who fails the exam on the second attempt will be subject to dismissal.
2. Require the student to retake the course. If a student retakes the course and fails to receive a grade of "B" or better, the student is subject to dismissal.

Concentrations

All students will take at least five courses at the 6000- or 7000-level in an area designated as the student's concentration. Students are encouraged to identify courses in the concentration that will provide experience in applying current research techniques to problems in that field. To accomplish this, the student may propose a combination of formal classroom courses and independent directed-research courses. This combination may include a year-long research seminar in which the groundwork is laid for the student's dissertation. The specific agenda of courses will be determined by the student's advisory committee. The following fields are offered as concentrations: accounting, finance, information systems and marketing. Courses taken as part of the foundation or core sections may not be counted as part of the hours required for a concentration.

Support Field

The support field will consist of a minimum of three courses (nine hours) from one or more of the fields listed under the concentration, or elsewhere in the university. The support field and the concentration cannot be taken in the same department. Courses within the support field can be selected to complement the concentration, and may include courses outside the Muma College of Business. The nature and number of the support field courses will be determined by the student's advisory committee in consultation with the doctoral program coordinator of the support field department.

Qualifying Examinations

Upon completion of all coursework, students must pass a comprehensive written examination in the concentration. The student's performance on this comprehensive exam should reflect familiarity with the literature, as well as with current issues and problems related to the fields tested. A student who fails the qualifying exam may retake it within one year. A second failure disqualifies the student from continuing the doctoral program. If the degree is not conferred within five calendar years of successful completion of the qualifying examination, a second different examination must be taken. Students passing the qualifying examination are eligible for admission to candidacy for the doctoral program. The exams will be a minimum of eight hours.

Admission to Candidacy

Students are admitted to candidacy status when:

1. A dissertation committee has been appointed,
2. The dissertation committee, in consultation with the student's advisory committee, has certified that the student has successfully completed the comprehensive qualifying examination(s) and has demonstrated the qualifications necessary to successfully complete requirements for the degree,
3. The student's Admission to Candidacy form is completed and approved by the associate dean of the Muma College of Business and forwarded to the dean of the university's Office of Graduate Studies for final approval.

Dissertation

Prior to admission to candidacy a dissertation committee must be formed. Once a candidate determines an area of research and a major professor is chosen, a final dissertation committee is approved for the student. The dissertation committee is charged with guiding and approving the nature and scope of the dissertation topic and the proposed research methodology.

The dissertation committee consists of at least four faculty members. Members of the committee must include at least three representatives from the student's concentration department (Accountancy, Finance, ISDS or Marketing). One member must be selected from outside the student's concentration department. However, it is possible to have an outside member from the area of concentration who is at another institution.

The candidate must write and defend a dissertation that reflects original and significant research in the candidate's concentration. The dissertation must meet high standards of scholarship as well as contribute to the body of knowledge in that field. The dissertation process includes several steps: (1) the dissertation proposal, (2) dissertation proposal defense, and (3) final dissertation oral defense.

Time Limits

The student must complete the dissertation within a seven-year period after the student's original date of admission for doctoral study. All courses applied to the doctoral degree must be completed within seven years of the time the doctoral degree is conferred. However, there is no time limit for courses completed as part of a master's degree that are used toward a doctoral degree.

Additionally, the Muma College of Business requires that students defend their dissertation proposal within two years of admission to candidacy. Failure to do so will result in dismissal from the program.

Doctoral students who receive financial support from the university, other than fellowship recipients, will hold their appointments for no more than four years beyond receipt of a master's degree while working toward the doctoral degree. Doctoral student assistantship appointments are for a 12-month time period with the exception of the fourth year when the appointment is for a nine-month period.

Interim Performance Evaluation

The performance of each doctoral student is evaluated annually to determine if the quality of performance and progress through the course work are satisfactory. Among the things considered in evaluating quality of performance are: the student's cumulative grade-point average in the program, grades in specific courses, and qualitative information provided by course instructors and others working with the doctoral student. As indicated, the student also is expected to demonstrate a reasonable rate of progress through course work and dissertation phases of the program, and the assessment of that rate of progress will be included in the evaluation.

The overall evaluation of quality of performance and rate of progress is used as one basis for determining whether the student should continue the program. Such decisions may also be based on additional information provided by departmental assessments.

Curriculum Planning, Review, and Evaluation

Curriculum planning, review, evaluation and revision for the doctoral program are the responsibilities of the departmental program areas and the Muma College of Business' doctoral program committee. The DPC membership is composed of the coordinator from each department/school within the college. The associate dean of research and academic affairs serves as an ex-officio member of the DPC and has oversight responsibility for planning and evaluation processes and for budget.

Assurance of Learning

The discussion of assurance of learning for the doctoral program is in Section 6.4 of the Continuous Improvement Review Report.

Recruiting, Selection, and Retention

Recruiting and Selection

The Muma College of Business uses both centralized and decentralized approaches to recruiting. Various faculty and the associate dean represent the college at national recruiting forums, information sessions, and The PhD Project. The college also provides limited resources to individual departments for the development of marketing materials/strategies. Department faculty recruits on a one-to-one basis, relying on professional networking as well as encouraging outstanding masters' level students to pursue further graduate study. Departments are encouraged to bring applicants to campus or conduct Skype interviews with applicants.

All applicants are required to take the GMAT or GRE. In addition to test scores, undergraduate or master's level academic achievement, as evidenced by GPA, and experience are considered. Although the emphasis in recruiting is on well-prepared, motivated students with the potential to successfully complete the requirements for the PhD, each department seeks a slightly different student profile.

Lynn Pippenger School of Accountancy – Recruiting, selection and retention for the Lynn Pippenger School of Accountancy are addressed in the school's separate Continuous Improvement Review Report.

Finance – The finance program targets students with excellent quantitative and verbal skills who show good potential to do quality finance research and to be effective classroom teachers. The department evaluates applicants based on GMAT scores, undergraduate and graduate GPA, quality of undergraduate/graduate institutions, prior involvement in research activities, and other relevant factors specific to the candidate.

Information Systems – The ISDS Department encourages application from students with a wide variety of undergraduate backgrounds including business, computer science, economics and engineering. Academic preparation in business or information systems is not a requirement for admission to the program. The department evaluates applicants based on several factors including GRE/GMAT scores and prior academic record. Selected applicants are also routinely interviewed by several faculty before making admission decisions.

Marketing – The ideal applicant will have completed a master’s degree and have significant work experience. Applicants are evaluated on previous academic performance as well as GMAT scores.

In addition to tuition waivers, the college offers financial support of \$20,000 per year for four years to students admitted to the doctoral program; the college supplements this by paying for the student health insurance policy offered through the university. Salary increases are governed by the union contract. The college also provides funding to present research papers at conferences, to attend a recruiting event in the student’s final year, and up to \$5,000 in dissertation support from its L. Rene Gaiennie Endowment Fund for Doctoral Research. Some departments provide additional funding from non-state sources, either to supplement annual stipends or to extend funding beyond four years.

Doctoral students are expected to teach up to four classes over the four years for which they receive funding.

Retention

As with all Muma College of Business programs, there are two equally important aspects to retention for the doctoral program: (1) efforts to retain admitted students by providing advising, mentoring, and other academic support, and (2) policies to ensure that students who cannot demonstrate acceptable academic performance are dismissed from the program.

Academic advising and mentoring are provided by the department doctoral program coordinators, committee members, the department chair, and the college doctoral program advisor. The close-working relationship between department faculty and doctoral students is key to retaining capable, promising students in the program. Program policies to ensure that students whose academic performance is unacceptable are dismissed from the program reflect those of the university.

Several support services are provided by the college to help doctoral students with progression and success. The college has a Business Communications Center (BizComm). The director of the center works with doctoral students to help them improve and refine their writing skills. For many years, the college research and scholarship committee has solicited applications from doctoral students for the annual research award. Over the past few years the number of awards has increased as members of the research and scholarship committee have worked to encourage students to apply. In 2015-2016, the college added a metric to its administrative assessment plan to encourage an increase in the number of faculty/student co-authored papers. In 2016-2017, a metric was added to ensure that all doctoral working papers were internally reviewed prior to journal submission. In 2016-2017, the doctoral program committee increased travel funding to encourage first year doctoral students to attend high profile research conferences to start their immersion into research and to begin networking.

Doctoral Program Placements

The table on the following pages summarizes doctoral student placement information.

DOCTORAL PROGRAM PLACEMENTS, 1992—2017

Doctoral Program Placements - Accounting					
Name (not published)	Date	Discipline	Initial Title	Initial Employer	Current Employer
Peter Kipp	2017	ACC	Assistant Professor	University of North Texas	University of North Texas
Cheng Xu	2017	ACC	Assistant Professor	Auburn University	Auburn University
Kevin Agnew	2016	ACC	Assistant Professor	Elon University	Elon University
Donald Wengler	2016	ACC	Assistant Professor	University of Central Missouri	University of Central Missouri
Neal Snow	2015	ACC	Assistant Professor	Lehigh University	Lehigh University
Amanuel Tadesse	2015	ACC	Assistant Professor	University of New Orleans	University of New Orleans
Rina Limor	2014	ACC	Assistant Professor	Hofstra University	Hofstra University
Maia Farkas	2013	ACC	Assistant Professor	California State Univ-Fullerton	California State University-San Marcos
Jason Rasso	2013	ACC	Assistant Professor	College of Charleston	University of South Carolina
Lee Kersting	2012	ACC	Visiting Professor	Northern Kentucky University	Northern Kentucky University
Robert Marley	2011	ACC	Assistant Professor	Georgia Southern University	University of Tampa
Linda Ragland	2011	ACC	Visiting Professor	Georgia State University	University of New Hampshire
Norma Montague	2010	ACC	Assistant Professor	Wake Forest University	Wake Forest University
Ann Dzurainin	2009	ACC	Assistant Professor	Northern Illinois University	Northern Illinois University
Christopher Jones	2009	ACC	Assistant Professor	Western Illinois University	University of Wisconsin-Oshkosh
John Tan	2008	ACC	Assistant Professor	California State Univ-East Bay	California State Univ-East Bay
Johan Perols	2008	ACC/ISDS	Assistant Professor	University of San Diego	University of San Diego
Robert Slater	2007	ACC	Assistant Professor	Univ of Texas-Corpus Christi	University of North Florida
Anita Reed	2006	ACC	Assistant Professor	University of North Texas	Texas A&M University – Corpus Christi
Eileen Taylor	2006	ACC	Assistant Professor	North Carolina State University	North Carolina State University
Antoinette Lynch Smith	2004	ACC	Assistant Professor	Miami University	Florida International University
El-Hussein El-Masry	2003	ACC	Assistant Professor	California State University-LA	California State University-LA
David Hayes	2002	ACC	Assistant Professor	Louisiana State University	James Madison University
Robert Pinsker	2002	ACC	Assistant Professor	Old Dominion University	Florida Atlantic University
James Kohlmeier	2001	ACC	Assistant Professor	Millsaps College (MS)	Clemson University
Tanya Benford	2000	ACC	Assistant Professor	Texas A&M University	Florida Gulf Coast University
Maywa Yei	2000	ACC	Consultant	Private Industry	Private Industry
Henry Efebera	1999	ACC	Assistant Professor	University of Akron	Deceased
Christie Comunale	1998	ACC	Assistant Professor	Long Island Univ-C.W. Post	SUNY-Stonybrook
Michael Harkness	1997	ACC	Assistant Professor	Univ of Michigan-Dearborn	University of Michigan-Dearborn
William Stout	1997	ACC	Assistant Professor	University of Louisville	University of Louisville
Linda Nelsestuen	1996	ACC	Visiting Professor	Elmhurst College	Retired
Ronald Marden	1995	ACC	Assistant Professor	Appalachian State University	Appalachian State University
Somnath Bhattacharya	1994	ACC	Associate Professor	University of Texas-El Paso	St. Thomas University
Kathryn Yeaton	1994	ACC	Adjunct	University of Connecticut	Retired
Laurel Cobb	1993	ACC	Department Chair	St. Leo University	Retired
Karen Lanese	1993	ACC	Adjunct	St. Leo University	Retired
Gilbert Joseph	1992	ACC	Associate Professor	University of Tampa	Retired

Doctoral Program Placements - Finance

Name (not published)	Date	Discipline	Initial Title	Initial Employer	Current Employer
Shi Han	2017	FIN		Greenville College	Greenville College
Yun Meng	2016	FIN		Univ of Wisconsin-Green Bay	Univ of Wisconsin-Green Bay
Gaole Chen	2015	FIN		Univ of Southern Mississippi	Univ of Southern Mississippi
Nilesh Sah	2015	FIN		Univ of Wisconsin-Green Bay	Univ of Wisconsin-Green Bay
Hari Adhikari	2014	FIN		Embry Riddle Aeronautical Univ	Embry Riddle Aeronautical Univ
Marcin Krolikowski	2014	FIN		Providence College	Providence College
Joseph Mohr	2014	FIN		University of South Florida	Private Industry
Bin Wang	2014	FIN		Missouri Western State Univ	Missouri Western State Univ
Qiancheng Zheng	2014	FIN	Visiting Professor	University of South Florida	Emporia University
Dongnyoung Kim	2013	FIN		Tiffin University	Texas A&M Univ-Kingsville
Incheol Kim	2013	FIN		University of New Orleans	Fordham University
Thanh Nguyen	2013	FIN		Univ of Wisconsin-Eau Claire	Limestone College
Erdem Ucar	2013	FIN		Eastern Kentucky University	Dominican Univ of California
Xiaojing Yuan	2013	FIN		Univ of Southern Mississippi	Univ of Southern Mississippi
Mikael Bergbrant	2012	FIN	Assistant Professor	St. John's University	St. John's University
Xi Liu	2012	FIN	Assistant Professor	Ohio University	Ohio University
Dung Pham	2012	FIN	Visiting Professor	Cleveland State University	Shippensburg University
Yu-Wei Wang	2012	FIN	Assistant Professor	Marist College	Marist College
Kelly Carter	2011	FIN	Assistant Professor	Morgan State University	Morgan State University
Ricky Scott	2011	FIN	Assistant Professor	St. Leo University	St. Leo University
Ziwei Xu	2010	FIN	Analyst	Private Industry	Private Industry
Lonnie Bryant	2008	FIN	Assistant Professor	College of Charleston	University of Tampa
Chia-Wei Chen	2008	FIN	Assistant Professor	Tunghai University	Tunghai University
Sanjay Kudrimoti	2008	FIN	Assistant Professor	Salem State University	Salem State University
Tanja Steigner	2008	FIN	Assistant Professor	Emporia State University	Emporia State University
Hong Wan	2008	FIN	Assistant Professor	SUNY Oswego	SUNY Oswego
Donald Flagg	2007	FIN	Assistant Professor	University of Tampa	University of Tampa
Jung Chul Park	2007	FIN	Assistant Professor	Louisiana Tech	Auburn University
Jeanean Davis-Street	2005	FIN	Assistant Professor	Bentley University	Bridgewater State University
Robin (Smith) Wilber	2005	FIN	Assistant Professor	Niagara University	St. Petersburg College
Bingsheng Yi	2005	FIN	Assistant Professor	Cal State Univ-Dominguez Hills	Cal State Univ-Dominguez Hills
Speros Margetis	2004	FIN	Assistant Professor	University of Tampa	University of Tampa
Noel Reynolds	2004	FIN	Assistant Professor	University of West Indies	University of West Indies
Steven Fraser	2003	FIN	Assistant Professor	U.S. Air Force Academy	Florida Gulf Coast University
Engin Kucukkaya	1999	FIN	Assistant Professor	St. John's University	Middle East Tech Univ (Turkey)
Jeff Donaldson	1998	FIN	Assistant Professor	Northern Kentucky University	University of Tampa
Steven Stephens	1998	FIN	Assistant Professor	University of Tampa	U.S. Judiciary
Richard Proctor	1997	FIN	Assistant Professor	Sienna College	Sienna College
Yin Qu	1997	FIN			
Patricia Ryan Grandoff	1995	FIN	Assistant Professor	Drake University	Colorado State University
Mustafa Sagun	1995	FIN		Private Industry	Private Industry
Dennis Colie	1994	FIN	Assoc Director-CEDR	University of South Florida	Retired
Tim Price	1994	FIN	Associate Professor	St. Petersburg College	St. Petersburg College

Doctoral Program Placements - ISDS

Name (not published)	Date	Discipline	Initial Title	Initial Employer	Current Employer
Onochie Fan-Osuala	2017	ISDS		University of Wisconsin-Whitewater	University of Wisconsin-Whitewater
Hasan Nuseibeh	2016	ISDS		N/A	N/A
Raneem Saqr	2016	ISDS		King Abdulaziz University	King Abdulaziz University
Lina Bouayad	2015	ISDS		US Dept of Veteran Affairs	Florida International University
Daphne Simmonds	2015	ISDS	Consultant	Private Industry	Private Industry
Arash Barfar	2015	ISDS		University of Nevada-Reno	University of Nevada-Reno
Amy Connolly	2014	ISDS		Univ of South Carolina-Upstate	University of South Carolina-Upstate
Matthew Mullarkey	2014	ISDS		University of South Florida	University of South Florida
William Murphy	2014	ISDS	IT Consultant	Private Industry	Private Industry
Shankar Prawesh	2013	ISDS		IIT Kanpur, India	University of Maryland
Khalid Alhayyan	2012	ISDS		Institute of Public Administration, Saudi Arabia	Institute of Public Administration, Saudi Arabia
Dezon Finch	2012	ISDS		U.S. Dept of Veteran Affairs	U.S. Dept of Veteran Affairs
Harvey Hyman	2012	ISDS	Team Lead @ NVEST	Georgia Southern University	Florida Polytechnic University
Jay Jarman	2011	ISDS	Assistant Professor	East Tennessee State Univ	East Tennessee State Univ
Varol Kayhan	2010	ISDS	Assistant Professor	USF – St. Petersburg	USF – St. Petersburg
Delmer Nagy	2010	ISDS	Assistant Professor	Paine College	Tarleton State University
Areej Yassin	2010	ISDS	Assistant Professor	Yarmouk University (Jordan)	Yarmouk University (Jordan)
James McCart	2009	ISDS	Center Investigator	US Dept of Veteran Affairs	US Dept of Veteran Affairs
Carolyn Holton	2008	ISDS	Assistant Professor	Southeastern University	Southeastern University
Gary Poe	2008	ISDS	Assistant Professor	Grambling State University	Grambling State University
Monica Tremblay	2007	ISDS	Assistant Professor	Florida International University	College of William and Mary
Madeline Domino	2006	ISDS	Assistant Professor	University of Central Florida	Georgia State University
Michael Douglas	2006	ISDS	Assistant Professor	University of Arkansas-Little Rock	Millersville University
Michael Harris	2006	ISDS	Visiting Professor	University of South Florida	Indiana University
Timothy Klaus	2006	ISDS	Assistant Professor	Texas A&M University	Texas A&M University
Sandra Newton	2006	ISDS	Assistant Professor	University of Central Florida	Sonoma State University
Cynthia Le Rouge	2003	ISDS	Assistant Professor	St. Louis University	University of Washington
Stephen Wingreen	2003	ISDS	Assistant Professor	St. Leo University	University of Canterbury NZ
John Fisher	2002	ISDS	Technical Professional	University of South Florida	UNC-Charlotte
Bruce Hungerford	2002	ISDS	Assistant Professor	Univ. of Wisconsin-Oshkosh	Dalton (GA) State College
Creggan Gjestland	2000	ISDS	Assistant Professor	University of Alabama	Private Industry
Kenneth Trimmer	2000	ISDS	Assistant Professor	Idaho State University	Idaho State University
Christopher Conca	1998	ISDS	Assistant Professor	Appalachian State University	Mt. Olive College
Gina Green	1998	ISDS	Assistant Professor	Baylor University	Baylor University
Craig Van Slyke	1998	ISDS	Assistant Professor	Ohio University	University of Northern Arizona
France Belanger	1997	ISDS	Assistant Professor	Virginia Tech University	Virginia Tech University
Diane Bartlett	1994	ISDS		Retired	Retired
Dianne Jordan	1994	ISDS		New York Univ.-Baruch College	Private Industry
Thomas Scambach	1994	ISDS	Associate Professor	Illinois State University	Illinois State University
Geoffrey Hubona	1993	ISDS	Associate Professor	Virginia Commonwealth Univ	Georgia State University
Janette Moody	1993	ISDS	Associate Professor	The Citadel	The Citadel

Doctoral Program Placements - Marketing

Name (not published)	Date	Discipline	Initial Title	Initial Employer	Current Employer
Lisa Monahan	2017	MAR		Meredith College	Meredith College
Carlin Nguyen	2017	MAR		California State University-LA	California State University-LA
Yu Qin	2017	MAR		Roger Williams University	
Nazuk Sharma	2017	MAR		Fairfield University	Fairfield University
Marisabel Romero Lopez	2016	MAR		Colorado State Univ.-Fort Collins	Colorado State Univ.-Fort Collins
Jennifer Espinosa	2016	MAR		Rowan University	Rowan University
Alexander Kull	2016	MAR		University of San Diego	University of San Diego
Ream Shoreibah	2016	MAR		N/A	N/A
Hsiaoqing Kuo	2015	MAR		Washington & Jefferson College	Washington & Jefferson College
Ryan Langan	2014	MAR	Visiting Professor	Willamette University	University of San Francisco
Chinintorn Nakhata	2014	MAR		Clarion University	Clarion University
Courtney Szocs	2014	MAR		Portland State University	Portland State University
Ali Besharat	2012	MAR	Assistant Professor	University of Denver	University of Denver
Jennifer Dapko	2012	MAR	Visiting Professor	Florida Southern College	Florida Southern College
Ivan Lapuka	2010	MAR	Assistant Professor	St. Louis University	Washington University
David Fleming	2010	MAR	Assistant Professor	Eastern Illinois University	Eastern Illinois University
Brent Baker	2009	MAR	Assistant Professor	University of North Dakota	University of North Dakota
Stephanie Boyer	2009	MAR	Assistant Professor	Bryant College	Bryant College
Diane Edmondson	2008	MAR	Assistant Professor	Middle Tennessee State Univ	Middle Tennessee State University
Cynthia Cano	2007	MAR	Assistant Professor	Georgia College and State Univ	Georgia College and State University
Tracy Harmon	2007	MAR	Assistant Professor	University of Dayton	University of Dayton
Robert Riggie	2007	MAR	Assistant Professor	Northern Illinois University	The Citadel
Francois Carrillat	2005	MAR	Assistant Professor	HEC Montreal (Canada)	University of Technology (Australia)
Doreen Sams	2005	MAR	Assistant Professor	Georgia College and State Univ	Georgia College and State University
Andrea Scott	2005	MAR	Assistant Professor	Pepperdine University	Pepperdine University
Jorge Jaramillo	2004	MAR	Assistant Professor	University of Texas-Arlington	University of Texas-Arlington
Jay Mulki	2004	MAR	Assistant Professor	Northeastern University	Northeastern University
Daniel Ladik	2003	MAR	Assistant Professor	Suffolk University Boston	Seton Hall University
Leroy Robinson, Jr.	2001	MAR	Assistant Professor	University of Houston-Clear Lake	University of Houston-Clear Lake
Carolyn Curasi	1998	MAR	Assistant Professor	Berry College	Georgia State University
Daniel Goebel	1998	MAR	Assistant Professor	Univ. of Southern Mississippi	Illinois State University
Angela Hausman	1998	MAR	Assistant Professor	Marshall University	Howard University
Karen Kennedy	1997	MAR	Assistant Professor	University of New Orleans	University of Alabama-Birmingham
Jesse Moore	1997	MAR	Assistant Professor	Clemson University	Clemson University
Dawn Deeter-Schmelz	1996	MAR	Assistant Professor	Monmouth University	Kansas State University
Felicia Lassk	1995	MAR	Assistant Professor	Western Kentucky University	Northeastern University
Curtis Powell	1995	MAR	Assistant Professor	Univ. of Otago (New Zealand)	North Georgia College
Michael Boorum	1994	MAR	Assistant Professor	California State Univ-Bernardino	Eastern Illinois University
Ronald Brensinger	1993	MAR	Senior Analyst	Private Industry	Private Industry
David Luhrsen	1993	MAR		Palm Beach Atlantic University	Northwood University
Frank Hamilton	2005	MAR/Inter-disciplinary	Assistant Professor	Eckerd College	Eckerd College
Gail Dawson	2001	MAR/Inter-disciplinary	Assistant Professor	University of Tennessee-Chattanooga	University of Tennessee-Chattanooga

APPENDIX 8 – FACULTY SUFFICIENCY AND QUALIFICATIONS (AACSB TABLE 15-1)

FACULTY QUALIFICATION STANDARD FOR AACSB CONTINUING QUALIFICATION (for Initial Qualification see Notes)

August 2014

Scholarly Academic^a (SA) – for a faculty member to be considered SA over a five year period he/she must:

- (1) Publish 1 premier^b journal article (or equivalent) or be awarded a federal competitive research grant PLUS publish one other article **OR**
- (2) Publish 2 top-tier^c journal articles (or equivalent) or research monographs or a combination of the two **OR**
- (3) Publish 3 articles in research-based peer-reviewed journals that are not included in the premier or top-tier journal list.
- (4) The faculty member **MUST ALSO** provide other evidence of scholarship – this includes activities such as journal editorships, editorial committee memberships, leadership positions in recognized academic organizations, research awards other than federal competitive grants, fellow status, serving as an ad hoc reviewer, published peer-reviewed proceedings, peer-reviewed presentations at conferences.

Practice Academic^a (PA) – for a faculty member to be considered PA he/she must meet at least one of the following criteria over a five year period:

- (1) Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
- (2) Substantive and multiple linkages to practice that may include consulting, professional experience and other engagement activities (developing and presenting executive education, sustained professional work, developing and delivering professional education, sustained service on boards of directors, etc.).

Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner^d (SP) – for a faculty member to be considered SP he/she must meet the following criteria over a five year period:

- ▶ Any of the publishing criteria outlined in the first three items for the Scholarly Academic, or substantive and multiple publications in peer-reviewed pedagogical, practitioner or discipline-based journals or proceedings.

Instructional Practitioner (IP) – for a faculty member to be considered IP he/she must meet the following criteria over a five year period:

- ▶ Substantive and multiple linkages to practice that may include consulting, professional development, professional experience and other engagement activities (developing and presenting executive education; sustained professional work; developing and delivering professional education; editing or writing textbooks and/or cases; sustained service on boards of directors, etc.).

^aFor initial qualification an academic, as defined by the AACSB, must hold a doctorate degree. A faculty member is considered an academic for the first five years after earning a doctorate degree. Faculty members holding a non-research doctorate degree may be classified as SA or PA; however, the individual would be expected to demonstrate a higher level of sustained academic or professional engagement; the burden of proof is on the college/school.

^bPremier journals are the four discipline specific peer-reviewed journals identified for each department on the Muma College of Business Journal Rankings List.

^cTop-tier journals are the discipline specific peer-reviewed journals identified for each department on the Muma College of Business Journal Rankings List.

^dA practitioner, as defined by the AACSB, holds a masters' degree or substantial, current professional experience.

Note: The USF Muma College of Business has set a goal of 50 percent SA qualified faculty and a goal of 70 percent SA, PA and SP (SA+PA+SP total) qualified faculty.

Revised: March 4, 2015

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

Accountancy

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>	
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Accountancy												
Murthy, Uday	2002	PhD 1989	147		UT,MT,DT,RES,SER,ADM	100					SA 2,4	
Reck, Jackie	1996	PhD 1996	120		UT,MT,DT,RES,SER,ADM	100					SA 2,4	
Gaynor, Lisa	2006	PhD 2000	438		UT,MT,DT,RES,SER	100					SA 2,4	
Robinson, Dahlia	2007	PhD 2000	216		UT,MT,DT,RES,SER	100					SA 2,4	
Wheeler, Patrick	2012	PhD 1999	297		UT,MT,DT,RES,SER	100					SA 2,4	
Mellon, Mark	2010	PhD 2010	471		UT,MT,RES,SER	100					SA 2,4	
Smith, Thomas	2014	PhD 2010	564		UT,MT,RES,SER	100					SA 2,4	
Whitworth, James	2014	PhD 2010	447		UT,MT,RES,SER	100					SA 2,4	
Cainas, Jennifer	2005	PhD 2016	5,256		UT,RES,SER	100					SA – 2021	
Dong, Bei	2007	PhD 2008	513		MT,RES,SER	100					SA 1,4	
Cheng, Xu	2014	MS 2013	81		UT	25					SA – PhD stu	
Zhang, Yibo	2015	MS 2014	162		UT	25					SA – PhD stu	
Laursen, Gary	1980	LLM 1972	525		UT,MT,RES,SER		100				PA 1+2	
Engle, Terry	1983	PhD 1983	648		UT,MT,RES,SER		100				PA 1	
Welker, Robert	1966	JD 1967	810		UT,SER		100				PA 2	
Andrews, Christine	2014	DBA 1998	828		UT,MT,RES,SER		100				PA 1	
Myers, Kerry	2015	JD 1981	2,601		UT,MT,SER		100				PA 2	
Lago, Frank	2016	JD 2014		48	UT		25				PA 2	
Lively, Heather	2014	MAcc 2006	813		UT,RES,SER			100			SP 3	
Davis, Katherine	2013	MAcc 2000	522		UT,SER				100		C, PD, PEd	
Del Vecchio, Kristine	1996	MAcc 1990	510		UT,SER				100		PD, PEd, Bd	
Richardson, Luke	2015	MAcc 2013	1,035		UT,MT,SER				100		PE	
Ansley, Lynn	2013	MAcc 2009		264	UT				25		PE	
Brockland, Barbara	1999	MAcc 1996		276	UT				25		PE	
Crame, Kirsten	2011	MAcc 2010		141	UT				25		PE	
Meadowcroft, Darby	2011	MAcc 1990		72	UT				25		PE	
Meyer-Fichtner, Mari	2013	MAcc 2011		135	UT				25		PE	

Description of basis for faculty qualification coded based on college policy. See policy in this appendix on p. 89.

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

Accountancy (continued)

Faculty Portfolio			Faculty Sufficiency based on SCH		Faculty Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
TOTAL ACCOUNTANCY			17,004	936		1050	525	100	425	0	
Participating ≥ 60%			95%			50%	25%	5%	20%	0%	
					College Min SA ≥ 50%*	50%					
					College Min SA+PA+SP ≥ 70%*	80%					
					AACSB Min SA+PA+SP+IP ≥ 90%	100%					
NOTE: AACSB Faculty Sufficiency Indicators: ✓ Overall – Participating ≥ 75% ✓ By discipline – Participating ≥ 60% ✓ We surpass the AACSB minimum indicator. ✓ USF Muma College of Business requires the same.					NOTE: AACSB Faculty Qualification Indicators: ✓ Minimum SA ≥ 40% ✓ Minimum SA + PA + SP ≥ 60% ✓ Minimum SA + PA + SP + IP ≥ 90% ✓ We surpass all AACSB minimum indicators. *USF Muma College of Business has set higher minimum indicators.						

Description of basis for faculty qualification coded based on college policy. See policy in this appendix on p. 89.

Legend for the column titled "Brief Description of Basis for Qualification:"

Scholarly Academic (SA)

1. Publish 1 premier journal article (or equivalent) or be awarded a federal competitive research grant PLUS publish one other article OR
2. Publish 2 top-tier journal articles (or equivalent) or research monographs or a combination of the two OR
3. Publish 3 articles in research-based peer-reviewed journals that are not included in the premier or top-tier journal list.
4. The faculty member MUST ALSO provide other evidence of scholarship – this includes activities such as journal editorships, editorial committee memberships, leadership positions in recognized academic organizations, research awards other than federal competitive grants, fellow status, serving as an ad hoc reviewer, published peer-reviewed proceedings, peer-reviewed presentations at conferences.

Practice Academic (PA)

1. Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
2. Substantive and multiple linkages to practice that may include consulting, professional experience and other engagement activities (developing and presenting executive education, sustained professional work, developing and delivering professional education, sustained service on boards of directors, etc.)
3. Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner (SP) - SP 3 indicates 3 peer-reviewed publications.

Instructional Practitioner (IP)

- | | | | |
|------|--------------------------|-----|--|
| C | Consulting | PW | Professional work |
| PD | Professional development | PEd | Professional education (including editing or writing textbooks or cases) |
| PE | Professional experience | BD | Service on boards |
| ExEd | Executive education | | |

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

Finance

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>	
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P)SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Finance												
Bradley, Dan	2008	PhD 2001	182		UT,MT,DT,RES,SER	100					SA - 1,2,4	
Pantzalis, Chris	1998	PhD 1995	120		UT,MT,DT,RES,SER	100					SA - 1,2,4	
Qi, Jianping	1993	PhD 1993	145		UT,MT,DT,RES,SER,ADM	100					SA - 2,4	
Rutherford, Ronald	2010	PhD 1998	337		UT,MT,RES,SER	100					SA - 2,4	
Sutton, Ninon	2003	PhD 1998	783		UT,MT,DT,RES,SER	100					SA - 2,4	
Hunter, Delroy	2001	PhD 1999	282		UT,MT,DT,RES,SER	100					SA - 2,4	
Wedge, Lei	2006	PhD 2006	984		UT,MT,RES,SER	100					SA - 2,4	
Park, Jung Chul	2015	PhD 2007	603		UT,MT,DT,RES,SER	100					SA - 2,4	
Williams, Jared	2015	PhD 2009	698		UT,MT,DT,RES,SER	100					SA - 2,4	
Antia, Murad	2000	PhD 1981	694		UT,MT,RES,SER	100					SA - 2,4	
Cherry, Ian	2016	PhD 2016	657		UT,MT,RES,SER	100					SA - 2021	
DiGiovanni, Yuting	2016	PhD 2016	1500		UT,MT,RES,SER	100					SA - 2021	
Smersh, Greg	2009	PhD 1995	2421		UT,MT,RES,SER	100					SA - 2,4	
Mattia, Laura	2016	PhD 2016	150		UT,MT,RES,SER	100					SA - 2021	
Shi, Han	2016	PhD 2017	633		UT	100					SA - 2022	
Le, Linh	2016	MS 2012	450		UT	25					SA – PhD stu	
Lee, S.	2016	BS 2014	165		UT	25					SA – PhD stu	
Syvrud, Kelsey	2015	PhD 2015	68		UT,MT	25					SA - 2020	
Tandon, Arun	2009	PhD 1999	1329		UT,MT,RES,SER		100				PA - 2	
Besley, Scott	1984	DBA 1984	144		UT,MT,RES,SER		100				PA - 1	

Description of basis for faculty qualification coded based on college policy. See policy in this appendix on p. 89.

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

Finance (continued)

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM - administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
TOTAL FINANCE			12,345	0		1575	200	0	0	0	
Participating ≥ 60%			100%			89%	11%	0%	0%	0%	
						College Min SA ≥ 50%*	89%				
						College Min SA+PA+SP ≥ 70%*	100%				
						AACSB Min SA+PA+SP+IP ≥ 90%	100%				
NOTE: AACSB Faculty Sufficiency Indicators: ✓ Overall – Participating ≥ 75% ✓ By discipline – Participating ≥ 60% ✓ We surpass the AACSB minimum indicator. USF Muma College of Business requires the same.					NOTE: AACSB Faculty Qualification Indicators: ✓ Minimum SA ≥ 40% ✓ Minimum SA + PA + SP ≥ 60% ✓ Minimum SA + PA + SP + IP ≥ 90% ✓ We surpass all AACSB minimum indicators. *USF Muma College of Business has set higher minimum indicators.						

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Practice Academic (PA)

1. Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
2. Substantive and multiple linkages to practice that may include consulting, professional experience and other engagement activities (developing and presenting executive education, sustained professional work, developing and delivering professional education, sustained service on boards of directors, etc.)
3. Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner (SP) - SP 3 indicates 3 peer-reviewed publications.

Instructional Practitioner (IP)

C	Consulting	PW	Professional work
PD	Professional development	PEd	Professional education (including editing or writing textbooks or cases)
PE	Professional experience	BD	Service on boards
ExEd	Executive education		

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)

2016-2017

Information Systems Decision Sciences

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>	
Faculty Name	Date of first appointment	Highest degree, year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Information Systems Decision Sciences												
Agrawal, Manish	2001	PhD 2002	138		UT,MT,DT,RES,SER,ADM	100					SA 1,4	
Bhattacharjee, Anol	2001	PhD 1996	205		UT,MT,DT,RES,SER	100					SA 2,4	
Hevner, Alan	1994	PhD 1979	209		MT,DT,RES,SER	100					SA 1,4	
Athienitis, Alexia	2014	PhD 2013	359		UT,MT,RES,SER	100					SA 2,4	
Chari, Kaushal	1998	PhD 1990	228		MT,DT,RES,SER,ADM	100					SA 2,4	
De Vreede, Gert-Jan	2015	PhD 1995	81		MT,DT,RES,SER	100					SA 1,4	
Gill, T. Grandon	2001	PhD 1991	326		UT,MT,DT,RES,SER	100					SA 1,4	
Jank, Wolfgang	2011	PhD 2001	96		MT,DT,RES,SER	100					SA 1,4	
Jermier, John	1982	PhD 1979	249		UT,MT,RES,SER	100					SA 2,4	
Karlins, Marvin	1974	PhD 1969	447		UT,RES,SER	100					SA 3,4	
Koehler, Jerry	1976	PhD 1968			MT,RES,SER	100					SA 3,4	
Limayem, Moez	2012	PhD 1992	33		DT,ADM	100					SA 1,4	
Padmanabhan, Balaji	2007	PhD 1999	351		UT,MT,DT,RES,SER	100					SA 1,4	
Berndt, Donald	1995	PhD 1997	336		MT,DT,RES,SER	100					SA 1,4	
Collins, Rosann	1992	PhD 1993	201		UT,MT,DT,RES,SER	100					SA 2,4	
Dutta, Kaushik	2015	PhD 2003	96		MT,DT,RES,SER	100					SA 1,4	
Zhang, Lei	2013	PhD 2013	243		UT, MT,DT,RES,SER	100					SA 2,4	
Will, Richard	1988	PhD 1988	267		UT,MT,DT,RES,SER	100					SA 3,4	
Shivendu, Shivendu	2015	PhD 2009	132		MT,DT,RES,SER	100					SA 1,4	
Sincich, Terry	1980	PhD 1980	2,220		UT,DT,RES,SER	100					SA 2,4	
MacAulay, K. Doreen	2013	PhD 2011	1,984		UT,MT,RES,SER	100					SA-2018	
Mullarkey, Matthew	2014	PhD 2014	277		UT,MT,DT,RES,SER	50					SA 1,4	
Shrivastava, Utkarsh	2013		114		UT,RES	25					SA – PhD stu	
De Vreede, Triparna	2016	PhD 2016	342		UT,MT,RES,SER	50					SA-2021	
Addison, Don	2016	DBA 2014	110		MT,DT,SER	50					SA-2019	
McCart, James	2010	PhD 2009	183		MT,RES	25					SA 2,4	
Fan-Osuala, Onochie	2012	PhD 2017	168		UT,RES	25					PE	
Schrag, Dennis	2008	DE 1982		48			50				PE	
Conway, Daniel	2016	PhD 1992	204		MT,RES,SER		50				PA 1	
Jones, Joni	2003	PhD 2000	183		UT,MT,DT,RES,SER,ADM		100				PA 1	
Nickinson, Patricia	2007	PhD 1999	148		UT		25				PE	
Highland, Patrick	2013	PhD 1993	38		UT		25				PE	
Satterfield, Ronald	1993	PhD 1995	503		UT,MT,DT,RES,SER		100				PA 2	
Warner, Barbara	2005	MS 1982	1,854		UT,RES,SER				100		PE	
Daniel, Clinton	2011	MS 2006	492		UT,RES,SER				100		PE	
Walpole, Dennis	1995	MS 1989	1,782		UT				50		PE	
Dummeldinger, Mark	1989	MS 2006	1,089		UT,SER				100		PE	
Gander, Patti	1988	MS	291		UT				75		PE	
Chavarry, Roberto	2007	MS 1972	438		UT,SER				75		PE	
Carnes, Jeff	2017	JD 1992		258	UT				50		PE	
Whitlock, Weyman	1998	MBA 1983	468		UT,SER				100		PE	
Sebesta, Stephen	2015	MS 2016		132	UT				25		PE	
Balfour, Alan	1980	PhD 1975	300		UT,MT,RES,SER				100		PA 2	
Michaels, Charles	1984	PhD 1983	453		UT,MT,RES,SER				100		PA 2	
Nord, Walter	1989	PhD 1967	347		UT,MT,RES,SER				100		PA 1	

Description of basis for faculty qualification coded based on college policy. See policy in this appendix on p. 89.

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

Information Systems Decision Sciences (continued)

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>
Faculty Name	Date of first appointment	Highest degree, year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
TOTAL ISDS			35,711	558		2350	350	0	675	300	
Participating ≥ 60%			98%			63%	10%	0%	19%	8%	
					College Min SA ≥ 50%*	63%					
					College Min SA+PA+SP ≥ 70%*	73%					
					AACSB Min SA+PA+SP+IP ≥ 90%	92%					
NOTE: AACSB Faculty Sufficiency Indicators: ✓ Overall – Participating ≥ 75% ✓ By discipline – Participating ≥ 60% ✓ We surpass the AACSB minimum indicator. USF Muma College of Business requires the same.					NOTE: AACSB Faculty Qualification Indicators: ✓ Minimum SA ≥ 40% ✓ Minimum SA + PA + SP ≥ 60% ✓ Minimum SA + PA + SP + IP ≥ 90% ✓ We surpass all AACSB minimum indicators. *USF Muma College of Business has set higher minimum indicators.						

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Legend for the column titled "Brief Description of Basis for Qualification:"

Scholarly Academic (SA)

- Publish 1 premier journal article (or equivalent) or be awarded a federal competitive research grant PLUS publish one other article OR
- Publish 2 top-tier journal articles (or equivalent) or research monographs or a combination of the two OR
- Publish 3 articles in research-based peer-reviewed journals that are not included in the premier or top-tier journal list.
- The faculty member MUST ALSO provide other evidence of scholarship – this includes activities such as journal editorships, editorial committee memberships, leadership positions in recognized academic organizations, research awards other than federal competitive grants, fellow status, serving as an ad hoc reviewer, published peer-reviewed proceedings, peer-reviewed presentations at conferences.

Practice Academic (PA)

- Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
- Substantive and multiple linkages to practice that may include consulting, professional experience and other engagement activities (developing and presenting executive education, sustained professional work, developing and delivering professional education, sustained service on boards of directors, etc.)
- Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner (SP) - SP 3 indicates 3 peer-reviewed publications.

Instructional Practitioner (IP)

C	Consulting	PW	Professional work
PD	Professional development	PEd	Professional education (including editing or writing textbooks or cases)
PE	Professional experience	BD	Service on boards
ExEd	Executive education		

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)

2016-2017

Marketing

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM - administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>	
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Marketing												
Biswas, Dipayan	2011	PhD 2004	2,652		UT,MT,DT,RES,SER	100					SA – 1,4	
Davis, Donna	2013	PhD 2003	195		UT,MT,RES,SER,ADM	100					SA – 2,4	
Heath, Timothy	2013	PhD 1988	255		MT,DT,RES,SER	100					SA – 1,4	
Mondello, Michael	2012	PhD 1999	168		MT,RES,SER	100					SA – 3,4	
Ortinou, David	1979	PhD 1979	480		UT,DT,RES,SER	100					SA – 2,4	
Plank, Richard	2006	PhD 1988	592		UT,MT,RES,SER	100					SA – 3,4	
Solomon, Paul	1986	PhD 1974	322		MT,RES,SER	100					SA – 3,4	
Stock, James	1989	PhD 1975	93		UT,MT,DT,RES,SER	100					SA – 3,4	
Sutton, William	2012	EdD 1983	156		MT, SER, ADM	100					SA – 3,4	
Artis, Andrew	2003	PhD 2004	97		UT,MT,RES,SER,ADM	100					SA – 3,4	
Danneels, Erwin	2013	PhD 1998	234		MT,RES,SER	100					SA – 1,4	
Kumar, Anand	2005	PhD 1996	159		UT,MT,DT,RES,SER	100					SA – 2,4	
Lafferty, Barbara	2001	PhD 1999	231		UT,MT,RES,SER	100					SA – 2,4	
Varki, Sajeev	2007	PhD 1996	375		MT,DT,RES,SER	100					SA – 2,4	
Bender, Mark	2016	PhD 2016	333		UT,MT,RES,SER	100					SA – 2021	
Harrolle, Michelle	2013	PhD 2007	228		MT,RES,SER	100					SA – 2,4	
Hechavarría, Diana	2013	PhD 2013	369		MT,RES,SER	100					SA – 2018	
Hooker, Robert	2011	PhD 2010	489		UT, MT, RES,SER	100					SA – 3,4	
Lux, Sean	2006	PhD 2008	978		UT,MT,RES,SER	100					SA – 3,4	
Mena, Jeannette	2011	PhD 2010	435		UT,MT,RES,SER	100					SA – 2,4	
Zhang, Lei	2011	PhD 2011	282		MT,RES, SER	100					SA – 1,4	
Lueth, Annika	2014	MBA 2014	201		UT,RES	50					SA – PhD stu	
Monahan, Lisa	2013	PhD 2017	273		UT,RES	50					SA – PhD stu	
Qin, Yu	2013	PhD 2017	213		UT,RES	50					SA – 2022	
Sainanee, Deepak	2015	PhD 1986	474		UT, SER			50			PEd	
Kelso, Richard	2005	PhD 2008	951		UT,SER	100					SA – 3,4	
Wells, Janelle	2014	PhD 2012	292		UT,MT,RES,SER	100					SA – 3,4	
Sharma, Nazuk	2012	PhD 2017	405		UT,RES	50					SA – 2022	
Bowen, Mike	2000	PhD 1987	894		UT,SER		100				PA - 2	
Budd, Stephen	2006	MBA 1994	1,203		UT, SER		100				PA - 2	
Beemer, Gary	2016	MBA 1995		300	UT		50				PA - 2	
Berro, Fadi	2016	MBA 1997		180	UT		25				PA - 2	
Fountain, Michael	2000	PhD 1982	228		MT,SER,ADM		100				PA - 2	
Tuttle, Loyal John	2016	MBA 2005		150	UT		25				PA - 2	
Osborne, Carol	2003	MBA 1990	1,900		UT,SER			100			PE	
Panzer, Vicki	1989	MBA 1989	1,237		UT,SER			100			PE, PEd	
Solomon, Jill	1998	MBA 1995	777		UT,SER			100			PEd	
Walsh, Kerry	2013	MS 2010	335		UT,SER			100			PE, PW, PEd	
Bukstein, Steve	2013	JD 2007	84		MT			25			PW	
Hamner, Kenneth	2014	MS 2014	183		UT			25			PW	
Hensel, James	2012	PhD 1970	240		UT			50			PW	
Klicker, Karl	2015	MS 2013	99		MT			50			PW	
Lippett, Mary	2013	DBA 1984	76		MT			25			PW	
Liu, Jason	2013	JD 2007	84		UT			25			PW	
Hanna-West, Sharon	1998	JD 1982	444		MT,SER			100			PE, PW, Bd	
Taylor, James	2017	MBA 1994	216		UT, ADM			100			PE, PW	
Whichard, Glenn	2016	MBA 1994	81		MT			25			PW	

Description of basis for faculty qualification coded based on college policy. See policy in this appendix on p. 89.

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

Marketing (continued)

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
TOTAL MARKETING			20,013	630		2550	400	0	825	0	
Participating ≥ 60%			97%			68%	10%	0%	22%	0%	
					College Min SA ≥ 50%*	68%					
					College Min SA+PA+SP ≥ 70%*	78%					
					AACSB Min SA+PA+SP+IP ≥ 90%	100%					
NOTE: AACSB Faculty Sufficiency Indicators: ✓ Overall – Participating ≥ 75% ✓ By discipline – Participating ≥ 60% ✓ We surpass the AACSB minimum indicator. USF Muma College of Business requires the same.					NOTE: AACSB Faculty Qualification Indicators: ✓ Minimum SA ≥ 40% ✓ Minimum SA + PA + SP ≥ 60% ✓ Minimum SA + PA + SP + IP ≥ 90% ✓ We surpass all AACSB minimum indicators. *USF Muma College of Business has set higher minimum indicators.						

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Practice Academic (PA)

1. Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
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3. Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner (SP) - SP 3 indicates 3 peer-reviewed publications.

Instructional Practitioner (IP)

C	Consulting	PW	Professional work
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PE	Professional experience	BD	Service on boards
ExEd	Executive education		

AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for the most recently completed academic year (Standards 5 and 15)
2016-2017

USF Muma College of Business

Faculty Portfolio			Faculty Sufficiency based on SCH		Normal Professional Responsibilities UT – undergraduate teaching MT – masters teaching DT – doctoral teaching RES – research SER – service ADM – administration	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification <i>NOTE: Coding corresponds to college policy</i>	
Faculty Name	Date of first appointment	Highest degree; year earned	Participating Faculty Productivity (P) SCH	Supporting Faculty Productivity (S) SCH		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
Total USF Muma College of Business												
TOTAL MCOB			85,028	2,124		7550	1475	100	1925	300		
Participating ≥ 60%			98%			66%	13%	1%	17%	3%		
					College Min SA ≥ 50%*	66%						
					College Min SA+PA+SP ≥ 70%*	80%						
					AACSB Min SA+PA+SP+IP ≥ 90%	97%						
NOTE: AACSB Faculty Sufficiency Indicators:					NOTE: AACSB Faculty Qualification Indicators:							
<ul style="list-style-type: none"> ✓ Overall – Participating ≥ 75% ✓ By discipline – Participating ≥ 60% ✓ We surpass the AACSB minimum indicator. 					<ul style="list-style-type: none"> ✓ Minimum SA ≥ 40% ✓ Minimum SA + PA + SP ≥ 60% ✓ Minimum SA + PA + SP + IP ≥ 90% ✓ We surpass all AACSB minimum indicators. 							
✓ USF Muma College of Business requires the same.					*USF Muma College of Business has set higher minimum indicators.							

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4. The faculty member MUST ALSO provide other evidence of scholarship – this includes activities such as journal editorships, editorial committee memberships, leadership positions in recognized academic organizations, research awards other than federal competitive grants, fellow status, serving as an ad hoc reviewer, published peer-reviewed proceedings, peer-reviewed presentations at conferences.

Practice Academic (PA)

1. Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
2. Substantive and multiple linkages to practice that may include consulting, professional experience and other engagement activities (developing and presenting executive education, sustained professional work, developing and delivering professional education, sustained service on boards of directors, etc.)
3. Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner (SP) - SP 3 indicates 3 peer-reviewed publications.

Instructional Practitioner (IP)

C	Consulting	PW	Professional work
PD	Professional development	PEd	Professional education (including editing or writing textbooks or cases)
PE	Professional experience	BD	Service on boards
ExEd	Executive education		

APPENDIX 9 – FACULTY DEPLOYMENT (AACSB TABLE 15-2)

AACSB Table 15-2: Deployment of Participating and Supporting Faculty by Qualification Status in Support of Degree Programs
2016-2017

USF Muma College of Business

Total Muma College of Business Percent of Teaching by Degree Program by Course Credit						
Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	TOTAL %
Bachelors	52%	12%	2%	30%	4%	100%
MBA	75%	8%	0%	17%	0%	100%
Specialized Masters	69%	23%	0%	4%	4%	100%
Doctoral	100%	0%	0%	0%	0%	100%

APPENDIX 10 — FACULTY

MUMA COLLEGE OF BUSINESS GOVERNANCE

As delineated in the Faculty Charter, <http://www.usf.edu/business/documents/about/faculty-charter.pdf>, the college is committed to a shared governance structure that fully involves faculty, both as a whole and via the Faculty Executive Committee, in developing plans, policies, and programs. The FEC is the representative voice of the faculty in matters of appropriate faculty jurisdiction and concerns and facilitates communication between the college faculty and the dean's office.

The College Administrative Committee comprises the dean, associate dean, department/ program heads (chairs, center directors), directors of MBA and undergraduate programs, the college development officer, the college's director of communications and external relations, and the chair of the Faculty Executive Committee. The CAC provides reports to the college faculty and staff periodically and holds meetings as needed to enhance communication and provide an opportunity for information sharing. The Muma College of Business Executive Leadership Committee, made up of the dean, associate deans and department chairs, work together to assist in implementing the vision and strategic priorities of the college.

The Following are Key Muma College of Business Policies Related to Governance:

- ▶ Muma College of Business Committees
- ▶ 2016-2017 Faculty Committee Assignments
- ▶ Tenure and Promotion Policy
- ▶ Career Path Guidelines for Instructors
- ▶ Faculty Statement on Ethics
- ▶ Faculty Qualification Standard for AACSB Continuing Qualification
- ▶ Faculty Charter
- ▶ New Faculty

Muma College of Business Committees

Original source of document: <http://www.usf.edu/business/documents/about/committee-charges.pdf>

The dean, as Chief Executive Officer of the college, is responsible, in conjunction with the college faculty for developing administrative policies and programs. The dean or his representative is an ex-officio member of all standing College committees.

Standing Committees

All standing committees are expected to provide written minutes of all meetings. These minutes are to be distributed to all committee members and made available to the dean if requested.

Muma College Administrative Committee

The Muma College Administrative Committee (MCAC) comprises the dean, associate deans, department heads (chairs, director(s), Director of MBA Programs, Director of Undergraduate Studies, center directors, the college development officer and the Director of Communications and External Relations. The MCAC is responsible for the development of “action agendas” to implement strategies, policies, and procedures.

Faculty Executive Committee

As noted in the Faculty Charter, the Faculty Executive Committee (FEC) is the representative voice of the college faculty. Elected by and responsible to the college faculty, the FEC represents the faculty in appropriate matters of faculty jurisdiction and concern and facilitates communication between the college faculty and the Office of the dean. The FEC comprises two elected members from each department or school. The terms of members are two years with one member from each department or school elected each April to take office the following August. A Chair is elected by majority vote of the FEC to serve a one year term.

The FEC meets at least once each semester during the regular academic year; additional meetings may be called by the chair, upon request to the chair of a committee member, or by the dean.

Doctoral Programs Committee

Curriculum planning, review, and revision are an ongoing process for the college’s doctoral programs. Curriculum planning is the responsibility of departmental program areas, the Doctorate in Business Administration directors and the Doctoral Program Committee. The Doctoral Program Committee comprises doctoral coordinators from each department; the associate dean serves as an ex-officio member of this committee and has oversight responsibility for planning and evaluation processes and budget. The chair is appointed by the dean.

Research and Scholarship Committee

The Research and Scholarship Committee is responsible for advising the dean on matters pertaining to policies and procedures to promote growth, excellence, and integrity in research and creative activity throughout the college. This committee comprises one research-active faculty member from each department/school within the college; the chair is appointed by the dean.

Graduate Policy Committee

The Graduate Policy Committee (GPC) represents the college faculty in matters related to masters’ level curricula and programs. The main emphasis of the Graduate Policy Committee is the college’s

Masters of Business Administration program. Master's granting programs that are departmental based coordinate with the Graduate Policy Committee. Changes in the departmental based masters' programs are submitted to the Graduate Policy Committee for review and approval.

All academic aspects of the MBA program, including admissions, course waivers, pre- admittance course requirements, student appeals and retention standards to the addition of new specializations/concentrations and courses, come under the purview of this committee. The committee reviews proposed course changes, specialization/concentration changes and administrative changes and recommends approval or disapproval of the proposed changes to the college faculty. The Graduate Policy Committee may, without a vote of the entire faculty, approve/disapprove such non-substantive academic course requirement changes as a:

- change in the name of a course
- change in prerequisites for a given course requested by a department when the change will not affect other departments
- change in courses in a MBA specialization requested by a department or the MBA committee

The Graduate Policy Committee must recommend approval/disapproval to the entire faculty when the proposed change is substantive and/or will impact more than one department. Permanent addition of courses and modification in the structure of the MBA program require full faculty approval.

In addition, the Graduate Policy Committee is responsible for periodic review of the entire MBA curriculum including changes in program learning objectives and the achievement of those objectives. This ensures that program meets the needs of the all constituencies served by the college and is applicable to the modern business environment.

The Graduate Policy Committee also reviews learning objectives for specialized masters' level programs and reviews assessment of their achievement.

This committee comprises one tenured faculty member from each department/school within the college; the chair is appointed by the dean. It is recommended that faculty members serve a term not to exceed three years, and that departments coordinate the rotation of members on the committee. The Chair of the committee should have served for a least one year prior to appointment as chair.

Undergraduate Policy Committee

The Undergraduate Policy Committee (UPC) comprises one representative from each department/school within the college; the associate dean and Director of Undergraduate Programs both serve in an ex-officio capacity. Representatives are recommended by the departments/school and appointed by the dean. A Chair is appointed by the dean. The UPC represents the college faculty in matters related to undergraduate curriculum and programs.

All academic aspects of the undergraduate program, from admissions and retention standards to the addition of new undergraduate majors, come under the purview of this committee. The committee reviews proposed departmental and administrative changes and either approves or disapproves the proposed change or recommends approval or disapproval to the college faculty. The UPC may, without a vote of the entire faculty, approve/disapprove such non-substantive changes as a:

- change in the name of a course
- change in prerequisites for a given course requested by a department when the change will not affect other departments
- change in required course sequence for a major requested by a department when the change will not affect other departments

The UPC must recommend approval/disapproval to the full faculty when the proposed change is substantive and/or will impact more than one department.

In addition, the UPC is responsible for periodic review of the undergraduate business core curriculum to ensure that it meets the needs of the constituencies served by the college to provide a strong foundation for the undergraduate majors. In that process, the UPC reviews and proposes changes to undergraduate program learning objectives, reviews their achievement, and makes recommendations for program changes.

Tenure and Promotion Committee

The Tenure and Promotion Committee (TPC) is responsible for reviewing all cases relative to tenure and promotion. As described in the Faculty Charter, the TPC comprises one tenured Full Professor from each department/school elected by a vote of the members of that department/school.

Tenure and promotion reviews and progress toward tenure reviews are performed initially by the department/school, then by the TPC. Upon completing its review, the TPC is responsible for providing a report detailing the candidate's strengths and weaknesses as well as the TPC's vote to the dean. Additionally, until the revised Tenure and Promotion policies are implemented in June 2018, the committee will provide its report on any Tenure or Promotions to the eligible College faculty sitting as a Committee of the Whole.

Strategic Planning and Assessment Committee

The Muma College of Strategic Planning and Business Assessment Committee provides guidance and oversight on matters related to assurance of learning and assessment. The committee is responsible for ensuring college policies and procedures on assurance of learning are implemented at the undergraduate, masters and doctoral program levels and for periodically assessing college policies and procedures for assessment and recommending changes. This committee comprises the chairs/directors from each department/school within the college; the associate deans and the dean. At least annually the committee is expanded to include all members of the FEC, the Administrative Committee, and the chairs of other key standing committees. During the expanded meeting, annual review and planning is conducted.

Diversity Committee

The Diversity Committee is responsible for developing the Muma College's Diversity Plan; for setting goals, objectives, and improvement targets for climate, leadership, excellence, access, and representation; for developing resource requirements, timelines, and evaluation measures; and for gathering and analyzing statistical and attitudinal data. The Diversity Committee is comprised of one representative from each department/school; the chair is appointed by the dean.

Scholarship & Undergraduate Teaching Awards Committee

The Scholarship & Undergraduate Teaching Awards Committee comprises one representative from

each department/school; the chair is appointed by the dean. This committee sets scholarship criteria, receives and reviews student applications and makes scholarship awards.

MBA Committee

The MBA Committee is responsible for admission and retention decisions and academic aspects of the MBA program. It proposes to the GPC any changes to the admissions criteria or curriculum for the MBA program. The MBA Committee is comprised of one representative from each department/school; the chair is appointed by the dean.

Special Committees

Grievance Committee

Grievance committees are convened as necessary.

Instructor Promotion Committee

The committee is convened as necessary to review instructor promotion materials. Based on the review of materials the committee makes a recommendation to the dean regarding the request for promotion. Composition of the committee is governed by policies in place.

Amended 04/08/2016

2016-2017 Faculty Committee Assignments

Original source of document: <http://www.usf.edu/business/documents/about/committee-assignments.pdf>

REMINDER: All committees are required to write-up minutes for each meeting. The minutes should be distributed to all committee members including the ex officio(s).

Undergraduate Program Committee

SOA	Mark Mellon
FIN	Greg Smersh
ISDS	Joni Jones*
MKT	Rick Kelso
<i>Ex Officio</i>	Jackie Reck Jackie Nelson

Graduate Policy Committee

SOA	Gary Laursen
FIN	Delroy Hunter*
ISDS	Walt Nord
MKT	Paul Solomon
<i>Ex Officio</i>	Kaushal Chari Irene Hurst

Doctoral Programs Committee

SOA	Pat Wheeler*
FIN	Ninon Sutton
ISDS	Balaji Padmanabhan
MKT	Dip Biswas
<i>Ex Officio</i>	Jackie Reck

Research and Scholarship Committee

SOA	Dahlia Robinson
FIN	Dan Bradley*
ISDS	Anol Bhattacharjee
MKT	Tim Heath
<i>Ex Officio</i>	Kaushal Chari

Faculty Executive Committee (chair is elected)

SOA	Pat Wheeler	(2016-17)
	Robert Welker	(2015-16)
FIN	Scott Besley	(2016-17)
	Lei Wedge	(2015-16)
ISDS	Gert-Jan deVreede	(2016-17)
	Alan Balfour	(2015-16)
MKT	Tim Heath	(2016-17)
	Erwin Danneels	(2015-16)
<i>Ex Officio</i>	Jackie Reck	

Tenure & Promotion Committee (chair is elected)

SOA	Terry Engle
FIN	Ron Rutherford
ISDS	Al Hevner
MKT	Mike Mondello
<i>Ex Officio</i>	Jackie Reck

Diversity Committee

SOA	Heather Lively
FIN	Chris Pantzalis*
ISDS	Roberto Chavarry
MKT	Jill Solomon
<i>Ex Officio</i>	Kaushal Chari

Scholarships & Undergraduate Teaching Awards Committee

SOA	Jennifer Cainas
FIN	Arun Tandon
ISDS	Barbara Warner*
MKT	Michelle Harrolle
<i>Ex Officio</i>	Jackie Reck Jackie Nelson

MBA Committee

SOA	Bei Dong
FIN	Murad Antia
ISDS	Ron Satterfield
MKT	Michael Mondello
<i>Ex Officio</i>	Kaushal Chari Andy Artis Irene Hurst

DBA Committee

SOA	Lisa Gaynor
FIN	Ninon Sutton
ISDS	Anol Bhattacharjee
MKT	Sajeev Varki
<i>Ex Officio</i>	Kaushal Chari Grandon Gill Matt Mullarkey

* denotes committee chair

Tenure and Promotion Policy

Original source of document: <http://www.usf.edu/business/documents/about/tenure-promotion.pdf>

UNIVERSITY OF SOUTH FLORIDA COLLEGE OF BUSINESS

POLICIES RELATING TO STANDARDS TO BE APPLIED IN AWARDING TENURE AND PROMOTION

I. General Criteria

While the university-wide document pertaining to tenure and promotion applies to all of the colleges in the university, the purpose of this tenure and promotion policy document is to provide general criteria for faculty in the USF College of Business.

Candidates should also consult the University of South Florida document “Guidelines for Tenure and Promotion” (<http://files.acad.usf.edu/facprogdev/5464.pdf>)

The college, or department with the concurrence of the college, may apply in individual cases to the provost for an exemption from any of these Policies for exceptional legitimate and valid reasons. The college or department has the burden of convincing the Provost that the exemption adds value and fairness to the evaluation.

Any faculty member or administrator who would otherwise participate in the recommendation to grant or deny a promotion should be disqualified if that person has a relationship or financial interest that would give the appearance of biasing that person either in favor or against the candidate. Conflicts of interest exist not because actual bias is assumed, but because of the appearance of a lack of sufficient impartiality. Whether a disqualifying conflict of interest does exist often presents the difficult question of degree and it depends upon a determination by a participant in the process to identify the conflict and to disqualify her or himself when appropriate. In lieu of disqualification, it can be sufficient that the circumstances giving rise to an apparent conflict of interest be fully disclosed. When disqualification is required, that can be effected by a decision of a member of the college not to vote or otherwise participate in the evaluation process. At a stage of the process involving a single decision-maker, such as the department chair or the collegiate dean, more burdensome arrangements for a substitute decision-maker would have to be made.

II. Tenure

A. Tenure Decision

The decision to grant tenure is one of the most critical in university life and 1 unparalleled in other organizations. Tenure anticipates the quality of

contact between a faculty member and literally thousands of students. The granting of tenure must be the result of a careful analysis of a faculty member's consistent record of achievement and contribution in scholarship, teaching, and service to the university, profession, and community.

The university's decision to recommend the granting of tenure must be made on the basis of a faculty member's activities and accomplishments over a period of time sufficient in length to judge the substance and regularity of teaching, scholarly research and publications, and service contributions. The review must lead to the conclusion that the colleague possesses teaching and scholarship skills necessary to contribute to and accommodate changes in the content of his or her profession or academic discipline, and the readiness to contribute to the university and the community.

Faculty members must have a consistent pattern of positive evaluation in teaching and substantive scholarly contributions judged to be significant and current. Outstanding performance in research and at least strong performance in teaching are required for awarding tenure. Service contributions to the university, profession, and community are also necessary. Participation in the governance of the institution is both a right and obligation of every faculty member.

This university's decision to recommend tenure and the Board of Trustees decision to grant it must be based on documented, substantial, and continuous contributions in scholarship/research/creative activity and teaching sufficient to forecast a career pattern. The number of publications alone, for instance, is not a sufficient indicator of scholarly contribution. One key monograph that changes the course of an area of study in one's discipline along with additional, yet unpublished, work related to that area might represent such sustained and substantial effort. A monograph of less importance and impact might not. Similarly, numerous journal articles or other contributions, important though not benchmark accomplishments in one's field, may serve to accumulate a record of substantive contributions. The judgment that must be made in the tenure decision is whether there is a record of scholarly accomplishment that reliably will predict a career of continued scholarly growth and contribution worthy of a significant and diverse university.

Just as university standards will not support the granting of tenure to an individual whose record lacks substantive contribution of a scholarly nature, so too, persons who are judged to be even superior scholars will not be granted tenure without sustained and positive evaluations of effectiveness in teaching and contributing knowledge to students. It is

3 unparalleled in other organizations. Tenure anticipates the quality of recognized that contributions in the area of service are also necessary for the granting of tenure at the University of South Florida.

B. Criteria for Performance Evaluation

1. Evidence of the quality and quantity of research and other scholarly work as measured by the following where the order indicates priority:

- a. Research culminating in publications in high quality, refereed journals. Each department will maintain a list of refereed journals that are considered to be of high quality.
- b. Scholarly books and monographs published.
- c. Research culminating in publications in other academic and professional journals that are not included in section B.1.a.
- d. Citation analyses from sources such as the Social Science Citation Index and Google Scholar.
- e. Grant-funded research and reports.
- f. Research culminating in papers presented at professional meetings.
- g. Research culminating in "Faculty Working Papers."
- h. Other

Comment: Faculty committees and administrators responsible for tenure evaluations should have the opportunity to review not only the resume (vita) listings, but also the original evidence. Thus, a faculty member who wishes to be considered for tenure should assemble the results of her or his research and writing efforts for such review.

2. The quality of teaching in different areas at varying levels of sophistication as measured by:

- a. Content of material offered in courses taught as evidenced by course syllabi, course handouts, examinations and other course material.

student evaluations of teaching.

- c. Evaluations of teaching by faculty peers based on reviews of materials indicated in (a) and class visitations.
- d. Dedication to effective teaching as demonstrated through continuous improvement and efforts to correct identified deficiencies.
- e. Development of teaching materials, including textbooks and published cases, and innovative pedagogical techniques.
- f. Course development in degree and non-degree programs.

Comment: Faculty Committees and Administrators responsible for tenure evaluations should have the opportunity to review both summarized and original evidence. It will be the responsibility of the faculty member, in conjunction with her or his department chair, to make sure all the teaching support evidence is available and assembled properly for such review.

- 3. The quality, quantity, and importance of the service contribution may include such activities as:
 - a. Service to the department, college, and university in the form of committee work or other program assignments.
 - b. Sponsoring or advising university organizations.
 - c. Developing and presenting continuing education or professional programs.
 - d. Effective consulting with public agencies.
 - e. Work with professional and academic organizations.
 - f. Editorial Board review and other journal article refereeing activities.
 - g. Research performed for public and private organizations.
 - h. Professional work with community organizations.

5 unparalleled in other organizations. Tenure anticipates the quality of

Comment: Service should be evaluated on the basis of involvement in the university, public, or private sector which has resulted in a valuable professional contribution.

III. Qualifications for Academic Rank

The judgment of readiness for academic rank is based upon scholarship, teaching, and service contributions. It is not the intent of the university to reject or approve recommendations for promotion solely on the basis of "time in rank." While significant time is typically necessary to accumulate the necessary record of professional accomplishment, exceptional persons whose contributions have been rapidly recognized may submit applications for promotion without regard for time in rank. Moreover, the categorical items found within the "Criteria for Performance Evaluation" used in making tenure decisions (listed in Section I-B) should serve as the general guidelines for the necessary information to be used in the process of assessing the faculty member's professional accomplishments.

A. Associate Professor

Promotion from Assistant Professor to Associate Professor requires:

1. Outstanding performance in research,
2. At least strong performance in teaching, and
3. Acceptable service contributions.

Outstanding performance in research can be demonstrated by publishing in academic journals in the candidate's field that are widely recognized as being top ranked. Outstanding performance in research can also be demonstrated by publications in other respected academic outlets that constitute a focused program of research achievement. It is the responsibility of the candidate to present compelling evidence that one of the above criteria for outstanding performance in research has been met and that the candidate is achieving a national reputation for research contributions.

The record must demonstrate professional accomplishment beyond the doctoral or terminal degree level.

At the University of South Florida College of Business, the rank of Associate Professor signifies accomplishment in scholarship, teaching, and service worthy of the status of a member of the senior faculty. This rank is reserved for those whose accomplishments have achieved significance both in the individual's field and the university.

B. Full Professor

The rank of Full Professor reflects a composite of an individual's continuing academic and service contributions and accomplishments within the institution (USF) as well as to her or his respective discipline or profession. Moreover, the rank of Full Professor denotes a status and level of significant achievement among her or his disciplinary peers. With few exceptions, to achieve the rank of Full Professor, the candidate must demonstrate national or international recognition for his/her scholarship. Standards call for true distinction in at least one of the three areas of teaching, scholarly research, and service, coupled with a record of substantial achievements in each of the other two areas. That is to say, University-wide and College of Business standards do not permit appointment to the rank of Full Professor without significant distinction, documented on a career basis, in either the teaching, scholarly research, or service area of responsibility. Regardless of the area of distinction, substantial contributions of a continuing nature in each of the remaining areas are also necessary for the achievement of the rank of Full Professor. While assessments of the individual's contributions and accomplishments are on an entire career basis, more emphasis will be placed on those achievements recognized following the individual's promotion to the rank of Associate Professor and/or during his or her tenure at USF.

- activities.
3. The required university documents completed with all of the required evaluations and votes recorded.
 4. An appendix including a summary of all teaching evaluations prepared by an appropriate department/unit committee. Peer evaluations of the faculty member's teaching should also be included.
 5. A complete set of scholarly works that have been used in the chairperson/director and unit committee's evaluations.
 6. A list of all professional papers delivered at meetings indicating the review process and whether a complete paper or an abstract is required in the review process.
 7. A list of all published works, with complete scholarly citation. The department chairperson/director should provide an indication of the quality of the journals in which the candidate has published and also the degree of contribution of the candidate to co-authored publications.
 8. Results of citation analyses showing the number of times the faculty member's scholarly work has been cited.
 9. A complete set of all annual evaluations by the chairperson/director and any appropriate faculty committees.
 10. A complete set of all reviews of "Progress Made Toward Tenure" made by the chairperson/director and any appropriate faculty committees.

TENURE/PROMOTION PROCESS DATES

The college Tenure and Promotion Review Committee should be appointed by the dean of the college no later than the second week in September.

All early consultations with the dean and chairperson/director regarding the initiation of tenure/promotion should be completed by May 1st of the previous academic year.

Completed tenure/promotion packets should be made available to the college Tenure/Promotion Review Committee no later than the third week in October.

Tenure College faculty holding appropriate rank to vote on a tenure/promotion matter should meet and vote on the tenure/promotion applications no later than the second week in December.

PROCEDURES FOR SELECTING OUTSIDE REVIEWERS

All currently employed faculty applying for tenure or for promotion to Associate or Full Professor are required by COBA policy to have their research/scholarship/creative work evaluated by "external" reviewers who are generally recognized for their contributions and stature in the field. These assessments are to be based upon a detailed review of the candidates' written work, not simply a scrutiny of a curriculum vita. Faculty members, in consultation with the chair and dean, will choose what material to forward for review and may include, for example, manuscripts in press and submitted, non-published and in-progress work, as well as conventional publications. These reviews become part of the Tenure/Promotion Application and contribute to the basis upon which reviews and recommendations are made at all levels. The tenure/promotion candidate has the right to examine the outside reviews. The letter of solicitation to the outside reviewer should clearly indicate the candidate's option of seeing the outside evaluation.

Candidates for tenure and/or promotion are expected to follow the external review process described in the promotion and tenure application. Specifically, candidates should recommend at least five reviewers to their department chair. Recommendations should be accompanied by brief statements supporting the choices. If reviewers are recommended who have had significant previous contact with the candidate, reasons for that choice should be represented in sufficient detail to allay proper concerns about conflict of interest. While previous contact on a professional level does not constitute a conflict of interest, reviewers should not be selected from those with whom the candidate has had familiar or close social relationships, who are former professors of the candidate, or co-authors of the candidate (except to ascertain levels of participation and contribution to jointly author works). Reviewers should be highly regarded and recognized scholars in the candidate's field and able to evaluate the quality, productivity, and significance of his/her scholarly research activity. Reviewers should ideally be from peer or better institutions and should also be tenured faculty members at higher academic ranks (for decisions regarding promotion) and tenured faculty at the same or higher academic ranks (for decisions regarding tenure only).

The department chairperson, in consultation with the department review committee, should also provide a list of five reviewers from peer or better institutions. These should also be tenured faculty members at higher academic ranks (for decisions regarding promotion) and tenured faculty at the same or higher academic ranks (for decisions regarding tenure only). For candidates seeking tenure and promotion to the rank of Associate Professor, at least two of the external reviewers should be full professors, while external reviewers who are associate professors should ideally hold endowed positions and/or be nationally known for expertise in a field. The chairperson will share the department's list of potential external reviewers with the candidate. The candidate shall identify any potential external reviewers with whom the candidate has worked in any capacity and describe the nature of the relationship. If the candidate believes that

any potential external reviewer(s) on the list might be unfairly biased, the candidate may submit a written letter of objection to the department chairperson. If the candidate submits such a letter, the chairperson will enter it into the candidate's promotion file.

In consultation with the dean (and, if one exists, the campus dean, or the department's promotion and tenure committee), the chairperson/director will select a minimum of four individuals (with equal numbers from the candidate's and department's lists) from whom reviews will be solicited. In the event the chairperson/director believes additional recommendations are desirable or necessary, then (1) the candidate should be requested to make supplementary recommendations, and (2) the chairperson/director may suggest additional reviewers to the candidate. Ordinarily this process should result in a list of reviewers acceptable to the candidate, the chairperson/director, and the college (and campus) dean(s). Should agreement not be reached in this fashion, the college's tenure and promotion committee will, in consultation with the college (and campus) dean(s), select review candidates from lists provided by the candidate and the chairperson/director.

The candidate will provide copies of a current vita and other materials appropriate for an external review of scholarly research. The chairperson/director will forward these materials with an invitation to the reviewers. It is recommended that the chairperson/director tentatively solicit reviewers by phone in advance of the formal invitation by letter. The process should be scheduled to insure adequate time for reviewers and sufficient opportunities for reviews to be considered by the college-level committee. An illustrative letter of invitation is attached.

At the discretion of the candidate, and in consultation with the chairperson/director, outside evaluations that are no more than two years old may be resubmitted in a subsequent tenure or promotion application.

ILLUSTRATIVE LETTER

Invitation to External Reviewers

_____ (DEPARTMENTAL LETTERHEAD)

_____ (DATE)

Dear _____:

_____ (NAME) is being considered for (tenure)(the rank of Full Professor)(the rank of Associate Professor) in the (Department)(School) of _____ at the University of South Florida. You have been recommended as a person highly qualified to review and evaluate _____'s research/scholarly/creative contributions. We believe external evaluations contribute substantially to the academic review process and we would appreciate greatly your willingness to serve in this capacity.

Under existing agreements and regulations, your written comments would become part of _____'s file and be available for (his/her) review. If you are willing to accept our invitation, we solicit your comments regarding the depth, originality, importance, significance, visibility, productivity, and independent scholarship of (his)(her) contributions. We do not, of course, want you to make a (tenure)(promotion) recommendation as such. Your evaluative comments, however, based upon your knowledge and appreciation of the field and its standards, will make a significant contribution to our review and discussion. Please keep in mind that your comments should reflect appropriate norms, as you see them, for a candidate for (tenure/Associate Professor/Full Professor).

In order to complete our review, I hope we might have your response by _____ (DATE). Should you decide not to accept our invitation to serve as an external reviewer for _____ (NAME), we would appreciate learning of that decision at your earliest convenience. In either case, please be assured that we are very grateful for your consideration of our request.

Sincerely,

_____ (DEPARTMENT CHAIRPERSON/DIRECTOR)

CANDIDATE, CHAIRPERSON/DIRECTOR, AND DEPARTMENTAL STAFF RESPONSIBILITIES IN COMPLETING TENURE AND PROMOTION FORMS

Department Staff Responsibilities

It is the responsibility of the school/department secretary where the faculty member resides to assist in the preparation of all necessary forms and to ensure that the appropriate and current forms are used. As soon as the candidate indicates to the department chairperson that he or she is applying for tenure and/or promotion, the department secretary should meet with the candidate. It is the department secretary's responsibility to provide the candidate with all of the necessary information requirements. The department secretary should package all the forms and then review each of them with the candidate. The department secretary should work with the candidate in the preparation of the forms. He/she should be prepared to type the forms at the candidate's request and to maintain an accurate file of all information provided by the candidate. Also, if the candidate requests the opportunity to review files of prior candidates for promotion and/or tenure, the department secretary should provide the candidate with examples. It is important that the department secretary recognizes his or her responsibility to assist in the preparation of tenure and/or promotion data.

The Role of Chairperson/Director

The role of the department chairperson/school director is to guide the candidate for tenure and/or promotion through the process. The Chairperson's/Director's responsibility is first to review the entire application process for tenure and/or promotion with the candidate. The chairperson/director should outline the steps necessary for the application and provide specific dates as to when each of the steps must be completed. A major responsibility for the chairperson/director is to address how external reviews will be obtained. **(See the guidelines presented on page 10 for more details.)**

The chairperson/director is to gather student and peer evaluations and any other meaningful information that may be helpful in determining the effectiveness of the candidate as a teacher. The chairperson/director is responsible for gathering data on the candidate's teaching effectiveness for the previous five years.

The chairperson/director is responsible to see that all appropriate committees that have responsibility for tenure and/or promotion act on a timely basis and that committee documents are accurate, accountable and properly signed. It is the chairperson's/director's responsibility to review all of the candidate's forms and present the tenure/promotion package to the dean in a timely manner.

It is the responsibility of the chairperson/director to work closely with all candidates for tenure from the time the faculty member accepts a position at the University of South Florida. The chairperson/director should, at a minimum, meet with the faculty member

within the first semester and assist him or her in development of a file. The chairperson/director should clearly outline the expectations of the college of Business. The chairperson/director, at a minimum, should meet with the candidate each year to review the faculty member's file and his or her progress for tenure and/or promotion.

Candidate Responsibilities

It is the candidate's responsibility to prepare accurate information attesting to his or her competency in the area of research, teaching, and service. The candidate is responsible for providing the department chairperson or school director with information each year that they are a faculty member that attests to their competencies in these three areas. The candidate must provide student evaluations and any other information that demonstrates their teaching effectiveness. The candidate should also provide the chairperson/director with any significant course development work and any thesis and dissertation committees they are presently on. Furthermore, the candidate should provide journal articles accepted for publication, journal articles that are published, books and monographs published, professional papers presented, reprinted articles, and other published work. Also, the candidate should provide information on research in progress and on research funds generated. Finally, the candidate must provide a citation analysis of his/her work using sources such as the Social Science Citation Index and Google Scholar. Self-citations should be excluded.

The candidate is also responsible for providing information on university, professional, and community service he or she may have provided. The candidate should include university and college committee and other appropriate assignments. The candidate may also include special institutional assignments and participation in special programs and seminars. The candidate should also include active participation in professional and honorary organizations and service at national, state, or local community levels.

It is the responsibility of the candidate also to provide information regarding honors and awards and anything else that the candidate believes should be considered in evaluating his or her performance.

When the candidate applies for tenure and/or promotion, he or she can provide the names of suggested external reviewers; however, it is the responsibility of the chairperson/director, in consultation with the dean, to select external reviewers.

The candidate has the right to review his or her file at any time. The candidate is responsible for the accuracy of his or her file and the candidate may add to his or her file with approval of the college Tenure and Promotion Committee at any time prior to the dean forwarding his or her file to the provost's Office. Any additions to the file after the dean has forwarded the file to the provost's Office must be approved by the dean of the college of Business.

REVISED AND APPROVED 1-30-09

Career Path Guidelines for Instructors

Original source of document: <http://www.usf.edu/business/documents/about/instructor-promotion.pdf>

UNIVERSITY OF SOUTH FLORIDA – TAMPA

CAREER PATH FOR INSTRUCTORS: PROMOTION GUIDELINES

In order to demonstrate appreciation for their many contributions to the mission of the University of South Florida - Tampa and to encourage continued career development, the university provides a promotional career path for individuals who hold the non-tenure track rank of Instructor. Historically, appointments to the position of Instructor have been made to cover a wide variety of job assignments at the University of South Florida - Tampa, some of which do not entail traditional faculty activities. For this reason, judgments regarding the Instructor career paths should be based on the individual's primary FTE assignment.

NOTE: In the guidelines that follow, the terms department and College are used generically to mean the academic or service unit that provides personnel evaluations for the faculty member. It is recognized that there may be alternative organizational arrangements, and procedures should be adjusted accordingly.

Eligibility and Regulations

- Eligible employees are those classified as Instructors, whose position has been one of continued employment, and who have not been given notice of non-reappointment or termination.
- Individuals must have been awarded the appropriate degree associated with the primary duties as defined by the department in which the appointment resides.
- Following an initial phase-in period, promotion to the designated positions described below requires continuous appointment for specified periods of time.
- The individual must initiate the process by requesting to be evaluated for promotion.
- The decision to apply for promotion rests with the individual and there is no penalty for one's choice not to apply or specifically for failure to be granted promotion.
- This career path creates no rights other than the option to apply for promotion to the designated positions.

Initial Appointments

- All initial appointments of non-tenure-earning Instructors will be designated as Level 1.

Requirements of Promotion Levels

Level 2

- Following an initial phase-in of the career path program, 5 or more years of experience at Level 1 is typically expected. Earlier eligibility may be considered for exceptional candidates, but a minimum of 3 years of experience at Level 1 is 2

required. After the appropriate period of service, Instructors may apply to be considered for a promotion on the basis of meritorious performance.

- Following a comprehensive review and assessment, excellence in the principal assigned duty is required, as demonstrated by earning an overall rating of "Outstanding" from the evaluating department. This evaluation should be in concert with, but not solely determined by, the last five years of annual evaluations (or total number available if being considered early). In addition to annual evaluations, the required comprehensive review should assess the individual's holistic contributions to the department.
- An overall rating of "Strong" is required from the department on any additional areas of assignment that average more than .10 FTE during the last five years of annual evaluations (or total number available if being considered early).
- If an individual has equal primary FTE assignments, one must be designated as the primary area and ratings assigned accordingly. That is, the primary area must be evaluated as "Outstanding" and the remaining areas rated as no less than "Strong."
- Where individuals have multiple assignments, a rating of "Satisfactory" will not disqualify an individual from consideration for promotion if the FTE assignment in that area is .10 or less.

Level 3

- Following an initial phase-in of the career path program, 5 or more years of experience at Level 2 is typically required. Earlier eligibility may be considered for outstanding candidates, but a minimum of 3 years of experience at Level 2 is required. After the appropriate period of service, Instructors may apply to be considered for promotion to Level 3 on the basis of meritorious performance.
- A comprehensive review and assessment is conducted following the guidelines specified for Level 2.
- In assigning ratings for Level 3, evaluating units should assess whether the individual has demonstrated continuous professional development and has achieved significant accomplishments beyond that considered at the Level 2 review. Examples of such accomplishments include, but are not limited to receiving awards related to assigned duties, publishing material in professional outlets related to assigned duties (especially when receiving positive external attention), and developing innovations that have had a demonstrably positive effect in promoting the mission of the university.

REVIEW PROCESS FOR PROMOTION

Departments with non-tenure earning employees holding the position of Instructor will establish procedures for processing career ladder applications and will develop standards for promotion within that unit. Included in those standards should be specifications for criteria to be used in determining requests for early promotion consideration. Such procedures and standards are subject to review and approval by the College under which the department is situated. The College may choose to specify a set of standards that must be employed by all of its departments. The general process, subject to variation according to academic structural arrangements, is as follows:

- The Instructor meets with her/his supervisor to ensure that he/she is eligible for promotional consideration. Supervisors are encouraged to provide a candid assessment at that time of the potential strengths and weaknesses of the Instructor's application.
- If the Instructor meets eligibility criteria and decides to proceed with the application, the Instructor submits a formal application for promotion to the department. (An application form will be made available.)
- A designated faculty committee within the Instructor's department reviews the application and assigns overall ratings for each relevant area of assigned duties, and a recommendation concerning promotion. If the Instructor has multiple supervisors in a unit, the immediate supervisor should be a member of this committee if he/she is not head of the department. A narrative is to be provided by the review committee that justifies the assigned rankings.
- The head of the department (typically the chair) provides a separate review, ranking, narrative, and recommendation.

- These recommendations are sent to the office of the College Dean. At the discretion of the College, and in consultation with the appropriate faculty governance group, a College designated faculty committee may provide a separate review. The committee may be used to review all cases or to serve as consultant to the Dean on selected cases. If this level of review is employed, the faculty committee must provide a narrative only if it elects to recommend against promotion. The narrative should specify the reasons for that decision. The Dean reviews all materials and provides a final decision. A narrative need only be provided in cases where promotion is not recommended. The narrative should specify the reasons for that decision and make suggestions for improvement that might result in a positive decision at a later date.
- At the College's discretion, Instructor promotion reviews may be conducted as part of the regular tenure and promotion cycle, or may be conducted at a separate time. However, final decisions regarding promotion must be completed before the end of the Spring semester each academic year.
- A listing of Instructor promotional decisions are to be provided by Colleges to the Office of the Provost by May 15 of each year.

Approved by the USF-Tampa Faculty Senate: 1/27/2010

Faculty Statement on Ethics

Original source of document: <http://www.usf.edu/business/documents/about/faculty-ethics.pdf>

College of Business University of South Florida Faculty Statement on Ethics

1. Faculty in the College of Business at University of South Florida, guided by their commitment to the advancement of knowledge, devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never materially hamper or compromise their freedom of inquiry.
2. As teachers, faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty make every reasonable effort to foster academic honesty and to insure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty and student. They avoid any exploitations, harassment, or discriminatory treatment of students. They protect the student's academic freedom.
3. Faculty do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty show due respect for the opinions of others. Faculty strive to be objective in their professional judgment of colleagues. Faculty accept their share of responsibilities for the governance of the college and university.
4. Faculty seek above all to be effective teachers and scholars. Although faculty observe University policies and procedures and those of the State University System, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty give due regard to their paramount responsibilities within the University in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty recognize the effect of their decisions upon the programs of the University and give due notice of their intentions.
5. As members of the broader community, faculty have the rights and obligations of other citizens. When they speak or act as private persons, they avoid creating the impression of speaking or acting for the College of Business or the University of South Florida.
6. As employees of the University of South Florida, faculty have obligations to adhere to University of South Florida Policies and Procedures (<http://generalcounsel.usf.edu/policies-and-procedures/policy-procedures2.asp>)
7. As employees of the State University System, faculty have the obligation to adhere to the Code of Ethics for Public Officers and Employees (Title X Chapter 112:112:311-112:326.)

This Statement of Ethics was adapted from the American Association of university Professors' ethics statement (<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionaethics.htm>)

Faculty Qualification Standard for AACSB Continuing Qualification

Original source of document: <http://www.usf.edu/business/documents/about/aacsb-qualified-faculty.pdf>

FACULTY QUALIFICATION STANDARD FOR AACSB CONTINUING QUALIFICATION (for Initial Qualification see Notes)

August 2014

Scholarly Academic^a (SA) – for a faculty member to be considered SA over a five year period he/she must:

- (1) Publish 1 premier^b journal article (or equivalent) or be awarded a federal competitive research grant PLUS publish one other article **OR**
- (2) Publish 2 top-tier^c journal articles (or equivalent) or research monographs or a combination of the two **OR**
- (3) Publish 3 articles in research-based peer-reviewed journals that are not included in the premier or top-tier journal list.
- (4) The faculty member **MUST ALSO** provide other evidence of scholarship – this includes activities such as journal editorships, editorial committee memberships, leadership positions in recognized academic organizations, research awards other than federal competitive grants, fellow status, serving as an ad hoc reviewer, published peer-reviewed proceedings, peer-reviewed presentations at conferences.

Practice Academic^a (PA) – for a faculty member to be considered PA he/she must meet at least one of the following criteria over a five year period:

- (1) Three publications that can include any combination of peer-reviewed publications, case studies, pedagogical articles, textbooks, monographs, peer-reviewed proceedings.
- (2) Substantive and multiple linkages to practice that may include consulting, professional experience and other engagement activities (developing and presenting executive education, sustained professional work, developing and delivering professional education, sustained service on boards of directors, etc.).

Alternatively, qualification can be met by partially meeting a combination of the prior two bullet requirements.

Scholarly Practitioner^d (SP) – for a faculty member to be considered SP he/she must meet the following criteria over a five year period:

- ▶ Any of the publishing criteria outlined in the first three items for the Scholarly Academic, or substantive and multiple publications in peer-reviewed pedagogical, practitioner or discipline-based journals or proceedings.

Instructional Practitioner (IP) – for a faculty member to be considered IP he/she must meet the following criteria over a five year period:

- ▶ Substantive and multiple linkages to practice that may include consulting, professional development, professional experience and other engagement activities (developing and presenting executive education; sustained professional work; developing and delivering professional education; editing or writing textbooks and/or cases; sustained service on boards of directors, etc.).

^aFor initial qualification an academic, as defined by the AACSB, must hold a doctorate degree. A faculty member is considered an academic for the first five years after earning a doctorate degree. Faculty members holding a non-research doctorate degree may be classified as SA or PA; however, the individual would be expected to demonstrate a higher level of sustained academic or professional engagement; the burden of proof is on the college/school.

^bPremier journals are the four discipline specific peer-reviewed journals identified for each department on the Muma College of Business Journal Rankings List.

^cTop-tier journals are the discipline specific peer-reviewed journals identified for each department on the Muma College of Business Journal Rankings List.

^dA practitioner, as defined by the AACSB, holds a masters' degree or substantial, current professional experience.

Note: The USF Muma College of Business has set a goal of 50 percent SA qualified faculty and a goal of 70 percent SA, PA and SP (SA+PA+SP total) qualified faculty.

Revised: March 4, 2015

Muma College of Business
Faculty Charter

Code of Operating Standards for Academic Policy and
Administrative Structure

I. PURPOSES

- A. To formally identify organizational structure and procedures for faculty development and supervision of the academic policies of the Muma College of Business.
- B. To provide a structure to facilitate faculty participation in determining administrative policies, practices, and decisions affecting the quality and effectiveness of the educational objectives of the students, faculty, and administration of the Muma College of Business.
- C. To define a collegial system delineating the major academic responsibilities and jurisdictions of the faculty and administrative officers of the Muma College within the framework established by the State University System and the University of South Florida

II. FACULTY

The COLLEGE FACULTY, as herein used, shall consist of those individuals holding the ranks of Full Professor, Associate Professor, Assistant Professor, Instructor and Lecturer in the Muma College of Business.

Voting members of the COLLEGE FACULTY shall exercise general legislative jurisdiction over matters of academic policy within existing University policies and regulations. The COLLEGE FACULTY may delegate a portion of their duties and/or responsibilities to an elected FACULTY EXECUTIVE COMMITTEE, and various standing and/or ad hoc College committees.

III. ADMINISTRATIVE OFFICERS

The DEAN, as Chief Executive Officer of the Muma College, is responsible in conjunction with the COLLEGE FACULTY for developing administrative policies and programs. The DEAN is an ex-officio member of all standing College committees.

The DEAN's appointments to the positions of associate dean; Assistant Dean; Departmental Chairperson; and School, Academic Program, and College Center Directors shall be made with the advice of the relevant COLLEGE FACULTY members.

IV. FACULTY EXECUTIVE COMMITTEE

The mission of the FACULTY EXECUTIVE COMMITTEE is to advance the college through active faculty involvement in all aspects of academic programming, governance, and outreach.

The FACULTY EXECUTIVE COMMITTEE is the representative voice of the COLLEGE FACULTY. It is elected by and responsible to the COLLEGE FACULTY. Its purpose is to represent the faculty in appropriate matters of faculty jurisdiction and concern, and to facilitate communication between the COLLEGE FACULTY and Office of the DEAN.

The FACULTY EXECUTIVE COMMITTEE shall be composed of two elected members from each department or school. The terms of the members are two years with one member from each department or school being elected each year in April to take office in August.

The FACULTY EXECUTIVE COMMITTEE shall by majority vote elect each year a Chairperson and a Vice Chairperson to serve for a one year term. Replacement of either the Chairperson and/or Vice Chairperson shall require a majority vote of FACULTY EXECUTIVE COMMITTEE members. The Chairperson, Vice Chairperson and Committee members may succeed themselves, but not for more than two (2) consecutive terms. The Chairperson of the FACULTY EXECUTIVE COMMITTEE shall be an ex-officio member of the ADMINISTRATIVE COMMITTEE or other principal committee(s) established by the DEAN for College administration.

The FACULTY EXECUTIVE COMMITTEE shall meet as needed. It is expected that the Committee meet at least once each semester during the regular academic year. Additional meetings may be called by the Chairperson, the DEAN, or upon request to the FACULTY EXECUTIVE COMMITTEE Chairperson, by any member of the Committee.

FACULTY EXECUTIVE COMMITTEE decisions shall require a quorum consisting of one-half of the members and a simple majority vote of those attending. A written ballot of all FACULTY EXECUTIVE COMMITTEE members shall be required whenever requested by a Committee member.

V. ADMINISTRATIVE REPORTS

Prior to the 1st day of December of each year the DEAN shall present a report covering each of the items listed in "A", "B", and "C" below at a general faculty meeting.

- A. A summary and review of the preceding academic year budget with details of allocations and utilization of resources by academic programs, departments, and administrative activities.

- B. A statement of the planned allocation of resources for the year ahead, by program, discipline and/or activity, with relevant breakdowns in terms of faculty lines, operating expenses, "Other Personnel Services" (OPS) and "Other Capital Outlays" (OCO).
- C. An assessment of activities and accomplishments relating to the College's mission, goals, and strategic initiatives; and recommendations for continuation, modification and/or revision of the mission, goals, and strategic initiatives including proposals for their achievement.

VI. FACULTY ACADEMIC POLICY COMMITTEES

There shall be standing UNDERGRADUATE, GRADUATE, and DOCTORAL committees to oversee academic policy and curriculum. Members of these committees shall be appointed by the DEAN with recommendations from Department Chairpersons/School Directors generated with the advice of the respective departmental faculty.

These committees shall be composed of members representative of all programs who shall serve two-year staggered terms. Committee chairs shall be appointed by the DEAN with recommendations from the Department Chairpersons/School Directors.

The UNDERGRADUATE POLICY COMMITTEE, the GRADUATE POLICY COMMITTEE, and the DOCTORAL POLICY COMMITTEE shall advise and make recommendations to the COLLEGE FACULTY, program directors, and the college DEAN, University committees, and University administrative personnel regarding new courses, programs, and academic standards. The policy committees must recommend approval/disapproval to the entire faculty when there are proposed new courses, programs or academic standards or when there are proposed changes to existing courses, programs or academic standards that are substantive or will impact more than one department. Consideration must be given not only to academic impact but also impact related to the need for additional resources.

The associate dean for Academic Affairs, and the Assistant Dean/Director of Undergraduate Studies shall serve as non-voting, ex-officio members of the UNDERGRADUATE POLICY COMMITTEE.

The associate dean for Professional Programs, and the Assistant Dean/Director of Graduate Studies shall serve as non-voting, ex-officio members of the GRADUATE POLICY COMMITTEE.

The associate dean for Academic Affairs, and the Assistant Dean/Director of Graduate Studies shall serve as non-voting, ex-officio members of the DOCTORAL POLICY COMMITTEE.

These committees shall present to the DEAN and the FACULTY EXECUTIVE COMMITTEE a written account of the committee's goals and objectives for the year not later than the 1st day of December each year and shall present a written report summarizing their activities at the end of each academic year.

VII. FACULTY VOTING PROCEDURES

- A. Electronic voting may be conducted on questions for which no subsequent vote or dialogue is requested or discussion will be held and is in alignment with all other state, University, and College policies.
- B. General Proxy - In the event a faculty member is unable to attend a meeting, it is acceptable for the concerned faculty member to provide another faculty member, who is not holding an administrative position, with his/her signed proxy. The faculty member holding the signed proxy has the right to vote as the holder sees fit on all issues and motions at the meeting. It is the responsibility of the concerned member to inform the dean's office (or appropriate Committee Chair) of the proxy assignment prior to the meeting, and to identify the faculty member who will be casting the proxy votes for the member.
- C. Limited Proxy - In the event a faculty member is unable to attend a meeting, it is acceptable for the concerned faculty member to provide another faculty member, who is not holding an administrative position, with his/her signed proxy. The concerned member must stipulate the way that the proxy holder is to vote on specific issues; the proxy holder must cast the concerned member's vote the way the concerned member designated on the proxy. The proxy can only be used for the specific issues identified in the proxy; it cannot be used to vote on changes or amendments to the issue. It is the responsibility of the concerned member to inform the dean's office (or appropriate Committee Chair) of the proxy assignment prior to the meeting, and to identify the faculty member who will be casting the proxy votes for the member.

VIII. EVALUATION POLICY

A. Faculty Evaluations of Administrators

To facilitate and encourage effectiveness in the performance of their duties, the Administrators of the college shall be evaluated and provided feedback by the COLLEGE FACULTY. The FACULTY EXECUTIVE COMMITTEE shall determine an appropriate evaluation process for College Administrator(s) by the COLLEGE FACULTY and supervise its administration.

- B. Student Evaluations of Faculty. To facilitate and encourage effectiveness in the performance of their teaching assignments, all faculty teaching in the college of Business shall be evaluated and provided feedback by their students.

- C. Administrative Evaluation of COLLEGE FACULTY. The administrative evaluation of COLLEGE FACULTY shall be as set forth in the USF/UFF Collective Bargaining Agreement.
- D. The FACULTY EXECUTIVE COMMITTEE will be involved with Dean searches for the college and will meet with potential Dean candidates and provide their formal input to the concerned search committees.

IX. COMPLIANCE AND SEVERABILITY

The provisions of this Charter shall not be construed in any manner so as to conflict with the Laws of the State of Florida, the policies of the Board of Regents and bargaining agents. In the event that any provision of this Charter is found to be invalid or unenforceable, then that provision shall be of no force or effect, but the remainder of the Charter shall continue in full force and effect.

X. AMENDMENT AND REPEAL

Action to amend and/or repeal this document in whole or in part may be initiated by a petition setting forth the proposed change. Such a petition must be signed by at least twelve voting members of the COLLEGE FACULTY or by a majority of the members of the FACULTY EXECUTIVE COMMITTEE. Such petitions shall be presented to the FACULTY EXECUTIVE COMMITTEE which shall set a date for convening of a meeting of the COLLEGE FACULTY for the purpose of discussing the proposed change. The FACULTY EXECUTIVE COMMITTEE shall give at least two weeks' notice of such meeting to each voting member of the COLLEGE FACULTY. A copy of the proposed change shall accompany such notice.

Action to accept or reject the proposed change will be by ballot. A majority vote of the members of the COLLEGE FACULTY voting shall be required to adopt the proposed change.

New Faculty

Name	Year	Rank	Degree	Ethnicity	Gender	Degree Granting Institution	Prior Position
Smith, Thomas	2014	Assistant Professor	PhD	White	M	Florida State University	Florida Atlantic University
Whitworth, James	2014	Assistant Professor	PhD	White	M	University of Missouri	UNC Wilmington
Andrews, Christine	2014	Clinical Instructor	DBA	White	F	Cleveland State University	Salem State University
Davis, Katherine	2013	Instructor	MAcc	White	F	Florida State University	USF Lakeland
Del Vecchio, Kristine	2013	Instructor	MAcc	White	F	University of South Florida	Corporate Accounting
Lively, Heather	2014	Instructor	MAcc	White	F	University of South Florida	USF Sarasota Manatee
Myers, Kerry	2015	Instructor	J.D.	White	M	University of Missouri	Government – FBI
Richardson, Luke	2015	Instructor	MAcc	White	M	University of South Florida	Public Accounting - Deloitte
Total Accountancy 8							
Park, Jung Chul	2015	Assistant Professor	PhD	Asian	M	University of South Florida	Auburn University
Williams, Jared	2015	Assistant Professor	PhD	White	M	Northwestern University	Penn State University
Cherry, Ian	2016	Instructor	PhD	White	M	University of Central Florida	UCF PhD Student
DiGiovanni, Yuting	2016	Instructor	PhD	Asian	F	Florida State University	FSU PhD Student
Mattia, Laura	2016	Visiting Assistant Professor	PhD	White	F	Texas Tech University	Wealth Mgmt – Owner and Principal
Total Finance 5							
Agrawal, Manish	2001	Professor	PhD	Asian	M	University at Buffalo	University at Buffalo
De Vreede, Gert-Jan	2015	Professor	PhD	White	M	Delft University of Technology, Netherlands	Univ of Nebraska - Omaha
Limayem, Moez	2012	Professor	PhD	White	M	University of Minnesota	University of Arkansas
Dutta, Kaushik	2015	Associate Professor	PhD	Asian	M	Georgia Tech	National Univ of Singapore
Mullarkey, Matthew	2014	Instructor	PhD	White	M	University of South Florida	University of South Florida
Shivendu, Shivendu	2015	Assistant Professor	PhD	Asian	M	USC – Los Angeles	University of California – Irvine
De Vreede, Triparna	2016	Instructor	PhD	Asian	F	Univ of Nebraska - Omaha	Univ of Nebraska - Omaha
Total ISDS 7							
Davis, Donna	2013	Professor	PhD	White	F	University of Tennessee	Texas Tech
Mondello, Michael	2012	Professor	PhD	White	M	University of Florida	Florida State University
Sutton, William	2012	Professor	EdD	White	M	Oklahoma State University	University of Central Florida
Artis, Andrew	2014	Associate Professor	PhD	White	M	University of Tennessee	USF - Lakeland
Bender, Mark	2016	Assistant Professor	PhD	White	M	University of Pittsburgh	First position
Harrolle, Michelle	2013	Assistant Professor	PhD	White	F	University of Florida	North Carolina State U.
Hechavarria, Diana	2013	Assistant Professor	PhD	Hispanic	F	University of Cincinnati	University of Cincinnati
Hooker, Robert	2014	Assistant Professor	PhD	White	M	Florida State University	USF - Lakeland
Zhang, Lei	2011	Assistant Professor	PhD	Asian/Pacific Islander	F	University of Maryland	Corporate Finance
Danneels, Erwin	2013	Associate Professor	PhD	White	M	University of Ghent	University of Central Florida
Plank, Richard	2014	Professor	PhD	White	M	City University of New York	USF - Lakeland
Osborne, Carol	2013	Instructor	MBA	White	F	University of South Florida	USF - Lakeland
Walsh, Kerry	2013	Instructor	MS	White	F	University of South Florida	Industry
Total Marketing 13							

APPENDIX 11 – FINANCIAL RESOURCES

College of Business: Summary Sources and Uses of Operating Funds 2012–13 to 2016–17

Financial Summary \$	2012-13*	2013-14	2014-15	2015-16	2016-17
Operating funds provided by:					
Tuition, fees, charges, appropriations, allocations	\$18,243,692	\$25,002,108	\$24,136,366	\$26,376,051	\$27,332,059
Grants, contracts, other education, auxiliaries	2,095,046	2,474,437	2,245,601	2,729,308	2,617,189
Endowments, foundation accounts	2,027,934	3,776,241	4,318,272	4,697,406	5,282,615
Total operating funds from all sources	\$22,366,672	\$31,252,786	\$30,700,239	\$33,802,765	\$35,231,863
Uses of operating funds:					
Salaries, all categories	\$21,226,705	\$25,019,840	\$26,495,634	\$27,815,102	\$29,089,876
Other operating expenditures	2,218,138	2,150,521	2,430,069	2,080,972	3,679,445
Scholarships	476,614	529,874	710,560	666,296	650,051
Other - transfers	107,545	–	–	–	–
Total expenditures all categories	\$24,029,002	\$27,700,235	\$29,636,263	\$30,562,370	\$33,419,372

*Uses of funds exceeded sources of funding. Shortfall covered by prior year surplus.

Financial Summary \$	2012-13	2013-14	2014-15	2015-16	2016-17
Operating funds provided by:					
Tuition, fees, charges, appropriations, allocations	82%	80%	79%	78%	78%
Grants, contracts, other education, auxiliaries	9%	8%	7%	8%	7%
Endowments, foundation accounts	9%	12%	14%	14%	15%
Total operating funds from all sources	100%	100%	100%	100%	100%
Uses of operating funds:					
Salaries, all categories	88%	90%	89%	91%	87%
Non-salary operating expenditures	9%	8%	8%	7%	11%
Scholarships	2%	2%	2%	2%	2%
Other - transfers	0%	0%	0%	0%	0%
Total expenditures all categories	0%	100%	100%	100%	100%

Differential Fee, Cost-Recovery and Market-Rate Programs

Since the inception of the Executive MBA Program, the college has charged differential fees to cover additional program costs that are generated from operating this “concierge” type program including the many additional direct costs, administrative salaries and other operating costs. In addition to the Executive MBA program the college uses this model for three, week-long MBA courses: Lean Management, Management through Constructive Persuasion, and Seminar in Improvisation. Additional fees generated by these academic credit courses contribute to covering faculty salaries as well as other direct costs.

In January 2015, the Muma College of Business accepted its first students into its Doctor of Business Administration program. When the program started in the spring semester of 2015, it was operated as a cost-recovery program. However, with the success of the first cohort the Muma College of Business converted the DBA from a cost-recovery program to a market-rate program starting with the spring 2016 cohort. Because this is a market-rate program, the fixed-rate tuition generated by the program can support the “concierge” service provided to the students, including all tuition, direct-course costs (including salaries), administrative support, and other program-related costs. Any additional resources generated by the DBA program can be used to support the college’s strategic initiatives related to research, student success, business engagement and global impact.

FINANCIAL RESOURCES

Tuition, Appropriations, and Allocations

Like many other public colleges and universities, the University of South Florida and the Muma College of Business have faced a challenging financial environment over the past five years that required it to work at identifying sources of funding beyond public support. In the state of Florida, much of the state university system's funding is based on a performance-based funding model wherein the budgeted amount is allocated among the state university's using a formula comprised of 12 quantitative metrics. While this funding system has pushed universities to be their best, at the same time it has resulted in greater uncertainty concerning resource levels because budgets change year to year. The uncertainty results in an increasing portion of the budget becoming nonrecurring in nature. In addition to the budgetary changes occurring at the state level, the University of South Florida is in the process of moving to a Responsibility Center Model. Under this model, college budgets would be based on revenues generated. During the last two years of the accreditation cycle, an incremental portion of tuition revenues have been allocated using the RCM. The combination of the state PBF and the RCM puts the college under increasing pressure to increase enrollments, retention and graduation rates while recurring funding becomes less certain. This has resulted in "adjunct creep," with departments increasingly relying on adjunct and visiting faculty, in lieu of committing to full-time faculty given the uncertainty of recurring funding.

During 2014, the Muma College of Business applied for and received state funding from a three-year, nonrecurring initiative titled TEAm, the Targeted Educational Attainment grants. A consortium of three universities was involved in applying for the funding. The Lynn Pippenger School of Accountancy served as the lead for the accountancy portion of the initiative. The Information Systems and Decision Sciences Department also participated in the information technology portion of the initiative. The purpose of the funding was to help eliminate the State of Florida gap between the supply and demand for students in high demand majors. As a result the performance targets for funding related to enrollment, graduation and employment of students in accountancy and information systems careers. Resources were used to hire faculty, student advisors, conduct marketing and provide resources to aid learning.

To maximize the use of resources, the college has undertaken various activities. The most significant was the centralizing of financial and human resources services using a shared services model. This moved work that was being conducted in the individual departments into a central college service. The college moved to the shared services model in the fall of 2016. Although not one of the considerations for the reassignment of faculty and programs in the Management Department, the reassignment did result in administrative cost savings.

Prior to reviewing the operating resources and uses for the most recent five fiscal years it is important to note that there was a change of budget officers and methods of data collection and reporting in 2013-2014. As a result, there is not as much detail available for the 2012-2013 data. A review of operating funds provided and used for the most recent five fiscal years reveals that the college has relied on tuition, fees, charges, and state allocations to cover between 78 percent and 82 percent of operating funds used to support ongoing college operations. This percentage has declined over time with the highest percentage occurring in 2012-2013 and the lowest percentage occurring in each of the last three fiscal years. However, even though the overall percentage of operating budget from state allocations has declined, the resources received from state resources have increased by almost 50 percent over the five years. Endowment resources have also seen significant growth over the five year period, increasing by over 160 percent.

As would be expected, the majority use of resources is for salaries and salary support. The percentage of the total expenditures devoted to salary ranges between 87 percent and 91 percent of the budget. Over the five-year period salary growth has been over 35 percent. This is very comparable to the growth in scholarships. Both salary support and scholarships are important to the college's strategic initiatives of hiring and retaining scholars that will generate research with impact, ensuring student success, and valuing its people. However, it is also important to understand that even with this growth the student/faculty ratio is extremely high and the university and college have been tasked by the Board of Trustees with reducing that ratio to help the university in its goal of AAU membership. To that end it is imperative that the college continues to focus on performance-based funding, tuition, executive education, grants and private support. One of the newest sources of funds for the college is the market-rate DBA program, discussed in the next section.

In the fall of 2016, the Muma College of Business faculty approved three new concentrations that would be offered in the fully-online version of the MBA program that was started fall of 2017. The online version of the MBA program will be operated as a cost-recovery program. Additionally, a cost-recovery weekend BAIS master's program approved in 2016-2017 is offering its first classes in the fall of 2017.

Academic Collaborative Programs

INTO USF is a collaboration between USF and INTO University Partnerships that helps prepare international students to successfully complete undergraduate and graduate degree programs. Students enroll in academic "pathway" coursework during their first year at USF. INTO is one of many steps the university has taken to achieve a more globally-diverse student population and extend the university's reputation and resources beyond traditional borders. The university shares INTO revenues with the college based on student enrollment headcount. These funds are managed via an auxiliary account.

The Muma College of Business generates revenue from a collaborative program with Universidad San Ignacio de Loyola/CAE to offer upper level classes in Lima, Peru, leading to the BS in Business Administration with a major in general business. These funds are managed via an auxiliary account.

Executive Education

Historically, the Muma College of Business has offered little in executive education. Over the past five years a more concerted effort has been made to understand the business community needs and determine how best the college can meet the needs to the business community in executive education. Two of the more successful efforts in non-credit executive education are the Data Science Certificate program being offered to Jabil employees and the Practice Center projects being operated through the Information Systems and Decision Sciences (ISDS) Department.

The Data Science Certificate program being offered at Jabil is contracted on a flat fee that pays for faculty support and other program type costs. This innovative program started in 2016 has already been offered in different formats at Jabil five times. An interest in the program has been shown by other Bay Area companies; therefore, the college anticipates an expansion of the program. The funds received are managed via an auxiliary account.

The Practice Center employs students to help businesses find solutions to problems. Under this model the business pays a flat fee to the college for its services. The fee covers student and faculty costs. These funds are managed through a research account.

Grants

Historically, grants have represented a small element of college operating resources. The greatest percentage of grant funding has come from the federal government in support of the college's Small Business Development Center; Information Systems faculty has also had success in attracting grant funds. Over the past three years the college has increasingly focused efforts on attracting grant funding. To aid in the effort, the college has invested in staff position dedicated to assisting faculty in securing grant funding. In the fall of 2015 the college hired a full-time unit research administrator.

Private Funds

The college has aggressively increased its fundraising efforts over the past five years. During that period, the college has filled all four of its development positions (three development officers and one support staff). This is the first time in a long time that the college has been fully staffed in development. Working with the college dean, the development team has helped him secure several major naming gifts in the last five years – the college has been named, the school of accountancy has been named, its student success center has been named, and the DBA suite has been named. Additionally, the college received major contributions to create a named video display in the college atrium, and to start work on the creation of a named trading room.

In addition to the naming gifts, the dean has introduced an individual giving opportunity for supporters of the college by creating Executive Bulls. An annual contribution of \$10,000 or more to the college allows supporters to be Executive Bulls. The intent of the contributions is to provide the dean with discretionary resources to support college strategic initiatives. These resources are managed through a USF Foundation account. It is only through these efforts and the generous support of the college's supporters that the college has been able to support additional student success initiatives and fund infrastructure improvements.

Private funds have been used to support activities and the salaries of the highly successful Corporate Mentor Program. Additionally, private

funds have allowed the Lynn Pippenger School of Accountancy to support many student success initiatives and hire an academic advisor. Private funds allowed the college to provide activities for and hire staff personnel for its Business Honors Program and the Muma Leadership Program. Just last year, the college used private resources to hire a much-needed data analyst for the college. These positions and activities are focused specifically on student success initiatives related to enrollment, retention, progression and placement of its students.

Private funds have funded the reconfiguration of office spaces on the third floor, allowing for the shared services team (Muma Financial Management) to move into a centralized area and freeing office spaces for new faculty. At the same time, the private funds allowed for the reconfiguration of the former Management Department offices into a suite for the newly created and highly successful DBA program. Private funds have also allowed for the video wall in the atrium, new furniture in the atrium, and the upcoming trading room.

Philanthropy has been a large part of the Muma College of Business strategy over the past five years. This is reflected in the fundraising totals by fiscal year, shown at right.

USF Muma College of Business Fundraising Totals By Fiscal Year	
2013	\$1.5M
2014	\$1.5M
2015	\$38.2M
2016	\$16.5M
2017	\$2.8M

USF Muma’s new strategic initiatives and vision for the college have been received enthusiastically by the dean’s Executive Advisory Council, which is comprised of senior-level business leaders, as well as by alumni and community partners. They have stepped up financially to help the college achieve its vision and broaden the college’s sphere of influence among others who can help achieve the fundraising goals.

Financial Support for Strategic Initiatives

Over the past five years, the Muma College of Business has funded many strategic initiatives that advance its mission. Following are some of the strategic initiatives with the greatest financial impact.

The Doctor of Business Administration is a cohort-based, market-rate tuition program. This self-funded program ties closely with the college’s initiatives of business engagement, research with impact and student success. Filling a need identified by the AACSB, the Muma College of Business launched the DBA in January of 2015. The program quickly became self-supporting and has been able to provide the college with net resources that help support other strategic initiatives within the college.

Working with business partners, the college quickly learned that students’ success could be increased if they were better prepared for the workplace with such skills as teamwork, time management, communications and negotiation. In collaboration with Sandler Training, the college faculty developed a course and curriculum that helps meet the identified skills needed by students. Once completed, students will have the benefit of the course and a certificate from Sandler that they can add to their resume. The start-up costs for this course have been funded with private resources. However, student tuition will eventually fund the course.

To increase accessibility and better meet the learning style and interests of a changing university population, the college has invested in converting many introductory and master’s level courses to online platforms. Using the professional services of the university’s Innovative Education unit, the college has incurred minimal faculty support costs related to the \$20,000 cost incurred by Innovative

Initiative	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Doctor of Business Administration	January 2015			Market-rate tuition
Business Workplace Skills and Best Practices course (a required soft skills course)	Fall 2016 with first course fall 2017	\$20,000 cost	Net positive cash flow after 3 years of approximately \$100,000/year (this is not retained net)	Private funds for first three years and tuition (self-funding) once this required course is fully implemented
Conversion of courses to online			Since number of courses converted varies so do costs by year	Distance learning fees and operating budget. Note most costs are incurred by Innovative Education – the college has minimal cost
Hiring unit research administrator	Fall 2015			Research overhead funds and operating budget funds. It is the intent that the position becomes self-funded.
Hiring data analyst	Spring 2017	\$69,300 cost	\$69,300 annually	Private funds and state budget if it becomes available.

Education to convert these courses. The college's costs have been borne by a Distance Learning Fee allocation paid by students and the college's operating budget.

Major Gifts

USF Muma College of Business

In October 2014, two of the university's most faithful supporters decided that they believed so much in the college's mission that they wanted to attach their name to its efforts. The college was named for Pam and Les Muma, recognizing their generous gift of \$25 million – the largest single donation in USF's history.

Lynn Pippenger School of Accountancy

In February 2015, the college announced that it would name the School of Accountancy to honor longtime donor Lynn Pippenger. Her \$10 million naming gift, part of more than \$21 million she has given to the Muma College of Business, will help address a projected shortfall of qualified accountants in the workforce and prepare more accounting students for the field. It will help enhance the college's infrastructure and provide resources to help prepare students for certification exams.

Collier Student Success Center

In August 2015, the USF Muma College of Business celebrated a \$10.85 million gift from Barron Gift Collier III and his wife, Dana Collier, to support student success and career preparedness initiatives. In honor of that gift, the college created the Collier Student Success Center, bringing several undergraduate programs together under one banner.

Other Gifts

In 2014, George and Jane Morgan made an \$3 million estate gift to establish the George and Jane Morgan Endowment for the Muma College of Business. Because the gifts are endowments, they will provide financial resources into perpetuity. For the Muma College of Business, Dean Moez Limayem said the gift will spur new learning opportunities. "This amazing gift from the Morgan family will provide the college with a consistent funding source needed to create new programs that will focus on student success," he said.

2015-2016 – Naples entrepreneurs Frank and Ellen Daveler donated \$2.9 million to the USF Muma College of Business to spearhead a state-wide effort to educate entrepreneurs. The estate and cash gift establishes the Frank & Ellen Daveler Entrepreneurship Program at USF with a mission to help undergraduate students across Florida who aspire to launch prosperous and sustaining businesses. The estate gift will also fund up to \$50,000 annually in scholarships for USF business students who are the first in their families to attend college. The Davelers, accomplished entrepreneurs in the aerospace, engineering and scientific instrument manufacturing arenas, chose to make the gift to USF because of its proven history of graduating successful students and entrepreneurs. They know from experience that young entrepreneurs need help the most when they're starting their careers.

2016 - Ali Hasbini donated a naming gift for the suite that houses the doctoral program. The offices are now known as the Mohamad Ali Hasbini Doctor of Business Administration Suite. His generosity to USF extends beyond this program: he has funded scholarships for students to study abroad and established the Robert M. Keith Endowed Teaching Professorship in the USF Lynn Pippenger School of Accountancy. Hasbini and his wife Sawsan are members of the Executive Bulls, too.

Since 2008, KPMG has supported a fellowship at the Lynn Pippenger School of Accountancy. The company recently renewed its support of its \$75,000 fellowship at USF, again naming Professor Dahlia Robinson a KPMG Faculty Fellow.

In 2014, the college launched the Executive Bulls Leadership Giving Program. This group of ultimate insiders is devoted alumni and friends of the Muma College of Business family who demonstrate an uncommon commitment to the college's future. Executive Bulls make annual unrestricted gifts of \$10,000 or more to the Muma College of Business. These gifts are used to support the dean's top priorities for the college, which include student success, research with impact, business engagement, global literacy and helping the college shape its distinctive identity through creativity and analytics. Student scholarships, faculty and research support, business engagement activities, and programs to enhance student learning all benefit from these gifts. These funds allow the college to take advantage of opportunities that are critical to its success.

In the past, the college has had to pass up engagement opportunities for students with national corporations because it could not afford them with its budget.

In addition, in 2016-2017, several donors made significant gifts for targeted projects.

Among them, Blaylock Beal Van made a sizeable gift of software for the Finance Department; Geoff Simon and Andrea Graham, along with the Borrego and Essel foundations, donated to a brand new personal financial planning program; Tyler and Stuart Lasher made a substantial gift to assist in the mission; CBIZ MHM helps to support the Lynn Pippenger School of Accountancy; Dennis and Marnie Zank donated to the incredibly successful Corporate Mentor Program; Robert Carter's donation funds the Robert Carter Endowed Study Abroad Scholarship; Kim and Gil Gonzalez donated money for new furniture in USF Muma's atrium; Kforce, whose gift sponsored the Celebration of Free Enterprise and in turn supports student success initiatives; USAA gifts a scholarship fund for veterans; T. Rowe Price donated to the 25 Under 25 program; Stanley and Susan Levy's gift supports student scholarships.

Richard Corbett, president and CEO of Concorde Companies in Tampa and the developer of upscale International Plaza donated the new digital wall in the college atrium. The wall, which is comprised of 32 high-definition, flat screen, 55-inch monitors is so much more than a giant TV screen. This digital wall allows the college to share a variety of information – everything from college news and events to donor recognition to important business and world news – in real time. Corbett said he donated the wall for one reason and one reason only: students. The college will be able to spotlight its best students and faculty, keep students informed of career preparedness events and other calendar items, and highlight the national leaders who come to speak at USF, too, he said.

The college launched the Executive Bulls Leadership Giving Program three years ago and membership has grown each year since then, with several founding members continuing to support the college year after year. Executive Bulls make annual unrestricted gifts of \$10,000 or more to the Muma College of Business, supporting the dean's strategic priorities for the college. This year, Executive Bulls donated \$220,000 to the college. Their donations supported the launch of the Center for Analytics & Creativity as well as several student-focused initiatives: scholarships for study abroad, case competitions, support for undergraduate and graduate student research, and a research colloquium. A list of 2016-2017 members is at right.

Sound Financial Management

- ▶ Five executive education programs have been conducted with Jabil and more are in process.
- ▶ Twenty practice center projects have been conducted this year, bringing in additional revenue to support faculty as they help with small groups of students with these special learning opportunities.
- ▶ The third cohort for the Doctorate of Business Administration enrolled in January with 27 students. As a result, all three cohorts are on campus, and the college will graduate the first cohort of 22 students in December.
- ▶ A new shared services model that centralized five administrative functions was successfully implemented in July of 2016. The five centralized services provided by the USF Muma College of Business Financial Management include human resources, purchasing, P-cards, travel and USF Foundation check requests. An improvement team comprised of faculty and staff meets to evaluate the success of the transition and make recommendations for continuous improvement in terms of efficiency, effectiveness and staff morale. As the end of the year approaches, the customer service satisfaction survey is being distributed to determine first-year performance and areas for growth. By centralizing these activities and creating subject matter experts, the college been able to automate processes and track productivity.

2016-2017 Executive Bulls
Brad and Suzette Bernstein*
Marc and Karen Blumenthal
Craig and Michele Cuffe
Kathleen and Scott Fink
Nancy and Ron Floto*
Judy Genshaft and Steve Greenbaum
Kim and Gil Gonzalez
M. James and Sarah G. Gunberg Family*
Mohamad Ali and Sawsan Hasbini*
Tina and Dan Johnson
Moez and Alya Limayem*
Presenting Powerfully by Debbie Lundberg
Ian MacKechnie, Jr.
Linda Marcelli
Jane and George Morgan
Pam and Les Muma*
Steven and Teresa Oscher
Lynn Pippenger*
Susie and Mitchell Rice
Elizabeth and Ronald Sanders
Tracey Wolkowitz-Hertz Stern and Adam Stern
Julie Townsend and John Townsend III
Rene and Nicholas Vojnovic*
One Anonymous Donor*
<i>* Founding Members</i>

USF Muma College of Business: Summary Sources and Uses of Operating Funds (\$)
2012–2013 to 2016–2017

	2012-13	2013-14	2014-15	2015-16	2016-17
Operating funds provided by:					
Tuition, fees, appropriations, allocations	\$16,950,689	\$24,248,427	\$22,870,462	\$25,322,337	26,306,484
Governmental grants, contracts	2,061,145	2,338,870	2,227,809	2,345,654	2,439,837
Endowments and private gifts and contracts	1,207,614	3,482,596	3,889,781	4,209,762	4,459,785
Other charges to students	1,293,003	753,681	1,265,905	1,053,714	1,025,575
Non-degree management education	33,901	135,567	17,792	383,654	177,352
Auxiliary funds	820,320	293,645	428,490	487,644	822,830
Total operating funds from all sources	\$22,366,672	\$31,252,786	\$30,700,239	\$33,802,765	\$35,231,863
Uses of operating funds:					
	*				
Degree programs instructional activity	\$0	\$14,983,002	\$16,278,578	\$17,587,978	\$18,174,382
Benefits compensation, all categories	0	4,261,355	4,500,509	4,813,587	5,162,396
Research - salaries and other	0	3,917,824	3,767,259	3,007,731	2,936,331
Public service - salaries and other	0	511,589	538,813	308,816	463,165
Non-degree mgmt. education - salaries and other	0	111,893	124,944	155,415	216,340
Student services and advising - salaries and other	0	1,122,622	1,198,727	1,473,099	1,722,027
Scholarships	0	529,874	710,560	666,296	650,051
Administrative support - salaries and other	0	1,458,562	1,565,100	1,922,769	2,673,157
Auxiliary enterprises - salaries and other	0	315,511	364,692	306,210	324,460
Other expenditures	0	488,003	587,081	320,469	1,097,063
Total expenditures all categories	\$0	\$27,700,235	\$29,636,263	\$30,562,370	\$33,419,372

*Detail on expenditures not available for 2012-2013. See discussion above.

College of Business: Sources and Uses of Operating Funds (%)
2012–13 to 2016–17

	2012-13	2013-14	2014-15	2015-16	2016-17
Operating funds provided by:					
Tuition, fees, appropriations, allocations	76%	78%	74%	75%	75%
Governmental grants, contracts	9%	7%	7%	7%	7%
Endowments and private gifts and contracts	5%	11%	13%	12%	13%
Other charges to students	6%	2%	4%	3%	3%
Non-degree management education	1%	1%	1%	1%	1%
Auxiliary funds	3%	1%	1%	2%	1%
Total operating funds from all sources	100%	100%	100%	100%	100%
Uses of operating funds:					
Degree programs instructional activity		54%	55%	58%	54%
Benefits compensation, all categories		15%	15%	16%	15%
Research - salaries and other		14%	13%	10%	10%
Public service - salaries and other		2%	2%	1%	1%
Non-degree mgmt education - salaries and other		1%	1%	1%	1%
Student services and advising - salaries and other		4%	4%	5%	5%
Scholarships		2%	2%	2%	2%
Administrative support - salaries and other		5%	5%	5%	8%
Auxiliary enterprises - salaries and other		1%	1%	1%	1%
Other expenditures		2%	2%	1%	3%
Total expenditures all categories		100%	100%	100%	100%

APPENDIX 12 — ADVISORY BOARDS

ADVISORY BOARDS FOR THE USF MUMA COLLEGE OF BUSINESS

Advisory Boards by Department

- ▶ Accounting Advisory Council
- ▶ USF Accounting Circle
- ▶ ASA Student Managed Investment Fund Advisory Council
- ▶ Center for Entrepreneurship Advisory Board
- ▶ Finance Advisory Board
- ▶ Information Systems Decision Sciences Advisory Board
- ▶ Personal Financial Planning Advisory Board
- ▶ SBDC at USF Advisory Board
- ▶ Sport and Entertainment Management MBA Advisory Board
- ▶ Supply Chain Management Advisory Board
- ▶ Zimmerman Advertising Program Advisory Board
- ▶ Junior Advisory Council

The Executive Advisory Council

John Townsend

Title: Vice President, Ascensus Consulting

Bio: John Townsend is Ascensus Consulting's vice president and national head of client service and operations. Ascensus Consulting is a retirement administration, plan design, and actuarial firm. Previously, Townsend was vice president of T. Rowe Price Group, Inc. and the general manager of its Tampa Financial Center. He was responsible for retail account management and retirement client services. Townsend joined T. Rowe Price in 1993 and has held several leadership positions there, eventually serving as the manager of the firm's Participant Service Center in Owings Mills, MD. He left T. Rowe Price in 2004 and joined BISYS Retirement Services as vice president of client services. In 2005, he returned to T. Rowe Price and remained there until joining Ascensus in 2017. Townsend graduated from Randolph-Macon with a BA in English. He is also a Series 7, 24, and 63 FINRA registered representative.

Terry Aidman

Title: Managing Partner Emeritus

Company: Cherry Bekaert LLP

Bio: B. Terry Aidman served as managing partner (emeritus) of Cherry Bekaert LLP through the spring of 2013. As a Certified Public Accountant and Certified Merger and Acquisitions Advisor with diverse experience, he provided strategic accounting and business services to privately-held and publicly-traded clients across a spectrum of industries. Prior to joining CB&H, Aidman, developed a leading position in Tampa Bay as managing partner of Aidman, Piser & Company, serving mid-market businesses, entrepreneurs and publicly-traded corporations for more than 17 years. He also previously served as both the director of tax services and as managing partner for the Tampa Bay offices of an international accounting firm. He attended Southern Methodist University and graduated from the University of South Florida with a degree in accounting. He currently serves on and is past chair of the USF Lynn Pippenger School of Accountancy Advisory Board, and is a member of the USF President's Council and an honorary member of Beta Alpha Psi. Terry serves on numerous boards, both for profit and non-profit organizations, and also received the Florida Institute of Certified Public Accountants Public Service Award for his commitment to community service. He also serves as a columnist for the journal of accountancy.

Chris Alvarez

Title: Chief Financial Officer

Company: Florida Medical Clinic

Bio: Chris Alvarez is the chief financial officer of Florida Medical Clinic, PA. The independent, multi-specialty physician practice has more than 300 physicians in approximately 55 locations across Tampa and Eastern Pasco County. Alvarez has more than 20 years experience in health care. He began his career as an auditor in Ernst and Young's healthcare practice and served in senior financial roles with two large hospital systems in the Tampa Bay area before joining Florida Medical Clinic.

Stacey Allaster

Title: Chief Executive - Professional Tennis

Company: United States Tennis Association

Bio: Stacey Allaster is tasked with setting the strategic vision for the USTA's pro tennis division - including oversight of the U.S. Open, Emirates Airline U.S. Open Series, Davis Cup, Fed Cup, and more. She works closely with the USTA Board of Directors and the USTA professional tennis staff to ensure the continued viability of professional tennis in the United States. Allaster has a long history in tennis. She began with her first job, at age 12, cleaning red clay courts at a community club. She was active in the sport through high school and college. After a post-college stint at the Ontario Tennis Association, Allaster joined Tennis Canada, where she served in a variety of positions - including tournament director of the Canadian Open in Toronto, now known as the Rogers Cup. From 2006-2015, Allaster worked with the Women's Tennis Association, beginning her tenure there as president and eventually serving as CEO. There, she generated an estimated \$1 billion in diversified contracted revenues, built and grew the brand locally, and secured a 10-year media agreement, the largest live media rights and production venture in women's sports history.

Barry Alpert

Title: Senior Vice President, Investments

Company: Raymond James

Bio: Barry Alpert joined Raymond James in 1997 as managing director, investment banking and currently holds the title of senior vice president, investments. Alpert also has extensive experience in the banking and insurance industries, having served in leadership positions for numerous financial services companies including Home Life Financial Assurance Corp., Pioneer Western Corp., Western Reserve Life Insurance Co., and Colony Savings Bank. He is a former member and chairman of the Florida Real Estate Commission. He received his bachelor's degree from Roosevelt University in Chicago and his graduate degree in banking from the University of Wisconsin. Alpert was inducted into the Tampa Bay Business Hall of Fame in 2004 and serves on the boards of several philanthropic and professional organizations.

Brad Baker

Title: Senior Vice President / Chief Financial Officer

Company: GTE Financial

Bio: Brad Baker is senior vice president and chief financial officer of GTE Financial. Prior to joining GTE, Baker worked for Texaco/Star Enterprises, (a multibillion dollar joint venture between Texaco and Saudi Aramco which included oil exploration and drilling, refineries and retail distribution), as the assistant controller for the Florida region. A 1985 graduate of USF, Baker earned bachelor's degrees in Management Information Systems and Accounting. His credit union and community involvement includes serving on the board of the Tampa Chapter of Credit Unions, and he is a graduate of Leadership Tampa class of 2003.

Arnie Bellini

Title: Chief Executive

Company: ConnectWise

Bio: Arnie Bellini is chief executive officer of ConnectWise. He co-founded the business with his brother, David, in 1982 after recognizing the impact that microcomputers would have on business. In 1998, Bellini transformed the company's best practices into an integrated, work-flow-driven business management solution that would benefit all IT services companies. The result was the creation of the ConnectWise business operating system, which became one of the world's top business management platform. The company quickly exceeded industry standards, which boosted revenue. ConnectWise has since helped thousands of IT solution firms achieve high levels of service and profitability. Bellini, who is a certified public accountant, earned a bachelor's degree in accounting from the University of Florida and a master's degree in business administration from the University of South Florida.

Brad Bernstein

Title: Founding Partner

Company: SE Capital, LLC

Bio: Brad Bernstein is a managing partner at Chicago-based SE Capital, LLC, a private equity firm that he co-founded in 2001. Bernstein focuses on identifying new investment opportunities and works with existing portfolio companies on strategic planning, financial management, and ongoing corporate development. He is also responsible for the overall administration and management of SE Capital's day-to-day operations. Bernstein has more than 25 years of private equity and investment banking experience. He has served on the board of directors of numerous private companies and non-profit organizations. He earned a BA in finance from the University of South Florida and also holds an MBA from The Kellogg Graduate School of Management at Northwestern University.

Marc Blumenthal

Title: Partner

Company: Florida Funders

Bio: Marc Blumenthal is a serial entrepreneur and visionary leader in the technology industry, as well as an active investor in early-stage companies, providing advice and counsel to their founders. With his three decades of experience in the world of startups, Blumenthal was a natural choice to help build Florida Funders, a Florida-focused investor network and online investing platform, where he is also an investor-member and serves on the company's Board of Managers. Blumenthal has spent his career leading companies and sales organizations in business-to-business technology solutions. His firms have provided clients throughout North America and Europe with business technology solutions and software for enterprise resource planning, customer relationship management, and human capital management.

Sandy Callahan

Title: Chief Financial Officer (Retired)

Company: TECO Energy

Bio: Sandy Callahan served as the chief financial officer of TECO Energy, Inc., a publicly held Tampa-based company with annual revenues of \$3.5 billion and electric and gas utility operations in Florida, electric generation in Guatemala, and coal operations in Kentucky. She was named chief financial officer in July 2009, and previously held the position of treasurer, vice president of risk management, and chief accounting officer until 2017. A licensed Certified Public Accountant, Callahan was an audit manager with the public accounting firm Coopers and Lybrand before joining TECO in 1988. Callahan currently serves on the boards of numerous professional and charitable organizations.

Craig Cuffe

Title: President

Company: Kablelink Communications

Bio: Craig Cuffe is the founder and president of Kablelink Communications, which provides installation work for Bright House Networks. Though the firm is just 15 years old, it now boasts nine offices throughout Florida. Cuffe is also a co-owner of two restaurants in Seminole Heights, The Refinery and Fodder and Shine. He is a Tampa native, an alumnus of both Jesuit High School and USF.

Robert M. Dutkowsky

Title: Chief Executive Officer

Company: Tech Data Corporation

Bio: Tech Data is one of the world's largest wholesale distributors of technology products, services and solutions, serving 125,000 resellers in more than 100 countries. Robert M. Dutkowsky oversees all aspects of the company's worldwide IT products distribution operations. Dutkowsky joined the company in 2006, bringing more than 30 years of experience in the IT industry, including senior management positions in sales, marketing and channel distribution with leading manufacturers and software publishers IBM, EMC, and J.D. Edwards. Dutkowsky serves on the board of directors for several local organizations and nonprofits. He earned a bachelor's degree in labor and industrial relations from Cornell University and is a recipient of the 2000 Ellis Island Medal of Honor recognizing distinguished American citizens.

Scott Fink

Title: President & CEO

Company: Hyundai of New Port Richey

Bio: Scott Fink is president/CEO of six dealerships in the state of Florida, including Hyundai of New Port Richey, the nation's largest volume Hyundai dealership. Fink started in the automotive business at Ford Motor Company in 1983. He left Ford in 1989 and became the operational partner at Clearwater Mitsubishi (Clearwater FL). Fink grew the dealership to consistently rank in the top 10 in sales volume from 1989 to 2000, reaching the # 1 volume dealership in the nation for the years 1994-1995. In 1998, Fink and a partner purchased Clearwater Toyota and eventually sold it to Sonic Automotive. In 2003, Fink opened Hyundai of New Port Richey, a store that has, for the past 110 consecutive months, achieved status as the largest volume Hyundai dealer in the Southern Region, setting and resetting numerous sales records. Fink also serves on many business and philanthropic boards.

Robert Fisher

Title: President and Chief Executive Officer

Company: Grow Financial Federal Credit Union

Bio: Robert Fisher is president and chief executive officer of Grow Financial Federal Credit Union in Tampa. Fisher has been active on the boards of several organizations. He has also served on various industry boards and committees. Fisher has also served on the advisory committee for the Industrial Management and Systems Engineering department at USF. Fisher is an actively licensed Certified Public Accountant in Florida. He earned a bachelor's degree in business from Miami University, in Oxford, Ohio, with concentrations in economics and marketing, and attended Yale University's School of Management to study advanced management studies.

Ron Floto

Title: Director of Strategic Development

Company: Fintech

Bio: Ron Floto joined Fintech in May 2009 as director of strategic development.

A former resident of Hong Kong, Floto served as CEO and was on the board of directors of Dairy Farm International Holdings, Ltd. Floto has decades of experience, including positions at the Pentagon and Department of Transportation, and corporate management positions at Jewel Food Stores, Buttrey Food Stores, Kash n' Karry Food Stores, and the Super K Division of Kmart Corporation. He received an MBA with high distinction from Harvard Business School and was named a Baker Scholar. He also holds a BS in engineering from the United States Military Academy. Floto served in the United States Army and is a Vietnam veteran.

Steven D. Freedman

Title: President

Company: Freedman's Office Furniture & Supplies

Bio: Steve Freedman founded Freedman's Office Furniture in 1980, shortly after graduating from the USF Muma College of Business with a BA in finance. The firm has grown to include two furniture showrooms, a 40,000-square-foot distribution center, and the opening of Freedman's Office Supplies. Freedman is an active member of the Tampa Bay business community, belonging to several civic organizations, and also contributes to many charities. He has also served as a mentor in the USF Muma College of Business Corporate Mentor Program.

Brian Fuhrer

Title: Senior Vice President, Product Leadership

Company: Nielsen

Bio: Brian Fuhrer is SVP, Product Leadership for Nielsen. He is responsible for Nielsen's National and cross-platform television audience measurement initiatives supporting major media clients, Internet companies, and advertising agencies. Nielsen's cross-platform efforts include identifying and measuring the opportunities digital media creates for traditional media and advertising clients. Fuhrer has experience working with a broad range of clients on how Internet-based television viewing can be merged with traditional television ratings, and developing measurement solutions for the opportunities presented by the migration to on-demand viewing. With more than 25 years in media research and product development at Nielsen, Fuhrer's experience spans the U.S. media and advertising industry as well as overseas markets where Nielsen has a media presence in more than 30 countries. He earned a Bachelor of Arts in Marketing from the University of South Florida. He lives in Palm Harbor, Florida with his wife and five children.

Henry Gonzalez

Title: Tampa Market President

Company: Mutual of Omaha Bank

Bio: Tampa native Henry Gonzalez has enjoyed a lengthy career in banking. He began his banking career as a loan representative at The Bank of Tampa in 1992. He worked for First Union for two years in the mid-90s before returning to The Bank of Tampa in 1997, serving in increasingly responsible roles, eventually as executive vice president, before leaving the bank in 2011 to take on an entrepreneurial challenge: running Firm Solutions Holdings, LLC as president. Platinum Bank brought him back to banking when it hired him to serve as president of its Tampa Bay region in 2012. In 2015, he joined Mutual of Omaha Bank. Over the years, Gonzalez has held numerous leadership roles in the Tampa community.

Steve Griggs

Title: President

Company: Tampa Bay Lightning & Amalie Arena

Bio: Steve Griggs became the president of the Tampa Bay Lightning and Amalie Arena less than four years after joining the organization as its chief operating officer. Before coming to Tampa Bay, he spent nearly three years serving as executive vice president of sales and marketing for the Orlando Magic. During his time in Orlando, Griggs oversaw the Magic's corporate partnerships, premium sales and services, season ticket services and operations, brand management, event presentation and ticket sales departments. Griggs served for eight years as the vice president of sales and service for the Minnesota Wild of the National Hockey League and its parent company, Minnesota Sports & Entertainment. Prior to joining the Wild, Griggs served as the vice president of corporate sales and service for Sportsco International, LP and SkyDome. The Aurora, Ontario native also worked for both the NBA's Toronto Raptors and the NHL's Toronto Maple Leafs as the director of ticket sales and service.

Linda Marcelli

Title: Vice President

Company: Lucky's Real Tomatoes

Bio: Linda Marcelli serves as vice president for Sunrise Sun-Ripened Tomatoes, Inc. (Lucky's Real Tomatoes), which grows and provides vine-ripened tomatoes to restaurants and purveyors nationwide. She is the former first vice president and managing director (Tampa Bay Complex) for Merrill Lynch, joining the firm in 1975 as a financial consultant. She served as district director of New York City for many years. In 1990, she was named to the New York Academy of Women Achievers. In 2001, Marcelli relocated to Tampa and was appointed director of the Merrill Lynch Tampa Bay Complex. She serves on the boards of countless local organizations, ranging from education to the arts. She received a BA in psychology from The Ohio State University. She is also a graduate of the Securities Industry Institute at Wharton and the Tuck Institute at Dartmouth College.

Fred A. Meyer

Title: Owner and President

Company: SITECH

Bio: Meyer is president of Southern Lending, Inc., a specialized lending company that concentrates in the construction and surveying industry, helping professionals acquire and retain the necessary technology to remain competitive. Southern Lending works in conjunction with SITECH (formerly Southern Precision and Southern Laser, companies Meyer started) to provide Trimble Navigation's surveying and construction technology throughout Florida, Georgia, and Alabama. Prior to starting Southern Laser/Southern Precision, Meyer was a founding board member and the former president of Lake State Bank until 1996 when the bank merged with SouthTrust Bank. Meyer is actively involved at the University of South Florida. For many years, Meyer has also been highly involved with what is now known as Florida Hospital. Meyer served in the United States Air Force from 1965 to 1969.

Roxann Moore

Title: Executive Vice President

Company: SunTrust

Bio: Roxann W. Moore has over 30 years of experience in corporate and commercial banking and has been with SunTrust for 21 years, serving in many leadership positions over her career. She is currently an executive vice president and the commercial executive with SunTrust. Moore graduated Magna Cum Laude with a BA in finance from the University of South Florida in 1981. She was inducted as a member of Phi Kappa Phi in 1981 as well. In 1985, she graduated from the National Commercial Lending School at the University of Oklahoma. Moore has served on several community and nonprofit boards and committees. Most recently, she joined the University of South Florida's Executive Advisory Council for the USF Muma College of Business.

George Morgan

Title: Operating Advisor for OMERS Private Equity of Toronto

Bio: George Morgan served in executive and financial management for more than 20 years. He is the former president and chief executive officer of Virtual Radiologic, a national radiology firm that works with local practitioners and hospitals to optimize radiology's pivotal role in patient care. Morgan previously served for seven years as executive vice president of U.S. Oncology, one of the nation's largest networks of community-based oncology physicians dedicated to advancing cancer care in America. He held executive roles for five years at HCA, the largest private operator of health care facilities in the world, including service as president of the Ambulatory Surgery Division, COO, and CFO of the Western Group. Morgan is a member of the boards of the University of South Florida Foundation and the USF Research Foundation. The Sarasota resident earned a bachelor's degree in accounting from the University of South Florida, and was a Certified Public Accountant prior to entering health care executive management.

Gregg Morton

Title: Site President, Tampa

Company: Citigroup

Bio: Gregg Morton is site president of the Tampa Citi Service Center and is the senior representative in the Tampa Bay region for the world's global bank. A 30-year veteran of the company, Morton also serves as the governance coordinator for Citi Service Centers globally and leads the development and implementation of a common site governance framework by focusing on site-level talent competencies and process standardization to enable operational efficiency and excellence. As the site president, Morton oversees a campus that supports a staff of over 5,500 and more than 20 Citi professional services businesses, including operations, technology, finance, corporate and private banking, securities and trading, compliance and control, product management and human resources.

Frank Morsani

Title: Chairman/President (retired)

Company: Automotive Investments

Bio: The retired chairman of Automotive Investments, Inc., and a trustee of the Frank and Carol Morsani Foundation, Frank Morsani's career as a businessman and developer began when he joined Ford Motor Company as a service representative. He entered the retail automobile business as a service manager in Fort Lauderdale and later managed dealerships in New Jersey and California. His business interests grew until, at one time, he owned more than 30 dealerships nationwide. His career includes service on national, state, and local committees and boards. One of the area's most notable businessmen and philanthropists, Morsani established the Carol and Frank Morsani Fund in the Community Foundation of Tampa Bay and, through this fund, provided significant support to the Tampa Bay Performing Arts Center (now known as the Straz Center). Passionate about higher education, the Morsanis have provided funds for programs, scholarships, endowed chairs, and capital projects at both the University of South Florida and Oklahoma State University. Most recently, in 2011, the couple pledged \$20 million to the College of Medicine, which now bears their name. Morsani is a graduate of Oklahoma State University and served three years in the U.S. Navy.

Leslie M. "Les" Muma

Title: Chairman and Chief Executive Officer (Retired)

Company: Fiserv, Inc.

Bio: Les Muma co-founded Fiserv, Inc., a Fortune 500 company providing technology products and services to more than 17,000 financial institution clients worldwide. He served as president of the company from 1984 to 1999; Muma retired from Fiserv in 2006. Muma had more than four decades of business experience when he retired, in a range of career positions in fields from data processing to information technology. He and his wife, Pam, are known for their civic service, expressed through both their personal means and via their family foundation. In 2004, he received an Honorary Doctorate of Business Administration from USF. The university has presented him with many other awards, including its 2008 American Fundraising Professionals Philanthropist of the Year Award. In 2003, he received the Muma College of Business Free Enterprise of the Year Award. He has been named a community honoree by USF's Beta Gamma Sigma honor society as well.

Ray E. "Chip" Newton

Title: Senior Managing Director (Former)

Company: Evercore Partners, Inc.

Bio: Chip Newton is the former senior managing director of the private equity group, Evercore Partners, Inc., a leading investment banking firm. Newton currently serves on the board of directors as treasurer for the National Psoriasis Foundation. Newton's past employment includes senior managing director at Perseus, LLC, from 1999-2008, where he focused on investments in the consumer and business services sectors. He also served on the company's board of directors. Prior to Perseus, LLC, Newton was a general partner at J.H. Whitney & Co., and in 1992, he was named the youngest general partner in J.H. Whitney's history. Newton also served as the former director of Brothers Gourmet Coffee and the former director of Northface, Inc.

Steven S. Oscher

Title: Owner and President

Company: Oscher Consulting

Bio: Steven S. Oscher is the managing director of Oscher Consulting, a firm that provides support services and financial analysis to the legal community. Prior to forming Oscher Consulting, he served as an audit and quality review partner and was the director of litigation services with an international accounting firm. He has also taught numerous professional education courses, is a member of several professional organizations, and has served on multiple boards and committees, both locally and nationally. Oscher's longstanding service to USF has been recognized with the Distinguished Alumnus Award and the Don Gifford Service Award.

Scott "Skipper" Peek

Title: Executive Vice President

Company: Lake Nona Property Holdings

Bio: Skipper Peek is part of Lake Nona Property Holding's executive team, serving as executive vice president of commercial sales and development. He has 30 years of experience in the real estate industry and manages Lake Nona's commercial real estate portfolio. The veteran executive has held senior level positions with Panattoni Development Company, DeBartolo Property Group, Highwoods Properties and, Citicorp Real Estate. Peek's professional affiliations include service on numerous advisory boards, and he is a frequent guest speaker or lecturer for the University of Florida, Florida State University, the University of South Florida, NAIOP, ICSC, BOMA, NACORE, CREW and other business organizations. He earned a bachelor's degree in business administration from the University of Florida.

David Pizzo

Title: Market President

Company: Market President, West Florida Region

Bio: David Pizzo oversees Florida Blue's operations in Hillsborough, Pinellas, Pasco, Hernando, Sarasota, Manatee, Lee, and other western counties south to Collier. Prior to this role, Pizzo served as Florida Blue's Vice President, advertising, brand management and market communications since 1997. Prior to joining Florida Blue in 1997, Pizzo served as SVP for Commonhealth (now Ogilvy CommonHealth), the world's largest health care marketing communications firm. Pizzo holds a Bachelor of Science from Rutgers University and an MBA from NYU's Stern Business School. He serves on many business, civic, and philanthropic boards.

Jeff Reynolds

Title: Senior Vice President

Bio: Jeff Reynolds is a third generation financial advisor with nearly two decades of experience. He focuses on private banking, business/personal lending, and wealth management. He has been involved in numerous local organizations and foundations including the USF Alumni Association, Brandon Rotary and Boy Scouts of America.

Susie Levin Rice

Title: President

Company: RMC Property Group

Bio: Susie Levin Rice, chairman of RMC Leasing & Management, oversees the company's corporate and real estate operations. She has been active in the commercial real estate business in Florida for 20 years. Rice began her career as a commercial bank examiner with the Federal Reserve Bank of New York. As an industry expert, Rice has spoken and presented to organizations such as Commercial Real Estate Women, the Real Estate Investment Council, and the International Council of Shopping Centers. Rice is actively involved in the community and has served on several boards. She currently is a trustee at the Tampa Bay Performing Arts Center. She earned a bachelor's degree in finance from George Washington University. She is a licensed real estate broker in Florida and an active member of the International Council of Shopping Centers. She was named the Young Business Woman of the Year in 2005 by the Tampa Bay Business Journal.

Scott Riley

Title: Chief Executive Officer

Company: FinTech

Bio: Riley has been part of the majority ownership group of Fintech since 1996 and has served on the board continuously since then. He was named CEO in 2005. Fintech is an electronic data and payment solutions company which allows alcohol distributors to be paid electronically by their retailers. Before he worked with Fintech, Riley owned an advertising agency, which was later sold to a national firm. He also worked as a regional manager for a TV and radio broadcast group and was instrumental in the development of the Real Estate Channel on cable TV. Riley co-founded Parker Communications Network, Inc., a satellite-based monitor system distributing commercials to large grocery chains throughout the country for companies such as Coca-Cola, General Mills, Procter & Gamble and Nabisco. He also co-founded In Store Media, which worked with major grocers such as Publix, Kroger, and Albertson's to merchandise their private label products. Riley is on the boards of numerous charitable and community organizations. In addition, Riley established the Riley Family Education Foundation, whose mission is to provide scholarships to assist with special needs education.

Kimberly Ross

Title: Senior Vice President and Chief Financial Officer

Company: Baker Hughes Inc.

Bio: Kimberly Ross is Senior Vice President and Chief Financial Officer (CFO) of Baker Hughes Incorporated. She joined Baker Hughes in 2014 from Avon Products Incorporated, where she served as Executive Vice President and CFO. Prior to her association with Avon, Ross served as Executive Vice President and CFO of Royal Ahold N.V. from 2007 to 2011 and held various other finance positions at Royal Ahold from 2001 to 2007. Ross earned a Bachelor of Arts degree in accounting from the University of South Florida and became a certified public accountant after graduation. She serves on the board of directors and the audit committee of Chubb (formerly ACE Limited).

Yvette Segura

Title: Vice President and General Manager

Company: USAA Southeast Regional Office

Bio: Yvette Segura is vice president and general manager of USAA's Southeast Regional Office in Tampa, Florida. Segura provides leadership to the 2,600 USAA employees in Tampa and is the senior USAA officer in Florida. Her responsibilities include serving as the primary USAA representative to regional civic, industry and military organizations. She is also the senior on-site integrator/coordinator for Community Affairs, Corporate Communications, Facilities, Information Technology, Business Continuation and People Services. Segura has worked in the insurance industry since 1984 and has been with USAA since February 1989. During her tenure at USAA, she has held a variety of leadership positions in the Property and Casualty Company. Throughout her career with USAA, she has lived in several cities across the USA to include San Antonio, TX, Atlanta, GA, Colorado Springs, CO and Tampa, FL. She holds both a bachelor's degree and a master's degree in business as well as CPCU and CCLA designations. She has held board of director positions with various non-profit organizations in every city she has lived.

David G. Shell

Title: Partner and Managing Director (Retired)

Company: Goldman Sachs & Co.

Bio: Dave Shell retired at the end of 2011 as a partner of Goldman Sachs & Co. Since 2002, he served as co-chief investment officer of the growth team at Goldman Sachs Asset Management. Shell joined Goldman's growth team after Goldman Sachs acquired Liberty Investment Management, where he was a vice president and senior portfolio manager. Shell joined Goldman as a vice president; he was named managing director in 2000 and partner in 2004. Shell began his career at Liberty's predecessor firm, Eagle Asset Management, as an analyst and portfolio manager. He has served on the boards of several private companies and nonprofits. He often serves as an informal mentor to students involved in the USF Muma College of Business Student Managed Investment Fund. Shell earned a business degree from USF.

Lisa Simington

Title: Regional Resident

Company: BNY Mellon Wealth Management

Bio: Lisa Simington, CFP is the regional resident for BNY Mellon Wealth Management in its West Florida region covering offices from Tampa to Naples. In this role, she manages all new business development, portfolio management, trust administration, estate planning and private banking activities within the region. Simington has more than 25 years of experience in financial services including Wells Fargo (then Wachovia) and Goldman Sachs. Simington serves on numerous community boards in both Tampa and Naples and holds a Bachelor of Science in Finance from the University of Florida. She lives in both Naples and Tampa with her husband and four children.

Joseph P. Teague

Title: Managing Partner

Company: Northwestern Mutual Financial Network/The Teague Financial Group

Bio: In 1989, Joe Teague became managing partner of the Northwestern Mutual Financial Network office in the greater Tampa Bay area. Joe is only the third individual to hold this position since the Tampa Bay office was established in 1957. Teague joined Northwestern Mutual in 1978 as a financial representative in the company's Nashville office. During the 1980's, Teague opened a new office in Knoxville, Tennessee. Under his tenure, that office became one of Northwestern Mutual's top-10 District Network Offices in the nation and won the an achievement award three years in a row. Teague is a member of numerous community, charitable, and economic organizations. Teague earned a bachelor's degree in business and economics from the University of Tennessee-Knoxville.

Nick Vojnovic

Title: President

Company: Little Greek Franchise Development, LLC

Bio: Nick Vojnovic is the president and majority partner of Little Greek Franchise Development, LLC, a restaurant chain based in Tampa. Before joining Little Greek, Vojnovic was president of Beef 'O' Brady's Family Sports Pubs/Family Sports Concepts, also based in Tampa, for 12 years. He also held positions at Famous Dave's of America, a 140-unit barbecue and blues chain headquartered in Minneapolis, and Sunstate Ventures, a 13-unit franchisor of Chili's Grill and Bar in Tampa. Vojnovic is the former chairman of the Florida Restaurant and Lodging Association. He has become a regular on Fox Business News with more than 10 appearances, and has also been featured in the Wall Street Journal. Vojnovic received the Elliot Motivator of the Year award, a Golden Chain award, and was an Ernst and Young Entrepreneur of the Year finalist. Vojnovic graduated from Cornell University's School of Hotel Administration in 1981 and earned an Executive MBA from USF in 2012.

Bill West

Title: President and Chief Executive Officer

Company: The Bank of Tampa

Bio: Bill West is the president of The Bank of Tampa. West began his banking career at the Exchange National Bank of Tampa in 1975. He took on increasing leadership positions with that firm, and later Barnett Bank and Wachovia, before joining The Bank of Tampa in 1993. He has been president of the bank since 2008. West has been highly involved in the Tampa community, serving on numerous community and nonprofit organizations. He is also a member of the Tampa Yacht and Country Club, Palma Ceia Golf and Country Club, and Ye Mystic Krewe of Gasparilla. He earned a bachelor's degree in business from USF.

The logo for the University of South Florida Muma College of Business. It features the letters 'USF' in a large, white, serif font, set against a solid black rectangular background.

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