Blueprint for Academic Excellence

Darla Moore School of Business

2013-2014

Executive Summary

MSB contributes to meeting the Academic Dashboard targets in a number of ways. MSB offers distinctive, visible, and highly ranked undergraduate programs with meaningful career opportunities. These programs offer significant appeal to potential students and are used as part of efforts to attract quality students to USC. When validated by rankings and placement outcomes, investments in program quality and student engagement allow for significant returns in terms of undergraduate enrollment and SAT scores. MSB also contributes to indicators relating to retention and timely graduation. This can be seen in efforts to prevent course bottlenecks and in the utilization of summer and evening course offerings. It can be seen in efforts to engage students potentially at-risk. And it can be seen in efforts to provide a foundation built upon student quality and motivation. By attracting quality students and offering significant career opportunities, MSB is working to enhance student ability and motivation, factors critical to meeting dashboard indicators. Because professional master's programs are an important source of reputation and revenue for a business school, we have included metrics relating to enrollment, student quality, and placement outcomes. With regard to faculty related dashboard components, MSB has worked aggressively to affect the student-faculty ratio. Drawing on FRI and internal resources, MSB is working to increase the number of tenure-track faculty by over ten percent. Further, using internal resources, MSB is working to expand the number of non-tenure track faculty by over twenty-percent. While MSB has structured policies to affect research expenditures and research awards, these indicators offer only a limited view of business school research contributions. Accordingly, we have suggested an indicator relating to publication productivity and one relating to non-traditional sources of revenue. With regard to doctoral output, MSB is committed to attracting top students and encouraging timely completion, and successful placement. While such efforts will increase doctoral production, financial issues constrain rapid and sustained increase in admissions. One-time funds have been identified for a temporary expansion in admissions, but sustained growth would require recurring funds.

MSB contributes significantly to each of the key performance parameters. With significant enrollment at the undergraduate and graduate level, efforts to increase opportunities for student engagement and also encourage pedagogical improvement, curriculum innovation, and course rigor have the potential to significantly affect teaching excellence at USC. Further, MSB faculty are heavily involved in research and scholarly activity. Significant resources are devoted to ensuring faculty have the capacity to meaningfully impact scholarly developments in their discipline, with many faculty having developed international reputations for thought-leadership. MSB also significantly contributes with service, with faculty and staff engaged in: a) economic development, policy analysis, and outreach to business organizations; b) leadership roles in professional organizations; and c) governance in the school and university. Contribution to sustainability are made through faculty research and teaching as well as though visible initiatives that incorporate sustainability concerns in the design and construction of the new MSB facility.

Dashboard Indicators

Undergraduate Enrollment		
Strategies	**Progress**	**Strategies for 2013-2014**
• Distinctive, quality and visible programs to attract students to USC • Capacity to ensure course availability • Faculty/staff support of recruiting outreach	• 2001: 742 freshman; 2011: 1094 freshman; 2012: 1148 freshman • 2001: 2608 UGs; 2011: 4036 UGs; 2012: 4202 UGs	• Refine execution of existing strategies • Continue to enhance quality, visibility, and distinctiveness of undergraduate programs
Average SAT		
Strategies	**Progress**	**Strategies for 2013-2014**
• Attract top students via visible and distinctive programs validated by rankings and placement • Visible student engagement opportunities	• SAT growth: 2001 SAT: 1097; 2011 SAT: 1210; 2012 SAT: 1222	• Expand investment in initiatives such as study abroad and cohort programs, case/business plan competitions, student consulting projects, and curriculum for high-demand fields • World-class facilities • Faculty/staff outreach to prospective students
Freshman/Sophomore Retention		
Strategies	**Progress**	**Strategies for 2013-2014**
• Impact via attraction of high SAT students • Encourage engagement in and out of the classroom (e.g., residential learning communities) • Promote Student Success Center and SI • At-Risk Training	• Retention rate is 89.2% for 2012, compared to 89.8% in 2011 and 84.8% in 2010 • Consistent with the target for USC but below the rate for aspirant peer schools	• Supplement current approach with greater utilization of social media • Early identification of at-risk students with referral to Student Success Center and for SI

Dashboard Indicators

Six-Year Graduate Rate		
Strategies	**Progress**	**Strategies 2013-2014**
• Responsiveness to fluctuations in the demand for courses • Evening and summer term courses • Promote engagement, via USC Connect, MSB organizations, and residential communities • Training for identification and referral of at-risk students	• 80%, up from 73% in the prior year • Exceeds the 72% rate for USC and the 74% rate for peers	• Tracking student progression and meeting with at-risk students regarding graduation plans • Increase use of social media to engage at-risk students • Meeting coordination enhanced via AdvisorTrac

Student Faculty Ratio		
Strategies	**Progress**	**Strategies 2013-2014**
• Replacement and FRI hires • Clinical additions • Retention	• FT faculty; 106 in 2010, 114 in 2011, 122 in 2012 • 2011 ratio 43.08, 2012 ratio 41.62	• Supplement current faculty with efforts to add 8 clinical faculty

Research Expenditures		
Strategies	**Progress**	**Strategies 2013-2014**
• Grant course buy outs at 15% of base	• FY2012 Sponsored Award Expenditures: $1,558,922 • FY2012 external funding: $4,114,608 (includes SBDC)	• Modify summer pay policies: supplemental pay from grants and major grants as "A" article

Research Awards		
Strategies	**Progress**	**Strategies 2013-2014**
• Limited MSB applicability • Fulbrights encouraged	• Two faculty pursuing Fulbrights in 2013	• Further incent Fulbrights via summer support policy

Doctoral Degrees		
Strategies	**Progress**	**Strategies 2013-2014**
• Timely completion via limiting teaching, partial 5th year funding, streamlining requirements, and attracting quality students	• In 2012, 7 students graduated, compared to 10 in 2011 • Affected by admissions patterns	• Consideration of dual degree type programs • New slots awarded on competitive basis

Dashboard Indicators

Master's Enrollment and Student Quality		
Strategies	**Progress**	**Strategies 2013-2014**

• MBA fairs—national and international
• Feeder institutions
• Outreach via GMAT lists
• Fee reductions/fellowships
• Media advertisement
	• By Program: Number Matriculated, GMAT, Months Experience
	  o IMBA: 71, 624, 44
	  o PMBA: 173, 587, 101
	  o MHR: 38, 599, 20
	  o MACC: 56, 592, 23
	  o MAECON: 8, 617, 15
	  o MIB: 16, 643, 7
		• Structure for graduate division
		• Recruiting processes: digital marketing, targeted and sequential communication, revised messaging
		• Increased media advertising
		• Curriculum revision
		• Innovative programming

Master's Placement		
Strategies	**Progress**	**Strategies 2013-2014**
• Curriculum and program initiatives • Increased outreach to employers in key areas	• IMBA: 76K (86% placed) • MHR: 74K (TBD) • MACC: 50K (89% placed) • MIB: 57K (75% placed)	• Emphasis on labor market prospects in student recruitment • New resources for corporate outreach and internship support

High Impact Publications		
Strategies	**Progress**	**Strategies 2013-2014**
• Summer support • Internal research funds • Doctoral Program • Critical mass in select areas • Faculty retention policies	• 47th worldwide: FT ranking • 39th in North America: UTD ranking • 33 articles in high impact journals (5-yr Impact>2)	• Clinical hires to allow for competitive teaching loads

Non-Traditional Revenue		
Strategies	**Progress**	**Strategies 2013-2014**
• Relationship development • Brand enhancement • Innovation in programs and initiatives	• Program revenue: $1.3m • Giving: $6,218,527	• Marketing Investments • Program Enhancement

Goals

Enhance Status as a World-Class Research Institution		
5-Year Goal & Key Parameters	**1-Year Progress**	**1-Year Goals**
• Scholarly activity affecting academic disciplines, business practices, economic development, and policy • Development of reputation for thought-leadership that affects engagement of external constituents with USC and its students	• Recruited well-regarded senior and junior faculty • Retention adjustments • Research support and internal research grants • Modified recruiting process • Publications output: 47th in FT and 39th UTD • Marketing of research findings • Development of collaborative faculty groups	• Move to competitive teaching loads for research faculty with addition of clinical faculty • Provide new BPF Fellows for research excellence • Aggressive recruiting and retention efforts
Enhance Status: Core Programs		
5-Year Goal & Key Parameters	**1-Year Progress**	**1-Year Goals**
• Facilitating instructional innovation, curriculum development, and enhanced pedagogical techniques in order to affect learning outcomes, the student experience and the capacity of our graduates to impact organizations and society	• Learning and delivery model for PMBA, incorporating TP and asynchronous delivery and providing flexibility, efficiencies, and engagement • Curriculum grants for new pedagogical approaches • Enhanced student engagement initiatives (e.g., case competition, cross-campus new venture competition, corporate consulting projects) • Refinement of blended learning model for UG • AMBA launch effort	• Complete launch of redesigned PMBA and of the AMBA program • Work of classroom rigor task force completed with initial implementation • Curriculum innovation relating to data analytics • Continue expansion of student engagement initiatives • Continue curriculum enhancements linked to labor market demand • Continue to refine and expand the utilization of blended learning

Goals

Enhance Status: International Programs		
5-Year Goal & Key Parameters	**1-Year Progress**	**1-Year Goals**
• Expand opportunities for international education and research via partnerships, cohort programs, exchange agreements, and short-term study abroad • Re-establish status of IMBA as leading international business program	• 8 new short-term study abroad programs • 30 new exchange agreements and 2 new dual degree options with prestigious international partners • Two draft cohort agreements with other early stage negotiations • Implementation of IMBA curriculum revision & revised marketing processes	• Complete successful launch of IMBA revision, with execution of recruiting, student services, internship, and placement initiatives • Build upon portfolio of partnership-based international programs. Expansion options include exchange partners, cohort programs, MIB dual degree options, and Ph.D. partners • New short-term study abroad programs
Strengthening of Corporate Relationships		
5-Year Goal & Key Parameters	**1-Year Progress**	**1-Year Goals**
• Developing strong relationships with corporations, governmental agencies, and non-profit organizations, expanding size, scope, and quality of our network • Utilization of corporate and organizational partnerships to enhance placement and career opportunities and revenue from programs and consulting relationships • Enhance overall reputation and visibility of school among stakeholders, opinion-leaders, and potential students and clients	• Launched new conferences for business community • Achieved core school status for placement from top firms • Expanded corporate involvement in key placements events (e.g., expo) • Development of marketing materials/processes for new programs • Expanded media awareness of faculty contributions and school initiatives • Launched digital marketing processes • Outreach to potential corporate partners • Improved administrative processes	• Increase revenue and net income • Expand number and status of firms recruiting at DMSB • Further refine administrative processes • Expand client base for custom and consultative services • Address challenges facing open enrollment programs • Increase media exposure with regard to faculty and school initiatives • Refine marketing strategy and increase utilization of digital marketing

Goals

Enabling Environment: Resources, Infrastructure, and Organizational Capabilities		
5-Year Goal & Key Parameters	**1-Year Progress**	**1-Year Goals**
• Expand discretionary resource base via relationship development and philanthropic initiatives • Development of facilities and technology capable of supporting business education best practices • Development of processes and capabilities to support execution and innovation • Development of incentive and budgetary mechanisms to support critical priorities and revenue growth	• Advancement team staffing and development • Relationship development: key alumni and supporters • Over $6,000,000 in major gifts, annual gifts, planned giving, and corporate gifts • Messaging and collateral material developed for campaign • Grant funding and resources for instructional innovation • Refinement of strategies for TP utilization • Prototyping of thin cloud environment • Collaboration with DOE regarding sustainability in building design • New building on schedule and on budget • Plans for utilization of online training services	• Continue progress toward $100,000,000 campaign target, with attention to in-kind giving for building, gifts for capital improvement, support for professorships, fellowships, and student support • Execution of communication campaign • Cultivation of key prospects • Refinement of advancement processes • On target completion of new facilities • Development plan for staff using online resources (Skillsoft) • Coordination activities and planning sessions to assist units with transition to new facility • Execute utilization of thin-cloud client prototypes in new facility • Modify fee structures and administrative processes as needed by Banner system • Expand resources/support for curriculum innovation and use of blended learning models • Expand resources/support for high engagement learning opportunities

Appendix A

Resource Requirements

Resources	Goals Targeted	Strategy
Tenure-Track (FRI resources) and Clinical Faculty Hires (internal resources, budgeted for FY2014)	Student-faculty ratio, status as world-class research institution, marque publications	Clinical hires ensure competitive loads for tenure-track faculty, impacting research output and retention
Funding of doctoral slots for competitive allocation. One time allocation of 4 slots allocated using internal resources. Sustaining strategy would require new state resources.	Doctoral production and status as world-class research institution	Slots allocated on competitive basis (prior placements and student quality)
Placement personnel to support outreach for graduate programs. Funding allocated for one position. New funding required for more significant investment.	Status of international and core programs, master's program placement, and master's program student quality and enrollment	Resources for graduate placement to addresses issues affecting b-school ranking: starting salary, placement rate, student satisfaction with career services.
Staff and funding for marketing activities specific to business school environment. Allocation of internal resources.	Status of core and international programs, master's enrollment, student quality, and placement, non-traditional revenue	Address deficiencies in brand, visibility, and reputation by marketing investments
Faculty/staff and IT resources for design/delivery of blended and non-traditional delivery models. Internal allocations and philanthropy support initial investments. May benefit from new support for faculty curriculum development.	Status of core programs and masters' program enrollment	Ensure faculty/staff competencies to support innovation.

Appendix B

Peer and Top 10 Institutions

Department	Top 10	Five Peer Schools
Accounting	University of Illinois	Florida State University
	University of Texas	University of Alabama
	Indiana University	University of Missouri
	Arizona State University	University of Tennessee
	University of Washington	Virginia Tech University
	University of Florida	
	University of Wisconsin	
	Michigan State University	
	Ohio State University	
	Texas A&M University	
Department	**Top 10**	**Five Peer Schools**
Economics	UC Berkeley	University of Kentucky
	University of Michigan	University of Georgia
	UC San Diego	Florida State University
	UCLA	North Carolina State University
	University of Wisconsin	Clemson
	University of Maryland	
	UC Davis	
	UC Santa Barbara	
	University of Virginia	
	Michigan State University	

Department	Top 10	Five Peer Schools
Finance	University of Texas	University of Georgia
	University of Michigan	University of Pittsburgh
	UCLA	Texas A&M University
	University of North Carolina	Penn State University
	UC Berkeley	University of Oklahoma
	Ohio State University	
	University of Washington	
	Indiana University	
	University of Illinois	
	University of Virginia	
Department	Top 10	Five Peer Schools
International Business	University of Illinois	University of Illinois
	Indiana University	Indiana University
	Michigan State University	Michigan State University
	University of Minnesota	University of Minnesota
	Duke University	George Washington University
	New York University	
	George Washington University	
	London Business School	
	University of Michigan	
	University of Pennsylvania	

Department	Top 10	Five Peer Schools
Management	University of Maryland	Rutgers University
	UNC	University of Colorado
	Indiana University	University of Tennessee
	University of Michigan	Georgia Tech
	Michigan State University	University of Georgia
	Penn State University	
	University of Texas	
	UC Berkeley	
	UCLA	
	University of Illinois	
Department	Top 10	Five Peer Schools
Management Science	Penn State University	University of Minnesota
	University of Michigan	Michigan State University
	Purdue University	Indiana University
	Arizona State University	Ohio State University
	University of Arizona	Georgia Tech
	UC Berkeley	
	University of Texas	
	University of Maryland	
	University of North Carolina	
	University of Tennessee	

Department	Top 10	Five Peer Schools
Marketing	UC Berkeley	University of Connecticut
	University of Florida	Virginia Tech University
	UCLA	University of Georgia
	University of Texas	University of Missouri
	University of Wisconsin	University of Arizona
	Penn State University	
	University of Minnesota	
	University of Michigan	
	University of Maryland	
	Arizona State University	

Appendix C

Strengths and Accomplishments

- Research productivity within the DMSB exceeds what would be expected in light of key indicators regarding faculty resources. We are ranked 47th worldwide in business school research by *Financial Times* (with higher ratings in specific disciplines) and this was accomplished while significantly lagging pay at the ten schools immediately above and immediately below DMSB on the *FT* ranking.

- We continue to move forward with innovative initiatives designed to advance our reputation and position within international business. These initiatives include expanded study abroad opportunities with prestigious international partners, UG cohort programs (as with CUHK), dual-degree programs at the graduate level (again with well-regarded global partners). These partnerships are being facilitated by regional directors with language and cultural expertise and undergraduate advisors focused on international programs.

- The distribution of PMBA students across multiple locations combined with the needs and expectations of this type of student creates significant challenges with regard to program structure and course delivery. To address these challenges, we incorporate asynchronous learning, the use of TP for sessions requiring active student engagement, and live sessions on the USC campus. Our efforts are built upon investments by DMSB and in-kind gifts provided by corporate supporters (including Polycom and Cisco) and afford significant opportunities for innovation. Our goal is to develop learning models that will allow for our blended courses to actually be superior to in-person classes for the student population being served.

- Significant progress has been made in the funding, design and construction of the new home for DMSB. Emphasis has been given to sustainable design, with support provided by the Department of Energy. Emphasis has also been given to the development of facilities that will provide for an effective learning environment, facilitate collaboration, encourage research productivity, and enhance the reputation of the Moore School among students and employers.

- Despite budget pressures, we have maintained our commitment to eliminating barriers to timely graduation. Budget and staffing priorities were established to ensure that required courses are available in the fall and spring semester and also summer terms.

- Our ability to deliver on any number of critical initiatives depends on our capacity to obtain philanthropic support and we have made significant progress within the last year with regard to advancement. Significant gifts have been received, increased staffing has been prioritized, significant volunteer support has been enlisted and, further, critical relationships with new and significant potential donors have been cultivated.

- The ability to attract top undergraduate students (with high SATs and other impressive credentials) depends on our ability to provide distinctive opportunities for highly engaged learning. We continue to increase our investment in this even within the context of budget constraints.

Appendix D

Weaknesses, Challenges, and Opportunities

- Faculty staffing levels are a key concern. For some units, we are at risk of falling below AACSB standards with regard to Academically Qualified faculty. While efforts to attract new faculty are being made with FRI support, challenges exist with regard to faculty sufficiency requirements.   In addition to accreditation risks, our staffing situation also has implications for doctoral education, research productivity, and the quality of offerings in our undergraduate and professional graduate programs.   Related to this, retention is a critical issue given the labor market for business faculty.

- Given competition for top doctoral students, we can attract quality students only if we are competitive with regard to stipends and teaching load. Each additional student costs the MSB over $30,000 per year, making expansion a costly proposition. While partnerships and other creative initiatives may offer new opportunities for expansion, financial constraints remain significant.

- The marketplace for graduate programs has become turbulent, with interest in full-time MBA programs declining at the same time that interest is increasing in other business programs.   Global competition for students is also heightening, with significant investments having been made by institutions in Asia and Europe. Within this context, our position has eroded and we now face significant threats. Strategies have been developed to address via differentiation based on language and cultural expertise and overseas business experience, supplemented by the launch of an accelerated MBA. Implementation challenges, execution delays and divergent views among faculty regarding the appropriate strategy for our MBA portfolio are causes for concern and require significant attention.

- For key segments of the undergraduate population, we are able to offer distinctive, visible, and highly engaging programs, programs with the potential to attract highly talented students to USC. However, these segments remain relatively small, necessarily so in light of resources constraints. Efforts to expand the portion of students who benefit from these types of programs are warranted.

- We are moving forward with a number of significant change initiatives throughout the college. These initiatives are being pursued within the context of strained resources and pressures to pursue additional initiatives. Given this context, significant threats to our ability to execute remain. The magnitude of change also makes it difficult to adequately communicate key developments and build support for needed initiatives.

Appendix E

Unit Statistical Profile

    A. Instructional

1. Number of entering freshman for classes Fall 2009, Fall 2010, Fall 2011 and their average SAT and ACT scores.

	FALL 2009	FALL 2010	FALL 2011	FALL 2012
# Fresh/ACT Avg.	1004/27	1057/27	1094/27	1148/27
# Fresh/SAT Avg.	1004/1199	1057/1194	1094/1210	1148/1222

2. Freshman retention rate for classes entering Fall 2009, Fall 2010 and Fall 2011.

	FALL 2009	FALL 2010	FALL 2011
Same school	70.0%	74.6%	75.2%
Other school	14.9%	15.2%	14%
Total	**84.8%**	**89.8%**	**89.2%**

3. Sophomore retention rate for classes entering Fall 2008, Fall 2009 and Fall 2010.

	FALL 2008	FALL 2009	FALL 2010
Same school	80.9%	83.6%	82.4%
Other school	13.6%	10.0%	10.3%
Total	**94.5%**	**93.6%**	**92.7%**

4. Number of majors enrolled in Fall 2009, Fall 2010, Fall 2011 and Fall 2012 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral).

	FALL 2009	FALL 2010	FALL 2011	FALL 2012
	Headcount	Headcount	Headcount	Headcount
Undergraduate	3,953	3,977	4,036	4,202
Masters	373	775	803	802
Certificate	0	0	0	0
First Professional	0	0	0	0
Doctoral	51	71	64	74
Total	**4,377**	**4,823**	**4,903**	**5,078**

5. Number of entering first professional and graduate students, Fall 2009, Fall 2010, Fall 2011 and Fall 2012 and their average GRE, MCAT, LSAT, scores, etc.

2009									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	20	93	43	13	35	9	157	2	372
Average GMAT	NONE	643	592	625	595	602	605	715	
Average GRE (q+v)	NONE	NONE	NONE	1206	1062	NONE	1186	NONE	
Average PAEP	615	NONE	NONE	NONE	NONE	NONE	NONE	NONE	

2010									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	21	81	90	11	33	16	155	30	437
Average GMAT	555	630	593	740	601	595	587	700	
Average GRE (q+v)	NONE	1057	NONE	1197	1030	1010	1099	1349	
Average PAEP	608	NONE	NONE	NONE	NONE	NONE	NONE	NONE	

2011									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	18	92	60	12	38	13	163	9	405
Average GMAT	NONE	633	590	665	562	625	597	696	
Average GRE (q+v)	NONE	1182	NONE	1264	1044	1040	1128	NONE	
Average PAEP	575	NONE	NONE	NONE	NONE	NONE	NONE	NONE	

2012									
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL ENROLLED
Number Enrolled	16	71	56	8	38	16	173	17	395
Average GMAT	NA	624	592	617	599	643	599	698	
Average GRE (q+v)	NA	315	NA	316	304	NA	306	1360	
Average PAEP	627								

NOTE: Score averages are not calculated across programs as admission criteria are different for each degree program.

6. Numbers of graduates in Fall 2011, Spring 2012 and Summer 2012 level (undergraduate, certificate, first professional, masters, doctoral).

	FALL 2011	SPRING 2012	SUMMER 2012
Undergraduate	224	609	74
Masters	116	163	54
Certificate	0	0	0
First Professional	0	0	0
Doctoral	2	3	2
Total	**342**	**775**	**130**

7. Four-, Five-, and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only).

2006 Cohort			
	4-Year	5-Year	6-Year
Same school	48.7%	62.2%	62.8%
Other school	9.5%	15.9%	17.2%
Total	**58.2%**	**78.0%**	**80.0%**

8. Total credit hours generated by our unit (regardless of major) for Fall 2011, Spring 2012, and Summer 2012.

	Count
Fall 2011	46,433
Spring 2012	47,400
Summer 2012	6,198

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree.

	FALL 2012
Major	% Credit Hours
Accounting	26.51%
Economics/B.A.or B.S.	42.23%
Finance/ Financial Services	39.10%
International Business	28.04%
International Business/ Chinese Track	28.04%
Management Science/ Business Information Management	27.88%
Management Science/ Business Information Systems	27.77%
Management Science/ Global Supply Chain	28.51%
Management/ Entrepreneurship	28.42%
Management/ Human Resources	27.56%
Marketing	28.36%
Real Estate	27.09%
Risk Management and Insurance	28.05%

10. Percent of credit hours by undergraduate major taught by full-time faculty.

Major	FALL 2011 % of UG Credit Hours taught by Full- Time Faculty
Accounting	68.77%
Economics/B.A. or B.S.	70.03%
Finance/ Financial Services	89.23%
Insurance and Risk Management	70.03%
International Business	66.39%
International Business/ Chinese Track	67.16%
Management Science/ Business Information Management	66.56%
Management Science/ Business Information Systems	66.30%
Management Science/ Global Supply Chain	67.35%
Management/ Entrepreneurship	64.14%
Management/ Human Resources	63.90%
Marketing	67.27%
Real Estate	67.88%
Risk Management and Insurance	66.47%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank) for Fall 2010, Fall 2011 and Fall 2012 (by department where applicable)

	FALL 2010	FALL 2011	FALL 2012
Tenure Track			
Professor	28	34	35
Associate Professor	25	25	25
Assistant Professor	29	22	25
Research Faculty	0	0	0
Total Tenure Track	**82**	**81**	**85**
Visiting Faculty	**0**	**0**	**1**
Clinical Faculty			
Professor	2	1	1
Associate Professor	0	0	0
Assistant Professor	4	5	6
Total Clinical Faculty	**6**	**6**	**7**
Instructors	**0**	**1**	**2**
Lecturers	**17**	**25**	**27**
Adjunct Faculty	**53**	**51**	**59**
Total	**158**	**165**	**181**

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2011.

	FALL 2011	FALL 2012	PERCENT CHANGE
PROFESSOR			
Hispanic	0	0	--
American Indian/Alaska Native	0	0	--
Asian	4	4	--
Black or African American	0	0	--
White	29	30	Up 3%
Two or More Races	0	0	--
N/R Alien	1	1	--
Unknown	0	0	
ASSOCIATE PROFESSOR			
Hispanic	0	0	--
American Indian/Alaska Native	0	0	--
Asian	1	0	Down 100%-
Black or African American	1	1	--
White	14	15	Up 7%
Two or More Races	1	1	--
N/R Alien	8	8	
Unknown	0	0	--
ASSISTANT PROFESSOR			
Hispanic	0	0	--
American Indian/Alaska Native	0	0	
Asian	1	1	
Black or African American	0	0	--
White	9	10	Up 11%
Two or More Races	1	1	--
N/R Alien	11	13	Up 18%
Unknown	0	0	--

B. Scholarship, Research and Creative Accomplishments

1. The total number and amount of external sponsored research proposal submissions by funding source for FY2012.

DESCRIPTION	DEPARTMENT	APPLICATIONS	DOLLARS REQUESTED
FEDERAL	Dean's Office	2	104,000
	Division of Research	2	1.039,389
	Small Business Development Center[*]	5	3,259,802
STATE	Division of Research	3	55,500
COMMERCIAL	Division of Research	4	195,000
AGENCY (Z ACCOUNTS)	Small Business Development Center*	1	360,000

*Project conducted by a consortium of four universities.

2. Summary of external sponsored research awards by funding source for FY2012. Total extramural funding processed through Sponsored Awards Management (SAM) in FY2012, and Federal extramural funding processed through SAM in FY2012. Amount of sponsored research funding per faculty member in FY2012 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).

DEPARTMENT	PI	RANK	COMMERCIAL	FEDERAL	NONPROFIT	STATE
Dean's Office						
	Finger, Stephen	Tenure-Track		18,878		
	Folks, William	N/A		177,613		
	Kress, Dean	N/A		29,220		
	Keune, Marsha	Tenure-Track			9,800	
Division of Research	Von Nessen, Joseph	N/A	195,000			78,500
Small Business Development Center*	Abraham, Michele	N/A		3,606,597		
Total			**195,000**	**3,832,308**	**9,800**	**78,500**

*Project conducted by a consortium of four universities

3. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2012, by rank, and by department, if applicable.

DEPT	PI	TOTAL EXENDITURES	STATUS
Business, Moore School of - Dean's Office			
	Finger, Stephen	28,224	Tenure-Track
	Folks, William	436	NA
	Hudgens, David	2,980	N/A
	Jayaram, Jayanth	2,000	Tenured
	Kostova, Tatiana	2,004	Tenured
	Kress, Dean	24,203	N/A
	Murray, Jason	2,131	Tenure-Track
	Winchel, Jennifer	3,000	Tenure-Track
Business, Moore School of - Division of Research			
	Folks, William	118,999	N/A
	Korsgaard, Audrey	28,920	Tenured
	Kramer, Thomas	1,102	Tenured
	McInnes, Melayne	13,069	Tenured
	Nair, Anand	2,000	Tenured
	Ozturk, Orgul	625	Tenure-Track
	Sandberg, William	-7,436	Tenured
	Smith, Warren	4,250	N/A
	Von Nessen, Joseph	124,428	N/A
	Woodward, Douglas	22,771	Tenured
Small Business Development Center*			
	Abraham, Michele	919,016	N/A
	Lenti, John	18,487	N/A

*Project conducted by a consortium of four universities.

4. Number of patents, disclosures, and licensing agreements in fiscal years 2010, 2011, and 2012.

   Licensing agreement with the University of Arkansas (Wal-Mart Cases).