



JOHN MASSEY
SCHOOL OF BUSINESS

MASSEY BUILDING



Southeastern
Oklahoma State University

CONTINUOUS IMPROVEMENT REVIEW II
REPORT FOR
AACSB INTERNATIONAL

Southeastern Oklahoma
State University

John Massey School of Business

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Introduction

This report provides our responses to the five areas of concern discussed in the letter dated March 8, 2019 from Betty Jo Licata, Chair, AACSB Continuous Improvement Review Committee (Appendix A) and the Team Visit Report – Maintenance of Accreditation Review Report for Southeastern Oklahoma State University, John Massey School of Business (Appendix B). The report is organized as follows. First, we discuss the five major concerns raised in the letter and the Team Visit Report. Then, we provide the status of our resolution of the issues and our future plans to strengthen those areas. We conclude with providing some context and background for the evolving landscape at Southeastern Oklahoma State University and the John Massey School of Business (hereafter, SE and JMSB, respectively).

AACSB Peer Review Team Areas of Concern

The AACSB Peer Review Team visit in October 2018 identified five areas of concern that required attention before the JMSB would receive full re-accreditation. Specifically, the Team recommended that the JMSB needed to:

1. Develop a strategic plan aligned with our mission which reflects the substantial changes occurring as a result of its partnership with Academic Partners (AP) and emphasis on online education. – Standard 1.
2. Identify financial resources necessary to implement and sustain the revised strategic plan. – Standard 3.
3. Create a clear path to degree for the Bachelor of Business Administration. – Standard 4.
4. Hire sufficient and appropriately qualified faculty resources to teach their growing undergraduate/graduate course offerings. – Standard 5/15.
5. Implement newly developed AOL calendar of assessment by carrying out all planned assessment for the undergraduate and graduate learning objectives scheduled for 2019-2020. – Standard 8.

Responses to the AACSB Peer Review Team Areas of Concern

1. Develop a strategic plan aligned with our mission which reflects the substantial changes occurring as a result of its partnership with Academic Partners (AP) and emphasis on online education.

Response: The JMSB has revised and updated our mission statement to reflect the substantial changes of the result of our partnership with Academic Partners and our emphasis on online education. The revised mission statement is as follows:

The mission of the John Massey School of Business is to develop business professionals able to effectively apply problem-solving methods to business as individuals or in a team environment, communicate clearly to appropriate audiences, and demonstrate an understanding of the process of making ethical decisions. The JMSB will deliver high-quality business education in our region and beyond employing several modalities including online, face-to-face, and hybrid course offerings. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

In addition, the strategic plan has been revised in response to the major shift in enrollment from predominantly face-to-face undergraduate teaching to predominantly graduate online teaching. The significant enrollment increase requires additional resources, particularly new faculty members as noted by the visiting team, and the JMSB has responded (see below). In addition, academic support personnel have been added to assist with academic recruitment, advising, and records management.

2. Identify financial resources necessary to implement and sustain the revised strategic plan.

Response- The JMSB has revised our Strategic Plan (See Appendix C). The plan focuses on three primary objectives.

Initiative 1— Consistent with our Vision and Mission, develop and implement a faculty acquisition plan and secure funding for new positions to replace faculty who have retired/moved to other universities over the last five (5) years. Results in this last year include the following:

A full-time MBA advisor was hired during the fall 2018 semester. Five new faculty members were hired to start in August 2019, in addition to a temporary replacement faculty for Dr. Han-Sheng Chen, who left late in the academic year. There is currently a search underway to hire a finance professor as a permanent replacement for Dr. Han-Sheng Chen.

In addition to the budgeted faculty positions, an additional \$20,000 is budgeted for departmental operating expenses that the Department Chair(s) deem essential for effective program delivery. An additional 2.5 million dollars has been spent to market the online program and hire extra academic support personnel to provide smooth admissions, advising, and record-keeping. There is also an AACSB account through the Southeastern Foundation with \$313,745.72 as of October 21, 2019 that allows for travel to AACSB meetings and training, as well as funding for academic discipline conference attendance. In addition, two distinguished speaker foundation funds provide money to bring outstanding speakers to campus. In October, the JMSB co-sponsored the international Women in Entrepreneurship Week Conference on campus with the Oklahoma Small Business Development Center. Additional information regarding strategic planning is detailed below.

Initiative 2— Implement an innovative program of offering a BBA program in partnership with Academic Partnerships (AP). This would be an online program and geared to increase enrollment in our undergraduate program in management, marketing, hospitality, general business, and possibly later in accounting and finance. This program would need the support of the President, Vice President of Academic Affairs and faculty who teach the general education courses usually taken in a student's freshman and sophomore years. Most of these courses are offered in an online format.

This program was implemented in the Fall semester of 2018. It may take a year or two for the full impact of this program to be realized, but to date has resulted in 120 new students (100 was the target) with 48 majoring in business (40 was the target).

Initiative 3—Develop strategies to continue to increase the graduate business enrollment to at least 1000 over the next 5 years. This will involve identifying new market segments not currently being targeted by AP and acquiring University support to implement. The JMSB strategic planning committee has already met and begun developing new MBA concentration areas such as project management, bank management, etc., in addition to a new Master's in Management degree.

MBA program enrollment as of October 23, 2019 shows 767 students, with an additional 256 having graduated in the last 18 months. Enrollment data is shown in Appendix D.

Financial Strategies Table

Activity	Start Date	First Year of Cost/Revenue	Continuing Annual Cost/Revenue	Source or Disposition of Funds
Increase JMSB MBA enrollment by MBA enrollment by 10% per year.	Fall 2019	\$2,500,000 marketing expense	Brochure/website update and purchase of digital advertising (Google/Facebook adds) 50% of tuition	Funding allocated from revenue already earned from enrollment increase
Increase JMSB undergraduate FTE enrollment by 5% per year over the next five years	Fall 2019	\$500,000	Brochure/website update and purchase of digital advertising (Google/Facebook adds) 50% of tuition	Funding allocated as above
Provide incentive pay for adjunct faculty members	Fall 2020	\$7,500	\$7,500	MBA Test-Prep Revenue
Hire new SA faculty member in Finance	Fall 2020	\$115,000-\$120,000	\$115,000-\$120,000	University General Fund

Funding sources for the JMSB in addition to the General Fund/operating budget include:

- Endowed Chair funding through the Southeastern Foundation (5, plus 1 open)
- Endowed professorships funding through the Southeastern Foundation (3)
- John Massey Lectureship funding through the Southeastern Foundation
- Don Sands Lectureship through the Southeastern Foundation
- AACSB special endowment funding (\$323,000)
- MBA Program restricted revenue through IVY course preparation (\$223,900)
- Department Chair supplemental fund (\$20,000)

The John Massey Lectureship funding enables the JMSB to invite high-caliber speakers to the university (usually every other year). The Don Sands Lectureship funding has been used the last two years to fund the Women in Entrepreneurship Week Seminar in October. This event is part of the worldwide Women Entrepreneurship Week October 19-26th, a program started by Montclair State University and now at almost 200 colleges in universities in 46 states and 23 countries.

The dedicated AACSB fund is an endowment granted to the university to attain and sustain AACSB accreditation. It is used to pay for AACSB membership, attendance at conferences, AACSB training programs, and additional funding for JMSB faculty members to present research at academic conferences. The Department Chair supplemental fund is a new budget item added for our Department Chair, Dr. Kitty Campbell to utilize to fund request for various needs within the JMSB.

3. Create a clear path to degree for the Bachelor of Business Administration.

Response – Academic advising is the key component to helping students graduate. The Academic Advising and Outreach Center at SE advises all incoming freshmen, first-term transfers, undecided majors, and students with academic deficiencies. Once a student is admitted to Southeastern and completes College Placement Testing (if required), the academic advisors work with undergraduate students to identify academic options, choose appropriate academic strategies and recognize barriers to academic success. The Advising and Outreach Center works closely with the faculty in the JMSB to ensure a smooth transition for students entering business programs.

All Southeastern students choosing to major in business are assigned a JMSB faculty member as their advisor. Ideally, this allows advisors and advisees to develop a relationship during the student’s time at the University. The goal is to create a supportive environment that helps students successfully navigate through their college experience. Students receive online notifications and emails prior to the beginning of the advising period in order to schedule an appointment with their advisor.

Prior to enrollment for the coming semester, an advising hold is placed on all student accounts and students must meet with their advisor before registering for classes. Advisors use Campus Connect to complete advising notes online and to lift the hold to allow students to enroll. The advising process is an opportunity for the business faculty to provide students with relevant and timely information that will enable them to reach their personal and educational goals. In addition to helping students choose courses, faculty advisors also assist with identifying obstacles to student success, connecting students with campus support services, and providing career guidance.

All JMSB faculty members are provided advisement training in addition to hands-on assistance. Training is available for both new faculty and those wanting advising updates. Advising sheets by major are available in hard copy form in the JMSB and available to students online. The advising sheets identify all university, business school, and major requirements. The advising sheets also provide a four-year program of study, course sequencing, and course pre-requisites. Course sequencing and prerequisites are clearly noted on the hard copy advising sheets and online.

Periodically, advisors conduct “checks” to monitor student progress toward graduation, including a “Gen Ed” check to verify completion of all General Education requirements and a “Graduation Check” at least one semester before expected graduation. Students are also encouraged to meet with their advisors at any time with questions or concerns about academics or progress toward their degree. Course prerequisites and graduation requirements are clearly stated on all advising materials and online.

4. Hire sufficient and appropriately qualified faculty resources to teach their growing undergraduate/graduate course offerings.

Response – During the fall, 2018 semester we hired a full-time MBA advisor in addition to support staff for increased admissions, financial aid, and Registrar administrative work.

Five new full-time faculty members were hired to start in August 2019.

- Dr. Elizabeth Mulig – Accounting, SA

- Dr. Jeffrey Risher – Quantitative Methods, SA
- Ms. Ashley Hampton – Management, SA, ABD and scheduled to complete her Ph.D. in December 2019
- Dr. Cody Bogard – Business Law, SA
- Mr. Hanzi Xu – Finance, SA, ABD and scheduled to complete his Ph.D. in May 2020 (temporary replacement for Dr. Han-Sheng Chen who left late in the academic year).
- Dr. David Whitlock – Management, former faculty member at Southeastern and recently retired as President of Oklahoma Baptist University

The new faculty hires have helped the JMSB make significant progress with faculty sufficiency percentages and faculty qualification indicators. We now meet the faculty sufficiency goals and have developed a strategy fully endorsed by the Interim President, the Academic Vice President, and Dean for Graduate Education which will enable the JMSB to boost that percentage to 80% within two years. The strategy calls for incentive pay for adjunct faculty members to serve on college committees, advise students, or serve in other capacities which will allow those faculty members to be reassigned from supporting faculty to participating faculty. In addition, adjunct faculty members engaged in professional activities that generate intellectual contributions will also be awarded incentive pay. Funding for this strategy is already available from funds generated from the MBA prep program. We believe this strategy will help us to recruit better qualified adjunct faculty members.

In addition, Accounting faculty member Stephanie Metts is working on her D.B.A. degree and will move from Instructional Practitioner (IP) to Scholarly Academic (SA) classification by the end of year 2020. This will further improve the faculty quality indicator measure.

Tables 2-1, 2-2, 15-1, and 15-2 are included in Appendix E.

5. Implement newly developed AOL calendar of assessment by carrying out all planned assessment for the undergraduate and graduate learning objectives scheduled for 2019-2020.

Response – JMSB did develop AOL learning objectives during their CIR2, but the execution has not been a smooth process, and it was apparently a very last-minute effort. For example, regarding the BBA and the Ethics objective, page 13 notes “A curricular intervention is again being applied in Fall 2014 and will be measured at the end of that semester.” The report presented does not clearly show the results at the end of Fall 2014 or what happens in the intervening years. Then, it is as though a reboot occurs in Fall 2017 based on the consultation by Kathryn Martell. While such a reboot might be expected for the MBA which became a very different program based on the AP Partnership, with the undergraduate program it would have been expected that data relevant to some of the latest approaches would have been gathered in order to make even tentative statements about curricular efficacy. To rephrase, more should have been done earlier in the BBA program. The calendar of assessment is excellent. The measurements however can be difficult to understand. For example, it is not clear why retention of JMSB students is a measurement of problem solving.

The following matrices for both the BBA and MBA detail the JMSB AOL calendar of assessment over the next 4 years. Changes have been made to both matrices to improve methods of assessment, reasonable frequency, and clear standards. This realignment is helping the JMSB better identify problems relative to SLOs and goals based on data that can be clearly tied to the issue at hand.

BBA Learning Goals, Objectives, Assessment Plan and Standards

Learning Goal	Objective (SLO)	Method of Assessment	Course	Sample	Frequency	Standard	Status
1. Communication: JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies.	a. Students will create well-written documents on a business topic.	Direct- Written Communication Rubric	BUS 3233	Sample	Fall II 2020 Spring II 2021, 2022	70% of students will meet or exceed expectations	Fall II 2020
	b. Students will deliver an effective oral presentation on a business topic.	Direct- Oral Communication Rubric	BUS 3233	Sample	Fall II 2020 Spring II 2021, 2022	70% of students will meet or exceed expectations	Fall II 2020
2. Problem Solving: JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving.	a. Students will demonstrate a working knowledge of the problem-solving method.	Direct- CompXM "Critical-thinking and/or Decision-making Skills"	MNGT 4633	All Students	Fall I 2019 Spring I 2021, 2023	70% of students will meet or exceed the peer institutional mean	Fall I 2019
	b. Students will demonstrate the ability to use appropriate quantitative methods to inform data driven decision-making	Direct- MFT "Quantitative Business Analysis"	MNGT 4633	All Students	Fall I 2019 Spring I 2021, 2023	70% of students will meet or exceed the national mean	Fall I 2019
	c. Students will demonstrate the ability to use current technology to aid managerial decision-making.	Direct- MFT "Information Systems"	MNGT 4633	All Students	Fall I 2019 Spring I 2021, 2023	70% of students will meet or exceed the national mean	Fall I 2019
3. Ethics: JMSB graduates possess the knowledge and understand the significance of making ethical business decisions.	a. Students will demonstrate an understanding of the process of making ethical decisions.	Direct- CompXM "Ethics Plug-in"	MNGT 4633	All Students	Fall I 2019 Spring I 2021, 2023	70% of students will meet or exceed the peer institutional mean	Fall I 2019
4. Teamwork: JMSB graduates will possess the skills necessary to work effectively as a member of a team.	a. Students will demonstrate the ability to initiate and carry out projects in a group setting.	Indirect- Capsim "Teamwork Evaluations"	MNGT 4633	All Students	Fall I 2019 Spring I 2021, 2023	70% of students will meet or exceed the SE institutional mean	Fall I 2019
5. Business Knowledge: JMSB graduates will understand the functional areas of business and how they relate to each other.	a. Students will demonstrate a working knowledge of each functional area of business.	Direct- MFT "All Assessment Indicators"	MNGT 4633	All Students	Every Fall, Spring, Summer	70% of students will meet or exceed the national mean	Fall I 2019

MBA Learning Goals, Objectives, Assessment Plan and Standards							
Learning Goal	Objective	Method of Assessment	Course	Sample	Frequency	Standard	Status
1. MBA graduates will have a command of business theory and practice.	Mastery of fundamental business concepts and an ability to integrate and apply these concepts to solve business problems.	Direct- MBA MFT "All Assessment Indicators" Major Content Areas: Marketing, Management, Finance, Managerial Accounting	MNGT 5603	All Students	Every Fall I/II, Spring I/II, Summer I/II	All students will meet or exceed a score of 232	Fall I 2019
2. Students graduating with an MBA degree will be effective written communicators.	Ability to construct clear, concise, and convincing written business communication.	Direct- MBA Written Communication Rubric	MNGT 5223	Sample	Fall I 2022 Spring I 2019, 2021	80% of students will meet or exceed expectations	Spring I 2021
3. MBA graduates will use reasoned and ethical judgment when analyzing problems and making decisions.	a. Recognition of ethical dilemmas in decision-making scenarios.	Direct- MBA Ethics Rubric	MNGT 5773	Sample	Fall I 2019, 2021 Spring I 2023	80% of students will meet or exceed expectations	Fall I 2019
	b. Ability to critically evaluate business decision-making scenarios and develop innovative and ethical solutions.	Direct- MBA Ethics Rubric	MNGT 5773	Sample	Fall I 2019, 2021 Spring I 2023	80% of students will meet or exceed expectations	Fall I 2019
4. Students graduating with an MBA degree will think critically and support decisions using analytical methods.	Ability to think critically to solve business problems.	Direct- MBA MFT "Overall Scaled Score" (measures critical thinking and reasoning)	MNGT 5603	All Students	Every Fall I & II, Spring I & II, Summer I & II	All students will meet or exceed a score of 232	Fall I 2019
5. MBA graduates will effectively participate as a member of a team.	Ability to lead and/or participate in culturally and demographically diverse teams.	Direct- MBA Teamwork Evaluation Rubric	MNGT 5603	Sample	Fall II 2019 Spring II 2020, 2022	80% of students will meet or exceed expectations	Fall II 2019

Concern #2: Measure at least one of the MBA learning objectives within the Continuous Improvement review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL Plan.

Results from the 2018-19 assessment cycle have been used to identify strategies for closing the performance gap on learning objectives. JMSB had undertaken several initiatives to close the loop. A brief summary of changes in response to assessment data from the MBA curriculum is presented in the tables below.

BBA Learning Goals/Objectives	Assessment & Evaluation Instrument	Course Mapping	% Students Meeting or Exceeding Expectations (Benchmark = national norm; 80%)	
				2018-19
Business Theory & Practice	MBA MFT "All Assessment Indicators"	MNGT 5603	Marketing	
			57% JMSB	58.1% Nat'l
			Management	
			57% JMSB	55% Nat'l
			Finance	
			34% JMSB	35.1% Nat'l
			Accounting	
			42% JMSB	40.6% Nat'l
			Strategic Integration	
50% JMSB	48.6% Nat'l			
Critical Thinking	MFT Scaled Score	MNGT 5603	248 JMSB	246.3 Nat'l 244.9 Comparative Peers
Written Communication	Written Communication Rubric	MNGT 5603	100%	

MBA	
<p>Related Goal(s)</p> <p>Business Theory & Practice: MBA graduates will have a command of business theory and practice.</p> <p>Critical Thinking: Students graduating with an MBA degree will think critically and support decisions using analytical methods.</p>	
<p>Identified Problem</p> <p>Failure to collect data systematically and fully implement the assessment plan.</p>	
Corrective Action	Impact of Action
<p>In 2018, members of the CMAoL Committee met to discuss the execution of the BBA and MBA assessment plans and matrices. Although revisions and strengthening of the assessment plans were done prior to the AACSB team visit in the fall of 2018 implementation was not fully executed. The committee was tasked with making sure implementation occurred in spring of 2019.</p>	<p>The results from the MFT given in Spring and Summer 2019 are direct, external and summative.</p> <p>MFT scores for JMSB MBA students met or exceeded the national norm in all assessment indicators- Marketing, Management, Finance, Accounting, Strategic Integration. Further, the overall scaled score exceeded both the national and comparative means.</p> <p>Data has only been collected for two semesters thus far. Therefore, it is still too early in the process to identify any significant trends. The CMAoL Committee will continue to monitor MBA MFT data relative to the assessment plan and calendar.</p>

MBA	
<p>Related Goal(s)</p> <p>Business Theory & Practice: MBA graduates will have a command of business theory and practice.</p> <p>Critical Thinking: Students graduating with an MBA degree will think critically and support decisions using analytical methods.</p>	
<p>Identified Problem</p> <p>The lack of data may reduce the representativeness of the sample as the first two semesters were not a requirement of the program. Further, there is a large cost associated with the JMSB paying for the test and students not complying.</p>	
Corrective Action	Impact of Action
<p>In 2018, members of the CMAoL Committee met to discuss the execution of the BBA and MBA assessment plans and matrices. Although revisions and strengthening of the assessment plans were done prior to the AACSB team visit in the fall of 2018 implementation was not fully executed, this included gathering of MBA MFT data. The committee was tasked with making sure implementation occurred in spring of 2019.</p> <p>A combined 73 students took the MBA MFT in the spring and summer of 2019. An additional 27 tests were purchased for students that failed to comply and take the test. Online exams come with an access code that can't be reused if the student signs in, but fails to complete the exam. Some students signed in, but received zeros and around 10 completed the exam in less than 30 minutes. At \$30 per exam this can become costly to the JMSB.</p> <p>Therefore, in the spring of 2019 the CMAoL Committee recommended the following corrective actions be put in place beginning Fall I 2019:</p> <ol style="list-style-type: none"> 1) Minimum required score of 232 (20th percentile) added to GRAD Check as a requirement of the program. 2) Students who do not meet the minimum score will need to retake the test until they attain a passing score at their own expense. 3) Improved communication as proctor sends information to student beforehand (including test invitation email) stressing requirements and the importance of the exam. 	<p>The results from the MBA MFT given in Fall I 2019 are direct, external and summative.</p> <p>While it is still early in the intervention process, it appears that the adding the minimum required score of 232 was beneficial. Of the 27 test takers, 12 scores above 250 and 3 scored in the 90th percentile or higher. Only 2 students scored below 232 and have been rescheduled to take the test again.</p> <p>MFT scores for JMSB MBA students met or exceeded the national norm in all assessment indicators- Marketing, Management, Finance, Accounting, Strategic Integration. Further, the overall scaled score exceeded both the national and comparative means.</p> <p>The overall scaled score was up slightly over last semester and the percentage of students that failed to take the exam once it had been paid for went from 36.9% to 14.8%. Thus, it appears that adding a required score and making the test a requirement of graduation has improved performance as well as reduced cost to the JMSB</p>

MBA	
<p>Related Goal(s)</p> <p>Written Communication: MBA graduates will be effective written communicators.</p>	
<p>Identified Problem</p> <p>Failure to collect data systematically and fully implement the assessment plan.</p>	
Corrective Action	Impact of Action
<p>In 2018, members of the CMAoL Committee met to discuss the execution of the BBA and MBA assessment plans and matrices. Although revisions and strengthening of the assessment plans were done prior to the AACSB team visit in the fall of 2018 implementation was not fully executed. The committee was tasked with making sure implementation occurred in spring of 2019.</p>	<p>Spring 2019 analysis of the written communications rubric suggests that JMSB MBA students met the established goal. Further, data from the last written communications assessment in 2016 showed 96% of students met or exceeded expectations.</p> <p>Based on the aforementioned information, the faculty, along with the CMAoL Committee recommended that no intervention is needed at this time.</p> <p>The CMAoL Committee will continue to adhere to the calendar of assessment.</p>

Concern #3: Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives and include at least two documented curricular interventions and subsequent measurement of the effects of these changes in the plan.

There are two pieces of evidence presented as closing the loop. One is the addition of an International Business course to support continuous improvement in the Business Knowledge objective and one is the addition of a Career Development Seminar course to support continuous improvement in the Communication objective.

The following data is presented on pages 38-40. The percent of students considered effective oral communicators in 2015-2016 was 93.3%/94.7%/84.7% for the Rubric, Senior Exit Survey, and Internship Evaluation in 2015-2016 and respectively 100%/100%/100% for 2017-2018. Written Communication was 100%/94.7%/84.7% for 2015-2016 and 94%/100%/88.8%. Problem solving was going well in terms of Critical Thinking across the measurement years, 2013-2014/2015-2016/2017-2018. Quantitative Methods and Technology seemed mixed with the MFT exceeding the national norm but indicating issues when measured by the Comp XM in 2013-2014 and 2015-2016. No measurements exist for 2017-2018. Teamwork data does not show substantive issues of concern. Yet, with all of this evidence, a Career Development course is implemented based on Internship surveys and Direct Communication. There certainly

is nothing in Internship Data to indicate this intervention is necessary. There is a clear disconnect between the data being gathered and the curricular interventions.

Results from the 2018-19 assessment cycle have been used to identify strategies for closing the performance gap on learning objectives. JMSB had undertaken several initiatives to close the loop, which include both pedagogical, process, and curriculum changes. A brief summary of changes in response to assessment data from the BBA curriculum is presented in the tables on the following pages.

BBA Learning Goals/Objectives	Assessment & Evaluation Instrument	Course Mapping	% Students Meeting or Exceeding Expectations (Benchmark =national norm; 70%)			
			2015-16	2016-17	2017-18	2018-19
BUSINESS KNOWLEDGE						
Business Knowledge	MFT Economics	MNGT 4633	32.85% JMSB	37.74% JMSB	36.44% JMSB	33.8% JMSB
			39.6% Nat'l	39.6% Nat'l	40.6% Nat'l	40.4% Nat'l
Business Knowledge	MFT Quantitative	MNGT 4633	37.87% JMSB	33.44% JMSB	33.97% JMSB	31.3% JMSB
			36.3% Nat'l	36.3% Nat'l	34% Nat'l	33.9% Nat'l
BBA						
Related Goal(s)						
Business Knowledge: JMSB graduates will understand the functional areas of business and how they relate to each other.						
Identified Problem						
MFT scores for JMSB students failed to meet or exceed the national norm in the area of economics since 2015.						
Corrective Action			Impact of Action			
<p>In 2018, members of the CMAoL Committee reviewed pre-test and post-test data gathered in Microeconomics ECO 2213 for an analysis of improvement relative to content areas specific to economics on the MFT. The committee along with key faculty members agreed that what seems to be lacking in most of the missed questions is evidence of the ability to transfer fundamental principles into components of solutions that require abstract uses of the fundamentals. To address this the following occurred:</p> <p>First, an improved focus in the number of solved example problems included in PowerPoint presentations was increased.</p> <p>Second, fully written solutions to end of chapter problems were provided.</p> <p>Third, two repetitions of practice quizzes (whose questions are drawn from the same question pools as the questions used on the quizzes that count for a grade) are already available.</p> <p>And last, an additional technique that was implemented was to stress the use of fundamental principles in the solutions to example problems that require extrapolation of economic principles (while avoiding the exact same problems used on the quizzes).</p>			<p>The results from the MFT given in AY 2018-19 are direct, external and summative. Scores did not improve from previous years, nor did they meet or exceed the national norm in AY 18-19.</p> <p>While it is still early in the intervention process, we have partnered with the university Curriculum Committee in addressing the issue. Senior faculty have been asked to compare MFT data to the pre-test/post-test questions to determine if they align with SLOs at the general education, as well as programmatic level.</p> <p>Further the JMSB CMAoL Committee is also assessing all data that falls under the economics domain on the MFT, including content areas and more specific sub content areas to create core modules to address areas of weakness. The concern of the CMAoL Committee is the use of adjuncts in the economics courses. The modules would be designed into every section of ECO 2213 and would be a requirement of the course. Students would be required to retake the modules until 80% or better was achieved on each one. The committee goal is to have the modules functioning by Fall 2020. In the meantime, the aforementioned actions will continue to occur and be assessed.</p>			

BBA	
<p>Related Goal(s)</p> <p>Business Knowledge: JMSB graduates will understand the functional areas of business and how they relate to each other.</p>	
<p>Identified Problem</p> <p>MFT scores for JMSB students failed to meet or exceed the national norm in the area of quantitative business analysis since 2016.</p>	
Corrective Action	Impact of Action
<p>In 2018, members of the CMAoL Committee revisited past MFT data and identified areas of concern that warranted corrective action. The committee along with key faculty members decided that lack of faculty with expertise, specifically in business analytics, and the overuse of adjuncts occurring primarily since 2016 was contributing the low scores in the content area of quantitative business analysis on the MFT. To address this the following occurred:</p> <p>First, in the fall of 2018 and spring of 2019, the JMSB reduced the number of adjuncts teaching quantitative courses. While some adjuncts were still utilized we were able to allocated two full-time faculty members as well. Further, the two adjunct professors that remained to teach quantitative courses had experience teaching related courses.</p> <p>Second, in the fall of 2018 a search was initiated for a new management faculty with a cognate area and teaching experience in business analytics.</p>	<p>The results from the MFT given in AY 2018-19 are direct, external and summative. Scores did not improve from previous years, nor did they meet or exceed the national norm in AY 18-19.</p> <p>While it is still early in the intervention process, we concluded that hiring a faculty member with expertise specific to quantitative business analytics was crucial and as a result Dr. Jeffrey Risher was hired in the spring of 2019.</p> <p>Further the JMSB CMAoL Committee, along with the expertise of Dr. Risher and full-time faculty members teaching quantitative courses in the JMSB, are also assessing all data that falls under the quantitative business analysis domain on the MFT, including content areas and more specific sub content areas to determine if the BBA curriculum might need to be revise to help students improved learning in this area.</p>

The JMSB meets and exceeds the AACSB standards for Engagement, Innovation, and Impact consistent with our mission and the mission of the university. Below is a summary of key activities and more detailed data can be found in the appendix of this report.

A. Engagement

JMSB faculty members are actively engaged in their profession as evidenced by the number of faculty members who have served/are serving as officers in professional organizations. Seven faculty members have served professional associations (eight as president). JMSB faculty members are also actively engaged with students and the community.

Dr. Martin Bressler provides student consultants from his Entrepreneurship class to work on business projects with the Oklahoma Small Business Development Center located on campus. Projects range from working with clients in developing a business plan to special economic development research assignments. Accounting professor Dr. Rhonda Richards and accounting students serve in the Volunteers in Tax Assistance (VITA) program. One of her students has prepared more than 80 tax returns this year for clients in the Durant area. In addition, faculty members work with students to prepare research for Oklahoma Research Day and BrainStorm. A number of JMSB students also secure internships in Durant-area businesses or work in part-time jobs which often lead to full-time employment upon completing their degree at Southeastern. Dr. Richards and several other faculty members visit area high schools to promote the JMSB and their field of study.

JMSB faculty members are also actively engaged in the local community. For example, Dr. Lawrence Silver is a member and past chair of the Melissa, TX Economic Development Corporation – known in Texas as the 4A board. Professor Rod Leird serves as board member and treasurer for the Pottsboro Area Development Alliance, is also a member of Pottsboro Chamber of Commerce, attends annual Ardmore chamber events and meets with the director of the Ardmore Chamber to review SE's role in community business education and support. JMSB faculty members serve on various committees and are active members in local civic organizations such as Rotary and Kiwanis.

For the second year, in partnership with the Oklahoma Small Business Development Center, has hosted the Women in Entrepreneurship Conference and Seminar on campus. This event is part of a worldwide recognition and celebration of women entrepreneurs and is held at approximately 200 colleges and universities in 46 states and 26 countries around the world. In addition to panel sessions with women entrepreneurs and business subject experts, the event includes a keynote speaker, networking luncheon, access to business resource providers, and awards presentation to the Texoma Woman Entrepreneur of the Year and the Southeastern Alumna Woman Entrepreneur of the Year. Faculty, staff, and students, along with members of the business community and business resource providers from Oklahoma and Texas attended this important event.

Dr. Luci Parmer started a student chapter of Phi Beta Lambda in the JMSB. The chapter is very active and engages with the campus and local community. One example is an upcoming

program in conjunction with the local VFW chapter slated for this Veteran's Day to recognize student veterans and local veterans in the community.

B. Innovation

JMSB faculty members utilize several innovations in the classroom to better assist in student learning. In addition to employing various learning technology systems such as Connect and LearnSmart, several faculty members have developed flipped classroom teaching. Also, to address low Major Field test (MFT) scores in international business, the faculty developed a new course in international business. Another example of innovation can be seen in our means to address concerns of student graduates' career preparation, the JMSB faculty developed a Career Development Seminar course. At the completion of the course, students will have a finished resume and cover letter and will have completed an assessment of themselves in terms of career aptitude, interest, and leadership style. Students are also required to register with Southeastern's Career Management Center and join LinkedIn.

As stated above, the JMSB has developed a strategic initiative to increase the quality of adjunct faculty members who will serve on committees, advise students, or perform other college activities. This will change their status from Supporting Faculty to Participating Faculty. Our goal is to increase our percentage from the current 70% to 80% within two years, using funding from the MBA Test Prep fee. In addition, funding will also be provided for incentive pay to encourage adjunct faculty members to engage in professional activities that generate intellectual contributions.

C. Impact

JMSB faculty members research impact is demonstrated by the number and quality of intellectual contributions, which includes 105 Peer-reviewed journal articles, 15 books, cases, or chapters, 102 Conference Proceedings, and 51 other intellectual contributions, for a five-year total of 273 Intellectual Contributions. The tables and journal list can be found in Appendix D of this report. The impact of our intellectual contributions has resulted in 26 Best Paper Awards, 4 Academic Journal Editors, and 6 Outstanding Educator Awards. In addition, JMSB faculty members have authored more than fifty textbooks and instructor manuals, as well as dozens of teaching cases. JMSB faculty research has generated thousands of Google Scholar citations, given the relatively small number of faculty members and faculty research can be found quoted in magazines, newspapers, and corporate websites. Please refer to Appendix F for a more complete listing of faculty engagement-impact-innovation activities.

Now that the university has withstood the state budget cuts and enrollment declines, the JMSB is on an upward track of continued growth and will continue to produce business graduates who will become leaders in business and the professions.

Key changes since the Peer Review Team Visit

Since the Peer Review Team visit, Southeastern and the JMSB have attained several important objectives. First, new faculty members have been hired who bring new ideas and energy to the school of business and help better manage teaching loads of our existing faculty.

Second, the JMSB continues to improve the AOL process at each step, from gathering detailed data, to closing the loop. Third, the JMSB is planning for continued enrollment growth through refinement of the business curriculum and more programs offered through the highly successful online program delivery. As of October, 2019, the enrollment in the MBA program is 767 and 256 students have graduated from the program from spring 2018 through summer 2019. The undergraduate program has added 48 new business majors.

At the same time, the JMSB began offering a Career Development Seminar in response to an identified need for better student career preparation prior to graduation. In addition, the JMSB will host a Career Fair in the spring. In addition, as per the AACSB Team recommendation, we have re-introduced Introduction to Business for our students. This is particularly important for undecided students interested in exploring career options with a business degree.

This year, Dr. Luci Parmer started a chapter of Phi Beta Lambda in the JMSB. The Phi Beta Lambda (PBL) Chapter at SE has developed a community engagement initiative with the local Durant, Oklahoma Veterans of Foreign Wars (VFW) office. The student members and faculty advisor host a fall holiday decorating event at their local office as part of this initiative, as well as, they host a catered dinner for one of the VFW's spring closed meetings. Phi Beta Lambda is a national non-profit organization dedicated to assisting undergraduate and graduate student members with business, leadership and career skills through professional development training opportunities and state and national competitive events through both a state and national leadership conference.

Additionally, the Phi Beta Lambda student members have branched out to work with other on-campus SE events such as serving as greeters at the annual Women in Entrepreneurship Conference which brings in local female-driven small business owners. Moreover, the SE Phi Beta Lambda chapter is working on a student recruiting event with the Phi Beta Lambda chapter at Murray State College in Tishomingo, Oklahoma. The Murray State College PBL student members and their business students will be coming to SE for a tour of the campus and information on the JMSB majors/minors and the SE PBL Chapter since many of the Murray State College students wish to continue with PBL at the university level.

Perhaps the most significant change since the Peer-Review Team visit was hiring five new faculty members. This has better enabled us to manage the significant enrollment growth, particularly in the MBA program. In addition to teaching courses, new faculty members serve on committees, advise students, and help develop new courses and programs. New faculty members also bring energy, enthusiasm, and much-needed expertise in key academic areas. Development of incentive pay for adjunct faculty members will also help us to maintain faculty sufficiency during continued growth.

Although the university has been through significant funding challenges during a period of significant enrollment growth, the JMSB faculty continues to produce a wide-range of quality intellectual contributions, ranging from peer-reviewed journal articles, to teaching cases, and business textbooks.

Appendix A



March 8, 2019

Bryon Clark PhD
Vice President, Academic Affairs
Southeastern Oklahoma State University
John Massey School of Business (JMSB)
PO Box 4128
1405 North 4th Avenue, Box 4128
Durant OK 74701-0609
United States
bkclark@se.edu

Dear Vice President Clark:

After reviewing the peer review team's report, the Continuous Improvement Review Committee (CIRC) concurs with the team's recommendation that the continuous improvement review of the degree programs in business offered by Southeastern Oklahoma State University be continued for an additional year. **A Continuous Improvement Review 2 (CIR2) does not change the current accreditation status of your degree programs in business.**

As noted in the Continuous Improvement Review Team Report, the CIR2 will allow additional time to address and resolve the following issues.

1. To stay financially viable, in the last 3 years JMSB has undergone a tremendous transition from a face-to-face instructional mode to an exclusively online delivery format for the MBA and increasingly so in the undergraduate courses. As this transition to online delivery affects the culture and landscape of the John Massey School of Business, it is important that the school develop a strategic plan that aligns with the school's mission and reflects the substantial changes occurring because of its partnership with Academic Partners (AP) and the emphasis on online education. In addition the school should begin to identify the financial resources necessary to implement and sustain the revised strategic plan (Standard 1: Mission, Impact and Innovation and Standard 3: Financial Strategies and Allocation of Resources).
2. The Peer Review Team noted that there existed unaddressed retention problems with regard to students. The PRT identified several situations that could jeopardize the success of business schools. For example, students can access any course with little to no impediment; undeclared business students can access any courses; students can take advanced marketing courses without taking appropriate prerequisite courses allowing students to complete a major without taking lower division courses. During the CIR 2 year, the school must begin implementing systems to ensure that students have the preparation to be successful in upper division and major courses. A system of curriculum control would ensure there is a clear path to a JMSB degree from which no students can deviate. Such a system would support the best efforts of faculty advisors and lead to more rigor in program content. (Standard 4: Student Admissions, Progression and Career Development and Standard 11: Degree Program Educational Level, Structure, and Equivalence)
3. The PRT noted that JMSB has fallen behind in hiring the critical mass of appropriately qualified faculty in their exponential increase in the MBA program and increasingly in their undergraduate courses. During the CIR2 review year, the school should focus on developing and implementing a hiring strategy to ensure there are sufficient and appropriately qualified faculty to teach a growing undergraduate/graduate course offerings. (Standard 5: Faculty Sufficiency and Deployment and Standard 15: Faculty Qualifications and Engagement)
4. During the previous peer review in 2013-14, the team identified three concerns related to Assurance of Learning (AoL), as noted by the current PRT, some of the challenges and shortcomings of the school's AoL systems have not been thoroughly addressed. It was noted in the team report that JMSB created a schedule of assessment in fall, 2017 that has not been fully implemented. During the CIR2 review year, it is important that the school demonstrates that is making progress in implementing its AoL processes by carrying out all planned assessment for the undergraduate and graduate learning objectives scheduled for 2019-2020.



Successful resolution of the above issue(s) must be completed before accreditation is extended. Complete descriptions of each standard, along with interpretive information, are located on the AACSB International website (<http://www.aacsb.edu/accreditation/standards.asp>).

A CIR2 team will be appointed to facilitate the continuous improvement review during this additional year. The CIRC proposes for your approval, M. Barry O'Brien, University of North Carolina, Pembroke as the chair and Shohrah A. Kaynama, Towson University as the second member of your CIR2 team. Please respond within 30 days if the proposed team is not acceptable. Otherwise, the above team members will be invited to serve on the CIR2 Team.

A CIR2 Report addressing the specific concerns cited above should be emailed to both Continuous Improvement Review 2 team members and to the committee chair (via email attachment to circ@aacsb.edu) no later than October 15, 2019. The CIR2 team will review the response and determine whether a campus visit will be necessary; the final team report will be completed by December 1, 2019. The CIRC encourages the John Massey School of Business to engage with the CIR2 team in developing the responses to the above items to assure that all concerns are understood and fittingly addressed.

Please note that the policy for a Continuous Improvement Review 2 requires that your institution be assessed a CIR2 fee of \$5,500.

For clarification of process issues, please contact your AACSB International staff liaison Jane Lawler, at jane.lawler@aacsb.edu or phone 813 769 6512.

Sincerely,

A handwritten signature in cursive script that reads "Betty Jo Licata".

Betty Jo Licata, Chair
Continuous Improvement Review Committee

cc: Peer Review Team

Appendix B

CONTINUOUS IMPROVEMENT REVIEW – BUSINESS PEER REVIEW TEAM VISIT REPORT

Southeastern Oklahoma State University (SE)
John Massey School of Business (JMSB)

Section I: Peer Review Team Recommendation

The peer review team recommends a **Continuous Improvement Review 2 (CIR2)** of the degree programs included in the scope of accreditation offered by the John Massey School of Business at Southeast Oklahoma State University. This recommendation reflects the opinion of the peer review team only and will be reviewed by the Continuous Improvement Review Committee during the next scheduled meeting on December, 2018. The primary role of the Continuous Review is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Concurrence by the Continuous Improvement Review Committee is required prior to the confirmation of the CIR2 recommendation. Following the Continuous Improvement Review Committee meeting, the Official Representative of the school will be notified initially via email and subsequently by letter from AACSB.

Within ten days following the visit, the team provides the peer review team report to the school and the Continuous Improvement Review Committee prior to issuing the final report to the school and the Continuous Improvement Review Committee. The school should be provided a review of the report in order to offer any clarifying comments and corrections related to factual information noted in the report. The school may also submit a response to the Continuous Improvement Review Committee (circ@aacsb.edu) within ten business days of receipt of the final peer review team report.

Section II: Accreditation Standards Issues Identified by the Prior Peer Review

Concern #1: Use the AOL Process to develop a specific plan for the measurement of all AOL learning objectives over the next four years.

JMSB did develop AOL learning objectives during their CIR2, but the execution has not been a smooth process, and it was apparently a very last-minute effort. For example, regarding the BBA and the Ethics objective, page 13 notes “A curricular intervention is again being applied in Fall 2014 and will be measured at the end of that semester.” The report presented does not clearly show the results at the end of Fall 2014 or what happens in the intervening years. Then, it is as though a reboot occurs in Fall 2017 based on the consultation by Kathryn Martell. While such a reboot might be expected for the MBA which became a very different program based on the AP Partnership, with the undergraduate program it would have been expected that data relevant to some of the latest approaches would have been gathered in order to make even tentative statements about curricular efficacy. To rephrase, more should have been done earlier in the BBA program. The calendar of assessment is excellent. The measurements however can be difficult to understand. For example, it is not clear why retention of JMSB students is a measurement of problem solving.

Concern #2: Measure at least one of the MBA learning objectives within the Continuous Improvement review period with a subsequent curriculum intervention. A plan for further measurement of the effect of the curricular change should be included in the overall AOL Plan.

It is not clear, based on the report, what intervention has occurred. There is a description of trying to improve written communication on page 11, but then it gets conflated with a description of the course that the intervention needs to occur in rather than where it did occur. A statement, written in the future tense, “In Spring 2015, all measures will be used to measure all objectives” is not accompanied by data. Page 12 references data in Appendix C & D, but Appendix C & D are Competitor Institutions and Scholarships.

Concern #3: Develop a detailed plan for the systematic measurement and analysis of BBA learning objectives and include at least two documented curricular interventions and subsequent measurement of the effects of these changes in the plan.

There are two pieces of evidence presented as closing the loop. One is the addition of an International Business course to support continuous improvement in the Business Knowledge objective and one is the addition of a Career Development Seminar course to support continuous improvement in the Communication objective.

It was not in evidence in any obvious way, why those two corrective actions were taken from the data presented. What was indicated as issues in Business Knowledge was Economics in 2015-2016 and Economics, Management, and Finance in 2017-2018 (p. 39). So why International Business was suggested as an intervention is not clear (p. 40).

The following data is presented on pages 38-40. The percent of students considered effective oral communicators in 2015-2016 was 93.3%/94.7%/84.7% for the Rubric, Senior Exit Survey, and Internship Evaluation in 2015-2016 and respectively 100%/100%/100% for 2017-2018. Written Communication was 100%/94.7%/84.7% for 2015-2016 and 94%/100%/88.8%. Problem solving was going well in terms of Critical Thinking across the measurement years, 2013-2014/2015-2016/2017-2018. Quantitative Methods and Technology seemed mixed with the MFT exceeding the national norm but indicating issues when measured by the Comp XM in 2013-2014 and 2015-2016. No measurements exist for 2017-2018. Teamwork data does not show substantive issues of concern. Yet, with all of this evidence, a Career Development course is implemented based on Internship surveys and Direct Communication. There certainly is nothing in Internship Data to indicate this intervention is necessary. There is a clear disconnect between the data being gathered and the curricular interventions.

Section III: Accreditation Standards Issues Identified During This Peer Review Team Visit that Must Be Addressed during the Second Year of Continuous Improvement Review (CIRC2)

The Continuous Improvement Review Team recommends the following actions during the next year to realign processes with AACSB Standards.

Standard 1: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlines how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies. [MISSION, IMPACT, and INNOVATION]

To stay financially viable, in the last 3 years JMSB has undergone a tremendous transition from a face-to-face instructional mode to exclusively online in the MBA and increasingly so in the undergraduate courses.

Action to be completed: JMSB must develop a strategic plan aligned with their mission which reflects the substantial changes occurring as a result of its partnership with Academic Partners (AP) and emphasis on online education.

Standard 3: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES]

Action to be completed: Identify financial resources necessary to implement and sustain the revised strategic plan.

Standard 4: Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development, are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies. [STUDENT ADMISSIONS, PROGRESSION, and CAREER DEVELOPMENT]

It is fine that SOSU is effectively an open admissions university, but there has to be effective vetting somewhere to ensure that students have a clear path to degree and that efforts to support them in their quest are viable. Though no data was presented (but which should have been), it has become clear that there are unaddressed retention problems regarding students. It is hard to create effective retention programs when any student can access any course with little to no impediment. There needs to be a clear path to degree from which no students can deviate. So, for example, currently, in spite of the best efforts of faculty advisors, students can do end runs in the curriculum. For example, they can be an undeclared business major and access courses. They can take advanced marketing courses without having taken their accounting courses, etc. such that they could finish the entire marketing or management curriculum without having finished their lower division courses like accounting, economics, statistics, etc. Admission standards could be formal at the undergraduate level as they are with the MBA program or controlled by strict course prerequisites that registration systems software control. For example, the Principles of Marketing course could only be accessed by successful completion with a C or better in the first (or second) accounting course, the first economics course, and their statistics and business law courses. By using a more formalized approach, then courses are not watered down. So, for example, the Marketing Principles course chapter on pricing can be taught more robustly if students have been exposed to supply and demand in their economics course. Also, issues of retention are more apt to be signaled earlier when students are not following their own path to degree.

Action to be completed: JMSB must create a clear, prescribed path to degree for the BBA which is enforced.

Standards 5/15: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes must have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]/ The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

It has become apparent that JMSB has fallen behind in hiring the critical mass of appropriately qualified faculty in their exponential increase in the MBA program and increasingly in their undergraduate courses.

Action to be completed: SOSU must hire sufficient and appropriately qualified faculty resources to teach their growing undergraduate/graduate course offerings.

Standard 8: The school uses well-documented, systematic, processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

Concerns #1, #2, and #3 as outlined from the prior visit detail some of the challenges and shortcomings that have existed regarding the AOL program and still must be addressed. JMSB has in Fall 2017 created a schedule of assessments but this needs to be implemented.

Action to be completed: JMSB must implement newly developed AOL calendar of assessment by carrying out all planned assessment for the undergraduate and graduate learning objectives scheduled for 2019-2020.

Section IV: Peer Review Team Observations and Feedback that Form the Basis for Judgement for the Recommendation.

A. Situational Analysis:

Founded in 1909 as a normal school to develop teachers for the public schools of Oklahoma, SOSU has evolved into a comprehensive regional university. Located in Durant, Oklahoma, SOSU serves a rural region that is best described as economically disadvantaged. A majority of undergraduate students come from rural counties in southeastern Oklahoma and northern Texas. The John Massey School of Business (JMSB). JMSB works closely with the Choctaw and Chickasaw nations and ranks in the top ten in the nation in awarding undergraduate business degrees to Native Americans.

With affordable tuition and more than 80% of the students receiving financial aid, SOSU and JMSB provide a quality education to their region. Currently experiencing a surge in enrollment in the JMSB, draconian cuts in state funding to SOSU and the JMSB have created stresses in the resources necessary to fulfill their missions successfully. For example, MBA enrollment has soared from 40 students in Fall

2013 to 643 students in Fall 2018! With only 19 fulltime participating faculty in Fall 2017, faculty resources are insufficient to teach and advise more than 1,000 (undergraduate + graduate) students.

B. Strategic Management and Innovation:

JMSB reviewed and revised its vision and mission in 2016 to assure consistency with the University's Vision 2015. Working with initial recommendations from the Strategic Planning Committee, proposed changes were reviewed by the faculty and impacted stakeholders – students, business leaders, University administration, and Mr. John Massey. Final statements and the accompanying strategic plan were finalized in late 2016. In addition, JMSB adopted a set of Guiding Principles and five key learning goals for the School's degree programs.

Key initiatives and specific planning goals, actions, and responsibilities have been substantially altered in light of significant resource issues – loss of faculty and operating expenses – due to substantial state budget cuts beginning in 2014. In 2017, JMSB initiated its online MBA program via a partnership with Academic Partnerships which further aggravated the need for additional faculty as enrollments have increased substantially. Additionally, the JMBS has just initiated a full online undergraduate program which promises to increase undergraduate enrollments.

Given these very significant shifts in/at both JMSB and SOSU, the School has chosen to focus on just two specific initiatives:

- Develop a faculty acquisition plan and secure needed funding
- Evaluate and possibly implement an online undergraduate BBA program to complement its current face-to-face offering

A clear plan to accomplish these initiatives is not in evidence nor are financial requirements or possible sources of funds enumerated. Individual tasks, responsibilities and timelines are also not in evidence.

All other initiatives and plans that were part of the FY2016 strategy -- which included important areas such as technology, faculty development, curriculum evaluation, AOL enhancement, student professional development, and executive education -- were abandoned.

The PRT recommends that JMSB refresh and revise its strategy and accompanying business plan to incorporate these two initiatives as well as revisit old, and propose new initiatives reflecting JMSB's new and different posture – a mixed face-to-face and online institution with growing enrollments. Further, JMSB should reconsider its mission in light of these major changes in business approach (i.e. online education and the AP partnership) and the prospect of continuing reductions in state funding.

The faculty of JMSB show a respectable publishing and intellectual contribution record, in line with if not in excess of their stated faculty qualifications. Their scholarly activity appears appropriate to School's teaching mission with applied and pedagogical accounting for the majority of PRJs.

C. Participants

The Career Management Center (CMC) employs only one full-time staff member. Given the size of the SOSU undergraduate and graduate programs, this appears very thin. The University plans to locate a full-time career services individual in the JMSB. Such a move will dramatically increase the opportunity for additional programs in all professional development areas including resume writing, interviewing skills, etiquette, student dress, internships and mentorships, job search and the like. Looking ahead, additional operating funds and staff will likely be required to effectively meet the professional development needs of JBSM's growing MBA and BBA online programs.

Recently, the JMSB faculty have successfully worked with University administration to change the University's annual review, promotion, and tenure processes to include an assessment of Impact, Innovation, and Engagement. This welcome change better aligns these important processes with JMSB's mission.

As noted earlier, the faculty profile at JMSB has undergone major change in light of the events of the past several years – a significantly reduced full-time faculty is now coping with accelerating enrollments. Not surprisingly, this is apparent in both faculty sufficiency and faculty quality. After several PRT adjustments to both “time devoted to mission” and faculty classifications, a summary of JMBS Table 15-1 totals for % of SCH taught by participating faculty and faculty qualification indicators (e.g. SA, PA, SP, and IP) indicate that JMSB is below AACSB's recommended thresholds.

Fiscal Year	% Taught by Participating (>75%)	Faculty Qualification Indicator SA+PA+SP (60%)
2017	76.21	85.41
2018	66.26	62.55
2019 (projected)	64.94	80.14

*See revised Table 15-1 for each year, attached

It is clear that adjunct faculty – some who are not considered either academically or professionally qualified – have had to be employed to meet JMSB's teaching demands.

Fully cognizant of this situation, the School and the University are committed to increasing JBSB full-time faculty. Four positions are programmed for this fiscal year (FY2019) and an additional two planned for FY2020. If these searches are successful, JMSB will meet or exceed both of these measures. Additionally, two of these positions are targeted for Management which should bring that discipline back above the SA+PA+SP target of 60% and close to the SA+PA+SP+IP target of 90%. It is critical that these searches are successful and that the Administration continues to fund needed faculty positions in line with enrollment growth.

Given the changes in faculty classifications that occurred during the PRT visit, Tables 2-1 and 15-2 have also changed from JMSB's original CIR. The modified tables are attached.

Professional staff support for the School has been consistent and is likely to improve as the University's revenues increase. JBSM has supported faculty and staff training in AOL, diversity, IT and administrative areas. The School encourages and supports additional education opportunities for all employees.

D. Learning and Teaching

The faculty and students are to be commended for their versatility and flexibility. The faculty are adept in multi-modal instructional techniques. Clearly they have risen to the challenge of adopting those modalities that will insure the long-term survival of the campus and the college.

Undergraduates are equally adept and facile at blending online, hybrid, and face-to-face classes to achieve their academic goals.

Clearly, the JMSB is preparing their student population to be life-long learners. Taken in conjunction with the jobs that currently the students hold and the careers they will pursue in the future, JMSB is at the forefront of building the skills student will need in an increasingly accelerating and ever-changing technological environment.

E. Academic and Professional Engagement

JMSB faculty have made several notable pedagogical changes designed to actively engage students in both the application of theory/content and experiential learning opportunities. The finance department is moving to "flipped" classroom models in several undergraduate program courses. Case studies and student consulting opportunities are part of a number of management courses. As additional pedagogical and syllabi actions are taken to enhance student academic and professional engagement, JBSM might consider adding simulation and more group projects.

V. Identify and assess the business school's success in demonstrating engagement, innovation, and impact outcomes

Engagement

- The JMBS Entrepreneurship class engage in a variety of consulting assignments with local businesses via the Oklahoma Small Business Development Center
- Undergraduate accounting students prepare tax returns for local community clients as part of the Volunteers in Tax Assistance (VITA) program. This year, 38 senior accounting students have been certified by the Internal Revenue Service to file personal incomes taxes for underserved members of the community. Last year JMSB completed more than 100 tax returns
- A small, but growing number of undergraduate business students complete an internship (credit and non-credit) with regional businesses. These paid opportunities provide meaningful experiential learning and professional development for students – often leading to permanent employment opportunities

Innovation

- JSBM recently partnered with the Oklahoma Small Business Development to create Women in Entrepreneurship Week – an event which brought students, alumni, small business owners, professional firms and faculty together

- Faculty in the JMSB developed a Career Development Seminar, now required of all undergraduate students. This non-credit seminar focuses on resume development, interviewing skills, and career assessment and serves as an introduction to the many services and career building opportunities the SOSU's Career Management Center
- The finance faculty have been particularly active in introducing new pedagogical approaches including the flipped classroom, hybrid courses, and new learning tools such as Connect and LearnSmart

Impact

- Faculty scholarly efforts garnered 24 Best Paper Awards and 6 Outstanding Educator Awards
- JMSB faculty research has generated citations well in excess of what is normally expected, given the small number of publishing faculty

Section VI: Commendations for Strengths, Innovations, Unique Features and Effective Practices

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

- In 2015, JMSB instituted and required all senior students to complete a one credit hour Career Development Seminar. The soft skills, resume writing, interview preparation, and other activities enhances the job search skills of their graduates.
- Faculty are all certified at least to Level 1 in Quality Matters Online Instruction and many are certified at Level 2.
- The faculty of JMSB are to be congratulated for meeting the many challenges that recent budget difficulties have created. While smaller in number, as a result of attrition and early retirements, the group has emerged as a strong, collegial, focused and committed group determined to deliver an excellent educational experience to both undergraduate and graduate students. Together, they appear ready to meet the many new and different requirements, challenges, and opportunities presented by SOSU's move to on-line education.
- In Dr. Han-Sheng Chen's finance class, students must achieve scores of 70% or more on each of several "intermediate" tests (tests designed to self-assess their knowledge and skills) in order to sit for the class final exam. Students are encouraged to re-take the "intermediate" test as many times as they like in order to finally achieve 70% or more on each.

Section VII: Opportunities for Continuous Improvement

- An "Introduction to Business" or survey course or similar seminar should be considered as an opportunity for freshmen.
- Additionally, the JMSB could consider developing events or programs whereby incoming freshmen interested in majoring in business have the opportunity to interact with School of

Business faculty. Presently, freshmen are advised by non-business faculty until their sophomore year.

- Consider redesigning JMSB’s organization structure to more clearly define roles and responsibilities and establish one senior position as responsible for the School in its entirety. This individual (preferable titled “Dean”) would report directly to SOSU’s Vice President of Academics.

Section VIII: Visit Summary

Founded in 1909 as the Southeastern State Normal School, its original purpose was to train teachers for the public schools in the 12 counties of southeastern Oklahoma. By 1939, the school was authorized to offer the Bachelor of Arts and the Bachelor of Science degrees. In 1968, SOSU’s curriculum expanded to include programs in conservation, business, aviation, and technology. In 1974, the school received its present name as Southeastern Oklahoma State University. Today, the university is organized into four academic schools: Arts and Sciences, the John Massey School of Business, Education and Behavioral Sciences, and Graduate and University Studies. One of 11 public regional universities in the state of Oklahoma, SOSU is the only regional that is accredited by AACSB International. In Fall 2017, SOSU’s undergraduate enrollment was 3,070 students and graduate enrollment was 886 students. In Fall 2017, the John Massey School of Business (JMSB) enrolled 452 undergraduate students and 416 graduate students. It should be noted that JMSB has one of the fastest growing MBA programs in the country with current enrollment ballooning to 630 MBA students.

A. Degree Programs:

Bachelor of Business Administration – Majors: Number of 2017-2018 Graduates:

Accounting (18)
Finance (8)
Management (36)
Marketing (14)
General Business (12)
Hospitality (1)

Master of Business Administration – Concentrations: Number of 2017-2018 Graduates:

General (7)
Entrepreneurship (5)
Finance (11)
Health Care Information Systems (3)
Human Resource Management (2)
Management (13)
Marketing (5)
Safety (1)
Native American Leadership (2)

B. List of Comparison Groups:

Comparable Peers:

University of Texas – Permian Basin
Southern Arkansas University
Henderson State University

Competitive Group:

Midwestern State University
Henderson State University
Ouachita Baptist University
East Central University

Aspirant Group:

University of Louisiana – Monroe
Emporia State University
Arkansas Tech

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Appendix C
JMSB Strategic Plan
John Massey School of Business (JMSB) Strategic Business Plan

John Massey School of Business Vision

The vision of the John Massey School of Business is to be a leader and innovator in business higher education within our service region and beyond and to provide an environment of academic excellence that enables business students to reach their highest potential.

John Massey School of Business Mission

The mission of the John Massey School of Business is to develop business professionals able to effectively apply problem-solving methods to business as individuals or in a team environment, communicate clearly to appropriate audiences, and demonstrate an understanding of the process of making ethical decisions. The JMSB will deliver high-quality business education in our region and beyond employing several modalities including online, face-to-face, and hybrid course offerings. The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

Vision and Mission Review Process

The Vision and Mission statements are reviewed on an on-going basis by a number of stakeholders including faculty, students, administration, alumni, and other stakeholders to keep these documents up to date and reflective of the needs of the stakeholders the School serves. The Strategic Planning Committee (SPC) periodically presents the mission along with the strategic plan to these stakeholders and reviews comments and recommendations with regard to mission, vision, values, objectives, and educational tenets. The mission is presented by the SPC and approved along with the strategic plan by the administration and the faculty during John Massey School of Business faculty meetings.

John Massey School of Business Guiding Principles

The John Massey School of Business carries out its mission through its commitment to the following guiding principles and core values:

Excellence
Professionalism
Collaboration
Continuous Improvement

The School is committed to:

- High-quality undergraduate and graduate learning and faculty development.

- Highest ethical standards of personal and professional conduct for faculty, students and administrators. Professionalism includes maintaining faculty qualifications and expertise at levels which support the School's vision and mission and AACSB accreditation standards.
- Cooperative interaction among students and faculty to achieve the School's mission.
- A systems approach to continuously improve all aspects of the learning process. This includes feedback from major stakeholders and a spirit of experimentation.

John Massey School of Business Learning Goals

The learning goals of the School's degree programs are to develop students' skills in the following areas:

- Communication: JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies.
- Problem Solving: JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving.
- Ethics: JMSB graduates possess the knowledge and understand the significance of making ethical business decisions.
- Teamwork: JMSB graduates possess the skills necessary to work effectively as a member of a team.
- Business Knowledge: JMSB graduates will understand the functional areas of business and how they relate to each other.

Strategic Planning Process

Strategic planning at the John Massey School of Business (JMSB) is a critical and ongoing process that provides a basis for decision-making and managing an effective organization. Continued progress has been made updating the JMSB strategic plan. The current strategic plan was finalized in October 2016 after a final faculty review and a review and discussion with stakeholders which included Mr. John Massey, the Student Advisory Council, area business leaders and University administrators. The plan was disseminated to various internal and external stakeholders during the year via electronic version of the plan and flow diagram.

The focus of the strategic planning process was aligning the JMSB plan with the University Vision 2015 Plan and identifying key planning initiatives. (See Appendix A for a copy of the flowchart.)

PROCESS FLOW CHART FOR STRATEGIC PLAN

1. Strategic Plan drafted by SPC to include vision and mission statements, planning assumptions, goals and objectives and strategic action plans
2. Distribution and discussion of the Strategic Plan with faculty members, and stakeholders.

3. Revision of the plan based on feedback from internal and external stakeholders.
4. Dissemination of the revised plan via electronic form and placement of the vision and mission of the plan in offices and classrooms.

Strategic Management Process

Due to threats of competition, the tenuous economic climate, and overall industry conditions, it is necessary that the John Massey School of Business manage its financial resources and personnel prudently when implementing the strategic plan. Our strategic planning process is financially-driven and this situation may continue for several years. Retirement of several key faculty members will also have to be addressed within the near future to maintain the proportion of terminally qualified faculty in the JMSB.

Major Shift in MBA Program Delivery and Marketing

Due to the falling price of oil, the state began a series of cuts in 2015 including funding state agencies like higher education. Each quarter seemed to bring more and deeper cuts to the budgets of all state agencies. Southeastern Oklahoma State University responded with cuts to travel, non-replacement of exiting faculty, supplies, etc. However, these cuts were not enough to deal with the budget cuts so 50 faculty and staff were offered early retirement benefits and 35 accepted this offer. Later 10 other positions were not renewed including 5 tenure track teaching positions. Lastly, mandatory furloughs were instituted to deal with another round of budget cuts. The only means left to cut the budget is to begin to identify and eliminate “low completer programs” where the number of students graduating did not justify having the program.

In the Spring 2016 semester, the university entered into an agreement with Academic Partnerships (AP) to market the JMSB’s MBA program. AP was founded in 2007 and helps colleges move some of their professional/vocational programs online. AP currently has 50 U.S. campuses and 20 international campuses as clients and invests approximately \$2 million per institution to acquire online students, digitize lessons, set up back-end administrative and technical support, and tutor professors in how to teach in the virtual classroom. AP’s revenue comes from a 50% cut of the tuition. So far, the company has recruited approximately 100,000 students with an 85% retention rate.

However, to fit the AP model of course offerings, the rotation of courses and the design of courses had to be altered. AP required 6 “entry” points where students could begin the MBA program and a change in the course format for each course divided into 7-8-week segments with a template developed by AP and our own Blackboard administrator.

AP’s marketing of the program has made a significant impact on enrollment (from 70 FTE MBA students to over 600) but also pushed the JMSB to its limit of faculty resources available to offer the program. To help with the increases in individual course enrollment, a sister program to AP Instructional Connections (IC) provides “coaches” for each instructor to use to help oversee the

work of a larger number of students in each course. It is yet to be determined if the “coaching” approach will work out satisfactorily.

Previous initiatives such as certificate programs in various areas to be offered to non-degree seeking individuals have been abandoned. Our current resource base will not support such programs.

Major Initiatives

Initiative 1— Consistent with our Vision and Mission, develop and implement a faculty acquisition plan and secure funding for new positions to replace faculty who have retired/moved to other universities over the last five (5) years. Results thus far include the following:

A full-time MBA advisor was hired during the fall 2018 semester.

Six new faculty members were hired to start in August 2019.

1. Dr. Elizabeth Mulig – Accounting, SA
2. Dr. Jeffrey Risher – Quantitative Methods, SA
3. Ms. Ashley Hampton – Management, SA, ABD and scheduled to complete her Ph.D. in December 2019
4. Dr. Cody Bogard – Business Law, SA
5. Mr. Hanzi Xu – Finance, SA, ABD and scheduled to complete his Ph.D. in May 2020 (temporary replacement for Dr. Han-sheng Chen)
6. Dr. David Whitlock – Management, former faculty member at Southeastern and recently retired as President of Oklahoma Baptist University

There is currently a search underway to hire a finance professor as a permanent replacement for Dr. Han-sheng Chen.

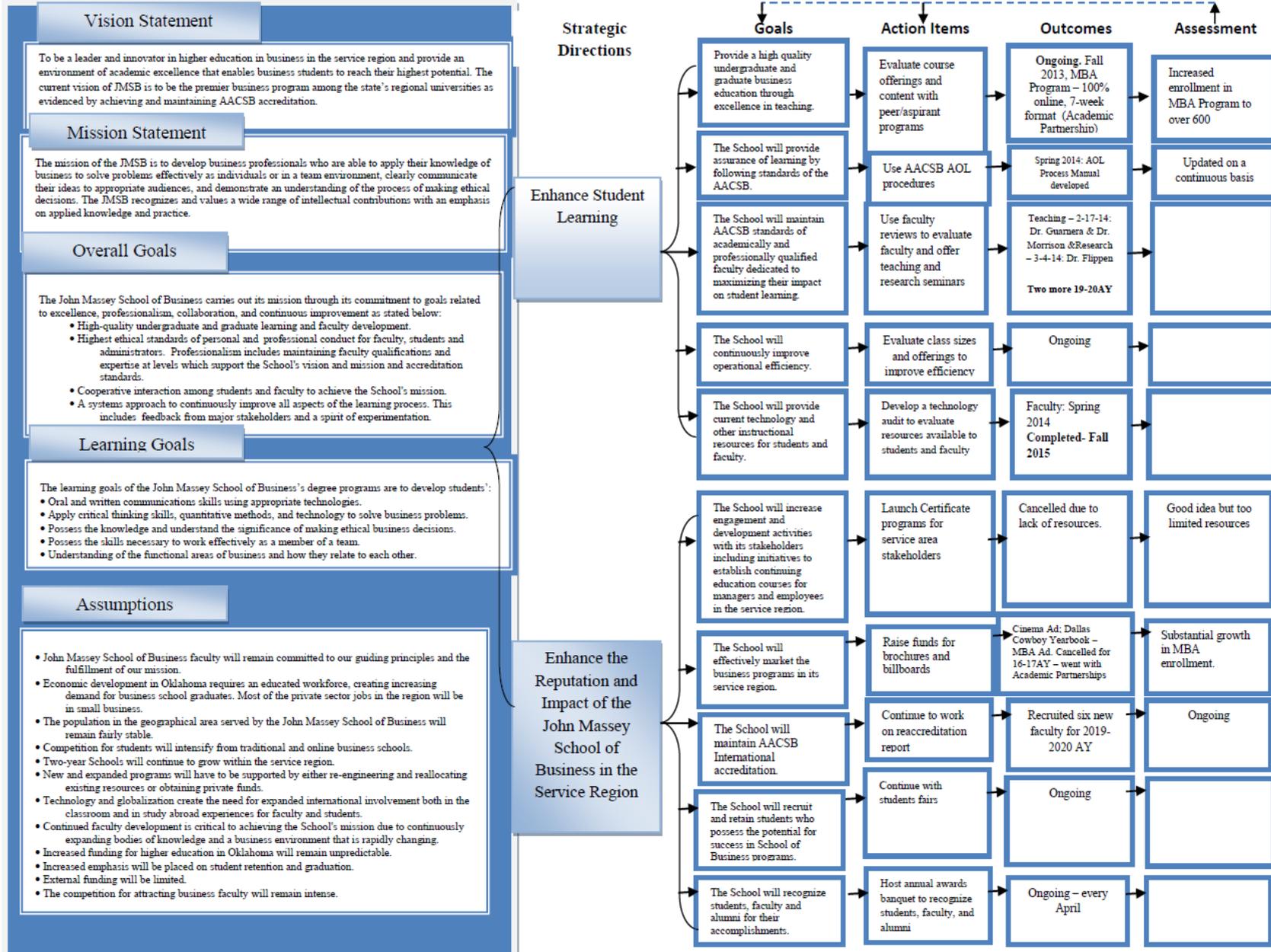
In addition, a new strategic initiative is underway to provide incentives to adjunct faculty members to serve on college committees, advise students, and engage in other activities that will enable them to be re-classified from Supporting to Participating Faculty. Adjunct faculty members will also receive incentive pay for engagement in professional activities that generate intellectual contributions, especially peer-reviewed journal articles. The plan is fully supported by the Interim President, the Academic Vice-President, and the Dean of the Graduate School and is funded by MBA Test Prep revenue. This initiative will improve our faculty sufficiency percentage, with a goal of 80% within two years.

Initiative 2— Implement an innovative program of offering a BBA program in partnership with Academic Partnerships (AP). This would be an online program and geared to increase enrollment in our undergraduate program in management and marketing and perhaps later in accounting and finance. This program would need the support of the President, Vice President of Academic Affairs and faculty who teach the general education courses usually taken in a student’s freshman and sophomore years. Most of these courses are offered in an online format.

This program was implemented in the Fall, 2018 semester. It may take a year or two for the full impact of this program to be realized but has resulted in 120 new students with 48 in business.

Initiative 3—Develop strategies to continue to increase the graduate business enrollment to at least 1000 over the next 5 years. This will involve identifying new market segments not currently being targeted by AP and acquiring University support to implement. This may also mean offering new concentration areas such as project management, bank management, etc., and possibly a new Master’s in Management degree.

John Massey School of Business: Strategic Planning Flow Diagram 2015-2020



Appendix D
John Massey School of Business 5-year Enrollment Data as of October 17, 2019

MAJOR	F15	F16	F17	F18	F19	TOTAL
UG						
Accounting	87	95	98	93	85	458
Management	123	133	128	126	147	657
Marketing	32	43	51	52	49	227
Finance	37	38	35	39	32	181
Gen Business	133	137	134	151	214	769
GR						
MBA	66	161	404	587	665	1,883
TOTAL	478	607	850	1,048	1,192	4,175

Undergraduate

*M=male; F=female	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
Major	M	F	Total												
Accounting	29	58	87	31	64	95	33	65	98	27	66	93	26	59	85
Asian		1	1										1		1
Black/Afr Am	3		3	2		2	2		2	1		1			
Hispanic		3	3		4	4	1	6	7	3	4	7	4	3	7
Nat Amer	1	10	11	3	9	12	4	7	11	4	10	14	3	7	10
Nat Am and other	6	7	13	6	7	13	3	10	13	3	9	12	7	8	15
White	15	35	50	18	40	58	21	41	62	16	41	57	11	41	52
Two or More	1		1		2	2	1	1	2		1	1			
Interntl/NonUS	3	2	5	2	2	4	1		1		1	1			

*M=male; F=female	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
Major	M	F	Total												
Management	59	64	123	59	74	133	68	60	128	58	68	126	66	81	147
Asian					1	1					1	1		2	2
Black/Afr Am	5	1	6	7	1	8	7		7	4		4	3	2	5
Hispanic	2	1	3	4	2	6	3	6	9	1	5	6	5	7	12
Nat Amer	8	16	24	7	15	22	6	15	21	5	17	22	4	14	18
Nat Am and other	3	8	11	5	11	16	7	11	18	6	13	19	4	16	20
White	30	37	67	30	42	72	39	27	66	34	31	65	45	37	82
Two or More	1		1							2	1	3	2	1	3
Interntl/NonUS	10	1	11	6	2	8	6	1	7	6		6	3	2	5
Marketing	15	17	32	20	23	43	21	30	51	20	32	52	21	28	49
Black				4		4	3	1	4	3		3	1		1
Hispanic		1	1	1	2	3	2	3	5	2	4	6	3	4	7
Nat Amer	1	3	4		5	5	1	6	7	3	7	10	1	6	7
Nat Am and other	4	2	6	3	1	4	5	3	8	2	2	4	3	2	5
White	8	9	17	9	13	22	5	13	18	6	16	22	9	15	24
Two or More								1	1	1		1	1		1
Interntl/NonUS	2	2	4	3	2	5	5	3	8	3	3	6	3	1	4

*M=male; F=female	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
Major	M	F	Total	M	F	Total									
Finance	25	12	37	25	13	38	24	11	35	22	17	39	21	11	32
Asian											1	1		1	1
Black/Afr Am				1		1	3		3	3		3	2		2
Hispanic	1	1	2	1	4	5		2	2	1	3	4	1	2	3
Nat Amer	1	2	3	1	1	2	2	2	4	1	2	3	1	1	2
Nat Am and other	1	1	2	2	2	4	4	2	6	4	2	6	6	1	7
White	11	8	19	12	5	17	12	5	17	12	9	21	11	4	15
Two or More														1	1
Interntl/NonUS	11		11	8	1	9	3		3	1		1		1	1
Gen Business	47	86	133	59	78	137	59	75	134	73	78	151	98	116	214
Asian		2	2		1	1		1	1		1	1			
Black/Afr Am	3	1	4	2	2	4	7	3	10	7		7	6	1	7
Hispanic	5	5	10	5	6	11	2	4	6	6	6	12	8	6	14
Nat Amer	5	16	21	7	12	19	4	15	19	11	16	27	12	24	36
Nat Am and other	9	12	21	10	10	20	9	16	25	9	10	19	12	20	32
White	19	48	67	31	44	75	33	32	65	38	42	80	54	65	119
Two or More	2		2	1	1	2	1	2	3		2	2	2		2
Interntl/NonUS	4	2	6	3	2	5	3	2	5	2	1	3	4		4

Management Opt	F15	F16	F17	F18	F19
Hospitality Mngt		5	5	8	7
Native Amer Mngt		1	1		
General	123	127	122	118	140

Graduate

*M=male; F=female	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
Major	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
MBA	35	31	66	86	75	161	187	217	404	297	290	587	334	331	665
Asian		2	2	4	3	7	5	19	24	14	20	34	25	27	52
Black/Afr Am	2		2	10	4	14	22	21	43	28	36	64	37	42	79
Hispanic	1	1	2	1	3	4	10	12	22	13	14	27	17	19	36
Nat Amer	15	11	26	11	16	27	12	30	42	18	29	47	26	33	59
Nat Am and other	2	2	4	14	14	28	26	28	54	30	26	56	31	39	70
Hawaiian/Pac Is											2	2		2	2
White	12	15	27	41	35	76	93	97	190	161	145	306	179	158	337
Two or More							2	1	3	9	3	12	8	6	14
Interntl/Non-US	3		3	5		5	17	9	26	24	15	39	11	5	16

MBA Options	F15	F16	F17	F18	F19
Accounting				58	85
Aerospace Logist		3	7	10	11
Entrepreneurship	1	10	22	29	29
Finance		20	75	74	85
General	58	58	91	133	106
Health Care Info Sys		12	25	21	38
Hospitality Mngt		1	5	4	4
Human Res Mngt		9	37	46	56
International Busi				2	1
Management	7	35	87	127	137
Marketing		1	25	48	57
Native Amer Ldrsh		3	12	9	16
Safety		6	5	7	19
Strategic Comm			13	19	21

MBA Enrollment Growth

Semester	Cohort (New Admits for Semester)	Persisted 1st to 2nd Semester	% Persisted	Retained 1st to 3rd Semester	% Retained	Graduated in 50% time (1 yr)	% Grad Rate (1 yr)	Graduated in 100% time (2 yrs)	% Grad Rate (2 yr)	Graduated in 150% (3 yrs)	% Grad Rate (3 yr)
1314	26	17	65.4%	17	65.4%	0	0.0%	2	7.7%	11	42.3%
1415	37	26	70.3%	19	51.4%	0	0.0%	13	35.1%	23	62.2%
1516	42	27	64.3%	21	50.0%	0	0.0%	14	33.3%	21	50.0%
(AP)1617	247	161	65.2%	143	57.9%	5	2.0%	69	27.9%	115	46.6%
(AP)1718	422	326	77.3%	282	66.8%	13	3.1%	102	24.2%	42	10.0%
(AP)1819	494	411	83.2%	358	72.5%	22	4.5%	26	5.3%	0	0.0%

Appendix E

AACSB Tables

Table 2-1: Intellectual Contributions for the 5-year period 2015-2016 through 2019-2020

Assigned Discipline	Portfolio of Intellectual Contributions (Includes <i>refereed and non-refereed, published and unpublished</i>)				Types of Intellectual Contributions										Percentages of Faculty Producing Intellectual Contributions	
	BDS	AIS	TLS	Total	<u>PRJ</u>	<u>ERJ</u>	<u>Proc</u>	<u>Pres</u>	Grant	Txbk	Case	PPS/PP	OIC	Total	Part	All
Accounting [5 members, 5.00 FTE]	14	22	11	47	17		21	8					1	47	80.00%	80.00%
Finance [3 members, 3.00 FTE]	3	2		5	2		1	2						5	50.00%	33.33%
Marketing [4 members, 3.25 FTE]	19	11	9	39	12		27							39	100.00%	61.54%
Management [20 members, 19.25 FTE]	51	66	65	182	74		53	34	3	1	14		3	182	75.00%	46.75%
College Totals: [32 members, 30.50 FTE]	87	101	85	273	<u>105</u>	<u>0</u>	<u>102</u>	<u>44</u>	<u>3</u>	<u>1</u>	<u>14</u>	<u>0</u>	<u>4</u>	273	76.19%	52.46%

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

The JMSB recognizes and values a wide range of intellectual contributions with an emphasis on applied knowledge and practice.

JMSB intellectual contributions are distributed among basic discovery of knowledge, application scholarship, and teaching and learning. As we are not a research institution, we especially value Application Scholarship and Teaching and Learning Scholarship. Intellectual contributions include conference presentations, conference proceedings, teaching cases, professional publications, textbooks, and peer-reviewed journals. JMSB faculty members must contribute at least two peer-reviewed journal articles and one other intellectual contribution within a five-year period. Faculty are generally given a broad range of subject matter, providing the topic and outlet aligns with the university and college mission.

Several senior faculty members have co-authored with junior faculty members when research topics and interest are compatible. Senior faculty have also provided workshop sessions on research and publication.

The JMSB strategy is to support intellectual growth through research and publication that aligns with the university and college mission. In support of that effort, the university dedicates funding for research and travel to conferences and in addition, some additional funding is available through our dedicated AACSB account. Given our mission as a teaching institution, the JMSB especially values Application Scholarship and Teaching and Learning Scholarship but of course,

supports Basic Discovery of Knowledge scholarship. As a teaching institution we do not require top-tier journal publications but do require publications to meet minimum standards, i.e., no “pay for publication” journals.

Part C: Quality of 5-year Portfolio of Intellectual Contributions

For peer-reviewed journal articles, the journal must be listed in Cabell's, Ulrich's, SCOPUS, Australian Business Dean's Council, or other similar journal review. In addition, the journal acceptance rate must be 50% or better. The John Massey Endowed Chairs are required to produce at least three Peer-reviewed Journal articles and one other within the five-year period. Beginning in 2018, the tenure and promotion requirements have been increased regarding intellectual contributions (SEE APPENDIX G). Changes were approved by vote of the faculty and hard copy was presented and discussed at the fall, 2018 faculty meeting. Promotion and Tenure requirements are also available online.

Part D: Impact of Intellectual Contributions

As you can readily see from the tables, JMSB faculty members produce a significant and varied number of publications and have been recognized by professional organizations with “Best Paper” and “Outstanding Educator” awards. Please see Appendix F.

Table 2-2: 5-Year (2015-2016 through 2019-2020) Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each College-Wide Summary (62 Articles in 48 Peer and Editorial-Reviewed Journals)

The general policy of the John Massey School of Business is that peer-reviewed journal articles be listed in Cabell's, SCOPUS, Ulrich's, or the Australian Business Dean's Council with an acceptance rate of 50% or lower.

	Peer and Editorial-Reviewed Journals	62 Publications	Quality
1	Employee Relations Law Journal	4	
2	Global Journal of Business Disciplines	3	<25%
3	Journal of Business Cases and Applications	3	<35%
4	Journal of Organizational Psychology	3	<20%
5	AABRI Journal of Management and Marketing Research	2	<35%
6	Global Journal of Accounting and Finance	2	(ABDC-C)
7	Journal of Legal, Ethical and Regulatory Issues	2	<25%
8	Journal of Technology Research	2	<35%
9	Research in Higher Education	2	<35%
10	Academy of Accounting and Financial Studies Journal	1	
11	Academy of Business Journal	1	
12	Accounting Review, The	1	A rated
13	Administrative Issues Journal	1	<20
14	Administrative Issues Journal: Connecting Education, Practice, and Research	1	<20
15	American Journal of Management	1	<20
16	Archives of Business Research	1	
17	Atlantic Marketing Journal	1	<40%
18	Brazilian Journal of Marketing	1	
19	CPA Focus	1	
20	Entrepreneurial Executive, The	1	<25%
21	European Business Review	1	
22	Global Journal of Entrepreneurship	1	<25%
23	Global Journal of Management and Marketing	1	<25%

	Peer and Editorial-Reviewed Journals	Publications	Quality
24	Health Marketing Quarterly	1	
25	International Journal of Conflict Management	1	<15%
26	International Journal of Current Research	1	
27	International Journal of Development Research	1	
28	International Journal of Management and Marketing Research	1	
29	International Journal of Sales, Retailing and Marketing	1	
30	Intersection	1	
31	Journal of Accounting and Finance	1	<25% C rated
32	Journal of Applied Business and Economics	1	
33	Journal of Business & Entrepreneurship	1	<25%
34	Journal of Business Case Studies	1	<35%
35	Journal of Business Management and Commerce	1	
36	Journal of Forensic and Investigative Accounting	1	
37	Journal of International Business Disciplines	1	
38	Journal of Management	1	<20%
39	Journal of Management Policy and Practice	1	<20%
40	Journal of Management and Organization	1	
41	Journal of Organizational Culture, Communications and Conflict	1	<25%
42	Journal of Research in Marketing and Entrepreneurship	1	
43	Journal of the Academy of Legal, Ethics, and Regulatory Issues	1	<25%
44	Labor Law Journal	1	
45	Leadership & Organization Development Journal	1	
46	Services Marketing Quarterly	1	
47	Society & Business Review	1	
48	University of Tennessee Law Journal	1	
Grand Total: 62 Articles in 48 Peer-Reviewed Journals		62	

Table 15-1: Sufficiency and Qualifications Summary Benchmarks for 2018-2019
 (Terms included: 2018-Fall, 2018-Summer, 2019-Spring)

Organizational Unit: *Discipline* **Status source:** *Teaching Schedule* **Aggregation Unit:** *Student Contact Hour*

Unit Summary Benchmark	Faculty Sufficiency Indicators *				Full-Time Equivalents						Faculty Qualifications Indicators **		
Discipline	Participating	Supporting	Total	% Taught by Participating	SA	PA	SP	IP	Oth	Total	SA (40%)	SA+PA+SP (60%)	SA+PA+SP+IP (90%)
Accounting [ACCT]	2,226.00	1,161.00	3,387.00	65.72% ✓	2.00			1.20	0.15	3.35	59.66% ✓	59.66% ✗	95.53% ✓
Finance [FIN]	1,338.00	273.00	1,611.00	83.05% ✓	2.00				0.15	2.15	93.02% ✓	93.02% ✓	93.02% ✓
Marketing [MKT]	2,322.00	168.00	2,490.00	93.25% ✓	2.21			0.15		2.36	93.63% ✓	93.63% ✓	100.00% ✓
Management [MNGT]	9,011.00	4,914.00	13,925.00	64.71% ✓	5.94			1.95	3.98	11.87	50.09% ✓	50.09% ✗	66.50% ✗
College Totals:	14,897.00	6,516.00	21,413.00	69.57% ✗	12.15			3.30	4.28	19.73	61.60% ✓	61.60% ✓	78.33% ✗

Faculty Sufficiency Indicators *

- Discipline: $P/(P+S) \geq 60\%$ required to be taught by **participating** members
- College: $P/(P+S) \geq 75\%$ required to be taught by **participating** members (as set in College Settings, *General* tab)

Faculty Qualifications Indicators **

- Aggregation of the qualifications of participating and supporting members, based on % dedicated to mission.
- Minimum SA: $(SA)/(SA+PA+SP+IP+Oth) \geq 40\%$
- Minimum SA + PA + SP: $(SA+PA+SP)/(SA+PA+SP+IP+Oth) \geq 60\%$
- Minimum SA + PA + SP + IP: $(SA+PA+SP+IP)/(SA+PA+SP+IP+Oth) \geq 90\%$

Table 15-1: Sufficiency and Qualifications Summary for 2018-2019
 (Terms included: 2018-Fall, 2018-Summer, 2019-Spring)

Organizational Unit: *Discipline* Status source: *Teaching Schedule* Aggregation Unit: *Student Contact Hour*

Discipline: Accounting [ACCT]											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
SA: Bressler, Linda	Spring 2017	D.B.A., 2001	654.00		UT,MT,RES,SER	100.00%					
Richards, Rhonda	Spring 2017	Ph.D., 2012	852.00		UT,MT,RES,SER	100.00%					
IP: Davis, Mike	Spring 2016	J.D., 2010		429.00	UT				15.00%		
Dixit, Sunil	Summer 2017	M.B.A., 2009		144.00	MT,UT				7.50%		
Metts, Stephanie	Fall 2015	M.B.A., 2008	720.00		UT,SER				82.76%		
Ur-Rehman, Kashif	Fall 2017	M.S., 2010		465.00	MT				15.00%		
Oth: Burrage, Carol	Fall 2016	J.D., 1993		123.00	UT					15.00%	
Accounting [ACCT]:			2,226.00	1,161.00	FTE:	2.00			1.20	0.15	

Discipline: Finance [FIN]											
Portfolio			Sufficiency *			% of Time Devoted to Mission for Each Qualification Group *					
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
SA: Chen, Han-Sheng	Fall 2013	Ph.D., 2013	423.00		UT,MT,RES,SER	100.00%					
Lin, YingChou	Fall 2014	Ph.D., 2007	915.00		UT,MT,RES,SER	100.00%					
Oth: Topuz, John	Fall 2018	D.B.A., 2002		273.00	UT,MT					15.00%	
Finance [FIN]:			1,338.00	273.00	FTE:	2.00				0.15	

Discipline: Marketing [MKT]											
Portfolio			Sufficiency *			% of Time Devoted to Mission for Each Qualification Group *					
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
SA: Kernek, Courtney	Summer 2014	Ph.D., 2007	1,023.00		UT,MT,RES,SER	100.00%					
Parmer, Lucinda	Fall 2018	Ph.D., 2012	54.00		UT,MT,RES,SER	5.66%					
Silver, Lawrence	Fall 2006	D.B.A., 2000	1,245.00		UT,MT,ADM,RES,SER	100.00%					
Toombs, Leslie	Spring 2019	Ph.D., 1989		63.00	UT,MT	15.00%					
IP: Hendrick, Katherine (Kathy)	Fall 2011	M.B.A., 2007		105.00	UT				15.00%		
Marketing [MKT]:			2,322.00	168.00	FTE:	2.21				0.15	

Discipline: Management [MNGT]											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
SA: Bressler, Martin	Fall 2010	E.D.D., 1995	546.00		UT,MT,RES,SER	100.00%					
Campbell, Lila	Summer 1997	E.D.D., 2000	563.00		UT,MT,ADM,RES,SER	100.00%					
Ingram, Kendra	Fall 2018	Ph.D., 2008	678.00		UT,MT,RES,SER	100.00%					
Parmer, Lucinda	Fall 2018	Ph.D., 2012	900.00		UT,MT,RES,SER	94.34%					
Stevens, Robert (Bob)	Fall 2006	Ph.D., 1971	1,137.00		UT,MT,RES,SER	100.00%					
Von Bergen, C. (Von)	Fall 1997	Ph.D., 1974	1,089.00		UT,MT,RES,SER	100.00%					
IP: Archey, Sasha	Fall 2017	M.B.A., 2004		441.00	UT			15.00%			
Bomgardner, Ray	Spring 2019	Ph.D., 2017		387.00	UT,MT			40.00%			
Leird, Rodney (Rod)	Fall 2011	M.B.A., 2005	642.00		UT,RES,SER			100.00%			
Metts, Stephanie	Fall 2015	M.B.A., 2008	150.00		UT,SER			17.24%			
Perkins, Skyelar	Fall 2015	B.S., 2014		69.00	UT			7.50%			
Ridenour, Alisha	Spring 2015	M.E., 2004		942.00	UT			15.00%			
Oth: Collier, George	Fall 1972	Ph.D., 1978	831.00		MT,SER				100.00%		
Flores, Jimmie	Summer 2015	Ph.D., 2009		2,520.00	UT,MT				60.00%		
Foster, David	Fall 2017	D.M., 2007		381.00	UT				15.00%		

SE – John Massey School of Business

Graves, W.	Spring 2018	E.D.D., 2005		153.00	UT					15.00%	
Hampton, Scott	Summer 2018	M.B.A., 2017		21.00	UT					7.50%	
Howard, Robert	Fall 2010	M.B.A., 2007	1,506.00		UT,MT,ADM,RES,SER					100.00%	
Knight, Stephen	Summer 2017	M.B.A., 2017	969.00		UT,SER					100.00%	
Management [MNGT]:			9,011.00	4,914.00	FTE:	5.94				1.95	3.98
College Totals [34 members]:			14,897.00	6,516.00	FTE:	12.15				3.30	4.28

**Table 15-2: Deployment of Faculty by Qualification Status
in Support of Degree Programs for 2018-2019**

Percentage of SA, PA, IP, SP and Other Faculty by Degree Level and Program using SCH % Distribution of 21,413.00 <i>Student Contact Hour</i> by Program Level and Qualification Status (pulled from <i>Teaching Schedule</i>) Terms included: 2018-Fall, 2018-Summer, 2019-Spring						
Degree Program Level	Qualification Status					Row Total
	SA	PA	SP	IP	Oth	
Bachelor's Programs	42.96%			33.47%	23.57%	100%
MBA Program	51.20%			9.19%	39.61%	100%
Other Master's Programs						
Doctoral Programs						
Other Programs						
Unassigned	82.93%				17.07%	100%
Qualification Status Totals:	47.36%			20.99%	31.65%	100.00%

**Appendix F
Research Impact**

Faculty Member	Research Impact												
Dr. Linda Bressler	<p>Google Scholar Citations 261 h index 10 i10 index 12 7 Best Paper/Distinguished Research Awards 1 Outstanding Educator Award 15% acceptance rate for Strategic Finance Readership: “IMA has a global network of more than 100,000 members in 140 countries and 300 professional and student chapters.” https://sfmagazine.com/about-strategic-finance-and-ima/</p>												
Dr. Martin Bressler	<table border="0"> <tr> <td></td> <td style="text-align: center;">All</td> <td style="text-align: center;">Since 2014</td> </tr> <tr> <td>Citations</td> <td style="text-align: center;">408</td> <td style="text-align: center;">335</td> </tr> <tr> <td>h-index</td> <td style="text-align: center;">12</td> <td style="text-align: center;">11</td> </tr> <tr> <td>i10-index</td> <td style="text-align: center;">16</td> <td style="text-align: center;">14</td> </tr> </table> <p>15% acceptance rate for Strategic Finance Readership: “IMA has a global network of more than 100,000 members in 140 countries and 300 professional and student chapters.” https://sfmagazine.com/about-strategic-finance-and-ima/</p> <p>15% acceptance rate for Journal of Marketing and Management Research prior to 2015</p> <p>Research Gate reads 20,004</p> <p>4 articles in Marketing News with 36,000 subscribers and 180,000 total online readership</p> <p>2 articles published in the ACUI with total readership of 6,350</p> <p>525 downloads in UTenn TRACE publications (law journal) 2 textbooks (co-author), 3 instructor manuals, 2 co-author) 10 Best Paper/Distinguished Research Awards 3 Outstanding Educator Awards</p>		All	Since 2014	Citations	408	335	h-index	12	11	i10-index	16	14
	All	Since 2014											
Citations	408	335											
h-index	12	11											
i10-index	16	14											

Dr. Kitty Campbell	Google Scholar citations 44												
Dr. George Collier	<table border="0"> <thead> <tr> <th></th> <th>All</th> <th>Since 2014</th> </tr> </thead> <tbody> <tr> <td>Citations</td> <td>20</td> <td>18</td> </tr> <tr> <td>h-index</td> <td>2</td> <td>2</td> </tr> <tr> <td>i10-index</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Research gate: Total research interest 3.0 Citations 4 Recs 0 Reads 338</p>		All	Since 2014	Citations	20	18	h-index	2	2	i10-index	1	1
	All	Since 2014											
Citations	20	18											
h-index	2	2											
i10-index	1	1											
Dr. Kendra Ingram	Google Scholar citations 108 h-index 4 i10 index 4												
Dr. Courtney Kernek	<table border="0"> <thead> <tr> <th></th> <th>All</th> <th>Since 2014</th> </tr> </thead> <tbody> <tr> <td>Citations</td> <td>55</td> <td>41</td> </tr> <tr> <td>h-index</td> <td>4</td> <td>4</td> </tr> <tr> <td>i10-index</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Research Gate 5 research items, 1,268 reads, 21 citations</p> <p>DigitalCommons@Kennesaw State University 306 downloads</p>		All	Since 2014	Citations	55	41	h-index	4	4	i10-index	3	2
	All	Since 2014											
Citations	55	41											
h-index	4	4											
i10-index	3	2											
Dr. Ying C. Lin	<table border="0"> <thead> <tr> <th></th> <th>All</th> <th>Since 2014</th> </tr> </thead> <tbody> <tr> <td>Citations</td> <td>95</td> <td>89</td> </tr> <tr> <td>h-index</td> <td>4</td> <td>4</td> </tr> <tr> <td>i10-index</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p><u>Research Gate</u> Read: 349</p> <p><u>SSRN:</u> View: 5079 Download (paper): 768</p>		All	Since 2014	Citations	95	89	h-index	4	4	i10-index	3	3
	All	Since 2014											
Citations	95	89											
h-index	4	4											
i10-index	3	3											

Ms. Stephanie Metts	Google Scholar citations 17 Fraud Magazine Readership - more than 85,000												
Dr. Elizabeth Mulig	Google Scholar citations 227 h-index 7 i10 index 7 Readership: "IMA has a global network of more than 100,000 members in 140 countries and 300 professional and student chapters." https://sfmagazine.com/about-strategic-finance-and-ima/												
Dr. Lucinda Parmer	<table border="0"> <tr> <td></td> <td style="text-align: center;">All</td> <td style="text-align: center;">Since 2014</td> </tr> <tr> <td>Citations</td> <td style="text-align: center;">27</td> <td style="text-align: center;">27</td> </tr> <tr> <td>h-index</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>i10-index</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table> <p>Research Gate: 5 Citations, 642 Reads</p> <p>Research Awards at Conferences:</p> <p>2015 Outstanding Research Award, The Institute for Business and Finance Research Global Conference</p> <p>2015 Best Paper in Session Award, The Institute for Business and Finance Research Global Conference</p>		All	Since 2014	Citations	27	27	h-index	3	3	i10-index	1	1
	All	Since 2014											
Citations	27	27											
h-index	3	3											
i10-index	1	1											
Dr. Rhonda Richards	Google Scholar citations 28 CPA Focus readership 6,000												
Dr. Jeffrey Risher	Google Scholar Stats as of 10/7/19: Cited by All Since 2014 Citations 52 52 h-index 1 1 i10-index 1 1 Research Gate Stats as of 10/7/19:												

	<p>Total Research Interest – 268.5 Citations – 45 Recommendations – 62 Reads – 8138 Other impact: 2017 Council of Supply Chain Management Professionals Doctoral Dissertation Award Winner. https://cscmpedge.org/ehome/344812/awardsrecognitions/#DDA</p>
Dr. Robert Stevens	<p>Google Scholar citations 16,024 Textbooks and Instructor Manuals 39</p>
Dr. C.W. Von Bergen	<p>Citations 1005 467 h-index 16 Index 24</p>

Appendix G

JMSB Promotion & Tenure Policy Excerpt for Publication Requirements

Basis for Judging Major Contributions in Scholarly/Creative Activities

Associate Professor

A faculty member's contributions in scholarly and creative activities must be consistent with the JMSB mission and will be evaluated by their impact and innovation in three areas: discipline-based scholarship, learning and pedagogical research, and contributions to practice. Discipline-based scholarship includes but is not limited to refereed journal articles, books, monographs, chapters in books, refereed proceedings from academic conferences; presentations at academic conferences and seminars; and reports from sponsored research. Learning and pedagogical research includes but is not limited to refereed journal articles on teaching innovations and pedagogy, textbooks, teaching cases, and new learning materials. Contributions to practice include but are not limited to articles in practitioner journals, reports on sponsored research on practice issues, presentations at practitioner seminars or conventions, and documented practice software.

A faculty member seeking promotion to the rank of associate professor must present a record that includes contributions to discipline-based scholarship. In addition to discipline-based scholarship, an applicant may have contributions in learning or pedagogical research or contributions to practice. Several scholarly publications are expected of a faculty member seeking promotion to the rank of associate professor.

At least three quality peer reviewed journal publications are required, at least one of which is in a discipline-based peer reviewed journal.

Additionally, the applicant for associate professor should have continuously maintained AACSB's Scholarly Academic (SA) status for sustained research as defined below:

Within the most recent five-year period, the SA faculty member must have a total of three intellectual contributions, two of which must be peer reviewed journal articles (PRJs).

Professor

A faculty member seeking promotion to the rank of professor must present a *sustained* record including major contributions to discipline-based scholarship. Sustained is defined as maintaining SA status for at least four consecutive years at the rank of associate professor, and the faculty member must have SA status at the time of application for promotion. In addition to discipline-based scholarship, an applicant may have major contributions in learning and pedagogical research or contributions to practice. Though in extremely rare circumstances, a SA faculty member may apply for promotion to Full Professor if only minimum standards to maintain SA status have been accomplished, maintenance of minimum standards alone should not be interpreted as sufficient for promotion to full professor. The minimum requirement is that the applicant for promotion must maintain the sustained academic engagement defined below for SA status:

Within the most recent five-year period, the SA faculty member must have a total of four intellectual contributions, two of which must be peer reviewed journal articles (PRJs). PRJ articles may be from

any outlet listed in Category A. Faculty members may also engage in scholarship that results in intellectual contributions from Category B. The faculty member is responsible for providing evidence regarding the quality of the PRJ and other intellectual contributions.

PRJ articles may be from any outlet listed in Category A. Faculty members may also engage in scholarship that results in intellectual contributions from Category B. The faculty member is responsible for providing evidence regarding the quality of the PRJ and other intellectual contributions.

Sustained Academic Engagement for SAs

Category A: Peer-Reviewed Published Contributions

1. Author on a refereed publication in relevant academic journals
2. Author on a referred publication in relevant professional journals
3. Author on a referred relevant pedagogical journal

Category B: Other Peer-Reviewed Intellectual Contributions

1. Author on a refereed research monographs
2. Author of a scholarly book or academic textbook
3. Serve as an editor of a relevant academic journal
4. Author on a relevant refereed magazine article
5. Author on a business case in a refereed outlet
6. Serve as an elected officer of an international or national professional organization
7. Serve as a Special Edition editor for an academic journal
8. PI or Co-PI on a funded grant of \$10,000 or greater
9. Author on a published article in a non-refereed national professional journal
10. Publish an article in a non-refereed national magazine
11. Serve on the Editorial board for a relevant disciplinary journal
12. Refereed proceedings from academic conferences
13. Refereed papers presented at relevant academic and/or professional conferences
14. Refereed conference presentations or symposia
15. Papers presented at faculty research seminars outside UHD
16. Author a chapter in a research monograph or scholarly book
17. Author a trade books in discipline-relevant fields
18. Blind peer reviewer/referee for peer reviewed journal
19. Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference

The full JMSB Tenure and Promotion Policy can be view [here](#).