



Continuous Improvement Review 2014-2019



**UNIVERSITY OF
SOUTHERN MAINE**

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PREFACE: CULTURE CHANGE

Since its most recent reaccreditation visit in 2014, the School of Business at the University of Southern Maine has focused on rebuilding its ranks, revising its programs and curricula, evaluating the impact and effectiveness of its activities, and crafting a comprehensive and flexible strategic plan. Since 2017 especially, the faculty have engaged in an integrated and deliberative process of revising their Mission and articulating the Core Values that undergird and define their work. All of these processes were driven in part by the need to prepare for this review but even more by several key developments, especially the turnover in the faculty and addition of new professors at every rank and the decision by the University of Maine System Chancellor and Board of Trustees to shutter USM's MBA program.

New Mission, New Curriculum, New Strategic Plan

The most important development at the USM School of Business since the last review is the creation of a new mission and strategic plan that reflect a renewed commitment to high quality undergraduate business education. The culmination of a two-year effort, the new Mission Statement emerged out of Curriculum Committee discussions in tandem with a revised undergraduate curriculum. Distinctive and ambitious, the Mission directs both hiring priorities and future curriculum development and assessment:

We prepare lifelong, entrepreneurial thinkers fluent in business technologies.

According to the minutes of an early School-wide discussion of the mission and curriculum, faculty wanted specifically “to encourage intellectual curiosity,” recognizing “this new direction would be a culture change” (17 November 2017). The kind of change envisioned is manifested in the Mission Statement's four components defining the key terms faculty used to lay out their principles and priorities:

1. The USM School of Business prepares students through community-engaged, applied, and experiential learning.
2. We develop innovative and creative thinkers comfortable with ambiguity and able to adapt to change.
3. We give students the tools, techniques, and analyses to support strategic and operational goals while recognizing potential disruptors and enablers in the environment.
4. We promote intellectually curious, lifelong learners open to seeing the world differently and able to recognize and seize opportunities, understand and analyze risk, plan and marshal resources, and act on solutions to create value.

The new Mission Statement signals the School's intention to arm well rounded undergraduates with the skills and dispositions necessary to meet the immediate needs of potential employers and their own long-term goals for continued personal growth and success. The curriculum ([VI.B](#) and Appendix 16) developed in response to it marries practical skills in business technologies with an aptitude for nuanced and creative thinking as the best preparation for unknown challenges and opportunities. The Strategic Plan ([IV](#)) focuses on implementing the curriculum and preparing faculty and students to succeed in it.

New Faculty

Since 2017, the faculty have engaged in multiple searches resulting in nine successful tenure-track hires, over a third of its total membership. The hires included new assistant professors, seasoned

associates, and one full named chair and were spread across every discipline: two new faculty in Accounting and Finance, and one each in Marketing, Strategy, Organizational Behavior, Sport Management, and Analytics and Operations. These hires are in addition to the five full-time lecturers added in 2015 and the Accounting and Management positions we expect to search for in the Fall. The introduction of so many qualified new people at one time has profoundly affected every aspect of the School and invested the faculty with a palpable sense of enthusiasm and mission.

Suspension of the MBA

This spring, USM's Provost Uzzi announced the suspension of admissions to the USM MBA program effective September 1, 2019. This announcement followed six years of discussions and planning for a single MBA program for the University of Maine System housed in a projected Graduate and Professional Center on the USM campus in Portland. This long process, outlined in Appendix 1, resulted in a pair of negotiated agreements this Spring: the "MBA Cooperating Agreement" between the two faculties (Appendix 2) and an MOU between the two universities regarding revenue sharing and shared responsibilities (Appendix 3). Among other things, Provost Uzzi's announcement means that, in AY 2019-2020, graduate business courses will be offered by both USM and UM, with some courses cross-listed. Beginning Spring 2020, the responsibility for managing the new MBA will fall to the new Dean of the new Graduate School of Business, who reports to the Provost at the University of Maine in Orono. The MBA itself, along with all other graduate programs in Business, will be part of the Graduate School of Business under the Maine School of Business scope of review. This means that, beginning in 2020, assessment of any graduate business programs will be included in the Maine Business School's CIR. Although USM faculty will continue to teach out students who elect to finish their USM degree rather than transition to the new program, USM will stop assessing the MBA.

At the same time, USM faculty will likely continue to teach in the MBA program after the full transition to a UM degree, though at a lower level than they have in the past. Any requests for USM faculty to teach in the MBA or other UM graduate Business programs will come from UM's Dean Weber to the USM Associate Dean, who is responsible for overseeing faculty sufficiency ratios for USM's own accreditation. A Coordinating Committee comprised of the three deans (USM's Dean of the College of Management and Human Service and UM's new Dean of the Graduate School of Business and the Dean of the Undergraduate School of Business) will appoint graduate faculty and coordinate on the delivery of Business programs at both universities. While the School is committed to the success of the new MBA, this commitment extends only to the point of supporting the System mission to provide quality professional education in Maine without compromising its own mission to serve undergraduates at USM.

I. EXECUTIVE SUMMARY: INNOVATION, ENGAGEMENT, AND IMPACT

Throughout the changes it has encountered or sought, the School has adhered to high standards of teaching, research, and service. While we value individual excellence, the School is guided by a vision of collective success in which innovation and engagement combine to impact students, the University, and the region. The following tables summarize the most significant activities undertaken by the faculty, staff, and students since our last review in 2014. Each activity is linked to one of the four goals. A complete list is in Appendix 7.

A. Innovation Executive Summary

INNOVATION EXAMPLES LINKED TO STRATEGIC GOALS

<p>Goal 1 Innovate the Curriculum</p>	<ul style="list-style-type: none"> • Revised undergraduate curriculum, adding a thematic core focused on entrepreneurial thinking and business technologies. • Launched new programs: a major and minor in Business Analytics, a minor in Risk Management and Insurance, and new entrepreneurship track within the Food Studies minor • Revised undergraduate Sport Management major to reflect changes in the field and align it with the new School curriculum. • Proposed two new concentrations in Professional Sales and Supply Chain Management with a third in development (Commercialization Curriculum). • Developed 4 new courses in entrepreneurship, digital marketing, and design thinking. The latter is cross-listed with USM’s Honors Programs. • Incorporated new technologies or software into existing courses, such as eMoney Advisor, Google Ads, video editing, and insurance simulation games.
<p>Goal 2 Improve student success and retention</p>	<ul style="list-style-type: none"> • Established Certiport testing site and test preparation for required Microsoft Excel certification. • Developed advising workshop for new faculty and worked with professional advisors to develop new policies and expectations for the smooth transition of students between the 2nd and 3rd year. • Business Faculty serve on the USM Technology Enabled Advising subcommittee, part of the Excellence in Academic Advising initiative to create and implement a comprehensive strategic plan for academic advising. USM is one of only 12 participating institutions nationwide and the only school from Maine. • Revised and expanded access to peer tutors for Business courses by moving all peer tutoring to a central location in the Learning Commons. Instituted new plan for identifying qualified tutors. Peer tutors receive formal training and general elective credit in addition to compensation.
<p>Goal 3 Enhance Faculty Growth and Development</p>	<ul style="list-style-type: none"> • Hired 9 full-time, tenure-track faculty members between 2015-2019, including a redefined L. L. Bean/Lee Surace Chair in Strategic Innovation and Management. • Revised criteria for Scholarly Academic classification to emphasize more and better intellectual contributions with ABDC journal list ranking as the standard. • Established a \$3 million John T. Leonard/MEMIC Endowed Chair in Risk Management and Insurance (2017) in collaboration with the USM Foundation.
<p>Goal 4 Establish and Grow Collaborations and Partnerships</p>	<ul style="list-style-type: none"> • Revised the Advisory Board charter and reconstituted the Board with new members and leadership. • New partnership with Reykjavik University in Iceland with the support of multiple Maine Economic Improvement Fund (MEIF) grants awarded to School faculty. • Began discussions for student and faculty exchanges with Dalian University of Finance and Economics in China.

A. Engagement Executive Summary

ENGAGEMENT EXAMPLES LINKED TO STRATEGIC GOALS

<p>Goal 1 Innovate the Curriculum</p>	<ul style="list-style-type: none"> • Added experiential and high-impact activities to 13 existing courses, including using a Dutch auction to determine real worth, preparing marketing strategies for a Super Bowl commercial, creating a video documentary of sports fans, analyzing waste on campus, and competing in the annual Business Analytics and Digital Marketing Competition. • Students worked directly with local business and partners in class, including the SVP of International Business for People's United Bank and representatives from IDEXX, the Maine International Trade Center, and Maine's entrepreneurial ecosystem.
<p>Goal 2 Improve student success and retention</p>	<ul style="list-style-type: none"> • Over 100 internships per year, five per faculty advisor • 4 Business student groups are active on campus; Beta Sigma Gamma Honor Society inductions take place every spring. • 16 USM undergraduate business students have undertaken independent study projects. • 63 students engaged with international businesses while studying abroad in 11 countries, including Indonesia, Iceland, Brazil, and the Netherlands. Students traveling to Canada attended the Montreal Startup Fest and met with seven startups in Quebec. • 12 courses in the School (in addition to internships, practica, independent studies, etc.) have been designated as Engaged Learning courses for USM's new general education engaged learning requirement. • Networking events held for area employers to meet with students in accounting, marketing, and risk management and insurance. IMA sponsored the Annual Business and Finance Conference and for two years has awarded 9 scholarships that allow students to attend.
<p>Goal 3 Enhance Faculty Growth and Development</p>	<ul style="list-style-type: none"> • School of Business faculty have received the award for Outstanding Faculty Involvement, the Student Involvement Award, the College's Community Engagement Award and the USM Engaged Faculty Fellow Grant. • Faculty led 5 campus-wide or community discussions of pedagogy, research, and diversity. • Faculty and staff have pursued professional development opportunities, including the Virginia Master Teaching Program, University of Maine's Gold Online Course Development Program, Associate training certification for digital marketing, and the AACSB CIR, Strategic Planning, Impact, and AOL seminars.
<p>Goal 4 Establish and Grow Collaborations and Partnerships</p>	<ul style="list-style-type: none"> • Five Faculty consult with local organizations and 11 serve on 19 local or national Boards. • Students in the undergraduate Strategy capstone course, the MBA Practicum & Consulting class, and the MBA Supply Chain Management courses work with a variety of local companies and organizations, including the Animal Refuge League, the New England Ocean Cluster, Bitsbox, Flight Deck Brewing, Play it again sports, and L.L.Bean. • Faculty worked with campus colleagues and offered their expertise with USM and UMS initiatives: D. Kerr assisted the Math Department in creating an Actuarial Science minor, R. Bilodeau serves on the Faculty Council for Food Studies Program and the Ci2 Lab's faculty advisory group, and multiple faculty have participated in Maine Center Venture stakeholder panels to design and launch the new Maine Graduate and Professional Center. • Faculty addressed local professional groups and USM stakeholders, including insurance groups, USM Corporate Partners, Maine Startup and Create, and the School of Business Advisory Board.

B. Impact Executive Summary

IMPACT EXAMPLES LINKED TO STRATEGIC GOALS

<p>Goal 1 Innovate the Curriculum</p>	<ul style="list-style-type: none"> • Collaboration with Food Studies to develop a course project involving food waste assessment at USM. Students in the Triple Bottom Line Business course analyzed food waste at USM meetings and conferences and developed a plan to reduce it by 50%. Students presented their findings and recommendations to campus food provider Sodexo, which then catered the event following recommended practices.
<p>Goal 2 Improve student success and retention</p>	<ul style="list-style-type: none"> • Supervised significant student research resulting in conference participation (International RMI Society Conference), publication (Systems), and prizes (American Council on Consumer Interests). • Expanded access to RMI curriculum to students at UM Presque Isle. • USM Accounting Majors exceeded the national average on the 2017 CPA exam, with 60% passing on their first attempt and 67% within a year of graduation. A 2017 accounting major was one of only 110 people nationwide to win the AICPA's Elijah Watts Award for a cumulative average above 95.5% on all four sections of the CPA exam.
<p>Goal 3 Enhance Faculty Growth and Development</p>	<ul style="list-style-type: none"> • Faculty produced 120 total intellectual contributions over the past 5 years, including 41 peer- or editorially-reviewed articles, 5 conference proceedings and 32 conference presentations. • Faculty research influenced decision-making by the U.S. Accounting Standards Board and the Defense Commissary Association. • Faculty work was recognized with awards and support: faculty received 5 awards for best paper, case, or poster; 5 research grants totaling \$75,000; 4 curriculum development grants totaling \$248,000; 4 Title III High Impact Teaching grants; and 4 Online Teaching Grants or certificates. • Faculty serve on 8 academic journal boards, contribute ad hoc reviewing to 35 different academic journals, and organize or review papers for 13 conferences. • Faculty direct public discourse and decision-making through media interviews and writing. 7 were interviewed on research-related topics in local print and television media. D. Tharp has 16 media hits since 2014, including the <i>Wall Street Journal</i>, <i>Money</i>, <i>Forbes</i>, <i>U.S. News & World Report</i>, <i>New York Times</i>, <i>USA Today</i>, <i>Kiplinger's Personal Finance</i>, <i>Investment News</i>, and the <i>New York Times</i>. He publishes regularly in the <i>Wall Street Journal's</i> Wealth Management Experts Blog. • Faculty led campus-wide discussions of research, pedagogy, and leadership, including the Leading for Creativity and Innovation workshop at Hussey Leadership Institute, and the first-ever Faculty Interest Group in technology and analytics at USM.
<p>Goal 4 Establish and Grow Collaborations and Partnerships</p>	<ul style="list-style-type: none"> • ENACTUS students created a plan to reduce glass waste at Allagash Brewing by 40% and a marketing and outreach program for the Maine Homeless Veterans' Alliance that delivered 300 pounds of clothes to the homeless in Portland and assisted 17 homeless veterans in finding housing. • Z. Xu collaborated with data scientists from a cloud computing vendor based in Shanghai and researchers from the Shanghai Business School. Xu's paper on Big Data analytics, appearing in the <i>Journal of Business Research</i>, introduces Big Data to the marketing discipline for the first time. In 2018, he published a book (written in Chinese) his co-authors from the Shanghai Business School on big data analytics and testing with. This book has received 1200 views and 109 downloads according to Ryjiayou.com.

C. Case Studies of Innovation, Engagement, and Impact

New England Ocean Cluster

Each spring, students in MBA 698 Practicum & Consulting have collaborated with the [New England Ocean Cluster](#) on waterfront projects developing new ideas and products for new markets. Since 2015, USM students have worked with twelve waterfront start-ups and two North Atlantic companies, completing 26 client projects, including two inventory and warehousing systems, two Human Resources and Medical service concept evaluations, three engineering conceptual designs, and five accelerator or line extensions. Recent teams created an economic and market analysis of the soon-to-be built Americold cold storage facility on the waterfront. USM MBA-generated data was presented at the Portland City Council permitting meetings and used by the client as part of their economic analysis and justification to build the plant. In 2018, students launched new seafood products, (Bristol Seafood and others), mapped lobster waste streams as feedstock for chitosan processing, investigated distribution channels for the new Portland-Greenland shipping lane, researching EcoTourism trends and recommending pathways to develop Maine's Eco-Tourism business.

Into the Mud Challenge

Every spring, students in Bus 316 Sport Event Management plan, organize, promote, and execute a sporting event. Between 2010 and 2016, the [Mud Challenge](#) drew over 6000 participants who raced across a 2 ½ mile obstacle course of mud pits, water slides, and Jell-O. In 2017, students switched to [YoGlow207](#), with 300 participants ranging in age from 13 to 72 did their best tree and warrior poses in dark with glow bracelet and face paint. As with the Mud Challenge, sport management students created and managed every aspect of the event including marketing, promotions, sales/sponsorship, registration, website, merchandise, and operations and logistics. This year the class tried a new event: The [Husky Business Challenge](#) combined corporate challenge and charity in which businesses compete with their colleagues and competitors in various games. Donations went to the Preble Street Resource Center and the Gorham Food Pantry. Profits from these events go to the Sport Management Scholarship Fund, the Sport Management Program Fund, and USM athletics.

Business Analytics and Digital Marketing Competition

USM Business faculty in marketing and analytics received High Impact Practices mini-grants in Spring 2017, 2018, and 2019 to organize the [annual Business Analytics and Digital Marketing Competition and Workshop](#). Designed to give students a robust practice field to apply what they are learning in the classroom, the competition requires student teams to analyze Business Analytics problems and create a digitally focused integrated marketing campaign. During the competition, student teams work closely with coaches and judges to refine and brainstorm ideas and develop digital marketing campaigns for the assigned problems. Executives from the local business community act as judges for all the student presentations, and their evaluations determine the first and second place teams in each of the two categories. This year six teams competed, two in the analytics track and four in digital marketing. Each Business Analytics team used the same business problem, data sets, and access to software to solve a challenging problem using an analytics approach. Beginning in January, 4 teams in the digital marketing track designed, implemented, and monitored an integrated digital campaign for a small business client. The winning digital marketing team working with the QC2 lab at USM generated more than 50,000 impressions, hundreds of

clicks, and two conversions. The list of judges and speakers includes professionals with a background in digital marketing, Google Analytics, and Google AdWords: IDEXX, WEX, TD Bank, MMCRI, Covetrus, Portland Marketing Analytics, and AAA Insurance, Wellness Connection of Maine, Horizon Digital Marketing, PCH Media, and the Chalmers Insurance Group.

Partnership with Reykjavik University

In Fall, 2018, in collaboration of the [New England Ocean Cluster](#) and the [Iceland Ocean Cluster](#), USM launched the [Maine North Atlantic Institute](#), an international consortium of universities and businesses, focused on encouraging innovative and sustainable business through connecting the economies, cultures, and people of Maine, Iceland, and Norway. Since then, School of Business faculty have been awarded multiple [Maine Economic Improvement Fund](#) (MEIF) grants to develop [partnerships with Reykjavik University Business programs](#). This includes organizing and leading student and faculty teams on three trips to Iceland, including 77 MBA students who competed in the North Atlantic Entrepreneurs competition. MBA students from Reykjavik and USM have traded internships in Iceland and on Portland's waterfront. This May, USM faculty piloted [Leading for Creativity and Innovation](#), a 10-day intensive program for [USM and Reykjavik](#) students on sustainable tourism using collaborative learning models and the Incubator at the Ocean Cluster House. In October, 2019, graduate students from USM, Iceland, Norway, Greenland, and Denmark will gather at the Arctic Circle Assembly in Reykjavik, and next spring Reykjavik students will come to Portland for a reprise of the Leading for Creativity and Innovation course on the Maine coast.

II. SITUATIONAL ANALYSIS

A. The University of Southern Maine

The University of Southern Maine (USM) began in 1970 as the University of Portland-Gorham (Po-Go to its fans) after the merger of the Gorham Normal School (founded in 1878) and the University of Maine at Portland. The latter began in 1918 in downtown Portland, with the explicit goal of educating accountants and business professionals. In 1978, Po-Go was renamed the University of Southern Maine to reflect the university's greater mission and scope as a regional comprehensive university. Ten years later, a third campus in was added in Lewiston. Last accredited in 2011 by the New England Commission of Higher Education (NECHE) USM is now one of the two major campuses of the seven in the University of Maine System, enrolling 7887 students, over 80% of whom are undergraduates. 12% of those are majors in the School of Business.

Organized into four colleges, USM offers 115 undergraduate majors and 40 Master's programs, with doctoral degrees in Nursing, School Psychology, and Public Policy. Its three campuses provide students distinctive opportunities and experiences: integrated work and education in downtown Lewiston, more traditional residential campus life in Gorham, and urban experience and access to internships in Portland. The School of Business is housed with Public Policy, Education, and Social Work in the College of Management and Human Service (CMHS) on the Portland campus and holds all of its courses there.

Although almost 2/3s of all USM students and 70% of Business students attend classes full-time, only 25% live on campus, the majority of those are traditional college age students. The average age of all undergraduates is 24, in part because of our high numbers of transfer students—79% of the full-time Fall 2018 cohort. Most students commute and hold outside employment. A majority—60%—are women.

B. The School of Business

The [School of Business](#)'s BS and MBA programs were first accredited by AACSB in 1999. Today, twenty-three full-time faculty organized in two departments and led by a Dean and Associate Dean deliver the BS degree to majors in Accounting, Finance, Marketing, Sport Management, and General Management. Certificates in Accounting and Risk Management are available to non-matriculated students and those already holding degrees. See Appendix 8 for the School's organizational chart. In addition to revising its undergraduate programs and preparing for the transition to the new MBA, faculty have recently begun the process of revitalizing the [Center for Entrepreneurship](#) and rebuilding the School's relationship with the [Maine Small Business Development Center](#) (MSBDC). The goal of both is supporting new businesses, especially among students and faculty. The Center will also encourage faculty to continue to work across departments in creating joint programs, such as Art and Entrepreneurial Studies and the entrepreneurship track in the Food Studies minor. The MSBDC's state mandate to assist small businesses with workshops and other training programs aligns with both USM's academic mission and the School's longstanding outreach to the business community. The MSBDC's State Director recently met with faculty at a School meeting to discuss how to help each other and its Business Advisor in the Portland Center recently traveled with School faculty to Iceland as part of the [Leading for Creativity and Innovation](#) course at Reykjavik University.

C. Relative Advantages and Disadvantages

Limited Competition in a Desirable Area

USM has no local competition from AACSB-accredited schools. It is one of five accredited business schools in all of northern New England, only two of which are in Maine: University of New Hampshire (56 miles), University of Maine in Orono (139 miles away), Dartmouth College (166 miles) and the University of Vermont (250 miles). USM is less expensive than all four, including UMO (\$11,438 for tuition and fees vs. \$9,850) and especially relative to out-of-state or private college tuition. There are more accredited competitors in and around Boston, but USM generally does not compete for students in that market.

If anything, Portland's reputation for excellent amenities and quality of life is itself a draw to students and a serious factor in retaining faculty. Portland is the largest metropolitan area in the state and the largest city north of Boston within the U.S. As the economic engine of Maine, it offers many prospects for internships, collaborations, and employment. One goal of the new strategic plan (2.3) is to increase the number and quality of these internships as well as other kinds of formal and informal opportunities for students to interact with local business. The greater capacity for meaningful engagement in Portland along with the focus of the new curriculum on educating creative and nimble

thinkers with concrete technical skills will further differentiate USM from its competitors, especially unaccredited and for-profit schools.

Stable Leadership

Between 2008 and 2015, USM had four Presidents and six Provosts, one of whom served simultaneously as Dean of the School of Business. Since July 2015, the School has worked with the same President, Provost, and Dean, and this stable foundation and the consistent policies and procedures that derive from it, have contributed to the faculty's ability to focus and work toward constructive change. Though overseeing a diverse college, the Dean especially is no longer hampered or empowered by split responsibilities and has been able to argue effectively to the Provost, President, and external leaders in ways that directly benefit the faculty and the School. This is evident from the recent series of approved position requests and the ability to secure and offer salaries sufficient to hire.

Reinvigorated Advisory Board

The School's Advisory Board was reconstituted in Spring 2018, with new membership and a new charge. Consistent with the new mission, the new, leaner Board is more focused on undergraduate business education, recognizing the role of business education to the success of the region and committed to advocating for the School with other business leaders. They have participated in the development of the new curriculum and strategic plan, providing crucial feedback and suggestions at different points in the process. The new Advisory Board Chair hopes to build on this experience by establishing a Speakers Bureau to integrate more community members into the classrooms and cultivate greater awareness off campus about the value of a USM business degree. This value is already recognized in some quarters. The Risk Management and Insurance program, for example, was initially funded by the local insurance industry, has its own active Advisory Board, and in 2017 received \$1.5 million from MEMIC, a local industry leader, matched by \$1.5 million from vendors, to fund a named chair in Risk Management to help guarantee the continued success of the program.

University-wide Focus on Student Success

Three of the [Nine Goals for USM](#) outlined by President Cummings in his 2015 Opening Breakfast speech focus explicitly on student success. Among other things, the goals emphasize student retention, meaningful student-faculty relations, and student satisfaction as evidenced by alumni giving and willingness to recommend USM to others. The expectation to foreground students and student concerns, articulated in the university's service promise ("Student focused every day") and established at the beginning of Cummings's tenure, has impacted every process and unit on campus and significantly altered the tone of our individual and collective endeavors. USM students already benefit from relatively small classes led by Ph.D.-holding faculty. The overall student-faculty ratio is 14:1, with many classes with fewer than 20 students. Although Business courses are somewhat higher (28), especially required core courses (36), they are still small enough to allow for widespread use of high-impact practices, including cases and group projects.

What has changed is the extent and strength of the safety net constructed under what is still a relatively vulnerable undergraduate student body with a heavy representation of first-generation students. School of Business students are able to take advantage of the cadre of professional staff located nearby. The Coordinator of Internships and Field Placement administers the School's strong internship program across from the main School office, and professional academic advisors working with Business students are housed in the same building as the School, along with a suite of offices devoted to student services, including the Disabilities Service Center, Veterans Services, Prior Learning Assessment, Registration and Scheduling, Academic Assessment and Testing, and the Career and Employment Hub. These close connections facilitate collaboration; for example, advisors meet monthly with academic administrators and the faculty advising liaison to discuss issues specific to Business students. It is very easy to direct students to the right place and even to walk them across the building to the right person.

Lack of Dedicated Space

At the same time, sharing a building with so many different University offices makes it difficult to establish a distinct School of Business identity within the University and with business and community partners. More importantly, the current arrangement limits the number of classrooms that can accommodate existing courses using computers, smart boards, and flexible seating or other options necessary for high-impact pedagogies. It leaves out entirely open spaces for student co-curricular events or for informal interaction between students and faculty and even among students themselves. Besides the administrative offices focused on student services, the School of Business occupies a building with the Honors Program and the Department of English. Business students are well represented in the Honors Program (10% of Honors students major in Business), perhaps less so, English. The lack of physical space for sustained and fruitful social and intellectual interaction is one item driving USM's [Facilities Master Plan](#), the first Guiding Principle of which addresses "improving the student's academic, co-curricular and living experience." The plan calls for a new Career and Student Success Center across a new quad from the School of Business and across the street from the proposed Graduate Center for Professional Studies, which will include, along with Law and Public Policy, the new MBA Program. It is unclear at this point whether or how the location of the Maine Business School MBA in a building separate from USM's undergraduate School of Business will affect public perceptions of who is doing what.

Changing Demographics

Although state demographics continue to indicate Maine's population is aging, a 24% increase in immigrants into Southern Maine since 2000, many from Asia, Africa, and Eastern Europe, presents opportunities and challenges to USM and the School of Business. Many of these young people have essentially grown up in the state and are competitive and impressive students in their own right. Besides contributing to the growth in University enrollments, the visible increase in New Mainers in the classroom gives the School the chance to act on its core commitment to "value diversity of thought and culture." The disruption of the classroom and of preconceived ways of conceptualizing problems and solutions is an invaluable experience for native Mainers, many of whom have barely left the state, much less the country. While the University has to match its new students with the new services necessary to retain them, the success of

New Mainers at USM speaks for itself: immigrants were featured speakers at the 2019 commencement and Business and Accounting students honored at this year’s awards ceremony.

D. Scope of Review

Degree Programs Included in Scope of Accreditation Review			
Program Type	Location	Date Est.	Degrees Conferred in 2018
BS in Business Administration/Accounting	Portland	2007	33
BS in Business Administration/Finance	Portland	2007	25
BS in Business Administration/Gen Management	Portland	2007	102
BS in Business Administration/ Marketing	Portland	2007	43
BS in Business Administration/ Sport Management	Portland	2008	10
BS in Business Administration/Business Analytics	Portland	2018	n/a
Total Undergraduate Degrees			213
Master in Business Administration	Portland	Pre-1999	
MBA/JD	Portland	2000	
MBA/MS in Nursing	Portland	2000	Discontinued in 2017
Total Graduate Degrees			29

III. PROGRESS UPDATE

A. Complete Three Tenure-track Searches (Standard 15)

Issue	2019 Summary Update
<p><i>Successfully Complete three searches for tenure-track faculty....SA and SA+PA+SP levels are below minimums in Accounting at the undergraduate and graduate levels. This will be addressed with two tenure-track hires in Accounting. SA+PA+SP level is below minimum in Marketing across all programs. This will be addressed with tenure-track hire in Marketing.</i></p> <p>Standard 15: Faculty Qualifications and Engagement</p>	<ol style="list-style-type: none"> 1. Successfully hired 3 tenure-track assistant professors in accounting. 2. Successfully hired 1 tenure-track assistant professor in marketing. 3. Successfully hired 2 tenure-track assistant professors in finance, one position converted from a full-time lectureship. 4. Replaced another 1-year full-time lecturer in Sport Management with a tenure-track assistant professor. 5. Replaced retiring or resigned faculty in MIS, Analytics/Production Operations, and Strategy with tenure track faculty (2 Asst. Profs. and a Full Prof.).

Issue	2019 Summary Update
	6. Have 2 searches for tenure-track faculty planned for AY 2019-2020: Accounting (to replace a resignation) and Management (new).

Narrative:

In 2015-2016, the School of Business successfully searched for and hired two new tenure-track assistant professors: Barbara Belik (JD, MBA) in Accounting and Zhenning Xu (Ph.D.) in Marketing. Both joined the faculty in Fall 2016, were positively reviewed and reappointed in Fall 2017. Because the search for the L.L. Bean Lee Surace Endowed Chair in Accounting failed twice in 2016 and again in 2017, the School engaged representatives from L.L. Bean in discussions about broadening the scope of the position to include other disciplines. Consequently, as part of the School’s reimagining of its undergraduate mission and curriculum, the L.L. Bean endowed chair was redefined as the Lee Surace Chair in Strategic Management and Innovation. This change allowed us to search in Accounting at the entry level. In Fall 2017, the School hired seven tenure-track assistant professorships: two in Accounting, two in Finance, and one each in Organizational Behavior, Management and Information Systems, and Sport Management.

In AY 2018-2019, we successfully hired a tenure-track assistant professor in Business Analytics and Operations Management and a full professor in Strategic Management and Innovation. We were not successful in finding a full-time, 2-year replacement for Prof. Suleiman, our senior MIS faculty who was recently named to a 2-year appointment as a Harold Alford Fellow to help design and implement the Maine Graduate Business School curricula. After Asst. Prof. Belik opted in March, 2019, to return to the private practice as a tax attorney, the School submitted position requests to go to search in 2019-2020 for a tenure track replacement in accounting as well as a new hire in management to support the new management major. We are still waiting for a response on that.

Table 1 below shows departures and new hires by year since Fall 2015, as reported in our CIR 2 in October, 2015, and Fall 2019. Overall, the School has either maintained or strengthened its faculty sufficiency ratios and long-term position by adding positions and converting three IP lectureships into SA assistant professorships.

While the unplanned departure of a tenure-track accountant this spring underscores again the challenge to retain qualified accounting faculty at a salary they can afford, recent history of hiring in the USM School of Business indicates a pattern of significant ongoing resource commitments from the Provost, President, and University of Maine System. Moreover, as predicted in our 2017 application, the positive net change in staffing has invigorated the entire school and given the faculty a palpable sense of enthusiasm and mission.

Table 1. Faculty Hiring since Fall 2015

DISCIPLINE	FULL-TIME FACULTY IN FALL 2015	FACULTY HIRED 2015-2019	RESIGNED OR RETIRED 2015-2019	FULL-TIME FACULTY IN FALL 2019
Accounting	1. Belik, Lecturer 2. Dunbar, Lecturer 3. Ladd, Lecturer 4. Sanders, Assoc. Prof.	1. Belik, Assoc. Prof. ¹ 2. Hansen, Asst. Prof. 3. Yousefvand-Mansouri, Asst. Prof	1. Belik, Assoc. Prof. 2. Sanders, Assoc. Prof.	1. Dunbar, Lecturer 2. Hansen, Asst. Prof. 3. Ladd, Lecturer 4. Yousefvand-Mansouri, Asst. Prof. 5. Accounting, Asst. Prof. to replace Belik (2020)
Finance	1. Nye, Lecturer 2. Smoluk, Assoc. Prof.	1. DeDibartolomeo, Asst. Prof. 2. Tharp, Asst. Prof.	1. Nye, Lecturer	1. DeDibartolomeo, Asst. Prof. 2. Smoluk, Prof. 3. Tharp, Asst. Prof.
General Management	1. Bilodeau, ² Lecturer 2. Dean, Assoc. Prof. 3. Kerr, Assoc. Prof. 4. Kohli, Assoc. Prof. 5. Manny, Prof. 6. Nelson, Lecturer 7. Palin, ² Lecturer 8. Voyer, Prof.	1. Arend, Prof. 2. Kumthekar, Asst. Prof. 3. Lie, Asst. Prof.	1. Dean, Assoc. Prof. 2. Nelson, Lecturer 3. Voyer, Prof.	1. Arend, Prof. 2. Bilodeau, ² Lecturer 3. Kerr, Assoc. Prof. 4. Kohli, Assoc. Prof. 5. Kumthekar, Asst. Prof. 6. Lie, Asst. Prof. 7. Manny, Prof. 8. Palin, ² Lecturer 9. New Org Behavior and Management Asst. Prof. (2020) 10. New Strategy and Entrepreneurship Asst. Prof. (2020)
Sport Management	1. Parker, Assoc. Prof. 2. Williams, Assoc.	1. Newell, Asst. Prof.		1. Newell, Asst. Prof. 2. Parker, Assoc. Prof. 3. Williams, Assoc. Prof. ¹
MIS/Business Analytics	1. Chinn, Assoc. Prof. 2. Suleiman, Assoc. Prof.	1. TBA, Visiting Asst. Prof. ^{2,3} 2. Takeda, Asst. Prof. ³	1. Chinn, Assoc. Prof. 2. Suleiman, Assoc. Prof. ⁴	1. TBA, Visiting Asst. Prof. ^{2,3} 2. Takeda, Asst. Prof. ³
Marketing	1. Heiser, Assoc. Prof. 2. Griffin, Lecturer	1. Xu, Asst. Prof.		1. Griffin, Lecturer 2. Heiser, Assoc. Prof. 3. Xu, Asst. Prof.

¹ Barbara Belik began as a full-time lecturer in Fall 2014. In Fall, 2016, she was hired as Asst. Prof. after a national search. She completed 3 years and submitted her resignation in March, 2019.

² Teaches in Marketing and General Management.

¹ Interim Dean, 2015-2017, Dean, 2018-present.

² Replaces James Suleiman for two years while he serves as Alford Fellow in the MBA.

³ Teaches in Business Analytics and General Management.

⁴ On 2-year leave while serving as Alford Fellow working on the new MBA.

B. Develop Methods to Evaluate Impact (Standard 2)

Issue	2019 Summary Update
<p><i>Complete development of methods to evaluate impact of scholarship and other activities. The school needs to complete its study of appropriate methods for evaluating the impact of intellectual contributions.... and continue to develop and implement protocols to assess impact across the teaching and service aspects of its mission.</i></p>	<p>1. In 2015, the School adopted the ABDC Journal Quality List as the primary method for evaluating the quality and impact of intellectual contributions and established procedures for evaluating journals not included on the list.</p>
<p>Standard 2: Intellectual Contributions and Alignment with Mission</p>	<p>2. The faculty raised standards for SA qualifications beginning Fall 2020 to include 2 or more peer-reviewed journal articles.</p>
	<p>3. Innovation, Engagement, and Impact (IEI) Committee was formed and charged with identifying measures for impact in teaching, research, and service as well as a process for gathering data and aligning with mission.</p>
	<p>4. IEI Committee developed and presented to the faculty an online Activities Tracker linking School and individual initiatives in teaching, research, and service to mission components and fundamental strategies.</p>

Narrative:

1. Impact of Intellectual Contributions.

In its regular School meeting in September, 2015, the faculty adopted the ABDC Journal Quality List as the primary method for allocating points in its system for calculating intellectual contributions and scholarly productivity. This decision was made in response to the CIR Peer Review Team Report noting the lack of guidance to faculty regarding expectations for intellectual contributions, especially “in tandem with...revised definitions...for SA faculty that only require one peer reviewed journal in the most recent five-year period to maintain status.” The ABDC list was used in the Scholarly Impact Report submitted with the CIR 2 to assess quality and impact at the journal level, along with other metrics from ISI Web of Science, SCImago, and Cabell’s.

The faculty subsequently devoted half of its May, 2016, retreat to discussions of how to improve reporting of scholarly impact and mission alignment, such as by articulating links more explicitly in faculty resource requests and peer evaluations. This conversation was in the context of a more general debate about competing definitions of productivity, the merits of multiple lesser intellectual contributions relative to the strength of any one, and the possibility that less can sometimes be more. With the arrival of a large class of new faculty and relative stability at USM, following the retrenchments and subsequent loss of staffing in the last accreditation review period, the School voted in October, 2018, to revise its standards for SA faculty qualifications beginning in Fall 2020.

The new qualifications require faculty to produce within a 5-year period a minimum of either one A* or A peer or editorially-reviewed journal article or two B or C such articles

as determined by the ABDC journal list. These journal articles are in addition to any other ICs listed on the Standard 15 Faculty Qualification Point System.¹ Any article appearing in a journal not on the ABDC list but contained in Cabell's Classification Index is automatically assumed to be a C journal. A faculty member believing a journal not on the ABDC list should be ranked higher than a C may appeal to the Faculty Qualifications Committee (formerly the AQ&MIC) for a specific ranking, provided the journal is not on Beal's list of predatory publishers and the faculty member is able to provide established quality metrics, such as SJR, h-index, CPD (citations per document in a 2-year period), and TC (total citations) or as provided by Scopus or Web of Science. Self-reported journal acceptance rates are not an acceptable metric. As outlined in the Strategic Plan (3.2.1), a next goal will be to reintroduce Faculty Workload Plans to assure that faculty understand and maintain their qualification.

2. Protocols to Assess Impact of Teaching and Service

Throughout 2017-2018, separate ad hoc committees initiated discussions about a revised mission, core values, and strategic plan as well new ways to define, document, and measure the impact of faculty research, teaching, and service. At its May 2018 retreat, the School formalized this work by creating two new standing committees: The Strategic Planning Committee and the Innovation, Engagement, and Impact (IEI) Committee. Charged with identifying measures for impact in teaching, research, and service, the IEI Committee worked throughout the Fall 2018 semester to develop a process and tool for gathering evidence of innovation, engagement, and impact and aligning all activities to the School's mission and four fundamental goals.

The IEI Committee's approach to its work was deliberative, intentional, and integrative. Arguing that all three themes (innovation, engagement, and impact) should be evaluated within the context of each of the three categories of activities faculty members are expected to perform, the IEI Committee developed an online [Activities Tracker](#) linking School and individual initiatives in teaching, research, and service to mission components and fundamental strategies. The tracker identifies innovation as the initial point of creative thought and action that leads to engagement with a variety of possible stakeholders who will experience some degree of impact from these efforts. The committee derived a list of relevant stakeholders from the components of the new mission statement in order to ensure that innovative activities directly support the fundamental strategies associated with achieving the mission. Identifying the stakeholders most likely to benefit from the innovation activities clarifies the link between the innovation and our mission and helps identify the impact of faculty activities. Impact, therefore, is essentially documenting the effect of an innovative activity on the relevant stakeholders engaged through that activity. Impact is linked directly to our mission by categorizing the type of impact that takes place in terms of the fundamental strategies. This process starts at the individual faculty member level, continues to the department level, and is ultimately aggregated at the School of Business level.

¹ See "AACSB Standard 15 Faculty Qualification Point System," Part 1. III. C of the School's *Green Book* of policies and procedures.

The IEI Committee's activities tracking tool was first presented to the faculty at a School meeting in Fall 2018, which included the first of several school-wide faculty work sessions. After that and subsequent meetings, the Committee revised and refined the tool. Since then, faculty have used the tracker to collect and document instances of innovation, engagement, and impact in their own work. One benefit of this format is that the columns for identifying stakeholders impacted by the activity and those for describing possible indicators of impact prompted faculty to think through why they had undertaken an initiative and what its potential impact had been or still might be. Although the tracker was developed late in this CIR review period, it is now in place, and updating it will be integrated into the School's regular calendar of activities. For example, in the same way that time is set aside at the May retreat for AOL activities, we will set aside meeting time in the December meeting for updating the tracker and reminding faculty to add to it ahead of their qualifications review in the Spring. Data from the tracker, along with information from Digital Measures and faculty CVs, were used to compile the Impact Table in Appendix 7.

IV. STRATEGIC MANAGEMENT AND INNOVATION

A. Strategic Management Planning Process and Outcomes

The School's new Strategic Plan was created over a period of two years in discussions with a range of stakeholders, beginning with the Dean and Associate Dean, and then widening out to faculty, staff, students, and the School's Advisory Board. The process required both internal deliberation and external advice. In March, 2018, the Associate Dean participated in AACSB's Strategic Planning seminar in Athens, Greece. At the May 2018 retreat, the faculty charged a new Strategic Planning faculty committee to bring back proposals in the fall. Later in August of that year, the School hosted Danny Arnold, a former Dean and experienced AACSB mentor and accreditation team member, for a 2-day strategic planning retreat ahead of the Fall semester. After separate meetings with the Deans, Department Chairs, school and college staff, the Provost, and select local partners, Arnold led the entire faculty in a series of discussions and activities designed to focus our thinking on concrete goals and objectives. Later in a September, 2018, School meeting, faculty met for a strategic planning work session, with four groups discussing the draft strategic planning flow diagram and reporting out their suggestions and edits. With this input, the Strategic Planning Committee met throughout the rest of the fall semester, presenting a draft to the full School on December 14, 2018. Dr. Arnold returned to USM for a second mini-retreat on January 25, 2019, when he provided feedback and suggestions on the work undertaken that fall. After further revisions, the plan was presented to the School of Business Advisory Board for feedback on February 8 and to a gathering of advanced undergraduate majors on March 26. It was taken up again in the May 2019 retreat, where faculty eliminated redundancies and prioritized strategic directions and actions.

B. USM School of Business Mission Statement and Core Values

The mission statement was developed by the Curriculum Committee as the initial step in the School's revision of its undergraduate curriculum. It was approved at the November

17, 2017, School meeting and reaffirmed at the May 2018 retreat when the School approved the revised curriculum.

Mission Statement:

We prepare lifelong, entrepreneurial thinkers fluent in business technologies.

Mission Statement Components:

1. The USM School of Business prepares students through community-engaged, applied, and experiential learning.
2. We develop innovative and creative thinkers comfortable with ambiguity and able to adapt to change.
3. We give students the tools, techniques, and analyses to support strategic and operational goals while recognizing potential disruptors and enablers in the environment.
4. We promote intellectually curious, lifelong learners open to seeing the world differently and able to recognize and seize opportunities, understand and analyze risk, plan and marshal resources, and act on solutions to create value.

Core Values:

1. Student learning and success is our first priority and assumes meaningful student/faculty interactions and relationships.
2. We are committed to creating and maintaining an atmosphere of respect, responsibility, and integrity.
3. We value diversity of thought and culture.
4. We believe good business requires ethical principles and sustainable practices.
5. We believe alumni and community partners offer valuable insights about how we fulfill our mission.

C. USM School of Business Strategic Plan

Building on the models of academic excellence and student success envisioned in the Provost's four [Academic Pillars](#) and the President's [Nine Goals](#) (Appendix 5), the USM School of Business Strategic Plan sets forth fundamental goals and strategic directions to guide the school's priorities and decision-making going forward. These goals are listed below along with action priorities for 2019-2020. Not surprisingly, they emphasize plans for implementing and assessing the new curriculum as well as strategies for faculty to deliver it and for students to be successful in it. See Appendix 6 for the full Strategic Plan, including costs, funding source, and start date.

Fundamental Goal 1: Innovate the Curriculum

1. Launch and implement the new curriculum emphasizing entrepreneurial thinking and business technologies.
2. Establish MS Excel Certification and Certiport testing Center.
3. Develop curriculum for new Management major.

4. Develop a matrix for mapping the new mission onto the curriculum and metrics for assessing new learning goals.

Fundamental Goal 2: Improve Student Success and Retention.

1. Integrate Learning Assistants into Sport Marketing and Production/Operations Management courses.
2. Develop and pilot badges in professional development, technology, and entrepreneurial thinking.
3. Create online system for gathering Internship feedback.

Fundamental Goal 3: Enhance Faculty Growth and Development

1. Invite [Libra Professors](#) to lead faculty seminars on diverse research methodologies.
2. Promote faculty research on School website, newsletter, bulletin board, social media.
3. Reintroduce Faculty Workload Plans.

Fundamental Goal 4: Establish and Grow Collaborations and Partnerships

1. Work with Advisory Board to create a Speakers Bureau.
2. Develop community-based projects with Career Hub.
3. Develop alumni recognition program.

D. Financial Strategies and Allocation of Resources

Institutional Budget Structure

USM’s budget model relies primarily on state appropriations and student tuition revenue, supplemented by self-generated revenues from grants and private donations made directly to the School of Business. The University has a centralized financial management structure with each unit’s allocation based on past expenditures. In 2014-2016, a significant operating deficit reduced budgets across the university. The School of Business was impacted further by a policy prohibiting the replacement of faculty lines following retirement or resignation and permanently removing these funds from the budget. In the last three years, the University has committed to filling vacant lines and adding new faculty positions, which accounts for the overall increase in our operating budget. It is important to note that the School’s budget is not directly tied to enrollment or a specific funding formula.

Table 2. Sources of Operating Funds

Fiscal Year	2014	2015	2016	2017	2018	2019
Compensation Expenses	5,218,266	4,935,666	4,258,080	4,432,671	4,503,992	4,686,646
Operating Expenses	169,631	169,631	153,571	150,483	150,483	148,408
Total Budget	5,387,897	5,105,297	4,411,651	4,583,154	4,654,475	4,835,054
\$ Amount Change from Prior Year		-282,600	-693,646	171,503	71,321	180,579
% Change from Prior Year		-5.25%	-13.59%	3.89%	1.56%	3.88%

* The table above provides an overview of the budget expenditures broken down by compensation and operating expenses.

Supplemental funds from grants and donations are outlined below. In 2016, the Maine Economic Investment Fund identified priority areas of investment that aligned well with the work of USM faculty. MEIF continues to provide opportunities for additional funding to support faculty course development and faculty and student travel. The School of Business also has a number of revenue sources supported by donors that can be used to support strategic initiatives and new opportunities. Finally, in 2019, the University of Maine System Chancellor allocated \$240,000 to the School of Business to support the continued growth and development of the School. These funds have been allocated to projects associated with the Strategic Plan and implementation of the new curriculum in 2020.

Table 3. Additional Funding Sources

Fiscal Year	2014	2015	2016	2017	2018	2019
Internal Grants	0	0	750	28,500	29,315	35,933
Gift Accounts/Fundraising		397,885	402,835	436,793	461,497	485,274
Other						240,000
Total Budget	0	397,885	403,585	465,293	490,812	761,207

Operations, Professional Development, & Travel

The overall School budget is comprised of a Dean’s budget and department-level budgets. Each unit maintains responsibility for its allocation and manages on-going expenses each year. Professional development and travel support for faculty is managed by a School-wide committee. Each faculty member is awarded \$350 for discretionary spending and is allocated \$1,200-\$1,500 to support conference travel and other professional development activities. Although faculty travel and other development requests change annually, we have been able to fully fund the majority of those we receive. Faculty can also supplement their travel funding by applying for Faculty Senate grants and other mini-grant programs at the University. Professional development for staff is supported through the Dean’s budget.

Table 4. Professional Development Funding

Fiscal Year	2014	2015	2016	2017	2018	2019
Professional Development/ Travel Funding		\$58,367	\$66,747	\$51,271	\$51,271	\$51,271

Student Support & Fundraising

The School of Business has a long-standing history of supporting students through its annual scholarship and recognition program. Many of the scholarship are named after donors, including a number that are supported by local businesses. These gifts are supplemented by new monies generated by the USM Foundation, which has undergone significant transitions in the last 5-7 years, and now gears its fundraising towards more broad-based, university-wide needs, such as student scholarships. In 2018, the MEMIC Endowed Chair in Risk Management was created and is current in the final stages of securing funding. The position is primarily funded by MEMIC, a large insurance company in Maine, and is designed to support workforce development through our Risk Management and Insurance program.

Table 5. Scholarships Awarded

Fiscal Year	2014	2015	2016	2017	2018	2019
Scholarships		\$30,253	\$47,036	\$43,358	\$42,308	\$32,694

Overall Financial Status of USM

With increasing reserves and declining debt, USM has moved from a financial crisis and a \$120 million operating deficit in 2013 to a more stable position with a balanced budget today. Institutional priorities focused on increasing enrollment and retention have been relatively successful and continue to take precedence in the President’s Nine Goals. Although funding for new initiatives is still limited, and resources must be allocated to support priority needs, administrative support and investment in new faculty in the School of Business with more competitive salaries has been critical in solidifying our programs and building for the future.

Strategic Planning & Investments

The period of financial turmoil at USM made it difficult to approach strategic planning with any real optimism about funding for new initiatives. Table 6 links the Strategic Plan to specific Financial Resources. The School of Business current strategic plan is centered on the implementation of a new curriculum in 2020. Funding for the initiatives associated with this plan has been made available through the \$240,000 allocation from the UMS system office as well as from donor and gift accounts. This funding directly supports the development a micro-credentials system for business students, creating new opportunities for experiential learning, and the appointment of a Libra (visiting) professor to support faculty development in “entrepreneurial thinking” and business technology.

Table 6. Financial Resources to Support Strategic Plan

GOAL	STRATEGIC DIRECTION	ACTION PRIORITIES	1 st - YEAR COSTS	ONGOIN G COSTS	FUNDING SOURCE	START DATE
Goal 1 Innovate the Curriculum	1.1 Launch and implement the new curriculum emphasizing entrepreneurial thinking and business technologies.	1.1.1 Develop a set of technology management tools. Integration of SAP into curriculum	\$25,000	\$15,000	Strategic Investment Fund for start-up costs. Funded through accreditation fees.	Fall 2019
		1.1.2 Establish MS Excel Certification and Certiport testing Center	\$25,000	\$25,000	Strategic Investment Fund for start-up costs. Self-funded through testing fees	Fall 2019
		1.1.3 Develop a management major	\$0	\$0		Fall 2020
	1.2 Review AOL program and align with new curriculum	1.2.1 Develop a matrix for mapping the mission onto the new curriculum.	\$0	\$0	n/a	Fall 2019
		1.2.2 Review Capstone Exam and revise or explore returning to Field Test as an alternative	\$10,000	\$10,000	Strategic Investment Fund for start-up costs. Self-funded through testing fees	Fall 2019
		1.2.3 Add curriculum-specific questions to course evaluations.	\$0	\$0	n/a	Fall 2020
	1.3 Maintain a comprehensive evaluation process for all programs, personnel, policies, and practices.	1.3.1 Re-evaluate course enrollment caps to support new experiential and entrepreneurial thinking requirements.	\$0	\$0	n/a	Fall 2019
		1.4 Forge new curricular collaborations within USM and UMS	1.4.1 Collaborate within USM and with UMO to develop specialized masters in Data Science, Business Analytics, Accounting	\$0	\$0	n/a
			2.1.1 Support transition to faculty advisors.	\$0	\$0	n/a

GOAL	STRATEGIC DIRECTION	ACTION PRIORITIES	1 st - YEAR COSTS	ONGOIN G COSTS	FUNDING SOURCE	START DATE
Goal 2 Improve student success and retention	2.1 Support consistent and effective advising.	2.1.2 Develop a 3-year course rotation.	\$0	\$0	n/a	Fall 2019
	2.2 Promote and evaluate teaching that includes experiential learning, community engagement, and other high impact teaching strategies.	2.2.1 Integrate Learning Assistants into Sport Marketing and Production/Operations Management courses.	\$0	\$0	Institutional funding – Advising Center Grant	Fall 2020
		2.2.2 Increase faculty and student collaboration with STEM in the CI2Lab .	\$0	\$0	n/a	Fall 2019
		2.2.3 Identify metrics to assess impact of teaching practices.	\$0	\$0	n/a	Fall 2019
	2.3 Increase opportunities for and participation in internships, student research, and study abroad.	2.3.1 Work with International Programs to streamline the planning process for studying abroad.	\$0	\$0	n/a	Fall 2019
		2.3.2 Create online system for gathering Internship feedback.	\$0	\$0	n/a	Fall 2019
		2.3.3 Identify funding and other ways to support student research.	\$3,000	\$3,000	Annual Fund	Fall 2019
	2.4 Increase student participation in extracurricular programming, including community projects and clubs.	2.4.1 Include club membership info on syllabus template and website.	\$1000	\$1000	Annual Fund	Fall 2019
		2.4.2 Explore the possibility of an SB common hour in new schedule blocks.	\$0	\$0	n/a	Fall 2019
		2.4.3 Increase participation in Husky Day of Service	\$1,000	\$1,000	Annual Fund	Spring 2020
	2.5 Create and promote opportunities for professionalization.	2.5.1 Pilot 3 badges in AY 2019-2020: professional development, technology, entrepreneurial thinking.	\$10,000	\$10,000	Strategic Investment Fund	Fall 2019
		2.5.2 Identify a Career Hub liaison.	\$0	\$0	n/a	✓

GOAL	STRATEGIC DIRECTION	ACTION PRIORITIES	1 st - YEAR COSTS	ONGOIN G COSTS	FUNDING SOURCE	START DATE
		2.5.3 Identify courses that will require LinkedIn profiles.	\$0	\$0	n/a	Fall 2019
		2.5.4 Arrange for students to get headshots	\$1,000	\$1,000	Dean's Operating Budget	Fall 2019
Goal 3 Enhance Faculty Growth and Development	3.1 Create and maintain a comprehensive faculty planning process that attracts, develops, and retains an appropriate balance of highly qualified participating and supporting faculty members.	3.1.1 Invite Libra Professor to lead faculty seminars in new research methodologies.	\$120,000 (1 year only)	n/a	Libra Professorship Endowed Fund	Spring 2020
		3.2 Implement the School's mentoring program to support new faculty in teaching, research, and service.	3.2.1 Reintroduce Faculty Workload Plans	\$0	\$0	n/a
	3.3 Hold local conferences and executive seminars to showcase faculty expertise.	3.3.1 Support the LL Bean Chair's outreach and engagement with the business community	\$10,000	\$10,000	LL Bean Endowed Fund	Fall 2019
		3.3.2 Revive Ethics Symposium with possible focus on financial literacy.	\$3,000	\$3,000	Ethics Symposium Gift Fund	Fall 2019
	3.4 Recognize and reward faculty research and other accomplishments.	3.4.1 Revive Brown Bag seminars	\$600	\$600	Dean's Operating Budget	2 held AY 2018-2019
		3.4.2 Promote faculty research on School website, newsletter, bulletin board, social media	\$0	\$0	n/a	Fall 2019
	3.5 Identify resources to support faculty development in research and teaching.	3.5.1 Secure Bloomberg terminal and Qualtrics on campus	\$22,000	\$22,000	Provost's Office	Fall 2019

<p>Goal 4</p> <p>Establish and Grow Collaborations and Partnerships</p>	<p>4.1 Continue to build an effective advisory board and identify a strong leader for it.</p>	<p>4.1.1 Work with Advisory Board Chair to identify speakers/experts on the Board and in the community that faculty can invite to speak to classes.</p>	<p>\$0</p>	<p>\$0</p>	<p>n/a</p>	<p>Spring 2019</p>
		<p>4.1.2 Target entrepreneurial and technology companies to develop new internships and service learning opportunities.</p>	<p>\$0</p>	<p>\$0</p>	<p>n/a</p>	<p>Fall 2019</p>
	<p>4.2 Establish and build a formal relationship between the School and the Career/Employment Hub</p>	<p>4.2.1 Develop community-based projects with the Career Hub</p>	<p>\$1,000</p>	<p>\$1,000</p>	<p>Annual Fund</p>	<p>Fall 2019</p>
	<p>4.3 Cultivate strong connections with Alumni Relations and Development.</p>	<p>4.3.1 Develop alumni recognition program, e.g., a School Hall of Fame</p>	<p>\$2,500</p>	<p>\$2,500</p>	<p>Annual Fund</p>	<p>Fall 2019</p>

E. Intellectual Contributions, Impact, and Alignment with Mission

Participation

Table 2-1 below provides a five-year summary of intellectual contributions produced by USM School of Business faculty between 2014 and 2019. During the period under review, a substantial cross-section of participating faculty—83%—produced a total of 120 significant, mission-focused intellectual contributions that affect the theory, practice, and teaching of business, including 41 peer- or editorially-reviewed articles in 35 different journals. Tenured and tenure track faculty in every discipline are productive, with the discipline percentages at 100% in every area except accounting, where the lag reflects our recent reliance on two full-time IP faculty. This gap in production will be eliminated in the next cycle by the two successful tenure-track hires in 2018 and the one planned for next year. The faculty’s commitment to greater overall research productivity is evidenced by its recent revision of the criteria for SA faculty qualifications to require a minimum of either one A or A* peer reviewed articles or two or more B or C articles in each 5-year review. See Appendix 10 for brief research profiles of the faculty, Appendix 11 for a more detailed table of ICs per faculty member (Table 2-1), and Appendix 12 for a count of the peer-reviewed journals where faculty published in this same five-year period (Table 2-2) . Where available, Table 2-2 includes ABDC rankings, acceptance rate percentage as reported by Cabell’s, and JCR’s impact factor. Of the 19 published journal articles ranked by the ABDC, 11 (59%) were ranked as B or higher.

AACSB Table 2-1

Five-Year Summary of Intellectual Contributions																	
	Portfolio of Intellectual Contributions			Total	Types of Intellectual Contributions										Total	Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship		Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Monographs, Dissertations, Theses	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards, or Public	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs		Percent of total Full Time Equivalent (FTE) faculty producing ICs	
Accounting (3 tenure)	3	1	2	6	0	4	0	0	0	0	1	0	1	6	33.3%	31.4%	
Bus Analytics (2 tenure)	15.5	0	4.5	20	0.5	4	0	9	3.5	0	0	0	3	20	100.0%	100.0%	
Finance (3 tenure)	6	5	1	12	5	0	0	3	0	0	0	0	4	12	100.0%	85.7%	
Gen Mgmt (5 tenure)	20	16	6	42	13	1	2	13.5	3	0	3	3	3.5	42	100.0%	64.1%	
Marketing (2 tenure)	12	5	5.5	22.5	1	5	3	2.5	3.5	0	0	4	3.5	22.5	100.0%	86.5%	
Sport Mgmt (2 tenure)	8.5	7	2	17.5	2.5	5	0	4	0	0	0	0	6	17.5	100.0%	96.2%	
Total	65	34	21	120	22	19	5	32	10	0	4	7	21	120	83.3%	69.1%	

Impact and Alignment with Mission

Faculty in the USM School of Business impact students, academic peers, professional colleagues, state and federal governments, and the general public. In the period under review, their work has been recognized with awards and support, including 5 awards for best paper, case, or poster and 5 research grants totaling \$75,000. Faculty serve on 8 academic journal boards, contribute ad hoc reviewing to 35 different academic journals, and organize or review papers for 13 conferences. Seven were interviewed on research-related topics in the local and national press, including *Forbes*, the *Wall Street Journal*, and the *New York Times*. One person's research was employed in decision-making by the U.S. Accounting Standards Board and the Defense Commissary Association

According to AACSB Table 2-1 slightly over half of faculty reported their ICs as Basic or Discovery Scholarship, with another 28% in Applied or Integration Scholarship, and 18% in Scholarship related to Teaching and Learning. This data is pulled from Digital Measures, where Faculty had the option of linking their ICs to one of three components of the old mission: leadership, economic development, and partnerships. In order to identify the impact and mission alignment of faculty work in relation to the new mission, the Innovation, Engagement, and Impact Committee looked instead at how faculty had categorized their work on the [IEI Activities Tracker](#) as of April 2, 2019, the date of the initial rollout of the new data collection process. They found that 74% of full-time faculty (17 of 23) had entered 201 distinct items. Below is a percentage breakdown of reported IEI activities.

Table 7. Faculty Activities by Type, Pillar, and Stakeholder

Faculty Activities by Type	
Reported Activities linked to Service	46.8%
Reported Activities linked to Scholarship	42.8%
Reported Activities linked to Teaching	24.4%
Faculty Activities by AACSB Pillar	
Reported Activities identified as Engagement	53.7%
Reported Activities identified as Impact	40.3%
Reported Activities identified as Innovation	31.8%
Faculty Activities by Stakeholder ¹	
Reported Activities involving the academic community	35.8%
Reported Activities involving students	34.8%
Reported Activities involving the business community	29.4%
Reported Activities involving the community at large	27.4%

¹ These are the top four of the eight possible stakeholders: Self, Students, Faculty, School of Business, USM, Academic community, Business community, and Community at large.

The School of Business has a 60-20-20 weighting of Teaching-Intellectual Contribution-Service activities, respectively. At first glance our reported IEI activities appear to be inconsistent with this general allocation. The most frequently reported activities were service activities (46.8%) and teaching items the least reported (24.4%). Service includes committee work and other administrative responsibilities that assist the department, the school, the university, and our broader academic disciplines.

Our data, however, indicate a broader definition of service is needed. For example, 63.2% of the reported *service* activities were identified as directly affecting students (12.6%), the business community (23.0%), and the community at large (27.6%). Only 25.3% of the service activities benefitted the more traditional service stakeholders of school (2.3%), university (4.6%), and academic community (18.4%). Furthermore, while only 24.4% of all reported activities were identified as being related to teaching, 83.7% of those *teaching* activities served the interests of the student (61.2%), business community (12.2%), and community at large (10.2%) stakeholders.

Similarly, while Intellectual contributions were 42.8% of all reported IEI activities, about 51.2% of those items were for the benefit of student (10.7%), the business community (19.1%), and the community at large (21.4%). Approximately 45.2% of reported *intellectual contribution* activities were linked to the interests of the academic community stakeholder. Again, there is a sizable percentage of reported IEI activities, this time intellectual contributions, impacting students, the business community, and the community at large. This might suggest taking a closer look at determining how to measure the impact of these intellectual contributions on students and the community at large through means other than numbers of downloads or citations.

In other words, regardless of how they are categorized, much of the faculty’s reported activities support the interests of students, the business community, and our community at large. This is perfectly consistent with the School of Business mission that existed for the past several decades emphasizing professional service and partnership with the business community.¹

Finally, in order to assess the impact of faculty work in relation to the new mission, the Committee analyzed the 86 reported "Intellectual contribution" items on the IEI Activities Tracker in relation to the four fundamental strategic goals:

ICs linked to Fundamental Strategic Goals		
ICs linked to Goal 1 Innovate the Curriculum	5/86	5.8%
ICs linked to Goal 2 Improve Student Success	9/86	10.5%
ICs linked to Goal 3 Enhance Faculty Development	49/86	57%
ICs linked to Goal 4 Grow Partnerships	20/86	23.3%
ICs not linked to any Fundamental Goal	3/86	3.4%

¹ Prior to 2018 the mission statement for the School of Business read as follows, “We prepare and inspire current and future leaders and stimulate economic growth by providing quality learning opportunities, valuable research, and professional service, all in partnership with the business community.”

College Support for Intellectual Contributions

Goal 3 of the Strategic Plan calls for enhancing faculty growth and development, a substantial part of which is supporting research, scholarship, and other kinds of intellectual contributions. The School already encourages and supports faculty travel and other forms of development funding (see [IV.D.](#) and [V.C](#)) and by publicly recognizing and promoting faculty work in the Brown Bag series of informal lectures. Once the new MBA is in place, faculty will have greater access to Bloomberg terminals and Qualtrics, and the new curriculum will enable them to learn and use SAP in their courses and work. Annual assessments and self-reporting around faculty qualification status trigger discussions about productivity, and reintroducing Faculty Workload Plans as called for in the Strategic Plan will formalize the process of targeting faculty for support and guidance in developing or executing research plans.

F. New Degree Programs

NEW PROGRAM	BRIEF DESCRIPTION
Business Analytics	<p>The Business Analytics major (15 credits) prepares business administration students for a range of management analyst positions. The major is designed to teach the theoretical and practical aspects of Business Analytics through a curriculum focused on the theoretical, technical, and communication components required in the business analytics field.</p> <p>The U.S. Bureau of Labor Statistics predicts that management analysts have a much faster than average job outlook through 2024 with a 14% growth rate. McKinsey Global Institute reports that the United States alone faces a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts to analyze big data and make decisions based on their findings. The goal of the major is to educate students who can successfully fulfill the roles and responsibilities of this rapidly growing field related to business analytics. Through the curriculum, graduates will be equipped with the knowledge, skills, and abilities to obtain employment as business analysts.</p> <p>The program builds on the existing Bachelor of Science in Business Administration core to offer a modest, fifteen credit major that is consistent with the size of several other majors in the school, notably Finance, Marketing, and General Management. As with all other majors in the BSBA degree, learning goals and objectives are articulated and assessed at the program level as part of our ongoing Assurance of Learning process.</p> <p>The program is 100% asynchronous online and open to students meeting the requirements for acceptance or continuation in the School of Business. Non-majors may enroll under the terms of the Undergraduate Course Enrollment Policy.</p>

V. PARTICIPANTS: STUDENTS, FACULTY, AND PROFESSIONAL STAFF

A. Students

Enrollments

Between Fall 2014 to Fall 2018, USM enrollment declined by 3.4% or 288 students. The decline was most visible among part-time students, both undergraduate and graduate. This overall decline relative to five years ago is countered by the steady uptick in numbers in the past three years since 2016. The total headcount for undergraduates is up 4.6% overall since last fall. The positive rate of increase is highest for non-degree seeking undergraduates. The same pattern is repeated among graduate students, including the steeper rise for non-degree students. Graduate enrollments exclusive of Law are up 3.0%.

Table 8. USM Enrollments¹

Bachelor's	2014	2018	% Change
Full-time	3985	4022	.93%
Part-time	2643	2368	-10.37%
Total Undergrad	6628	6390	-3.6%
Grad	2014	2018	% Change
Full-time	944	941	-.32%
Part-time	600	556	-7.33%
Law	256	253	-1.2%
Total Grad	1800	1750	-2.78%
Total Enroll	8428	8140	-3.4

Table 9. School of Business Enrollments and Demographics

Bachelor's	2014	2018	% Change	MBA	2014	2018	% Change
Full-time	502	565	+12.6%	Full-time	12	35	+192%
Part-time	250	202	-19.2%	Part-time	66	17	-74.2
Total	752	767	+2%	Total	78	52	-33.3%
Men	437	461	+5.5%	Men	44	31	-29.6
Women	315	306	-2.9%	Women	34	21	-38.2
Total	752	767	+2%	Total	78	52	-33.3%

Table 10. School of Business Undergraduate Enrollments by Program

Major	2014	2015	2016	2017	2018	% Change 2014-2018
Accounting	160	167	155	123	126	-21.25%
Finance	94	94	84	74	75	-20.21%
Bus Mgmt/Gen Mgmt	327	350	371	376	415	26.91%
Marketing	109	120	119	103	88	-19.27%
Sport Management	56	48	51	61	61	8.93%
Business Analytics	n/a	n/a	n/a	n/a	1	n/a
Total	752	784	781	738	767	1.99%

¹ University of Southern Maine, [Fall Headcounts](#) and [Enrollment Summary Report](#), 2018. A Factbook 2018-2019 Supplement.

Undergraduate enrollments in the School of Business has remained relatively flat since 2014, though the demographics have shifted slightly: in 2018, there is a higher percentage of full-time students and men. Most of the growth within the school has been in the General Management track of the Business Management major, which is up by 27% and which seems to have leached students from accounting, finance, and marketing, all down by 20%. It is possible that the looser structure of the general management track makes it more attractive to students with multiple commitments on and off campus. This option will disappear in the new curriculum, which eliminates the General Management track altogether and adds instead a more rigorous Management major. It is also possible that enrollment declines in some areas, especially Finance and Accounting, parallel the loss of tenured and tenure-track faculty in those disciplines. We hope that hiring 2 tenure-track assistant professors in both areas, and searching for a third accountant in the fall will continue to invigorate these programs and attract more students. The completion of articulation agreements with the remaining community colleges in the region, especially York County Community College, should also smooth the transition of accounting students into USM's program.

Advising

USM has a Dual Advising Program, with students assigned both a professional and faculty advisor with the goal of increasing retention by giving students access to faculty who understand the discipline and advisors who understand transfer credits degree requirements, financial aid, and other academic policies. Professional advisors initiate contact with first year and transfer students with a 90-minute intake session typically in the summer before the first fall semester. They also assist department chairs in ensuring a timely response to students during periods when faculty are off-contract and often traveling. Faculty take over as the first point of contact when students reach 54 credits or after the intake session if the student is a recent transfer. A Faculty Advising Liaison takes the lead within the School on advising issues and works with professional advisors, academic administrators, and the faculty to developing new processes for continuous improvement and sharing information and concerns. This year, the advising Liaison developed and led an advising workshop for new faculty, with the result of setting a positive expectation around this work.

One continuing concern in the School is the sheer number of advisees assigned to each faculty member and the discrepancy in the number of advisees among faculty. In response to this, the School has reorganized how advisees are assigned to faculty and eliminated unnecessary and confusing duplications, such as for students with double majors. In addition, staff and faculty have worked with professional advisors to revise advising forms and other tools to facilitate the transition of students to faculty advisors between the 2nd and 3rd year. This work will become more intense as we revise all forms to reflect changes in the curriculum.

USM's dual advising program is hands-on and student-centered. It is labor and time-intensive, reflecting the university's commitment to helping students succeed. This institutional commitment is evidenced also in USM's selection as one of twelve charter schools nationwide and the only college or university from Maine to participate in the

Excellence in Academic Advising initiative for creating and implementing a comprehensive strategic plan for academic advising.

Learning Commons and Tutoring

A collaboration between USM Libraries and the Division of Student Success, the [Learning Commons](#) brings together students, faculty, in-person and online peer tutors, reference librarians, and tech assistants in a workspace that allows for individual and small group discussion and study. The School works closely with the Learning Commons to identify, train, and support qualified peer tutors for students seeking assistance in Accounting, Finance, and Operations/Productions Management, and Business Analytics. In addition to maintaining a minimum cumulative 3.0 GPA, every tutor completes the nationally accredited [College Reading & Learning Association](#) (CRLA) training program, consisting of a two-day intensive weekend, followed by a semester-long course.

Undergraduate Research Support

School of Business students have multiple opportunities to engage in significant research. The Undergraduate Research Opportunities Program ([UROP](#)) awards \$3000 stipends plus an additional \$900 for travel and materials for research undertaken by undergraduates in collaboration with faculty mentors. Creative and entrepreneurial students in the [Ci2 Lab](#) (Creative Intelligence + Innovation + Collaboration) develop and commercialize cross-disciplinary projects. USM's annual research symposium, [Thinking Matters](#), allows students to share their research and creative work with each other, their colleagues, and the general public in a poster, on a panel, or in competitive, dynamic Lightning Talks. The School of Business supports meaningful student research with funds to attend conferences with faculty supervisors. This year, student research has led to publication (*Systems*) and prizes ([American Council on Consumer Interests](#)). Goal 2.3.3 of the Strategic Plan calls for identifying additional funding and other ways to support student research. The integration of SAP content into courses will open up new avenues for research and give students the skills to conduct it.

Honors Program

According to its mission, the USM's [Honors Program](#) offers high-achieving students “a diverse and rigorous curriculum, devoted faculty and staff, and a collaborative environment that emphasizes research, community engagement, leadership, social responsibility, international experience, and intellectual independence.” Students accepted into the program complete an Honors minor that also fulfills the core curriculum, with options for internships, study abroad, and directed research. All Honors students complete an Honors thesis or capstone. Accepted students may opt to live in the Honors Dorm, join the Honors Student Organization, and apply for the Honors Leadership Development Scholarship. A member of the School of Business faculty sits on the Honors Council, and 10% of students in USM's Honors Program hail from the School of Business and can take electives such as Design Thinking, cross-listed with USM's Honors Programs.

Study Abroad

The [Office of International Programs](#) offers limited funding through seven internal scholarships for short-term faculty-led travel courses or a semester abroad in a reciprocal

exchange program. Over the past three summers, 27 undergraduate students have studied abroad in Canada, Austria, Ireland, Scotland, France, Italy, England, Brazil, Indonesia, Iceland, and the Netherlands. See [VII.A](#) below for more details

School of Business Networking Events

In addition to University sponsored job fairs and career events, Business students have the opportunity to meet with each other and professionals at different events throughout the year:

- **Accounting Student Networking:** On December 6, 2018, the Department of Accounting and Finance and the Maine Society of Accountants hosted a roundtable discussion about the challenges Accounting firms face. The Maine Society of CPA's provides our students and faculty with a direct link to Maine CPA's who are crucial for employing our students as well as providing internships. USM faculty met with thirteen representatives from local accounting firms to plan a spring networking event to acquaint students and potential employers ahead of the fall recruiting season. On April 25, 2019, the Department held a "Careers in Accounting" networking open house for School of Business students and area accounting firms. 40 students attended to learn more about public accounting by networking with the representatives from 8 local companies, including 5 different CPA firms, IDEXX, Martin's Point, and Maine DHHS.
- **RMI Student Networking:** Gamma Iota Sigma Insurance fraternity organized an insurance industry/student social networking event at least once and sometimes twice each academic year. Twelve students and roughly 40 industry representatives attended the event in December 2018. 88% of USM Risk Management students find jobs in the Risk and Insurance industry after graduation.
- **Marketing Student Networking:** The Student Marketing Association and the USM Career Services hosted the first Professional Dinner for students at USM. The event is fully sponsored by WEX, Inc. 100 students and representatives from 8-10 local companies attended the event. The group will also host a welcome event for new students in the fall.

Internships and Career Preparation

The USM's School of Business Internship Program allows students at the graduate and bachelor's level the opportunity to apply classroom learning in area businesses for academic credit. The course is a cooperative, supervised work experience involving the student, employer, and a School of Business faculty sponsor. Interns work in a field that is aligned with their majors (or minors) in the School of Business. The majority of internships are undertaken for 3 credit hours, with the exception of Sport Management majors, who are required to take 6 credits in either an Internship or Advanced Field Experience. Many Accounting interns also earn 6 credits in the spring during tax season. Most students work a minimum of 140 hours over the course of the semester, some as many as 200.

Internships are handled in the College by the Coordinator of Internships and Field Placements working with students in the School of Business and Tourism and Hospitality. Students seeking help with writing a Resume or Cover Letter are directed to

the [Career Hub](#) and USM Career Connections, which also posts internship and job announcements. The Career Hub is also being integrated into course content, such as the “career readiness” unit in Sport Marketing, which requires participating in mock interviews, attending a job fair, volunteering at a sporting event, and creating portfolios with resumes and cover letters vetted by the Career Hub. Because the process of directing students to the Hub for resumes is relatively new, we don't have a good way yet of tracking internships that must come through our office to secure academic credit. This problem will grow as more students learn how to utilize the job board in Career Connections. We are considering different ways to capture placement data of the students who go through the Career Hub, including an exit survey for students in the school, and are in conversations now with our Career Hub liaison about the exit data they gather in order to avoid repeat requests.

B. Professional Staff Sufficiency and Deployment

The School of Business relies on profession and classified in achieving its strategic goals, particularly in relation to student success, assurance of learning, and faculty development. Staff assist faculty with curriculum planning and course scheduling, provide administrative support for course and student activities and events, and coordinate with graduate faculty and Admissions in evaluating applicants to graduate and certificate programs. They maintain all School forms and materials, including the website, and monitor and implement School-specific enrollment policies regarding course prerequisites and minimum required grades.

1. Patricia Bola, Financial Manager
2. Melissa Burns, Director of Academic Administration
3. Kathryn Cavallero, Coordinator of Internships and Field Placements
4. Judith LeTarte, Human Resources Liaison
5. Beth Liotard, Administrative Specialist
6. Caitlin Alexander, Administrative Specialist (hired May 2019)
7. Career Hub Liaison (to be hired summer 2019)
8. Nine (9) full-time Academic Advisors work with School of Business students, especially in the first and second year: Lynsey Thibeault, Jean Kerriga, Janet Etzel, Phoebe Price, Judi Brewer, Lindsay Crawford, Helen Gorgas-Goulding, Kaycee Gnatowski and Gail Minichello

Consistent with its commitment to “creating and maintaining an atmosphere of respect, responsibility, and integrity,” the School encourages and supports the training and professional development of staff. In addition to mandated compliance training in Title IX, FERPA, Sexual Harassment, and Basic Safety, staff may register for Safe Zone Training and Green Zone Training, as well as instruction in the University’s Content Management and Procurement Systems. In the past five years, staff members have participated in the following professional development activities:

- AACSB AOL seminar
- USM and UMS Supervisors Training
- eRecruiting and Symplicity conference
- Maine Career Development Association's "Career Cafes"

- National Academic Advising Association Region 1 Conference
- Maine Career Development Annual Conference and Career Development Facilitator training
- Myers Briggs and StrengthsFinder Application Workshop

C. Faculty Management and Support

Governance

The USM School of Business is comprised of twenty-four full-time faculty, including the Dean, who does not teach. The two departments, under Department Chairs and supported by School administration and staff, are primarily responsible for managing faculty recruitment, mentoring, and evaluations in processes laid out in the [Faculty Handbook](#), the [USM Policy Manual](#), the [USM Governance Constitution](#), the [full-](#) and [part-time](#) faculty collective bargaining unit contracts, and the School's *Green Book of Policies and Procedures*. Business concerning all the faculty or programs is brought to monthly School meetings for discussion and vote.

Faculty Recruitment

Tenure-track faculty lines are proposed by the faculty in departments, discussed and prioritized at School-wide meetings, presented by the Dean to a university-wide Position Review Committee and ultimately negotiated with the Provost, who submits a list of proposed faculty hires to the Vice Chancellor of Academic Affairs for approval before final appointment by the Provost. Even though hiring priorities are established and updated over multiple years, the formal process for garnering approval to go to search begins in late January and can continue into and throughout the summer to the point of missing crucial hiring cycles and limiting or excluding desirable candidates. In theory, retirements and resignations are swept into a general pool, from which the Dean must fish a replacement; in fact, the School has been able to hold lines on retirement and be creative where necessary to redefine positions when called for by the strategic plan. Once approved, positions are advertised nationally and an elected search committee reviews applications and conducts initial interviews by Skype or Zoom before bringing 3-4 candidates to campus for a day of research and teaching presentations and interviews with faculty, students, the Dean, and the Provost.

With the assistance of Human Resources, hiring professionally-qualified part-time faculty on a per-course basis is no longer the casual affair it once was. Part-time seniority is defined by union contract, but if a qualified person is not already on staff, the School posts an ad and conducts a search, usually local and within a compressed time frame. USM uses HireTouch, which encourages potential instructors to create a profile so they can be alerted when positions for which they are qualified are advertised. Depending on the time of the year, the search itself is conducted by senior faculty in the discipline or the department chair or both, often with the administrative assistance or support of the Associate Dean.

Onboarding, Mentoring, and Training

As soon as possible after appointment, new faculty are assigned mentors within their discipline. Besides acting as informal advisor and confidante, these mentors acclimate new hires to the institutional culture of the unit and the university. The responsibilities of faculty mentors and criteria for selecting them are outlined in the *Green Book* (1.III.D). These mentors continue in this role through the tenure decision. Although in 2017 the College developed and approved a more robust and expansive New Faculty Mentorship Program with external peer mentors and an annual calendar and checklist, the Program has not been implemented for lack of a Coordinator to run it. In addition to moving expenses (\$3000), new faculty get release time in their first year for participation in a year-long New Faculty Orientation Program sponsored by the Provost's office and featuring presentations by professional staff and departments from student services, sponsored research, Human Resources, Disabilities Services, the library, etc. All faculty have required training in FERPA and Title IX, and those serving on search committees participate in anti-bias training as well.

Research and Teaching Support

As noted in [IV.D](#) above, tenured and tenure-track faculty are budgeted \$1500 each year to support conference travel and an additional \$350 in discretionary funding. Although this extra money is often used to cover conference expenses in excess of the \$1500, faculty can use it for additional professional development, especially for software or databases, mini-conferences and webinars, membership dues, and publication fees. The same \$350 discretionary monies are available to full-time lecturers, who typically use it for professional development activities, including continuing education to maintain certification or licensure. The School prioritizes conference presentations with proceedings over other kinds of travel.

Where funds are available, we have also covered expenses in excess of \$1500 and supported second trips for junior faculty building their research portfolio and tenure cases. Similarly, we have covered funding for non-tenured, full-time faculty to participate in conference and other travel or faculty development activities when they clearly support the School's mission and strategic goals. For example, lecturers have traveled with ENACTUS students to compete nationally or to participate in hiring searches at professional conferences. Faculty research is also supported by competitive Faculty Senate Research Grants up to \$3000 and encouraged by informal intra-School presentations of current research in progress. The [Research Service Center](#) helps faculty and students identify funding opportunities, assists in grant preparation and the application process, and provides financial management assistance and administrative support to USM faculty and students involved in externally-funded research projects.

Additionally, the School has invested in building faculty knowledge about criteria and standards for AACSB accreditation by sending faculty (3) and staff (2) to AACSB Assurance of Learning and Impact Seminars. We plan to make this a routine by targeting more faculty to send to and possibly present at the Impact seminar, but also the CIR and AOL seminars. Finally, beginning in January, 2020, the School will support travel to workshops for training and certification for any faculty member who commits to integrating SAP into their courses.

Faculty Development and support for teaching is available outside the School and is coordinated through the [Center for Collaboration and Development](#) (CCD), which offers programming and links to resources supporting teaching and learning with the goal of fostering creative and effective teaching and teaching-related scholarship and building community and community-engaged learning at USM. These include High Impact Mini-Grants (\$500), Technology Enhanced Learning Grants (\$1500), and [Faculty Interest Groups](#) (FIGs) Mini Grants (up to \$1000), which brings together faculty and staff around a common interest in particular pedagogical problems or strategies and tactics for countering them. Besides serving as a central location and first stop for development opportunities outside the academic unit, the CCD also sponsors common book discussions and provides its own financial support for faculty book buying in the summer.

Faculty who are struggling with teaching or research will work with the Chair to develop a Personal Development Program identifying priority areas for improvement and delineating explicit measures to be taken and standards and processes for measuring and reporting improvement. In the most recent instances, these multi-step plans have included scheduled update meetings with the chair, follow-up class observations or reviews of materials, and funding for targeted faculty development, such as to attend seminars for developing research projects (for a faculty member transition from PA to SA) and the [Virginia Master Teacher Seminar](#).

Faculty Evaluations

The University of Maine system mandates annual pre-tenure reviews of untenured faculty, who are hired on and reappointed to two-year contracts until eligible to apply for tenure in September of the fifth year. Faculty hired with negotiated prior service credit may apply earlier. Post-tenure evaluations are performed every four years thereafter and are linked to merit increases for stellar accomplishment in teaching, service—including advising—and scholarship, as determined by the Provost. Sabbatical releases do not stop the clock for these reviews, either before or after tenure, without approval from the Provost. Full-time Lecturers are hired on two-year contracts and evaluated every year in the same process as tenured and tenure-track faculty. According to contract, part-time faculty must be evaluated once every four semesters; however, School practice is to evaluate new faculty in the first two semesters and thereafter as mandated.

Standards for evaluation in all ranks and procedures for conducting evaluations of full- and part-time faculty are outlined at length in the *Green Book of Policies and Procedures* (1.V and 2.III). However, with changes in the School, responsibility for full-time faculty evaluations has defaulted to the Department functioning as a committee-of-the-whole and *de facto* Personnel Committee. The process outlined in the *Green Book* is followed within the Department, with all full-time faculty participating. Consistent with the missions of both the University and the School, teaching, research, and service are weighted 60%-20%-20% for tenured and tenure-track faculty. The Chair forwards the peer committee's recommendation to the Dean, who makes her own separate and additional recommendation to the Provost for final action. Part-time faculty are evaluated by senior faculty in the discipline on the basis of class observations and review of teaching materials and course materials. Any faculty member can request a review at any time.

VI. LEARNING AND TEACHING

A. Curriculum Management and Development

Curriculum Process

Curriculum is developed by the faculty. Curriculum proposals typically originate in the undergraduate majors, the AOL committee, or an ad hoc interest group and individuals, such as in the creation of new concentrations. New course proposals are vetted through a standing school-wide Curriculum Committee and, where appropriate, the School itself for a faculty vote. All new course proposals and other curriculum changes or additions are approved by the Dean and the Provost. There is no college or university-level curriculum committee. The Curriculum Committee ensures school compliance with AACSB Standard 9 on Curriculum Content and collaborates with the AOL Committee to ensure school compliance with AACSB Standard 8: Curricula Management and Assurance of Learning.

Transfer Credit

USM School of Business has an articulation agreement with Southern Maine Community College allowing transfer of four required business core courses: ACC 110 Financial Accounting, ACC 211 Managerial Accounting, BUS 260 Marketing, and BUS 380 Legal Environment of Business. A similar agreement is in process with York County Community College. USM students taking business courses outside USM must have the class pre-approved by submitting a completed [Prior Approval Form](#) along with a copy of the current course syllabus, which is evaluated by appropriate faculty in the discipline. Transfer credit for business courses at the 300-level and above is accepted only from AACSB-accredited schools. Credit for MBA courses is granted on a per-class basis with approval from discipline faculty on the basis of a review of the syllabus.

B. Undergraduate Curriculum Revision

The School has completed in a 2-year process of revising its undergraduate curricula to align with the new mission by emphasizing entrepreneurial thinking and business technologies. Guided by an active Curriculum Committee, the School engaged with colleagues on campus, including the Economics Department, the Registrar, and the Office of Academic Assessment, students, and community partners. In May, 2017, an ad hoc Undergraduate Curriculum and Mission committee was constituted. At the November, 2017, School meeting, this group presented initial ideas about a Mission and curriculum focused on entrepreneurship and technology. The result is a curriculum proposal which incorporates features repeatedly noted as being critical by our stakeholders as well as some features designed to be distinguishing and add value to our students and their employers. The new curriculum was approved in concept at the May 2018 retreat with the understanding that certain parts, such as the role of business minors, would need to be discussed and resolved. That fall, it was presented to the USM School of Business Advisory Board, where Board members offered concrete feedback and suggestions. On March 26, 2019, undergraduate business students similarly met with faculty and offered specific but very different suggestions on the new curriculum, mission statement, and strategic plan. Changes, additions, and corrections were made

throughout AY 2018-2019, and the entire revised programs will begin in Fall 2020 with the AY 2021 catalog. The full revised curriculum is included as Appendix 16 of this report. In addition to the pre-business and business cores and the 15-credit majors, this new curriculum features the following:

- A new thematic core featuring a revised Technology Management course and a new course in Entrepreneurial Thinking designed to teach students to identify opportunities, assess required resources, and plan and execute an entrepreneurial venture with an understanding of value propositions and risks.
- A revised capstone course, Strategic Management of Technology and Innovation, reflecting the School's shift in focus.
- 9-credit concentrations in Entrepreneurship, RMI, Global Business, Advanced Accounting, with Professional Selling and Supply Chain Management under consideration.
- The integration of business technologies and entrepreneurial thinking into select courses across the majors, including SAP, and Entrepreneurial Thinking and/or Technology Badges.
- The replacement of a required 100-level spreadsheets class with Microsoft Excel certification. The School is working now with the Assessment Office, the Registrar, and others to implement Certiport Testing on campus and will offer test prep. In the pilot year, 2019-2020, students will have the option of taking either the class or the test. Once full implementation begins in Fall 2020, students will be required to obtain their Microsoft Excel Certification prior to being admitted to the School of Business.

C. Assurance of Learning Goals and Assessment Tools

The faculty have identified five major learning goals and outcomes for assessing undergraduate degree programs:

1. Our students will be effective team members who know how to exercise **shared leadership**.
2. Our students will be **effective communicators** in a professional setting (oral and written).
3. Our students will exercise **ethical understanding and reasoning** in an organizational context.
4. Our students will be **reflective, analytical thinkers** (quantitative and discipline-specific).
5. Our students will demonstrate **business disciplinary competence**.

Each of these goals and their components are assessed using direct measures according to one of two processes:

1. *Student Data Collection*—Specific embedded course assignments are collected and scored using standardized rubrics. Allows for the longitudinal measurement

of our goals/objectives and the evaluation/effectiveness of curricular and pedagogical changes.

2. *Capstone Exam*—An 80-item test covering all discipline areas, which is administered to all students nearing graduation each calendar year. The Exam allows for discipline-specific evaluation.

D. Continuous Improvement Curriculum Processes

Major Assurance of Learning Review in 2018

During the Spring 2018 semester, as part of the single loop process, the Assurance of Learning (AOL) Committee examined results from 2015 through 2017, focusing on the Bachelor of Science program. After an exhaustive review of data from recent assessments, the Committee recommended against engaging in further extensive discussions about the nature of the AOL system in the School of Business. Rather, it concluded that a combination of pedagogical and curricular changes would close the loop on many of the School’s learning goals. The data and methodology supporting the Committee’s analysis and recommendations are included in the full 2019 USM School of Business Assurance of Learning Report.

Findings: Goals 1-4

As shown in Table 11, the AOL Committee found that we met targeted benchmarks for eighteen of nineteen learning goals and traits. However, they also made several specific recommendations to improve lower scores on certain assessed traits, such as revising the Oral Communication learning goal to include making eye contact with the audience, speaking at a steady rate, trying to show enthusiasm, etc.; working with the Department of English on a “refresher” course on grammar, language and spelling; emphasizing the nature of the three ethical frameworks and the implementation of courses of action in courses assessing ethics; and putting greater emphasis on sensitivity analysis and basic analytical and reporting skills in courses assessing quantitative analysis.

Table 11. Summary of Assurance of Learning Results

Learning Objective	Trait	Target	Assessed
Shared Leadership	Describing Leadership	75%	92%
	Demonstrating Leadership	90%	92%
Effective Communication: Oral	Content	50-80%	95%
	Coherence		100%
	Speaking Skills		95%
	Audience Response		95%
Effective Communication: Written	Organization and Logic	70%	100%
	Writing Style		100%
	Grammar, Language, and Spelling		100%
	Development of Ideas		100%

Ethics	Identify alternative courses of action	75-90%	94%
	Identify stakeholders		94%
	Evaluate ethics of alternative principles		81%
	Select appropriate course of actions		77%
Quantitative Analysis	Problem/Issue Identification	75%	81%
	Development of Solution		91%
	Interpretation of Solutions		75%
	Sensitivity Analysis		51%
Discipline-Specific Problem Solving	Selection of Relevant Information	75%	94%
	Application of Analysis Framework		89%
	Interpretation of Solution		89%

Findings: Disciplinary Competence and the Capstone Exam

The final learning goal to display disciplinary competence is assessed in a Capstone Exam administered in the senior Business Policy and Strategy course. This school-designed exam consists of 80 multiple choice questions, ten in each of the eight disciplines covered.

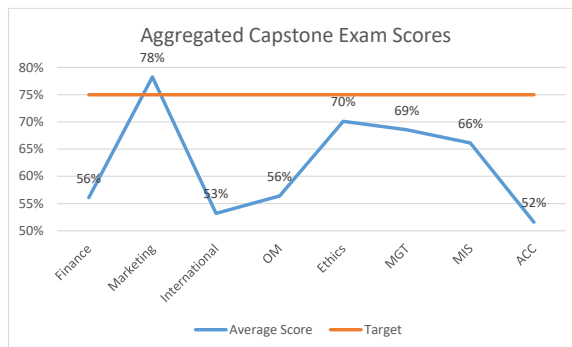


Figure 23 Disciplinary Competence: Aggregated Capstone Exam Scores (Scores aggregated 2015-2017)

As illustrated in Figure 23, the School failed to meet the target of 75% correct answers on the Capstone Exam in 7 of 8 disciplines. Only Marketing, with an average score of 78%, met the target, with Ethics and Management at 70% and 69% respectively. Appendix 3 of the full AOL report indicates the aggregate scores for the most recent five cohorts. Appendix 4 of the full AOL Report summarizes aggregated capstone exam data by subfields and cohorts.

The Committee's initial recommendation was for faculty in each discipline to review the three questions on which students performed the worst and either revise either the questions or the pedagogy and curriculum intended to prepare students for answering them. All of the eight discipline groups met, and six of them revised fifteen questions across the disciplines. As shown in Table 12, twelve of the fifteen revised questions resulted in better scores. Of the three questions with worse scores, one, International, is virtually the same and two, both in MIS, are significantly worse.

Table 12. Comparison of Old and Revised Capstone Exam Questions

	Finance		Marketing		International	Management		
Question	4	10	14	18	23	56	57	59
Old	13%	41%	40%	54%	25%	56%	46%	49%
Revised	<u>47%</u>	<u>69%</u>	<u>78%</u>	<u>92%</u>	<u>23%</u>	<u>72%</u>	<u>69%</u>	<u>61%</u>
Change	34%	28%	38%	38%	-2%	16%	23%	12%
	MIS				Accounting			
Question	61	63	66	68	71	74	75	
Old	22%	32%	56%	75%	67%	13%	29%	
Revised	<u>53%</u>	<u>83%</u>	<u>17%</u>	<u>33%</u>	<u>89%</u>	<u>14%</u>	<u>33%</u>	
Change	31%	51%	-39%	-42%	22%	1%	4%	

Comparisons are from Fall 2017 (“old”) and Fall 2018 (“revised”)

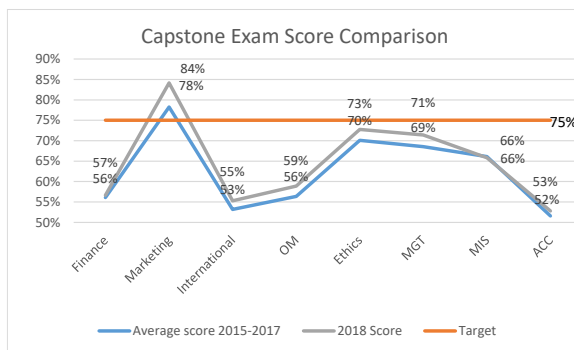


Figure 24 Disciplinary Competence: Revised Capstone Exam Scores Fall 2018

As Figure 24 shows, except for MIS (which was unchanged), results on the revised capstone exam improved overall compared to the 2015-2017 period. To gauge the effect of major on discipline scores, the committee analyzed the results for the Fall 2018 exam, hypothesizing that Accounting majors would score higher in Accounting, Finance majors higher in Finance, etc.

Figure 25, however, indicates that theory was only half right. Accounting majors did score higher than other majors on Accounting questions, but *all* majors scored poorly on those questions. Accounting majors scored higher than any other major on the Operations Management questions and lowest on the Ethics. Finance majors posted their lowest scores on accounting questions, and marketing majors performed worst on finance questions. Marketing majors outscored almost everyone on almost everything.

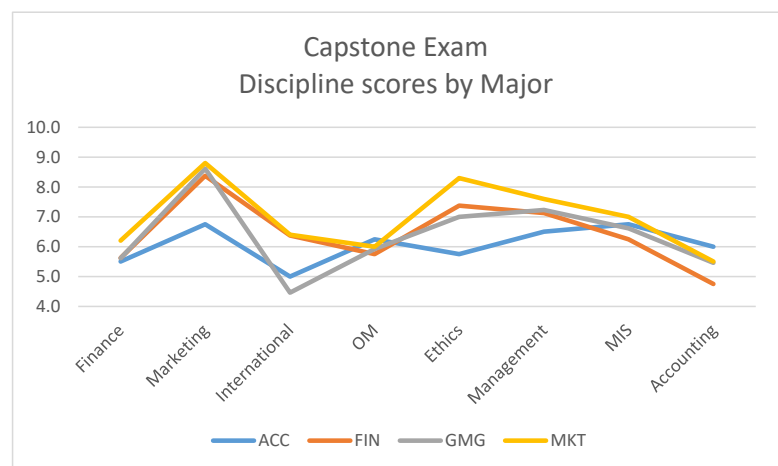


Figure 25 Capstone Exam Discipline Scores by Major, Fall 2018

Because their findings showed that students were not meeting targets for disciplinary competence in multiple areas, the AOL committee expressed concerns about the current process for assessing these goals in the Capstone Exam. More than half of the students in

upper-level business courses have transferred in at the junior level, and most have not taken the relevant subject matter at the School, including required courses in Accounting, Marketing, Legal Environment of Business (which includes Ethics), and two foundation courses in algebra and statistics. This means that half of the questions on the Capstone Exam cover material that about half of the students sitting for the exam did not take at USM. In other words, the Capstone Exam is not assessing what USM School of Business graduates have learned in USM School of Business courses.

Furthermore, while learning objectives 1-4 are introduced, reinforced, and then assessed in the relevant subject matters, the disciplinary areas get uneven treatment. For example, non-Accounting majors who start at USM take the two required accounting courses near the beginning of their careers but are assessed on that learning only at the end. Non-accounting majors who transferred in—about half of the students taking the exam—did not take those courses at USM at all. Other disciplines are represented in the Capstone Exam scores in numbers relative to how recently students either first encountered the subject matter or had it reinforced in a subsequent course. Although the only required Marketing course is taken early on at the 200-level, the large number of Marketing majors who take several marketing courses probably explains the high scores in those areas. The same is true of Ethics (reinforced) and Management (taken more recently), but not of other areas either distant in time or not reinforced or both: MIS, Accounting, Finance, International, and Operations Management.

In light of these conditions, the AOL Committee recommended to the faculty one of two possible responses to assessing disciplinary competence:

1. Move the Capstone Exam questions for Accounting, Operations Management, Finance, International, and MIS out of the Capstone Exam altogether. Instead, ask them of students in the final week of the relevant subject matter course. Keep the Capstone Exam questions for Ethics, Management and Marketing at the end of the capstone strategy course.
2. Replace the Capstone Exam with the ETS Field Test in Business. This would allow us to norm results against test takers internationally rather than earlier USM business students. The ETS Field Test would measure how well graduating students know business subject matter, regardless of whether they took it at the School or transferred it in.

At its May 2019 retreat, the faculty voted 14-4-0 to adopt the ETS Field Test beginning Fall 2020

E. Major Programmatic Changes and Curricula Revisions

Suspending MBA admissions and adopting a new mission and undergraduate curriculum constitute significant changes in the School's program offerings and undergraduate curriculum that require adjusting the AOL system. Most obviously, shifting responsibility for the new MBA to the University of Maine means USM will stop assessing the MBA altogether. Changes in emphasis and focus in the mission statement similarly make some assessments moot. Specifically, because the new mission statement no longer includes "leadership" as a key element of the school's efforts, the committee recommended

dropping it from the School's AOL assessment plan, effective Fall 2019. This recommendation was accepted by vote at the School retreat on 17 May 2019.

Since the following learning goals are consistent with the new mission statement, the School will continue assessing them in the following courses on a bi-yearly basis: Ethical Implications (BUS 280, BUS 450), Quantitative Analysis (BUS 301, BUS 375), Discipline Specific Problem Solving (ACC 211), and Disciplinary Competence (BUS 450). The last is assessed in the Capstone Exam. The School's current AOL Plan runs through 2020. It and the Curriculum Map appear in Appendix 1 and 2 of the separate Assessment of Learning Report.

As noted in the strategic plan (1.2.1), in AY 2019-2020, ahead of the launch of the new undergraduate curriculum in Fall 2020, the School will draft learning goals for two areas central to its revised mission—Entrepreneurship and Business technologies—and identify courses in the curriculum where they can be assessed beginning the following Fall, 2021. This past February, the faculty approved Course Designation Rubrics for determining which existing and new courses meet required criteria for designation as an “Entrepreneurial Thinking” or “Business Technologies” course. These will be used in the drafting of new learning goals and outcomes.

F. Recommendations

In all, the Committee made five key recommendations:

1. Continue with the current AOL plan until the implementation of the new undergraduate curriculum in 2020.
2. Write and approve new learning objectives and metrics for assessing competence in entrepreneurial thinking and fluency with business technologies as described in the new mission [2019-2020].
3. Drop the Leadership learning goal and outcome altogether since it is no longer reflected in the mission [approved in May 2019].
4. Change how the School administers the Capstone Exam or consider replacing it altogether with the ETS Field Test in Business [approved in May 2019].
5. Review the AOL system after the implementation of the new curriculum [2021-]

VII. ACADEMIC AND PROFESSIONAL ENGAGEMENT

A. Student Academic Engagement

Throughout their academic career, students in the USM School of Business engage through internships, practicums, independent studies, competitions, student groups, and travel abroad courses and experiences. Although USM expects to achieve the Carnegie Foundation's Classification for Community Engagement in 2020, many of our courses already embed collaboration with peers and community partners or require other forms of experiential learning. This year, twelve upper-level courses in the Business curriculum were designated [Engaged Learning](#) courses for the University's new Core Curriculum requirement. Peer [Learning Assistants](#) were incorporated into sections of the core

Business Analytics course, and faculty in both Production/Operations Management and Sport Management have already committed to revising their courses to include these in-class peer assistants. Professionals are frequent guest speakers in classes, and students are exposed to industry on the job through field trips and internships. The accessibility of engaged learning across the business curriculum gives students multiple opportunities “to bring theory to practice by applying their knowledge, skills, and abilities in contexts beyond the classroom.” Below are some examples of these activities and opportunities. Others are listed in the Engagement Executive Summary ([I. B above](#)), and on the Innovation, Engagement, and Impact Table (Appendix 7).

Collaborative Projects and Experiential Learning

- Students in the Business Policy & Strategy Capstone course used strategy dynamics to analyze two nonprofits, the Animal Refuge League of Greater Portland and Portland Downtown.
- Sustainability students collaborated with the Food Studies Program in a project involving food waste assessment. Students analyzed food waste at meetings and conferences held on campus and developed a plan to reduce waste by 50%. The presented their findings and recommendations to Sodexo, USM’s campus food provider, which followed their recommendations for its next catered event.
- Students in Entrepreneurship and Venture Creation served as panelists on [Maine Startup and Create Week](#)’s House of Genius program in which entrepreneurs pitch ideas and solutions to an anonymous panel. Student nominated to attend MSCW receive a scholarship to attend for free.
- Since 2014, MBA students in Supply Chain Management have analyzed pricing, inventory forecasting, network planning, and supply chain processes for many companies, including Bitsbox (Denver, Colorado), SIGCO (Westbrook, Maine), Edgecomb Potters (Edgecomb, Maine), Flight Deck Brewing (Brunswick, Maine), Essintial Enterprise Solutions (Mechanicsburg, Pennsylvania), Play it Again Sports (Portland, Maine), and L.L.Bean (Freeport, Maine).

Student Research and Independent Study

As described in [V.A](#) above, USM students have multiple opportunities to pursue and present their research. In the period under review, sixteen business students, most (12) undergraduates, engaged in independent study or research with a professor, some of which resulted in papers or awards.

- John Voyer and Tristan Jordan published “A Veterinary Telemedicine Case Study” in *Systems* (2018).
- D. Tharp led an independent study for a student applying behavioral finance to the selection of insurance in the Healthcare.gov marketplace. The finance student’s work received second prize in the undergraduate research competition sponsored by the American Council on Consumer Interests. The competition is funded and evaluated by the FINRA Investor Education Foundation.
- D. Kerr brought 6 undergraduate RMI students to the International Risk & Insurance Management Society conference in April 2019 in Boston.

International Travel Courses

Over the past three summers, 27 undergraduate students have studied abroad in Canada, Austria, Ireland, Scotland, France, Italy, England, Brazil, Indonesia, Iceland, and the Netherlands. This summer, another trip to Reykjavik is planned in conjunction with USM's Honors Program. Students analyze and understand international leadership, management, and marketing operations through hands-on experience interacting with different people and organizations abroad. In the Netherlands, they visited businesses in both consumer and business-to-business market sectors. In the Canada course, students attended Montreal Startup Fest, and met with seven startups in Quebec to learn about their launch. Sport Management students recently traveled to Brazil to study the management of international events.

Internships

Between 2014 and 2018, when data is available for the entire year, an average of 109 USM Business students participated each academic year in internships, 86% of which were paid. So far in 2019 (May), 35 Business students have completed internships for a total of 126 credit hours at 24 different sites. Six out of 10 of those 25 employers hired more than one USM student. The total number of internships per year trends down from 2014, with a high of 141 in 2016 and a low of 79 last year. The drop off in accounting internships may be tied to decline in majors overall rather than to a lack of opportunities for Accounting internships. There are typically more internships available than qualified students to fill them. A smaller drop-off in the number of Marketing-specific internships may be because they are more likely to be unpaid. While Sport Management requires field experience in the major, Marketing does not, so Marketing students are probably opting out of unpaid work. As noted last year in *Fortune* and the *Wall Street Journal*, although both [internship hiring and wages are up](#), unpaid internships have declined nationally in response to the drop in the unemployment rate. Many businesses also seek marketing interns for as little as 5 hours per week, for example to help with social media campaigns. In these cases, the student would not accrue enough hours to count for academic credit.

Student Organizations

Gamma Iota Sigma (D. Kerr, Advisor). The USM chapter (Beta Sigma chapter) of the Gamma Iota Sigma actuarial science, risk management, and insurance fraternity. Dr. Kerr is the faculty advisor. 15 students.

Student Marketing Association (Z. Xu, Advisor). In fall 2018, the Student Marketing Association secured the official American Marketing Association Chapter accreditation status. Group meets weekly with the goal of partnering with local business, developing skills partly by volunteering for marketing events within USM, and attending regional and national conferences.

Accounting Society (L Dunbar and D. Ladd, Advisors). The Accounting Society held meetings twice per month with guest speakers and started off the recruiting season with a panel of former students discussing the recruiting process. The Society worked with the Maine Society of CPAs on a panel discussion for students and invited presenters to discuss the CMA exam. A former KPMG Audit Partner also discussed his experiences

with the group and two CPA review publishers come in to speak about the CPA exam. Increased membership this year and will invite Finance majors to join in the Fall to increase both membership and exposure to different presenters.

ENACTUS (J. Voyer [2014 – 2017] and R. Bilodeau [2017 – present], Advisors). In Spring 2017, ENACTUS students developed a plan to reduce glass waste at Allagash Brewing. Plan delivered to the company for feasibility analysis. Student plan would reduce Allagash glass waste by 40% per year. The USM Enactus team competed in the Enactus United States Regional Competition in Washington DC. In Spring 2018, students worked with Maine Homeless Veteran's Alliance to develop marketing and outreach program. Students collected and delivered 300 pounds of clothes to the homeless in Greater Portland. Students deployed new social media presence for organization. Students assisted 17 homeless veterans in finding housing. In Fall 2018, students worked on the issue of hunger on campus. Students raised \$300 for local food bank, collected over 100 pounds of food, and assisted in cooking meals for 125 people.

Beta Sigma Gamma. Qualifying graduates in the School of Business inducted every spring at the School of Business Recognition Day.

B. Faculty Engagement, Qualifications, and Sufficiency

Engagement with their Professions and Business Practice

USM School of Business faculty enjoy strong support from the business community and are involved directly with the practice of business through consulting and *pro bono* activities, service on local and national Boards of Directors, and engagement or interaction with visiting professionals and advisory boards. See Goal 4 of the Impact Table (Appendix 7) for more details. Multiple members of the faculty have participated in Maine Center Venture stakeholder panels to design and launch the new Maine Graduate and Professional Center, and they frequently address local professional groups and other USM stakeholders, including insurance groups, USM Corporate Partners, Maine Startup and Create, and the School of Business Advisory Board. Finally, faculty actively work with campus colleagues, using their expertise to help drive USM and UMS initiatives, including policy and strategic planning, representing the school on institutional boards and committees, and serving on the Faculty Senate.

Participating and Supporting Faculty

The School of Business *Green Book* (Part 1. III. B) defines faculty as participating or supporting according to the following criteria:

Participating Faculty: A participating faculty member at the School of Business actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters include policy decisions, educational directions, advising, research, and service commitments. A participating faculty member may take part in the governance of the school, and is eligible to serve on School of Business committees that engage in academic policymaking and other School of Business management decisions. A participating faculty member typically takes part in a variety of non- class activities, such as directing extracurricular activity, providing academic and career advising, partnering with the business community on scholarly and service projects, and representing the School on institutional committees. The School of Business considers a

participating faculty member to be a long-term member of the faculty regardless of whether the appointment is full-time or part-time and regardless of whether the position is the faculty member's principal employment.

Supporting Faculty: As a rule, a supporting faculty member at the School of Business does not participate in the intellectual or operational life of the School beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty or curricular issues or have membership on faculty committees. Typically, the School assigns the supporting faculty member to no responsibilities beyond direct teaching functions (i.e., classroom and office hours). Normally, a supporting faculty member's appointment consists exclusively of teaching responsibilities and is an *ad hoc* appointment for a short-fixed term without the expectation of continuation.

Status as a participating or supporting faculty member does not imply voting rights.

Classification Process

Upon hire, a committee comprised of the Associate Dean and Department Chairs determines both qualification status and classification as either participating or supporting. Normally, participating faculty are actively engaged with the intellectual and operational activities of the School in addition to their normal teaching, research and professional duties. On this CIR all part-time faculty are classified as supporting.

Faculty Qualifications and Sufficiency

As required by Standard 15, the USM School of Business maintains and deploys a roster of academically and professionally qualified faculty, both participating and supporting, who "collectively and individually demonstrate significant academic and professional engagement that sustain the intellectual capital necessary to support high-quality outcomes consistent" with our mission and strategies. Faculty classifications are defined as follows:

- **Scholarly Academics (SA)** must have a doctoral degree and sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is normally sustained with either one A or A* peer-reviewed journal articles or two peer-reviewed journal articles in B or C-ranked journals. Letter rankings are determined by the Australian Business Deans Council. Articles not on the list are evaluated according to the process described in Appendix 13.
- **Practice Academics (PA)** must have a doctoral degree and sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained by accruing a minimum of five points in the 5-year review period from practice-oriented activities.

- **Scholarly Practitioners (SP)** must have a Master's degree in their area of teaching. SPs sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained by accruing a minimum of five points in the 5-year review period from activities.
- **Instructional Practitioners (IP)** must have a Master's Degree in their area of teaching. IPs sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience, usually full-time employment within the 5-year review period. IP status is sustained by continued professional responsibilities outside the university or a combination of significant professional work and other professional activities to accrue a minimum of five points in the 5-year review period.
- **Other (O)** Faculty who do not meet the criteria for SA, PA, SP, or IP.

Process and Criteria for Faculty Classification

Initial faculty classifications are determined at the point of hire by a committee comprised of the Associate Dean, the appropriate department chair, and a senior faculty member in the discipline. Decisions are based on either academic preparation in the form of earned degrees and other credentials and professional experience, as assessed by the length of time engaged in relevant professional work and the level of responsibility.

Qualifications are sustained by demonstrating continued currency and relevancy either through the production of intellectual contributions or significant and substantial professional engagement. The School uses a point system linked to professional or academic activities in which faculty must accrue 5-points over the 5-year review period. This system of points allocated to different activities for sustaining qualifications for each of the four faculty categories can be found in Appendix 13 and the School of Business Green Book of Policies and Procedures (Part 1.III.C).

For most of this review period, the minimum requirement to sustain SA qualification was at least one peer reviewed journal article (3-6 points, depending on journal ranking), buttressed with other intellectual contributions, such as conference presentations and proceedings, cases, software, and other instructional materials, or professional service such as editorial boards and reviewing. As described in III.B above, on October 2018, the faculty revised the criteria for Scholarly Academic classification, raising the standard by requiring either one article in an A or A* peer-reviewed journal or two or more in B or C-ranked peer-reviewed journals. These new standards will begin Fall 2019 and will be in effect for the next CIR review period. Although other Intellectual contributions will no longer replace peer reviewed articles for SA qualification, they will still be considered in personnel evaluations for reappointment, promotion, and tenure reviews. The IEI Committee will recommend whether and how to use those point allocations in the future.

Faculty Sufficiency and Qualifications: Tables 15-1 and 15-2

Tables 13 and 14 summarize the School’s Faculty Sufficiency and Qualifications in Fall and Spring, 2018 – 2019. Fuller information about individual faculty members, including a brief description of the basis for qualification and deployment by qualification status is provided in the extended versions of Table 15-1 and 15-2 in Appendix 14 and 15. These data show the School exceeds AACSB recommendations for minimum thresholds for participating faculty at every level: School, program, and major within the BSBA degree. Overall, 65.7% of the faculty are classified as SA and 75.4% are SA, PA, or SP. The undergraduate discipline with the lowest percentage of SA faculty is Accounting, which relies on IP faculty, including two full-time IP Lecturers, in both the undergraduate and graduate courses. 75.98% of Student Credit Hours in the BSBA degree and 59.88% of MBA credit hours are delivered by SA faculty.

Similarly, Faculty Sufficiency ratios related to Participating and Supporting faculty are also safely in positive territory with percentages ranging from 63% (General Management) to 100% (Business Analytics) at 75.1% overall for the School.

Outliers

Three of the School’s four PA faculty are in Accounting and Finance. The PA accounting professor is retiring as of August 31, 2019, and will not be replaced. A second accounting professor (SA) has resigned at the end of the Spring 2019 semester. If approved to go to search, we will seek an SA Accountant to replace her. In addition, two part-time faculty in the School are classified as “Other”: one is a Harvard JD teaching one online MBA course a year in Business ethics, and the other holds a Ph.D. in Mechanical Engineering with a Masters in Computer Information Systems, has multiple patents, and was hired to teach Business Analytics.

AACSB TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS
Date Range: September 1, 2018 - May 31, 2019

Percent of teaching by degree program (measured by student credit hours)						
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's	59.88%	7.52%	1.92%	29.72%	0.96%	100%
MBA	75.98%	0%	0.49%	14.71%	8.82%	100%

AACSB TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY USING SCH¹ (September 2018 - May 2019)

Faculty Portfolio	Faculty Sufficiency Related to Teaching (Std. 5)		Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵ (Std. 15)				
	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴
Accounting	2361 sch	165 sch	300 (47.1%)	100 (15.7%)	0 (0.0%)	237.5 (37.3%)	0 (0.0%)
	P ≥ 60% guideline for AACSB met (93.5%)		SA ≥ 40% guideline for AACSB met (47.1%) SA + PA + SP ≥ 60% guideline for AACSB met (62.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Business Analytics	777 sch	0 sch	62.5 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	P ≥ 60% guideline for AACSB met (100.0%)		SA ≥ 40% guideline for AACSB met (100.0%) SA + PA + SP ≥ 60% guideline for AACSB met (100.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Finance	1029 sch	336 sch	300 (85.7%)	25 (7.1%)	0 (0.0%)	25 (7.1%)	0 (0.0%)
	P ≥ 60% guideline for AACSB met (75.4%)		SA ≥ 40% guideline for AACSB met (85.7%) SA + PA + SP ≥ 60% guideline for AACSB met (92.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
General Mgmt.	4239 sch	2493 sch	675 (59.3%)	62.5 (5.5%)	37.5 (3.3%)	325 (28.6%)	37.5 (3.3%)
	P ≥ 60% guideline for AACSB met (63.0%)		SA ≥ 40% guideline for AACSB met (59.3%) SA + PA + SP ≥ 60% guideline for AACSB met (68.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.7%)				
Marketing	2430 sch	681 sch	287.5 (65.7%)	0 (0.0%)	62.5 (14.3%)	87.5 (20.0%)	0 (0.0%)
	P ≥ 60% guideline for AACSB met (78.1%)		SA ≥ 40% guideline for AACSB met (65.7%) SA + PA + SP ≥ 60% guideline for AACSB met (80.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Sport Management	642 sch	132 sch	312.5 (96.2%)	0 (0.0%)	0 (0.0%)	12.5 (3.8%)	0 (0.0%)
	P ≥ 60% guideline for AACSB met (82.9%)		SA ≥ 40% guideline for AACSB met (96.2%) SA + PA + SP ≥ 60% guideline for AACSB met (96.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Grand Total	11478 sch	3807 sch	1937.5 (65.7%)	187.5 (6.4%)	100 (3.4%)	687.5 (23.3%)	37.5 (1.3%)
	P ≥ 75% guideline for AACSB met (75.1%)		SA ≥ 40% guideline for AACSB met (65.7%) SA + PA + SP ≥ 60% guideline for AACSB met (75.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (98.7%)				