UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS

AACSB
Continuous Improvement Review

2013-2018
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I. INSTITUTIONAL AND BUSINESS SCHOOL OVERVIEW

Section 1.1 Executive Summary Introduction
The College of Business (COB) serves as a center for business scholarship, creative research and outreach activities to the citizens and institutions of the State of Rhode Island, as well as the region, nation and the world. The vision of the College is to be recognized as one of the leading business programs in New England that is highly responsive to the needs of the Rhode Island and regional business community. We will pursue excellence by offering multi-disciplinary business programs that align with the financial, health, environmental, science, and technological sectors of the economy. The mission of the college is to provide strong academic programs that instill excellence, collaboration and leadership. Appendix A (A1). In spring 2018 the college officially changed its name from College of Business Administration to College of Business, hereafter referred to as the COB in the report.

The University of Rhode Island has changed dramatically in the last five years. Sustained strategic effort and focus have resulted in systemic transformation related to finances, facilities, faculty, student quality, diversity, academic programs, and research.

Section 1.2 Key Developments
New Dean: In 2015, the COB searched for a replacement for Mark Higgins Ph.D., who served as Dean from 2006-2014. From January 2015 to August 2015, Kathryn Jervis, Ph.D., Professor of Accounting and Vangermeersch Chair, served as Interim Dean. In August 2015, Maling Ebrahimpour, Ph.D. was appointed Dean and Professor of Supply Chain Management.

Reorganization Academic Structure: In response to the University of Rhode Island’s reorganization of its college structure, in fall 2016, the COB began the successful integration of Textiles, Fashion Merchandising, and Design (TMD) and the Schmidt Labor Research Center (SLRC) with our mission and vision. The integration brought two undergraduate majors: Textiles Marketing and Textiles, Fashion Merchandising and Design, and two graduate programs: Masters of Science (MS) in Textiles, Fashion Merchandising and Design and a MS in Labor Relations and Human Resources. The integration also included a Graduate Certificate in Labor Relations and Human Resources and a Graduate Certificate in Fashion Merchandising. For the purposes of AACSB, both programs are exempt from the continuous improvement review Appendix C. Since our 2013 review, the college separated Marketing and Supply Chain Management into separate areas.

A New Strategic Plan: During the 2016-2017 academic years, the COB engaged in a College-wide strategic planning initiative, using the new URI Strategic Academic Plan (2016-2021) as a framework. The College voted to accept the new strategic plan in January 2018 and will enact the new strategic plan in fall 2018. Appendix A (A2). This living document calls for periodic review by the leadership team and includes a new vision and mission statement with five strategic goals. The COB new strategic plan aligns with the University Academic Strategic Plan 2016-2021. Appendix A (A3)

Culture Shift: During the past five years, 15 full-time, tenured faculty retired. The COB hired 17 full-time, tenure track faculty and 7 full-time lecturers since the 2013 AACSB visit. The new faculty brought a change in culture, including revitalization of research and additional integration of technology and experiential learning in the classroom. Faculty energy, enthusiasm, and dedication to the future of business education will be a driving force in our next five years. Appendix H (H1).
**Moving Forward**: Over the last five years, the COB has made significant progress including; faculty and staff resource allocation, offering a new major, minors, and certifications, changing the organizational structure Appendix B, and identifying new revenue sources through grant funding and international partnerships. While we continue to face challenges, we are thriving and moving forward with a variety of initiatives. This report provides an overview of our current achievements through innovation, engagement and impact.

**Section 1.3 Continuous Quality Improvement: Executive Summary**

The COB continues to have a major impact on the University and the surrounding community. The COB strives to be a leader in innovative practices and to engage students, faculty, staff, alumni, and the community by challenging and guiding students and lifelong learners, through alumni career programs, through thought leadership and the dissemination of relevant research, and through engagement in interdisciplinary and international collaborations.

The College has been guided by the 2011-2016 University Academic Strategic Plan, which had six goals: Appendix A (A4)

1. Enhance academic quality and value
2. Establish a leadership position in our research
3. Prepare students for a changing world
4. Produce business leaders who are socially responsible, aware of issues concerning ethics, and sustainability
5. Ensure an equitable and inclusive campus community
6. Emphasize a culture of excellence and continuous improvement

Each of the examples of engagement, innovation, and impact below is linked to outcomes related to the mission and strategic goals. Although engagement, innovation, and impact are inextricably intertwined in the COB, and some examples apply to more than one goal, the summary attempts to draws distinctions for the purposes of categorization. Further, the lists included in Tables 1-3 represent an executive summary; additional examples and background are included in the review.

**Table 1: Engagement Executive Summary**

<table>
<thead>
<tr>
<th>Engagement Examples and Linkage to Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance Academic Quality and Value</td>
</tr>
<tr>
<td>- Full-time MBA students conducted 4-5 consulting projects with corporate partners each spring.</td>
</tr>
<tr>
<td>- Supply Chain program averages 36 undergraduate Six Sigma projects yearly.</td>
</tr>
<tr>
<td>Establish a Leadership Position in Our Research</td>
</tr>
<tr>
<td>- 2014-2018 Seven faculty editors or special editors for target journals.</td>
</tr>
<tr>
<td>- 2015-2017 awarded grant to conduct Six Sigma Lean training for State of Rhode Island agencies.</td>
</tr>
<tr>
<td>Prepare Students for Changing World</td>
</tr>
<tr>
<td>- 2015 Launched an international exchange initiative with the Zhongnan University of Economics and Law (ZUEL) Program.</td>
</tr>
<tr>
<td>- 2015 Finance Advisory Board was launched.</td>
</tr>
<tr>
<td>- 2016 Mr. Frederick Newton, retired Senior Vice President and Chief Human Resources Officer, Apollo Education Group, Inc., was named inaugural Chief Human Resource Officer in Residence (CHROIR).</td>
</tr>
</tbody>
</table>
## Engagement Examples and Linkage to Strategic Goals (cont’d.)

| | Hosted Distinguished International Visiting Scholars Program.  
| | URI 101 program raised $100,000 for Matty Fund Epilepsy Foundation.  
| | Faculty engaged in and led conferences related to social responsibility, social innovation, and sustainability. |
| Ensure an Equitable and Inclusive College Environment | 2013 Officially became a recognized chapter of National Association of Black Accountants, a national organization.  
| | 2016 Initiated Global Brownbag Seminar Series presented by study abroad students, staff, and faculty and campus community members. |
| Institutional Effectiveness | 2014 Established social media engagement on Facebook, Instagram, Twitter, and LinkedIn.  
| | 2015-2018 Coordinated university-wide research seminars and global brown bag presentations as a forum for faculty and students to stimulate and disseminate new frontiers of knowledge.  
| | 2013-2018 Maintained active interdisciplinary Working Paper Series to encourage the exchange of ideas. |

### Table 2: Innovation Executive Summary

<table>
<thead>
<tr>
<th>Innovation Examples and Linkage to Strategic Goals</th>
</tr>
</thead>
</table>
| **Enhance Academic Quality and Value** | 2015 Established Business Living Learning Community (BLLC).  
| | 2016 Executed new general education curriculum.  
| | 2016 Launched Health Care focus in Part-time MBA.  
| | 2017 Launched MS Finance Program.  
| | 2017 Launched Innovation & Entrepreneurship Minor.  
| | 2018 Launched Innovation & Entrepreneurship Major and Certificate. |
| **Establish a Leadership Position in Our Research** | 2017 Established a Director role to be a champion for Doctoral Programs and Research.  
| | 2018 $1 Million Endowed Professorship in Human Resource Management.  
| | 2017 First Endowed Professorship of Finance created ($500,000). |
| **Prepare Students for Changing World** | 2017 Secured grant to emphasize teaching and learning and to improve assessment of teaching by PhD students.  
| | 2014-2018 Designed and implemented Grand Challenge courses to apply critical thinking to societal problems. |
| **Produce Socially Responsible Business Leaders** | 2013 Grew the Career Passport program to include corporate and alumni partners as Career Mentors.  
| | 2016 Implemented January Term Global Travel courses to Taiwan and Italy.  
| | 2016 Integrated Corporate Social Responsibility project in URI 101. |
| **Ensure an Equitable and Inclusive College Environment** | 2014 Implemented online COB scholarship portal system to provide single access to all scholarships increasing equity of distribution.  
| | 2016 Initiated Global Brownbag Seminar Series presented by study abroad students, staff, and faculty and campus community members.  
| | 2017 Implemented “Diversity Rocks” program. |
| **Institutional Effectiveness** | 2013 Split Supply Chain Management and Marketing areas.  
| | 2014 Hired Marketing and Events Coordinator.  
| | 2015 Hired additional full-time Academic Advisors.  
| | 2017 Hired second dedicated major gift officer to COB.  
| | 2018 Hired Assistant Director Employer Relations. |
Table 3: Impact Executive Summary

<table>
<thead>
<tr>
<th>Key Evidence of Impact and Linkage to Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enhance Academic Quality and Value</strong></td>
</tr>
<tr>
<td>• 2015 Professor Cynthia Blanthorne was awarded the 2015 URI Teaching Excellence Award, the highest teaching award at the University level.</td>
</tr>
<tr>
<td>• 2018 MSA student awarded the prestigious Public Corporation Auditing Oversight Board scholarship.</td>
</tr>
<tr>
<td><strong>Establish a Leadership Position in Our Research</strong></td>
</tr>
<tr>
<td>• 2015 Dr. Bingxuan Lin awarded Distinguished Visiting Professor at Sun Yat-Sen University and Chinese University of Mining and Technology.</td>
</tr>
<tr>
<td>• 2015-2016 Dr. Judy Beckman was awarded senior fellowship for the Securities and Exchange Commission (SEC).</td>
</tr>
<tr>
<td>• In 2017-2018, COB faculty recorded over thirty articles published in quality journals, earned 26,631 citations, published several books, and presented at conference and received national, and international accolades and coverage in the Financial Times, CNN, BBC, Harvard Business Review, and the Wall Street Journal.</td>
</tr>
<tr>
<td>• 2017 Management faculty were ranked 71 internationally for their productivity in top Management journals.</td>
</tr>
<tr>
<td>• Faculty in the COB received close to a million dollars in external grants.</td>
</tr>
<tr>
<td><strong>Prepare Students for Changing World</strong></td>
</tr>
<tr>
<td>• 2016 $500,000 endowed Fannon Career Fund.</td>
</tr>
<tr>
<td>• 2016 Marketing Students awarded first place in the National Acura ILX Marketing Challenge in millennial marketplace campaign.</td>
</tr>
<tr>
<td>• 2017 $100,000 Chisolm Endowment for Entrepreneurship.</td>
</tr>
<tr>
<td>• 2017 Seventy percent of students participated in at least one internship; 50% participated in two or more internships.</td>
</tr>
<tr>
<td>• 2014-2017 Students in IBP Chinese program placed in top 3 consistently in International competition</td>
</tr>
<tr>
<td><strong>Produce Socially Responsible Business Leaders</strong></td>
</tr>
<tr>
<td>• Students raised over $100,000 in the last seven years for the Matty Epilepsy Foundation as part of an experiential learning project in URI101.</td>
</tr>
<tr>
<td>• Students placed or won national case competitions that expanded their overall awareness of ethics and social responsibility.</td>
</tr>
<tr>
<td><strong>Ensure an Equitable and Inclusive College Environment</strong></td>
</tr>
<tr>
<td>• Hired more women and members from other under-represented populations for a more diverse faculty.</td>
</tr>
<tr>
<td>• Exceeded strategic planning goal when the COB recorded 17% of undergraduates graduating in 2017 were from under-represented minorities.</td>
</tr>
<tr>
<td><strong>Institutional Effectiveness</strong></td>
</tr>
<tr>
<td>• Utilized four off-site meetings and ongoing task forces that included faculty, staff, and administrators to help create a new strategic plan.</td>
</tr>
<tr>
<td>• Engaged faculty in sessions to review measurement data about the Program Learning Objectives, to develop rubrics, and to review and discuss results to help close the feedback loop.</td>
</tr>
<tr>
<td>• Associate Dean, Professor Shaw Chen was the recipient of the Northeast Decision Sciences Institute Lifetime Achievement Award.</td>
</tr>
</tbody>
</table>

Section 1.4 Situational Analysis

University of Rhode Island Background

The University has nine degree granting colleges: Arts and Sciences, Business, Environment and Life Sciences, Engineering, Health Science, Nursing, Pharmacy, College of Education and Professional Studies, Oceanography, and University College (which is the academic advising home of all Freshmen and many sophomore students). The Graduate School is the administrative unit of all graduate programs. At the undergraduate level, 96 different degree programs are offered. All programs require a new general education core. At the graduate level URI offers the master’s degree in over 57 areas of study. The doctorate degree is offered in three different areas.
Factors that Shape Mission and Operations

The University Academic Strategic Plan entitled Charting Our Path to the Future, and the President’s Transformational Goals for the 21st Century Appendix A (A5) served as guideposts for all University investments and strategic initiatives from 2010 through 2015. In January 2016, following a year of effort on the part of faculty, administrators and students, URI promulgated its second Academic Strategic Plan, Innovation with Impact 2016 – 2021. Appendix A (A3). This Plan focuses on the following goals: enhancing student success; expanding research, scholarship, and creative work; growing a global presence; embracing diversity and social justice; streamlining processes to improve effectiveness; and implementing a bold advancement agenda. The plan is steeped in innovation and focuses on creating new integrative approaches to learning, discovery, and outreach both on- and off campus. The University’s Faculty Senate is the principal body through which faculty members participate in curricular, planning and programmatic governance. COB has four representatives on the Senate.

In the fall of 2017 the University had approximately 18,318 students enrolled, of which 3,006 are graduate students. The full-time undergraduate student population is approximately 44% male, 56% female, and 21% students of color. The university has over 100,000 active alumni.

In the fall of 2017, the university underwent its 10-year accreditation review by The New England Association of Schools and Colleges (NEASC). The information the university provided to NEASC as well as NEASC’s report to the university is at https://web.uri.edu/accreditation/. In April, 2018, NEASC voted to continue the University's accredited status with the next comprehensive evaluation visit to take place in the fall of 2027.

The College of Business

In 1969, COB received its initial AACSB accreditation for its undergraduate program. In 1973, the COB received accreditation for its graduate programs. The College was reaccredited in 1983 and 1993 when the accounting program received separate accreditation. The College was most recently re-accredited in 2013. The COB consists of five areas; Accounting, Finance and Decision Sciences, Management, Marketing, Supply Chain Management. Textiles, Fashion Merchandising and Design and Schmidt Labor Research Center are a part of COB and exempt from AACSB. The College offers a Bachelor of Science in Business Administration in seven disciplines; Accounting, Finance, General Business, Global Business, Management, Marketing, and Supply Chain Management. In the fall of 2018 COB will begin offering a new discipline in Innovation and Entrepreneurship. The College offers undergraduate and graduate courses in Kingston and Providence. In addition, graduate courses are taught onsite at Pfizer Corporation in Groton, CT.

Undergraduate Programs

The academic home for all students who are accepted into URI as undergraduates is University College (UC). These students are coded in University College based on the degree program that the student was accepted to matriculate. COB students are coded as UC_BU and permitted to enroll in lower core business classes before other freshmen and sophomores. These students are then transferred to the COB after they complete approximately 42-60 credits including the 4 lower core courses (BUS 111, 201, 210, and ECN 201). The students need an overall cumulative GPA of 2.5 and a GPA of 3.0 in the four lower core courses.
In fall 2017, the COB accepted 575 freshmen in the 7 business disciplines, and 40 transfer students. Students who are not originally accepted to the COB, internal transfers, are admitted on a competitive space available basis and must meet the same requirements as those students admitted their freshmen year.

All admissions to the university are done through the university admission office within the parameters suggested by the academic Deans. The COB requires that all students complete 4 semesters of high school math with preference given to those who have completed pre-calculus or higher. The College also has set a Math and Verbal SAT target of 1100 with an emphasis on achieving a 550 in the Math portion of the SAT and 25 in the ACT.

In fall 2017, 1,830 students enrolled in the 7 core disciplines of the COB’s undergraduate program, which constituted just over 11% of the University’s undergraduate population. Table 4 provides a breakdown of the undergraduate students by major.

Table 4: Undergraduate Business Student Enrollment

<table>
<thead>
<tr>
<th>Description</th>
<th>2012 Total</th>
<th>2013 Total</th>
<th>2014 Total</th>
<th>2015 Total</th>
<th>2016 Total</th>
<th>2017 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Business Admin</td>
<td>189</td>
<td>213</td>
<td>210</td>
<td>242</td>
<td>213</td>
<td>165</td>
</tr>
<tr>
<td>Management</td>
<td>130</td>
<td>117</td>
<td>120</td>
<td>118</td>
<td>114</td>
<td>99</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>82</td>
<td>87</td>
<td>128</td>
<td>157</td>
<td>196</td>
<td>158</td>
</tr>
<tr>
<td>Accounting</td>
<td>373</td>
<td>353</td>
<td>414</td>
<td>412</td>
<td>359</td>
<td>324</td>
</tr>
<tr>
<td>Finance</td>
<td>188</td>
<td>193</td>
<td>240</td>
<td>264</td>
<td>274</td>
<td>300</td>
</tr>
<tr>
<td>Global Business</td>
<td>80</td>
<td>75</td>
<td>83</td>
<td>71</td>
<td>88</td>
<td>82</td>
</tr>
<tr>
<td>Marketing</td>
<td>206</td>
<td>224</td>
<td>295</td>
<td>295</td>
<td>301</td>
<td>294</td>
</tr>
<tr>
<td>Undeclared</td>
<td>204</td>
<td>196</td>
<td>148</td>
<td>180</td>
<td>311</td>
<td>408</td>
</tr>
<tr>
<td>Total</td>
<td>1,452</td>
<td>1,458</td>
<td>1,638</td>
<td>1,739</td>
<td>1,856</td>
<td>1,830</td>
</tr>
</tbody>
</table>

Graduate Programs

MBA Programs

In Fall 2017, the MBA programs enrolled 184 students with 24 students attending our full-time program in Providence (SIMBA) and 160 attending our part-time program in Providence (PMBA) and onsite program in Groton. In fall 2017, the Ph.D. program had an enrollment of 17 students in the field of Finance, Marketing and Supply Chain Management.

Part time (Evening) and Full time (One Year) MBA candidates follow the same process to apply to their respective programs. Candidates must complete an online application that includes providing the following information: statement of purpose, biographical information, application fee, name/contact information for two referees to submit their letters of recommendation online, upload a resume and copy of their transcripts (official transcripts will be required upon acceptance), RI Residency form for RI residents, GMAT or GRE score (unless meet waiver criteria), and TOEFL or IELTS scores for international candidates.
M.S. Programs: Accounting and Finance

M.S. in Accounting. The strong demand for accountants in public accounting firms, industry, and government has been fostered by the increasing size and complexity of organizations, additional tax laws, and a regulatory environment with more attention than ever being paid to financial reporting and auditing. The M.S. in Accounting degree serves a market that wants to learn how to adapt in the current business environment and to respond to continued development of accounting practice and theory by offering graduate-level accounting education. The program is designed for students with a variety of educational backgrounds and professional interests, and helps students earn the total of 150 credit hours they need to enter the financial accounting profession as a member of the American Institute of Certified Public Accountants. It is reviewed in a separate Accounting Accreditation Report.

M.S. in Finance. The M.S. in Finance was introduced in 2016 and officially approved in 2017. It will be reviewed in the next AACSB review cycle, and is introduced under new programs in the current report.

Table 5: Graduate Student Enrollment

<table>
<thead>
<tr>
<th>Description</th>
<th>2012 Total</th>
<th>2013 Total</th>
<th>2014 Total</th>
<th>2015 Total</th>
<th>2016 Total</th>
<th>2017 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Admin Fulltime MBA</td>
<td>24</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Business Administration MBA</td>
<td>215</td>
<td>197</td>
<td>175</td>
<td>190</td>
<td>170</td>
<td>160</td>
</tr>
<tr>
<td>Accounting - MS</td>
<td>37</td>
<td>55</td>
<td>33</td>
<td>32</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Finance – MS *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>276</td>
<td>282</td>
<td>238</td>
<td>252</td>
<td>224</td>
<td>224</td>
</tr>
</tbody>
</table>

*Program began Fall 2016

Ph.D. in Business Administration
The Ph.D. program in Business Administration offers specializations in marketing, finance, and supply chain management. In this mentor-based program, students take formal coursework in the first two years, and work closely with one or more professors on research projects in their area of specialization throughout the program.

The Ph.D. program offers a caring environment where each student benefits from easy and close interaction with the faculty from the chosen area of specialization as well as faculty from other areas in the College of Business. Academic interactions are supplemented with social relationships through events that occur in and out of the academic setting.

The PhD in Business Administration program typically admits a cohort of six students every other year with four years of support – two in each concentration area – and had 64 applicants during the last admission cycle (2017). In the past five years, the program has also had four self-funded students who did not use an assistantship, and students have found alternative funding if the program took longer than four years to complete (Table 6).
Table 6: PhD Student Enrollment

<table>
<thead>
<tr>
<th>Description</th>
<th>2012 Total</th>
<th>2013 Total</th>
<th>2014 Total</th>
<th>2015 Total</th>
<th>2016 Total</th>
<th>2017 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration Ph.D.</td>
<td>11</td>
<td>17</td>
<td>13</td>
<td>17</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 7: Scope of Review - Degree Programs Covered by Accreditation Review

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Level</th>
<th>Location</th>
<th>Date Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. in Business Administration</td>
<td>Undergraduate</td>
<td>Kingston and Providence</td>
<td>1951 AACSB 1969</td>
</tr>
<tr>
<td>Masters of Business Administration</td>
<td>Graduate</td>
<td>Providence</td>
<td>1962 AACSB 1972</td>
</tr>
<tr>
<td>Masters of Science in Accounting</td>
<td>Graduate</td>
<td>Kingston</td>
<td>AACSB 1994</td>
</tr>
<tr>
<td>Ph.D. in Business Administration</td>
<td>Graduate</td>
<td>Kingston</td>
<td>AACSB 1991</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Level</th>
<th>Location</th>
<th>Date Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textiles Marketing</td>
<td>Undergraduate</td>
<td>Kingston</td>
<td>Joined COB 2016</td>
</tr>
<tr>
<td>Textiles, Fashion Merchandising and Design</td>
<td>Undergraduate</td>
<td>Kingston</td>
<td>Joined COB 2016</td>
</tr>
<tr>
<td>MS in Finance</td>
<td>Graduate</td>
<td>Kingston and Providence</td>
<td>2016</td>
</tr>
<tr>
<td>MS Textiles, Fashion Merchandising, and Design</td>
<td>Graduate</td>
<td>Kingston</td>
<td>Joined COB 2016</td>
</tr>
<tr>
<td>MS in Labor Relations and Human Resources</td>
<td>Graduate</td>
<td>Kingston and Providence</td>
<td>Joined COB 2016</td>
</tr>
</tbody>
</table>

Relative Advantages

**High level of Faculty, Student and Business Engagement.** Ballentine Hall provides physical space that limits many class sizes to 40 students and encourages interaction among student, faculty and staff. Professional academic advisors along with professional career and internship advisors are housed in Ballentine Hall to create a community in support of student success. Many faculty have strong relationships with business community via consulting, advisory council, and collaborative projects with corporate partners. Such projects enable students to show employers how they can apply this knowledge, build employable skills and expand their experiential learning.

**Scholarly Reputation.** Impact of COB faculty research supports the specific value propositions of scholarly research as well as the general basis of learning to business students, business professionals, and society. COB faculty research also depicts an opportunity for COB and COB stakeholders to foster the overall value and visibility of the research they support.

- **Reputation for Organizational Behavior.** In 2017, the COB’s Management Area was tied for the rank of 71, internationally, on the Texas A&M/University of Georgia Rankings of Management Department Research Productivity, which ranks the top 150 research institutions based on journal publications in top management journals in the past year and past five years. The ranking places
the faculty research among aspirational schools with greater resources (e.g. URI was tied with University of New Hampshire, Boston College, UMass Amherst, and Northeastern University).

- **Reputation for Supply Chain Management.** URI COB has a strong reputation of the Supply Chain Management program, ranked in the top 26 in the country by Institute for Supply Chain Management (ISM) [https://www.camcode.com/asset-tags/top-supply-chain-management-degrees/](https://www.camcode.com/asset-tags/top-supply-chain-management-degrees/). On completion of the SCM major, students earn the prestigious professional certification of Certified Transportation & Logistics (CTL) professional awarded by APICS/Supply Chain Council formerly the American Production and Inventory Control Society, the premier supply chain professional organization. Students also earn a Six Sigma Yellow Belt with opportunity to earn a Green Belt. The Supply Chain Management major is a regional tuition program for all five other New England states providing a competitive admissions advantage.

**International Business Program and Chinese Flagship.** In 2012, URI was designated a Chinese Language Flagship Program (one of nine in the country) and recognized for providing “superior” Chinese language capabilities for our students. COB has the largest participation in the Chinese flagship with students graduating with a dual degree in one of the seven business disciplines and Chinese. COB’s International Business Program in Chinese has had many successful stories to shine and to acclaim. During the 2013-2018 period, COB teams participated in the Chinese Business Language Case Competition at BYU in Provo, Utah in 2014, 2016 and 2017. URI COB teams captured the 3rd place honor in 2014, 3rd place honor in 2016, and 2nd place honor in 2017. This is a tremendous accomplishment as BYU always captures the number one as their team members all have had at least 2 years of missionary assignment in Taiwan, Hong Kong and Singapore and they speak fluent Chinese. URI COB teams are able to top powerhouse language schools such as Indiana, Arizona State, and Washington University. In 2018, two IBP-Chinese students received both prestigious Gilman scholarship and Demers scholarship, totaling $40,000 scholarship for each student, to study in China in 2018/19 academic year.

**Competitive Tuition.** URI COB is a sound financial choice for students applying to our competitors. URI has tried to remain competitive by offering reasonable tuition with instate under $14,138 and outstate $30,162. URI COB offers a great return on investment.

**Increasing Endowment.** Since the 2013 visit, COB has added 17 new Scholarship endowments, two Professorship Endowments, with one in Finance and other in Human Resource Management, a Career Services Endowment, and an endowment for the entrepreneurship program, adding $6.5 million to endowment through new gifts and pledges in the past five years.

**Relative Disadvantages**

**Constrained Resources and Competitive Budget process.** URI COB has modest resources and endowments. The budget process is mostly centralized to the Provost Office. All URI college Deans compete for the pool. Hence, it is difficult to grow the financial bottom line. With each retirement, the allocation goes back to the main Provost fund. There is no guarantee of allocation. Although the University made investments in new faculty lines, most lines received in the COB substituted for retirements. However, we added new faculty resources in the new start-up area of Innovation and Entrepreneurship and increased the number of lecturers in the College. In addition, we added two support lines: Marketing Events Coordinator and Assistant Director Employer Relations. At this time,
there is minimal opportunity for alternative revenue streams or revenue sharing. COB has two programs in which we earn revenue: the Pfizer MBA, which is modeled after our part-time MBA, and the Zuel undergraduate Finance program.

**Modest Fundraising and Endowment.** In comparison to some of our competitive schools such as UCONN, URI COB has a relatively modest endowment, arguably underinvested until fairly recently. While fundraising efforts have improved over the past five years, the COB has less than 20% of its alumni engaged in giving.

**Facility Limitations.** Our current building in Kingston, Ballentine Hall, opened in 2003. Due to growth of student enrollment, faculty, and staff, we have reached our maximum space capacity. With the addition of Textiles, Fashion Merchandising and Design and Schmitt Labor Research Center, the COB needs to expand our current facility and improve technology available for teaching and research.

**Graduate Assistant Support.** Over the past five years, there has been no increase in number of graduate assistants to award. Additionally, at the regional and national level, COB stipends ($18K to $20K) and resources (summer funding, research, travel) are not competitive with other business programs, with stipends that can range from $24K to $35K.

**Challenges Impacting Research and Teaching.** With the new cadre of faculty, the productivity has been impressive in terms of quality and quantity (162 peer reviewed journal articles, including more than 38% from A* and A levels in the ABDC list in the past five years). However, the University has high credit hour productivity requirements for COB. As a doctoral granting college, we are concerned that the credit hour expectation will negatively impact the research productivity and overall classroom teaching experience.

**Challenges**

**The State Budget.** The University has been able to compensate for essentially flat or declining funding from state government by strategically increasing undergraduate enrollment from 12,714 in FY2007 to 14,799 reflected in the FY2017 allocation budget, an increase of 16% or 2,085 full-time equivalent (FFTE) students during this period. COB has played an important role by almost doubling our First-Year enrollment during this time. Importantly, the enrollment increase occurred through both recruitment and retention gains and is accompanied by substantial increases in the academic quality and diversity of our student body. Indeed, URI’s applicant pool, selectivity, enrollment, retention, and graduation rates are the highest in the history of the institution; in fall 2017 COB received 4,227 applicants with average SAT composites of 1138 and ACT composite of 24.3. URI has tried to remain competitive by offering reasonable tuition with instate under $14,138 and outstate $30,162 for fall 2018. Recently URI was voted the “Best Bang for your Buck” by Washington Monthly and “Most Beautiful Coastal Campus” by Best Value Schools (2017).

**Demographics.** A shrinking college-age population is a major concern for the COB’s future. The COB is located in the smallest state and has three other AACSB schools within 30 miles: Bryant University, Providence College, and Roger Williams University. We are the only public AACSB-Accredited business school in Rhode Island and offer an excellent education at a cost-effective price. On the other hand, the three other institutions are located in a metro environment and are smaller colleges.
Opportunities

Business Analytics. The COB is strategically allocating resources to focus on business analytics in response for well-trained specialists and opportunities for high paying entry level positions. The interdisciplinary coursework will help prepare students to gain a competitive advantages in our increasingly data-driven world. Students will be able to gain greater depth of knowledge, and will practice skills that allow them to leverage data and analytics to make decisions and drive strategy.

Graduate Program Specialization. The COB will attempt to leverage the demand for specialization at the graduate level by increasing certificate offerings that allow students to earn credits that can also be used if they choose to continue onto a M.S. or M.B.A. program. Based on feedback from students and industry, graduate certificate offerings that are currently being explored include Data Analytics and Digital Marketing. The COB also aims to offer more graduate electives, which will add value and increase credits generated by our existing programs. In addition, the COB would like to offer additional electives online, blended, and using alternative schedules (e.g. more concentrated schedules, weekend schedules) to maximize flexibility for the target audience.

Professional Doctorate. Based on demand from industry, the COB would like to create stronger ties with industry practitioners, enhance the COB’s scholarly reputation, and generate resources to support its mission by launching a Professional Doctorate in Business. Ideally, practitioners will become partners in a program that would engage senior executives – intellectually curious leaders who want to “Think Big” – and help them connect with: new ideas and models, world class faculty, valuable research tools, frameworks to solve problems, and other globally-minded problem solvers. From the prospective Executive’s perspective, the desired outcomes would include enhanced career and promotion prospects, curiosity/a desire to understand something at work through research, and the desire to articulate good practice/be understood more clearly. The COB would help practitioners change the way they look at problems and the world. Doing so would create value for the executives and for the region.

Section 1.5 Progress Made

Table 8: Progress on Salient Issues to Monitor for Continuous Improvement

<table>
<thead>
<tr>
<th>Associated Standard &amp; Issue</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6 (2013): Faculty Management and Support. Recommendation: COB and URI should engage in strategic planning to ensure appropriate faculty staffing levels are maintained through the transitions due to retirements.</td>
<td>Please see Table 9 and Appendix H (H1) for evidence of strategic hiring to meet appropriate faculty staffing levels in the future.</td>
</tr>
<tr>
<td>Standard 8 (2013): Curricula Management and Assurance of Learning. Recommendation: COB and URI should engage in strategic planning to ensure appropriate faculty staffing levels are maintained through the transitions due to retirements.</td>
<td>Please see Appendix F and Section 6 for the latest AOL process and results. Faculty revised the COB assessment process and were included in discussions to close the feedback loop.</td>
</tr>
</tbody>
</table>

Narrative Describing Progress Made

At the time of the last AACSB review in 2013, the Peer Review Team identified two especially salient issues to monitor for continuous improvement.
CONCERN:
The College will continue to struggle with maintaining an appropriate level of qualified faculty because of the demographics of its existing faculty. It is anticipated that during the next review period (2013-2018), the College will need to replace those who are currently in a retirement phase-out program as well as replace 6 or 7 additional faculty who will probably retire since they are of similar age (based on the CV’s) as those in the phased retirement program. Faculty additions and replacements are needed in all areas. As was the case in the previous review, we strongly encourage the college and the university to engage in strategic planning to ensure appropriate faculty staffing levels are maintained throughout the transition. (2003 Standards - Standard 11: Faculty Management and Support) (2013 Standards - Standard 6: Faculty Management and Support)

RESPONSE:
During the last five years several faculty have retired and with support from the University administration we hired new faculty as well as redeployed faculty in the areas that required attention. Table 9 identifies retired faculty and hiring of the new qualified faculty. We have been able to maintain somewhat competitive salaries as noted in AACSB Salary Survey and BSQ Appendix G. In addition, Appendix H (H1) provides a complete table of the faculty for each area during previous visit (2013), the year that data was collected for the current visit (2017-2018), and the current academic year (2018-2019).

CONCERN:
Although the College has an AOL system in place, it is a system that is more consistent with their university-wide system that emphasizes course-level assessment rather than program level assessment as expected by AACSB. It is clear that the college recognizes the longstanding expectations of AACSB that assessment be a critical piece of accreditation. However, their report recognizes that the college has not yet fully adopted a culture of assessment, although we believe that significant progress has been made. The committee strongly encourages a continued emphasis on establishing a strong and vibrant AOL system with clear mechanisms for continuous improvement (i.e., closing the loop). (2003 Standards - Standard 15: Management of Curricula, Standard 16: Undergraduate Learning Goals, Standard 18: Master’s Level General Management Learning Goals, Standard 19: Specialized Master’s Degree Learning Goals, Standard 21: Doctoral Learning Goals) (2013 Standards - Standard 8: Curricula Management and Assurance of Learning)

RESPONSE:
Based on the committee’s report, a new Assessment committee was formed chaired by the Associate Dean for Undergraduate Programs and Assessment, with a charge by the faculty to revise the COB assessment process. The process that measured program-level outcomes (PLOs), including Writing, Critical Thinking and Oral Communication, was continued. PLOs related to Knowledge and Global were revamped. The faculty replaced the course-based Knowledge goal with a new program-level, Integrative Knowledge goal which was measured using a cross-section of students. It also developed a Global Knowledge goal and measured it across a representative sample of students. Each PLO was measured at least three times since the last AACSB visit except for the Global Knowledge outcome, which was approved in fall 2017 and measured in spring 2018. Perhaps more importantly, the COB used part of its all-day, off-site meetings in 2015, 2016, and 2017 to collaborate around the Global Knowledge goal and to discuss the results and create processes to improve in small groups. Ideas were shared, discussed, and implemented in the interest of continuous improvement. The COB faculty demonstrated commitment to shifting the culture to one that emphasizes program-based assessment and that closes the loop to improve learning experiences.
There are opportunities to refine the way the COB measures and communicates about how we are working to reach PLOs as part of the day-to-day communications, so it continues to be a focus for continuous improvement. Appendix F.

### Table 9: Retired Faculty and Newly Hired Faculty

<table>
<thead>
<tr>
<th>Retired or resigned Faculty Since 2013 visit</th>
<th>Additional Faculty resources during 2017-2018 (Data Collection Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting</strong></td>
<td></td>
</tr>
<tr>
<td>Matoney, Joseph, Professor - Retired</td>
<td>Accounting</td>
</tr>
<tr>
<td>Martin, Spencer, Professor - Retired</td>
<td>Liu, Qi - Assistant Professor</td>
</tr>
<tr>
<td>Rose, Deb, Lecturer - Retired</td>
<td>Marquez-Illescas, Gilberto - Assistant Professor</td>
</tr>
<tr>
<td>Schwarzbach, Henry, Professor - Retired</td>
<td>Triki, Anis - Assistant Professor</td>
</tr>
<tr>
<td><strong>Quantitative Business</strong></td>
<td></td>
</tr>
<tr>
<td>Budnick, Frank, Professor - Retired</td>
<td>D’Aloisio, Brooke - Senior Lecturer</td>
</tr>
<tr>
<td>Heissan, Mia, Lecturer - Resigned</td>
<td>Gilmore, Joshua - Lecturer</td>
</tr>
<tr>
<td>Armstrong, Addie, Lecturer - Resigned</td>
<td>Hasbora, Ongun - Lecturer</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>Oppenheimer, Henry, Associate Professor - Retired</td>
<td>Ice, Michael - Lecturer</td>
</tr>
<tr>
<td>Dadalt, Peter, Assistant Professor - Resigned</td>
<td>Tsafack, Georges - Assistant Professor</td>
</tr>
<tr>
<td>Xu, Yan, Assistant Professor - Resigned</td>
<td>Xu, Xiaowei - Assistant Professor</td>
</tr>
<tr>
<td>Yu, Tong, Professor - Resigned</td>
<td>Goto, Shingo - Associate Professor</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
</tr>
<tr>
<td>Comerford, Robert, Professor - Retired</td>
<td>Cowan, Amanda - Assistant Professor</td>
</tr>
<tr>
<td>Scholl, Rick, Professor - Retired</td>
<td>Forster-Holt, Nancy - Assistant Professor</td>
</tr>
<tr>
<td>Twaddlle, Roy, Lecturer - Retired</td>
<td>Heaphy, Emily - Assistant Professor</td>
</tr>
<tr>
<td>St. Laurent, Diane, Lecturer - Resigned</td>
<td>Maguire, Ryan - Lecturer</td>
</tr>
<tr>
<td>Taylor, Scott, Lecturer - Resigned</td>
<td>Rogers, Sean - Associate Professor (Fall 2018)</td>
</tr>
<tr>
<td>Wheeler, Anthony, Associate Professor - Resigned</td>
<td>Ergene, Seray-Assistant Professor (Fall 2018)</td>
</tr>
<tr>
<td>Prokopyovych, Bogdan, Lecturer - Resigned</td>
<td>Chen, Ying - Assistant Professor (Fall 2018)</td>
</tr>
<tr>
<td>Carlson, Bjorn, Lecturer - Resigned</td>
<td>Potter, Sandra - Lecturer (Fall 2018)</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>MANAGEMENT</td>
</tr>
<tr>
<td>Dholakia, Nik, Professor - Retired</td>
<td>Cowan, Amanda - Assistant Professor</td>
</tr>
<tr>
<td>Dholakia, Ruby, Professor - Retired</td>
<td>Forster-Holt, Nancy - Assistant Professor</td>
</tr>
<tr>
<td>Rosen, Deb, Professor - Retired</td>
<td>Heaphy, Emily - Assistant Professor</td>
</tr>
<tr>
<td><strong>Supply Chain</strong></td>
<td>MANAGEMENT</td>
</tr>
<tr>
<td>Mangiameli, Paul, Professor - Retired</td>
<td>Cowan, Amanda - Assistant Professor</td>
</tr>
<tr>
<td>Ni, John, Assistant Professor - Resigned</td>
<td>Forster-Holt, Nancy - Assistant Professor</td>
</tr>
<tr>
<td><strong>Business Law</strong></td>
<td></td>
</tr>
<tr>
<td>Hickox, Chet, Professor - Retired</td>
<td>Ashley, Christy - Associate Professor</td>
</tr>
<tr>
<td>De’Angelis, Michael, Lecturer - Resigned</td>
<td>Atlas, Stephen - Assistant Professor</td>
</tr>
</tbody>
</table>

*Note: The table data includes only the names of faculty members who retired or resigned since 2013, and the additional faculty resources during the data collection year.*
II. STRATEGIC MANAGEMENT AND INNOVATION

Section 2.1 Vision, Mission Statement and Summary of Strategic Plan

The College has been guided by its' 2011-2016 Strategic Plan, which had six goals. Please refer to Appendix A (A1) for the full Strategic Plan. Due to change in leadership, we extended the plan into 2017 and will begin to implement our new strategic plan in Fall of 2018.

Our Vision

To be recognized as one of the leading business programs in New England that is highly responsive to the needs of the Rhode Island and regional business community. We will pursue excellence by offering multi-disciplinary business programs that align with the financial, health, environmental, science, and technological sectors of the economy.

Our Mission

Our responsibility is to provide strong academic programs that instill excellence. We aim to (1) promote critical and independent thinking, (2) encourage and provide opportunities for students to develop an understanding of business from a global perspective, (3) cultivate a sense of community through student-teacher collaborations, student affinity groups and alumni programs (4) develop students whose performance and commitment mark them as leaders contributing to the business community and society and (5) foster personal responsibility. The College of Business must serve as a center for business scholarship, creative research and outreach activities to the citizens and institutions of the State of Rhode Island as well as the regional, national and international communities. The three tenets of the College of Business are: Excellence, Collaboration and Leadership.

- Excellence
  The College of Business’s emphasis on excellence is accomplished by its commitment to student-centered learning and research.

- Collaboration
  Collaborative projects inside and outside the classroom, in research and internship opportunities prepare the College of Business students for a world that values teamwork and high performance.

- Leadership
  Our commitment to developing strong leadership is delivered by learning opportunities that emphasize ethical and sustainable management of change in a global world.

The COB strives to be a leader in innovative practices and to engage students, faculty, staff, alumni, and the community by challenging and guiding students and lifelong learners, through alumni career programs, through thought leadership and the dissemination of relevant research, and through engagement in interdisciplinary and international collaborations.

The College has been guided by the 2011-2016 Strategic Plan, which had six goals. Please refer to Appendix A (A1) for the full Strategic Plan.
1. **Enhance academic quality and value**

We will continue to provide an innovative learning environment that challenges students to think creatively, strategically and to anticipate changes in this competitive, technology-intensive, and innovation-based global economy. We will inspire creativity and innovation through multidisciplinary and multi-cultural team-based projects.

2. **Establish a leadership position in our research**

We will continue to embrace and foster a culture of research that rewards all forms of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching. We will prioritize our research investment based on the research strengths of the faculty and the academic plan of the institution (e.g., financial, health, environment and technology sectors of the economy). Our research should examine the issues in these sectors utilizing a multidisciplinary approach that considers the ethical, global and sustainability issues facing these sectors.

3. **Prepare students for a changing world**

We will continue to educate future leaders to embrace the constantly changing world. We will provide students the skills they need to continue prospering in shifting job markets; we will prepare them for a variety of employment opportunities and guide them in a global environment that respects equally sustainability and growth.

4. **Produce business leaders who are socially responsible, aware of issues concerning ethics and sustainability**

We will continue to emphasize that ethics are an essential component of all business decisions. We will inspire social responsibility and sustainability and strive to provide an academic experience that instills confidence, leadership skills and a strong moral compass in our graduates.

5. **Ensure equitable and inclusive campus community**

We will continue to foster a culture that supports a climate that celebrates difference while creating a learning community built upon respect, inclusion, and understanding of issues related to class, race, gender, sexual orientation, ability, religion, and culture.

6. **Emphasize a culture of excellence and continuous improvement**

We will continue to emphasize a culture of excellence and continuous improvement in the College that ensure that all faculty and staff are aligned with the strategic mission and are rewarded for achieving the mission.

Each of the examples of engagement, innovation, and impact in the report of Continuous Improvement Outcomes is related to the strategic goals.
Section 2.2 Continuous Improvement Outcomes

Goal 1: Enhance Academic Quality and Value

Engagement

- The COB offers the largest graduate program at URI.
- Full-time MBA Students conducted 4-5 consulting projects with corporate partners each spring. Companies include Hasbro, IGT, Ocean State Job Lot, Fidelity Investments, Schneider Electric, RI Airport Corp, RI Department of State, and CVS Health. (Spring 2014 – Spring 2018)
- Full-time MBA Students participated in curriculum-based marketing research projects for outside companies including: BusySeed, Ocean State Job Lot, Iggy’s, and RI Airport Corp.
- Supply Chain students take BUS 410X Lean Six Sigma Green Belt Practicum integrating the required concepts and projects to complete the Six Sigma Green Belt certification by solving real business problems for both for profit and not-for profit companies such as: Hasbro, CVS Health, Ocean State Job Lot, Vibco Inc., South County Hospital, CARE New England, RI Department of Transportation, and Department of Environmental Management.
- Professor Kathryn Jervis designed a focus in Health Care management for our evening MBA program, which launched Fall 2016 to provide healthcare professionals with a venue for better understanding of business aspects impacting the healthcare field.

Innovation

- Developed a new interdisciplinary program with Mathematics to offer a Pre-Actuarial Science option which includes a BSBA in Finance and a BS in Applied Mathematics. (Fall 2014)
- Developed new interdisciplinary program with Environmental and Natural Resource Economics department to offer a “Green Business” program which includes a BSBA in General Business and a BS in Environmental Resource Economics. (Fall 2014)
- Developed course offerings in Customer Analytics and Social Media. (Fall 2014)
- Developed and launched an interdisciplinary Health Care track in the Part-time MBA Evening Program, which includes six new MBA courses that focus on the health care industry. A Health Care cluster hire at URI afforded the COB the opportunity to create additional courses on healthcare including: economics, process improvement, and operations. (Fall 2016)
- Redesigned Application of Microcomputer Software in Business (BUS 310) to include Microsoft Excel Certification Level 1 & 2, offering 8 sections per academic year. (Fall 2016)
- Implementation of Bloomberg terminals and Bloomberg certification for all Finance students and open to all COB students. (Fall 2016)
- Developed and launched Masters of Finance Program. (Fall 2017)
- Developed and launched Ph.D. in Business Administration concentration in Supply Chain Management and graduated the first cohort of two candidates. (Spring 2017)
- Offered a COB Database NOSQL course to support the Big Data initiative with Computer Science (Spring 2018) and moved towards a strategic focus on business analytics.
- Developed and launched an interdisciplinary Minor in the Business of Digital Media with the Harrington School of Communications and Media. (Spring 2018)
- Strategically invested in the area of Entrepreneurship. Created a Minor in Innovation & Entrepreneurship (Spring 2018), a Certificate in Innovation & Entrepreneurship (Fall 2018), and a Major in Innovation & Entrepreneurship (Fall 2018).
Impact

- Class of 2017 reported 77% of students participated in at least one internship and 50% participated in two or more internships.
- Full-time MBA program revised as an integrated innovative learning experience incorporating experiential learning include competitions and consulting projects that are so effective that companies pay between $10,000 and $15,000 per project. (2014-2018)
- Graduation survey from 2013-2017 supports the impact of the URI MBA, with almost all respondents reporting it helped them achieve career goals and survey testimonials which included: “If I were to go out and start my own business today, I would know what to do. This is a huge accomplishment! Thank you URI!” (2013-2018)
- Supply Chain Management major was ranked in the top 26 programs in the U.S. for the 4th straight year by the Institute for Supply Management (ISM). (2014-2018)
- James Blair, PhD Candidate in Marketing, was recognized at a Faculty Development in International Business Globalization Workshop for cutting edge practices in teaching international business with a $1,000 for the top presentation, entitled, “Incorporating Practical Experiences into Global Marketing Courses.” (2016)
- Quantitative Business instructors provided remedial instruction and aide to “at-risk” students, enabling 65% of these students who would likely fail to earn a passing grade, impacting success in gateway course and increasing retention of First-Year students. (2016-2018)
- Social Media for Marketing classes were recognized three times in national competitions: First Place in the Acura Marketing Challenge (Fall 2016); Best Social Media Honors from the Department of Homeland Security for their work in the P2P Marketing Challenge (Spring 2017); and Second Place in the P2P Marketing Challenge (Fall 2017).
- As a Charter School with the CFA, Certified Financial Advisors offer CFA level 1 review course and exam. Participants achieved a 100% passing rate for fall 2017.
- Cynthia Blanthorne, Accounting Tax Professor was awarded the 2015 URI Teaching Excellence Award, the highest teaching award at the University level.
- Stephen Atlas was awarded Educator Award for the Northeastern Direct Marketing Association in 2017 and selected as Professor Institute Scholar for Marketing Edge 2018.
- Christy Ashley top three finalists for the international 2018 Pearson Prentice Hall Award for Innovative Excellence in Marketing Education. (TBD August 2018)

Goal 2: Establish a leadership position in our research

Engagement

- Built bridges to industry based upon research.
  - Accounting faculty member Professor Judy Beckman served as an SEC senior Fellow for 2 years.
  - Management Professor Doug Creed received a second Fulbright Scholar award.
  - Accounting Professor Kathryn Jervis begins her year as an ACE Leadership Fellow in Fall 2018.
- Faculty engaged in leadership roles in professional associations.
  - Supply Chain Professor Doug Hales was conference chair for the National Decision Sciences conference in April 2018
  - Accounting Professor Cynthia Blanthorne was conference chair for North East Regional Meeting of the American Accounting Association
Management Associate Professor Silvia Dorado organized the Latin American and European Management Studies (LAEMOS) conference in Buenos Aires, Argentina.

- Broadened research capabilities by taking on faculty editing positions and increasing frequency of research presentations.
- Business Economics and Resources Research Society (BEARRS) was founded in 2016 and is a Graduate Student Association (GSA) and College of Business (COB) approved organization at University of Rhode Island that promotes and executes scholarly academic, teaching, and service activities.
- Seven COB tenure-track faculty were co-editors or special issues editors for target academic journals.
- The COB hosted 28 research presentations between 2017-2018, which included 20 speakers from outside of the COB.
- COB attracted international visiting scholars, including Fulbright Scholars, to visit URI to collaborate with COB faculty and/or give presentations. These visitors come from countries including: Japan, Germany, Denmark, France, China, Taiwan, Kuwait, Spain, New Zealand, Australia, Tunisia, Saudi Arabia, Canada, Korea, and Italy.

Innovation
- We strategically hired researchers who want to use research to tackle grand challenges, like:
  - Ethics in accounting and financial reporting (Assistant Professor Gilberto Marquez Illescas, Accounting, Spring 2018; Assistant Professor Xiaowei Xu, Finance, Fall 2015; Assistant Professor Anis Triki, Accounting, Fall 2015)
  - Issues related to gender equality and other issues at the intersection of public policy and business strategy, like sustainable production and deep sea mining (Assistant Professor Amanda Moss-Cowan, Management, Fall 2015; Assistant Professor Mehmet Yalcin, Supply Chain Management, Fall 2017);
  - Using machine learning to tackle healthcare challenges and disruptive global developments (Assistant Professor Qi Liu, Accounting, Fall 2017; Jerry Xia, Marketing, Fall 2016).
- Our new faculty join research-focused faculty who are publishing in top business and interdisciplinary journals on topics including: humanitarian supply chain, social innovation and entrepreneurship, organizational dynamics and the future of work, and studying consumer decision-making in contexts like personal finance and nutrition challenges to improve societal well-being.
- We reinforced our unique position to collaborate with other disciplines to shape the direction of business without the over-rising constraint of short-term profitability, which can dictate a narrow, capitalist interest. Faculty collaborated with scholars from Resource Economics, Engineering, Nutrition, Human Services, Communications, and Neuroscience.
- Over half of the research active faculty members College of Business (COB) at The University of Rhode Island engaged in research that addressed ethical issues or informed how business should and can contribute fully to society.
- Accounting Professor participated in a semester sabbatical at an accounting firm during tax season to bridge theory and practice which informed her course design and research.
- Established the Executive in Residence Program. Mr. Frederick Newton, retired Senior Vice President and Chief Human Resources Officer, Apollo Education Group, Inc., named inaugural Chief Human Resource Officer in Residence.
Impact
Recent COB Research:

- Appeared in the most prestigious journals – COB faculty have published in 20 of the Financial Times top 50 journals including both #1 and #2 journals, including:

- Touched on business ethics and society: COB research touches on diversity, integrity, and the social welfare of the society, including:

- Tackled human resources, organization and behavior: COB research reasons with the behavior of individuals and groups within organizations to boost the values of an organization’s human capital, including:

- Assimilated from global perspectives: COB research touch on global business culture, global strategies and global business operational complexities, including:

- Engaged in interdisciplinary matters: COB research integrates aspects of the other disciplines to expand the scientific frontier.

**Explored technology and business analytics:** COB research explores the efficacy of data analytics and technology for business’ problems.

**Provided interchange in policy, regulation and education:** COB research provides real world implications in business policy, regulation and education, including:

**Faculty research in corporate and social responsibility resulted in over two dozen peer reviewed journal publications related to sustainability, ethical decision making or corporate responsibility in the past five years.**
- Professor Ruby Dholakia received the 2017 URI Scholarly Excellence award (the highest level of recognition bestowed at URI) and the 2016 URI Advanced Career Faculty Research and Scholarship Excellence Award Social Science, Arts, and Humanities
- Two Ph.D. students received the Graduate Student Research and Scholarship Excellence Award at URI (in both 2016 and 2017).
- In addition our faculty receiving grants from various internal sources in URI, several areas have been successful securing external grants.
  - Marketing faculty awarded two large external research grants: (2017) "Individually-
Targeted Incentives, Diet Quality, and Health Outcomes Among Adults” by the Foundation for the Future of Agriculture Research $300,000 and (2016) “Understanding Financial Literacy Decay to Improve Financial Behaviors of Young Adults” by the National Endowment for Financial Education $176,522.

- Supply Chain faculty received $50,000 in grants to train RI state government agencies on Lean Six Sigma techniques.
- Interdisciplinary faculty team led by Accounting Professor Kathryn Jervis received $47,206 from the RI Executive Office of Health and Human Services.

- In 2017-2018, COB faculty recorded over thirty articles published in top quality journals, earned 26,631 citations, published several books, and presented at conferences. Several of these works received national, and international accolades and received coverage in the Financial Times, CNN, BBC, and the Wall Street Journal.

Goal 3: Prepare students for changing world

Engagement
- Added an Employer Relations Assistant Director to the COB Career Services team starting July 2018 to help develop relationships with local and national employer partners and to find innovative ways that engage students, alumni, faculty, and employers in the career education and development process
- Launched an international exchange initiative: the Zhongnan University of Economics and Law (ZUEL) Program brings 15-20 undergraduate students each year to URI to study Finance. This program aligns with the focus to increase the diversification of student experiences.
- Took the lead in various study abroad programs, as about 25% of COB students participate in study abroad programs.
- We are also exploring offering additional international January term courses to Japan, Korea, France, and other countries.
- Kathleen Jackson, COB Career Advisor is a Board Member for the Rhode Island Career Development Association, and Lynne Finnegan, Internship Coordinator regularly attends the Governor’s Workforce Board meetings.

Innovation
- Promoted thriving International Business Program (IBP), which offers a dual major in one of the Business disciplines with a double major in Chinese, German, Spanish, Italian or French, and appointed a champion to manage it.
- Emphasized hands-on learning.
  - The COB strongly encourages internships (77% of our students complete at least one internship) and have strengthened the infrastructure to support these opportunities.
  - Each of our majors on the graduate and undergraduate level includes experiential learning projects. For example, our undergraduates in Supply Chain and students in our full-time MBA program participate in process improvement projects with industry partners. Industry
has noticed our expertise in this area and we are now being asked to take a leading role in educating state employees in all agencies on Lean/Six Sigma techniques. Appendix D (D1)
  o PhD students are engaged in research with faculty beginning their first semester using an adapted apprenticeship model.

- Redesigned compulsory BUS 390 Junior Career Passport course (career-focused) to include Skype interviewing and LinkedIn Profile.
- Provided students extra-curricular options where they can grow professionally, including the RAM Fund, Quinnipiac Forum, AMA Marketing competition, Beta Gamma Sigma Leadership Forum. Appendix D (D2, D3, D4) For example, the Financial Management and Supply Chain clubs invite 10 alumni yearly to speak.
- Innovation and Entrepreneurship: In 2015, the College made a strategic decision to develop a comprehensive program in the field of Entrepreneurship. With the investment of 3 faculty lines, COB first launched the minor in Innovation and Entrepreneurship in fall 2017. The major and certificate program are both being launched fall 2018.
- Business of Digital Media minor: Open to non-business majors, the Business of Digital Media Minor is an exciting new opportunity for students to gain a specialized credential that will position them to thrive in the changing world of business. This minor will give students deep knowledge in digital media and the skills to create or analyze that media.
- Offered three-week J-Term (January Term) courses that included upper level core classes and creative travel courses designed to teach major curriculum to make completion of the business minor more feasible and expand student global experience. Two of the courses take place in Udine, Italy and at the Nation Taiwan Ocean University.
- Utilized the newly designed Active Learning classroom to teach upper level courses, which offers both faculty and students a learning environment designed for hands-on learning and utilizes integrated technology and collaboration.
- Encouraged combining a minor or major in Chinese with a Business degree, such that COB students account for over 40% of students currently enrolled in Chinese at URI.
- During the 2013-2018, COB teams participated in the Chinese Business Language Case Competition at Brigham Young University (BYU), in 2014 and 2016 URI COB teams captured the 3rd place honor and 2nd place honor in 2017. URI COB teams are able to beat powerhouse language schools such as Indiana, Arizona State, and Washington University.
- Created a Guppy Tank pitch series where COB students are coached for Business Plan challenges and participate in Hackathons both on and off campus.

Impact
- Increased placement rates in high paying jobs which are one of the performance measures for which the institution will now be held accountable. Average starting salaries in Accounting, Finance and Supply Chain all exceeded $51,000 with top salaries in these fields exceeding $80,000. Appendix D (D5).
- Further, 85% of class of 2017 was employed full time 6 months after graduation. 11% enrolled full time in graduate school including the following institutions: University of Rhode Island ● Bryant University ● Quinnipiac Law School ● Roger Williams University ● University of South Florida ● Johns Hopkins University ● New York University ● Columbia University ● University of Rochester ● Saint Joseph’s University.
- Participants earned 100% passing rate of CFA level one exam in 2018 academic year.
- PhD students have 100% participation in peer-reviewed conferences and/or journal publications.
• PhD program had 100% placement before graduation. PhD graduates have been placed at schools such as Penn State University, West Virginia University, University of South Carolina, SUNY-Buffalo, Miami University, Baruch College, University of Nevada-Reno, Sun Yat-Sen University, Shanghai University of Finance and Economics, York University, and Korea University.

• Business and engineering students partnered to increase competitive space in the 2018 International Hydro-robotics Marine Advance Technology Education (MATE) Competition and finished in the top 25 with teams from Egypt, Russia, Germany and Israel.

• In 2016, a team of Marketing Students led by COB Marketing faculty were awarded first place in the National Acura ILX Marketing Challenge for a campaign that leveraged their knowledge of how to use social media for branding.

• Student participation in J-term courses enabled students to stay on track for 4 year graduation.

**Goal 4: Produce business leaders who are socially responsible, aware of issues concerning ethics and sustainability**

**Engagement**

• The university benefits from this philanthropic culture as COB alumni, who make up roughly 15% of URI graduates, represent 23% of all giving.

• COB established the Young Alumni Board in spring 2016 to engage students who graduated in the past 10 years.

• Numerous faculty participate on regional, national and international professional committees including the Conference Chair of Northeast Decision Science Institute, North East Regional Meeting of the American Accounting Association, Production and Operations Management Society, APICS/Supply Chain Council, and Waterloo Institute for Social Innovation and Resilience.

• COB was the recipient of grants to host Distinguished International Visiting Scholars Program that brings visiting international scholars to COB to interact with students in classes as well as a formal presentation. Past scholars include Salvador Marin Hernandez, President and CEO of COFIDES Export Bank and Professor of Economics, University of Murcia and Craig Prichard, 2017 Visiting International Scholar and Associate Professor of Massey Business School, New Zealand.

• COB hosts several executive-in-residence practitioners to deliver guest lectures and mentoring activities with faculty and students. Examples include risk managers from Uber, Amica Insurance, and human resource executives from the Apollo group.

**Innovation**

• COB joined Principles of Responsible Management Education (PRME) a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today’s business students with the understanding and ability to deliver change.

• COB faculty is a principal investigator of State of RI Healthcare Workforce Transformation Grant 2018 working across colleges, including nursing and pharmacy, to create a graduate healthcare management program.

• COB coordinated the efforts for the first TEDxURI in spring 2018. At TEDxURI, URI brings big ideas to the world stage through the inspirational voices of our community and beyond. Our speakers challenge us to think bigger than ourselves, participate in shaping the future, and do our part in protecting the planet. Our mission is to honor these ideas, and share powerful stories of imagination, innovation, and integrity that will inspire others to Think Big.
• Through the First-Year experience course we partner with a local epilepsy foundation, Matty Fund and Parsons Kellogg to raise money for the foundation and raise awareness about epilepsy on campus. Over 600 students participated and $25,000 was raised in 2017.
• Decision Sciences faculty imbedded a data analysis project with the Katie Brown Educational Program, a non-profit organization from Fall River, MA. Students from the statistics class were trained to present an intervention on "Sexual Violence on College Campuses" by an educator from the organization. 172 freshmen voluntarily presented themselves for the intervention, and student performed analyses of the data (de-identified) showed that significant differences were obtained on 17 of 19 designated markers, measuring an increase in the understanding of sexual violence.

Impact
• Students participate in national case competitions that expand their overall awareness of ethics and social responsibility such as PwC XTax, National Association of Black Accountants, Chinese Language at Brigham Young University, National Student American Marketing Association, and Humanitarian Aide advertising.
• Through URI 101 First-Year experience program our students have raised over $100,000 over the past seven years for the Matty Epilepsy Foundation.
• COB students have gone on to be the #1 fund raising team in Relay for Life every year, except one, since the inception of this event in 2005.
• COB averages 25% of the graduating class having taken part in the study abroad experience.

Goal 5: Ensure equitable and inclusive campus community

Engagement
• Women in Business engage key women leaders within the tristate area to speak monthly on various topics impacting female students as they pursue their career aspirations in the business environment. Topics such as the “#Me Too” movement and Title IX were included.
• COB began a “Brown Bag International Culture Awareness” in 2016. Each month a different culture is presented by a faculty, staff or student to create understanding and acceptance of customs, food and language. Open to the university community.
• Intentional recruitment and retention efforts led by COB faculty advisors and Assistant Dean to ensure successful outcomes of Talent Development Scholars, who are instate first-generation, lower socio-economic students, who would not be admitted to URI under the traditional admission standards.
• COB faculty Yuwen Chen is the chair for the URI President’s LGBTQ commission.

Innovation
• COB faculty led a campus-wide diversity program called Diversity-Rocks, which allowed students to spread diversity messages around campus. Over 300 students from across the University painted sayings on rocks and placed them around the campus.
• COB honors student led a senior honors project on Student Perceptions of Mental and Emotional Health support at URI holding the first ever URI Mental Health Day. Appendix D (D6).

Impact
• Initiated a chapter of the National Association of Black Accountants in 2013. The students have placed in the annual NABA case competition for two consecutive years. Students also participate
in diversity based recruiting program sponsored by accounting and consulting firms (e.g., Ernst & Young and PwC).

- Successful in recruiting a more diverse faculty. COB recent hires yielded higher percentages of women and members from other under-represented populations.
- Initiated a new student COB club in International Business providing an opportunity to for domestic and international students to engage and socialize together. (Spring 2017)
- Graduating COB undergraduate class of 2017 increase the number of minority undergraduate students graduating to 17% exceeding our 2016 strategic planning goal of 16%.
- An award-winning social media campaign by students enrolled in Social Media Marketing in Fall 2017 that encouraged the silent majority to take a stand against hate speech online reached over 25,000 people, generated over 9,000 video views.

**Goal 6: Emphasize a culture of excellence and continuous improvement**

**Engagement**

- Hired Marketing Coordinator position to increase COB Brand awareness across media platforms. (2014)
- Established social media engagement on Facebook, Instagram, Twitter and LinkedIn. (2014)
- COB alumni continue to be a key engaged partner as it relates to Alumni giving. Furthermore, COB alumni hold appointments on both the University Alumni Boards and University Foundation Boards.
- Appendix I (I1)
- A coordinated series of research seminars and brown bag presentations serves as a forum for COB faculty and students to stimulate and disseminate new frontiers of knowledge. The list of speaker and topics can be found at https://web.uri.edu/business/research-seminars/. Speakers in recent years include international scholars from Germany, China, Greece, New Zealand, Japan, Spain, Australia, Canada, Demark, and US (scholars from U. Nebraska, Northeastern, Bentley, Babson, Wisconsin, Wharton, U Mass, Harvard and others).
- COB also maintains an active interdisciplinary Working Paper Series as a research medium every year to facilitate discussion and encourage the exchange of ideas. Details of the COB Working Paper Series and links to faculty papers can be found in Appendix E.

**Innovation**

- Ensured a culture of strong student-centered excellence through:
  - Retention efforts that focus on First-Year students.
  - Tutoring to assist with decreasing D and F rates of gateway courses.
  - Engagement efforts with URI 101.
  - Career Passport and Senior Bootcamp.
  - Strong professional academic advising.
  - These efforts result in the highest 4 year and 6 year graduation rates at the University.
- Provided Microsoft Excel certification training open to all COB faculty, professional staff and support staff. (2018)
- Developed a handbook and a formalized annual review process for PhD students. (2017)
- Involved faculty in activities to increase participation in the assessment process at off-site meetings.
- Received a course development grant to update the Practicum in Business Teaching for PhD students (BUS 601). Redesigned BUS 601 around the principles of learner-centered course design
and the creation and assessment of significant learning experiences. Included faculty from all disciplines within the COB. (2017)

- Redesigned the Practicum in Business Research (BUS 602) to enhance PhD student readiness for the academic environment. (2017)
- Our Career Day invites alumni and corporate partners to speak with our students about their career paths, industries, and trends in the workplace. The day consists of a keynote address; panels that represent both traditional, regional, and up and coming career trends; skill development sessions; programming for freshmen-senior students and ample opportunities to network.

**Impact**

- Other universities have heard of our Career Day program and contacted us to learn how we structure the day so they can create the model at their schools. (St. Louis University, Suffolk University)
- Assistant Dean Peg Boyd was named 2014 URI Women of the Year for her continued support and excellence to creating a supportive and student-centered environment.
- Associate Professor Kate Jelinek received the 2017 Research award from New England American Accounting Association.
- Professor Shaw Chen served on the Accreditation Expert Committee for the Government of Macau, SAR.
- Professor Kathryn Jervis was awarded the ACE Fellowship for 2018.
- Professor Shaw Chen was the recipient of the Northeast Decision Sciences Institute Lifetime Achievement Award.
- Professor Cynthia Blanthorne was awarded URI’s 2016 University Teaching Excellence Award.
- Assistant Professor Mehmet Yalcin and Professor Doug Hales were recognized by the RI Governor’s Lean Steering Committee for their continuous improvement training and mentoring efforts in state agencies, including the RI National Guard, Department of Administration and Transportation, etc.
- Professor Doug Creed, Assistant Professor Emilija Djurdjevic, and Associate Professor Silvia Dorado participated in the first URI blended-course initiative designed to increase student capacity during peak class demand periods.
- Professor Doug Hales was named a “Fellow” scholar by the APICS organization.
- Professor Doug Creed earned two Fulbright Scholarships.

**Section 2.3 Financial Strategies and Allocation of Resources**

COB has four primary financial sources to support our mission and strategic initiatives: state allocated budget (including salary and operating), external revenue share from special programs, private funding and grants, and endowment distributions. As of June 30, 2016, per the audited financial statements appended to this report, the University’s total assets of $861.6 million exceeded total liabilities of $441.8 million. Endowment assets total $136.8 million and are comprised of $131.6 URI Foundation and $5.2 URI Alumni Association. Since 2013, COB added 17 new endowed scholarships. Appendix I (I2).

The COB has adequate financial resources to achieve its mission and to implement its strategic priorities. This is due in part to continuing enrollment increases in COB undergraduate programs and higher retention. Appendix D (D8) However, operating funds (excluding faculty and staff salary) continue to be supplemented by COB revenue streams. Below is a summary of COB sources of funding. The total of other income is less than 5% of yearly COB total budget. See Table 11.
Table 10: Sources of Operating Funds *

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Salary Budget</th>
<th>Non-Salary Budget</th>
<th>Total Operating Budget</th>
<th>% Devoted to Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$10,044,154</td>
<td>$103,653</td>
<td>$10,147,807</td>
<td>99%</td>
</tr>
<tr>
<td>2015</td>
<td>$9,938,086</td>
<td>$108,446</td>
<td>$10,046,532</td>
<td>99%</td>
</tr>
<tr>
<td>2016</td>
<td>$10,508,663</td>
<td>$395,215</td>
<td>$10,903,878</td>
<td>96%</td>
</tr>
<tr>
<td>2017</td>
<td>$11,081,569</td>
<td>$416,903</td>
<td>$11,498,472</td>
<td>96%</td>
</tr>
<tr>
<td>2018</td>
<td>$11,248,723</td>
<td>$339,844</td>
<td>$11,588,567</td>
<td>97%</td>
</tr>
</tbody>
</table>

*Excludes TMD & SLRC

Table 11: Salary and Non-Salary Operating Budget *

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>State Budget Allocation</th>
<th>Overhead Revenue</th>
<th>Donations</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$10,147,807</td>
<td>$21,854</td>
<td>$728,658</td>
<td>$312,720</td>
<td>$11,211,039</td>
</tr>
<tr>
<td>2015</td>
<td>$10,046,532</td>
<td>$27,702</td>
<td>$1,692,056</td>
<td>$263,820</td>
<td>$12,030,110</td>
</tr>
<tr>
<td>2016</td>
<td>$10,903,878</td>
<td>$34,883</td>
<td>$1,855,443</td>
<td>$416,017</td>
<td>$13,210,221</td>
</tr>
<tr>
<td>2017</td>
<td>$11,498,472</td>
<td>$24,525</td>
<td>$1,263,919</td>
<td>$158,591</td>
<td>$12,945,507</td>
</tr>
<tr>
<td>2018</td>
<td>$11,588,567</td>
<td>$24,487</td>
<td>$2,250,144</td>
<td>$372,000</td>
<td>$14,235,198</td>
</tr>
</tbody>
</table>

*Excludes TMD & SLRC

Section 2.4 Revision of the Strategic Plan

Under the new leadership of Dean Maling Ebrahimpour, the COB revised the strategic plan. The process used is summarized in Figure 1. It included four off-site meetings and participation by consultants, faculty, staff, administration, who worked together to set the goal of the next five years based on the University’s Strategic Plan. Tasks forces, comprised of both faculty and staff, were formed and met monthly. One of the charges for each of the task forces was to ensure the goals were aligned with the strategic priorities of the University. Input was sought from the College Advisory Council members, alumni, and students. A strategic plan draft was proposed and sent to the leadership team for revision and input.

In January 2018, the new COB strategic plan was adopted and ratified by the faculty. Implementation of the new plan begins fall 2018. The Strategic Plan Monitoring Committee is being established to oversee implementation and progress. The flow chart below provides an overview of the process. Appendix A contains the University and College’s strategic plans.

Figure 1: Strategic Plan Revision Process
Section 2.5 Intellectual Contributions

COB’s faculty qualifications policy is outlined in Appendix H (H2). The policy outlines expectations with respect to the numbers and types of intellectual contributions faculty are expected to achieve. Faculty are supported with travel funding, summer research grants, and course releases for their intellectual contributions. Table 12 (AACSB Table 2-1) provides a summary of the portfolio of intellectual contributions produced by COB faculty during 2013-2018 broken down by type and academic discipline. AACSB Table 2-2, in Appendix H (H3), presents a 5-year summary of Peer Reviewed Journals, which provides a collective view of faculty productivity. Over one third of publications were in A or A* journals (on the ABDC list).

Table 12: Table 2-1 Intellectual Contributions

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Portfolio of Intellectual Contributions</th>
<th>Types of Intellectual Contributions</th>
<th>Percentages of Faculty Producing ICs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic or Discovery Scholarship</td>
<td>Applied or Integration Scholarship</td>
<td>Teaching and Learning Scholarship</td>
</tr>
<tr>
<td>Accounting (16 members; 13.25 FTE)</td>
<td>52</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>Finance (11 members; 9.5 FTE)</td>
<td>63</td>
<td>71</td>
<td>1</td>
</tr>
<tr>
<td>Management (19 members; 13 FTE)</td>
<td>53</td>
<td>86</td>
<td>8</td>
</tr>
<tr>
<td>Marketing (16 members; 9.375 FTE)</td>
<td>62</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Supply Chain (13 members; 9.875 FTE)</td>
<td>85</td>
<td>61</td>
<td>32</td>
</tr>
<tr>
<td>Quantitative and Law (19 members; 8.5 FTE)</td>
<td>21</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Grand Total</td>
<td>346</td>
<td>316</td>
<td>85</td>
</tr>
</tbody>
</table>
Journal outlets in which faculty published are listed in Table 2-2, which appears in Appendix H (H3). There were a total of 162 unique journal publications between 2013-2018 by the faculty who taught in the 2017-2018 academic year. Just over 38% of the unduplicated publications were in journals ranked A* or A on the ABDC Journal List. In 2017-2018, COB faculty recorded over thirty articles published in quality journals, earned 26,631 citations, published several books, and presented at conference and received national, and international accolades and coverage in the Financial Times, CNN, BBC, Harvard Business Review, and the Wall Street Journal.

Section 2.6 New Degree Programs

Table 13: Masters of Science in Finance

<table>
<thead>
<tr>
<th>Program</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Science in Finance, Graduate Program in Providence</td>
<td>The URI Master of Science in Finance (MSF) program provides students advanced training in modern financial theory and practice to address analytical problems where finance are essential factors. Students completing the URI MSF program will be competent in addressing issues in fields such as corporate finance, investment, risk management and personal financial planning. Upon graduation, students will have the opportunity to explore career opportunities in investment banks, mutual funds, consulting companies and major corporations. The MSF curriculum provides comprehensive coverage of critical topics in finance, including valuation, mergers and acquisitions, risk management, derivatives, insurance and investments. The curriculum will be of assistance to students preparing for their CFA or CFP exams.</td>
</tr>
</tbody>
</table>

M.S. in Finance Program: Employer Needs

With ever-increasing financial globalization and competition for employment in the financial sector, it is crucial that professionals prepare for the increasingly complex world of Finance by building a solid foundation. The MSF degree is rapidly gaining popularity in the US and abroad – especially in light of its shortened timeline (10 courses in one year) and in-depth investigation into the field of finance. Its curriculum emphasizes topics that appear on the Chartered Financial Analysts (CFA) exam.

M.S. in Finance Program: Student Market

The Master of Science in Finance (MSF) is an innovative program designed to help financial professionals advance their careers through comprehensive training in global financial markets, financial theory, analysis, and strategy. The need to acquire subject specific knowledge in finance has generated a demand for a focused, intensive course of study in the technical aspects of corporate finance, business and security valuation, trading strategies, hedging, and corporate reorganization. There was previously no MSF program in the state of Rhode Island to meet that need. Many undergraduates in Economics and Finance from Brown University, University of Rhode Island and other schools have to go to nearby States to complete their graduate programs. The program will therefore serve the demand from local professionals, including employees of Fidelity Investments.
M.S. in Finance Program: Sources of Support

The mission of the College of Business is to expand, transmit, and foster the application of business and management knowledge. The MSF program is a key instrument to fulfill such mission at the graduate level. It provides an opportunity for our own undergraduate students to receive advanced training in the field. For instance, it would be possible to develop a 3+2 or 4+1 year program with BS in finance students so that they can earn a graduate degree in 5 years and greatly increase the attractiveness of our undergraduate program. It also provides additional elective courses for students in other majors such as economics, accounting, math, industrial and systems engineering, and for MBA students. In addition, the MSF program will also provide an opportunity for our top undergraduate students to continue their studies at URI. At the same time, it will also allow us to identify potential candidates for the doctoral program.

M.S. in Finance Program: Learning Goals, Measurement, and Results

Goal 1, Demonstrate competency in the key fields of corporate finance, investments, banking and financial institutions, and risk management, expected outcomes:
   1.1 Demonstrate advanced level skills in financial modeling
   1.2 Demonstrate mastery of a range of research methods common to finance and economics.
   1.3 Construct an individual research project and develop a research agenda that addresses timely questions relevant to the field of finance.

Goal 2, Demonstrate an understanding of the importance of ethical financial governance and its impact on stakeholders, expected outcomes:
   2.1 Demonstrate in-depth knowledge of professional standards.
   2.2 Describe the impact of financial and economic decisions for different stakeholders.

Goal 3, Demonstrate effective communication skills, expected outcomes:
   3.1 Demonstrate effective oral communication skills
   3.2 Demonstrate effective written communication skills

Goal 4, Effectively apply critical thinking skills, expected outcomes:
   4.1 Solve problems using critical thinking skills

The MSF program does not require a thesis. Students are required to pass a written comprehensive examination towards the end of the course work. In MBA 566 and MBA 568, students will be required to submit a paper involving significant independent study. In MBA 566, students are required to provide a detailed company analysis and provide investment recommendations. In MBA 568, students are required to analyze various cases and provide detail recommendations with respect to corporate financial policy.

The first class of five students entered the program in 2017. Formalized measurement of progress toward the desired learning outcomes will begin with the 2018 cohort.
III. PARTICIPANTS

Section 3.1 Students

Changes in Students
Undergraduate enrollment and the diversity of undergraduates increased since the last review.

Table 14: Undergraduate Enrollment Trends – by Race/Ethnicity
URI COB Total Student Enrollment by Race/Ethnicity, Fall 2013 to Fall 2017*

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2013</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Asian</td>
<td>43</td>
<td>66</td>
</tr>
<tr>
<td>African American</td>
<td>53</td>
<td>85</td>
</tr>
<tr>
<td>Latino/Latina</td>
<td>136</td>
<td>163</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International</td>
<td>25</td>
<td>61</td>
</tr>
<tr>
<td>White</td>
<td>1,303</td>
<td>1,596</td>
</tr>
<tr>
<td>Other</td>
<td>213</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>1,776</td>
<td>2,112</td>
</tr>
</tbody>
</table>

*Includes Textiles Marketing and Textiles, Fashion Merchandising, and Design students

Table 15: Undergraduate Enrollment Trends – by Gender
URI COB Total Student Enrollment by Gender, Fall 2013 to Fall 2017*

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2013</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Female</td>
<td>815</td>
<td>925</td>
</tr>
<tr>
<td>Male</td>
<td>961</td>
<td>1,187</td>
</tr>
<tr>
<td>Total</td>
<td>1,776</td>
<td>2,112</td>
</tr>
</tbody>
</table>

*Includes Textiles Marketing and Textiles, Fashion Merchandising, and Design students

Changes in Undergraduate Career Development Services

Strategic investments were made in an undergraduate advisor and support growth of student engagement in clubs at the graduate and undergraduate levels. However, the area where continuous improvement is most evident, in the context of Student Support Services, is Undergraduate Career Services. The career team has increased its engagement with the business community, met with corporate representatives who visit campus, visited companies, and engaged with COB alumni. The
career team will also benefit from a strategic endowment of $500,000, which was allocated to help support students through the career team in 2016.

Engaging with corporate representatives allowed the Career Team to:

- Showcase our majors and the competencies of our students;
- Explain the Governor’s Workforce Board monies to RI-based companies, encouraging them to create internship opportunities;
- Develop relationships with employers, inviting them to speak at Career Day and assist our students with mock and informational interviews.

**Three success stories: C.R. Bard, Tiffany & Co., and Centreville Bank.** Each of these companies has posted jobs on campus. The career team visited their sites and were invited to hear the student interns report out on their semester-long work. This led to full time job postings; permanent hires; and speakers for our career events.

The career team also increased engagement with COB alumni, encouraging alumni to share their success stories with COB students through Career Day and club presentations. This develops a wonderful relationship between our students and the alums, creates a non-monetary way for alumni to give back, and increases pride in URI.

Innovations related to Annual Career Day, Professional Day, and Junior Career Passport class (BUS390) over the past five years increased opportunities for alumni and corporate partners in to speak with our students about career paths, industries, and trends that they see in the workplace. Career Day consists of a keynote address; panels that represent both traditional, regional, and up and coming career trends; skill development sessions; programming for freshmen-senior students and ample opportunities to network. Other universities have heard of our program and have contacted us to learn how we structure the day so they can create the model at their schools. (St. Louis University, Suffolk University)

The Junior Career Passport class is innovative in its conception and delivery. Created as a graduation requirement for all students in the College of Business, all students must successfully complete this one-credit, on-line class. The course is taught by alumni, matching students by major to alums and their industries. Each year the instructors meet to evaluate the class, ensuring that cutting edge competencies concerning the job search process are embedded in the class. Since the inception of the class, students have become better prepared for the interview process and have engaged in more experiential learning opportunities, resulting in a higher job placement rate. **Appendix D (D5)**

As a result of these changes, COB students are receiving more and better internship and job offers. Notable internships include: Adidas, Alex and Ani, Audi, Chanel, DKNY, EY, Fidelity Investments, Georgia-Pacific, Hasbro, J. Jill, JPMorgan Chase, Kodak, Morgan Stanley, New York Yankees, Nordstrom, Ocean Spray, Oscar de la Renta, Pfizer, PricewaterhouseCoopers, Puma, Swarovski, Tiffany & Co., Tommy Bahama, and The Walt Disney Company.

**Placement results.** Annually, the COB collects post-graduation data from our undergraduates. On average 40 - 50 % of the graduating class is employed at the day of graduation. Post-graduation data for the Class of 2017 across all disciplines is summarized in Figure 2. Table 16 shows 2017 Post graduation data with 2018 data collected at graduation. See **Appendix D (D5)** for the past four years
Post Graduation reports. Statistics for Class of 2017 and Class of 2018 survey participants at graduation appear in Table 16.

Table 16: Career Placement Results, 2014 and 2017

<table>
<thead>
<tr>
<th>Measure</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Full-time employment six months post-graduation</td>
<td>75%</td>
<td>80%</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Full-time employment at graduation</td>
<td>39%</td>
<td>42%</td>
<td>44%</td>
<td>47%</td>
</tr>
<tr>
<td>At least one internship</td>
<td>79%</td>
<td>88%</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>Two or more internships</td>
<td>41%</td>
<td>45%</td>
<td>44%</td>
<td>50%</td>
</tr>
</tbody>
</table>

2018 Post graduation survey will be completed in October 2018. Graduates reported at time of commencement, 49% full-time employment with 43% of 2018 graduates who reported full employment at graduation received the job offer through an internship.

Figure 2: Snapshot of May 2018 job placement data at the time of graduation

![Graph showing job placement data](image)

The mode for reported starting salary in 2018 was $60,000 and the mean was $54,595. Fifteen percent of grads plan to attend grad school. Of them, 30% of them plan to attend at URI.

Section 3.2 Faculty Sufficiency and Deployment

Table 17 (AACSB Table 15-1) provides a summary of Faculty Sufficiency and Qualifications, which helps address Standards 5 and 15. It is followed by a qualitative explanation of how the Faculty Deployment relates to the COB Mission. Individual information about each faculty member is provided in Appendix H (H4).
Table 17a: Faculty Sufficiency and Qualifications Summary (Table 15-1; Standards 5, 15)

<table>
<thead>
<tr>
<th>School</th>
<th>Participating</th>
<th>Supporting</th>
<th>Total</th>
<th>% Taught by Participating</th>
<th>SA</th>
<th>PA</th>
<th>SP</th>
<th>IP</th>
<th>Oth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>61</td>
<td>6</td>
<td>67</td>
<td>91%</td>
<td>6.5</td>
<td>2.5</td>
<td>1</td>
<td>2.75</td>
<td>0</td>
<td>12.75</td>
</tr>
<tr>
<td>Finance</td>
<td>43</td>
<td>6</td>
<td>49</td>
<td>88%</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1.25</td>
<td>1</td>
<td>10.25</td>
</tr>
<tr>
<td>Management</td>
<td>58</td>
<td>15</td>
<td>73</td>
<td>79%</td>
<td>6</td>
<td>1</td>
<td>1.75</td>
<td>1.75</td>
<td>2.63</td>
<td>13.13</td>
</tr>
<tr>
<td>Marketing</td>
<td>36</td>
<td>10</td>
<td>46</td>
<td>78%</td>
<td>4.75</td>
<td>3.125</td>
<td>1.00</td>
<td>0.38</td>
<td>0.00</td>
<td>9.25</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>37</td>
<td>7</td>
<td>44</td>
<td>84%</td>
<td>7.5</td>
<td>2.00</td>
<td>0.38</td>
<td>0.00</td>
<td>9.88</td>
<td></td>
</tr>
<tr>
<td>Quantitative and Law</td>
<td>49</td>
<td>14</td>
<td>63</td>
<td>78%</td>
<td>2</td>
<td>1</td>
<td>3.00</td>
<td>2.88</td>
<td>0.37</td>
<td>9.25</td>
</tr>
<tr>
<td>College Totals:</td>
<td>284</td>
<td>58</td>
<td>342</td>
<td>83.04%</td>
<td>33.75</td>
<td>8.63</td>
<td>8.75</td>
<td>9.38</td>
<td>4.00</td>
<td>64.50</td>
</tr>
</tbody>
</table>

**Aggregated by Classes Taught, 2017-2018 Academic Year.**

Table 17b: Faculty Qualifications Summary

<table>
<thead>
<tr>
<th>School</th>
<th>Faculty Qualifications Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA (40%)</td>
</tr>
<tr>
<td>Accounting</td>
<td>51%</td>
</tr>
<tr>
<td>Finance</td>
<td>68%</td>
</tr>
<tr>
<td>Management</td>
<td>46%</td>
</tr>
<tr>
<td>Marketing</td>
<td>51%</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>76%</td>
</tr>
<tr>
<td>Quantitative and Law</td>
<td>22%**</td>
</tr>
<tr>
<td>College Totals:</td>
<td>52%</td>
</tr>
</tbody>
</table>

* Three tenure-track Management faculty starting Fall 2018; will exceed 90% SA+PA+SP+IP.

** Business Degrees are not granted in this area. Supporting coursework.

We strive to publish impactful, practice-oriented research in prestigious journals as enlightened and critical scholars that consider multiple stakeholders and aim to benefit society.

Faculty exceeded the benchmark for percentage of courses taught by participating faculty in all areas, with the lowest percentage from management with 79% of courses taught by participating faculty and an overall percentage of nearly 85% of courses taught by participating faculty.

Similarly, the overall values for SA (52% vs. 40%), SA + PA + SP (77% vs. 60%), and SA + PA + SP + IP (93% vs. 90%) exceeded the benchmarks. Only the percentage of scholarly academics teaching business analytics and law was lower than the benchmark for SA, but exceeded the other benchmarks.
Criteria Guiding Categorization as Participating or Supporting
A participating faculty member actively engages in teaching, shared governance at the COB, research, and service. A participating faculty member has non-teaching assignments and is eligible to participate in faculty development activities, course development, course delivery, assessment and assurance of learning. Participating faculty members with tenure-track positions are eligible to vote on curriculum.

A supporting faculty member does not participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities (classroom and office hours). Per course instructors and PhD students typically fall into this category.

AACSB Table 15-2 is summarized in Table 18; the full version appears in Appendix H (H4). It provides the results of our analyses of faculty qualifications for all programs under review.

Table 18: Summary of Table 15-2 – Deployment by Qualification Status, 2017-2018*

<table>
<thead>
<tr>
<th>Terms included: 2017-Fall, 2018-Spring</th>
<th>Qualification Status</th>
<th>Percentage of SA, PA, IP, SP and Other Faculty by Degree Level and Program using Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Program Level</td>
<td>SA</td>
<td>PA</td>
</tr>
<tr>
<td>Bachelor's Programs (Summary)</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>MBA Program</td>
<td>44%</td>
<td>18%</td>
</tr>
<tr>
<td>MS Accounting</td>
<td>75%</td>
<td>8%</td>
</tr>
<tr>
<td>Doctoral Programs</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>41%</td>
<td>11%</td>
</tr>
</tbody>
</table>

* New faculty hired this year will change the composition. See Table 19.

Faculty Engagement and Development

The COB engages in an inclusive process to hire the right faculty, provides support (money and time), uses a workload process to accommodate different strengths and interests, and provides regular feedback at the College level, which occurs across disciplines and includes junior faculty in the review process of senior faculty.

The monetary support for faculty includes travel, database acquisitions, faculty awards, and, for new faculty, summer research support. The current travel policy requests faculty complete requests in advance and provides funding of $2,500 for domestic travel and $3,000 for international travel. Faculty can also request funds for research projects, which are typically capped at $1,000. Faculty awards, including a check for $1,000 are also presented to the outstanding new teacher, the Thomas Chisholm undergraduate and graduate teaching, and the outstanding research award winners. To promote activity in journals that have the ability to influence our ranking and improve the COB’s scholarly reputation, in Spring 2018, Dean Ebrahimpour offered $5,000 to faculty to achieve a journal hit in one of the top tier journals identified in the list that appears in Appendix H (H3).

Faculty are asked to engage in research, teaching, and service. The workload policy recognizes that individual faculty members may vary in their needs for time to do research. New tenure-track faculty typically teach a 2-2 teaching load their first two years. After the first two years, research active faculty typically have a 2-3 teaching load, while research-focused faculty (with an average of one top tier journal
hit each year) are eligible for a 2-2 teaching load, if resources allow. Lecturers typically teach a 4-4 teaching load.

Faculty are reviewed as specified in the union contract (www.ele.uri.edu/aaup/). Input for the review comes from a portfolio of activities submitted by the faculty member and is based on the Promotion and Tenure Guidelines, and using the ABDC list as the target journal list beginning the 2017-2018 academic year. The College’s Promotion and Tenure Committee, which includes one faculty member from each area, gathers feedback from all tenure-track faculty about each faculty who is being reviewed and makes a recommendation to the Dean on each faculty member. The Dean prepares a written review and discusses strengths and opportunities for development with each faculty member.

New Faculty

The COB added 23 new full-time faculty members from 2013-2018. The new full-time faculty are listed in Table 19. These new faculty appointments substantiate the university’s commitment to addressing potential areas of concern regarding faculty sufficiency and qualifications ratios as stated in the AACSB 2013 CIR PRT letter.

Table 19: Faculty hired during 2013-2018

<table>
<thead>
<tr>
<th>Accounting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liu, Qi - Assistant Professor (Fall 2017)</td>
<td></td>
</tr>
<tr>
<td>Marquez-Illiescas, Gilberto - Assistant Professor (Spring 2018)</td>
<td></td>
</tr>
<tr>
<td>Triki, Anis - Assistant Professor (Fall 2015)</td>
<td></td>
</tr>
<tr>
<td>Newell, Roberta-Lecturer (Fall 2014)</td>
<td></td>
</tr>
<tr>
<td>Quantitative Business</td>
<td></td>
</tr>
<tr>
<td>D’Aloisio, Brooke - Senior Lecturer (Fall 2013)</td>
<td></td>
</tr>
<tr>
<td>Gilmore, Joshua - Lecturer (Fall 2016)</td>
<td></td>
</tr>
<tr>
<td>Hasbora, Ongun - Lecturer (Fall 2016)</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Ice, Michael – Lecturer (Spring 2015)</td>
<td></td>
</tr>
<tr>
<td>Tsafack, Georges - Assistant Professor (Fall 2015)</td>
<td></td>
</tr>
<tr>
<td>Xu, Xiaowei - Assistant Professor (Fall 2016)</td>
<td></td>
</tr>
<tr>
<td>Goto, Shingo - Associate Professor (Fall 2016)</td>
<td></td>
</tr>
<tr>
<td>Permission to search in fall 2018 to hire another tenure track finance faculty for 2019</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Cowan, Amanda - Assistant Professor (Fall 2015)</td>
<td></td>
</tr>
<tr>
<td>Forster-Holt, Nancy - Assistant Professor (Fall 2016)</td>
<td></td>
</tr>
<tr>
<td>Gamache-Griffiths, Donna – Lecturer (Fall 2016)</td>
<td></td>
</tr>
<tr>
<td>Rogers, Sean - Associate Professor (Fall 2018)</td>
<td></td>
</tr>
<tr>
<td>Ergene, Seray - Assistant Professor (Fall 2108)</td>
<td></td>
</tr>
<tr>
<td>Chen, Ying - Assistant Professor (Fall 2018)</td>
<td></td>
</tr>
<tr>
<td>Potter, Sandra - Lecturer (Fall 2018)</td>
<td></td>
</tr>
<tr>
<td>Riley, Susan - Lecturer (Fall 2018)</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Ashley, Christy - Associate Professor (Fall 2015)</td>
<td></td>
</tr>
<tr>
<td>Atlas, Stephen - Assistant Professor (Fall 2013)</td>
<td></td>
</tr>
</tbody>
</table>
Section 3.3 Professional Staff Sufficiency and Deployment

The COB employs and maintains a highly-qualified support staff to ensure efficient and effective outcomes for a wide-range of school activities, to fully support its undergraduate and graduate academic programs, and to achieve its mission. Professional staff and services are adequate to support student learning, instruction, information technology for the degree programs, and career education. In cooperation with other university-wide offices, COB support staff manages student career advising and placement, academic advising, alumni engagement programing, marketing and event management, and fundraising.

Since the last AACSB visit in 2013, the COB support staff has grown. Among the major changes:
- An additional full time Academic Advisor was added to the advising team.
- Two dedicated development staff members were hired.
- The COB Marketing and Events manager position was hired.
- COB added a full time Employer Relations position to add to our Career Development Team.

We may need to hire additional staff due the acquisition of Textiles Fashion Merchandising and Design, Schmitt Labor Research Center and the anticipated growth of the graduate programs.

IV. LEARNING AND TEACHING

Section 4.1 Curricula Management and Development

The COB has developed an assurance of learning (AoL) process to close the loop on learning and teaching, inform curriculum management and development, and continuously improve its programs, drawing upon a wide range of direct and indirect measures gleaned from multiple stakeholders. (See Appendix F for detailed AoL plans by program). Since 2013, curricular revisions have been taking place and the quality of assessment data has been consistently and rapidly improving: first with multiple indirect assessment sources involving various stakeholders, followed by the regular inclusion of embedded assessment connecting program learning outcomes to AACSB standards.

Undergraduate AOL:
The college has traditionally performed program-level outcomes (PLO) through course-embedded assignments. However, this led to some confusion over course-level, versus program-level assessment,
especially in the PLO of Knowledge. Additionally, while the college was measuring outcomes on a sample of students at least three times during the cycle, the samples were occasionally small and did not always include seniors. These discrepancies were noted in the last CIR visit in 2013-2014. As a result, a faculty committee revised two of the PLOs, created a new goal on global knowledge, and completely redesigned the goal on course-based knowledge to a PLO called Integrative Knowledge. The results of these activities and future plans for assessment are included in this narrative.

Appendix F (F1) summarizes the Assurance of Learning activity since the last CIR visit in 2013-2014 school years. At that time the College of Business (COB) had five learning goals, with an expectation to create a 6th goal in Global knowledge:

- Knowledge (Course-based)
- Writing Effectively
- Critical Thinking
- Speaking Effectively
- Teamwork
- Global Knowledge (Planned)

Integrative Knowledge
Up to 2014, the learning goal for Knowledge was course-based and did not assess how well senior students used the knowledge gained across their program to solve a business problem in the Capstone Course, Strategic Management. During the 2014 visit the CIR team recommended that the COB move away from course-based assessments to program-based. The Undergraduate Curriculum and Assessment Committee (UCAC), a committee of the faculty, chaired by the Associate Dean for Undergraduate programs, began working on creating a new Program-level Learning Goal (PLO) called Integrative Knowledge in the undergraduate program. The new PLO was approved by the faculty in August 2015. It was assessed in the Capstone Course on a sample of 32 seniors beginning in the 2015-2016 school year. In the 2015-2016 year, the UCAC reported to the faculty that 84% of the seniors met or exceeded expectations on the PLO and so it was adopted. In the most recent 2017-2018 school year, the Knowledge PLO was administered to 101 (20%) seniors with 95% meeting or exceeding expectations.

Writing
The writing assessment has been the most problematic PLO for the COB. Incoming freshmen were assessed and 87% were found to meet or exceed expectations, which indicated that the assignment or the raters were too easy. Since the results from 2013-2015 showed no improvement in writing as the students progressed through their program, with a worsening of the results when they became seniors, the results were discussed extensively at the faculty retreat in 2015. The faculty noted several issues with the lack of improvement with; 1) different assignments were given at each scaffold, with varying lengths and difficulty; 2) inconsistency in raters and rating criteria; and 3) tougher assignments are given to seniors; and 4) small sample sizes. The faculty asked the UCAC to recommend revisions. As a result, in 2015-2016 the writing assignments for 64 seniors was rated by Writing Dept. faculty instead of business faculty. The results show that 25% of the senior students are not meeting expectations, which is consistent with what the faculty experience on course writing assignments. In 2016-2017, the Writing Dept. faculty were used to score all writing assignments including freshmen and juniors. The results demonstrate that freshmen and juniors do not meet the college writing goal of 85% when evaluated by
writing instructors. The poorer performance of juniors, versus freshmen, that year highlight the difference in difficulty between the assignments. The faculty agreed to continue with the writing instructor for 2017-2018, who found that the current process was replete with methods bias. In an attempt to minimize the methods bias, the writing dept. faculty revised the rubric and standardized the assignment to be used across juniors and seniors. The results on a sample of 101, 2017-2018 seniors show a deficiency in writing, but a noted improvement over junior performance. This suggests that using an improved rubric and standard writing assignment provided more accurate results. While the seniors did not meet the goal of 85%, improvement in writing was found in seniors over juniors, and more seniors exceeded expectations than juniors.

**Critical Thinking (CT)**

Critical Thinking was formally assessed only on seniors during the 2013-2018 period. An assessment of 371 (appx. 80%) seniors found that 88% met or exceeded expectations. While this exceeded the goal, the rubric had not been revised in many years and the UCAC recommended a review of newer rubrics. During a discussion the UCAC committee recommended a revision to be tested in the 2014-2015 year. The faculty also agreed to introduce CT earlier in the curriculum, perhaps in a sophomore course, and present the grading rubric with students ahead of the assessment. In 2014-2015 the rubric was tested on a sample of 67 seniors. The results indicate that 25% did not meet expectations. The faculty decided to continue the assessment on a larger sample of students. CT was not formally assessed during the 2015-2016 and 2016-2017 years. In August of 2017, the faculty approved a new CT rubric to be used in a sophomore course. In 2017-2018, a sample of 210 (50%) of seniors were assessed using the new rubric. The results show that 83.5% meet or exceed expectations.

**Oral Communication**

The faculty agreed that the old Speaking Effectively PLO was insufficient. It was changed to Oral Communication to reflect more aspects to communication including speech, body language, question response, content coverage, etc. A junior-level course that all students take administered the Oral assignment to a sample of 114 juniors during the 2015-2016 year. This is the first Oral Communications assessment rated by faculty who are not instructors in the course and found that 91% met or exceeded expectations. The faculty continued the new process on a sample of 89 juniors assessed in 2016-2017. The faculty planned to deliver the assessment to a larger sample in the 2017-2018 year. However, the instructor who teaches appx. 50% of the sections had to go on medical leave for eight months. Due to the last-minute scramble for replacements and a change in faculty who did the assessment, 76 (25%) junior students were assessed. The results show that 100% of students met or exceeded expectations. Due to the small sample size and new raters, the results may not be reliable. They will be presented to the faculty during the August 2018 retreat. A sample of 69 seniors were assessed in 2016-2017 with 91% meeting or exceeding expectations. A sample of 49 seniors were assessed in 2017-2018, with 100% meeting or exceeding expectations. These results are atypical and suggest an issue with the rubric or rater process.

**Teamwork**

The college has used CAPSIM's Teammate tool for several years. It has shown to provide reliable results and supported by the faculty who use it in their courses. The Teammate results are reported on a scale of 1-5, which are converted to the three categories of do not meet, meet, or exceed expectations. The faculty interpret 1, 2 as not meeting expectation, 3, 4 meeting expectation, and 5 is exceeding expectation. While the sample results show that both juniors and seniors are meeting the college goal of 85%, there is a noted improvement in senior performance in 2013-2014. An additional sample of
junior students were assessed in 2015-2016 and 2016-2017, with the results showing 100% meeting expectations because all students scored 3 or 4 overall. Seniors were not assessed until 2016-2017, with 86% meeting expectation. However another sample of 218 juniors were assessed that year with 85% meeting expectation. While a greater number of seniors exceeded expectation, the faculty discussed that they view the report positively because the senior project is more difficult than the junior project.

Global Knowledge
The faculty considered developing a global assessment since most AACSB schools have global knowledge as a PLO, and the university has a global initiative. In 2016-2017, the Supply Chain Management faculty agreed to develop a PLO and a rubric for testing in the 2017-2018 year. The faculty approved the online assessment at the August 2017 faculty retreat. The assessment was administered to a sample of 190 senior students. The results show that 97.5% meet or exceed expectations. The results will be presented at the faculty retreat in August 2018. All of the business courses that emphasize global business are at the 400-level, so the faculty agreed that a junior assessment would not be appropriate.

Future Assessments
The UCAC committee is recommending a change to the current college’s assessment process. They feel that the assessment process requires more attention than can be accomplished by a combined, single committee. As the college grows, more of their time is being spent on curricular affairs, allowing less attention for assessment. However, they also recognize that it is important for the curriculum committee to have input into the assessment process. This August 2018, a recommendation will be put to the faculty to form a separate assessment committee with representation on the curricular affairs committee. This committee will be charged with 1) delivering assessment on all six PLO’s to a 20%+ sample of senior students on a more consistent basis, but at least three times in a five-year period; 2) reporting those results each year to the Deans and faculty at the August faculty retreat; 3) presenting key results, both positive and negative, to the faculty for discussion and feedback; 4) gathering and synthesizing faculty feedback and recommendations on how to address assessment issues; 5) recommending improvement revisions to the faculty and Dean’s each assessment cycle for approval; 6) since writing is a weak point in our students, continue the scaffolding approach to deliver formal writing instruction to all four years of a student’s college experience; 7) continue to assess junior students on Oral Communication and Team Work.

Traditionally, the UCAC committee has been chaired by the Associate Dean for Undergraduate Programs. This 2017-2018 school year, the committee elected a faculty member to chair the committee. When the committee is divided into two committees, Curriculum and Assessment, the recommendation will be to have faculty chair both committees, with administrators as ad-hoc members.

Graduate Program AoL
Faculty drive Assurance of Learning (AoL) in College of Business graduate programs. The Graduate Curriculum and Assessment Committee (GCAC) includes one representative from each area, the Graduate Directors of each graduate program, and the Associate Dean for Graduate Programs and Research (ADGPR). The GCAC will have primary responsibility for the continuous improvement process. See Appendix F (F2) for details.
The Dean is in charge of the AoL process because he makes sure the AoL recommendations line up with the strategic plan of the college and the university.

The ADGPR ensures the graduate degree programs at the College of Business (COB) maintain a continuous improvement plan through AoL.

Area representatives on the GCAC are responsible for implementing the AoL process at the area level, including involving faculty in the development of program goals and assessment processes.

Faculty are responsible for conducting embedded assessments that fill the AoL requirements agreed on by the faculty and the GCAC and provide the artifacts to the GCAC or report back to the GCAC (depending on the nature of the artifacts).

Moving forward, the GCAC will discuss the results as a committee, area representatives discuss the results with the areas, and feedback and changes from the areas (and individual instructors) will come back to the committee to close the feedback loop. The GCAC is responsible for the review of the assurance of learning process and outcomes for the MBA, MS, and PhD programs.

A five-year plan detailing the goals and objectives to be measured in each upcoming semester will be developed and approved by the GCAC. This plan will be given to the faculty, ADGPR, and the Dean. The learning goals are measured at least twice during a five-year period.

Each semester, the Graduate Curriculum and Assessment Committee will notify each area which goal(s) is/are to be measured and provide any materials. The learning goals are assessed using direct and indirect measures, which include: case studies, embedded test questions, alumni surveys, presentations, and projects.

When case studies and videos are used to measure a goal, the GCAC re-examines the current rubric for that goal and makes sure the rubric is still an appropriate measure. At least two members of the GCAC evaluate the goal and report the results to the GCAC. The GCAC then discusses the results and reports them back to the faculty. In consultation with the faculty, a recommendation for closing the loop is considered by the faculty and the GCAC.

Faculty members who conduct the assessment are expected to have a process in place for closing the loop and making changes. This process involves the area faculty and the area coordinator. Once the data collection is completed, results are sent to the GCAC. The GCAC may make further recommendations for closing the loop activities. The GCAC forwards the results and recommendations the faculty and the administration.

A detailed explanation for the assurance of learning plan for the Masters of Science in Accounting is found in the accounting accreditation report. The current report includes information about the part-time and full-time MBA programs, as well as the PhD Program.

**Part-Time Masters of Business Administration (PMBA)**

**Identification of student learning outcomes.** The Evening MBA is designed to emphasize conceptual, analytical, technical, and interpersonal skills. The curriculum allows for breadth in such topics, including six new courses that allow you to focus on healthcare management. Material for this non-thesis program is presented through lectures, discussions, case studies, and individual and group projects. The Evening MBA program does not require previous instruction in business administration.
There was a gap in the graduate assessment process for the part-time MBA program. The Graduate Curriculum Committee (GCC) met from spring 2015 to spring 2017, but assessment was being redeveloped from course-based assessment to program level assessment. Assessment did not follow the proposed calendar during that time. When the group reconvened in spring 2017, the Graduate Curriculum and Assessment Committee (GCAC) revised the goals and divided them into specific and measurable learning outcomes. They identified artifacts from the existing graduate courses using a survey of all PMBA faculty. The learning outcomes for the PMBA program were assessed from the student exposure to the common body of business knowledge and experience gained by completing the six required core courses of the program and five additional courses. Appendix F (F2)

Upon completion of the program, PMBA Graduates should be able to:
- Solve Problems
- Communicate Professionally
- Think Globally
- Collaborate Effectively

**Strategic Innovation Masters Of Business Administration (SIMBA)**

Identification of student learning outcomes. In today’s innovation-based economy, businesses expect you to be prepared with critical thinking and problem solving skills along with the practical knowledge and experience to use these skills. The Strategic Innovation MBA is designed to develop leaders to meet these requirements. The Strategic Innovation MBA provides immersive educational environments and curriculum with live capstone projects from local business partners and delivers creative solutions for real business problems in product/service innovation and process improvement.

The Graduate Curriculum Committee (GCC) met from spring 2016 to evaluate SIMBA program and discovered the approach used in program assessment was incorrect and the data was incomplete. With program leader’s departure, the Graduate Curriculum and Assessment Committee (GCAC) revised the learning objectives, improve the rubrics, and planned the new assessment data collection starting from the fall of 2016. Since the SIMBA program is a cohort-based program with courses designed to be integrated, the assessment for each learning goals may pull data from several course that intend to achieve the same learning goal. We also collect data from all students (instead of from a sample) due to small size of the student body. Appendix F (F2)

The Learning Goals of the Full-time MBA program include:
- Knowledge Application
- Business Writing
- Oral Presentation
- Teamwork

**PhD in Business Administration**

The Ph.D. program in Business Administration offers specializations in marketing, finance, and supply chain management. In this mentor-based program, students take formal coursework in the first two years, and work closely with one or more professors on research projects in their area of specialization throughout the program. See Appendix F (F2) for details.

Upon completion of the Ph.D. in Business Administration, graduates will
• Demonstrate comprehensive knowledge of theories and methods used in the field chosen by the graduate.
• Execute and communicate about quality research
• Teach effectively

V. STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

Section 5.1 Student Academic Engagement

COB is proud of its student affairs programs and considers our First-Year experience URI 101, Junior Passport BUS 390 and Alumni Career Day three of our best practices. As discussed in the subsequent section, the three tenets emanating from are Excellence, Collaboration and Leadership. From the first year, COB students have an opportunity to engage in and develop from co-curricular involvement. Appendix D

Freshman Transformation (URI 101)
All first year students are required to enroll in Freshman Transformation (URI 101), a one-credit seminar course designed to acclimate first year students to the college environment. This model introduces topics that will inform First-Year students of the COB’s expectations including, civic engagement, campus involvement, learning styles and study strategies, time management, diversity, career exploration and team building. The COB model for teaching URI 101 is unique in that business student peer leaders, typically juniors and seniors, instruct the class. These students enroll in a 3 credit leadership course. This program allows the mentors to gain confidence in their ability to effectively facilitate class lessons independently.

Junior Career Passport (BUS 390)
The Junior Career Passport class (BUS 390) is a required course taken in either sophomore or junior year and is delivered in an online format taught by COB alumni and corporate partners. The content of the class covers the key areas of career development and the job search process: skill and value identification; goal setting; industry exploration; creation and review of job search materials: resume, cover letter, and thank you note; interviewing skills (including skype interviewing) and professional etiquette; networking; and internship exploration.

Alumni Career Day
COB has been hosting its own Alumni Career Day since 2007. Established alumni and aspiring young alumni are invited back in October to share their career paths with current students. This venue serves as a pre-shadowing and networking event. Each Career Day opens with a high-profile keynote alumni and includes an afternoon of skill development. Students can have their resumes reviewed and practice mock and informational interviews and elevator pitches and take a professional LinkedIn photo. Tracks have also been added to engage freshmen and sophomores, discussing the importance of getting involved on campus. Appendix D (D7)

Career Preparation
COB has added a full-time internship coordinator and full time employer relations specialist to our Career Services in-house team. Since the inception of BUS 390, there has been a change in culture...
that has developed steadily over the past 5 years most notable is the professional focus of our upper classmen.

Related to career development COB has been the recipient of the Spencer Educational Foundation of the Risk Management Society (RIMS). This award funds our annual URI Risk Manager in Residence Program, where a leading risk management executive spends two days on campus visiting with students both in and out of the classroom.

**Risk Manager in Residence Executives**

<table>
<thead>
<tr>
<th>Year</th>
<th>Executive</th>
<th>Title and Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Jeffrey L. Vernor</td>
<td>Director, Global Operational Risk, Russell Investments</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Tracy Hwang</td>
<td>Risk Manager, Uber Inc.</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Christopher E. Mandel</td>
<td>SVP of Strategic Solutions for Sedgwick</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Mark Baker</td>
<td>Vice President Risk Management Hyatt Hotels Corporation</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Dan Kugler</td>
<td>VP Enterprise Risk Management, REV Group, Inc.</td>
</tr>
</tbody>
</table>

**Student Clubs and Honor Societies**

The COB Mission has an emphasis on Excellence, Collaboration and Leadership. In an effort to embrace the Mission, COB has a history of strong leadership in the professional clubs and honor societies. The student clubs and honor societies add a professional contribution to the COB academic degree. Students can be involved in American Marketing Association (AMA), Business Student Advisory Council (BSAC), Financial Management Association (FMA), National Association of Black Accountants Ram Fund, Supply Chain Management Club, URI Human Resource Club, URI Entrepreneurship Club, and Women in Business to name a few. In 2017, Delta Sigma Pi officially awarded a chapter designation to COB. Each student club offers career workshops, professional presentations and networking opportunities.

**Experiential Learning**

The COB faculty embraces a “theory to practice model” and strives to engage students in ways that create significant learning, using techniques that include project-based learning, simulations, and outside speakers. In the past year, Marketing faculty engaged students in marketing research projects for nonprofit organizations and national brands in which students had specific semester end deliverables. Supply Chain faculty supervises students in various yellow and 20-30 green belt Six Sigma certification projects. Accounting faculty oversaw 30 students in a Volunteer Tax Assistance program where students performed personal tax returns for the Rhode Island community. Finance faculty directed a student driven financial project for a major nonprofit in Connecticut resulting in a realignment of investments. Management faculty continues to assist the local community with student assistance in Business plan writing and the Guppy competition. COB also supports conferences presentations and small research funding for graduate students.
Strategies Supporting Faculty Engagement

COB provides support to faculty through resource, workload credits, and recognition. Financial support for faculty includes travel, summer activity, research and career development. Faculty are eligible for workload credit to supervise student projects, perform administrative services, and curricular and program development. Yearly recognition and financial awards are presented for outstanding teaching, research and service. Brown bags and research presentations also encourage faculty engagement.

VI. ADDITIONAL SUPPORTING MATERIAL

Section 6.1 Criteria for Faculty Classification

<table>
<thead>
<tr>
<th>Sustained Activities</th>
<th>Initial Academic Qualifications</th>
<th>Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctoral Degree</td>
<td>Substantial Relevant Professional Experience</td>
</tr>
<tr>
<td>Scholarly Academics (SA)</td>
<td>Scholarly Practitioners (SP)</td>
<td></td>
</tr>
<tr>
<td>Practice Academics (PA)</td>
<td>Instructional Practitioners (IP)</td>
<td></td>
</tr>
</tbody>
</table>

(1) SA must be equal or greater than 40%
(2) The sum of SA + PA + SP must be 60%
(3) The sum of SA + PA + SP + IP must be 90%

The College adopted the ABDC ranking as the base for measuring quality of publication. The criteria for classification are included in Appendix H (H2).