



**UNIVERSITY OF RHODE ISLAND  
COLLEGE OF BUSINESS**

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**AACSB**

**Appendix G: AACSB Reports**

**2013-2018**

THINK BIG  WE DO™



# The University of Rhode Island, College of Business Administration

## 2017-18 BSQ Expanded Data Module

### Basic Question †

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† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
\* = required field

Accreditation Status †\*

Please indicate whether your business unit is accredited by AACSB International.

Is your school AACSB-accredited?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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### Optional Opportunity: BSQ Expanded Data Module - Accredited Schools Only Survey Discussion Community †

If you would like to volunteer as a participant in the discussion community regarding this survey module, please provide your email address here. This is completely optional and is not required for completion of the survey or by your AACSB membership. If you choose to provide your email address here, you may be selected to be added to this learning community to discuss data opportunities and challenges for this survey module. This learning community will help AACSB evaluate potential questions, methods of data collection, and dissemination options and best meet the needs for our member schools worldwide.

Email Address	mboyd@uri.edu
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 BSQ Expanded Data Module

### BestBizSchools Supplemental Profile Data - Accredited Schools Only †

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

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\* = required field

BestBizSchools is an AACSB website designed to assist prospective students in their school search. Each AACSB-accredited school has an individual profile page populated by data provided through the BSQ. This resource intends to highlight the unique characteristics of your school, assisting the student in their goal of finding the right school for them. Only AACSB-accredited schools are eligible for a profile on this site.

The BestBizSchools data collected on this module supplements, but does not replace, the data collected on the full Business School Questionnaire (BSQ). All data collected on the BestBizSchools portion of this survey is considered non-confidential and is intended for use with the Best Biz Schools website and other AACSB public and non-confidential uses. In order to have a complete profile on BestBizSchools, your school will need to complete both the BSQ and the BSQ Expanded Data Module.

#### 1. What is the Physical Address of Your Institution's Main Campus? † \*

This will be used to display and map the location of your school for AACSB publications and profiles.

	Main Campus	Reported Last Year
Country *	United States	

  

	Address	Reported Last Year
Street Address Line 1 *	7 Lippitt Road	
Street Address Line 2 (if applicable)		
City *	Kingston	
State or Province (if applicable) (United States please use two letter state abbreviations)	RI	
Zip or Postal Code *	02812	

#### 1.a. Provide Map Coordinates for Your School (Optional) †

If there is a precise map location that you would like to share with us for potential use in school mapping, please supply the map coordinates here in the form: 27.938106, -82.454140. You can find these map coordinates in a number of different ways, but one of the easiest is to use Google Maps.

To Use Google Maps to Find Map Coordinates for a Specific Location:

- Go to [maps.google.com](https://maps.google.com)
- Either use the address to search for a location or click on a specific spot on the map to place a pin in the perfect location for your school.
- Right-click on the address or location pin and select "What's here?" to see a tag showing more information about the location you have selected. This tag will include the coordinates. You can either copy the coordinates from the tag directly or can click on the coordinates to have them moved into your search box for easy copy and pasting.

Searching for an Coordinates Using Google Maps:

	Coordinates	Reported Last Year
Optional Map Coordinates	41.487759, -71.527864	

#### 2. Contact for Generated Leads from BestBizSchools † \*

BestBizSchools provides an opportunity for prospective students to submit an inquiry for more information about your school and its programs. Students will not see this information, but their inquiry will be sent directly to the email address provided below. Please provide the contact information of the name of the individual at your school who should receive this information.

	Contact Information	Reported Last Year
Personal Name	Peg	
Family Name/Surname	Boyd	
Position Title	Assistant Dean	
Email Address	mfboyd@uri.edu	

## 3. Business School Profile Description † \*

Each accredited institution's profile page on BestBizSchools allows for a unique description about the school, its programs or any other unique attributes that would help a prospective student learn more about why they should attend. Descriptions must be no longer than 250 words, and be spell-checked prior to submitting. Please enter your description here, in plain text format.

	250 Word Description	Reported Last Year
Profile Description	At URI's College of Business, you learn to approach problems—and to solve them—the way businesses do. Technology is a big part of our culture—so are global thinking and a creative approach to project management, critical thinking, and communications. Here we offer you real-world, performance-based internships. Our undergraduate majors open the world to you—whether your interest is in accounting, finance, innovation and entrepreneurship, general business, global business, marketing, management, supply chain management, textile marketing, or textiles, fashion, merchandising, and design. Add an emphasis on innovation, collaborative learning, and great internships, and you're on your way to career success.	

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Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 BSQ Expanded Data Module

### Public Disclosure of Performance - All Member Schools †

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\* = required field

#### 1. Public Information Provision † \*

Does your business school provide information to the public on performance metrics, including student achievement, for the business school?

(Examples include items such as graduation and retention rates, placement rates, starting salaries, etc.)

	Provided?	Reported Last Year
B-School Provides Info?	<input checked="" type="radio"/> Yes <input type="radio"/> No	

#### 2. Web-based Public Information Provision †

If your business school does provide this information, does it make the information available on your business school's website?

Please note that this question will only be answerable if you answer "Yes" to question 1 above.

	Posted?	Reported Last Year
Info on B-School Website?	<input checked="" type="radio"/> Yes <input type="radio"/> No	

#### 3. URL for Performance Metrics †

If your business school does provide this information on its website, please copy and paste the URL(s) of the web page(s) where this information is located in the box provided.

If there is a single URL, please label it "All: [URL]". If there are multiple URLs, please label each one appropriately. Please note that the text box will only be available if you answer "Yes" to question 2 above.

	URL(s):	Reported Last Year
Performance Metrics URL(s):	cba.uri.edu	

#### 4. Other Public Information Provision Methods †

What other methods are used by your business school to provide this information to the public?

Please note that this question will only be answerable if you answer "Yes" to question 1 above.

	Description:	Reported Last Year
Other Methods Used:	Electronic Newsletter, University Reports such as IPEDS.	

#### 5. Requirements for Public Information Provision † \*

Is your business school required by a national accreditor, regional accreditor, or government mandate to make such performance metrics information available to the public?

	Required?	Reported Last Year
B-School Required to Provide Info?	<input checked="" type="radio"/> Yes <input type="radio"/> No	

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Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### A.1. Institutional Characteristics (U.S.) † \*

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### Data Sharing Option †

AACSB International is implementing a voluntary data sharing plan for members who choose to participate in the data share. Only data entered on the BSQ is included in the AACSB Data Share option. Would you like to share the data you enter in the BSQ with other AACSB members who have also agreed to share these data?

- If you select Yes, you agree that all items you complete on the BSQ can be shared with these select members who participate in the data share. You will also be granted access to the BSQ data of all other schools who select this option.
- If you select No, you will still have access to the BSQ data for your own school and aggregate comparison data in the overview report.

		Reported Last Year
Does your school wish to participate in the AACSB data-sharing plan?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes

#### 1. Business School Relationship with Parent Academic Institution \* †

Please select the option that best characterizes your business school's relationship with its parent university or other academic institution. Your selection here will affect certain questions and tables in the rest of the BSQ, and in the BSQ Finances Module.

A) Standard Academic Unit of Parent Institution: My business school is one academic unit among several others, all of which are part of a larger parent university (or other academic institution) from which we derive our degree-granting authority.

B) Semi-/Mostly Autonomous Unit of Parent Institution: My business school is a semi- or mostly autonomous academic unit, but still derives degree-granting authority from a larger parent university (or other academic institution).

C) Independent Institution: My business school is an independent academic institution with its own degree-granting authority, not attached to or dependent on any other academic institution.

		Reported Last Year
Relationship Type:	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	A

#### 2. Name of Institution in which your Business Unit resides \* †

(If you selected option C above, then this is the same name as in Table 3, row a.)

		Reported Last Year
Institution name	University of Rhode Island	University of Rhode Island

#### Overall Combined Total Institutional Enrollment †

These numbers should reflect the total enrollment at your institution as of October 15 or your official census date of the most recently completed year. This is a snapshot of enrollment data and should be limited to enrollment as of the census date or October 15 and is not representative of a full year of data. This question is not limited to the enrollment at your business unit, department, or college. This includes enrollment in all degree programs at your institution, regardless of department, college, field, discipline, or division. The enrollment counts for your business unit should be included in this aggregate number for your institution. The specific enrollment information for degree programs at your business school or business unit is collected separately in Section F. Enrollment of this survey.

Please enter zero under the enrollment counts only if your business unit offers the education level, but does not have any students enrolled at that education level. These items will auto-total. If you enter a number in the Total field, it will deactivate the component fields. If you enter a data into the component fields, the Total field will auto-total and be deactivated for data entry.

#### Data Availability:

- Available: If the data is available for this question, please choose Available and enter the appropriate enrollment amounts. You must select this option in order to enter data.
- Not Available: If your school does offer educational programs, but the data is not available for reporting, please mark the level as Data Not Available.
- Not Applicable: If your institution does not offer degree programs at a particular education level, please mark the level as Not Applicable.

	Data Availability	Total Institution Enrollment
Undergraduate	Available	15,879
Masters	Available	1,397
Doctoral	Available	1,417
Total		18,693

3. Name of Business Unit \* †

Provide the full and official name. The business unit is an administrative unit, supported by a continuing budget and to which full-time faculty appointments are made, and through which degree programs in business are offered. These attributes are more important than the title of the unit offering the programs. The business unit may be known as a curriculum, faculty, department, school, college or other title.

Provide the year in which the business unit was founded, the year in which the parent institution/university was founded (if Type A or B was selected in Table 1), and the initial year of AACSB membership. Please use a 4 digit year (ex: 1954) for all year entries. If you do not know the year the business school was founded, the year the parent institution/university was founded, or the year that your school joined AACSB International, please leave the unknown items blank.

		Reported Last Year
a. Business unit	College of Business Administration	College of Business Administration
b. Year Business School Founded	1923	1923
c. Year Parent Institution/University Founded	1892	1892
d. Year School First Joined AACSB International	1972	1972

4. Web Site Address (URL) †

This address should point directly to your business unit home page, not to the Web site of the institution.

		Reported Last Year
Web address	web.uri.edu/business/	web.uri.edu/business/

5. Accreditation †

Is your business unit accredited by any of the following organizations? Please answer Yes or No for each association.

		Reported Last Year
a. EQUIS - European Quality Improvement System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
b. EPAS - EFMD Programme Accreditation System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
c. AMBA - The Association of MBAs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
d. ACBSP - Association of Collegiate Business Schools and Programs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
e. CEEMAN - International Association for Management Development in Dynamic Societies	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
f. FIBAA - Foundation for International Business Administration Accreditation	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
g. NIBS - Network of International Business Schools	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
h. IACBE - International Assembly for Collegiate Business Education	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
i. ECBE - European Council for Business Education	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
j. ABEST21 - The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
k. Other (non-governmental)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No

	Description	Reported Last Year
I. Specification of Other:		

6. Other Units †

Are there any other academic units (any type) at your institution that offer business courses, programs or degrees?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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7. Business School's Academic Year †

	Starting month	Ending month
Academic Year	Sep	May

8. Non-Degree Programs (such as executive education or educational outreach that do not confer an undergraduate, masters, or doctoral degree) †

Are non-degree programs such as open enrollment or custom non-degree corporate programs offered?	<input type="radio"/> Yes <input type="radio"/> No
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9. Type of Community †

Please identify the type of community where the main business school campus is located. Your options: Urban / Suburban / Rural	<input checked="" type="radio"/> <b>Rural</b> <input type="radio"/> Suburban <input type="radio"/> Urban
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10. Program Levels \* †

Please select the category that most closely aligns with the program levels offered by your business unit. Your response to this question will determine which sections appear on the remainder of the survey.

		Reported Last Year
Please identify the program levels offered at your business school. Your options: Undergraduate / Masters / Doctoral	<input type="radio"/> Undergrad only <input type="radio"/> Undergrad/Certificates only <input type="radio"/> Undergrad/Masters only <input type="radio"/> Undergrad/Masters/Certificates <input checked="" type="radio"/> <b>Undergrad/Masters/Doctoral</b> <input type="radio"/> Masters only <input type="radio"/> Masters/Certificates only <input type="radio"/> Masters/Doctoral only <input type="radio"/> Doctoral only <input type="radio"/> Undergrad/Doctoral only <input type="radio"/> Certificates only	Undergrad/Masters/Doctoral

11. Student Type †

As applicable, please classify your business students as "Mostly Commuter" or "Mostly Residential."

	Commuter	Residential	Not Applicable/Unknown
a. Undergraduate Students		X	
b. Graduate Students		X	

What is the approximate overall percentage of undergraduate students who transfer into your business unit from outside of your home institution? For example, this would include students who transfer to your business school from another university, but would not include students from your university who join your business school.

c. Percentage of students who transferred in	20.0
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12. Institutional control \* †

Indicate the appropriate form of control or affiliation under which your institution operates.

- Public - A public institution is one whose programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds.
- Private-Not for Profit - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. Includes both independent nonprofit schools and those affiliated with a religious organization.
- Private-For Profit - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

		Reported Last Year
Institutional control	<input checked="" type="radio"/> <b>Public</b> <input type="radio"/> Private-Not for Profit <input type="radio"/> Private-For Profit <input type="radio"/> Other/Does not apply	Public

Other/Does not Apply Explanation †

In the text box below, please indicate why none of the Institutional control types above apply to your school, and (if applicable), what other model does apply:

	Explanation/Description:	Reported Last Year
If "Other/Does not Apply" selected above:		

## 13. Hour or Year Basis \* †

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme.

	Hour Basis	Reported Last Year
Indicate whether the school awards credit on a semester or quarter hour basis or uses ECTS or CATS.	<input checked="" type="radio"/> Semester <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS	Semester

## 14. Languages of instruction at your institution. †

a. What is the primary language of instruction at your business school? †

	Language	If other, please list
Primary Language of Instruction †	English	

b. Is instruction for one or more full programs at your school available in any other languages? †

Full program in other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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c. If so, what is the secondary language of instruction for one or more full programs at your business school? †

	Language	If other, please list
Secondary Language of Instruction (full programs) †		

d. Is instruction for certain specific courses or partial degree program(s) at your school available in any other languages? †

Courses or partial program in other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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e. If so, what is the secondary language of instruction for certain specific courses or partial degree program(s) at your business school? †

	Language	If other, please list
Secondary Language of Instruction (courses or partial programs) †		

## 15. Religious Affiliation of Your Institution †

Your options: Catholic / Islamic / Jewish / Protestant / Not Affiliated / Other	Not Affiliated
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## 16. Religious Affiliation Role

If an institutional religious affiliation was selected, is it central to your business school's identity?	<input type="radio"/> Yes <input type="radio"/> No
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## 17. Regional Accrediting Agency \* †

Report the regional accrediting agency for your institution

- MSACS - Middle States Association of Colleges and Schools
- NEASC - New England Association of Schools and Colleges
- NCACS - the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools
- NWCCU - Northwest Commission on Colleges and Universities (Previously NWASC - Northwest Association of Schools and Colleges)
- SACS - Southern Association of Colleges and Schools
- WASC - Western Association of Schools and Colleges
- Other - If regional institution accreditation does not apply, please specify the applicable accrediting body, approval agency, or national/regional recognition organization in the space provided. In the U.S., this information is reported by the institution in IPEDS Institutional Characteristics Survey lines 5 & 6.

		If Other - Specify applicable accrediting body
Regional Accrediting Agency	NEASC	

## Comments and Suggestions for Section A

Optional: Please enter any comments or suggestions for the Institutional Characteristics section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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Optional Opportunity: BSQ Survey Discussion Community †

If you would like to volunteer as a participant in the discussion community regarding the main BSQ, please provide your email address here. This is completely optional and is not required for completion of the survey or by your AACSB membership. If you choose to provide your email address here, you may be selected to be added to this learning community to discuss data opportunities and challenges for this survey. This learning community will help AACSB evaluate potential questions, methods of data collection, and dissemination options and best meet the needs for our member schools worldwide.

Email Address for Discussion Community Contact	mfboyd@uri.edu
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Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### B.1. Mission & Strategic Management (Non-Regional) † \*

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

Copy Icon - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### 1. Age of Mission Statement \* †

In what academic year was your business unit's current mission statement adopted or last revised?

Year	2017-18
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#### 2. Business Unit Priorities A \* †

Which of the following best describes the relative emphasis of your business unit?

##### Definitions

- Teaching - The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business
- Intellectual Contributions - The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications
- Service - Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPA-1 (A)	Teaching	Intellectual Contributions	Service
BPA-2 (B)	Intellectual Contributions	Teaching	Service
BPA-3 (C)	Teaching	Service	Intellectual Contributions
BPA-4 (D)	Intellectual Contributions	Service	Teaching
BPA-5 (E)	Equal for Teaching and Intellectual Contributions		Service
BPA-6 (F)	Teaching	Equal for Intellectual Contributions and Service	
BPA-7 (G)	Equal for Teaching, Intellectual Contributions, and Service		

	Code	Reported last year
Business Unit Priorities A	BPA-5	BPA-5

## 3. Business Unit Priorities B \* †

Which of the following best describes your business unit's relative emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research?

## Definitions

- Learning & Pedagogical Research - The enhancement of the educational value of instructional efforts of the institution or discipline
- Contributions to Practice - The application, transfer and interpretation of knowledge to improve management practice and teaching
- Discipline-based Scholarship - The creation of new knowledge

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPB-1 (A)	Discipline-based Scholarship	Contributions to Practice	Learning & Pedagogical Research
BPB-2 (B)	Contributions to Practice	Learning & Pedagogical Research	Discipline-based Scholarship
BPB-3 (C)	Learning & Pedagogical Research	Discipline-based Scholarship	Contributions to Practice
BPB-4 (D)	Discipline-based Scholarship	Learning & Pedagogical Research	Contributions to Practice
BPB-5 (E)	Learning & Pedagogical Research	Contributions to Practice	Discipline-based Scholarship
BPB-6 (F)	Contributions to Practice	Discipline-based Scholarship	Learning & Pedagogical Research
BPB-7 (G)	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice		Learning & Pedagogical Research
BPB-8 (H)	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research		Discipline-based Scholarship
BPB-9 (I)	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research		Contributions to Practice
BPB-10 (J)	Learning & Pedagogical Research	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice	
BPB-11 (K)	Discipline-based Scholarship	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research	
BPB-12 (L)	Contributions to Practice	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research	
BPB-13 (M)	Equal Emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research		

	Code	Reported last year
Business Unit Priorities B	BPB-1	BPB-1

## 4. Age of Strategic Plan †

Has your business school completed or revised its strategic plan in the last 18 months?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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5. Which of the options below best describes the focus of your school's recruitment efforts? †  
Please choose based on both your school's marketing and your student enrollment.

	Primary Location Focus:
Overall school	Global - throughout entire world
Undergraduate	Global - throughout entire world
Graduate	National - throughout host country

Comments and Suggestions for Section B

Optional: Please enter any comments or suggestions for the Mission & Strategic Management section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	We have adopted and voted on a new strategic plan in January 2018. Plean goes into effect July 1, 2018.
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Validation Comments:	
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## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### B.2. Mission Statement (Non-Regional) †

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Please provide your business school's mission statement as it appears in published documents available to the school's stakeholders. The mission statement may be typed or pasted into the box below.

**Vision:**

The College of Business at The University of Rhode Island aspires to be among the top flagship public colleges in the nation by fostering a community of diverse and innovative leaders and scholars who will be life-long learners impacting Rhode Island, the nation, and the world.

**Mission:**

The College of Business creates and disseminates knowledge to guide current and future business leaders and scholars, serving Rhode Island and beyond. We prepare our students to be effective communicators and critical thinkers who can perform independently or as members of a team to solve business and societal problems. We engage with local and global communities to enhance value for all of our stakeholders. We inspire our graduates to be globally informed, innovative, ethical, and socially-conscious life-long learners.

# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### C.1. Programs in Business (Non-Regional) † \*

AACSB-Accredited Schools Please Note: In order to maintain the correct data for your school's programs with regard to their Accreditation Scope Status, you must use the Copy icon on the left hand side of the screen to pull forward from the "Last Year" table. This icon looks like two overlapping sheets of paper.

Only programs that are new for 2017-18 should be manually added to the "This Year" table. Only programs that were discontinued after last year should not be copied forward from the "Last Year" table. Any and all programs included in the scope of accreditation MUST be reported.

(Directions For This Section (PDF)).

#### Directions

#### This Year

Accreditation Scope Status	Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Included in Scope	Undergraduate	BS in Business Administration	Accounting	Accounting	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Entrepreneurship/ Small Business Admin	Management	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Finance - incl Banking	Finance	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	General Business	General Business	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	International Business	Global Business	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Marketing	Marketing	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Supply Chain/ Transport/ Logistics	Supply Chain Management	General	X	X						
Included in Scope	Masters-Generalist	Master of Business Administration (MBA)	General Business	Business Administration	General	X	X		X			X	
Included in Scope	Masters-Specialist	Master of Science (MS)	Accounting	Accounting	General	X	X						
Included in Scope	Doctoral	Doctor of Philosophy (PhD)	Finance - incl Banking	Finance	General	X							
Included in Scope	Doctoral	Doctor of Philosophy (PhD)	Marketing	Marketing	General	X							
Included in Scope	Doctoral	Doctor of Philosophy (PhD)	Supply Chain/ Transport/ Logistics	Supply Chain Management	General	X							

# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### C.2. Graduate Reporting Levels (Non-Regional) \*

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WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

#### 1. Master's Degrees

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for your Master's level program(s). Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 2. Only schools reporting using option 1 or option 2 will see all of their school's data totals in the business school profiles and custom reports.

##### Option Description

1-Degree Program With this option you report on each specific degree and field/discipline combination.

2-Degree Title With this option you report on each specific degree. No further breakdown by field/discipline is allowed. (This option is equivalent to the 2004-2005 reporting level.)

3-MGen/EMBA/MSpec This option has been discontinued as of the 2016-17 BSQ. With this option you reported one set of data each for Masters-Generalist (MBA), EMBA, and Masters-Specialist. No further breakdown by field/discipline was allowed.

	Reporting Level
Master's Enrollment	1-Degree Program
Master's Admissions	1-Degree Program

#### 2. Doctoral Degrees and All Certificates

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for any doctoral and undergraduate/graduate certificate programs. Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 1.

##### Option Description

1-Degree Program With this option you report on each specific degree/certificate and field/discipline combination. (This option is equivalent to 2004-2005 reporting level.)

2-Degree Title With this option you report one set of data for each specific degree/certificate title represented in your programs. No further breakdown by field/discipline is allowed.

	Reporting Level
Doctoral Enrollment	2-Degree Title
Doctoral Admissions	2-Degree Title

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### C.3. Programs and Levels Comments

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Comments and Suggestions for Section C

Optional: Please enter any comments or suggestions for the Programs and Reporting Levels section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	We are just starting a Masters of Finance and since it's in the role out stage did not report. Also in Fall 2018 will add new undergraduate major Innovation and Entrepreneurship.
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in Section C during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### D.1. Finances (Non-Regional) - Type A&B Schools † \*

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section D.1. Finances. All questions below in section D.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section D.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section D.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Finances Module and in section D.1. Finances of the BSQ.

- Uses and Sources of Funds: Questions regarding the Uses and Sources of Funds are now collected on the Finances Module and have been removed from D.1. Finances.
- Organizational Questions: The options available for the Organizational Questions in this section have been updated. Instead of Yes/No, please respond with the appropriate level of organizational financial responsibility for each item. If your school does not offer an item through the business school, university/parent institution, jointly between the school and university/parent institution, or through an independent entity, please choose N/A. The options visible for this question are dependent on your answers in the basic questions portion of section D.1. Finances.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

Copy Icons - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### 1.a. Fiscal Year \*

This should be the most recently completed fiscal year at the time of the opening of this survey. For the 2017-18 BSQ, the fiscal year used should be complete no later than February 2018. Please do not use current and ongoing fiscal years that will end during this survey's data collection or after this survey closes.

	Month	Year
Ending month and year of your most recently completed fiscal year †	Jun	2017
Reported Last Year	Jun	2016

#### 1.b. Currency In Which You Are Reporting † \*

Please use this currency for all financial items in section D.1. Finances. If your school also chooses to participate in the Finances Module, this currency will already be selected within that survey if the BSQ D.1. Finances section has been completed. The same currency should be used for both the BSQ section D.1. Finances and for the BSQ Finance Module.

	Reported Last Year	
Currency	USD-United States Dollars	USD-United States Dollars

#### 2. Operating Budget † \*

Indicate the total business operating budget for the most recent complete 12 month period for which the budget is based. Include business unit faculty and staff salaries and benefits compensation. Estimate benefits compensation if necessary. Include all non-personnel budgets in which expenditures are controlled by the business unit, excluding scholarship payments. Include budgeted earnings from endowments, except those earmarked for scholarships. Include budgeted amount for annual giving.

	Amount	Reported Last Year
Operating budget	13,035,410	12,583,194

Please indicate below whether the operating budget figure entered covers programs, faculty and/or operations that are not business education-related (e.g., non-business degree programs that are offered in the business unit, etc.).

Operating budget includes non-business programs/operations?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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If you have indicated "Yes" above, please estimate the percentage of the budget figure that pertains specifically to the programs, faculty and/or operations that are business education-related in the box provided:

Percent of operating budget devoted to business education:	89.0
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3. Endowment Market Value † \*

Total market value of the business unit endowment at the end of the most recent complete fiscal year. Endowment assets consist of gross investments of endowment funds, term endowment funds (e.g., quasi-endowment), and funds functioning as endowment for the business unit and any of its affiliated foundations and other affiliated organizations. If endowment assets are centralized with the institution, indicate only the value of assets whose income is used specifically to support the business unit. Enter zero if the institution does not clearly separate endowment by academic units, or has no endowment at all.

In general, an endowment is a sum of money given to an institution with the requirement that its capital value is to be maintained, but the interest on it is to be used to support the work of the institution.

	Amount	Reported Last Year
Endowment market value	8,179,263	7,116,205

4. Tuition and Required Fees † \*

- o a. Undergraduate degree program academic year tuition and required fees  
Typical total tuition and required fees for a full-time undergraduate business student for the current academic year. The academic year refers to the period of time generally extending from September to June; usually equating two semesters to trimesters, three quarters, or the period covered by a four-one-four plan. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Answer "No" only if your school does not offer programs at this level. Enter "0" if your school does offer programs at this level, but does not charge tuition for them.
- o b. Full-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a full-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Answer "No" only if your school does not offer programs at this level. Enter "0" if your school does offer programs at this level, but does not charge tuition for them.
- o c. Part-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a part-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Answer "No" only if your school does not offer programs at this level. Enter "0" if your school does offer programs at this level, but does not charge tuition for them.

	My school offers this type of program:	Within Province/State/EU	Out of Province/State	Out of Country/EU	Online
a. Undergraduate degree program academic year tuition and required fees (provide for ACADEMIC YEAR only)	<input checked="" type="radio"/> Yes <input type="radio"/> No	13,792	30,042	30,042	
Reported Last Year		12,884	28,874	28,874	
b. Full-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input checked="" type="radio"/> Yes <input type="radio"/> No	18,453	36,434	36,434	
Reported Last Year		18,453	36,434	36,434	
c. Part-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input checked="" type="radio"/> Yes <input type="radio"/> No	31,770	63,045	63,045	
Reported Last Year					

5. Organizational Questions † \*

Indicate whether the function or operation is managed or controlled: 1) by the business school; 2) by the university or other parent institution of which the business school is a part; 3) jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school; or 4) independently, where the function or operation is not managed or controlled either by the business school nor the university or other parent institution. Select "N/A" only if the function or operation is not present at all at your school.

	Controlled By:	Reported Last Year
a. Business school or program building (graduate, undergraduate, or executive)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
b. Business library (including databases for research and teaching)	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution

c. Career services – undergraduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
d. Career services – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
e. Admissions – undergraduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
f. Admissions – graduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
g. Development (business school or programs)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
h. Communications (business school or programs)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
i. Business alumni relations	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
j. Academic advising – undergraduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
k. Academic advising – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
l. Information technology – academic or administrative support	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
m. Business research center (at least one)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
n. Academic assistance center (e.g., tutoring)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
o. Non-degree executive education center, institute, or facility	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> <b>N/A</b>	N/A
p. Student residential housing center or facility	<input type="radio"/> Business School <input checked="" type="radio"/> <b>University/Parent Institution</b> <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
q. Management of internship programs	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School

Comments and Suggestions for Section D

Optional: Please enter any comments or suggestions for the Finances section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### F.1. Enrollment: Undergraduate (U.S.) † \*

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Undergraduate Degree Program Enrollment \* †

Unless otherwise specified, report all data as of October 15 of the 2017-18 academic year, or your official census date for the academic year.

If the business unit draws a clear distinction between full-time and part-time undergraduate degree programs, then it is appropriate to count enrolled students as full-time and part-time, respectively, based upon that distinction. For example, in the United States, full-time for undergraduate students is commonly defined as 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

The criteria for class standing are determined by the reporting institution. Lower division students are those that are in their first or second year of matriculation. Upper division students are those that are in their third, fourth, or fifth year of matriculation.

Include only those students that have been officially admitted to the business unit, and declared a major in a business area or are designated as pre-business. Each student should be counted only once when reporting enrollment data.

	Does Not Apply	Full-Time Enrollment Male	Full-Time Enrollment Female	Full-Time Enrollment Other/Not Reported	Full-Time Enrollment Total	Part-Time Enrollment Male	Part-Time Enrollment Female	Part-Time Enrollment Other/Not Reported	Part-Time Enrollment Total	Total Enrollment Male	Total Enrollment Female	Total Enrollment Other/Not Reported	Total Enrollment
1. Number of lower division students	No												
2. Number of upper division students													
3. Total enrollment		1,187	925		2,112					1,187	925		2,112
Reported last year					1,838					1,149	689		1,838

#### 2. Undergraduate Degree Programs Enrollment by Country of Origin or Birthplace \*

Note: Race/Ethnicity categories below apply to U.S. citizens and permanent residents only. The total reported on line 14 below must equal the Total reported on line 3 above. Unless otherwise specified, report all data as of October 15 of the 2017-18 academic year, or your official census date for the academic year.

	Male Enrollment	Female Enrollment	Other/Not Reported Enrollment	Total Enrollment
4. American Indian or Alaskan Native	0	0	0	0
5. Asian	35	31	0	66
6. Native Hawaiian or Other Pacific Islander	0	1	0	1
7. Black or African American	58	27	0	85
8. Hispanic/Latino	82	81	0	163
9. White	908	688	0	1,596
10. Two or More Races	32	21	0	53
11. Race/Ethnicity Unknown	46	41	0	87
12. Total U.S. citizens and permanent residents	1,161	890	0	2,051
13. Other country of origin or birthplace	26	35	0	61
14. Total (must equal line 3 from above)	1,187	925	0	2,112

#### 3. Undergraduate Degrees Conferred \* † (business unit only)

Note: Please report degrees conferred during the most recently completed 12 month period from July 1 through June 30.

	Does Not Apply	Male	Female	Other/Not Reported	Total	Reported Last Year
15. Total number of bachelor's degrees conferred		255	208	0	463	386
16. Total number of bachelor's degrees conferred with major or concentration in accounting or taxation as reported in Part C, column 3 (also counted in previous line)	No	61	54	0	115	110

## Comments and Suggestions for Section F.1.

Optional: Please enter any comments or suggestions for the Undergraduate Enrollment section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments:	
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## Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### F.2.a. Enrollment: Master's (Non-Regional) † \*

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.
- **Does not apply:** Check this box to disable data entry in a row and positively indicate that you haven't omitted the row by accident. Please use this indicator only where your school, with its current slate of programs, would never have any students of the type specified. If your school could have a type of student, but currently doesn't, please enter zero (0).

The degrees conferred area is required for all tables. If you have no degrees conferred for a specific table or tables, please indicate this in the F.4. Enrollment Comments box.

Questions? Please contact the DataDirect Team at AACSB International ([+1-813-769-6500](tel:+18137696500) for the Tampa office, [+31 020 509 1075](tel:+310205091075) for the Amsterdam office, or at [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu))

**Degree Title: Master of Business Administration (MBA)**

**Field/Discipline: General Business†**

		Full-Time Enrollment				Part-Time Enrollment				Number of Degrees Conferred July 1, 2016 - June 30, 2017				
		Does not Apply	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total
<input checked="" type="checkbox"/>	Full Detail													
<input checked="" type="checkbox"/>	Full Detail													
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>												
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>												
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>												
2	Full-time Accelerated	<input type="checkbox"/>	21	3	0	24					14	10	0	24
3	Full-time Distance Learning	<input checked="" type="checkbox"/>												
4	Full-time Other	<input checked="" type="checkbox"/>												
5	Total Full-time		21	3	0	24					14	10	0	24
6	Part-time Evenings and Weekends	<input type="checkbox"/>	81	79	0	160	0	0	0	0	32	38	0	70
7	Part-time Off Campus (site other than main campus)	<input checked="" type="checkbox"/>												
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>												
9	Part-time Online	<input checked="" type="checkbox"/>												
10	Part-time Other	<input checked="" type="checkbox"/>												
11	Total Part-time		81	79	0	160	0	0	0	0	32	38	0	70
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0	0	0	0
15	Enrollment by Ethnicity Totals					24				160				
15	GRAND TOTAL		102	82	0	184	0	0	0	0	46	48	0	94

**Degree Title: Master of Science (MS)**

**Field/Discipline: Accounting†**

		Full-Time Enrollment				Part-Time Enrollment				Number of Degrees Conferred July 1, 2016 - June 30, 2017				
		Does not Apply	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total
<input checked="" type="checkbox"/>	Full Detail													
<input checked="" type="checkbox"/>	Full Detail													
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>												
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>												
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>												
2	Full-time Accelerated	<input type="checkbox"/>	17	18	0	35					13	14	0	27
3	Full-time Distance Learning	<input checked="" type="checkbox"/>												
4	Full-time Other	<input type="checkbox"/>	0	0	0	0					0	0	0	0
5	Total Full-time		17	18	0	35					13	14	0	27
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input checked="" type="checkbox"/>												
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>												
9	Part-time Online	<input checked="" type="checkbox"/>												
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0	0	0	0

11	Total Part-time		0	0	0	0	0	0	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0	0	0	0
15	Enrollment by Ethnicity Totals					35				0				
15	GRAND TOTAL		17	18	0	35	0	0	0	0	13	14	0	27

# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### F.2.b. Enrollment by Ethnicity: Master's (Non-Regional) \*

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

Questions? Please contact the DataDirect Team at AACSB International ([+1-813-769-6500](tel:+1-813-769-6500) for the Tampa office, [+31 020 509 1075](tel:+31-020-509-1075) for the Amsterdam office, or at [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu))

**Degree Title: Master of Business Administration (MBA)**

**Field/Discipline: General Business†**

<input checked="" type="checkbox"/> Full Detail		Full-Time Enrollment				Part-Time Enrollment				Total			
		Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total
<input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail													
<input checked="" type="checkbox"/> Breakdown by Gender													
1	Hispanic/Latino	1	0	0	1	3	2	0	5	4	2	0	6
2	American Indian or Alaska Native	1	0	0	1	0	0	0	0	1	0	0	1
3	Asian	0	0	0	0	6	6	0	12	6	6	0	12
4	Black or African American	0	0	0	0	2	1	0	3	2	1	0	3
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
6	White	16	3	0	19	61	63	0	124	77	66	0	143
7	Two or More Races	0	0	0	0	0	1	0	1	0	1	0	1
8	Race and Ethnicity Unknown	1	0	0	1	7	4	0	11	8	4	0	12
9	Total U.S. Citizens and permanent residents (lines 1-8)	19	3	0	22	79	77	0	156	98	80	0	178
10	Nonresident Alien/Other Country of Origin	2	0	0	2	2	2	0	4	4	2	0	6
11	Total (lines 9 & 10)	21	3	0	24	81	79	0	160	102	82	0	184
12	Enrollment by Vehicle Totals	102	82	0	184	0	0	0	0	102	82	0	184

**Degree Title: Master of Science (MS)**

**Field/Discipline: Accounting†**

<input checked="" type="checkbox"/> Full Detail		Full-Time Enrollment				Part-Time Enrollment				Total			
		Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total
<input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail													
<input checked="" type="checkbox"/> Breakdown by Gender													
1	Hispanic/Latino	0	1	0	1	0	0	0	0	0	1	0	1
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
3	Asian	1	0	0	1	0	0	0	0	1	0	0	1
4	Black or African American	1	1	0	2	0	0	0	0	1	1	0	2
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
6	White	15	13	0	28	0	0	0	0	15	13	0	28
7	Two or More Races	0	1	0	1	0	0	0	0	0	1	0	1
8	Race and Ethnicity Unknown	0	2	0	2	0	0	0	0	0	2	0	2
9	Total U.S. Citizens and permanent residents (lines 1-8)	17	18	0	35	0	0	0	0	17	18	0	35
10	Nonresident Alien/Other Country of Origin	0	0	0	0	0	0	0	0	0	0	0	0
11	Total (lines 9 & 10)	17	18	0	35	0	0	0	0	17	18	0	35
12	Enrollment by Vehicle Totals	17	18	0	35	0	0	0	0	17	18	0	35

## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### F.3.a. Enrollment: Doctoral & All Certificates (Non-Regional) † \*

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

**Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

The degrees conferred area is required for all tables. If you have no degrees conferred for a specific table or tables, please indicate this in the F.4. Enrollment Comments box.

Questions? Please contact the DataDirect Team at AACSB International ([+1-813-769-6500](tel:+1-813-769-6500) for the Tampa office, [+31 020 509 1075](tel:+31-020-509-1075) for the Amsterdam office, or at [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu))

#### Degree Title: Doctor of Philosophy (PhD)†

	Does not Apply	Full-Time Enrollment				Part-Time Enrollment				Number of Degrees Conferred July 1, 2016 - June 30, 2017				
		Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	
15 Enrollment by Ethnicity Totals					17					0				
16 GRAND TOTAL		12	5	0	17	0	0	0	0	0	1	0	0	1

## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### F.3.b. Enrollment by Ethnicity: Doctoral & All Certificates (Non-Regional) \*

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

Questions? Please contact the DataDirect Team at AACSB International ([+1-813-769-6500](tel:+1-813-769-6500) for the Tampa office, [+31 020 509 1075](tel:+31-020-509-1075) for the Amsterdam office, or at [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu))

#### Degree Title: Doctor of Philosophy (PhD)†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment				Part-Time Enrollment				Total			
		Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total	Male	Female	Other/Not Reported	Total
1	Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
3	Asian	0	0	0	0	0	0	0	0	0	0	0	0
4	Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
6	White	4	1	0	5	0	0	0	0	4	1	0	5
7	Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0
8	Race and Ethnicity Unknown	1	0	0	1	0	0	0	0	1	0	0	1
9	Total U.S. Citizens and permanent residents (lines 1-8)	5	1	0	6	0	0	0	0	5	1	0	6
10	Nonresident Alien/Other Country of Origin	7	4	0	11	0	0	0	0	7	4	0	11
11	Total (lines 9 & 10)	12	5	0	17	0	0	0	0	12	5	0	17
12	Enrollment by Vehicle Totals	12	5	0	17	0	0	0	0	12	5	0	17

## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### G.1. Class Size Indicators (Non-Regional) †

#### Class Size Indicators †

As of the institution's official fall reporting date, or October 15th of the 2017-18 academic year, please enter the measures of central tendency of the class size for all required business courses: the mean (average); the median (50th percentile); and the mode (most frequent value). Required business courses are those that all students must take to graduate. On the last row, indicate the total number of courses included in the calculations for the measures of central tendency. If you are not able to enter the data for this section, please indicate this in the comment box below.

Combine data for all required courses of different degree programs at each level (Undergraduate, General Business Master's (MBA), Specialized Master's and Doctoral). For example, include the required courses of each Specialized Master's degree program to calculate the mean for that program level. Exclude independent study.

Please leave blank any column that does not apply to your school. As a reminder, here are the program levels you have indicated your business unit offers:

	(As entered in Section A.1.)			
Program Levels Offered:	Undergrad/Masters/Doctoral			
	Undergraduate	General Business Master's (incl. MBA)	Specialized Master's	Doctoral
Mean - required business courses only	31	17	11	3
Median - required business courses only	32	18	9	2
Mode - required business courses only	15	18	1	1
Number of required business courses included	204	27	14	11

#### Comments and Suggestions for Section G

Optional: Please enter any comments or suggestions for the Class Size section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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#### Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### H.1. Admissions: Undergraduate (Non-Regional) †

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Length of Undergraduate Degree Program †

Indicate the approximate length of the program (as if completed on full-time basis)

	<input type="radio"/> 1 Year <input type="radio"/> 2 Years <input type="radio"/> 3 Years <input checked="" type="radio"/> 4 Years <input type="radio"/> 5 Years
--	---

#### 2. Applications, offers of admission, and new entrants †

Indicate the number of applicants, number of offers of admission, and number of new entrants for each applicable population. Mark not applicable for each population that does not apply. For example, if your business school admits students only at the third year, indicate not applicable for the first and second year categories. Schools that admit students beyond the first year level should include applicants from within the institution and from other institutions (transfer students).

Reporting period – All information should correspond with a full twelve (12) months of admissions statistics. The reporting year may end on September 30 of each year or an appropriate date selected by the reporting entity.

For schools using the designations of freshman through senior, please consider first year as freshman through fourth year as senior.

If your business unit controls its own applications and/or offers of admission processes, please indicate "Yes" below. If either or both processes are controlled by your business unit's parent university/institution, government, or other similar agency, please answer "No" as appropriate. You will not be required to provide data for processes not under the control of the business unit.

Does your business unit control its own application process?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Does your business unit control its own process for offers of admission?	<input type="radio"/> Yes <input checked="" type="radio"/> No

	Not Applicable	Number of Applicants†	Number of Offers of Admission†	Number of New Entrants†	N of New Entrants Reported Last Year†
a. First Year	No	4,227	3,079	565	664
b. Second Year	No				
c. Third Year	No	214	72	67	
d. Fourth Year	No				
e. Total		4,441	3,151	632	664
Total Reported Last Year		3,867	2,797		

#### 3. Entrance exam information †

Indicate whether the SAT and/or ACT are applicable to your school. If so, enter the average SAT score (combined math and verbal) and ACT composite scores, and the number of students reporting each for all new students that entered the business school in the reporting period (new entrants). Include only the highest score achieved for students reporting more than one test SAT or ACT score. Include both scores if a student reports SAT and ACT scores.

a. SAT and ACT are applicable to my school	<input checked="" type="radio"/> Yes <input type="radio"/> No
b. SAT and ACT are not required for admission	No

	This Year	Reported Last Year
c. Number of new entrants reporting SAT scores	451	578
d. Number of new entrants reporting ACT scores	114	99
e. Average composite SAT score	1,138	1,096
f. Average composite ACT score	24	24

If your business school requires an alternative admission examination, please describe the examination below. Be sure to include the name of the examination, who administers the examination, and general information about scoring. †

g. Description of examination process	
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### H.1.5. Admissions: Graduate Processes (Non-Regional)

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#### Control of Graduate Applications and Offers of Admission \*

If your business unit controls its own applications and/or offers of admission processes for all graduate-level programs, please indicate "Yes" below. If either or both processes are controlled by your business unit's parent university/institution, government, or other similar agency, please answer "No" as appropriate.

You will not be required to provide data for processes not under the control of the business unit in the program tables of Sections H.2. and H.3. If it is the case that your school controls either of these processes for some of its graduate programs but not for others, please answer "No" if there are any that your school does not control, and list in the Comment box below which specific programs will have data entered for these processes and which will not.

Does your business unit control its own application process?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Does your business unit control its own process for offers of admission?	<input checked="" type="radio"/> Yes <input type="radio"/> No

#### Comments and Suggestions for Section H.1.5

Optional: Please enter any comments or suggestions for this section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments:	
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#### Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### H.2. Admissions: Master's (Non-Regional) †

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- Full Detail: Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team at AACSB International ([+1-813-769-6500](tel:+1-813-769-6500) for the Tampa office, [+31 020 509 1075](tel:+31-020-509-1075) for the Amsterdam office, or at [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu))

**Degree Title: Master of Business Administration (MBA)**

**Field/Discipline: General Business†**

		Work Experience (in months)								Examination Process Other Than GMAT or GRE		
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description	
<input checked="" type="checkbox"/> Full Detail												
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0			
2	Full-time Accelerated	37	30	18	9	0	0	0	0	<input type="checkbox"/>		
3	Full-time Distance Learning	0	0	0	0	0	0	0	0			
4	Full-time Other	0	0	0	0	0	0	0	0			
5	Total Full-time	37	30	18	9	0	0	0	0			
6	Part-time Evenings and Weekends	94	91	80	71	0	0	0	0	<input type="checkbox"/>		
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0			
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0			
9	Part-time Online	0	0	0	0	0	0	0	0			
10	Part-time Other	0	0	0	0	0	0	0	0			
11	Total Part-time	94	91	80	71	0	0	0	0			
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>		
15	GRAND TOTAL	131	121	98	80	0	0	0	0	<input type="checkbox"/>		

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year		0	0	0	0	0		0	0	0	0	0
2	Full-time Accelerated	<input checked="" type="checkbox"/>	7	504	510	452	554	<input checked="" type="checkbox"/>	4	310	311	303	318
3	Full-time Distance Learning		0	0	0	0	0		0	0	0	0	0
4	Full-time Other		0	0	0	0	0		0	0	0	0	0
5	Total Full-time		7	0	0	0	0		4	0	0	0	0
6	Part-time Evenings and Weekends	<input checked="" type="checkbox"/>	16	541	535	440	556	<input checked="" type="checkbox"/>	18	306	308	294	313
7	Part-time Off Campus (site other than main campus)		0	0	0	0	0		0	0	0	0	0
8	Part-time Distance Learning (excluding Online)		0	0	0	0	0		0	0	0	0	0
9	Part-time Online		0	0	0	0	0		0	0	0	0	0
10	Part-time Other		0	0	0	0	0		0	0	0	0	0
11	Total Part-time		16	0	0	0	0		18	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0

15	GRAND TOTAL	<input type="checkbox"/>	23	0	0	0	0	0	<input type="checkbox"/>	22	0	0	0	0
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**Degree Title: Master of Science (MS)**  
**Field/Discipline: Accounting†**

		Work Experience (in months)								Examination Process Other Than GMAT or GRE			
		Number of Applicants	Number of Offers of Admission	Number of New Entrants Reporting Experience †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description		
<input checked="" type="checkbox"/> Full Detail													
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0				
2	Full-time Accelerated	29	25	20	20	12	3	3	16	<input checked="" type="checkbox"/>	Our policy is that either the GMAT or GRE is required for students with a GPA below 3.5 for undergrad accounting majors from an Accredited AACSB business school or any undergrad non-accounting major.		
3	Full-time Distance Learning	0	0	0	0	0	0	0	0				
4	Full-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>			
5	Total Full-time	29	25	20	20	0	0	0	0				
6	Part-time Evenings and Weekends	1	1	1	1	96	96	96	96	<input checked="" type="checkbox"/>	Our policy is that either the GMAT or GRE is required for students with a GPA below 3.5 for undergrad accounting majors from an Accredited AACSB business school or any undergrad non-accounting major.		
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0				
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0				
9	Part-time Online	0	0	0	0	0	0	0	0				
10	Part-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>			
11	Total Part-time	1	1	1	1	0	0	0	0				
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>			
15	GRAND TOTAL	30	26	21	21	0	0	0	0				

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year		0	0	0	0	0		0	0	0	0	0
2	Full-time Accelerated	<input checked="" type="checkbox"/>	8	494	465	300	480	<input checked="" type="checkbox"/>	1	295	295	295	295
3	Full-time Distance Learning		0	0	0	0	0		0	0	0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
5	Total Full-time		8	0	0	0	0		1	0	0	0	0
6	Part-time Evenings and Weekends	<input checked="" type="checkbox"/>	1	590	590	590	590	<input type="checkbox"/>	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)		0	0	0	0	0		0	0	0	0	0
8	Part-time Distance Learning (excluding Online)		0	0	0	0	0		0	0	0	0	0
9	Part-time Online		0	0	0	0	0		0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
11	Total Part-time		1	0	0	0	0		0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
15	GRAND TOTAL		9	0	0	0	0		1	0	0	0	0

# The University of Rhode Island, College of Business Administration

## 2017-18 Business School Questionnaire (BSQ)

### H.3. Admissions: Doctoral & All Certificates (Non-Regional) †

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team at AACSB International [+1-813-769-6500](tel:+1-813-769-6500) for the Tampa office, [+31 020 509 1075](tel:+31-020-509-1075) for the Amsterdam office, or at [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)

#### Degree Title: Doctor of Philosophy (PhD)†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
16	GRAND TOTAL	54	7	6	0	0	0	0	0	<input type="checkbox"/>	

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
16	GRAND TOTAL	<input checked="" type="checkbox"/>	22	658	675	560	730	<input checked="" type="checkbox"/>	28	258	274	270	325

## The University of Rhode Island, College of Business Administration 2017-18 Business School Questionnaire (BSQ)

### H.4. Admissions Comments

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Comments and Suggestions for Section H

Optional: Please enter any comments or suggestions for the Admissions section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	For the Degree Title: Master of Science (MS) with Field/Discipline: Accounting, our policy is that either the GMAT or GRE is required for students with a GPA below 3.5 for undergrad accounting majors from an Accredited AACSB business school or any undergrad non-accounting major.
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in sections H.2. or H.3. during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### A.1. Institutional Characteristics (U.S.) †

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### Data Sharing Option †

AACSB International is implementing a voluntary data sharing plan for members who choose to participate in the data share. Only data entered on the BSQ is included in the AACSB Data Share option. Would you like to share the data you enter in the BSQ with other AACSB members who have also agreed to share these data?

- If you select Yes, you agree that all items you complete on the BSQ can be shared with these select members who participate in the data share. You will also be granted access to the BSQ data of all other schools who select this option.
- If you select No, you will still have access to the BSQ data for your own school and aggregate comparison data in the overview report.

		Reported Last Year
Does your school wish to participate in the AACSB data-sharing plan?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes

#### 1. Name of Institution in which your Business Unit resides \* †

		Reported Last Year
Institution name	University of Rhode Island	University of Rhode Island

#### Overall Combined Total Institutional Enrollment †

These numbers should reflect the total enrollment at your institution as of October 15 or your official census date of the most recently completed year. This is a snapshot of enrollment data and should be limited to enrollment as of the census date or October 15 and is not representative of a full year of data. This question is not limited to the enrollment at your business unit, department, or college. This includes enrollment in all degree programs at your institution, regardless of department, college, field, discipline, or division. The enrollment counts for your business unit should be included in this aggregate number for your institution. The specific enrollment information for degree programs at your business school or business unit is collected separately in Section F. Enrollment of this survey.

Please enter zero under the enrollment counts only if your business unit offers the education level, but does not have any students enrolled at that education level. These items will auto-total. If you enter a number in the Total field, it will deactivate the component fields. If you enter a data into the component fields, the Total field will auto-total and be deactivated for data entry.

#### Data Availability:

- Available: If the data is available for this question, please choose Available and enter the appropriate enrollment amounts.
- Not Available: If your school does offer educational programs, but the data is not available for reporting, please mark the level as Data Not Available.
- Not Applicable: If your institution does not offer degree programs at a particular education level, please mark the level as Not Applicable.

	Data Availability	Total Institution Enrollment
Undergraduate	Available	14,801
Masters	Available	1,220
Doctoral	Available	1,436
Total		17,457

#### 2. Name of Business Unit \* †

Provide the full and official name. The business unit is an administrative unit, supported by a continuing budget and to which full-time faculty appointments are made, and through which degree programs in business are offered. These attributes are more important than the title of the unit offering the programs. The business unit may be known as a curriculum, faculty, department, school, college or other title.

Provide the year in which the business unit was founded, the year in which the parent institution/university (if any) was founded, and the initial year of AACSB membership. Please use a 4 digit year (ex: 1954). If you do not know the year the business school was founded, the year the parent institution/university was founded, or the year that your school joined AACSB International, please leave the unknown items blank.

		Reported Last Year
Business unit	College of Business Administration	College of Business Administration
Year Business School Founded	1923	1923
Year Parent Institution/University Founded	1892	1892
Year School First Joined AACSB International	1972	1972

## 3. Web Site Address (URL) †

This address should point directly to your business unit home page, not to the Web site of the institution.

		Reported Last Year
Web address	http://web.uri.edu/business/	http://web.uri.edu/business/

## 4. Accreditation †

Is your business unit accredited by any of the following organizations?  
Please answer Yes or No for each association.

		Reported Last Year
a. EQUIS - European Quality Improvement System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
b. EPAS - EFMD Programme Accreditation System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
c. AMBA - The Association of MBAs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
d. ACBSP - Association of Collegiate Business Schools and Programs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
e. CEEMAN - International Association for Management Development in Dynamic Societies	<input type="radio"/> Yes <input checked="" type="radio"/> No	
f. FIBAA - Foundation for International Business Administration Accreditation	<input type="radio"/> Yes <input checked="" type="radio"/> No	
g. NIBS - Network of International Business Schools	<input type="radio"/> Yes <input checked="" type="radio"/> No	
h. IACBE - International Assembly for Collegiate Business Education	<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. ECBE - European Council for Business Education	<input type="radio"/> Yes <input checked="" type="radio"/> No	
j. ABEST21 - The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization	<input type="radio"/> Yes <input checked="" type="radio"/> No	
k. Other (non-governmental)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No

	Description	Reported Last Year
I. Specification of Other:		

## 5. Other Units †

Are there any other academic units (any type) at your institution that offer business courses, programs or degrees?	<input type="radio"/> Yes <input checked="" type="radio"/> No
---	---

## 6. Business School's Academic Year †

	Starting month	Ending month
Academic Year	Sep	May

## 7. Non-Degree Programs †

Are non-degree programs such as open enrollment or custom non-degree corporate programs offered?	<input type="radio"/> Yes <input checked="" type="radio"/> No
--	---

## 8. Type of Community †

Please identify the type of community where the main business school campus is located. Your options: Urban / Suburban / Rural	<input checked="" type="radio"/> Rural <input type="radio"/> Suburban <input type="radio"/> Urban
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## 9. Program Levels \* †

Please select the category that most closely aligns with the program levels offered by your business unit. Your response to this question will determine which sections appear on the remainder of the survey.

		Reported Last Year
Please identify the program levels offered at your business school. Your options: Undergraduate / Masters / Doctoral	<input type="radio"/> Undergrad only <input type="radio"/> Undergrad/Masters only <input type="radio"/> Undergrad/Masters/Certificates <input checked="" type="radio"/> <b>Undergrad/Masters/Doctoral</b> <input type="radio"/> Masters only <input type="radio"/> Masters/Doctoral only <input type="radio"/> Doctoral only <input type="radio"/> Undergrad/Doctoral Only	Undergrad/Masters/Doctoral

10. Student Type †

As applicable, please classify your business students as "Mostly Commuter" or "Mostly Residential."

	Commuter	Residential	Not Applicable/Unknown
a. Undergraduate Students		X	
b. Graduate Students	X		

What is the approximate overall percentage of students who transfer into your business unit from outside of your home institution? For example, this would include students who transfer to your business school from another university, but would not include students from your university who join your business school.

c. Percentage of students who transferred in	22.0
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11. Institutional control \* †

Indicate the appropriate form of control or affiliation under which your institution operates.

- Public - A public institution is one whose programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds.
- Private-Not for Profit - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. Includes both independent nonprofit schools and those affiliated with a religious organization.
- Private-For Profit - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

		Reported Last Year
Institutional control	<input checked="" type="radio"/> <b>Public</b> <input type="radio"/> Private-Not for Profit <input type="radio"/> Private-For Profit <input type="radio"/> Other/Does not apply	Public

Other/Does not Apply Explanation †

In the text box below, please indicate why none of the Institutional control types above apply to your school, and (if applicable), what other model does apply:

	Explanation/Description:	Reported Last Year
If "Other/Does not Apply" selected above:		

12. Hour or Year Basis \* †

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme.

	Hour Basis	Reported Last Year
Indicate whether the school awards credit on a semester or quarter hour basis or uses ECTS or CATS.	<input checked="" type="radio"/> <b>Semester</b> <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS	Semester

13. Languages of instruction at your institution. †

a. What is the primary language of instruction at your business school? †

	Language	If other, please list
Primary Language of Instruction †	English	

b. Is instruction for one or more full programs at your school available in any other languages? †

Full program in other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> <b>No</b>
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c. If so, what is the secondary language of instruction for one or more full programs at your business school? †

	Language	If other, please list
Secondary Language of Instruction (full programs) †		

d. Is instruction for certain specific courses or partial degree program(s) at your school available in any other languages? †

Courses or partial program in other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> No
--	---

e. If so, what is the secondary language of instruction for certain specific courses or partial degree program(s) at your business school? †

	Language	If other, please list
Secondary Language of Instruction (courses or partial programs) †		

14. Religious Affiliation of Your Institution †

Your options: Catholic / Islamic / Jewish / Protestant / Not Affiliated / Other	Not Affiliated
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15. Religious Affiliation Role

If an institutional religious affiliation was selected, is it central to your business school's identity?	<input type="radio"/> Yes <input type="radio"/> No
---	--

16. Regional Accrediting Agency \* †

Report the regional accrediting agency for your institution

- o MSACS - Middle States Association of Colleges and Schools
- o NEASC - New England Association of Schools and Colleges
- o NCACS - North Central Association of Colleges and Schools, the Higher Learning Commission (HLC)
- o NWCCU - Northwest Commission on Colleges and Universities (Previously NWASC - Northwest Association of Schools and Colleges)
- o SACS - Southern Association of Colleges and Schools
- o WASC - Western Association of Schools and Colleges
- o Other - If regional institution accreditation does not apply, please specify the applicable accrediting body, approval agency, or national/regional recognition organization in the space provided. In the U.S., this information is reported by the institution in IPEDS Institutional Characteristics Survey lines 5 & 6.

		If Other - Specify applicable accrediting body
Regional Accrediting Agency	NEASC	

Comments and Suggestions for Section A

Optional: Please enter any comments or suggestions for the Institutional Characteristics section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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Optional Opportunity: BSQ Survey Discussion Community †

If you would like to volunteer as a participant in the discussion community regarding the main BSQ, please provide your email address here. This is completely optional and is not required for completion of the survey or by your AACSB membership. If you choose to provide your email address here, you may be selected to be added to this learning community to discuss data opportunities and challenges for this survey. This learning community will help AACSB evaluate potential questions, methods of data collection, and dissemination options and best meet the needs for our member schools worldwide.

Email Address for Discussion Community Contact	mfboyd@uri.edu
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## Rhode Island, University of, College of Business Administration 2016-17 Business School Questionnaire (BSQ)

### B.1. Mission & Strategic Management † (Non-Regional)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
\* = required field

Copy Icon - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### 1. Age of Mission Statement \* †

In what academic year was your business unit's current mission statement adopted or last revised?

Year	2013-14
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#### 2. Business Unit Priorities A \* †

Which of the following best describes the relative emphasis of your business unit?

##### Definitions

- Teaching - The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business
- Intellectual Contributions - The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications
- Service - Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPA-1 (A)	Teaching	Intellectual Contributions	Service
BPA-2 (B)	Intellectual Contributions	Teaching	Service
BPA-3 (C)	Teaching	Service	Intellectual Contributions
BPA-4 (D)	Intellectual Contributions	Service	Teaching
BPA-5 (E)	Equal for Teaching and Intellectual Contributions		Service
BPA-6 (F)	Teaching	Equal for Intellectual Contributions and Service	
BPA-7 (G)	Equal for Teaching, Intellectual Contributions, and Service		

	Code	Reported last year
Business Unit Priorities A	BPA-5	BPA-5

## 3. Business Unit Priorities B \* †

Which of the following best describes your business unit's relative emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research?

## Definitions

- Learning & Pedagogical Research - The enhancement of the educational value of instructional efforts of the institution or discipline
- Contributions to Practice - The application, transfer and interpretation of knowledge to improve management practice and teaching
- Discipline-based Scholarship - The creation of new knowledge

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPB-1 (A)	Discipline-based Scholarship	Contributions to Practice	Learning & Pedagogical Research
BPB-2 (B)	Contributions to Practice	Learning & Pedagogical Research	Discipline-based Scholarship
BPB-3 (C)	Learning & Pedagogical Research	Discipline-based Scholarship	Contributions to Practice
BPB-4 (D)	Discipline-based Scholarship	Learning & Pedagogical Research	Contributions to Practice
BPB-5 (E)	Learning & Pedagogical Research	Contributions to Practice	Discipline-based Scholarship
BPB-6 (F)	Contributions to Practice	Discipline-based Scholarship	Learning & Pedagogical Research
BPB-7 (G)	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice		Learning & Pedagogical Research
BPB-8 (H)	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research		Discipline-based Scholarship
BPB-9 (I)	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research		Contributions to Practice
BPB-10 (J)	Learning & Pedagogical Research	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice	
BPB-11 (K)	Discipline-based Scholarship	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research	
BPB-12 (L)	Contributions to Practice	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research	
BPB-13 (M)	Equal Emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research		

	Code	Reported last year
Business Unit Priorities B	BPB-1	BPB-1

## 4. Age of Strategic Plan †

Has your business school completed or revised its strategic plan in the last 18 months?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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5. Which of the options below best describes the focus of your school's recruitment efforts? †  
Please choose based on both your school's marketing and your student enrollment.

Primary Location Focus	Regional - within continental region
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Comments and Suggestions for Section B

Optional: Please enter any comments or suggestions for the Mission & Strategic Management section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	We are currently in the process of revising our Mission & Strategic plan for FY 18.
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## Rhode Island, University of, College of Business Administration 2016-17 Business School Questionnaire (BSQ)

### B.2. Mission Statement † (Non-Regional)

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Please provide your business school's mission statement as it appears in published documents available to the school's stakeholders. The mission statement may be typed or pasted into the box below.

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 Administration 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 Administration are: Excellence, Collaboration and Leadership.

- **Excellence**  
The College of Business Administration'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 Administration students for a world that values team work 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.

# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### C.1.a. Finances - Basic Questions (Non-Regional)

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, the Finances Module section is now listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Financial Supplement and in section C.1. Finances of the BSQ.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

Copy Icons - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### 1. Currency In Which You Are Reporting † \*

Please use this currency for all financial items in section C.1. Finances. If your school also chooses to participate in the Finances Module, this currency will already be selected within that survey if the BSQ C.1. Finances section has been completed. The same currency should be used for both the BSQ section C.1. Finances and for the BSQ Financial Supplement.

	Reported Last Year	
Currency	USD-United States Dollars	USD-United States Dollars

#### 2. Business School Relationship with Parent Academic Institution † \*

Please select the option that best characterizes your business school's relationship with its parent university or other academic institution. Your selection here will determine which questions are included in the remaining portion of the BSQ Finances section C.1.:

A) Standard Academic Unit of Parent Institution: My business school is one academic unit among several others, all of which are part of a larger parent university (or other academic institution) from which we derive our degree-granting authority.

B) Semi-/Mostly Autonomous Unit of Parent Institution: My business school is a semi- or mostly autonomous academic unit, but still derives degree-granting authority from a larger parent university (or other academic institution).

C) Independent Institution: My business school is an independent academic institution with its own degree-granting authority, not attached to or dependent on any other academic institution.

	Reported Last Year	
Relationship Type	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	A

# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### C.1.b. Finances (Non-Regional) - A&B

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Finances Module and in section C.1. Finances of the BSQ.

- Uses and Sources of Funds: Questions regarding the Uses and Sources of Funds are now collected on the Finances Module and have been removed from C.1. Finances.
- Organizational Questions: The options available for the Organizational Questions in this section have been updated. Instead of Yes/No, please respond with the appropriate level of organizational financial responsibility for each item. If your school does not offer an item through the business school, university/parent institution, jointly between the school and university/parent institution, or through an independent entity, please choose N/A. The options visible for this question are dependent on your answers in the basic questions portion of section C.1. Finances.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Fiscal Year \*

This should be the most recently completed fiscal year at the time of the opening of this survey. For the 2016-17 BSQ, the fiscal year used should be complete no later than February 2017. Please do not use current and ongoing fiscal years that will end during this survey's data collection or after this survey closes.

	Month	Year
Ending month and year of your most recently completed fiscal year †	Jun	2016

#### 2. Operating Budget \* †

Indicate the total business operating budget for the most recent complete 12 month period for which the budget is based. Include business unit faculty and staff salaries and benefits compensation. Estimate benefits compensation if necessary. Include all non-personnel budgets in which expenditures are controlled by the business unit, excluding scholarship payments. Include budgeted earnings from endowments, except those earmarked for scholarships. Include budgeted amount for annual giving.

	Amount	Reported Last Year
Operating budget	12,583,194	10,276,869

#### 3. Endowment Market Value \* †

Total market value of the business unit endowment at the end of the most recent complete fiscal year. Endowment assets consist of gross investments of endowment funds, term endowment funds (e.g., quasi-endowment), and funds functioning as endowment for the business unit and any of its affiliated foundations and other affiliated organizations. If endowment assets are centralized with the institution, indicate only the value of assets whose income is used specifically to support the business unit. Enter zero if the institution does not clearly separate endowment by academic units, or has no endowment at all.

In general, an endowment is a sum of money given to an institution with the requirement that its capital value is to be maintained, but the interest on it is to be used to support the work of the institution.

	Amount	Reported Last Year
Endowment market value	7,116,205	6,893,143

## 4. Tuition and Required Fees \* †

- o a. Undergraduate degree program academic year tuition and required fees  
Typical total tuition and required fees for a full-time undergraduate business student for the current academic year. The academic year refers to the period of time generally extending from September to June; usually equating two semesters to trimesters, three quarters, or the period covered by a four-one-four plan. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.
- o b. Full-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a full-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.
- o c. Part-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a part-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.

	My school offers this type of program:	Within Province/State/EU	Out of Province/State	Out of Country/EU	Online
a. Undergraduate degree program academic year tuition and required fees (provide for ACADEMIC YEAR only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	12,884	28,874	28,874	
Reported Last Year		12,884	28,852	28,852	
b. Full-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	18,453	36,434	36,434	
Reported Last Year		18,753	36,434	36,434	
c. Part-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Reported Last Year					

## 5. Organizational Questions \* †

Indicate whether the function or operation is managed or controlled: 1) by the business school; 2) by the university or other parent institution of which the business school is a part; 3) jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school; or 4) independently, where the function or operation is not managed or controlled either by the business school nor the university or other parent institution. Select "N/A" only if the function or operation is not present at all at your school.

	Controlled By:	Reported Last Year
a. Business school or program building (graduate, undergraduate, or executive)	<input type="checkbox"/> Business School <input type="checkbox"/> University/Parent Institution <input checked="" type="checkbox"/> Jointly <input type="checkbox"/> Independent <input type="checkbox"/> N/A	Jointly
b. Business library (including databases for research and teaching)	<input type="checkbox"/> Business School <input checked="" type="checkbox"/> University/Parent Institution <input type="checkbox"/> Jointly <input type="checkbox"/> Independent <input type="checkbox"/> N/A	University/Parent Institution
c. Career services – undergraduate business	<input checked="" type="checkbox"/> Business School <input type="checkbox"/> University/Parent Institution <input type="checkbox"/> Jointly <input type="checkbox"/> Independent <input type="checkbox"/> N/A	Business School
d. Career services – graduate business	<input checked="" type="checkbox"/> Business School <input type="checkbox"/> University/Parent Institution <input type="checkbox"/> Jointly <input type="checkbox"/> Independent <input type="checkbox"/> N/A	Business School
e. Admissions – undergraduate business	<input type="checkbox"/> Business School <input type="checkbox"/> University/Parent Institution <input checked="" type="checkbox"/> Jointly <input type="checkbox"/> Independent <input type="checkbox"/> N/A	Jointly
f. Admissions – graduate business	<input type="checkbox"/> Business School <input type="checkbox"/> University/Parent Institution <input checked="" type="checkbox"/> Jointly <input type="checkbox"/> Independent <input type="checkbox"/> N/A	Jointly

g. Development (business school or programs)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
h. Communications (business school or programs)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
i. Business alumni relations	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
j. Academic advising – undergraduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
k. Academic advising – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
l. Information technology – academic or administrative support	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
m. Business research center (at least one)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
n. Academic assistance center (e.g., tutoring)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
o. Non-degree executive education center, institute, or facility	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> <b>N/A</b>	N/A
p. Student residential housing center or facility	<input type="radio"/> Business School <input checked="" type="radio"/> <b>University/Parent Institution</b> <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
q. Management of internship programs	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School

## Comments and Suggestions for Section C

Optional: Please enter any comments or suggestions for the Finances section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### D.1. Programs in Business † (Non-Regional)

AACSB-Accredited Schools Please Note: In order to maintain the correct data for your school's programs with regard to their Accreditation Scope Status, you must use the Copy icon on the left hand side of the screen to pull forward from the "Last Year" table. This icon looks like two overlapping sheets of paper.

Only programs that are new for this year should be manually added to the "This Year" table. Only programs that were discontinued after last year should not be copied forward from the "Last Year" table. Any and all programs included in the scope of accreditation MUST be reported.

Directions For This Section (PDF).

#### Directions

#### This Year

Accreditation Scope Status	Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Included in Scope	Undergraduate	BS in Business Administration	Accounting (1)	Accounting	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Entrepreneurship/ Small Bus Admin (32)	Entrepreneurial Management	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Finance - incl Banking (8)	Finance	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	General Bus (35)	General Business	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	International Bus (14)	Global Business	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Marketing (16)	Marketing	General	X	X						
Included in Scope	Undergraduate	BS in Business Administration	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management	General	X	X						
Included in Scope	Masters-Generalist	Master of Business Administration (MBA)	General Bus (35)	Business Administration	General	X	X		X			X	
Included in Scope	Masters-Specialist	Master of Science (MS)	Accounting (1)	Accounting	General	X	X						
Not Yet Reviewed by AACSB Staff	Masters-Specialist	MS in Finance	Finance - incl Banking (8)	Finance	General	X	X						
Included in Scope	Doctoral	Doctor of Philosophy (PhD)	Finance - incl Banking (8)	Finance	General	X							
Included in Scope	Doctoral	Doctor of Philosophy (PhD)	Marketing (16)	Marketing	General	X							
Included in Scope	Doctoral	Doctor of Philosophy (PhD)	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management	General	X							

# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### D.2. Graduate Reporting Levels (Non-Regional)

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WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

#### 1. Master's Degrees

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for your Master's level program(s). Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 2. Only schools reporting using option 1 or option 2 will see all of their school's data totals in the business school profiles and custom reports.

##### Option Description

1-Degree Program With this option you report on each specific degree and field/discipline combination.

2-Degree Title With this option you report on each specific degree. No further breakdown by field/discipline is allowed.  
(This option is equivalent to the 2004-2005 reporting level.)

3-MGen/EMBA/MSpec This option has been discontinued as of the 2016-17 BSQ. With this option you reported one set of data each for Masters-Generalist (MBA), EMBA, and Masters-Specialist. No further breakdown by field/discipline was allowed.

	Reporting Level
Master's Enrollment	2-Degree Title
Master's Admissions	2-Degree Title

#### 2. Doctoral Degrees and All Certificates

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for any doctoral and undergraduate/graduate certificate programs. Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 1.

##### Option Description

1-Degree Program With this option you report on each specific degree/certificate and field/discipline combination.  
(This option is equivalent to 2004-2005 reporting level.)

2-Degree Title With this option you report one set of data for each specific degree/certificate title represented in your programs. No further breakdown by field/discipline is allowed.

	Reporting Level
Doctoral Enrollment	1-Degree Program
Doctoral Admissions	

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### E.1. Faculty & Staff Counts † (U.S.)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

For purposes of this section, faculty refers to the academic staff - those whose primary responsibility is teaching and research for the business unit. Staff refers to all other personnel employed by the business unit. Unless otherwise specified, report all data as of October 15 of the 2016-17 academic year or your official census date for the academic year.

#### 1. Faculty †

a. Full-time faculty by tenure status and full-time equivalent (FTE) of part-time faculty † \*

When reporting on part-time faculty, only count those instructors not defined as full-time by your institution.

	Male	Female	Total	Total Last Year
Full-time faculty				
1. Total number of full-time tenured faculty members	20	8	28	31
2. Total number of full-time untenured faculty members on tenure track	6	8	14	10
3. Total number of full-time non-tenure track faculty members	11	8	19	19
4. Total full-time	37	24	61	60
5. Total number of full-time faculty members with research doctoral degrees	27	19	46	48
Part-time faculty				
6. Full-time equivalent (FTE) of part-time faculty other than graduate teaching assistants	1.00	0.50	1.50	1.38
7. Full-time equivalent (FTE) of graduate teaching assistants who are teachers of record	1.00	0.50	1.50	1.25
Full-time + Part-time FTEs				
8. Total full-time equivalent (FTE) faculty	39.00	25.00	64.00	62.63
Total Last Year	39.75	22.88		

b. Full-time faculty demographics by country of origin or birthplace †

U.S. Citizens and Permanent Residents

	Male	Female	Total	Total Last Year
1. American Indian or Alaskan Native	0	0	0	0
2. Asian or Pacific Islander	6	2	8	6
3. Black, Non-Hispanic	2		2	1
4. Hispanic	1	1	2	1
5. White, Non-Hispanic	27	20	47	52
6. Race/Ethnicity Unknown				0
7. Total - U.S. Citizens and permanent residents	36	23	59	60
8. Other country of origin or birthplace (does not include U.S. citizens or permanent residents)	1	1	2	0
9. Grand Total (Amount in this row should equal amounts in row 4 of 1.a above.)	37	24	61	60
Total Last Year	38	22		

	Read-Only for Comparison
Total full-time faculty reported on 2016-17 Salary Survey: (Note: this field will be blank if your school did not complete the 2016-17 Salary Survey.)	61

**2. Staff and Administrators † \***

Definitions for each category can be viewed by clicking the row label.  
Do not leave any cell blank. Enter zero (0) where appropriate.

	Total	Total Last Year
1. Full-time staff and administrators	16	16
2. Full-time equivalent of part-time staff and administrators	0.50	0.25
3. Full-time equivalent of faculty with administrative assignments	2.00	2.00
4. Full-time equivalent of graduate student staff including graduate teaching assistants who are not teachers of record	5.50	5.50

**3. Faculty, Staff and Administrators † \***

Please report the total headcount of all people employed by your business unit (faculty, staff, part-time, full-time, permanent and temporary) during the last fiscal year.

	Total	Total Last Year
1. Total headcount of all people employed by business unit during last fiscal year	109	101

**4. Participating and Supporting Faculty Counts †**

Please report faculty figures for a typical academic term or an official census day. Do not calculate a cumulative figure for a year.

The total number of business faculty members is the sum of the total number of participating faculty members and the total number of supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. Indicate the total number of persons (i.e., headcount) for each category as defined below. These categories include both full-time and part-time faculty members in your school. Participating and Supporting category information can be found in the 2013 Business Accreditation Standards - Standard 5. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

	Male	Female	Total	Reported Last Year
a. Total number of participating faculty members	37	24	61	60
b. Total number of participating faculty members with doctoral degrees	26	19	45	51
c. Total number of supporting faculty members	2	1	3	25
d. Total number of supporting faculty members with doctoral degrees	0	0	0	1

**5. Faculty Counts by Qualification Types †**

Indicate the number of faculty members with each of the following qualification types. Apply the following definitions in making a determination about the qualifications of each faculty member. Report information for participating faculty members and supporting faculty members separately. These categories include both full-time and part-time faculty members in your school.

Count each faculty member only once even if they could qualify for different standard levels.

Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), Participating and Supporting are as defined by the school for accreditation purposes. A copy of the guidelines for each qualification category can be found in the 2013 Business Accreditation Standards - Standard 15. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined in the 2013 AACSB accreditation standards.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined above. IP status is sustained as outlined in the 2013 AACSB accreditation standards.

	Scholarly Academics	Practice Academics	Scholarly Practitioners	Instructional Practitioners	Type Not Listed or Unknown	Total (should equal totals in 4. above)
a. Participating faculty members	36	6	4	15		61
b. Supporting faculty members				3		3

**6. Definitions of Faculty Qualifications (as entered in accreditation application forms)†**

	Please describe criteria
a. Scholarly Academics	
b. Practice Academics	
c. Scholarly Practitioners	
d. Instructional Practitioners	

Comments and Suggestions for Section E

Optional: Please enter any comments or suggestions for the Faculty & Staff section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### F.1. Enrollment: Undergraduate † (U.S.)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Undergraduate Degree Program Enrollment \* †

Unless otherwise specified, report all data as of October 15 of the 2016-17 academic year, or your official census date for the academic year.

If the business unit draws a clear distinction between full-time and part-time undergraduate degree programs, then it is appropriate to count enrolled students as full-time and part-time, respectively, based upon that distinction. For example, in the United States, full-time for undergraduate students is commonly defined as 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

The criteria for class standing are determined by the reporting institution. Lower division students are those that are in their first or second year of matriculation. Upper division students are those that are in their third, fourth, or fifth year of matriculation.

Include only those students that have been officially admitted to the business unit, declared a major in a business area or are designated as pre-business. Each student should be counted only once when reporting enrollment data.

	Does Not Apply	Full-Time Enrollment Male	Full-Time Enrollment Female	Full-Time Enrollment Total	Part-Time Enrollment Male	Part-Time Enrollment Female	Part-Time Enrollment Total	Total Enrollment Male	Total Enrollment Female	Total Enrollment
1. Number of lower division students	No	204	101	305				204	101	305
2. Number of upper division students		945	588	1,533				945	588	1,533
3. Total enrollment		1,149	689	1,838				1,149	689	1,838
Reported last year				1,711				1,053	658	1,711

#### 2. Undergraduate Degree Programs Enrollment by Country of Origin or Birthplace \*

Note: Race/Ethnicity categories below apply to U.S. citizens and permanent residents only. The total reported on line 14 below must equal the Total reported on line 3 above. Unless otherwise specified, report all data as of October 15 of the 2016-17 academic year, or your official census date for the academic year.

	Male Enrollment	Female Enrollment	Total Enrollment
4. American Indian or Alaskan Native	1	1	2
5. Asian	24	17	41
6. Native Hawaiian or Other Pacific Islander			
7. Black or African American	59	25	84
8. Hispanic/Latino	77	59	136
9. White	872	513	1,385
10. Two or More Races	28	11	39
11. Race/Ethnicity Unknown	56	36	92
12. Total U.S. citizens and permanent residents	1,117	662	1,779
13. Other country of origin or birthplace	32	27	59
14. Total (must equal line 3 from above)	1,149	689	1,838

#### 3. Undergraduate Degrees Conferred \* † (business unit only)

Note: Please report degrees conferred during the most recently completed 12 month period from July 1 through June 30.

	Does Not Apply	Male	Female	Total	Reported Last Year
15. Total number of bachelor's degrees conferred		238	148	386	362
16. Total number of bachelor's degrees conferred with major or concentration in accounting or taxation as reported in Part D, column 2 (also counted in previous line)	No	59	51	110	110

# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### F.2.a. Enrollment: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.
- **Does not apply:** Check this box to disable data entry in a row and positively indicate that you haven't omitted the row by accident. Please use this indicator only where your school, with its current slate of programs, would never have any students of the type specified. If your school could have a type of student, but currently doesn't, please enter zero (0).

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team in Knowledge Services at AACSB International (813-769-6530, [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)).

#### Degree Title: Master of Business Administration (MBA)†

		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2015 - June 30, 2016			
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female	Total
<input checked="" type="checkbox"/>	Full Detail										
<input checked="" type="checkbox"/>	Full Detail										
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>	Full Detail								
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>	Breakdown by Gender								
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0				0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	14	4	18				18	7	25
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0				0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0				0	0	0
5	Total Full-time		14	4	18				18	7	25
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	87	85	172	32	27	59
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
11	Total Part-time		0	0	0	87	85	172	32	27	59
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
15	Enrollment by Ethnicity Totals				19			176			
15	GRAND TOTAL		14	4	18	87	85	172	50	34	84

#### Degree Title: Master of Science (MS)†

		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2015 - June 30, 2016			
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female	Total
<input checked="" type="checkbox"/>	Full Detail										
<input checked="" type="checkbox"/>	Full Detail										
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>	Full Detail								
<input checked="" type="checkbox"/>	Breakdown by Gender	<input checked="" type="checkbox"/>	Breakdown by Gender								
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0				0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	0	0	0				0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0				0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0				0	0	0
5	Total Full-time		0	0	0				0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0

10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
11	Total Part-time		0	0	0	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	16	18	34	0	0	0	16	13	29
15	Enrollment by Ethnicity Totals				34			0			
15	GRAND TOTAL		16	18	34	0	0	0	16	13	29

**Degree Title: MS in Finance†**

		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2015 - June 30, 2016			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
<input checked="" type="checkbox"/> Full Detail											
<input checked="" type="checkbox"/> Full Detail											
<input checked="" type="checkbox"/> Breakdown by Gender	<input checked="" type="checkbox"/> Full Detail	Does not Apply									
<input checked="" type="checkbox"/> Breakdown by Gender	<input checked="" type="checkbox"/> Breakdown by Gender										
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0				0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	0	0	0				0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0				0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0				0	0	0
5	Total Full-time		0	0	0				0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
11	Total Part-time		0	0	0	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	2	0	2	0	0	0	0	0	0
15	Enrollment by Ethnicity Totals				2			0			
15	GRAND TOTAL		2	0	2	0	0	0	0	0	0

## Rhode Island, University of, College of Business Administration 2016-17 Business School Questionnaire (BSQ)

### F.2.b. Enrollment by Ethnicity: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team in Knowledge Services at AACSB International (813-769-6530, [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)).

#### Degree Title: Master of Business Administration (MBA)†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Hispanic/Latino	0	0	0	1	2	3	1	2	3
2	American Indian or Alaska Native	0	0	0	1	0	1	1	0	1
3	Asian	1	0	1	9	9	18	10	9	19
4	Black or African American	1	0	1	3	2	5	4	2	6
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
6	White	10	4	14	66	67	133	76	71	147
7	Two or More Races	0	0	0	1	2	3	1	2	3
8	Race and Ethnicity Unknown	0	0	0	5	5	10	5	5	10
9	Total U.S. Citizens and permanent residents (lines 1-8)	12	4	16	86	87	173	98	91	189
10	Nonresident Alien/Other Country of Origin	2	1	3	2	1	3	4	2	6
11	Total (lines 9 & 10)	14	5	19	88	88	176	102	93	195
12	Enrollment by Vehicle Totals	14	4	18	87	85	172	101	89	190

#### Degree Title: Master of Science (MS)†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Hispanic/Latino	0	0	0	0	0	0	0	0	0
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
3	Asian	2	0	2	0	0	0	2	0	2
4	Black or African American	0	0	0	0	0	0	0	0	0
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
6	White	11	14	25	0	0	0	11	14	25
7	Two or More Races	0	2	2	0	0	0	0	2	2
8	Race and Ethnicity Unknown	3	1	4	0	0	0	3	1	4
9	Total U.S. Citizens and permanent residents (lines 1-8)	16	17	33	0	0	0	16	17	33
10	Nonresident Alien/Other Country of Origin	0	1	1	0	0	0	0	1	1
11	Total (lines 9 & 10)	16	18	34	0	0	0	16	18	34
12	Enrollment by Vehicle Totals	16	18	34	0	0	0	16	18	34

#### Degree Title: MS in Finance†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Hispanic/Latino	0	0	0	0	0	0	0	0	0
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
3	Asian	1	0	1	0	0	0	1	0	1
4	Black or African American	0	0	0	0	0	0	0	0	0
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0

6	White	1	0	1	0	0	0	1	0	1
7	Two or More Races	0	0	0	0	0	0	0	0	0
8	Race and Ethnicity Unknown	0	0	0	0	0	0	0	0	0
9	Total U.S. Citizens and permanent residents (lines 1-8)	2	0	2	0	0	0	2	0	2
10	Nonresident Alien/Other Country of Origin	0	0	0	0	0	0	0	0	0
11	Total (lines 9 & 10)	2	0	2	0	0	0	2	0	2
12	Enrollment by Vehicle Totals	2	0	2	0	0	0	2	0	2

## Rhode Island, University of, College of Business Administration 2016-17 Business School Questionnaire (BSQ)

### F.3.a. Enrollment: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

**Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team in Knowledge Services at AACSB International (813-769-6530, [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)).

**Degree Title: Doctor of Philosophy (PhD)**  
**Field/Discipline: Finance - incl Banking†**

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2015 - June 30, 2016		
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female
15	Enrollment by Ethnicity Totals			0			0			
16	GRAND TOTAL			0			0			0

**Degree Title: Doctor of Philosophy (PhD)**  
**Field/Discipline: Marketing†**

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2015 - June 30, 2016		
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female
15	Enrollment by Ethnicity Totals			0			0			
16	GRAND TOTAL			0			0			0

**Degree Title: Doctor of Philosophy (PhD)**  
**Field/Discipline: Supply Chain/ Transport/ Logistics†**

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2015 - June 30, 2016		
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female
15	Enrollment by Ethnicity Totals			0			0			
16	GRAND TOTAL			0			0			0

## Rhode Island, University of, College of Business Administration 2016-17 Business School Questionnaire (BSQ)

### F.3.b. Enrollment by Ethnicity: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team in Knowledge Services at AACSB International (813-769-6530, [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)).

#### Degree Title: Doctor of Philosophy (PhD)

#### Field/Discipline: Finance - incl Banking†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Hispanic/Latino	0	0	0	0	0	0	0	0	0
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
3	Asian	0	0	0	0	0	0	0	0	0
4	Black or African American	0	0	0	0	0	0	0	0	0
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
6	White	0	0	0	0	0	0	0	0	0
7	Two or More Races	0	0	0	0	0	0	0	0	0
8	Race and Ethnicity Unknown	0	0	0	0	0	0	0	0	0
9	Total U.S. Citizens and permanent residents (lines 1-8)	0	0	0	0	0	0	0	0	0
10	Nonresident Alien/Other Country of Origin	0	0	0	0	0	0	0	0	0
11	Total (lines 9 & 10)	0	0	0	0	0	0	0	0	0
12	Enrollment by Vehicle Totals			0			0			0

#### Degree Title: Doctor of Philosophy (PhD)

#### Field/Discipline: Marketing†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Hispanic/Latino	0	0	0	0	0	0	0	0	0
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
3	Asian	0	0	0	0	0	0	0	0	0
4	Black or African American	0	0	0	0	0	0	0	0	0
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
6	White	0	0	0	0	0	0	0	0	0
7	Two or More Races	0	0	0	0	0	0	0	0	0
8	Race and Ethnicity Unknown	0	0	0	0	0	0	0	0	0
9	Total U.S. Citizens and permanent residents (lines 1-8)	0	0	0	0	0	0	0	0	0
10	Nonresident Alien/Other Country of Origin	0	0	0	0	0	0	0	0	0
11	Total (lines 9 & 10)	0	0	0	0	0	0	0	0	0
12	Enrollment by Vehicle Totals			0			0			0

#### Degree Title: Doctor of Philosophy (PhD)

#### Field/Discipline: Supply Chain/ Transport/ Logistics†

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender <input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Full-Time Enrollment			Part-Time Enrollment			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Hispanic/Latino	0	0	0	0	0	0	0	0	0
2	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
3	Asian	0	0	0	0	0	0	0	0	0
4	Black or African American	0	0	0	0	0	0	0	0	0
5	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
6	White	0	0	0	0	0	0	0	0	0

---

7	Two or More Races	0	0	0	0	0	0	0	0	0
8	Race and Ethnicity Unknown	0	0	0	0	0	0	0	0	0
9	Total U.S. Citizens and permanent residents (lines 1-8)	0	0	0	0	0	0	0	0	0
10	Nonresident Alien/Other Country of Origin	0	0	0	0	0	0	0	0	0
11	Total (lines 9 & 10)	0	0	0	0	0	0	0	0	0
12	Enrollment by Vehicle Totals			0			0			0

## Rhode Island, University of, College of Business Administration 2016-17 Business School Questionnaire (BSQ)

### G.1. Class Size Indicators † (Non-Regional)

#### Class Size Indicators \* †

As of the institution's official fall reporting date, or October 15th of 2016-17, please enter the measures of central tendency of the class size for all required business courses: the mean (average); the median (50th percentile); and the mode (most frequent value). Required business courses are those that all students must take to graduate. Combine data for all required courses of different degree programs at each level (Undergraduate, General Business Master's (MBA), Specialized Master's and Doctoral). For example, include the required courses of each Specialized Master's degree program to calculate the mean for that program level. Exclude independent study.

On the last row, indicate the total number of courses included in the calculations for the measures of central tendency.

Please leave blank any column that does not apply to your school.

	Undergraduate	General Business Master's (MBA)	Specialized Master's	Doctoral
Mean - required business courses only	33	18	28	3
Median - required business courses only	34	15	28	3
Mode - required business courses only	40	15	28	3
Number of required business courses included	11	6	2	2

#### Comments and Suggestions for Section G

Optional: Please enter any comments or suggestions for the Class Size section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### H.1. Admissions: Undergraduate † (Non-Regional)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Length of Undergraduate Degree Program †

Indicate the approximate length of the program (as if completed on full-time basis)

	<input type="radio"/> 1 Year <input type="radio"/> 2 Years <input type="radio"/> 3 Years <input checked="" type="radio"/> 4 Years <input type="radio"/> 5 Years
--	---

#### 2. Applications, offers of admission, and new entrants †

Indicate the number of applicants, number of offers of admission, and number of new entrants for each applicable population. Mark not applicable for each population that does not apply. For example, if your business school admits students only at the third year, indicate not applicable for the first and second year categories. Schools that admit students beyond the first year level should include applicants from within the institution and from other institutions (transfer students).

Reporting period – All information should correspond with a full twelve (12) months of admissions statistics. The reporting year may end on September 30 of each year or an appropriate date selected by the reporting entity.

For schools using the designations of freshman through senior, please consider first year as freshman through fourth year as senior.

	Not Applicable	Number of Applicants†	Number of Offers of Admission†	Number of New Entrants†	N of New Entrants Reported Last Year†
a. First Year	No	3,867	2,797	664	587
b. Second Year	Yes				
c. Third Year	No				5
d. Fourth Year	Yes				
e. Total		3,867	2,797	664	592
Total Reported Last Year		3,971	2,907		

#### 3. Entrance exam information †

Indicate whether the SAT and/or ACT are applicable to your school. If so, enter the average SAT score (combined math and verbal) and ACT composite scores, and the number of students reporting each for all new students that entered the business school in the reporting period (new entrants). Include only the highest score achieved for students reporting more than one test SAT or ACT score. Include both scores if a student reports SAT and ACT scores.

a. SAT and ACT are applicable to my school	<input checked="" type="radio"/> Yes <input type="radio"/> No
--	---

b. SAT and ACT are not required for admission	No
---	----

	This Year	Reported Last Year
c. Number of new entrants reporting SAT scores	578	511
d. Number of new entrants reporting ACT scores	99	83
e. Average composite SAT score	1,096	1,096
f. Average composite ACT score	24	24

If your business school requires an alternative admission examination, please describe the examination below. Be sure to include the name of the examination, who administers the examination, and general information about scoring. †

g. Description of examination process	
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# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### H.2. Admissions: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact the DataDirect Team in Knowledge Services at AACSB International (813-769-6530, [datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)).

#### Degree Title: Master of Business Administration (MBA)†

	<input checked="" type="checkbox"/> Full Detail				Work Experience (in months)					Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
2	Full-time Accelerated	26	22	15	0	0	0	0	0	<input type="checkbox"/>	
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
4	Full-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
5	Total Full-time	26	22	15	0	0	0	0	0		
6	Part-time Evenings and Weekends	57	52	47	0	0	0	0	0	<input type="checkbox"/>	
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
9	Part-time Online	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
10	Part-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
11	Total Part-time	57	52	47	0	0	0	0	0		
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
15	GRAND TOTAL	83	74	62	0	0	0	0	0		

	Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
5	Total Full-time		0	0	0	0	0		0	0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0
11	Total Part-time		0	0	0	0	0		0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0

15	GRAND TOTAL		0	0	0	0	0	0	0	0	0	0	0
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**Degree Title: Master of Science (MS)†**

<input checked="" type="checkbox"/> Full Detail					Work Experience (in months)					Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
2	Full-time Accelerated	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
4	Full-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
5	Total Full-time	0	0	0	0	0	0	0	0		
6	Part-time Evenings and Weekends	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
9	Part-time Online	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
10	Part-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
11	Total Part-time	0	0	0	0	0	0	0	0		
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
15	GRAND TOTAL	0	0	0	0	0	0	0	0		

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
5	Total Full-time		0	0	0	0	0		0	0	0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
11	Total Part-time		0	0	0	0	0		0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
15	GRAND TOTAL		0	0	0	0	0		0	0	0	0	0

**Degree Title: MS in Finance†**

<input checked="" type="checkbox"/> Full Detail					Work Experience (in months)					Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
2	Full-time Accelerated	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
4	Full-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
5	Total Full-time	0	0	0	0	0	0	0	0		
6	Part-time Evenings and Weekends	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	

8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
9	Part-time Online	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
10	Part-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
11	Total Part-time	0	0	0	0	0	0	0	0		
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
15	GRAND TOTAL	0	0	0	0	0	0	0	0		

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
5	Total Full-time		0	0	0	0	0		0	0	0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
11	Total Part-time		0	0	0	0	0		0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
15	GRAND TOTAL		0	0	0	0	0		0	0	0	0	0

# Rhode Island, University of, College of Business Administration

## 2016-17 Business School Questionnaire (BSQ)

### H.4. Admissions Comments

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Comments and Suggestions for Section H

Optional: Please enter any comments or suggestions for the Admissions section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	We did not admit to the Doctoral Program in Fall 2016.
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# Rhode Island, University of, College of Business Administration

## 2014-15 Business School Questionnaire (BSQ)

### A.1. Institutional Characteristics (US) †

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

1. Name of Institution in which your Business Unit resides \* †

		Reported Last Year
Institution name	University of Rhode Island	University of Rhode Island

Overall Combined Institution Enrollment †

These numbers should reflect the total enrollment at your institution as of October 15 or your official census date of the most recently completed year. This is a snapshot of enrollment data and should be limited to enrollment as of the census date or October 15 and is not representative of a full year of data. This question is not limited to the enrollment at your business unit, department, or college. This includes enrollment in all degree programs at your institution, regardless of department, college, field, discipline, or division. The enrollment counts for your business unit should be included in this aggregate number for your institution. The specific enrollment information for degree programs at your business school or business unit is collected separately in section F. Enrollment of this survey.

Please enter zero under the enrollment counts only if your business unit offers the education level, but does not have any students enrolled at that education level. These items will auto-total. If you enter a number in the Total field, it will deactivate the component fields. If you enter a data into the component fields, the Total field will auto-total and be deactivated for data entry.

Data Availability:

- Available: If the data is available for this question, please choose Available and enter the appropriate enrollment amounts.
- Not Available: If your school does offer educational programs, but the data is not available for reporting, please mark the level as Data Not Available.
- Not Applicable: If your institution does not offer degree programs at a particular education level, please mark the level as Not Applicable.

	Data Availability	Enrollment
Undergraduate	Available	
Masters	Available	
Doctoral	Available	
Total		

2. Name of Business Unit \* †

Provide the full and official name. The business unit is an administrative unit, supported by a continuing budget and to which full-time faculty appointments are made, and through which degree programs in business are offered. These attributes are more important than the title of the unit offering the programs. The business unit may be known as a curriculum, faculty, department, school, college or other title.

Provide the year in which the business unit was founded, the year in which the parent institution/university (if any) was founded, and the initial year of AACSB membership. Please use a 4 digit year (ex: 1954). If you do not know the year the business school was founded, the year the parent institution/university was founded, or the year that your school joined AACSB International, please leave the unknown items blank.

		Reported Last Year
Business unit	College of Business Administration	College of Business Administration
Year Business School Founded	1923	1923
Year Parent Institution/University Founded		
Year School First Joined AACSB International		

3. Web Site Address (URL) †

This address should point directly to your business unit home page, not to the Web site of the institution.

		Reported Last Year
Web address	http://web.uri.edu/business/	http://web.uri.edu/business/

4. Accreditation

Is your business unit accredited by any of the following organizations?  
Please answer Yes or No for each association.

		Reported Last Year
a. EQUIS - European Quality Improvement System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
b. AMBA - The Association of MBAs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
c. ACBSP - Association of Collegiate Business Schools and Programs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
d. Other (describe below)	<input type="radio"/> Yes <input checked="" type="radio"/> No	

		Reported Last Year
e. Other described		

5. Other Units †

Are there any other academic units (any type) at your institution that offer business courses, programs or degrees?	<input type="radio"/> Yes <input checked="" type="radio"/> No
---	---

6. Business School's Academic Year †

	Starting month	Ending month
Academic Year	Sep	May

7. Non-Degree Programs †

Are non-degree programs such as open enrollment or custom non-degree corporate programs offered?	<input type="radio"/> Yes <input checked="" type="radio"/> No
--	---

8. Type of Community †

Please identify the type of community where the main business school campus is located. Your options: Urban / Suburban / Rural	<input checked="" type="radio"/> Rural <input type="radio"/> Suburban <input type="radio"/> Urban
--	---

9. Program Levels \* †

Please select the category that most closely aligns with the program levels offered by your business unit. Your response to this question will determine which sections appear on the remainder of the survey.

		Reported Last Year
Please identify the program levels offered at your business school. Your options: Undergraduate / Masters / Doctoral	<input type="radio"/> Undergrad only <input type="radio"/> Undergrad/Masters only <input type="radio"/> Undergrad/Masters/Certificates <input checked="" type="radio"/> Undergrad/Masters/Doctoral <input type="radio"/> Masters only <input type="radio"/> Masters/Doctoral only <input type="radio"/> Doctoral only <input type="radio"/> Undergrad/Doctoral Only	Undergrad/Masters/Doctoral

## 10. Student Type †

As applicable, please classify your business students as "Mostly Commuter" or "Mostly Residential."

	Commuter	Residential	Not Applicable/Unknown
a. Undergraduate Students		X	
b. Graduate Students	X		

What is the approximate overall percentage of students who transfer into your business unit from outside of your home institution? For example, this would include students who transfer to your business school from another university, but would not include students from your university who join your business school.

c. Percentage of students who transferred in	19.0
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## 11. Institutional control †

Indicate the appropriate form of control or affiliation under which your institution operates.

- o Public - A public institution is one whose programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds.
- o Private-Not for Profit - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. Includes both independent nonprofit schools and those affiliated with a religious organization.
- o Private-For Profit - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

		Reported Last Year
Institutional control	<input checked="" type="radio"/> <b>Public</b> <input type="radio"/> Private-Not for Profit <input type="radio"/> Private-For Profit <input type="radio"/> Other/Does not apply	Public

## 12. Hour or Year Basis \* †

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme.

	Hour Basis	Reported Last Year
Indicate whether the school awards credit on a semester or quarter hour basis or uses ECTS or CATS.	<input checked="" type="radio"/> <b>Semester</b> <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS	Semester

## 13. Languages of instruction at your institution. †

Please include only languages in which you can complete at least one full degree program at your school. Please do not include languages that are available only in specific classes but are not available through a full degree program.

a. What is the primary language of instruction at your business school? †

	Language	If other, please list
Primary Language of Instruction †	English	

b. Is instruction for a full program at your school available in any other languages? †

Other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> <b>No</b>
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c. If any, what is the secondary language of instruction at your business school? †  
Please leave blank if you do not have a secondary language of instruction.

	Language	If other, please list
Secondary Language of Instruction †		

## 14. Data Sharing Option

AACSB International is implementing a voluntary data sharing plan for members who choose to participate in the data share. Only data entered on the BSQ is included in the AACSB Data Share option. Would you like to share the data you enter in the BSQ with other AACSB members who have also agreed to share these data?

- o If you select Yes, you agree that all items you complete on the BSQ can be shared with these select members who participate in the data share. You will also be granted access to the BSQ data of all other schools who select this option.
- o If you select No, you will still have access to the BSQ data for your own school and aggregate comparison data in the overview report.

		Reported Last Year
Does your school wish to participate in the AACSB data-sharing plan?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes

## 15. Religious Affiliation of Your Institution †

Your options: Catholic / Islamic / Jewish / Protestant / Not Affiliated / Other	Not Affiliated
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## 16. Religious Affiliation Role

If an institutional religious affiliation was selected, is it central to your business school's identity?	<input type="radio"/> Yes <input type="radio"/> No
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## 17. Regional Accrediting Agency \* †

Report the regional accrediting agency for your institution

- o MSACS - Middle State Association of Colleges and Schools
- o NEASC - New England Association of Schools and Colleges
- o NCACS - North Central Association of Colleges and Schools
- o NWCCU - Northwest Commission on Colleges and Universities (Previously NWASC - Northwest Association of Schools and Colleges)
- o SACS - Southern Association of Colleges and Schools
- o WASC - Western Association of Schools and Colleges
- o Other - If regional institution accreditation does not apply, please specify the applicable accrediting body, approval agency, or national/regional recognition organization in the space provided. In the U.S., this information is reported by the institution in IPEDS Institutional Characteristics Survey lines 5 & 6.

		If Other - Specify applicable accrediting body
Regional Accrediting Agency	NEASC	

## Comments and Suggestions for Section A

Optional: Please enter any comments or suggestions for the Institutional Characteristics section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### B.1. Mission & Strategic Management † (Non-Regional)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
\* = required field

New for 2013-14 - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

## 1. Age of Mission Statement \* †

In what academic year was your business unit's current mission statement adopted or last revised?

Year	2013-14
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## 2. Business Unit Priorities A \* †

Which of the following best describes the relative emphasis of your business unit?

## Definitions

- Teaching - The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business
- Intellectual Contributions - The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications
- Service - Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPA-1 (A)	Teaching	Intellectual Contributions	Service
BPA-2 (B)	Intellectual Contributions	Teaching	Service
BPA-3 (C)	Teaching	Service	Intellectual Contributions
BPA-4 (D)	Intellectual Contributions	Service	Teaching
BPA-5 (E)	Equal for Teaching and Intellectual Contributions		Service
BPA-6 (F)	Teaching	Equal for Intellectual Contributions and Service	
BPA-7 (G)	Equal for Teaching, Intellectual Contributions, and Service		

	Code	Reported last year
Business Unit Priorities A	BPA-5	BPA-5

## 3. Business Unit Priorities B \* †

Which of the following best describes your business unit's relative emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research?

## Definitions

- Learning & Pedagogical Research - The enhancement of the educational value of instructional efforts of the institution or discipline
- Contributions to Practice - The application, transfer and interpretation of knowledge to improve management practice and teaching
- Discipline-based Scholarship - The creation of new knowledge

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPB-1 (A)	Discipline-based Scholarship	Contributions to Practice	Learning & Pedagogical Research
BPB-2 (B)	Contributions to Practice	Learning & Pedagogical Research	Discipline-based Scholarship
BPB-3 (C)	Learning & Pedagogical Research	Discipline-based Scholarship	Contributions to Practice
BPB-4 (D)	Discipline-based Scholarship	Learning & Pedagogical Research	Contributions to Practice
BPB-5 (E)	Learning & Pedagogical Research	Contributions to Practice	Discipline-based Scholarship
BPB-6 (F)	Contributions to Practice	Discipline-based Scholarship	Learning & Pedagogical Research
BPB-7 (G)	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice		Learning & Pedagogical Research
BPB-8 (H)	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research		Discipline-based Scholarship
BPB-9 (I)	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research		Contributions to Practice
BPB-10 (J)	Learning & Pedagogical Research	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice	
BPB-11 (K)	Discipline-based Scholarship	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research	
BPB-12 (L)	Contributions to Practice	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research	
BPB-13 (M)	Equal Emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research		

	Code	Reported last year
Business Unit Priorities B	BPB-1	BPB-1

## 4. Age of Strategic Plan †

Has your business school completed or revised its strategic plan in the last 18 months?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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## 5. Do you consider your school as regional, national, or international? †

Please choose based on both your school's marketing and your student enrollment.

Primary Location Focus	National - within host country
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## Comments and Suggestions for Section B

Optional: Please enter any comments or suggestions for the Mission & Strategic Management section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions
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## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### B.2. Mission Statement † (Non-Regional)

Please provide your business school's mission statement as it appears in published documents available to the school's stakeholders. The mission statement may be typed or pasted into the box below.

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 Administration 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.

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### C.1.a. Finances - Basic Questions (Non-Regional)

## 2013-14 BSQ Financial Section Changes

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, the Finances Module section is now listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Financial Supplement and in section C.1. Finances of the BSQ.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### 1. Currency In Which You Are Reporting † \*

Please use this currency for all financial items in section C.1. Finances. If your school also chooses to participate in the Finances Module, this currency will already be selected within that survey if the BSQ C.1. Finances section has been completed. The same currency should be used for both the BSQ section C.1. Finances and for the BSQ Financial Supplement.

		Reported Last Year
Currency	USD-United States Dollars	USD-United States Dollars

#### 2. Business School Relationship with Parent Academic Institution † \*

Please select the option that best characterizes your business school's relationship with its parent university or other academic institution. Your selection here will determine which questions are included in the remaining portion of the BSQ Finances section C.1.:

A) Standard Academic Unit of Parent Institution: My business school is one academic unit among several others, all of which are part of a larger parent university (or other academic institution) from which we derive our degree-granting authority.

B) Semi-/Mostly Autonomous Unit of Parent Institution: My business school is a semi- or mostly autonomous academic unit, but still derives degree-granting authority from a larger parent university (or other academic institution).

C) Independent Institution: My business school is an independent academic institution with its own degree-granting authority, not attached to or dependent on any other academic institution.

		Reported Last Year
Relationship Type	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	A

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### C.1.b. Finances (Non-Regional) - A&B

## 2013-14 BSQ Financial Section Changes

## Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Finances Module and in section C.1. Finances of the BSQ.

- Uses and Sources of Funds: Questions regarding the Uses and Sources of Funds are now collected on the Finances Module and have been removed from C.1. Finances.
- Organizational Questions: The options available for the Organizational Questions in this section have been updated. Instead of Yes/No, please respond with the appropriate level of organizational financial responsibility for each item. If your school does not offer an item through the business school, university/parent institution, jointly between the school and university/parent institution, or through an independent entity, please choose N/A. The options visible for this question are dependent on your answers in the basic questions portion of section C.1. Finances.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
\* = required field

## 1. Fiscal Year \*

	Month	Year
Ending month and year of your most recently completed fiscal year †	Jun	2014

## 2. Operating Budget \* †

Indicate the total business operating budget for the most recent complete 12 month period for which the budget is based. Include business unit faculty and staff salaries and benefits compensation. Estimate benefits compensation if necessary. Include all non-personnel budgets in which expenditures are controlled by the business unit, excluding scholarship payments. Include budgeted earnings from endowments, except those earmarked for scholarships. Include budgeted amount for annual giving.

	Amount	Reported Last Year
Operating budget	10,046,532	9,215,720

## 3. Endowment Market Value \* †

Total market value of the business unit endowment at the end of the most recent complete fiscal year. Endowment assets consist of gross investments of endowment funds, term endowment funds (e.g., quasi-endowment), and funds functioning as endowment for the business unit and any of its affiliated foundations and other affiliated organizations. If endowment assets are centralized with the institution, indicate only the value of assets whose income is used specifically to support the business unit. Enter zero if the institution does not clearly separate endowment by academic units, or has no endowment at all.

In general, an endowment is a sum of money given to an institution with the requirement that its capital value is to be maintained, but the interest on it is to be used to support the work of the institution.

	Amount	Reported Last Year
Endowment market value	6,650,559	5,753,735

## 4. Tuition and Required Fees \* †

- o a. Undergraduate degree program academic year tuition and required fees  
Typical total tuition and required fees for a full-time undergraduate business student for the current academic year. The academic year refers to the period of time generally extending from September to June; usually equating two semesters to trimesters, three quarters, or the period covered by a four-one-four plan. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.
- o b. Full-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a full-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.

	My school offers this type of program:	Within Province/State/EU	Out of Province/State	Out of Country/EU	Online
a. Undergraduate degree program academic year tuition and required fees (provide for ACADEMIC YEAR only)	<input checked="" type="radio"/> Yes <input type="radio"/> No	12,506	28,072	28,072	0
Reported Last Year		12,450	28,016	28,016	0
b. Full-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input checked="" type="radio"/> Yes <input type="radio"/> No	18,634	36,159	36,159	0
Reported Last Year		18,306	42,108	42,108	0

## 5. Organizational Questions \* †

Indicate whether the function or operation is managed or controlled: 1) by the business school; 2) by the university or other parent institution of which the business school is a part; 3) jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school; or 4) independently, where the function or operation is not managed or controlled either by the business school nor the university or other parent institution. Select "N/A" only if the function or operation is not present at all at your school.

	Controlled By:	Reported Last Year
a. Business school or program building (graduate, undergraduate, or executive)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
b. Business library (including databases for research and teaching)	<input type="radio"/> Business School <input checked="" type="radio"/> <b>University/Parent Institution</b> <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
c. Career services – undergraduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
d. Career services – graduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
e. Admissions – undergraduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
f. Admissions – graduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
g. Development (business school or programs)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
h. Communications (business school or programs)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
i. Business alumni relations	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
j. Academic advising – undergraduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
k. Academic advising – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
l. Information technology – academic or administrative support	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly

m. Business research center (at least one)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	N/A
n. Academic assistance center (e.g., tutoring)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
o. Non-degree executive education center, institute, or facility	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> <b>N/A</b>	N/A
p. Student residential housing center or facility	<input type="radio"/> Business School <input checked="" type="radio"/> <b>University/Parent Institution</b> <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
q. Management of internship programs	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> <b>Jointly</b> <input type="radio"/> Independent <input type="radio"/> N/A	Jointly

## Comments and Suggestions for Section C

Optional: Please enter any comments or suggestions for the Finances section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### D.1. Programs in Business † (Non-Regional)

#### Directions

[Read Directions \(PDF\)](#)

#### This Year

Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Undergraduate	BS in Business Administration	Accounting (1)	Accounting	General	X	X						
Undergraduate	BS in Business Administration	Entrepreneurship/ Small Bus Admin (32)	Entrepreneurial Management	General	X	X						
Undergraduate	BS in Business Administration	Finance - incl Banking (8)	Finance	General	X	X						
Undergraduate	BS in Business Administration	General Bus (35)	General Business	General	X	X		X				
Undergraduate	BS in Business Administration	International Bus (14)	Global Business	General	X	X						
Undergraduate	BS in Business Administration	Marketing (16)	Marketing	General	X	X						

Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Undergraduate	BS in Business Administration	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management	General	X	X						
Masters-Generalist	Master of Business Administration (MBA)	General Bus (35)	Business Administration	General	X	X		X			X	
Masters-Specialist	Master of Science (MS)	Accounting (1)	Accounting	General	X	X						
Doctoral	Doctor of Philosophy (PhD)	Finance - incl Banking (8)	Finance	General	X							
Doctoral	Doctor of Philosophy (PhD)	Marketing (16)	Marketing	General	X							
Doctoral	Doctor of Philosophy (PhD)	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management	General	X							

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### D.2. Graduate Reporting Levels (Non-Regional)

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

### Definitions

#### Enrollment

Students who are currently enrolled and attending classes at an institution

#### Degrees Conferred

Students who have received a degree in the time frame

#### Admissions

Students being admitted into a program for the first time

#### Applications

Number of actionable applications to the program received

#### Offer of Admission

Number of admission places being offered to those students who submitted applications

#### Entrants

Number of students offered admission who have entered the program

Example: School receives 1000 applications, sends 250 offers of admission, 175 students accept and become entrants. This is also part of the total enrollment of the school on the census date for the school.

After reading the directions referenced above, if you still have questions, please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica.brown@AACSB.edu](mailto:jessica.brown@AACSB.edu)).

## 1. Master's Degrees

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for your Master's level program(s). Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 2. Only schools reporting using option 1. or option 2. will see all of their school's data totals in the business school profiles and custom reports.

Option	Description
1-Degree Program	With this option you report on each specific degree and field/discipline combination.
2-Degree Title	With this option you report on each specific degree. No further breakdown by field/discipline is allowed. (This option is equivalent to the 2004-2005 reporting level.)
3-MGen/EMBA/MSpec	With this option you report one set of data each for Masters-Generalist (MBA), EMBA, and Masters-Specialist. No further breakdown by field/discipline is allowed.

	Reporting Level
Master's Enrollment	1-Degree Program
Master's Admissions	1-Degree Program

## 2. Doctoral Degrees and All Certificates

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for any doctoral and undergraduate/graduate certificate programs. Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 1.

Option	Description
1-Degree Program	With this option you report on each specific degree/certificate and field/discipline combination. (This option is equivalent to 2004-2005 reporting level.)
2-Degree Title	With this option you report one set of data for each specific degree/certificate title represented in your programs. No further breakdown by field/discipline is allowed.

	Reporting Level
Doctoral Enrollment	2-Degree Title
Doctoral Admissions	1-Degree Program

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

# Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

## E.1. Faculty & Staff Counts † (US)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

For purposes of this section, faculty refers to the academic staff - those whose primary responsibility is teaching and research for the business unit. Staff refers to all other personnel employed by the business unit. Unless otherwise specified, report all data as of October 15 of the 2014-15 academic year or your official census date for the academic year.

### 1. Faculty †

a. Full-time faculty by tenure status and full-time equivalent (FTE) of part-time faculty † \*

When reporting on part-time faculty, only count those instructors not defined as full-time by your institution.

	Male	Female	Total	Total Last Year
Full-time faculty				
1. Total number of full-time tenured faculty members	25	9	34	36
2. Total number of full-time untenured faculty members on tenure track	6	2	8	8
3. Total number of full-time non-tenure track faculty members	10	9	19	13
4. Total full-time	41	20	61	57
5. Total number of full-time faculty members with research doctoral degrees	34	12	46	44
Part-time faculty				
6. Full-time equivalent (FTE) of part-time faculty other than graduate teaching assistants	2.00	1.00	3.00	2.25
7. Full-time equivalent (FTE) of graduate teaching assistants who are teachers of record	0.50	1.00	1.50	1.63
Full-time + Part-time FTEs				
8. Total full-time equivalent (FTE) faculty	43.50	22.00	65.50	60.88
Total Last Year	42.50	18.38		

## b. Full-time faculty demographics by country of origin or birthplace † \*

## U.S. Citizens and Permanent Residents

	Male	Female	Total	Total Last Year
1. American Indian or Alaskan Native	0	0	0	0
2. Asian or Pacific Islander	8	1	9	9
3. Black, Non-Hispanic	1	0	1	1
4. Hispanic	1	0	1	1
5. White, Non-Hispanic	33	17	50	46
6. Race/Ethnicity Unknown				0
7. Total - U.S. Citizens and permanent residents	43	18	61	57
8. Other country of origin or birthplace (does not include U.S. citizens or permanent residents)				
9. Grand Total (Amount in this row should equal amounts in row 4 of 1.a above.)	43	18	61	57
Total Last Year	42	15		

**2. Staff and Administrators † \***

Definitions for each category can be viewed by clicking the row label.  
Do not leave any cell blank. Enter zero (0) where appropriate.

	Total	Total Last Year
1. Full-time staff and administrators	16	16
2. Full-time equivalent of part-time staff and administrators	0.25	0.25
3. Full-time equivalent of faculty with administrative assignments	1.00	1.00
4. Full-time equivalent of graduate student staff including graduate teaching assistants who are not teachers of record	3.50	2.50

### 3. Faculty, Staff and Administrators † \*

Please report the total headcount of all people employed by your business unit (faculty, staff, part-time, full-time, permanent and temporary) during the last fiscal year.

	Total	Total Last Year
1. Total headcount of all people employed by business unit during last fiscal year	98	92

### 4. Participating and Supporting Faculty Counts †

Please report faculty figures for a typical academic term or an official census day. Do not calculate a cumulative figure for a year.

The total number of business faculty members is the sum of the total number of participating faculty members and the total number of supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. Indicate the total number of persons (i.e., headcount) for each category as defined below. These categories include both full-time and part-time faculty members in your school. Participating and Supporting category information can be found in the 2013 Business Accreditation Standards - Standard 5. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

	Male	Female	Total	Reported Last Year
a. Total number of participating faculty members			52	34
b. Total number of participating faculty members with doctoral degrees			47	34
c. Total number of supporting faculty members			34	23
d. Total number of supporting faculty members with doctoral degrees			10	3

## 5. Faculty Counts by Qualification Types †

Indicate the number of faculty members with each of the following qualification types. Apply the following definitions in making a determination about the qualifications of each faculty member. Report information for participating faculty members and supporting faculty members separately. These categories include both full-time and part-time faculty members in your school.

Count each faculty member only once even if they could qualify for different standard levels.

Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), Participating and Supporting are as defined by the school for accreditation purposes. A copy of the guidelines for each qualification category can be found in the 2013 Business Accreditation Standards - Standard 15. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined in the 2013 AACSB accreditation standards.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined above. IP status is sustained as outlined in the 2013 AACSB accreditation standards.

	Scholarly Academics	Practice Academics	Scholarly Practitioners	Instructional Practitioners	Type Not Listed or Unknown	Total (should equal totals in 4. above)
a. Participating faculty members	33	8	2	3	6	52
b. Supporting faculty members	10	3	10	10	1	34

## 6. Definitions of Faculty Qualifications †

	Please describe criteria
a. Scholarly Academics	The Scholarly Academics (SA) status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. CBA doctoral teaching fellows who have passed comprehensive exams will be considered as having SA status. Newly hired faculty with ABD status will be considered as having SA status for the first two years. Subsequent to hiring, SA status is sustained through the publication of two peer reviewed journal articles within a five-year period, or through publishing one peer reviewed journal article and significant (50% or more) administrative activity by appointment (e.g. Dean, Associate Dean). Faculty who are teaching doctoral seminars must 1. have published three peer reviewed journal articles, or 2. have published two peer reviewed journal articles and served on academic editorial board. 3. have published two peer reviewed articles and five referred conference proceedings at a premier national meeting. Furthermore, at least one of the published articles must be considered discovery based research
b. Practice Academics	Practice Academics (PA) and Scholarly Practitioners (SP) are expected to regularly engage in professional activities that will enhance the currency and depth of their knowledge in order to improve the educational mission of their institution and the practice of their chosen profession. The primary difference between the two groups is that PA faculty have a terminal degree while SP faculty have a non-terminal degree (i.e. generally a graduate degree) and bring significant recent professional experience. Accordingly the scholarship component (Group A) activities for PA faculty should be slightly higher. Professional activities of PA and SP faculty are expected to primarily focus on contributions to the practice of their discipline and on the transfer of knowledge to students and practitioners that improves managerial efficiency and effectiveness. To be considered a Practice Academic (PA) a faculty member would need five examples of the above activities over a five-year period. At least four of these activities would be from Group A and at least two Group A activities must occur within the last three years.
c. Scholarly Practitioners	Practice Academics (PA) and Scholarly Practitioners (SP) are expected to regularly engage in professional activities that will enhance the currency and depth of their knowledge in order to improve the educational mission of their institution and the practice of their chosen profession. The primary difference between the two groups is that PA faculty have a terminal degree while SP faculty have a non-terminal degree (i.e. generally a graduate degree) and bring significant recent professional experience. Accordingly the scholarship component (Group A) activities for PA faculty should be slightly higher. Professional activities of PA and SP faculty are expected to primarily focus on contributions to the practice of their discipline and on the transfer of knowledge to students and practitioners that improves managerial efficiency and effectiveness. To be considered a Scholarly Practitioner (SP) a faculty member would need five examples of the above activities over a five-year period. At least two activities would be from Group A and at least one Group A activity must occur within the last two years
d. Instructional Practitioners	Instructional Practitioners (IP) are expected to regularly engage in professional activities that will enhance the currency and depth of their knowledge in order to improve the educational mission of their institution and the practice of their chosen profession. In determining whether a faculty member is considered IP the following activities should be considered: practice based journal publications, research reports for state and regional governmental agencies, professional paper presentations, professional service, instructional case development, executive education, consulting and other similar professional activities. To be considered an Instructional Practitioner (IP) a faculty member would need three examples of the above activities over a five-year period. At least one activity must occur within the last two years.

## Comments and Suggestions for Section E

Optional: Please enter any comments or suggestions for the Faculty & Staff section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### F.1. Enrollment: Undergraduate † (US)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

### 1. Undergraduate Degree Program Enrollment †

Unless otherwise specified, report all data as of October 15 of the 2014-15 academic year or your official census date for the academic year.

If the business unit draws a clear distinction between full-time and part-time undergraduate degree programs, then it is appropriate to count enrolled students as full-time and part-time, respectively, based upon that distinction. For the United States, full-time for undergraduate students is defined as 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

The criteria for class standing are determined by the reporting institution. Lower division students are those that are in their first or second year of matriculation. Upper division students are those that are in their third, fourth, or fifth year of matriculation.

Include only those students that have been officially admitted to the business unit, declared a major in a business area or are designated as pre-business. Each student should be counted only once when reporting enrollment data.

	Does Not Apply	Full-Time Enrollment Male	Full-Time Enrollment Female	Full-Time Enrollment Total	Part-Time Enrollment Male	Part-Time Enrollment Female	Part-Time Enrollment Total	Total Enrollment Male	Total Enrollment Female	Total Enrollment
1. Number of lower division students	No	642	338	980	21	16	37	663	354	1,017
2. Number of upper division students		492	276	768	19	13	32	511	289	800
3. Total enrollment		1,134	614	1,748	40	29	69	1,174	643	1,817
Reported last year				1,422				880	542	1,422

### 2. Undergraduate Degree Programs Enrollment by Country of Origin or Birthplace

Note: Race/Ethnicity categories below apply to U.S. citizens and permanent residents only. The total reported on line 14 below must equal the Total reported on line 3 above. Unless otherwise specified, report all data as of October 15 of the 2014-15 academic year or your official census date for the academic year.

	Total Enrollment
4. American Indian or Alaskan Native	4
5. Asian	47
6. Native Hawaiian or Other Pacific Islander	0
7. Black or African American	77
8. Hispanic/Latino	140
9. White	1,328
10. Two or More Races	47
11. Race/Ethnicity Unknown	139
12. Total U.S. citizens and permanent residents	1,782
13. Other country of origin or birthplace	35
14. Total (must equal line 3 from above)	1,817

### 3. Undergraduate Degrees Conferred (business unit only)

Note: Please report degrees conferred during the most recently completed 12 month period from July 1 through June 30.

	Does Not Apply	Male	Female	Total	Reported Last Year
15. Total number of bachelor's degrees conferred		204	128	332	367
16. Total number of bachelor's degrees conferred with major or concentration in accounting or taxation as reported in Part D, column 2 (also counted in previous line)	No	56	39	95	111

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### F.2. Enrollment: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.
- **Does not apply:** Check this box to disable data entry in a row and positively indicate that you haven't omitted the row by accident. Please use this indicator only where your school, with its current slate of programs, would never have any students of the type specified. If your school could have a type of student, but currently doesn't, please enter zero (0).

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

**Degree Title: Master of Business Administration (MBA)**  
**Field/Discipline: General Bus†**

	<input checked="" type="checkbox"/> Full Detail <input type="checkbox"/> Breakdown by Gender	Does not Apply	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2013 - June 30, 2014		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>									
2	Full-time Accelerated	<input type="checkbox"/>			30						19
3	Full-time Distance Learning	<input checked="" type="checkbox"/>									
4	Full-time Other	<input checked="" type="checkbox"/>									
5	Total Full-time				30						19
6	Part-time Evenings and Weekends	<input type="checkbox"/>			175			0			78
7	Part-time Off Campus (site other than main campus)	<input checked="" type="checkbox"/>									
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>									
9	Part-time Online	<input checked="" type="checkbox"/>									
10	Part-time Other	<input checked="" type="checkbox"/>									
11	Total Part-time				175			0			78
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input checked="" type="checkbox"/>									
15	Enrollment by Ethnicity Totals										
15	GRAND TOTAL				205			0			97

**Degree Title: Master of Science (MS)**  
**Field/Discipline: Accounting†**

	<input checked="" type="checkbox"/> Full Detail <input type="checkbox"/> Breakdown by Gender	Does not Apply	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2013 - June 30, 2014		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>									
2	Full-time Accelerated	<input type="checkbox"/>			22						45
3	Full-time Distance Learning	<input checked="" type="checkbox"/>									
4	Full-time Other	<input checked="" type="checkbox"/>									
5	Total Full-time				22						45
6	Part-time Evenings and Weekends	<input type="checkbox"/>			0			11			0
7	Part-time Off Campus (site other than main campus)	<input checked="" type="checkbox"/>									
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>									
9	Part-time Online	<input checked="" type="checkbox"/>									
10	Part-time Other	<input checked="" type="checkbox"/>									
11	Total Part-time				0			11			0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input checked="" type="checkbox"/>									
15	Enrollment by Ethnicity Totals										
15	GRAND TOTAL				22			11			45

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### F.2. Enrollment by Ethnicity: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your

reporting level after entering data, all data entered on this page will be lost.

### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

### Degree Title: Master of Business Administration (MBA)

#### Field/Discipline: General Bus†

<input type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			6
2	American Indian or Alaska Native			2
3	Asian			15
4	Black or African American			7
5	Native Hawaiian or Other Pacific Islander			0
6	White			135
7	Two or More Races			6
8	Race and Ethnicity Unknown			22
9	Total U.S. Citizens and permanent residents (lines 1-8)			193
10	Nonresident Alien/Other Country of Origin			12
11	Total (lines 9 & 10)			205
12	Enrollment by Vehicle Totals	205	0	205

### Degree Title: Master of Science (MS)

#### Field/Discipline: Accounting†

<input type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			0
2	American Indian or Alaska Native			0
3	Asian			0
4	Black or African American			1
5	Native Hawaiian or Other Pacific Islander			0
6	White			24
7	Two or More Races			0
8	Race and Ethnicity Unknown			5
9	Total U.S. Citizens and permanent residents (lines 1-8)			30
10	Nonresident Alien/Other Country of Origin			3
11	Total (lines 9 & 10)			33
12	Enrollment by Vehicle Totals	22	11	33

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### F.3. Enrollment: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

**Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

**Degree Title: Doctor of Philosophy (PhD)†**

	<input checked="" type="checkbox"/> Breakdown by Gender	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2013 - June 30, 2014			
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female	Total
15	Enrollment by Ethnicity Totals										
16	GRAND TOTAL		6	3	9	2	2	4	0	1	1

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### F.3. Enrollment by Ethnicity: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

**Degree Title: Doctor of Philosophy (PhD)†**

	<input type="checkbox"/> Full Detail	Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			0
2	American Indian or Alaska Native			0
3	Asian			0
4	Black or African American			0
5	Native Hawaiian or Other Pacific Islander			0
6	White			4
7	Two or More Races			0
8	Race and Ethnicity Unknown			1
9	Total U.S. Citizens and permanent residents (lines 1-8)			5
10	Nonresident Alien/Other Country of Origin			8
11	Total (lines 9 & 10)			13
12	Enrollment by Vehicle Totals	9	4	13

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### G.1. Student Credit Hours & Mean Class Size † (US)

## 1. Student Credit Hours

Report all student credit hour data as of the institution's official fall reporting date or October 15th.

For each applicable program level (undergraduate - lower division and upper division separately, General Business Master's (MBA), specialized master's and doctoral), include only the student credit hours that were generated by courses offered by the business unit. MULTIPLY ENROLLMENT BY THE CREDIT HOURS OF A COURSE, SUM THESE PRODUCTS ACROSS ALL COURSES OFFERED BY THE BUSINESS UNIT IN THAT DEGREE CATEGORY.

If students from different degree programs are enrolled in the same course, include the student credit hours in the category represented by the majority of students enrolled in the course. Courses offered by the business unit are those for which the business unit has responsibility for managing and assigning instructors. This does not depend on the degree program in which the students are enrolled or on whether the instructor is officially designated as a staff member of the business unit. Include cross-listed courses if taught by a business unit faculty member or taught by any other part-time or full-time faculty member paid by the business school.

Complete as much of the table as possible. Leave the cell blank if the number is not known or if it is not applicable. Enter zero only if the number is zero.

Type of instructor

For each program level, indicate the number of student credit hours taught by full-time faculty members, part-time faculty members and graduate (teaching) assistants. Base all reporting on the instructor of record.

	Under-graduate Lower Division	Under-graduate Upper Division	Under-graduate Total	General Business Master's (MBA)	Specialized Master's	Doctoral	Graduate Total
1. Number of student credit hours taught by full-time faculty	9,201	15,267	24,468	2,148	594	33	2,775
2. Number of student credit hours taught by part-time faculty (excl grad teach assists)	804	2,670	3,474	513	0	0	513
3. Number of student credit hours taught by graduate teaching assistants	0	0	0	0	0	0	0
4. Total number of student credit hours	10,005	17,937	27,942	2,661	594	33	3,288

## 2. Mean Class Size

Indicate the mean (average) class size for required business courses as of the institution's official fall reporting date or October 15th. Required business courses are those that all students must take to graduate. Combine data for all required courses of different degree programs at each level (Undergraduate, General Business Master's (MBA), Specialized Master's and Doctoral). For example, include the required courses of each Specialized Master's degree program to calculate the mean for that program level. Exclude independent study.

	Undergraduate	General Business Master's (MBA)	Specialized Master's	Doctoral
5. Mean class size - required business courses only	35	30	15	3

Comments and Suggestions for Section G

Optional: Please enter any comments or suggestions for the Student Credit Hours and Mean Class Size section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration

## 2014-15 Business School Questionnaire (BSQ)

### H.1. Admissions: Undergraduate † (Non-Regional)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

1. Length of Undergraduate Degree Program †

Indicate the approximate length of the program (as if completed on full-time basis)

	<input type="radio"/> 1 Year <input type="radio"/> 2 Years <input type="radio"/> 3 Years <input checked="" type="radio"/> 4 Years <input type="radio"/> 5 Years
--	---

### 2. Applications, offers of admission, and new entrants †

Indicate the number of applicants, number of offers of admission, and number of new entrants for each applicable population. Mark not applicable for each population that does not apply. For example, if your business school admits students only at the third year, indicate not applicable for the first and second year categories. Schools that admit students beyond the first year level should include applicants from within the institution and from other institutions (transfer students).

Reporting period "All information should correspond with a full twelve (12) months of admissions statistics. The reporting year may end on September 30 of each year or an appropriate date selected by the reporting entity."

For schools using the designations of freshman through senior, please consider first year as freshman through fourth year as senior.

	Not Applicable	Number of Applicants†	Number of Offers of Admission†	Number of New Entrants†	N of New Entrants Reported Last Year†
a. First Year	No	3,498	2,819	574	410
b. Second Year	No				
c. Third Year	No				
d. Fourth Year	No				
e. Total		3,498	2,819	574	410
Total Reported Last Year		3,247	2,612		

### 3. Entrance exam information †

Indicate the average SAT score (combined math and verbal) and ACT composite scores, and the number of students reporting each for all new students that entered the business school in the reporting period (new entrants). Include only the highest score achieved for students reporting more than one test SAT or ACT score. Include both scores if a student reports SAT and ACT scores.

a. SAT and ACT are not required for admission	No
---	----

	This Year	Reported Last Year
b. Number of new entrants reporting SAT scores	494	387
c. Number of new entrants reporting ACT scores	80	65
d. Average composite SAT score	1,091	1,097
e. Average composite ACT score	24	24

If your business school requires an alternative admission examination, please describe the examination below. Be sure to include the name of the examination, who administers the examination, and general information about scoring. †

f. Description of examination process	
---------------------------------------	--

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### H.2. Admissions: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- o **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- o GMAT = GMAT Total Scaled Score (range from 200 to 800)
- o GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

**Degree Title: Master of Business Administration (MBA)**

**Field/Discipline: General Bus†**

						Work Experience (in months)				Examination Process Other Than GMAT or GRE		
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description	
<input checked="" type="checkbox"/>	Full Detail											
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0			
2	Full-time Accelerated	38	28	21	0	0	0	0	0			
3	Full-time Distance Learning	0	0	0	0	0	0	0	0			
4	Full-time Other	0	0	0	0	0	0	0	0			
5	Total Full-time	38	28	21	0	0	0	0	0			
6	Part-time Evenings and Weekends	95	88	84	0	0	0	0	0			
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0			
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0			
9	Part-time Online	0	0	0	0	0	0	0	0			
10	Part-time Other	0	0	0	0	0	0	0	0			
11	Total Part-time	95	88	84	0	0	0	0	0			
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0			
15	GRAND TOTAL	133	116	105	0	0	0	0	0			

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year		0	0	0	0	0		0	0	0	0	0
2	Full-time Accelerated		21	524	0	0	0		0	0	0	0	0
3	Full-time Distance Learning		0	0	0	0	0		0	0	0	0	0
4	Full-time Other		0	0	0	0	0		0	0	0	0	0
5	Total Full-time		21	0	0	0	0		0	0	0	0	0
6	Part-time Evenings and Weekends		84	535	0	0	0		0	0	0	0	0
7	Part-time Off Campus (site other than main campus)		0	0	0	0	0		0	0	0	0	0
8	Part-time Distance Learning (excluding Online)		0	0	0	0	0		0	0	0	0	0
9	Part-time Online		0	0	0	0	0		0	0	0	0	0

10	Part-time Other		0	0	0	0	0		0	0	0	0	0
11	Total Part-time		84	0	0	0	0		0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown		0	0	0	0	0		0	0	0	0	0
15	GRAND TOTAL		105	0	0	0	0		0	0	0	0	0

**Degree Title: Master of Science (MS)****Field/Discipline: Accounting†**

		Work Experience (in months)								Examination Process Other Than GMAT or GRE			
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description		
<input type="checkbox"/> Full Detail													
1	Full-time Traditional Two Year												
2	Full-time Accelerated												
3	Full-time Distance Learning												
4	Full-time Other												
5	Total Full-time	0	0	0	0	0	0	0	0				
6	Part-time Evenings and Weekends												
7	Part-time Off Campus (site other than main campus)												
8	Part-time Distance Learning (excluding Online)												
9	Part-time Online												
10	Part-time Other												
11	Total Part-time	0	0	0	0	0	0	0	0				
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0				
15	GRAND TOTAL	0	0	0	0	0	0	0	0				

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year												
2	Full-time Accelerated												
3	Full-time Distance Learning												
4	Full-time Other												
5	Total Full-time		0	0	0	0	0		0	0	0	0	0
6	Part-time Evenings and Weekends												
7	Part-time Off Campus (site other than main campus)												
8	Part-time Distance Learning (excluding Online)												
9	Part-time Online												
10	Part-time Other												

11	Total Part-time		0	0	0	0	0		0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown		0	0	0	0	0		0	0	0	0	0
15	GRAND TOTAL		0	0	0	0	0		0	0	0	0	0

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### H.3. Admissions: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "1-Degree Program" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Test scores reported should reflect the:

- o GMAT = GMAT Total Scaled Score (range from 200 to 800)
- o GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

#### Degree Title: Doctor of Philosophy (PhD)

#### Field/Discipline: Finance - incl Banking†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
16	GRAND TOTAL	32	4	4	0	0	0	0	0	<input type="checkbox"/>	

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
16	GRAND TOTAL	<input checked="" type="checkbox"/>	4	690	0	0	0	<input type="checkbox"/>	0	0	0	0	0

#### Degree Title: Doctor of Philosophy (PhD)

#### Field/Discipline: Marketing†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description

		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
16	GRAND TOTAL	0	0	0	0	0	0	0	0	<input type="checkbox"/>	

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
16	GRAND TOTAL	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0

**Degree Title: Doctor of Philosophy (PhD)**  
**Field/Discipline: Supply Chain/ Transport/ Logistics†**

							Work Experience (in months)				Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description	
16	GRAND TOTAL	0	0	0	0	0	0	0	0	<input type="checkbox"/>		

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
16	GRAND TOTAL	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0

## Rhode Island, University of, College of Business Administration 2014-15 Business School Questionnaire (BSQ)

### H.4. Admissions Comments

Comments and Suggestions for Section H

Optional: Please enter any comments or suggestions for the Admissions section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	Was not able to provide MSA admission data.
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# Rhode Island, University of, College of Business Administration

## 2015-16 Business School Questionnaire (BSQ)

### A.1. Institutional Characteristics (US) †

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

1. Name of Institution in which your Business Unit resides \* †

		Reported Last Year
Institution name	University of Rhode Island	University of Rhode Island

Overall Combined Institution Enrollment †

These numbers should reflect the total enrollment at your institution as of October 15 or your official census date of the most recently completed year. This is a snapshot of enrollment data and should be limited to enrollment as of the census date or October 15 and is not representative of a full year of data. This question is not limited to the enrollment at your business unit, department, or college. This includes enrollment in all degree programs at your institution, regardless of department, college, field, discipline, or division. The enrollment counts for your business unit should be included in this aggregate number for your institution. The specific enrollment information for degree programs at your business school or business unit is collected separately in section F. Enrollment of this survey.

Please enter zero under the enrollment counts only if your business unit offers the education level, but does not have any students enrolled at that education level. These items will auto-total. If you enter a number in the Total field, it will deactivate the component fields. If you enter a data into the component fields, the Total field will auto-total and be deactivated for data entry.

Data Availability:

- Available: If the data is available for this question, please choose Available and enter the appropriate enrollment amounts.
- Not Available: If your school does offer educational programs, but the data is not available for reporting, please mark the level as Data Not Available.
- Not Applicable: If your institution does not offer degree programs at a particular education level, please mark the level as Not Applicable.

	Data Availability	Enrollment
Undergraduate	Available	13,641
Masters	Available	1,136
Doctoral	Available	1,422
Total		16,199

2. Name of Business Unit \* †

Provide the full and official name. The business unit is an administrative unit, supported by a continuing budget and to which full-time faculty appointments are made, and through which degree programs in business are offered. These attributes are more important than the title of the unit offering the programs. The business unit may be known as a curriculum, faculty, department, school, college or other title.

Provide the year in which the business unit was founded, the year in which the parent institution/university (if any) was founded, and the initial year of AACSB membership. Please use a 4 digit year (ex: 1954). If you do not know the year the business school was founded, the year the parent institution/university was founded, or the year that your school joined AACSB International, please leave the unknown items blank.

		Reported Last Year
Business unit	College of Business Administration	College of Business Administration
Year Business School Founded	1923	1923
Year Parent Institution/University Founded	1892	
Year School First Joined AACSB International	1972	

## 3. Web Site Address (URL) †

This address should point directly to your business unit home page, not to the Web site of the institution.

		Reported Last Year
Web address	http://web.uri.edu/business/	http://web.uri.edu/business/

## 4. Accreditation

Is your business unit accredited by any of the following organizations?  
Please answer Yes or No for each association.

		Reported Last Year
a. EQUIS - European Quality Improvement System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
b. AMBA - The Association of MBAs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
c. ACBSP - Association of Collegiate Business Schools and Programs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
d. Other (describe below)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No

		Reported Last Year
e. Other described		

## 5. Other Units †

Are there any other academic units (any type) at your institution that offer business courses, programs or degrees?	<input type="radio"/> Yes <input checked="" type="radio"/> No
---	---

## 6. Business School's Academic Year †

	Starting month	Ending month
Academic Year	Sep	Aug

## 7. Non-Degree Programs †

Are non-degree programs such as open enrollment or custom non-degree corporate programs offered?	<input type="radio"/> Yes <input checked="" type="radio"/> No
--	---

## 8. Type of Community †

Please identify the type of community where the main business school campus is located. Your options: Urban / Suburban / Rural	<input checked="" type="radio"/> Rural <input type="radio"/> Suburban <input type="radio"/> Urban
--	---

## 9. Program Levels \* †

Please select the category that most closely aligns with the program levels offered by your business unit. Your response to this question will determine which sections appear on the remainder of the survey.

		Reported Last Year
Please identify the program levels offered at your business school. Your options: Undergraduate / Masters / Doctoral	<input type="radio"/> Undergrad only <input type="radio"/> Undergrad/Masters only <input type="radio"/> Undergrad/Masters/Certificates <input checked="" type="radio"/> Undergrad/Masters/Doctoral <input type="radio"/> Masters only <input type="radio"/> Masters/Doctoral only <input type="radio"/> Doctoral only <input type="radio"/> Undergrad/Doctoral Only	Undergrad/Masters/Doctoral

## 10. Student Type †

As applicable, please classify your business students as "Mostly Commuter" or "Mostly Residential."

	Commuter	Residential	Not Applicable/Unknown
a. Undergraduate Students	X		
b. Graduate Students	X		

What is the approximate overall percentage of students who transfer into your business unit from outside of your home institution? For example, this would include students who transfer to your business school from another university, but would not include students from your university who join your business school.

c. Percentage of students who transferred in	22.0
--	------

## 11. Institutional control †

Indicate the appropriate form of control or affiliation under which your institution operates.

- o Public - A public institution is one whose programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds.
- o Private-Not for Profit - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. Includes both independent nonprofit schools and those affiliated with a religious organization.
- o Private-For Profit - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

		Reported Last Year
Institutional control	<input checked="" type="radio"/> <b>Public</b> <input type="radio"/> Private-Not for Profit <input type="radio"/> Private-For Profit <input type="radio"/> Other/Does not apply	Public

## 12. Hour or Year Basis \* †

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme.

	Hour Basis	Reported Last Year
Indicate whether the school awards credit on a semester or quarter hour basis or uses ECTS or CATS.	<input checked="" type="radio"/> <b>Semester</b> <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS	Semester

## 13. Languages of instruction at your institution. †

Please include only languages in which you can complete at least one full degree program at your school. Please do not include languages that are available only in specific classes but are not available through a full degree program.

a. What is the primary language of instruction at your business school? †

	Language	If other, please list
Primary Language of Instruction †	English	

b. Is instruction for a full program at your school available in any other languages? †

Other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> <b>No</b>
------------------	--

c. If any, what is the secondary language of instruction at your business school? †

Please leave blank if you do not have a secondary language of instruction.

	Language	If other, please list
Secondary Language of Instruction †		

## 14. Data Sharing Option

AACSB International is implementing a voluntary data sharing plan for members who choose to participate in the data share. Only data entered on the BSQ is included in the AACSB Data Share option. Would you like to share the data you enter in the BSQ with other AACSB members who have also agreed to share these data?

- o If you select Yes, you agree that all items you complete on the BSQ can be shared with these select members who participate in the data share. You will also be granted access to the BSQ data of all other schools who select this option.
- o If you select No, you will still have access to the BSQ data for your own school and aggregate comparison data in the overview report.

		Reported Last Year
Does your school wish to participate in the AACSB data-sharing plan?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes

## 15. Religious Affiliation of Your Institution †

Your options: Catholic / Islamic / Jewish / Protestant / Not Affiliated / Other	Not Affiliated
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## 16. Religious Affiliation Role

If an institutional religious affiliation was selected, is it central to your business school's identity?	<input type="radio"/> Yes <input type="radio"/> No
---	--

## 17. Regional Accrediting Agency \* †

Report the regional accrediting agency for your institution

- o MSACS - Middle State Association of Colleges and Schools
- o NEASC - New England Association of Schools and Colleges
- o NCACS - North Central Association of Colleges and Schools
- o NWCCU - Northwest Commission on Colleges and Universities (Previously NWASC - Northwest Association of Schools and Colleges)
- o SACS - Southern Association of Colleges and Schools
- o WASC - Western Association of Schools and Colleges
- o Other - If regional institution accreditation does not apply, please specify the applicable accrediting body, approval agency, or national/regional recognition organization in the space provided. In the U.S., this information is reported by the institution in IPEDS Institutional Characteristics Survey lines 5 & 6.

		If Other - Specify applicable accrediting body
Regional Accrediting Agency	NEASC	

## Comments and Suggestions for Section A

Optional: Please enter any comments or suggestions for the Institutional Characteristics section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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## Optional Opportunity: BSQ Survey Discussion Community †

If you would like to volunteer as a participant in the discussion community regarding the main BSQ, please provide your email address here. This is completely optional and is not required for completion of the survey or by your AACSB membership. If you choose to provide your email address here, you may be selected to be added to this learning community to discuss data opportunities and challenges for this survey. This learning community will help AACSB evaluate potential questions, methods of data collection, and dissemination options and best meet the needs for our member schools worldwide.

Email Address for Discussion Community Contact	
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## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### B.1. Mission & Strategic Management † (Non-Regional)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

Copy Icon - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

### 1. Age of Mission Statement \* †

In what academic year was your business unit's current mission statement adopted or last revised?

Year	2013-14
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### 2. Business Unit Priorities A \* †

Which of the following best describes the relative emphasis of your business unit?

#### Definitions

- Teaching - The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business
- Intellectual Contributions - The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications
- Service - Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPA-1 (A)	Teaching	Intellectual Contributions	Service
BPA-2 (B)	Intellectual Contributions	Teaching	Service
BPA-3 (C)	Teaching	Service	Intellectual Contributions
BPA-4 (D)	Intellectual Contributions	Service	Teaching
BPA-5 (E)	Equal for Teaching and Intellectual Contributions		Service
BPA-6 (F)	Teaching	Equal for Intellectual Contributions and Service	
BPA-7 (G)	Equal for Teaching, Intellectual Contributions, and Service		

	Code	Reported last year
Business Unit Priorities A	BPA-5	BPA-5

3. Business Unit Priorities B \* †

Which of the following best describes your business unit's relative emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research?

Definitions

- Learning & Pedagogical Research - The enhancement of the educational value of instructional efforts of the institution or discipline
- Contributions to Practice - The application, transfer and interpretation of knowledge to improve management practice and teaching
- Discipline-based Scholarship - The creation of new knowledge

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPB-1 (A)	Discipline-based Scholarship	Contributions to Practice	Learning & Pedagogical Research
BPB-2 (B)	Contributions to Practice	Learning & Pedagogical Research	Discipline-based Scholarship
BPB-3 (C)	Learning & Pedagogical Research	Discipline-based Scholarship	Contributions to Practice
BPB-4 (D)	Discipline-based Scholarship	Learning & Pedagogical Research	Contributions to Practice
BPB-5 (E)	Learning & Pedagogical Research	Contributions to Practice	Discipline-based Scholarship
BPB-6 (F)	Contributions to Practice	Discipline-based Scholarship	Learning & Pedagogical Research
BPB-7 (G)	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice		Learning & Pedagogical Research
BPB-8 (H)	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research		Discipline-based Scholarship
BPB-9 (I)	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research		Contributions to Practice
BPB-10 (J)	Learning & Pedagogical Research	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice	
BPB-11 (K)	Discipline-based Scholarship	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research	
BPB-12 (L)	Contributions to Practice	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research	
BPB-13 (M)	Equal Emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research		

	Code	Reported last year
Business Unit Priorities B	BPB-1	BPB-1

4. Age of Strategic Plan †

Has your business school completed or revised its strategic plan in the last 18 months?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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5. Do you consider your school as regional, national, or international? †  
Please choose based on both your school's marketing and your student enrollment.

Primary Location Focus	Regional - within local region
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Comments and Suggestions for Section B

Optional: Please enter any comments or suggestions for the Mission & Strategic Management section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions
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## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### B.2. Mission Statement † (Non-Regional)

Please provide your business school's mission statement as it appears in published documents available to the school's stakeholders. The mission statement may be typed or pasted into the box below.

At URI's College of Business, you learn to approach problems—and to solve them—the way businesses do. That's true if you are an

undergraduate interested in finance or a graduate student with a passion for strategic innovation. Today's business leaders demand a new generation of skills. Technology is, of course, a big part of our culture. So are global thinking and an innovative approach to project management, critical thinking, and communications.

We're small. We'll know your name and offer you real-world internships that are right for you—performance-based projects with companies from IBM and Price WaterhouseCoopers to Christian Dior. Here you'll find a private school atmosphere at a public school price and the kind of faculty, programs, and opportunities you need to develop into an innovative leader ready to manage change in the diverse, global business economy of tomorrow.

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### C.1.a. Finances - Basic Questions (Non-Regional)

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, the Finances Module section is now listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Financial Supplement and in section C.1. Finances of the BSQ.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

Copy Icons - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

#### 1. Currency In Which You Are Reporting † \*

Please use this currency for all financial items in section C.1. Finances. If your school also chooses to participate in the Finances Module, this currency will already be selected within that survey if the BSQ C.1. Finances section has been completed. The same currency should be used for both the BSQ section C.1. Finances and for the BSQ Financial Supplement.

		Reported Last Year
Currency	USD-United States Dollars	USD-United States Dollars

#### 2. Business School Relationship with Parent Academic Institution † \*

Please select the option that best characterizes your business school's relationship with its parent university or other academic institution. Your selection here will determine which questions are included in the remaining portion of the BSQ Finances section C.1.:

A) Standard Academic Unit of Parent Institution: My business school is one academic unit among several others, all of which are part of a larger parent university (or other academic institution) from which we derive our degree-granting authority.

B) Semi-/Mostly Autonomous Unit of Parent Institution: My business school is a semi- or mostly autonomous academic unit, but still derives degree-granting authority from a larger parent university (or other academic institution).

C) Independent Institution: My business school is an independent academic institution with its own degree-granting authority, not attached to or dependent on any other academic institution.

		Reported Last Year
Relationship Type	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	A

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### C.1.b. Finances (Non-Regional) - A&B

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Finances Module and in section C.1. Finances of the BSQ.

- Uses and Sources of Funds: Questions regarding the Uses and Sources of Funds are now collected on the Finances Module and have been removed from C.1. Finances.
- Organizational Questions: The options available for the Organizational Questions in this section have been updated. Instead of Yes/No, please respond with the appropriate level of organizational financial responsibility for each item. If your school does not offer an item through the business school, university/parent institution, jointly between the school and university/parent institution, or through an independent entity, please choose N/A. The options visible for this question are dependent on your answers in the basic questions portion of section C.1. Finances.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Fiscal Year \*

This should be the most recently completed fiscal year at the time of the opening of this survey. Please do not use current and ongoing fiscal years that will end during this survey's data collection or after this survey closes.

	Month	Year
Ending month and year of your most recently completed fiscal year †	Jun	2015

#### 2. Operating Budget \* †

Indicate the total business operating budget for the most recent complete 12 month period for which the budget is based. Include business unit faculty and staff salaries and benefits compensation. Estimate benefits compensation if necessary. Include all non-personnel budgets in which expenditures are controlled by the business unit, excluding scholarship payments. Include budgeted earnings from endowments, except those earmarked for scholarships. Include budgeted amount for annual giving.

	Amount	Reported Last Year
Operating budget	10,276,869	10,046,532

#### 3. Endowment Market Value \* †

Total market value of the business unit endowment at the end of the most recent complete fiscal year. Endowment assets consist of gross investments of endowment funds, term endowment funds (e.g., quasi-endowment), and funds functioning as endowment for the business unit and any of its affiliated foundations and other affiliated organizations. If endowment assets are centralized with the institution, indicate only the value of assets whose income is used specifically to support the business unit. Enter zero if the institution does not clearly separate endowment by academic units, or has no endowment at all.

In general, an endowment is a sum of money given to an institution with the requirement that its capital value is to be maintained, but the interest on it is to be used to support the work of the institution.

	Amount	Reported Last Year
Endowment market value	6,893,143	6,650,559

## 4. Tuition and Required Fees \* †

- o a. Undergraduate degree program academic year tuition and required fees  
Typical total tuition and required fees for a full-time undergraduate business student for the current academic year. The academic year refers to the period of time generally extending from September to June; usually equating two semesters to trimesters, three quarters, or the period covered by a four-one-four plan. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.
- o b. Full-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a full-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.

	My school offers this type of program:	Within Province/State/EU	Out of Province/State	Out of Country/EU	Online
a. Undergraduate degree program academic year tuition and required fees (provide for ACADEMIC YEAR only)	<input checked="" type="radio"/> Yes <input type="radio"/> No	12,884	28,852	28,852	0
Reported Last Year		12,506	28,072	28,072	0
b. Full-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input checked="" type="radio"/> Yes <input type="radio"/> No	18,753	36,434	36,434	0
Reported Last Year		18,634	36,159	36,159	0

## 5. Organizational Questions \* †

Indicate whether the function or operation is managed or controlled: 1) by the business school; 2) by the university or other parent institution of which the business school is a part; 3) jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school; or 4) independently, where the function or operation is not managed or controlled either by the business school nor the university or other parent institution. Select "N/A" only if the function or operation is not present at all at your school.

	Controlled By:	Reported Last Year
a. Business school or program building (graduate, undergraduate, or executive)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input checked="" type="radio"/> <b>Independent</b> <input type="radio"/> N/A	Jointly
b. Business library (including databases for research and teaching)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> <b>N/A</b>	University/Parent Institution
c. Career services – undergraduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
d. Career services – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
e. Admissions – undergraduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input checked="" type="radio"/> <b>Independent</b> <input type="radio"/> N/A	Jointly
f. Admissions – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly

g. Development (business school or programs)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
h. Communications (business school or programs)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
i. Business alumni relations	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input checked="" type="radio"/> <b>Independent</b> <input type="radio"/> N/A	Jointly
j. Academic advising – undergraduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
k. Academic advising – graduate business	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
l. Information technology – academic or administrative support	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
m. Business research center (at least one)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
n. Academic assistance center (e.g., tutoring)	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
o. Non-degree executive education center, institute, or facility	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> <b>N/A</b>	N/A
p. Student residential housing center or facility	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input checked="" type="radio"/> <b>Independent</b> <input type="radio"/> N/A	University/Parent Institution
q. Management of internship programs	<input checked="" type="radio"/> <b>Business School</b> <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly

## Comments and Suggestions for Section C

Optional: Please enter any comments or suggestions for the Finances section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	Last year section 5 had a Jointly selection. This really applied to most of my answers so the validity of my section 5 is off. I selected what best represented but in most cases it was both the Business school and parent institution.
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## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### D.1. Programs in Business † (Non-Regional)

#### Directions

[Read Directions \(PDF\)](#)

#### This Year

Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Undergraduate	BS in Business Administration	Accounting (1)	Accounting	General	X	X						
Undergraduate	BS in Business Administration	Entrepreneurship/ Small Bus Admin (32)	Entrepreneurial Management	General	X	X						
Undergraduate	BS in Business Administration	Finance - incl Banking (8)	Finance	General	X	X						
Undergraduate	BS in Business Administration	General Bus (35)	General Business	General	X	X		X				
Undergraduate	BS in Business Administration	International Bus (14)	Global Business	General	X	X						
Undergraduate	BS in Business Administration	Marketing (16)	Marketing	General	X	X						
Undergraduate	BS in Business Administration	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management	General	X	X						
Masters-Generalist	Master of Business Administration (MBA)	General Bus (35)	Business Administration	General	X	X		X			X	
Masters-Specialist	Master of Science (MS)	Accounting (1)	Accounting	General	X	X						
Doctoral	Doctor of Philosophy (PhD)	Finance - incl Banking (8)	Finance	General	X							
Doctoral	Doctor of Philosophy (PhD)	Marketing (16)	Marketing	General	X							
Doctoral	Doctor of Philosophy (PhD)	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management	General	X							

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### D.2. Graduate Reporting Levels (Non-Regional)

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

### Definitions

#### Enrollment

Students who are currently enrolled and attending classes at an institution

#### Degrees Conferred

Students who have received a degree in the time frame

#### Admissions

Students being admitted into a program for the first time

#### Applications

Number of actionable applications to the program received

#### Offer of Admission

Number of admission places being offered to those students who submitted applications

#### Entrants

Number of students offered admission who have entered the program

Example: School receives 1000 applications, sends 250 offers of admission, 175 students accept and become entrants. This is also part of the total enrollment of the school on the census date for the school.

After reading the directions referenced above, if you still have questions, please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica.brown@AACSB.edu](mailto:jessica.brown@AACSB.edu)).

## 1. Master's Degrees

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for your Master's level program(s). Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 2. Only schools reporting using option 1. or option 2. will see all of their school's data totals in the business school profiles and custom reports.

Option	Description
1-Degree Program	With this option you report on each specific degree and field/discipline combination.
2-Degree Title	With this option you report on each specific degree. No further breakdown by field/discipline is allowed. (This option is equivalent to the 2004-2005 reporting level.)
3-MGen/EMBA/MSpec	With this option you report one set of data each for Masters-Generalist (MBA), EMBA, and Masters-Specialist. No further breakdown by field/discipline is allowed.

	Reporting Level
Master's Enrollment	2-Degree Title
Master's Admissions	2-Degree Title

## 2. Doctoral Degrees and All Certificates

Please indicate the level of detail you will be reporting for Enrollment and Admissions data for any doctoral and undergraduate/graduate certificate programs. Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 1.

Option	Description
1-Degree Program	With this option you report on each specific degree/certificate and field/discipline combination. (This option is equivalent to 2004-2005 reporting level.)
2-Degree Title	With this option you report one set of data for each specific degree/certificate title represented in your programs. No further breakdown by field/discipline is allowed.

	Reporting Level
Doctoral Enrollment	2-Degree Title
Doctoral Admissions	2-Degree Title

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

# Rhode Island, University of, College of Business Administration

## 2015-16 Business School Questionnaire (BSQ)

### E.1. Faculty & Staff Counts † (US)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
\* = required field

For purposes of this section, faculty refers to the academic staff - those whose primary responsibility is teaching and research for the business unit. Staff refers to all other personnel employed by the business unit. Unless otherwise specified, report all data as of October 15 of the 2015-16 academic year or your official census date for the academic year.

#### 1. Faculty †

a. Full-time faculty by tenure status and full-time equivalent (FTE) of part-time faculty † \*

When reporting on part-time faculty, only count those instructors not defined as full-time by your institution.

	Male	Female	Total	Total Last Year
Full-time faculty				
1. Total number of full-time tenured faculty members	23	8	31	34
2. Total number of full-time untenured faculty members on tenure track	6	4	10	8
3. Total number of full-time non-tenure track faculty members	9	10	19	19
4. Total full-time	38	22	60	61
5. Total number of full-time faculty members with research doctoral degrees	32	16	48	46
Part-time faculty				
6. Full-time equivalent (FTE) of part-time faculty other than graduate teaching assistants	0.75	0.63	1.38	3.00
7. Full-time equivalent (FTE) of graduate teaching assistants who are teachers of record	0.38	0.25	0.63	1.50
Full-time + Part-time FTEs				
8. Total full-time equivalent (FTE) faculty	39.13	22.88	62.01	65.50
Total Last Year	43.50	22.00		

## b. Full-time faculty demographics by country of origin or birthplace † \*

U.S. Citizens and Permanent Residents

	Male	Female	Total	Total Last Year
1. American Indian or Alaskan Native			0	0
2. Asian or Pacific Islander	5	1	6	9
3. Black, Non-Hispanic	1		1	1
4. Hispanic	1		1	1
5. White, Non-Hispanic	32	20	52	50
6. Race/Ethnicity Unknown			0	
7. Total - U.S. Citizens and permanent residents	39	21	60	61
8. Other country of origin or birthplace (does not include U.S. citizens or permanent residents)			0	
9. Grand Total (Amount in this row should equal amounts in row 4 of 1.a above.)	39	21	60	61
Total Last Year	43	18		

**2. Staff and Administrators † \***

Definitions for each category can be viewed by clicking the row label.  
Do not leave any cell blank. Enter zero (0) where appropriate.

	Total	Total Last Year
1. Full-time staff and administrators	16	16
2. Full-time equivalent of part-time staff and administrators	0.25	0.25
3. Full-time equivalent of faculty with administrative assignments	2.00	1.00
4. Full-time equivalent of graduate student staff including graduate teaching assistants who are not teachers of record	5.50	3.50

**3. Faculty, Staff and Administrators † \***

Please report the total headcount of all people employed by your business unit (faculty, staff, part-time, full-time, permanent and temporary) during the last fiscal year.

	Total	Total Last Year
1. Total headcount of all people employed by business unit during last fiscal year	91	98

**4. Participating and Supporting Faculty Counts †**

Please report faculty figures for a typical academic term or an official census day. Do not calculate a cumulative figure for a year.

The total number of business faculty members is the sum of the total number of participating faculty members and the total number of supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. Indicate the total number of persons (i.e., headcount) for each category as defined below. These categories include both full-time and part-time faculty members in your school. Participating and Supporting category information can be found in the 2013 Business Accreditation Standards - Standard 5. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

	Male	Female	Total	Reported Last Year
a. Total number of participating faculty members	38	22	60	52
b. Total number of participating faculty members with doctoral degrees	34	17	51	47
c. Total number of supporting faculty members	15	10	25	34
d. Total number of supporting faculty members with doctoral degrees	1		1	10

### 5. Faculty Counts by Qualification Types †

Indicate the number of faculty members with each of the following qualification types. Apply the following definitions in making a determination about the qualifications of each faculty member. Report information for participating faculty members and supporting faculty members separately. These categories include both full-time and part-time faculty members in your school.

Count each faculty member only once even if they could qualify for different standard levels.

Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), Participating and Supporting are as defined by the school for accreditation purposes. A copy of the guidelines for each qualification category can be found in the 2013 Business Accreditation Standards - Standard 15. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

- o Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined in the 2013 AACSB accreditation standards.
- o Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined in the 2013 AACSB accreditation standards.
- o Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined in the 2013 AACSB accreditation standards.
- o Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined above. IP status is sustained as outlined in the 2013 AACSB accreditation standards.

	Scholarly Academics	Practice Academics	Scholarly Practitioners	Instructional Practitioners	Type Not Listed or Unknown	Total (should equal totals in 4. above)
a. Participating faculty members	34	9	7	10		60
b. Supporting faculty members						

## 6. Definitions of Faculty Qualifications †

	Please describe criteria
a. Scholarly Academics	
b. Practice Academics	
c. Scholarly Practitioners	
d. Instructional Practitioners	

### Comments and Suggestions for Section E

Optional: Please enter any comments or suggestions for the Faculty & Staff section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

## F.1. Enrollment: Undergraduate † (US)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

### 1. Undergraduate Degree Program Enrollment †

Unless otherwise specified, report all data as of October 15 of the 2015-16 academic year or your official census date for the academic year.

If the business unit draws a clear distinction between full-time and part-time undergraduate degree programs, then it is appropriate to count enrolled students as full-time and part-time, respectively, based upon that distinction. For the United States, full-time for undergraduate students is defined as 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

The criteria for class standing are determined by the reporting institution. Lower division students are those that are in their first or second year of matriculation. Upper division students are those that are in their third, fourth, or fifth year of matriculation.

Include only those students that have been officially admitted to the business unit, declared a major in a business area or are designated as pre-business. Each student should be counted only once when reporting enrollment data.

	Does Not Apply	Full-Time Enrollment Male	Full-Time Enrollment Female	Full-Time Enrollment Total	Part-Time Enrollment Male	Part-Time Enrollment Female	Part-Time Enrollment Total	Total Enrollment Male	Total Enrollment Female	Total Enrollment
1. Number of lower division students	No	576	368	944				576	368	944
2. Number of upper division students		477	290	767				477	290	767
3. Total enrollment		1,053	658	1,711				1,053	658	1,711
Reported last year				1,748			69	1,174	643	1,817

## 2. Undergraduate Degree Programs Enrollment by Country of Origin or Birthplace

Note: Race/Ethnicity categories below apply to U.S. citizens and permanent residents only. The total reported on line 14 below must equal the Total reported on line 3 above. Unless otherwise specified, report all data as of October 15 of the 2015-16 academic year or your official census date for the academic year.

	Total Enrollment
4. American Indian or Alaskan Native	5
5. Asian	43
6. Native Hawaiian or Other Pacific Islander	0
7. Black or African American	71
8. Hispanic/Latino	116
9. White	1,229
10. Two or More Races	39
11. Race/Ethnicity Unknown	150
12. Total U.S. citizens and permanent residents	1,653
13. Other country of origin or birthplace	58
14. Total (must equal line 3 from above)	1,711

## 3. Undergraduate Degrees Conferred (business unit only)

Note: Please report degrees conferred during the most recently completed 12 month period from July 1 through June 30.

	Does Not Apply	Male	Female	Total	Reported Last Year
15. Total number of bachelor's degrees conferred		217	145	362	332
16. Total number of bachelor's degrees conferred with major or concentration in accounting or taxation as reported in Part D, column 2 (also counted in previous line)	No	60	50	110	95

# Rhode Island, University of, College of Business Administration

## 2015-16 Business School Questionnaire (BSQ)

### F.2. Enrollment: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.
- **Does not apply:** Check this box to disable data entry in a row and positively indicate that you haven't omitted the row by accident. Please use this indicator only where your school, with its current slate of programs, would never have any students of the type specified. If your school could have a type of student,

but currently doesn't, please enter zero (0).

Test scores reported should reflect the:

- o GMAT = GMAT Total Scaled Score (range from 200 to 800)
- o GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

### Degree Title: Master of Business Administration (MBA)†

	<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender	Does not Apply	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2014 - June 30, 2015		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>									
2	Full-time Accelerated	<input type="checkbox"/>	11	9	20				17	7	24
3	Full-time Distance Learning	<input checked="" type="checkbox"/>									
4	Full-time Other	<input checked="" type="checkbox"/>									
5	Total Full-time		11	9	20				17	7	24
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	78	69	147	32	18	50
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	31	34	65	11	3	14
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>									
9	Part-time Online	<input checked="" type="checkbox"/>									
10	Part-time Other	<input checked="" type="checkbox"/>									
11	Total Part-time		0	0	0	109	103	212	43	21	64
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input checked="" type="checkbox"/>									
15	Enrollment by Ethnicity Totals				26			216			
15	GRAND TOTAL		11	9	20	109	103	212	60	28	88

### Degree Title: Master of Science (MS)†

	<input checked="" type="checkbox"/> Full Detail <input type="checkbox"/> Breakdown by Gender	Does not Apply	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2014 - June 30, 2015		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Full-time Traditional Two Year	<input type="checkbox"/>			0						0
2	Full-time Accelerated	<input type="checkbox"/>			0						0
3	Full-time Distance Learning	<input type="checkbox"/>			0						0
4	Full-time Other	<input type="checkbox"/>			0						0
5	Total Full-time				0						0
6	Part-time Evenings and Weekends	<input type="checkbox"/>			0			0			0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>			0			0			0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>			0			0			0
9	Part-time Online	<input type="checkbox"/>			0			0			0
10	Part-time Other	<input type="checkbox"/>			0			0			0
11	Total Part-time				0			0			0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>			0			0			0
15	Enrollment by Ethnicity Totals										
15	GRAND TOTAL				0			0			0

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### F.2. Enrollment by Ethnicity: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

### Degree Title: Master of Business Administration (MBA)†

<input checked="" type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino	0	5	5
2	American Indian or Alaska Native	0	1	1
3	Asian	1	22	23
4	Black or African American	2	6	8
5	Native Hawaiian or Other Pacific Islander	0	0	0
6	White	17	158	175
7	Two or More Races	0	4	4
8	Race and Ethnicity Unknown	0	16	16
9	Total U.S. Citizens and permanent residents (lines 1-8)	20	212	232
10	Nonresident Alien/Other Country of Origin	6	4	10
11	Total (lines 9 & 10)	26	216	242
12	Enrollment by Vehicle Totals	20	212	232

### Degree Title: Master of Science (MS)†

<input type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			0
2	American Indian or Alaska Native			0
3	Asian			0
4	Black or African American			0
5	Native Hawaiian or Other Pacific Islander			0
6	White			0
7	Two or More Races			0
8	Race and Ethnicity Unknown			0
9	Total U.S. Citizens and permanent residents (lines 1-8)			0
10	Nonresident Alien/Other Country of Origin			0
11	Total (lines 9 & 10)			0
12	Enrollment by Vehicle Totals	0	0	0

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### F.3. Enrollment: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

**Directions**

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

**Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

**Degree Title: Doctor of Philosophy (PhD)†**

	<input checked="" type="checkbox"/> Breakdown by Gender	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2014 - June 30, 2015			
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female	Total
15	Enrollment by Ethnicity Totals										
16	GRAND TOTAL		7	8	15	0	0	0	0	2	2

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### F.3. Enrollment by Ethnicity: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

**Reporting Level**

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

**Directions**

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Test scores reported should reflect the:

- GMAT = GMAT Total Scaled Score (range from 200 to 800)
- GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

**Degree Title: Doctor of Philosophy (PhD)†**

	<input type="checkbox"/> Full Detail	Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			2
2	American Indian or Alaska Native			0
3	Asian			0
4	Black or African American			0
5	Native Hawaiian or Other Pacific Islander			0
6	White			5
7	Two or More Races			0
8	Race and Ethnicity Unknown			0
9	Total U.S. Citizens and permanent residents (lines 1-8)			7
10	Nonresident Alien/Other Country of Origin			8
11	Total (lines 9 & 10)			15
12	Enrollment by Vehicle Totals	15	0	15

## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### G.1. Student Credit Hours & Mean Class Size † (US)

## 1. Student Credit Hours

Report all student credit hour data as of the institution's official fall reporting date or October 15th.

For each applicable program level (undergraduate - lower division and upper division separately, General Business Master's (MBA), specialized master's and doctoral), include only the student credit hours that were generated by courses offered by the business unit. MULTIPLY ENROLLMENT BY THE CREDIT HOURS OF A COURSE, SUM THESE PRODUCTS ACROSS ALL COURSES OFFERED BY THE BUSINESS UNIT IN THAT DEGREE CATEGORY.

If students from different degree programs are enrolled in the same course, include the student credit hours in the category represented by the majority of students enrolled in the course. Courses offered by the business unit are those for which the business unit has responsibility for managing and assigning instructors. This does not depend on the degree program in which the students are enrolled or on whether the instructor is officially designated as a staff member of the business unit. Include cross-listed courses if taught by a business unit faculty member or taught by any other part-time or full-time faculty member paid by the business school.

Complete as much of the table as possible. Leave the cell blank if the number is not known or if it is not applicable. Enter zero only if the number is zero.

Type of instructor

For each program level, indicate the number of student credit hours taught by full-time faculty members, part-time faculty members and graduate (teaching) assistants. Base all reporting on the instructor of record.

	Under-graduate Lower Division	Under-graduate Upper Division	Under-graduate Total	General Business Master's (MBA)	Specialized Master's	Doctoral	Graduate Total
1. Number of student credit hours taught by full-time faculty							
2. Number of student credit hours taught by part-time faculty (excl grad teach assists)							
3. Number of student credit hours taught by graduate teaching assistants							
4. Total number of student credit hours	8,898	19,737	28,635	2,808	550	119	3,477

## 2. Mean Class Size

Indicate the mean (average) class size for required business courses as of the institution's official fall reporting date or October 15th. Required business courses are those that all students must take to graduate. Combine data for all required courses of different degree programs at each level (Undergraduate, General Business Master's (MBA), Specialized Master's and Doctoral). For example, include the required courses of each Specialized Master's degree program to calculate the mean for that program level. Exclude independent study.

	Undergraduate	General Business Master's (MBA)	Specialized Master's	Doctoral
5. Mean class size - required business courses only	34	17	18	3

Comments and Suggestions for Section G

Optional: Please enter any comments or suggestions for the Student Credit Hours and Mean Class Size section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

## H.1. Admissions: Undergraduate † (Non-Regional)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

1. Length of Undergraduate Degree Program †

Indicate the approximate length of the program (as if completed on full-time basis)

	<input type="radio"/> 1 Year <input type="radio"/> 2 Years <input type="radio"/> 3 Years <input checked="" type="radio"/> 4 Years <input type="radio"/> 5 Years
--	---

### 2. Applications, offers of admission, and new entrants †

Indicate the number of applicants, number of offers of admission, and number of new entrants for each applicable population. Mark not applicable for each population that does not apply. For example, if your business school admits students only at the third year, indicate not applicable for the first and second year categories. Schools that admit students beyond the first year level should include applicants from within the institution and from other institutions (transfer students).

Reporting period – All information should correspond with a full twelve (12) months of admissions statistics. The reporting year may end on September 30 of each year or an appropriate date selected by the reporting entity.

For schools using the designations of freshman through senior, please consider first year as freshman through fourth year as senior.

	Not Applicable	Number of Applicants†	Number of Offers of Admission†	Number of New Entrants†	N of New Entrants Reported Last Year†
a. First Year	No	3,966	2,902	587	574
b. Second Year	Yes				
c. Third Year	No	5	5	5	
d. Fourth Year	Yes				
e. Total		3,971	2,907	592	574
Total Reported Last Year		3,498	2,819		

### 3. Entrance exam information †

Indicate the average SAT score (combined math and verbal) and ACT composite scores, and the number of students reporting each for all new students that entered the business school in the reporting period (new entrants). Include only the highest score achieved for students reporting more than one test SAT or ACT score. Include both scores if a student reports SAT and ACT scores.

a. SAT and ACT are not required for admission	Yes	
	This Year	Reported Last Year
b. Number of new entrants reporting SAT scores		494
c. Number of new entrants reporting ACT scores		80
d. Average composite SAT score	1,096	1,091
e. Average composite ACT score	24	24

If your business school requires an alternative admission examination, please describe the examination below. Be sure to include the name of the examination, who administers the examination, and general information about scoring. †

f. Description of examination process	
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## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### H.2. Admissions: Master's † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- o **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Test scores reported should reflect the:

- o GMAT = GMAT Total Scaled Score (range from 200 to 800)
- o GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

### Degree Title: Master of Business Administration (MBA)†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE		
		Number of Applicants	Number of Offers of Admission	Number of New Entrants Reporting Experience †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description	
<input checked="" type="checkbox"/> Full Detail												
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0			
2	Full-time Accelerated	34	29	20	0	0	0	0	0	<input type="checkbox"/>		
3	Full-time Distance Learning	0	0	0	0	0	0	0	0			
4	Full-time Other	0	0	0	0	0	0	0	0			
5	Total Full-time	34	29	20	0	0	0	0	0			
6	Part-time Evenings and Weekends	76	68	63	0	0	0	0	0	<input type="checkbox"/>		
7	Part-time Off Campus (site other than main campus)	18	18	18	0	0	0	0	0	<input type="checkbox"/>		
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0			
9	Part-time Online	0	0	0	0	0	0	0	0			
10	Part-time Other	0	0	0	0	0	0	0	0			
11	Total Part-time	94	86	81	0	0	0	0	0			
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0			
15	GRAND TOTAL	128	115	101	0	0	0	0	0	<input type="checkbox"/>		

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year		0	0	0	0	0		0	0	0	0	0
2	Full-time Accelerated	<input checked="" type="checkbox"/>	14	574	580	466	678	<input checked="" type="checkbox"/>	15	300	301	292	309
3	Full-time Distance Learning		0	0	0	0	0		0	0	0	0	0
4	Full-time Other		0	0	0	0	0		0	0	0	0	0
5	Total Full-time		14	574	580	466	678		15	300	301	292	309
6	Part-time Evenings and Weekends	<input checked="" type="checkbox"/>	32	544	550	462	628	<input checked="" type="checkbox"/>	18	305	304	292	316
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)		0	0	0	0	0		0	0	0	0	0
9	Part-time Online		0	0	0	0	0		0	0	0	0	0
10	Part-time Other		0	0	0	0	0		0	0	0	0	0

11	Total Part-time	<input type="checkbox"/>	32	544	550	462	628	<input type="checkbox"/>	18	305	304	292	316
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown		0	0	0	0	0		0	0	0	0	0
15	GRAND TOTAL	<input type="checkbox"/>	46	0	0	0	0	<input type="checkbox"/>	33	0	0	0	0

**Degree Title: Master of Science (MS)†**

<input checked="" type="checkbox"/> Full Detail		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0		
2	Full-time Accelerated	0	0	0	0	0	0	0	0		
3	Full-time Distance Learning	0	0	0	0	0	0	0	0		
4	Full-time Other	0	0	0	0	0	0	0	0		
5	Total Full-time	0	0	0	0	0	0	0	0		
6	Part-time Evenings and Weekends	0	0	0	0	0	0	0	0		
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0		
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0		
9	Part-time Online	0	0	0	0	0	0	0	0		
10	Part-time Other	0	0	0	0	0	0	0	0		
11	Total Part-time	0	0	0	0	0	0	0	0		
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0		
15	GRAND TOTAL	0	0	0	0	0	0	0	0		

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year		0	0	0	0	0		0	0	0	0	0
2	Full-time Accelerated		0	0	0	0	0		0	0	0	0	0
3	Full-time Distance Learning		0	0	0	0	0		0	0	0	0	0
4	Full-time Other		0	0	0	0	0		0	0	0	0	0
5	Total Full-time		0	0	0	0	0		0	0	0	0	0
6	Part-time Evenings and Weekends		0	0	0	0	0		0	0	0	0	0
7	Part-time Off Campus (site other than main campus)		0	0	0	0	0		0	0	0	0	0
8	Part-time Distance Learning (excluding Online)		0	0	0	0	0		0	0	0	0	0
9	Part-time Online		0	0	0	0	0		0	0	0	0	0
10	Part-time Other		0	0	0	0	0		0	0	0	0	0
11	Total Part-time		0	0	0	0	0		0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown		0	0	0	0	0		0	0	0	0	0

15	GRAND TOTAL		0	0	0	0	0		0	0	0	0	0
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## Rhode Island, University of, College of Business Administration 2015-16 Business School Questionnaire (BSQ)

### H.3. Admissions: Doctoral & All Certificates † (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Test scores reported should reflect the:

- o GMAT = GMAT Total Scaled Score (range from 200 to 800)
- o GRE = Sum of the GRE Verbal Reasoning and Quantitative Reasoning scores (summed range of 230 to 340). This is the Verbal Reasoning score (130 to 170) and the Quantitative Reasoning score (130 to 170) combined into a single aggregate score.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

#### Degree Title: Doctor of Philosophy (PhD)†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
16	GRAND TOTAL	68	7	0	30	0	0	0	0	<input type="checkbox"/>	

		Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
16	GRAND TOTAL	<input type="checkbox"/>	159	650	0	0	0	<input type="checkbox"/>	9	315	0	0	0

# Rhode Island, University of, College of Business Administration

## 2013-14 Business School Questionnaire (BSQ)

### A.1. Institutional Characteristics (US) â€

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
 \* = required field

New for 2013-14 - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

1. Name of Institution in which your Business Unit resides \* †

		Reported Last Year
Institution name	University of Rhode Island	University of Rhode Island

2. Name of Business Unit \* †

Provide the full and official name. The business unit is an administrative unit, supported by a continuing budget and to which full-time faculty appointments are made, and through which degree programs in business are offered. These attributes are more important than the title of the unit offering the programs. The business unit may be known as a curriculum, faculty, department, school, college or other title.

Provide the year in which the business unit was founded, the year in which the parent institution/university (if any) was founded, and the initial year of AACSB membership. Please use a 4 digit year (ex: 1954). If you do not know the year the business school was founded, the year the parent institution/university was founded, or the year that your school joined AACSB International, please leave the unknown items blank.

		Reported Last Year
Business unit	College of Business Administration	College of Business Administration
Year Business School Founded	1923	1923
Year Parent Institution/University Founded		
Year School First Joined AACSB International		

3. Web Site Address (URL) †

This address should point directly to your business unit home page, not to the Web site of the institution.

		Reported Last Year
Web address	<a href="http://web.uri.edu/business/">http://web.uri.edu/business/</a>	<a href="http://www.cba.uri.edu">www.cba.uri.edu</a>

4. Accreditation

Is your business unit accredited by any of the following organizations?  
 Please answer Yes or No for each association.

	Yes	No
a. EQUIS - European Quality Improvement System offered by the European Foundation for Management Development (efmd)		X
b. AMBA - The Association of MBAs		X
c. ACBSP - Association of Collegiate Business Schools and Programs		X
d. Other (describe below)		

e. Other described	
--------------------	--

5. Other Units †

Are there any other academic units (any type) at your institution that offer business courses, programs or degrees?	<input type="radio"/> Yes <input checked="" type="radio"/> No
---	---

6. Business School's Academic Year †

	Starting month	Ending month
Academic Year	Sep	May

## 7. Non-Degree Programs †

Are non-degree programs such as open enrollment or custom non-degree corporate programs offered?	<input type="radio"/> Yes <input checked="" type="radio"/> <b>No</b>
--	--

## 8. Type of Community †

Please identify the type of community where the main business school campus is located. Your options: Urban / Suburban / Rural	<input checked="" type="radio"/> <b>Rural</b> <input type="radio"/> Suburban <input type="radio"/> Urban
--	--

## 9. Program Levels †

Please select the category that most closely aligns with the program levels offered by your business unit. Your response to this question will determine which sections appear on the remainder of the survey.

Please identify the program levels offered at your business school. Your options: Undergraduate / Masters / Doctoral	<input type="radio"/> Undergrad only <input type="radio"/> Undergrad/Masters only <input type="radio"/> Undergrad/Masters/Certificates <input checked="" type="radio"/> <b>Undergrad/Masters/Doctoral</b> <input type="radio"/> Masters only <input type="radio"/> Masters/Doctoral only <input type="radio"/> Doctoral only <input type="radio"/> Undergrad/Doctoral Only
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## 10. Student Type †

As applicable, please classify your business students as "Mostly Commuter" or "Mostly Residential."

	Commuter	Residential	Not Applicable/Unknown
a. Undergraduate Students		X	
b. Graduate Students	X		

What is the approximate overall percentage of students who transfer into your business unit from outside of your home institution? For example, this would include students who transfer to your business school from another university, but would not include students from your university who join your business school.

c. Percentage of students who transferred in	20.0
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## 11. Institutional control †

Indicate the appropriate form of control or affiliation under which your institution operates.

- Public - A public institution is one whose programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds.
- Private-Not for Profit - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. Includes both independent nonprofit schools and those affiliated with a religious organization.
- Private-For Profit - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Institutional control	<input checked="" type="radio"/> <b>Public</b> <input type="radio"/> Private-Not for Profit <input type="radio"/> Private-For Profit <input type="radio"/> Other/Does not apply
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## 12. Hour or Year Basis \* †

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme

	Hour Basis
Indicate whether the school awards credit on a semester or quarter hour basis or uses ECTS or CATS.	<input checked="" type="radio"/> <b>Semester</b> <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS

## 13. Languages of instruction at your institution. †

Please include only languages in which you can complete at least one full degree program at your school. Please do not include languages that are available only in specific classes but are not available through a full degree program.

## a. What is the primary language of instruction at your business school? †

	Language	If other, please list
Primary Language of Instruction †	English	

## b. Is instruction for a full program at your school available in any other languages? †

Other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> <b>No</b>
------------------	--

## c. If any, what is the secondary language of instruction at your business school? †

Please leave blank if you do not have a secondary language of instruction.

	Language	If other, please list
Secondary Language of Instruction †		

## 14. Data Sharing Option

AACSB International is implementing a voluntary data sharing plan for members who choose to participate in the data share. Only data entered on the BSQ is included in the AACSB Data Share option. Would you like to share the data you enter in the BSQ with other AACSB members who have also agreed to share these data?

- If you select Yes, you agree that all items you complete on the BSQ can be shared with these select members who participate in the data share. You will also be granted access to the BSQ data of all other schools who select this option.
- If you select No, you will still have access to the BSQ data for your own school and aggregate comparison data in the overview report.

Does your school wish to participate in the AACSB data-sharing plan?	<input checked="" type="radio"/> <b>Yes</b> <input type="radio"/> No
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## 15. Religious Affiliation of Your Institution †

Your options: Catholic / Islamic / Jewish / Protestant / Not Affiliated / Other	Not Affiliated
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## 16. Religious Affiliation Role

If an institutional religious affiliation was selected, is it central to your business school's identity?	<input type="radio"/> Yes <input type="radio"/> No
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## 17. Regional Accrediting Agency \* †

Report the regional accrediting agency for your institution

- o MSACS - Middle State Association of Colleges and Schools
- o NEASC - New England Association of Schools and Colleges
- o NCACS - North Central Association of Colleges and Schools
- o NWCCU - Northwest Commission on Colleges and Universities (Previously NWASC - Northwest Association of Schools and Colleges)
- o SACS - Southern Association of Colleges and Schools
- o WASC - Western Association of Schools and Colleges
- o Other - If regional institution accreditation does not apply, please specify the applicable accrediting body, approval agency, or national/regional recognition organization in the space provided. In the U.S., this information is reported by the institution in IPEDS Institutional Characteristics Survey lines 5 & 6.

		If Other - Specify applicable accrediting body
Regional Accrediting Agency	NEASC	

## Comments and Suggestions for Section A

Optional: Please enter any comments or suggestions for the Institutional Characteristics section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### B.1. Mission & Strategic Management â€ (Non-Regional)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

New for 2013-14 - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

## 1. Age of Mission Statement \* †

In what academic year was your business unit's current mission statement adopted or last revised?

Year	2010-11
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## 2. Business Unit Priorities A \* †

Which of the following best describes the relative emphasis of your business unit?

## Definitions

- Teaching - The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business
- Intellectual Contributions - The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications
- Service - Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPA-1 (A)	Teaching	Intellectual Contributions	Service
BPA-2 (B)	Intellectual Contributions	Teaching	Service
BPA-3 (C)	Teaching	Service	Intellectual Contributions
BPA-4 (D)	Intellectual Contributions	Service	Teaching
BPA-5 (E)	Equal for Teaching and Intellectual Contributions		Service
BPA-6 (F)	Teaching	Equal for Intellectual Contributions and Service	
BPA-7 (G)	Equal for Teaching, Intellectual Contributions, and Service		

	Code	Reported last year
Business Unit Priorities A	BPA-5	BPA-5

## 3. Business Unit Priorities B \* †

Which of the following best describes your business unit's relative emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research?

## Definitions

- Learning & Pedagogical Research - The enhancement of the educational value of instructional efforts of the institution or discipline
- Contributions to Practice - The application, transfer and interpretation of knowledge to improve management practice and teaching
- Discipline-based Scholarship - The creation of new knowledge

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPB-1 (A)	Discipline-based Scholarship	Contributions to Practice	Learning & Pedagogical Research
BPB-2 (B)	Contributions to Practice	Learning & Pedagogical Research	Discipline-based Scholarship
BPB-3 (C)	Learning & Pedagogical Research	Discipline-based Scholarship	Contributions to Practice
BPB-4 (D)	Discipline-based Scholarship	Learning & Pedagogical Research	Contributions to Practice
BPB-5 (E)	Learning & Pedagogical Research	Contributions to Practice	Discipline-based Scholarship
BPB-6 (F)	Contributions to Practice	Discipline-based Scholarship	Learning & Pedagogical Research
BPB-7 (G)	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice		Learning & Pedagogical Research
BPB-8 (H)	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research		Discipline-based Scholarship
BPB-9 (I)	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research		Contributions to Practice
BPB-10 (J)	Learning & Pedagogical Research	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice	
BPB-11 (K)	Discipline-based Scholarship	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research	
BPB-12 (L)	Contributions to Practice	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research	
BPB-13 (M)	Equal Emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research		

	Code	Reported last year
Business Unit Priorities B	BPB-1	BPB-1

## 4. Age of Strategic Plan †

Has your business school completed or revised its strategic plan in the last 18 months?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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5. Do you consider your school as regional, national, or international? †  
Please choose based on both your school's marketing and your student enrollment.

Primary Location Focus	Regional - within local region
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## Comments and Suggestions for Section B

Optional: Please enter any comments or suggestions for the Mission & Strategic Management section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

## B.2. Mission Statement (Non-Regional)

Please provide your business school's mission statement as it appears in published documents available to the school's stakeholders. The mission statement may be typed or pasted into the box below.

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 Administration 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 Administration are : Excellence, Collaboration and Leadership.

**Excellence:**

The College of Business Administration'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 Administration students for a world that values team work 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.

# Rhode Island, University of, College of Business Administration

## 2013-14 Business School Questionnaire (BSQ)

### C.1.a. Finances - Basic Questions (Non-Regional)

2013-14 BSQ Financial Section Changes

Please Note:

- Finances Section Changes: For the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the 2013-14 BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Financial Supplement and in section C.1. Finances of the BSQ.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Currency In Which You Are Reporting † \*

Please use this currency for all financial items in section C.1. Finances. If your school also chooses to participate in the Finances Module, this currency will already be selected within that survey if the BSQ C.1. Finances section has been completed. The same currency should be used for both the BSQ section C.1. Finances and for the BSQ Financial Supplement.

Currency	USD-United States Dollars
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#### 2. Business School Relationship with Parent Academic Institution † \*

Please select the option that best characterizes your business school's relationship with its parent university or other academic institution. Your selection here will determine which questions are included in the remaining portion of the BSQ Finances section C.1.:

A) Standard Academic Unit of Parent Institution: My business school is one academic unit among several others, all of which are part of a larger parent university (or other academic institution) from which we derive our degree-granting authority.

B) Semi-/Mostly Autonomous Unit of Parent Institution: My business school is a semi- or mostly autonomous academic unit, but still derives degree-granting authority from a larger parent university (or other academic institution).

C) Independent Institution: My business school is an independent academic institution with its own degree-granting authority, not attached to or dependent on any other academic institution.

Relationship Type	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
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# Rhode Island, University of, College of Business Administration

## 2013-14 Business School Questionnaire (BSQ)

### C.1.b. Finances (Non-Regional) - A&B

#### 2013-14 BSQ Financial Section Changes

##### Please Note:

- Finances Section Changes: For the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the 2013-14 BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Finances Module and in section C.1. Finances of the BSQ.

- Uses and Sources of Funds: Questions regarding the Uses and Sources of Funds are now collected on the Finances Module and have been removed from C.1. Finances.
- Organizational Questions: The options available for the Organizational Questions in this section have been updated. Instead of Yes/No, please respond with the appropriate level of organizational financial responsibility for each item. If your school does not offer an item through the business school, university/parent institution, jointly between the school and university/parent institution, or through an independent entity, please choose N/A. The options visible for this question are dependent on your answers in the basic questions portion of section C.1. Finances.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Fiscal Year \*

	Month	Year
Ending month and year of your most recently completed fiscal year	Jun	2013

#### 2. Operating Budget \* †

Indicate the total business operating budget for the most recent complete 12 month period for which the budget is based. Include business unit faculty and staff salaries and benefits compensation. Estimate benefits compensation if necessary. Include all non-personnel budgets in which expenditures are controlled by the business unit, excluding scholarship payments. Include budgeted earnings from endowments, except those earmarked for scholarships. Include budgeted amount for annual giving.

	Amount	Reported Last Year
Operating budget	9,215,720	9,215,720

#### 3. Endowment Market Value \* †

Total market value of the business unit endowment at the end of the most recent complete fiscal year. Endowment assets consist of gross investments of endowment funds, term endowment funds (e.g., quasi-endowment), and funds functioning as endowment for the business unit and any of its affiliated foundations and other affiliated organizations. If endowment assets are centralized with the institution, indicate only the value of assets whose income is used specifically to support the business unit. Enter zero if the institution does not clearly separate endowment by academic units, or has no endowment at all.

In general, an endowment is a sum of money given to an institution with the requirement that its capital value is to be maintained, but the interest on it is to be used to support the work of the institution.

	Amount	Reported Last Year
Endowment market value	5,753,735	4,240,586

## 4. Tuition and Required Fees \* †

- o a. Undergraduate degree program academic year tuition and required fees  
Typical total tuition and required fees for a full-time undergraduate business student for the current academic year. The academic year refers to the period of time generally extending from September to June; usually equating two semesters to trimesters, three quarters, or the period covered by a four-one-four plan. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level; if it does but does not charge tuition, enter "0".
- o b. Full-time MBA degree total program tuition and required fees  
Total program costs (from initial enrollment through graduation) tuition and required fees for a full-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level; if it does but does not charge tuition, enter "0".

	My school offers this type of program:	Within Province/State/EU	Out of Province/State	Out of Country/EU	Online
a. Undergraduate degree program academic year tuition and required fees (provide for ACADEMIC YEAR only)	<input checked="" type="radio"/> Yes <input type="radio"/> No	12,450	28,016	28,016	
Reported Last Year		12,450	28,016		
b. Full-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input checked="" type="radio"/> Yes <input type="radio"/> No	18,306	42,108	42,108	
Reported Last Year		18,306	42,108		

## 5. Organizational Questions \* †

Indicate whether the function or operation is managed or controlled: 1) by the business school; 2) by the university or other parent institution of which the business school is a part; 3) jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school; or 4) independently, where the function or operation is not managed or controlled either by the business school nor the university or other parent institution. Select "N/A" only if the function or operation is not present at all at your school.

a. Business school or program building (graduate, undergraduate, or executive)	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
b. Business library (including databases for research and teaching)	<input type="radio"/> Business School	<input checked="" type="radio"/> <b>University/Parent Institution</b>	<input type="radio"/> Jointly	<input type="radio"/> Independent	<input type="radio"/> N/A
c. Career services – undergraduate business	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
d. Career services – graduate business	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
e. Admissions – undergraduate business	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
f. Admissions – graduate business	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
g. Development (business school or programs)	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
h. Communications (business school or programs)	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
i. Business alumni relations	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
j. Academic advising – undergraduate business	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
k. Academic advising – graduate business	<input checked="" type="radio"/> <b>Business School</b>	<input type="radio"/> University/Parent Institution	<input type="radio"/> Jointly	<input type="radio"/> Independent	<input type="radio"/> N/A
l. Information technology – academic or administrative support	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
m. Business research center (at least one)	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input type="radio"/> Jointly	<input type="radio"/> Independent	<input checked="" type="radio"/> <b>N/A</b>
n. Academic assistance center (e.g., tutoring)	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A
o. Non-degree executive education center, institute, or facility	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input type="radio"/> Jointly	<input type="radio"/> Independent	<input checked="" type="radio"/> <b>N/A</b>
p. Student residential housing center or facility	<input type="radio"/> Business School	<input checked="" type="radio"/> <b>University/Parent Institution</b>	<input type="radio"/> Jointly	<input type="radio"/> Independent	<input type="radio"/> N/A
q. Management of internship programs	<input type="radio"/> Business School	<input type="radio"/> University/Parent Institution	<input checked="" type="radio"/> <b>Jointly</b>	<input type="radio"/> Independent	<input type="radio"/> N/A

## Comments and Suggestions for Section C

Optional: Please enter any comments or suggestions for the Finances section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	In this section jointly doesn't tell much. In our case, I chose Jointly because the university has some say but the operation and pedagogy mission is set by the college.
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## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### D.1. Programs in Business (Non-Regional)

#### Directions

[Read Directions \(PDF\)](#)

#### This Year

Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Undergraduate	BS in Business Administration	Accounting (1)	Accounting		X	X						
Undergraduate	BS in Business Administration	Entrepreneurship/ Small Bus Admin (32)	Entrepreneurship		X	X						
Undergraduate	BS in Business Administration	Finance - incl Banking (8)	Finance		X	X						

Undergraduate	BS in Business Administration	General Bus (35)	General Business Administration	general	X	X		X					
Undergraduate	BS in Business Administration	International Bus (14)	International Business		X	X							
Undergraduate	BS in Business Administration	Marketing (16)	Marketing		X	X							
Undergraduate	BS in Business Administration	Supply Chain/ Transport/ Logistics (26)	Supply Chain Management		X	X							
Masters-Generalist	Master of Business Administration (MBA)	General Bus (35)	Business Administration		X	X		X				X	
Masters-Specialist	Master of Science (MS)	Accounting (1)	Accounting		X	X							
Doctoral	Doctor of Philosophy (PhD)	Finance - incl Banking (8)	Finance and Insurance		X								
Doctoral	Doctor of Philosophy (PhD)	Marketing (16)	Marketing		X								

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### D.2. Graduate Reporting Levels (Non-Regional)

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

#### Definitions

##### Enrollment

Students who are currently enrolled and attending classes at an institution

##### Degrees Conferred

Students who have received a degree in the time frame

##### Admissions

Students being admitted into a program for the first time

##### Applications

Number of actionable applications to the program received

##### Offer of Admission

Number of admission places being offered to those students who submitted applications

##### Entrants

Number of students offered admission who have entered the program

Example: School receives 1000 applications, sends 250 offers of admission, 175 students accept and become entrants. This is also part of the total enrollment of the school on the census date for the school.

After reading the directions referenced above, if you still have questions, please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

### 1. Master's Degrees

Please indicate the level of detail you will be reporting for Enrollment, Admissions, and Employment data for your Master's level program(s). Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 2. Only schools reporting using option 1. or option 2. will see all of their school's data totals in the business school profiles and custom reports.

Option	Description
1-Degree Program	With this option you report on each specific degree and field/discipline combination.
2-Degree Title	With this option you report on each specific degree. No further breakdown by field/discipline is allowed. (This option is equivalent to the 2004-2005 reporting level.)
3-MGen/EMBA/MSpec	With this option you report one set of data each for Masters-Generalist (MBA), EMBA, and Masters-Specialist. No further breakdown by field/discipline is allowed.

	Reporting Level
Master's Enrollment	2-Degree Title
Master's Admissions	2-Degree Title
Master's Employment	2-Degree Title

## 2. Doctoral Degrees and All Certificates

Please indicate the level of detail you will be reporting for Enrollment, Admissions, and Employment data for any doctoral and undergraduate/graduate certificate programs. Options are presented starting with the most detailed level. To report at the level most similar to previous years, please choose option 1.

Option	Description
1-Degree Program	With this option you report on each specific degree/certificate and field/discipline combination. (This option is equivalent to 2004-2005 reporting level.)
2-Degree Title	With this option you report one set of data for each specific degree/certificate title represented in your programs. No further breakdown by field/discipline is allowed.

	Reporting Level
Doctoral Enrollment	2-Degree Title
Doctoral Admissions	2-Degree Title
Doctoral Employment	2-Degree Title

WARNING: Changing a Reporting Level here will cause any data already entered in the associated section to be immediately and irreversibly deleted! Please exercise caution and think carefully about which Reporting Levels you select.

# Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

## E.1. Faculty & Staff Counts (US)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.  
\* = required field

For purposes of this section, faculty refers to the academic staff - those whose primary responsibility is teaching and research for the business unit. Staff refers to all other personnel employed by the business unit. Unless otherwise specified, report all data as of October 15 of the 2013-14 academic year or your official census date for the academic year.

### 1. Faculty †

a. Full-time faculty by tenure status and full-time equivalent (FTE) of part-time faculty † \*

When reporting on part-time faculty, only count those instructors not defined as full-time by your institution.

	Male	Female	Total	Total Last Year
Full-time faculty				
1. Total number of full-time tenured faculty members	29	7	36	37
2. Total number of full-time untenured faculty members on tenure track	5	3	8	6
3. Total number of full-time non-tenure track faculty members	6	7	13	13
4. Total full-time	40	17	57	56
5. Total number of full-time faculty members with research doctoral degrees	34	10	44	45
Part-time faculty				
6. Full-time equivalent (FTE) of part-time faculty other than graduate teaching assistants	1.62	0.63	2.25	4.00
7. Full-time equivalent (FTE) of graduate teaching assistants who are teachers of record	0.88	0.75	1.63	1.50
Full-time + Part-time FTEs				
8. Total full-time equivalent (FTE) faculty	42.50	18.38	60.88	61.50
Total Last Year	43.50	18.00		

## b. Full-time faculty demographics by country of origin or birthplace † \*

## U.S. Citizens and Permanent Residents

	Male	Female	Total	Total Last Year
1. American Indian or Alaskan Native	0	0	0	0
2. Asian or Pacific Islander	8	1	9	9
3. Black, Non-Hispanic	1	0	1	1
4. Hispanic	1	0	1	1
5. White, Non-Hispanic	32	14	46	45
6. Race/Ethnicity Unknown			0	
7. Total - U.S. Citizens and permanent residents	42	15	57	56
8. Other country of origin or birthplace (does not include U.S. citizens or permanent residents)				
9. Grand Total (Amount in this row should equal amounts in row 4 of 1.a above.)	42	15	57	56
Total Last Year	41	15		

**2. Staff and Administrators † \***

Definitions for each category can be viewed by clicking the row label.  
Do not leave any cell blank. Enter zero (0) where appropriate.

	Total	Total Last Year
1. Full-time staff and administrators	16	15
2. Full-time equivalent of part-time staff and administrators	0.25	0.25
3. Full-time equivalent of faculty with administrative assignments	1.00	1.00
4. Full-time equivalent of graduate student staff including graduate teaching assistants who are not teachers of record	2.50	5.50

### 3. Faculty, Staff and Administrators † \*

Please report the total headcount of all people employed by your business unit (faculty, staff, part-time, full-time, permanent and temporary) during the last fiscal year.

	Total	Total Last Year
1. Total headcount of all people employed by business unit during last fiscal year	92	90

### 4. Participating and Supporting Faculty Counts †

Please report faculty figures for a typical academic term or an official census day. Do not calculate a cumulative figure for a year.

The total number of business faculty members is the sum of the total number of participating faculty members and the total number of supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. Indicate the total number of persons (i.e., headcount) for each category as defined below. These categories include both full-time and part-time faculty members in your school. Participating and Supporting category information can be found in the 2013 Business Accreditation Standards - Standard 5. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

	Male	Female	Total	Reported Last Year
a. Total number of participating faculty members	26	8	34	57
b. Total number of participating faculty members with doctoral degrees	26	8	34	44
c. Total number of supporting faculty members	14	9	23	23
d. Total number of supporting faculty members with doctoral degrees	3	0	3	1

## 5. Faculty Counts by Qualification Types †

Indicate the number of faculty members with each of the following qualification types. Apply the following definitions in making a determination about the qualifications of each faculty member. Report information for participating faculty members and supporting faculty members separately. These categories include both full-time and part-time faculty members in your school.

Count each faculty member only once even if they could qualify for different standard levels.

Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), Participating and Supporting are as defined by the school for accreditation purposes. A copy of the guidelines for each qualification category can be found in the 2013 Business Accreditation Standards - Standard 15. Non-Accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined in the 2013 AACSB accreditation standards.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined above. IP status is sustained as outlined in the 2013 AACSB accreditation standards.

	Scholarly Academics	Practice Academics	Scholarly Practitioners	Instructional Practitioners	Type Not Listed or Unknown	Total (should equal totals in 4. above)
a. Participating faculty members	29	2	2	0	1	34
b. Supporting faculty members				23		23

## 6. Definitions of Faculty Qualifications †

	Please describe criteria
a. Scholarly Academics	<p>The Scholarly Academics (SA) status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. CBA doctoral teaching fellows who have passed comprehensive exams will be considered as having SA status. Newly hired faculty with ABD status will be considered as having SA status for the first two years. Subsequent to hiring, SA status is sustained through the publication of two peer reviewed journal articles within a five-year period, or through publishing one peer reviewed journal article and significant (50% or more) administrative activity by appointment (e.g. Dean, Associate Dean). Faculty who are teaching doctoral seminars must 1. have published three peer reviewed journal articles, or 2. have published two peer reviewed journal articles and served on academic editorial board. 3. have published two peer reviewed articles and five referred conference proceedings at a premier national meeting. Furthermore, at least one of the published articles must be considered discovery based research</p>
b. Practice Academics	<p>Practice Academics (PA) and Scholarly Practitioners (SP) are expected to regularly engage in professional activities that will enhance the currency and depth of their knowledge in order to improve the educational mission of their institution and the practice of their chosen profession. The primary difference between the two groups is that PA faculty have a terminal degree while SP faculty have a non-terminal degree (i.e. generally a graduate degree) and bring significant recent professional experience. Accordingly the scholarship component (Group A) activities for PA faculty should be slightly higher. Professional activities of PA and SP faculty are expected to primarily focus on contributions to the practice of their discipline and on the transfer of knowledge to students and practitioners that improves managerial efficiency and effectiveness. In determining whether a faculty member is considered PA or SP the following activities should be considered: practice based journal publications, research reports for state and regional governmental agencies, professional paper presentations, professional service, instructional case development, executive education, consulting and other similar professional activities. Because the emphasis should be placed on the blending and cross-enrichment of these activities to maximize benefits to the students and practitioners we have differentiated the above activities into two groups.</p>
c. Scholarly Practitioners	<p>Group A: • Publication of article in practitioner and/or application-oriented research (e.g., CPA Journal, Business Horizons, Journal of Hospitality and Tourism Management, Journal of Marketing Education, International Journal of Marketing Research) • Develop and present professional seminar to business or state and local administrators • Author of Textbook, monograph, or other scholarly research report (i.e., economic impact study). • Submit proposal to secure grant to fund economic and/or research activity Group B: • Service that benefits the state and/or local communities (e.g., Governors Board on Workforce Development) • Develop and present at in executive development programs of the college • Service to professional society/trade organization (e.g., board member of Decision Sciences) • Service on board of directors of notable business or not-for-profit agency • Consult for business or municipal/state agency. These activities should not impact your ability to carry out your obligations to the institution yet should be meaningful (i.e., minimum of approximately 200 hours per year). • Serve as a manuscript reviewer and/or in an editorial capacity to practitioner/application journals • Presentation of paper at practitioner-oriented society and/or conference</p> <p>Criteria for PA and SA To be considered a Practice Academic (PA) a faculty member would need five examples of the above activities over a five-year period. At least four of these activities would be from Group A and at least two Group A activities must occur within the last three years. To be considered a Scholarly Practitioner (SP) a faculty member would need five examples of the above activities over a five-year period. At least two activities would be from Group A and at least one Group A activity must occur within the last two years.</p>
d. Instructional Practitioners	<p>Instructional Practitioners (IP) Instructional Practitioners (IP) are expected to regularly engage in professional activities that will enhance the currency and depth of their knowledge in order to improve the educational mission of their institution and the practice of their chosen profession. In determining whether a faculty member is considered IP the following activities should be considered: practice based journal publications, research reports for state and regional governmental agencies, professional paper presentations, professional service, instructional case development, executive education, consulting and other similar professional activities. Qualifying Activities: • Publication of articles in practitioner and/or application-oriented research (e.g., CPA Journal, Business Horizons, Journal of Hospitality and Tourism Management, Journal of Marketing Education, International Journal of Marketing Research) • Developing and presenting professional seminars to businesses or state and local administrators • Service as a manuscript reviewer and/or in an editorial capacity to journals • Textbooks, monographs, or other scholarly research reports (i.e., economic impact study). • Writing proposals to secure grants to fund economic and/or research activities • Presentation of papers at practitioner-oriented societies and conferences • Service that benefits the state and/or local communities (e.g., Governors Board on Workforce Development) • Presentations in executive development programs of the college • Service to professional societies/trade organizations (e.g., Board member of Decision Sciences) • Service on boards of directors of notable business or not-for-profit agencies • Consulting for businesses or municipal/state agencies. These activities should not impact your ability to carry out your obligations to the institution yet should be meaningful (i.e., minimum of approximately 200 hours per year).</p>

## Comments and Suggestions for Section E

Optional: Please enter any comments or suggestions for the Faculty & Staff section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration

## 2013-14 Business School Questionnaire (BSQ)

### F.1. Enrollment: Undergraduate (US)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

#### 1. Undergraduate Degree Program Enrollment †

Unless otherwise specified, report all data as of October 15 of the 2013-14 academic year or your official census date for the academic year.

If the business unit draws a clear distinction between full-time and part-time undergraduate degree programs, then it is appropriate to count enrolled students as full-time and part-time, respectively, based upon that distinction. For the United States, full-time for undergraduate students is defined as 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

The criteria for class standing are determined by the reporting institution. Lower division students are those that are in their first or second year of matriculation. Upper division students are those that are in their third, fourth, or fifth year of matriculation.

Include only those students that have been officially admitted to the business unit, declared a major in a business area or are designated as pre-business. Each student should be counted only once when reporting enrollment data.

	Does Not Apply	Full-Time Enrollment Male	Full-Time Enrollment Female	Full-Time Enrollment Total	Part-Time Enrollment Male	Part-Time Enrollment Female	Part-Time Enrollment Total	Total Enrollment Male	Total Enrollment Female	Total Enrollment
1. Number of lower division students	No	504	257	761				504	257	761
2. Number of upper division students		376	285	661				376	285	661
3. Total enrollment		880	542	1,422				880	542	1,422
Reported last year				1,733			0	1,101	632	1,733

#### 2. Undergraduate Degree Programs Enrollment by Country of Origin or Birthplace

Note: Race/Ethnicity categories below apply to U.S. citizens and permanent residents only. The total reported on line 14 below must equal the Total reported on line 3 above. Unless otherwise specified, report all data as of October 15 of the 2013-14 academic year or your official census date for the academic year.

	Total Enrollment
4. American Indian or Alaskan Native	
5. Asian	45
6. Native Hawaiian or Other Pacific Islander	3
7. Black or African American	46
8. Hispanic/Latino	90
9. White	1,080
10. Two or More Races	16
11. Race/Ethnicity Unknown	130
12. Total U.S. citizens and permanent residents (lines 2-9)	1,410
13. Other country of origin or birthplace	12
14. Total (lines 10 + 11) (must equal line 3 above)	1,422

### 3. Undergraduate Degrees Conferred (business unit only)

Note: Please report degrees conferred during the most recently completed 12 month period from July 1 through June 30.

	Does Not Apply	Male	Female	Total	Reported Last Year
15. Total number of bachelor's degrees conferred		223	144	367	340
16. Total number of bachelor's degrees conferred with major or concentration in accounting or taxation as reported in Part D, column 2 (also counted in previous line)	No	67	44	111	96

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### F.2. Enrollment: Master's (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.
- **Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.
- **Does not apply:** Check this box to disable data entry in a row and positively indicate that you haven't omitted the row by accident. Please use this indicator only where your school, with its current slate of programs, would never have any students of the type specified. If your school could have a type of student, but currently doesn't, please enter zero (0).

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

#### Degree Title: Master of Business Administration (MBA)†

		Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2012 - June 30, 2013			
		Does not Apply	Male	Female	Total	Male	Female	Total	Male	Female	Total
<input checked="" type="checkbox"/> Full Detail											
<input checked="" type="checkbox"/> Breakdown by Gender											
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>									
2	Full-time Accelerated	<input type="checkbox"/>	15	9	24				8	10	18
3	Full-time Distance Learning	<input checked="" type="checkbox"/>									
4	Full-time Other	<input checked="" type="checkbox"/>									
5	Total Full-time	<input checked="" type="checkbox"/>	15	9	24				8	10	18
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	95	58	153	55	25	80
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	36	21	57	0	0	0
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>									
9	Part-time Online	<input checked="" type="checkbox"/>									
10	Part-time Other	<input checked="" type="checkbox"/>									
11	Total Part-time	<input checked="" type="checkbox"/>	0	0	0	131	79	210	55	25	80
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
15	Enrollment by Ethnicity Totals										

15	GRAND TOTAL		15	9	24	131	79	210	63	35	98
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**Degree Title: Master of Science (MS)†**

<input checked="" type="checkbox"/> Full Detail <input checked="" type="checkbox"/> Breakdown by Gender		Does not Apply	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2012 - June 30, 2013		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Full-time Traditional Two Year	<input checked="" type="checkbox"/>									
2	Full-time Accelerated	<input type="checkbox"/>	20	17	37				16	8	24
3	Full-time Distance Learning	<input checked="" type="checkbox"/>									
4	Full-time Other	<input checked="" type="checkbox"/>									
5	Total Full-time	<input checked="" type="checkbox"/>	20	17	37				16	8	24
6	Part-time Evenings and Weekends	<input checked="" type="checkbox"/>									
7	Part-time Off Campus (site other than main campus)	<input checked="" type="checkbox"/>									
8	Part-time Distance Learning (excluding Online)	<input checked="" type="checkbox"/>									
9	Part-time Online	<input checked="" type="checkbox"/>									
10	Part-time Other	<input checked="" type="checkbox"/>									
11	Total Part-time	<input checked="" type="checkbox"/>	0	0	0	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	0	0	0	0
15	Enrollment by Ethnicity Totals										
15	GRAND TOTAL		20	17	37	0	0	0	16	8	24

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### F.2. Enrollment by Ethnicity: Master's (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

#### Degree Title: Master of Business Administration (MBA)†

<input type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			12
2	American Indian or Alaska Native			0
3	Asian			17
4	Black or African American			5
5	Native Hawaiian or Other Pacific Islander			0
6	White			157
7	Two or More Races			0

8	Race and Ethnicity Unknown			31
9	Total U.S. Citizens and permanent residents (lines 1-8)			222
10	Nonresident Alien/Other Country of Origin			12
11	Total (lines 9 & 10)			234
12	Enrollment by Vehicle Totals	24	210	234

**Degree Title: Master of Science (MS)†**

<input type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			3
2	American Indian or Alaska Native			0
3	Asian			5
4	Black or African American			0
5	Native Hawaiian or Other Pacific Islander			0
6	White			24
7	Two or More Races			0
8	Race and Ethnicity Unknown			5
9	Total U.S. Citizens and permanent residents (lines 1-8)			37
10	Nonresident Alien/Other Country of Origin			3
11	Total (lines 9 & 10)			40
12	Enrollment by Vehicle Totals	37	0	37

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### F.3. Enrollment: Doctoral & All Certificates â€ (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

**Reporting Level**

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

**Directions**

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

**Breakdown by Gender:** Uncheck this box if you can only provide the Full-time and Part-time Total column values and not the breakdowns by Male and Female.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

**Degree Title: Doctor of Philosophy (PhD)†**

<input checked="" type="checkbox"/> Breakdown by Gender	Does not Apply	Full-Time Enrollment			Part-Time Enrollment			Number of Degrees Conferred July 1, 2012 - June 30, 2013		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
15	Enrollment by Ethnicity Totals									
16	GRAND TOTAL	5	7	12	0	0	0	1	1	2

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### F.3. Enrollment by Ethnicity: Doctoral & All Certificates â€ (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

**Reporting Level**

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

### Degree Title: Doctor of Philosophy (PhD)†

<input type="checkbox"/> Full Detail		Full-Time Enrollment	Part-Time Enrollment	Total
1	Hispanic/Latino			2
2	American Indian or Alaska Native			0
3	Asian			7
4	Black or African American			0
5	Native Hawaiian or Other Pacific Islander			0
6	White			3
7	Two or More Races			0
8	Race and Ethnicity Unknown			0
9	Total U.S. Citizens and permanent residents (lines 1-8)			12
10	Nonresident Alien/Other Country of Origin			0
11	Total (lines 9 & 10)			12
12	Enrollment by Vehicle Totals	12	0	12

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### G.1. Student Credit Hours & Mean Class Size â€ (US)

#### 1. Student Credit Hours

Report all student credit hour data as of the institution's official fall reporting date or October 15th.

For each applicable program level (undergraduate - lower division and upper division separately, General Business Master's (MBA), specialized master's and doctoral), include only the student credit hours that were generated by courses offered by the business unit. MULTIPLY ENROLLMENT BY THE CREDIT HOURS OF A COURSE, SUM THESE PRODUCTS ACROSS ALL COURSES OFFERED BY THE BUSINESS UNIT IN THAT DEGREE CATEGORY.

If students from different degree programs are enrolled in the same course, include the student credit hours in the category represented by the majority of students enrolled in the course. Courses offered by the business unit are those for which the business unit has responsibility for managing and assigning instructors. This does not depend on the degree program in which the students are enrolled or on whether the instructor is officially designated as a staff member of the business unit. Include cross-listed courses if taught by a business unit faculty member or taught by any other part-time or full-time faculty member paid by the business school.

Complete as much of the table as possible. Leave the cell blank if the number is not known or if it is not applicable. Enter zero only if the number is zero.

#### Type of instructor

For each program level, indicate the number of student credit hours taught by full-time faculty members, part-time faculty members and graduate (teaching) assistants. Base all reporting on the instructor of record.

	Under-graduate Lower Division	Under-graduate Upper Division	Under-graduate Total	General Business Master's (MBA)	Specialized Master's	Doctoral	Graduate Total
1. Number of student credit hours taught by full-time faculty	8,640	15,741	24,381	2,661	915	59	3,635
2. Number of student credit hours taught by part-time faculty (excl grad teach assists)	465	861	1,326	480	0	0	480
3. Number of student credit hours taught by graduate teaching assistants	0	933	933	0	0	0	0
4. Total number of student credit hours	9,105	17,535	26,640	3,141	915	59	4,115

## 2. Mean Class Size

Indicate the mean (average) class size for required business courses as of the institution's official fall reporting date or October 15th. Required business courses are those that all students must take to graduate. Combine data for all required courses of different degree programs at each level (Undergraduate, General Business Master's (MBA), Specialized Master's and Doctoral). For example, include the required courses of each Specialized Master's degree program to calculate the mean for that program level. Exclude independent study.

	Undergraduate	General Business Master's (MBA)	Specialized Master's	Doctoral
5. Mean class size - required business courses only	35	19	31	3

Comments and Suggestions for Section G

Optional: Please enter any comments or suggestions for the Student Credit Hours and Mean Class Size section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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# Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

## H.1. Admissions: Undergraduate â€ (Non-Regional)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

### 1. Length of Undergraduate Degree Program †

Indicate the approximate length of the program (as if completed on full-time basis)



### 2. Applications, offers of admission, and new entrants †

Indicate the number of applicants, number of offers of admission, and number of new entrants for each applicable population. Mark not applicable for each population that does not apply. For example, if your business school admits students only at the third year, indicate not applicable for the first and second year categories. Schools that admit students beyond the first year level should include applicants from within the institution and from other institutions (transfer students).

Reporting period – All information should correspond with a full twelve (12) months of admissions statistics. The reporting year may end on September 30 of each year or an appropriate date selected by the reporting entity.

For schools using the designations of freshman through senior, please consider first year as freshman through fourth year as senior.

	Not Applicable	Number of Applicants†	Number of Offers of Admission†	Number of New Entrants†	N of New Entrants Reported Last Year†
a. First Year	No	3,247	2,612	410	394
b. Second Year	No				
c. Third Year	No				
d. Fourth Year	No				
e. Total		3,247	2,612	410	394
Total Reported Last Year		2,747	2,009		

### 3. Entrance exam information †

Indicate the average SAT score (combined math and verbal) and ACT composite scores, and the number of students reporting each for all new students that entered the business school in the reporting period (new entrants). Include only the highest score achieved for students reporting more than one test SAT or ACT score. Include both scores if a student reports SAT and ACT scores.

a. SAT and ACT are not required for admission	No
---	----

	This Year	Reported Last Year
b. Number of new entrants reporting SAT scores	387	293
c. Number of new entrants reporting ACT scores	65	50
d. Average composite SAT score	1,097	1,094
e. Average composite ACT score	24	23

If your business school requires an alternative admission examination, please describe the examination below. Be sure to include the name of the examination, who administers the examination, and general information about scoring. †

f. Description of examination process	
---------------------------------------	--

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### H.2. Admissions: Master's â€ (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

#### Degree Title: Master of Business Administration (MBA)†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
<input checked="" type="checkbox"/>	Full Detail										
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
2	Full-time Accelerated	52	32	24	0	0	0	0	0	<input type="checkbox"/>	
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
4	Full-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
5	Total Full-time	52	32	24	0	0	0	0	0	<input type="checkbox"/>	
6	Part-time Evenings and Weekends	78	65	59	0	0	0	0	0	<input type="checkbox"/>	
7	Part-time Off Campus (site other than main campus)	25	25	25	0	0	0	0	0	<input type="checkbox"/>	
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
9	Part-time Online	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
10	Part-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	

11	Total Part-time	103	90	84	0	0	0	0	0	<input type="checkbox"/>
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>
15	GRAND TOTAL	155	122	108	0	0	0	0	0	<input type="checkbox"/>

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
5	Total Full-time	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
11	Total Part-time	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
15	GRAND TOTAL	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0

## Degree Title: Master of Science (MS)†

		Work Experience (in months)								Examination Process Other Than GMAT or GRE	
		Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description
<input checked="" type="checkbox"/> Full Detail											
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
2	Full-time Accelerated	65	54	45	8	0	0	0	0	<input type="checkbox"/>	
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
4	Full-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
5	Total Full-time	65	54	45	8	0	0	0	0	<input type="checkbox"/>	
6	Part-time Evenings and Weekends	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
9	Part-time Online	0	0	0	0	0	0	0	0	<input type="checkbox"/>	
10	Part-time Other	0	0	0	0	0	0	0	0	<input type="checkbox"/>	

11	Total Part-time	0	0	0	0	0	0	0	0	<input type="checkbox"/>
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	<input type="checkbox"/>
15	GRAND TOTAL	65	54	45	8	0	0	0	0	<input type="checkbox"/>

		Graduate Management Admissions Test (GMAT) Scores					Graduate Record Exam (GRE) Composite Test Scores						
		Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
1	Full-time Traditional Two Year	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
2	Full-time Accelerated	<input type="checkbox"/>	42	555	540	470	650	<input checked="" type="checkbox"/>	0	0	0	0	0
3	Full-time Distance Learning	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
4	Full-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
5	Total Full-time	<input type="checkbox"/>	42	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
6	Part-time Evenings and Weekends	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
9	Part-time Online	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
10	Part-time Other	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
11	Total Part-time	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	<input type="checkbox"/>	0	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0
15	GRAND TOTAL	<input type="checkbox"/>	42	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### H.3. Admissions: Doctoral & All Certificates (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, jessica@AACSB.edu).

#### Degree Title: Doctor of Philosophy (PhD)†

	Work Experience (in months)								Examination Process Other Than GMAT or GRE	
	Number of Applicants	Number of Offers of Admission	Number of New Entrants †	Number of New Entrants Reporting Experience	Mean	Median	10th Percentile	90th Percentile	Check if Required (If required, please enter description of process to the right)	Click to open pop-up box for data entry of description

16	GRAND TOTAL	14	2	0	0	0	0	0	0	<input type="checkbox"/>
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	Graduate Management Admissions Test (GMAT) Scores						Graduate Record Exam (GRE) Composite Test Scores					
	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile	Check if Required	Number of New Entrants Reporting Score	Mean	Median	10th Percentile	90th Percentile
16	GRAND TOTAL	<input type="checkbox"/>	0	0	0	0	<input type="checkbox"/>	0	0	0	0	0

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### I.1. Employment: Undergraduate (Non-Regional)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

Reporting period and cutoff date for data – The total graduating class is defined as all students for each program graduating during the 12 month period ending on June 30. For purposes of reporting employment information, the cut-off date for collecting data from graduates is September 30.

#### 1. Undergraduate Degree Employment Information

Combine data for all degree programs and majors/specializations into full-time and part-time program categories. Provide totals if detail by full-time and part-time categories is not available. Distribute all graduates into the following categories: seeking employment, not seeking (continuing education), not seeking (other reasons), and no information available.

	Number of Graduates	Seeking New Employment (see 4-6 below)	Not Seeking Employment, Continuing Education	Not Seeking Employment, For Other Reasons	No Information Available
1. Full-time	367	8	19		
2. Part-time			9		
3. Total	367	8	28		
Total as reported in F.1. Enrollment: Undergraduate Question 3. Undergraduate Degrees Conferred	367				
Reported last year	340	250	56	18	16

#### 2. Employment Placement of Those Seeking New Employment

When reporting job acceptance, indicate either by graduation date or by 3 months after graduation date (or both) whichever is consistent with your school's data collection. If your school collects for both time periods, then also include those accepting employment by graduation date in the set of students accepting employment by 3 months after graduation date.

#### Number of Graduates Reporting New Job Acceptance of Those Seeking Employment

	By Graduation Date	By 3 Months after Graduation Date
4. Full-time	148	90
5. Part-time		
6. Total	148	90

#### 3. Graduate Education Placement of Those Seeking Continuing Education

When reporting graduate program acceptance, indicate either by graduation date or by 3 months after graduation date (or both) whichever is consistent with your school's data collection. If your school collects for both time periods, then also include those accepting employment by graduation date in the set of students accepting employment by 3 months after graduation date.

Number of Graduates Reporting at Least One Acceptance to a Graduate Degree Program

	By Graduation Date	By 3 Months after Graduation Date
7. Full-time	73	19
8. Part-time		9
9. Total	73	28

## Rhode Island, University of, College of Business Administration 2013-14 Business School Questionnaire (BSQ)

### I.2. Employment: Master's â€ (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

The check boxes in the tables below allow you to further facilitate your data entry.

- **Full Detail:** Uncheck this box if you only want to report in the Total Full-time and Total Part-time rows.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

#### Degree Title: Master of Business Administration (MBA)†

<input checked="" type="checkbox"/> Full Detail		Number of Graduates	Seeking Employment	Not Seeking Employment (including continuing employment)	No information	Number Seeking Who Reported Job Acceptance	
						By Graduation Date	By 3 Months After Graduation Date
1	Full-time Traditional Two Year	0	0	0	0	0	0
2	Full-time Accelerated	19	0	0	0	0	0
3	Full-time Distance Learning	0	0	0	0	0	0
4	Full-time Other	0	0	0	0	0	0
5	Total Full-time	19	0	0	0	0	0
6	Part-time Evenings and Weekends	62	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	17	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0
9	Part-time Online	0	0	0	0	0	0
10	Part-time Other	0	0	0	0	0	0
11	Total Part-time	79	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0
15	GRAND TOTAL	98	0	0	0	0	0

		Base Salary of Graduates from Host Country (in US \$)				Base Salary of Graduates from Other Country (in US \$)				Base Salary of All Graduates Combined (in US \$)			
		Low	Median	Average	High	Low	Median	Average	High	Low	Median	Average	High
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	0	0	0	0
2	Full-time Accelerated	0	0	0	0	0	0	0	0	0	0	0	0
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	0	0	0	0
4	Full-time Other	0	0	0	0	0	0	0	0	0	0	0	0
5	Total Full-time	0	0	0	0	0	0	0	0	0	0	0	0

6	Part-time Evenings and Weekends	0	0	0	0	0	0	0	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	0	0	0	0
9	Part-time Online	0	0	0	0	0	0	0	0	0	0	0	0
10	Part-time Other	0	0	0	0	0	0	0	0	0	0	0	0
11	Total Part-time	0	0	0	0	0	0	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	0	0	0	0
15	GRAND TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

**Degree Title: Master of Science (MS)†**

<input checked="" type="checkbox"/> Full Detail		Number of Graduates	Seeking Employment	Not Seeking Employment (including continuing employment)	No information	Number Seeking Who Reported Job Acceptance	
						By Graduation Date	By 3 Months After Graduation Date
1	Full-time Traditional Two Year	0	0	0	0	0	0
2	Full-time Accelerated	24	0	0	0	0	0
3	Full-time Distance Learning	0	0	0	0	0	0
4	Full-time Other	0	0	0	0	0	0
5	Total Full-time	24	0	0	0	0	0
6	Part-time Evenings and Weekends	0	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0
9	Part-time Online	0	0	0	0	0	0
10	Part-time Other	0	0	0	0	0	0
11	Total Part-time	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0
15	GRAND TOTAL	24	0	0	0	0	0

		Base Salary of Graduates from Host Country (in US \$)				Base Salary of Graduates from Other Country (in US \$)				Base Salary of All Graduates Combined (in US \$)			
		Low	Median	Average	High	Low	Median	Average	High	Low	Median	Average	High
1	Full-time Traditional Two Year	0	0	0	0	0	0	0	0	0	0	0	0
2	Full-time Accelerated	0	0	0	0	0	0	0	0	0	0	0	0
3	Full-time Distance Learning	0	0	0	0	0	0	0	0	0	0	0	0
4	Full-time Other	0	0	0	0	0	0	0	0	0	0	0	0
5	Total Full-time	0	0	0	0	0	0	0	0	0	0	0	0
6	Part-time Evenings and Weekends	0	0	0	0	0	0	0	0	0	0	0	0
7	Part-time Off Campus (site other than main campus)	0	0	0	0	0	0	0	0	0	0	0	0
8	Part-time Distance Learning (excluding Online)	0	0	0	0	0	0	0	0	0	0	0	0
9	Part-time Online	0	0	0	0	0	0	0	0	0	0	0	0
10	Part-time Other	0	0	0	0	0	0	0	0	0	0	0	0
11	Total Part-time	0	0	0	0	0	0	0	0	0	0	0	0
14	Unallocated - for use ONLY if you want to report ONLY Grand Total without FT/PT breakdown	0	0	0	0	0	0	0	0	0	0	0	0
15	GRAND TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

# Rhode Island, University of, College of Business Administration

## 2013-14 Business School Questionnaire (BSQ)

### I.3. Employment: Doctoral & All Certificates (Non-Regional)

† These data may be published by AACSB International in ways that attribute the data to the school.

#### Reporting Level

You have selected "2-Degree Title" as the reporting level for these data. Please confirm your reporting level before entering data on this page. If you change your reporting level after entering data, all data entered on this page will be lost.

#### Directions

Fill out the tables displayed below that are determined by the Programs and Reporting Level you defined earlier in this survey.

Questions? Please contact Jessica Brown in Knowledge Services at AACSB International (813-769-6530, [jessica@AACSB.edu](mailto:jessica@AACSB.edu)).

#### Degree Title: Doctor of Philosophy (PhD)†

	Number of Graduates	Seeking Employment	Not Seeking Employment (including continuing employment)	No information	Number Seeking Who Reported Job Acceptance	
					By Graduation Date	By 3 Months After Graduation Date
16 GRAND TOTAL	2	0	0	0	2	0

	Base Salary of Graduates from Host Country (in US \$)				Base Salary of Graduates from Other Country (in US \$)				Base Salary of All Graduates Combined (in US \$)			
	Low	Median	Average	High	Low	Median	Average	High	Low	Median	Average	High
16 GRAND TOTAL	95000	95000	95000	95000	87000	87000	87000	87000	87000	91000	91000	95000

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Basic Questions

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#### 1. Currency In Which You Are Reporting

The currency you chose here must be applicable to all sections of this survey. Report currency amounts in this currency throughout the remainder of the survey.

Currency	USD-United States Dollars
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#### 2. Base Salary as Percent of Total Compensation

What approximate percentage of the total compensation for faculty members is represented by reported base salaries? For example, if on average faculty members receive \$50,000 per year in salary and also receive additional compensation of \$25,000, then you would report that the approximate percentage of total compensation comprised by base salary as 67%.

Base as % of total	95.0
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#### 3. Any Survey Data Collection Comments, Concerns, or Suggestions Related to Policies and Legal Issues

While our staff have worked to align our survey data with known legal restrictions on data collection and reporting, we are aware that there may be schools located in countries or territories with additional laws or regulations regarding this type of survey. If your school is unable to provide data for this survey due to a legal restriction, or would like to let us know about policy issues related to survey data and reporting in your area, please comment below. Please provide the citation and text (if available) for any specific law prohibiting or regulating this type of data collection. We will use this information to continue to update the survey to collect the best possible data from all participant schools.

Comments:	
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# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Professors

#### Directions

- Report the 2013-14 academic year 9-month salary for all full-time professors in the business unit. Multiply 12-month salaries by 0.818 to convert to 9-month salaries.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2013-14 academic year).
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100002342HS	Accounting (1)	124.5	Yes	No	Scholarly Academics (SA)	M
100000107JB	Accounting (1)	107.9	Yes	No	Scholarly Academics (SA)	F
100002413AH	Accounting (1)	104.0	Yes	No	Scholarly Academics (SA)	M
100000761SM	Accounting (1)	61.5	Yes	No	Practice Academics (PA)	M
100001945JM	Accounting (1)	60.6	Yes	No	Practice Academics (PA)	M
100002088EC	Behavioral Science/ Org Behavior (3)	113.7	Yes	No	Practice Academics (PA)	F
100000031CH	BusLaw/ Legal Environment (5)	118.1	Yes	No	Practice Academics (PA)	M
100000080SW	CIS/ MIS (6)	118.2	Yes	No	Practice Academics (PA)	M
100000142RC	Entrepreneurship/ Small BusAdmin (32)	116.8	Yes	No	Practice Academics (PA)	M
100002217BL	Finance - incl Banking (8)	132.0	Yes	No	Scholarly Academics (SA)	M
100002042TY	Finance - incl Banking (8)	117.2	Yes	No	Scholarly Academics (SA)	M
100001834GD	Finance - incl Banking (8)	106.2	Yes	No	Scholarly Academics (SA)	M
100001698RS	HR Mgt - incl Persnl & Ind/Labor Rel (33)	122.7	Yes	No	Scholarly Academics (SA)	M
100001651EM	Marketing (16)	163.6	Yes	No	Practice Academics (PA)	M
100002145ND	Marketing (16)	122.2	Yes	No	Scholarly Academics (SA)	M
100002378RD	Marketing (16)	119.6	Yes	No	Scholarly Academics (SA)	F
100001521AD	Marketing (16)	118.2	Yes	No	Scholarly Academics (SA)	M
100002489DS	Marketing (16)	112.6	Yes	No	Scholarly Academics (SA)	M
100001733JJ	Quantitative Methods (22)	118.5	Yes	No	Scholarly Academics (SA)	M
100001971FB	Quantitative Methods (22)	61.1	Yes	No	Practice Academics (PA)	M
100001746PM	Supply Chain/ Transport/ Logistics (26)	59.2	Yes	No	Scholarly Academics (SA)	M

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Associate Professors

#### Directions

- Report the 2013-14 academic year 9-month salary for all full-time professors in the business unit. Multiply 12-month salaries by 0.818 to convert to 9-month salaries.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2013-14 academic year).
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100288924CB	Accounting (1)	117.0	Yes	No	Scholarly Academics (SA)	F
100071689KJ	Accounting (1)	113.8	Yes	No	Scholarly Academics (SA)	F
100001734EB	Accounting (1)	95.7	Yes	No	Practice Academics (PA)	M
100173131DC	Bus Ethics - incl Corp Soc Resp (30)	114.0	Yes	No	Scholarly Academics (SA)	M
100001068JD	Bus Law/ Legal Environment (5)	91.0	Yes	No	Practice Academics (PA)	M
100002507SS	CIS/ MIS (6)	118.1	Yes	No	Scholarly Academics (SA)	M
100002242YL	Finance - incl Banking (8)	109.7	Yes	No	Scholarly Academics (SA)	M
100001621HO	Finance - incl Banking (8)	107.3	Yes	No	Scholarly Academics (SA)	M
100306776AW	HR Mgt - incl Persnl & Ind/Labor Rel (33)	120.1	Yes	No	Scholarly Academics (SA)	M
100000204SD	Management (15)	89.0	Yes	No	Scholarly Academics (SA)	M
100226702HL	Marketing (16)	110.4	Yes	No	Scholarly Academics (SA)	F
100002006SL	Quantitative Methods (22)	99.6	Yes	No	Practice Academics (PA)	M
100252568SD	Strategic Management (20)	110.1	Yes	No	Scholarly Academics (SA)	F
100225318DH	Supply Chain/ Transport/ Logistics (26)	111.9	Yes	No	Scholarly Academics (SA)	M
100335302YC	Supply Chain/ Transport/ Logistics (26)	106.1	Yes	No	Scholarly Academics (SA)	M

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Assistant Professors

#### Directions

- Report the 2013-14 academic year 9-month salary for all full-time professors in the business unit. Multiply 12-month salaries by 0.818 to convert to 9-month salaries.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2013-14 academic year).
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100516290YY	Econ/ Managerial Economics (7)	93.0	Yes	Yes	Scholarly Academics (SA)	F
100250574PD	Finance - incl Banking (8)	110.4	Yes	No	Scholarly Academics (SA)	M
100516024ED	Management (15)	115.0	Yes	Yes	Scholarly Academics (SA)	F
100246415BP	Management (15)	105.0	No	No	Scholarly Academics (SA)	M
100516188SA	Marketing (16)	115.0	Yes	Yes	Scholarly Academics (SA)	M
100486235DS	Supply Chain/ Transport/ Logistics (26)	115.0	Yes	No	Instructional Practitioners (IP)	F
100485424JN	Supply Chain/ Transport/ Logistics (26)	115.0	Yes	No	Scholarly Academics (SA)	M
100456248KO	Supply Chain/ Transport/ Logistics (26)	115.0	Yes	No	Scholarly Academics (SA)	M

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Instructors

#### Directions

- Report the 2013-14 academic year 9-month salary for all full-time professors in the business unit. Multiply 12-month salaries by 0.818 to convert to 9-month salaries.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2013-14 academic year).
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100001301DR	Accounting (1)	60.6	No	No	Scholarly Practitioners (SP)	F
100487416AS	Accounting (1)	60.0	No	No	Instructional Practitioners (IP)	F
1100201639JD	Accounting (1)	50.6	No	No	Instructional Practitioners (IP)	M
100305725MD	Bus Law/ Legal Environment (5)	58.1	No	No	Scholarly Practitioners (SP)	M
10029472GK	Finance - incl Banking (8)	56.0	No	No	Instructional Practitioners (IP)	M
100043574DS	Management (15)	70.0	No	No	Instructional Practitioners (IP)	F
100303975ST	Management (15)	53.6	No	No	Instructional Practitioners (IP)	M
100027564AL	Management (15)	50.6	No	No	Scholarly Practitioners (SP)	F
100487451DM	Marketing (16)	60.0	No	No	Practice Academics (PA)	M
100192237BD	Quantitative Methods (22)	55.0	No	Yes	Instructional Practitioners (IP)	F
100002585NB	Quantitative Methods (22)	50.6	No	No	Scholarly Practitioners (SP)	F
100131939SW	Quantitative Methods (22)	50.6	No	No	Scholarly Practitioners (SP)	F
100329039JE	Supply Chain/ Transport/ Logistics (26)	70.0	No	No	Instructional Practitioners (IP)	M

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Administrative Positions

#### Directions

- Include: Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
- Include: Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- Report total contracted base salary. This includes faculty base contract amount plus any administrative adjustment for faculty who have administrative duties.
- Do not include bonuses, overload pay, or other pay not part of total contract base salary. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).

#### This Year

Reference ID (not name)	Position Name	Pay Period	Salary (000s)	Gender
100002181SC	Assoc Dean (51)	12	124.6	M
100002167DR	Assoc Dean (51)	12	118.0	F
100001555PB	Asst Dean (52)	12	87.2	F
100000953PE	Asst Dean or Dir: Info Technology (56)	12	67.0	M
100000116LL	Asst Dean or Dir: MBA Prgms (70)	12	70.2	F
100001863MH	Dean (50)	12	192.8	M
100427914KJ	Other (99)	12	52.0	F
100001181LB	Other (99)	12	51.9	F
100000805KB	Other (99)	12	50.6	F
100071100LF	Other (99)	12	50.3	F
100001295CM	Other (99)	12	43.5	F
100418398KC	Other (99)	9	37.3	F
100146926SM	Other (99)	12	36.7	F
100326749LD	Other (99)	12	34.9	F
100438545FK	Other (99)	12	33.0	F
100000337MM	Other (99)	9	26.6	F

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Part-Time (Adjunct) Faculty Salaries

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#### 0. Does your school have Part-Time or Adjunct Faculty?

	Yes	No
Have PT/Adj faculty?	X	

#### 1. Base Pay Rates

	Dollars Per Semester Credit Hour	Dollars Per Quarter Credit Hour
Base Pay Does Not Vary by Level of Instruction		
a. Both Undergraduate and Graduate the same	1,166	
-----OR-----		
Base Pay Does Vary by Level of Instruction		
b. Undergraduate Only		
c. Graduate Only		

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Part-Time (Adjunct) Faculty Salaries (continued)

#### 2. Factors Affecting Base Rate of Pay

a. Do factors affect base rates of pay of part-time faculty at your institution?

	Yes	No
Factors affect base rates?	X	

- o If you answered Yes, which factors listed below affect the base rates? You must indicate Yes or No for each factor.
- o If you answered No, skip ahead to Question 3 and leave 2.b through 2.l untouched.

	Yes	No
b. Field / Discipline (indicate fields / disciplines in l. below)	X	
c. Teaching load	X	
d. Degree earned	X	
e. Certifications earned		X
f. Instructional level		X
g. Years of service at the business unit		X
h. Lecture versus lab instruction		X
i. Faculty rank		X
j. Years of experience in field	X	
k. Other (specify in l. below)		X

l. If you answered 'Yes' in 2.b or 2.k above, please specify the Field/Discipline or Other factor below	accounting, Finance and supply chain
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# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Part-Time (Adjunct) Faculty Salaries (continued)

#### 3. Pay Increases by Fields/Disciplines

Please indicate the fields/disciplines in which increases to the rate of pay for part-time faculty are provided. Please indicate Yes or No for every field/discipline.

	Yes	No
a. Accounting (includes Taxation)	X	
b. Comp Info Sys (CIS) / Mgt Info Sys (MIS)		X
c. E-business (includes E-commerce)		X
d. Economics / Managerial Economics		X
e. Entrepreneurship / Small Business Administration		X
f. Finance (includes Banking)	X	
g. International Business		X
h. Management (incl HR, Behavioral Science / Org Behavior)		X
i. Marketing		X
j. Production / Operations Management	X	
k. Quantitative Methods (Statistics)		X
l. Strategic Management		X

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Doctoral Faculty Demand

	N FT Faculty Positions Currently Filled	N Positions Filled by Doctorates	N Authorized Funded FT Doct Positions Currently Unfilled	Net Planned Growth in FT Doct Positions in Next Academic Year	N Anticipated Retirements over Next 5 Years
Accounting (01)	11	8	1		3
Behavioral Science / Organizational Behavior (03)	2	2		1	
Business Communication (29)					
Business Education (04)					
Business Ethics (incl Corp Social Responsibility) (30)	1	1			
Business Law / Legal Environment (05)	3	3			1
Comp Info Sys (CIS) / Mgt Info Sys (MIS) (06)	2	2			
E-business (includes E-commerce) (34)					
Economics / Managerial Economics (07)					
Entrepreneurship / Small Business Administration (32)	1	1			1
Finance (includes Banking) (08)	7	7			1
General Business (35)					
Health Services / Hospital Administration (09)					
Hotel / Restaurant / Tourism (10)					
HR Management (incl Persnl & Indust/Labor Rel) (33)	2	2			1
Insurance (13)					
International Business (14)					
Management (15)	5	2			
Marketing (16)	8	8		1	3
Operations Research (17)					
Production / Operations Management (19)					
Public Administration (21)					
Quantitative Methods (22)	5	4			1
Real Estate (23)					
Statistics (24)					
Strategic Management (20)	1	1			
Supply Chain Management / Transportation / Logistics (26)	7	6			1
Taxation (25)					
Other (28)					
<b>TOTAL</b>	<b>55</b>	<b>47</b>	<b>1</b>	<b>2</b>	<b>12</b>

# Rhode Island, University of, College of Business Administration

## 2013-14 Salary Survey

### Your reactions to this survey...

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Your feedback on the survey content and process, as well as on the Web site, will help us to improve AACSB surveys and the Web site in general.

#### A. Survey Content and Process

	Rating
1. Clarity of instructions	Satisfied
2. Clarity of questions	Satisfied
3. Communications regarding the survey	Very satisfied
4. Any help that was provided you	Satisfied
5. Overall survey process	Satisfied

#### B. Web site

	Rating
1. Web instructions and online help	Satisfied
2. Ease of data entry	Satisfied
3. Ease of navigation	Satisfied
4. Validation process	Satisfied
5. Printing	Satisfied

#### C. Comments or Suggestions

Please provide any suggestions, criticisms, or other comments about the salary survey in the space below. Space is, however, limited. Should you wish to respond at greater length, please send an email directly to Jessica Brown ([jessica@aacsb.edu](mailto:jessica@aacsb.edu)), Manager, Knowledge Services at AACSB.

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Basic Questions

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#### 1. Currency In Which You Are Reporting

The currency you chose here must be applicable to all sections of this survey. Report currency amounts in this currency throughout the remainder of the survey.

Currency	USD-United States Dollars
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#### 2. Base Salary as Percent of Total Compensation

What approximate percentage of the total compensation for faculty members is represented by reported base salaries? For example, if on average faculty members receive \$50,000 per year in salary and also receive additional compensation of \$25,000, then you would report that the approximate percentage of total compensation comprised by base salary as 67%.

Base as % of total	95.0
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#### 3. Any Survey Data Collection Comments, Concerns, or Suggestions Related to Policies and Legal Issues

While our staff have worked to align our survey data with known legal restrictions on data collection and reporting, we are aware that there may be schools located in countries or territories with additional laws or regulations regarding this type of survey. If your school is unable to provide data for this survey due to a legal restriction, or would like to let us know about policy issues related to survey data and reporting in your area, please comment below. Please provide the citation and text (if available) for any specific law prohibiting or regulating this type of data collection. We will use this information to continue to update the survey to collect the best possible data from all participant schools.

Comments:	
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# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Professors

#### Directions

- Report the 2014-15 academic year salary for all full-time Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2014-15 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100002342HS	Accounting (1)	9	132.1	Yes	No	Scholarly Academics (SA)	M
100000761SM	Accounting (1)	9	130.5	Yes	No	Practice Academics (PA)	M
100001945JM	Accounting (1)	9	128.6	Yes	No	Practice Academics (PA)	M
100002413AH	Accounting (1)	9	119.4	Yes	No	Scholarly Academics (SA)	M
100000107JB	Accounting (1)	9	119.4	Yes	No	Scholarly Academics (SA)	F
100002088EC	Behavioral Science/ Org Behavior (3)	9	120.1	Yes	No	Practice Academics (PA)	F
100173131DC	Bus Ethics - incl Corp Soc Resp (30)	9	120.9	Yes	No	Scholarly Academics (SA)	M
100000031CH	Bus Law/ Legal Environment (5)	9	125.3	Yes	No	Practice Academics (PA)	M
100000080SW	CIS/ MIS (6)	9	125.4	Yes	No	Practice Academics (PA)	M
100000142RC	Entrepreneurship/ Small Bus Admin (32)	9	123.9	Yes	No	Practice Academics (PA)	M
100002217BL	Finance - incl Banking (8)	9	146.4	Yes	No	Scholarly Academics (SA)	M
100002042TY	Finance - incl Banking (8)	9	130.7	Yes	No	Scholarly Academics (SA)	M
100001834GD	Finance - incl Banking (8)	9	121.5	Yes	No	Scholarly Academics (SA)	M
100306776AW	HR Mgt - incl Persnl & Ind/Labor Rel (33)	9	127.4	Yes	No	Scholarly Academics (SA)	M
100001698RS	HR Mgt - incl Persnl & Ind/Labor Rel (33)	9	126.2	Yes	No	Scholarly Academics (SA)	M
100001651EM	Marketing (16)	9	173.5	Yes	No	Practice Academics (PA)	M
100002145ND	Marketing (16)	9	129.6	Yes	No	Scholarly Academics (SA)	M
100002378RD	Marketing (16)	9	126.9	Yes	No	Scholarly Academics (SA)	F

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100002489DS	Marketing (16)	9	125.8	Yes	No	Scholarly Academics (SA)	M
100001521AD	Marketing (16)	9	125.4	Yes	No	Scholarly Academics (SA)	M
100001971FB	Quantitative Methods (22)	9	129.7	Yes	No	Scholarly Academics (SA)	M
100001733JJ	Quantitative Methods (22)	9	125.8	Yes	No	Scholarly Academics (SA)	M

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Associate Professors

#### Directions

- Report the 2014-15 academic year salary for all full-time Associate Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2014-15 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100288924CB	Accounting (1)	9	124.1	Yes	No	Scholarly Academics (SA)	F
100071689KJ	Accounting (1)	9	124.0	Yes	No	Scholarly Academics (SA)	F
100226437KJ	Accounting (1)	9	120.7	Yes	No	Scholarly Academics (SA)	F
100001734EB	Accounting (1)	9	101.5	Yes	No	Practice Academics (PA)	M
100001068JD	Bus Law/ Legal Environment (5)	9	96.5	Yes	No	Practice Academics (PA)	M
100002507SS	CIS/ MIS (6)	9	125.3	Yes	No	Scholarly Academics (SA)	M
100002242YL	Finance - incl Banking (8)	9	116.3	Yes	No	Scholarly Academics (SA)	M
100001621HO	Finance - incl Banking (8)	9	113.9	Yes	No	Scholarly Academics (SA)	M
100000204SD	Management (15)	9	94.4	Yes	No	Scholarly Academics (SA)	M
100226702HL	Marketing (16)	9	117.1	Yes	No	Scholarly Academics (SA)	F
100002006SL	Quantitative Methods (22)	9	105.7	Yes	No	Practice Academics (PA)	M
100252568SD	Strategic Management (20)	9	116.8	Yes	No	Scholarly Academics (SA)	F
100225318DH	Supply Chain/ Transport/ Logistics (26)	9	118.8	Yes	No	Scholarly Academics (SA)	M
100335302YC	Supply Chain/ Transport/ Logistics (26)	9	116.8	Yes	No	Scholarly Academics (SA)	M

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Assistant Professors

#### Directions

- Report the 2014-15 academic year salary for all full-time Assistant Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2014-15 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100545404AD	Accounting (1)	9	118.8	Yes	Yes	Scholarly Academics (SA)	M
100516290YY	Econ/ Managerial Economics (7)	9	88.5	Yes	No	Scholarly Academics (SA)	F
100250574PD	Finance - incl Banking (8)	9	117.1	Yes	No	Scholarly Academics (SA)	M
100516024ED	Management (15)	9	115.0	Yes	No	Scholarly Academics (SA)	F
100516188SA	Marketing (16)	9	115.0	Yes	No	Scholarly Academics (SA)	M
100486235DS	Supply Chain/ Transport/ Logistics (26)	9	118.5	Yes	No	Scholarly Academics (SA)	F
100485424JN	Supply Chain/ Transport/ Logistics (26)	9	118.5	Yes	No	Scholarly Academics (SA)	M
100456248KO	Supply Chain/ Transport/ Logistics (26)	9	118.5	Yes	No	Scholarly Academics (SA)	M

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Instructors

#### Directions

- Report the 2014-15 academic year salary for all full-time Instructors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2014-15 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100298242RN	Accounting (1)	9	72.5	No	Yes	Instructional Practitioners (IP)	F
100001301DR	Accounting (1)	9	64.2	No	No	Instructional Practitioners (IP)	F
100487416AS	Accounting (1)	9	61.8	No	No	Instructional Practitioners (IP)	F
1100201639JD	Accounting (1)	9	53.6	No	No	Instructional Practitioners (IP)	M
100305725MD	Bus Law/ Legal Environment (5)	9	90.2	No	No	Scholarly Practitioners (SP)	M
100559025MI	Finance - incl Banking (8)	9	80.0	No	Yes	Instructional Practitioners (IP)	M
10029472GK	Finance - incl Banking (8)	9	59.4	No	No	Scholarly Practitioners (SP)	M
100043574DS	Management (15)	9	74.3	No	No	Instructional Practitioners (IP)	F
100303975ST	Management (15)	9	56.8	No	No	Instructional Practitioners (IP)	M
100027564AL	Management (15)	9	53.6	No	No	Scholarly Practitioners (SP)	F
100487451DM	Marketing (16)	9	67.0	No	No	Practice Academics (PA)	M
100131939SW	Quantitative Methods (22)	9	53.6	No	No	Scholarly Practitioners (SP)	F
100002585NB	Quantitative Methods (22)	9	53.6	No	No	Scholarly Practitioners (SP)	F
100192237BD	Quantitative Methods (22)	9	50.5	No	No	Scholarly Practitioners (SP)	F
100413726AA	Quantitative Methods (22)	9	50.0	No	Yes	Scholarly Practitioners (SP)	F
100329039JE	Supply Chain/ Transport/ Logistics (26)	9	72.1	No	No	Instructional Practitioners (IP)	M
100547433BW	Supply Chain/ Transport/ Logistics (26)	9	70.0	No	Yes	Instructional Practitioners (IP)	M

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Administrative Positions

#### Directions

- Include: Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
- Include: Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- Report total contracted base salary. This includes faculty base contract amount plus any administrative adjustment for faculty who have administrative duties.
- Do not include bonuses, overload pay, or other pay not part of total contract base salary. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).

#### This Year

Reference ID (not name)	Position Name	Pay Period	Salary (000s)	Gender
100002181SC	Assoc Dean (51)	12	124.6	M
100002167DR	Assoc Dean (51)	12	118.0	F
100001555PB	Asst Dean (52)	12	87.2	F
100427914KJ	Asst Dean or Dir: Career Svcs/Place (63)	12	52.0	F
100000953PE	Asst Dean or Dir: Info Technology (56)	12	67.0	M
100000116LL	Asst Dean or Dir: MBA Prgms (70)	12	70.2	F
100001863MH	Dean (50)	12	192.8	M
100000337MM	Other (99)	9	70.3	F
100001181LB	Other (99)	12	53.9	F
100071100LF	Other (99)	12	52.3	F
100000805KB	Other (99)	12	50.6	F
100001295CM	Other (99)	12	48.0	F
100418398KC	Other (99)	9	41.1	F
100146926SM	Other (99)	12	36.7	F
100326749LD	Other (99)	12	34.9	F
100438545FK	Other (99)	12	33.5	F

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Academic Department Chairs

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#### Directions

- Include:
  - Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
  - Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- Report total contracted base salary:
  - Include faculty base contract amount plus any administrative adjustment.
  - Exclude bonuses, overload pay, or other pay not part of total contract base salary.
- All fields except Reference ID are required when reporting on a Chair. Leave row completely blank if your unit has no such Chair.
- Report salaries in thousands (i.e., report a salary of \$67,480 as 67.5).

	Reference ID	Contract Year (in months)	Salary (000s)	Gender
Accounting (01)	100071689KJ	x <b>9</b> o 12	126.5	o Male x <b>Female</b>
Behavioral Science / Organizational Behavior (03)		o 9 o 12		o Male o Female
Business Communication (29)		o 9 o 12		o Male o Female
Business Education (04)		o 9 o 12		o Male o Female
Business Ethics (incl Corp Social Responsibility) (30)		o 9 o 12		o Male o Female
Business Law / Legal Environment (05)		o 9 o 12		o Male o Female
Comp Info Sys (CIS) / Mgt Info Sys (MIS) (06)		o 9 o 12		o Male o Female
E-business (includes E-commerce) (34)		o 9 o 12		o Male o Female
Economics / Managerial Economics (07)		o 9 o 12		o Male o Female
Entrepreneurship / Small Business Administration (32)		o 9 o 12		o Male o Female
Finance (includes Banking) (08)	100002217BL	x <b>9</b> o 12	148.9	x <b>Male</b> o Female
General Business (35)		o 9 o 12		o Male o Female
Health Services / Hospital Administration (09)		o 9 o 12		o Male o Female
Hotel / Restaurant / Tourism (10)		o 9 o 12		o Male o Female
HR Management (incl Persnl & Indust/Labor Rel) (33)		o 9 o 12		o Male o Female
Insurance (13)		o 9 o 12		o Male o Female
International Business (14)		o 9 o 12		o Male o Female
Management (15)	100000142BC	x <b>9</b> o 12	126.4	x <b>Male</b> o Female
Marketing (16)	100002489DS	x <b>9</b> o 12	128.3	x <b>Male</b> o Female
Operations Research (17)		o 9 o 12		o Male o Female
Production / Operations Management (19)		o 9 o 12		o Male o Female
Public Administration (21)		o 9 o 12		o Male o Female
Quantitative Methods (22)		o 9 o 12		o Male o Female

Real Estate (23)		o 9 o 12		o Male o Female
Statistics (24)		o 9 o 12		o Male o Female
Strategic Management (20)		o 9 o 12		o Male o Female
Supply Chain Management / Transportation / Logistics (26)		o 9 o 12		o Male o Female
Taxation (25)		o 9 o 12		o Male o Female
Other (28)		o 9 o 12		o Male o Female

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Part-Time (Adjunct) Faculty Salaries

#### 0. Does your school have Part-Time or Adjunct Faculty?

	Yes	No
Have PT/Adj faculty?	X	

#### 1. Base Pay Rates

	Selected Currency Per Semester Credit Hour	Selected Currency Per Quarter Credit Hour
Base Pay Does Not Vary by Level of Instruction		
a. Both Undergraduate and Graduate the same	1,166	
-----OR-----		
Base Pay Does Vary by Level of Instruction		
b. Undergraduate Only		
c. Graduate Only		

**2. Factors Affecting Base Rate of Pay**

a. Do factors affect base rates of pay of part-time faculty at your institution?

	Yes	No
Factors affect base rates?	X	

- If you answered Yes, which factors listed below affect the base rates? You must indicate Yes or No for each factor.
- If you answered No, skip ahead to Question 3 and leave 2.b through 2.l untouched.

	Yes	No
b. Field / Discipline (indicate fields / disciplines in l. below)	X	
c. Teaching load	X	
d. Degree earned	X	
e. Certifications earned		X
f. Instructional level		X
g. Years of service at the business unit		X
h. Lecture versus lab instruction		X
i. Faculty rank		X
j. Years of experience in field	X	
k. Other (specify in l. below)		X

l. If you answered 'Yes' in 2.b or 2.k above, please specify the Field/Discipline or Other factor below

Accounting, Finance, & Supply Chain Management



### 3. Pay Increases by Fields/Disciplines

Please indicate the fields/disciplines in which increases to the rate of pay for part-time faculty are provided. Please indicate Yes or No for every field/discipline.

	Yes	No
a. Accounting (includes Taxation)	X	
b. Comp Info Sys (CIS) / Mgt Info Sys (MIS)		X
c. E-business (includes E-commerce)		X
d. Economics / Managerial Economics		X
e. Entrepreneurship / Small Business Administration		X
f. Finance (includes Banking)	X	
g. International Business		X
h. Management (incl HR, Behavioral Science / Org Behavior)		X
i. Marketing		X
j. Production / Operations Management	X	
k. Quantitative Methods (Statistics)		X
l. Strategic Management		X

# Rhode Island, University of, College of Business Administration

## 2014-15 Salary Survey

### Doctoral Faculty Demand

	N FT Faculty Positions Currently Filled	N Positions Filled by Doctorates	N Authorized Funded FT Doct Positions Currently Unfilled	Net Planned Growth in FT Doct Positions in Next Academic Year	N Anticipated Retirements over Next 5 Years
Accounting (01)	14	10	1		3
Behavioral Science / Organizational Behavior (03)	1	1			
Business Communication (29)					
Business Education (04)					
Business Ethics (incl Corp Social Responsibility) (30)	1	1			
Business Law / Legal Environment (05)	3	3			1
Comp Info Sys (CIS) / Mgt Info Sys (MIS) (06)	2	2			
E-business (includes E-commerce) (34)					
Economics / Managerial Economics (07)	1	1			
Entrepreneurship / Small Business Administration (32)	1	1			1
Finance (includes Banking) (08)	8	7		1	1
General Business (35)					
Health Services / Hospital Administration (09)					
Hotel / Restaurant / Tourism (10)					
HR Management (incl Persnl & Indust/Labor Rel) (33)	2	2			1
Insurance (13)					
International Business (14)					
Management (15)	5	2	1		
Marketing (16)	8	8	1	2	4
Operations Research (17)					
Production / Operations Management (19)					
Public Administration (21)					
Quantitative Methods (22)	6	3			1
Real Estate (23)					
Statistics (24)					
Strategic Management (20)	1	1		1	
Supply Chain Management / Transportation / Logistics (26)	7	6		1	
Taxation (25)					
Other (28)					
<b>TOTAL</b>	<b>60</b>	<b>48</b>	<b>3</b>	<b>5</b>	<b>12</b>

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Basic Questions

#### 1. Currency In Which You Are Reporting

The currency you chose here must be applicable to all sections of this survey. Report currency amounts in this currency throughout the remainder of the survey.

Currency	USD-United States Dollars	USD-United States Dollars
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#### 2. Base Salary as Percent of Total Compensation

What approximate percentage of the total compensation for faculty members is represented by reported base salaries? For example, if on average faculty members receive \$50,000 per year in salary and also receive additional compensation of \$25,000, then you would report that the approximate percentage of total compensation comprised by base salary as 67%.

Base as % of total	95.0	95.0
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#### 3. Any Survey Data Collection Comments, Concerns, or Suggestions Related to Policies and Legal Issues

While our staff have worked to align our survey data with known legal restrictions on data collection and reporting, we are aware that there may be schools located in countries or territories with additional laws or regulations regarding this type of survey. If your school is unable to provide data for this survey due to a legal restriction, or would like to let us know about policy issues related to survey data and reporting in your area, please comment below. Please provide the citation and text (if available) for any specific law prohibiting or regulating this type of data collection. We will use this information to continue to update the survey to collect the best possible data from all participant schools.

Comments:	
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# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Professors

#### Directions

- Report the 2015-16 academic year salary for all full-time Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2015-16 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100000107JB	Accounting (1)	9-mo/acad yr	159.5	Yes	No	Scholarly Academics (SA)	Female
100002342HS	Accounting (1)	9-mo/acad yr	132.1	Yes	No	Scholarly Academics (SA)	Male
100002413AH	Accounting (1)	9-mo/acad yr	128.4	Yes	No	Scholarly Academics (SA)	Male
100071689KJ	Accounting (1)	9-mo/acad yr	125.2	Yes	No	Scholarly Academics (SA)	Female
100002088EC	Behavioral Science/ Org Behavior (3)	9-mo/acad yr	120.7	Yes	No	Practice Academics (PA)	Female
100173131DC	Bus Ethics - incl Corp Soc Resp (30)	9-mo/acad yr	126.9	Yes	No	Scholarly Academics (SA)	Male
100000031CH	Bus Law/ Legal Environment (5)	9-mo/acad yr	125.3	Yes	No	Practice Academics (PA)	Male
100000080SW	CIS/ MIS (6)	9-mo/acad yr	125.4	Yes	No	Practice Academics (PA)	Male
100000142RC	Entrepreneurship/ Small Bus Admin (32)	9-mo/acad yr	123.9	Yes	No	Practice Academics (PA)	Male
100002217BL	Finance - incl Banking (8)	9-mo/acad yr	146.1	Yes	No	Scholarly Academics (SA)	Male
100001834GD	Finance - incl Banking (8)	9-mo/acad yr	121.4	Yes	No	Scholarly Academics (SA)	Male
100306776AW	HR Mgt - incl Persnl & Ind/Labor Rel (33)	9-mo/acad yr	133.4	Yes	No	Scholarly Academics (SA)	Male
100001698RS	HR Mgt - incl Persnl & Ind/Labor Rel (33)	9-mo/acad yr	130.0	Yes	No	Scholarly Academics (SA)	Male
100001651EM	Marketing (16)	9-mo/acad yr	173.5	Yes	No	Practice Academics (PA)	Male
100002378RD	Marketing (16)	9-mo/acad yr	126.9	Yes	No	Scholarly Academics (SA)	Female
100002489DS	Marketing (16)	9-mo/acad yr	125.5	Yes	No	Scholarly Academics (SA)	Male

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100001521AD	Marketing (16)	9-mo/acad yr	125.4	Yes	No	Scholarly Academics (SA)	Male
100001733JJ	Quantitative Methods (22)	9-mo/acad yr	125.8	Yes	No	Scholarly Academics (SA)	Male
100225318DH	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	118.8	Yes	No	Scholarly Academics (SA)	Male

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Associate Professors

#### Directions

- Report the 2015-16 academic year salary for all full-time Associate Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2015-16 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100288924CB	Accounting (1)	9-mo/acad yr	124.1	Yes	No	Scholarly Academics (SA)	Female
100226437KJ	Accounting (1)	9-mo/acad yr	120.7	Yes	No	Scholarly Academics (SA)	Female
100001734EB	Accounting (1)	9-mo/acad yr	101.5	Yes	No	Practice Academics (PA)	Male
100001068JD	Bus Ethics - incl Corp Soc Resp (30)	9-mo/acad yr	96.5	Yes	No	Practice Academics (PA)	Male
100002507SS	CIS/ MIS (6)	9-mo/acad yr	125.3	Yes	No	Scholarly Academics (SA)	Male
100002242YL	Finance - incl Banking (8)	9-mo/acad yr	116.3	Yes	No	Scholarly Academics (SA)	Male
100001621HO	Finance - incl Banking (8)	9-mo/acad yr	113.9	Yes	No	Scholarly Academics (SA)	Male
100000204SD	Management (15)	9-mo/acad yr	94.4	Yes	No	Scholarly Academics (SA)	Male
100226702HL	Marketing (16)	9-mo/acad yr	117.0	Yes	No	Scholarly Academics (SA)	Female
100002006SL	Quantitative Methods (22)	9-mo/acad yr	105.7	Yes	No	Practice Academics (PA)	Male
100252568SD	Strategic Management (20)	9-mo/acad yr	116.6	Yes	No	Scholarly Academics (SA)	Female
100335302YC	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	116.6	Yes	No	Scholarly Academics (SA)	Male

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Assistant Professors

#### Directions

- Report the 2015-16 academic year salary for all full-time Assistant Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2015-16 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100578043AT	Accounting (1)	9-mo/acad yr	130.0	Yes	No	Scholarly Academics (SA)	Male
100545404AD	Accounting (1)	9-mo/acad yr	118.8	Yes	No	Scholarly Academics (SA)	Male
100516024ED	Behavioral Science/ Org Behavior (3)	9-mo/acad yr	118.5	Yes	No	Scholarly Academics (SA)	Female
100516290YY	Econ/ Managerial Economics (7)	9-mo/acad yr	95.8	Yes	No	Scholarly Academics (SA)	Female
100578040AC	Entrepreneurship/ Small Bus Admin (32)	9-mo/acad yr	130.0	Yes	No	Scholarly Academics (SA)	Female
100250574PD	Finance - incl Banking (8)	9-mo/acad yr	117.1	Yes	No	Scholarly Academics (SA)	Male
100015302CA	Marketing (16)	9-mo/acad yr	135.0	Yes	No	Scholarly Academics (SA)	Female
100516188SA	Marketing (16)	9-mo/acad yr	118.5	Yes	No	Scholarly Academics (SA)	Male
100456248KO	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	122.0	Yes	No	Scholarly Academics (SA)	Male
100485424JN	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	118.5	Yes	No	Scholarly Academics (SA)	Male
100486235DS	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	118.5	Yes	No	Scholarly Academics (SA)	Female

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Instructors

#### Directions

- Report the 2015-16 academic year salary for all full-time Instructors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2015-16 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay.

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100298242RN	Accounting (1)	9-mo/acad yr	72.5	No	No	Instructional Practitioners (IP)	Female
100001301DR	Accounting (1)	9-mo/acad yr	64.2	No	No	Instructional Practitioners (IP)	Female
100487416AS	Accounting (1)	9-mo/acad yr	61.8	No	No	Instructional Practitioners (IP)	Female
1100201639JD	Accounting (1)	9-mo/acad yr	53.6	No	No	Instructional Practitioners (IP)	Male
100305725MD	Bus Law/ Legal Environment (5)	9-mo/acad yr	70.0	No	No	Scholarly Practitioners (SP)	Male
100577564TG	Finance - incl Banking (8)	9-mo/acad yr	120.0	No	No	Scholarly Practitioners (SP)	Male
100559025MI	Finance - incl Banking (8)	9-mo/acad yr	80.0	No	No	Instructional Practitioners (IP)	Male
10029472GK	Finance - incl Banking (8)	9-mo/acad yr	59.4	No	No	Scholarly Practitioners (SP)	Male
100027564AP	HR Mgt - incl Persnl & Ind/Labor Rel (33)	9-mo/acad yr	53.6	No	No	Scholarly Academics (SA)	Female
100043574DS	Management (15)	9-mo/acad yr	74.3	No	No	Instructional Practitioners (IP)	Female
100303975ST	Management (15)	9-mo/acad yr	56.8	No	No	Instructional Practitioners (IP)	Male
100487451DM	Marketing (16)	9-mo/acad yr	61.8	No	No	Scholarly Practitioners (SP)	Male
100131939SW	Quantitative Methods (22)	9-mo/acad yr	53.6	No	No	Practice Academics (PA)	Female
100002585NB	Quantitative Methods (22)	9-mo/acad yr	53.6	No	No	Scholarly Practitioners (SP)	Female
100192237BD	Quantitative Methods (22)	9-mo/acad yr	49.9	No	No	Scholarly Practitioners (SP)	Female
100577889CR	Quantitative Methods (22)	9-mo/acad yr	49.0	No	No	Instructional Practitioners (IP)	Female

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Salary (000s)	Tenure Track	New Hire for Current Academic Year	Qualifications	Gender
100413726AA	Quantitative Methods (22)	9-mo/acad yr	49.0	No	No	Scholarly Practitioners (SP)	Female
100329039JE	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	72.6	No	No	Instructional Practitioners (IP)	Male
100547433BW	Supply Chain/ Transport/ Logistics (26)	9-mo/acad yr	70.0	No	No	Instructional Practitioners (IP)	Male

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Administrative Positions

#### Directions

- o Include: Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
- o Include: Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- o Report total contracted base salary. This includes faculty base contract amount plus any administrative adjustment for faculty who have administrative duties.
- o Do not include bonuses, overload pay, or other pay not part of total contract base salary. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).

#### This Year

Reference ID (not name)	Position Name	Pay Period	Salary (000s)	Gender
100002181SC	Assoc Dean (51)	12-mo/cal yr	124.6	Male
100002167DR	Assoc Dean (51)	12-mo/cal yr	118.0	Female
100001555PB	Asst Dean (52)	12-mo/cal yr	87.2	Female
100427914KJ	Asst Dean or Dir: Career Svs/Place (63)	12-mo/cal yr	55.4	Female
100000953PE	Asst Dean or Dir: Info Technology (56)	12-mo/cal yr	67.0	Male
100000116LL	Asst Dean or Dir: MBA Prgms (70)	12-mo/cal yr	70.2	Female
100303110ME	Dean (50)	12-mo/cal yr	235.0	Male
100000337MM	Other (99)	9-mo/acad yr	70.3	Female
100001181LB	Other (99)	12-mo/cal yr	56.1	Female
100000805LAM	Other (99)	12-mo/cal yr	50.4	Female
100071100LF	Other (99)	12-mo/cal yr	50.3	Female
100001295CM	Other (99)	12-mo/cal yr	48.0	Female
100418398KC	Other (99)	9-mo/acad yr	41.1	Female
100146926SM	Other (99)	12-mo/cal yr	38.2	Female
100326749LD	Other (99)	12-mo/cal yr	36.4	Female
100438545FK	Other (99)	12-mo/cal yr	35.5	Female

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Academic Department Chairs

#### Directions

- o Include:
  - o Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
  - o Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- o Report total contracted base salary:
  - o Include faculty base contract amount plus any administrative adjustment.
  - o Exclude bonuses, overload pay, or other pay not part of total contract base salary.
- o All fields except Reference ID are required when reporting on a Chair. Leave row completely blank if your unit has no such Chair.
- o Report salaries in thousands (i.e., report a salary of \$67,480 as 67.5).

	Reference ID	Contract Year (in months)	Salary (000s)	Gender
Accounting (01)	100002413AH	<input checked="" type="radio"/> 9 <input type="radio"/> 12	128.4	<input checked="" type="radio"/> Male <input type="radio"/> Female
Behavioral Science / Organizational Behavior (03)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Communication (29)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Education (04)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Ethics (incl Corp Social Responsibility) (30)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Law / Legal Environment (05)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Comp Info Sys (CIS) / Mgt Info Sys (MIS) (06)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
E-business (includes E-commerce) (34)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Economics / Managerial Economics (07)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Entrepreneurship / Small Business Administration (32)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Finance (includes Banking) (08)	100002217BL	<input checked="" type="radio"/> 9 <input type="radio"/> 12	146.1	<input checked="" type="radio"/> Male <input type="radio"/> Female
General Business (35)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Health Services / Hospital Administration (09)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Hotel / Restaurant / Tourism (10)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
HR Management (incl Persnl & Indust/Labor Rel) (33)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Insurance (13)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female

International Business (14)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Management (15)	100002088EC	<input checked="" type="radio"/> 9 <input type="radio"/> 12	120.7	<input type="radio"/> Male <input checked="" type="radio"/> Female
Marketing (16)	100002489DS	<input checked="" type="radio"/> 9 <input type="radio"/> 12	125.4	<input checked="" type="radio"/> Male <input type="radio"/> Female
Operations Research (17)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Production / Operations Management (19)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Public Administration (21)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Quantitative Methods (22)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Real Estate (23)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Statistics (24)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Strategic Management (20)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Supply Chain Management / Transportation / Logistics (26)	100225318DH	<input checked="" type="radio"/> 9 <input type="radio"/> 12	118.8	<input checked="" type="radio"/> Male <input type="radio"/> Female
Taxation (25)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Other (28)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Part-Time (Adjunct) Faculty Salaries

#### 0. Does your school have Part-Time or Adjunct Faculty?

	Yes	No
Have PT/Adj faculty?	X	

#### 1. Base Pay Rates

	Selected Currency Per Semester Credit Hour	Selected Currency Per Quarter Credit Hour
Base Pay Does Not Vary by Level of Instruction		
a. Both Undergraduate and Graduate the same	1,218	
-----OR-----		
Base Pay Does Vary by Level of Instruction		
b. Undergraduate Only		
c. Graduate Only		

#### 2. Factors Affecting Base Rate of Pay

a. Do factors affect base rates of pay of part-time faculty at your institution?

	Yes	No
Factors affect base rates?	X	

- o If you answered Yes, which factors listed below affect the base rates? You must indicate Yes or No for each factor.
- o If you answered No, skip ahead to Question 3 and leave 2.b through 2.l untouched.

	Yes	No
b. Field / Discipline (indicate fields / disciplines in l. below)	X	
c. Teaching load	X	
d. Degree earned	X	
e. Certifications earned		X
f. Instructional level		X
g. Years of service at the business unit		X
h. Lecture versus lab instruction		X
i. Faculty rank		X
j. Years of experience in field	X	
k. Other (specify in l. below)		X

l. If you answered 'Yes' in 2.b or 2.k above, please specify the Field/Discipline or Other factor below	Accounting, Finance, Supply Chain Management
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**3. Pay Increases by Fields/Disciplines**

Please indicate the fields/disciplines in which increases to the rate of pay for part-time faculty are provided. Please indicate Yes or No for every field/discipline.

	Yes	No
a. Accounting (includes Taxation)	X	
b. Comp Info Sys (CIS) / Mgt Info Sys (MIS)		X
c. E-business (includes E-commerce)		X
d. Economics / Managerial Economics		X
e. Entrepreneurship / Small Business Administration		X
f. Finance (includes Banking)	X	
g. International Business		X
h. Management (incl HR, Behavioral Science / Org Behavior)		X
i. Marketing		X
j. Production / Operations Management	X	
k. Quantitative Methods (Statistics)		X
l. Strategic Management		X

# Rhode Island, University of, College of Business Administration

## 2015-16 Salary Survey

### Doctoral Faculty Demand

	N FT Faculty Positions Currently Filled	N Positions Filled by Doctorates	N Authorized Funded FT Doct Positions Currently Unfilled	Net Planned Growth in FT Doct Positions in Next Academic Year	N Anticipated Retirements over Next 5 Years
Accounting (01)	13	9	1	1	2
Behavioral Science / Organizational Behavior (03)	2	2	1	1	1
Business Communication (29)					
Business Education (04)					
Business Ethics (incl Corp Social Responsibility) (30)	2	2	0	0	1
Business Law / Legal Environment (05)	2	1	0	0	2
Comp Info Sys (CIS) / Mgt Info Sys (MIS) (06)	2	2	0	0	1
E-business (includes E-commerce) (34)					
Economics / Managerial Economics (07)					
Entrepreneurship / Small Business Administration (32)	2	2	1	1	1
Finance (includes Banking) (08)	8	7	2	2	2
General Business (35)					
Health Services / Hospital Administration (09)					
Hotel / Restaurant / Tourism (10)					
HR Management (incl Persnl & Indust/Labor Rel) (33)	3	3	0	0	1
Insurance (13)					
International Business (14)					
Management (15)	3	1	0	0	1
Marketing (16)	8	8	1	1	4
Operations Research (17)					
Production / Operations Management (19)					
Public Administration (21)					
Quantitative Methods (22)	6	3	0	0	1
Real Estate (23)					
Statistics (24)					
Strategic Management (20)	1	1	0	0	0
Supply Chain Management / Transportation / Logistics (26)	7	5	1	1	0
Taxation (25)					
Other (28)					
<b>TOTAL</b>	<b>59</b>	<b>46</b>	<b>7</b>	<b>7</b>	<b>17</b>

# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Basic Questions

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#### 1. Currency In Which You Are Reporting

The currency you chose here must be applicable to all sections of this survey. Report currency amounts in this currency throughout the remainder of the survey.

Currency	USD-United States Dollars	USD-United States Dollars
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#### 2. Base Salary as Percent of Total Compensation

Please enter the average percentage of the total compensation for faculty members that is represented by reported base salaries (approximate if necessary). For example, if on average faculty members receive \$50,000 per year in salary and also receive additional compensation of \$25,000, then you would report that the approximate percentage of total compensation comprised by base salary as 67%.

Note: You will have the opportunity to enter this figure on an individual basis in the Incumbent-level sections.

Base as % of total	95.0	95.0
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#### 3. Any Survey Data Collection Comments, Concerns, or Suggestions Related to Policies and Legal Issues

While our staff have worked to align our survey data with known legal restrictions on data collection and reporting, including international data privacy statutes such as the EU GDPR, we are aware that there may be schools located in countries or territories with additional laws or regulations regarding this type of survey. If your school is unable to provide any of the data points asked for this survey due to a legal restriction, or if you would like to let us know about policy issues related to survey data and reporting in your area, please comment below. Please provide the citation and text (if available) for any specific law prohibiting or regulating any type of data collection included in this survey. We will use this information to continue to update the survey to collect the best possible data from all participant schools.

Comments:	
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Optional Opportunity: Staff Compensation & Demographics Survey Discussion Community †

If you would like to volunteer as a participant in the discussion community regarding the Staff Compensation & Demographics Survey, please provide your email address here. This is completely optional and is not required for completion of the survey or by your AACSB membership. If you choose to provide your email address here, you may be selected to be added to this learning community to discuss data opportunities and challenges for this survey. This learning community will help AACSB evaluate potential questions, methods of data collection, and dissemination options and best meet the needs for our member schools worldwide.

Email Address for Discussion Community Contact	
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

## Highest Faculty Rank (e.g., Professors)

- Report the 2017-18 academic year salary for all full-time Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2017-18 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school, such as those on phased retirement.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).
- Use Copy icon to copy a row of data from last year to this year. You will then need to enter this year's salary. Or, click the "All" icon in the column header to copy all Last Year's rows to This Year. Then delete any unnecessary rows.
- Use Trashcan icon to delete an unwanted row.
- All fields are required, with the exceptions of Reference ID and Base Sal as % of Total Comp.
- Please round Base Sal as % of Total Comp to the nearest whole number.
- If you are electing not to report individual salary data, please ensure that you do so in all sections where such data are collected. Remember, if you do not report salary data, you will not be able to benchmark on salary data!
- Tip: You can click on a column heading to sort by that column. Click again to reverse the sort order.
- Copy or add to This Year only as many incumbents as you can update and save within 30 or so minutes. You may repeat the copy process as many times as necessary. If you are logged out, you will be returned to the main AACSB website. Log in there and navigate back to DataDirect. You will be taken to the page you were trying to save. Your data entry may be lost if you are timed out, so saving your work periodically is the safest bet!

### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Tenure Track	Year Hired	New Hire for Current Academic Year	Qualifications	Gender
100071689KJ	Accounting	9- mo/acad yr	139.0	100	Tenured	2007		Scholarly Academics (SA)	Female
100002413AH	Accounting	9- mo/acad yr	135.6	100	Tenured	1988		Scholarly Academics (SA)	Male
100288924CBT	Accounting	9- mo/acad yr	131.6	100	Tenured	2007		Scholarly Academics (SA)	Female
100000107JB	Accounting	9- mo/acad yr	126.6	100	Tenured	1992		Scholarly Academics (SA)	Female
100002088EC	Behavioral Science/ Org Behavior	9- mo/acad yr	128.0	100	Tenured	1985		Practice Academics (PA)	Female
100173131DC	Bus Ethics - incl Corp Soc Resp	9- mo/acad yr	134.7	100	Tenured	2003		Scholarly Academics (SA)	Male
100000080SW	CIS/ MIS	9- mo/acad yr	133.1	100	Tenured	1983		Practice Academics (PA)	Male
100000142RC	Entrepreneurship/ Small Bus Admin	9- mo/acad yr	131.4	100	Tenured	1975		Practice Academics (PA)	Male
100002217BL	Finance - incl Banking	9- mo/acad yr	155.0	100	Tenured	2001		Scholarly Academics (SA)	Male
100001834GD	Finance - incl Banking	9- mo/acad yr	128.8	100	Tenured	1974		Scholarly Academics (SA)	Male
100001651EM	Marketing	9- mo/acad yr	184.1	100	Tenured	1998		Practice Academics (PA)	Male
100002378RD	Marketing	9- mo/acad yr	134.6	100	Tenured	1981		Scholarly Academics (SA)	Female
100001521AD	Marketing	9- mo/acad yr	133.1	100	Tenured	1971		Scholarly Academics (SA)	Male

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Tenure Track	Year Hired	New Hire for Current Academic Year	Qualifications	Gender
100002489DS	Marketing	9- mo/acad yr	133.1	100	Tenured	2002		Scholarly Academics (SA)	Male
100001733JJ	Quantitative Methods	9- mo/acad yr	133.4	100	Tenured	1971		Scholarly Academics (SA)	Male
100225318DH	Supply Chain/ Transport/ Logistics	9- mo/acad yr	132.2	100	Tenured	2005		Scholarly Academics (SA)	Male

# The University of Rhode Island, College of Business Administration 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

## Second Faculty Rank (e.g., Associate Professors)

- Report the 2017-18 academic year salary for all full-time Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2017-18 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school, such as those on phased retirement.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).
- Use Copy icon to copy a row of data from last year to this year. You will then need to enter this year's salary. Or, click the "All" icon in the column header to copy all Last Year's rows to This Year. Then delete any unnecessary rows.
- Use Trashcan icon to delete an unwanted row.
- All fields are required, with the exceptions of Reference ID and Base Sal as % of Total Comp.
- Please round Base Sal as % of Total Comp to the nearest whole number.
- If you are electing not to report individual salary data, please ensure that you do so in all sections where such data are collected. Remember, if you do not report salary data, you will not be able to benchmark on salary data!
- Tip: You can click on a column heading to sort by that column. Click again to reverse the sort order.
- Copy or add to This Year only as many incumbents as you can update and save within 30 or so minutes. You may repeat the copy process as many times as necessary. If you are logged out, you will be returned to the main AACSB website. Log in there and navigate back to DataDirect. You will be taken to the page you were trying to save. Your data entry may be lost if you are timed out, so saving your work periodically is the safest bet!

### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Tenure Track	Year Hired	New Hire for Current Academic Year	Qualifications	Gender
100226437KJ	Accounting	9- mo/acad yr	127.9	100	Tenured	2005		Scholarly Academics (SA)	Female
100001734EB	Accounting	9- mo/acad yr	107.7	100	Tenured	1988		Practice Academics (PA)	Male
100001068JD	Bus Ethics - incl Corp Soc Resp	9- mo/acad yr	102.4	100	Tenured	1981		Practice Academics (PA)	Male
100002507SS	CIS/ MIS	9- mo/acad yr	132.9	100	Tenured	2002		Scholarly Academics (SA)	Male
100606924SG	Finance - incl Banking	9- mo/acad yr	140.0	100	Tenured	2016		Scholarly Academics (SA)	Male
100002242YL	Finance - incl Banking	9- mo/acad yr	123.4	100	Tenured	1992		Scholarly Academics (SA)	Male
100000204SD	Management	9- mo/acad yr	100.2	100	Tenured	1989		Scholarly Academics (SA)	Male
100015302CA	Marketing	9- mo/acad yr	139.1	100	Tenured	2015		Scholarly Academics (SA)	Female
100226702HL	Marketing	9- mo/acad yr	124.1	100	Tenured	2005		Scholarly Academics (SA)	Female
100002006SL	Quantitative Methods	9- mo/acad yr	112.1	100	Tenured	1999		Practice Academics (PA)	Male
100252568SD	Strategic Management	9- mo/acad yr	123.7	100	Tenured	2006		Scholarly Academics (SA)	Female
100456248KO	Supply Chain/ Transport/ Logistics	9- mo/acad yr	133.4	100	Tenured	2011		Scholarly Academics (SA)	Male
100335302YC	Supply Chain/ Transport/ Logistics	9- mo/acad yr	123.6	100	Tenured	2008		Scholarly Academics (SA)	Male

# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Third Faculty Rank (e.g., Assistant Professors)

- Report the 2017-18 academic year salary for all full-time Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2017-18 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school, such as those on phased retirement.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).
- Use Copy icon to copy a row of data from last year to this year. You will then need to enter this year's salary. Or, click the "All" icon in the column header to copy all Last Year's rows to This Year. Then delete any unnecessary rows.
- Use Trashcan icon to delete an unwanted row.
- All fields are required, with the exceptions of Reference ID and Base Sal as % of Total Comp.
- Please round Base Sal as % of Total Comp to the nearest whole number.
- If you are electing not to report individual salary data, please ensure that you do so in all sections where such data are collected. Remember, if you do not report salary data, you will not be able to benchmark on salary data!
- Tip: You can click on a column heading to sort by that column. Click again to reverse the sort order.
- Copy or add to This Year only as many incumbents as you can update and save within 30 or so minutes. You may repeat the copy process as many times as necessary. If you are logged out, you will be returned to the main AACSB website. Log in there and navigate back to DataDirect. You will be taken to the page you were trying to save. Your data entry may be lost if you are timed out, so saving your work periodically is the safest bet!

#### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Tenure Track	Year Hired	New Hire for Current Academic Year	Qualifications	Gender
100578043AT	Accounting	9-mo/acad yr	133.9	100	Tenure-Track	2015		Scholarly Academics (SA)	Male
QL	Accounting	9-mo/acad yr	130.0	100	Tenure-Track	2017	New Doctorate	Scholarly Academics (SA)	Female
100516024ED	Behavioral Science/ Org Behavior	9-mo/acad yr	125.7	100	Tenure-Track	2013		Scholarly Academics (SA)	Female
100607979NF	Entrepreneurship/ Small Bus Admin	9-mo/acad yr	125.0	100	Tenure-Track	2016		Scholarly Academics (SA)	Female
100577564GT	Finance - incl Banking	9-mo/acad yr	127.0	100	Tenure-Track	2015		Scholarly Academics (SA)	Male
100606923XX	Finance - incl Banking	9-mo/acad yr	127.0	100	Tenure-Track	2016		Scholarly Academics (SA)	Female
100607907FX	Marketing	9-mo/acad yr	130.0	100	Tenure-Track	2016		Scholarly Academics (SA)	Male
100516188SA	Marketing	9-mo/acad yr	125.7	100	Tenure-Track	2013		Scholarly Academics (SA)	Male
100578040AC	Strategic Management	9-mo/acad yr	133.9	100	Tenure-Track	2015		Scholarly Academics (SA)	Female
100606434EH	Strategic Management	9-mo/acad yr	133.0	100	Tenure-Track	2016		Scholarly Academics (SA)	Female
100609054GK	Supply Chain/ Transport/ Logistics	9-mo/acad yr	127.0	100	Tenure-Track	2016		Scholarly Academics (SA)	Female
100449879MY	Supply Chain/ Transport/ Logistics	9-mo/acad yr	127.0	100	Tenure-Track	2017	New Doctorate	Scholarly Academics (SA)	Male
100486235DS	Supply Chain/ Transport/ Logistics	9-mo/acad yr	125.7	100	Tenure-Track	2012		Scholarly Academics (SA)	Female

# The University of Rhode Island, College of Business Administration 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

## Fourth Faculty Rank (e.g., Instructors)

- Report the 2017-18 academic year salary for all full-time Professors or equivalent faculty rank in the business unit.
- Please select the appropriate contract length. Choose 9 for 9-10 month contracts and 12 for 11-12 month contracts. For consistency in reports, all 12-month salaries will be multiplied automatically by 0.818 to convert to 9-month salaries for comparison. This does not require any action on your part and does not affect the salaries as reported by your school.
- Include faculty on sabbatical or leave if on your payroll. Also include new hires (i.e., faculty who joined your business unit during the 2017-18 academic year). Please exclude any faculty who are not receiving a full-time contracted salary at your school, such as those on phased retirement.
- Faculty salary includes base contract only, regardless of source of payment. Exclude adjustments for administrative duties and benefits, stipends, overtime, overload or extra duty pay. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).
- Use Copy icon to copy a row of data from last year to this year. You will then need to enter this year's salary. Or, click the "All" icon in the column header to copy all Last Year's rows to This Year. Then delete any unnecessary rows.
- Use Trashcan icon to delete an unwanted row.
- All fields are required, with the exceptions of Reference ID and Base Sal as % of Total Comp.
- Please round Base Sal as % of Total Comp to the nearest whole number.
- If you are electing not to report individual salary data, please ensure that you do so in all sections where such data are collected. Remember, if you do not report salary data, you will not be able to benchmark on salary data!
- Tip: You can click on a column heading to sort by that column. Click again to reverse the sort order.
- Copy or add to This Year only as many incumbents as you can update and save within 30 or so minutes. You may repeat the copy process as many times as necessary. If you are logged out, you will be returned to the main AACSB website. Log in there and navigate back to DataDirect. You will be taken to the page you were trying to save. Your data entry may be lost if you are timed out, so saving your work periodically is the safest bet!

### This Year

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Tenure Track	Year Hired	New Hire for Current Academic Year	Qualifications	Gender
100298242RN	Accounting	9-mo/acad yr	76.9	100	Non-Tenure-Track	2014		Instructional Practitioners (IP)	Female
100487416AS	Accounting	9-mo/acad yr	66.1	100	Non-Tenure-Track	2012		Instructional Practitioners (IP)	Female
100201639JD	Accounting	9-mo/acad yr	56.9	100	Non-Tenure-Track	1986		Instructional Practitioners (IP)	Male
CH	Behavioral Science/ Org Behavior	9-mo/acad yr	70.0	100	Non-Tenure-Track	2017	Neither	Instructional Practitioners (IP)	Male
100229737DG	Bus Law/ Legal Environment	9-mo/acad yr	69.0	100	Non-Tenure-Track	2016		Practice Academics (PA)	Female
100609779RM	Entrepreneurship/ Small Bus Admin	9-mo/acad yr	62.0	100	Non-Tenure-Track	2016		Instructional Practitioners (IP)	Male
100559025MI	Finance - incl Banking	9-mo/acad yr	84.9	100	Non-Tenure-Track	2014		Instructional Practitioners (IP)	Male
10029472GK	Finance - incl Banking	9-mo/acad yr	63.0	100	Non-Tenure-Track	2007		Scholarly Practitioners (SP)	Male
100027564AP	HR Mgt - incl Persnl & Ind/Labor Rel	9-mo/acad yr	62.6	100	Non-Tenure-Track	2009		Practice Academics (PA)	Female
100487451DM	Marketing	9-mo/acad yr	66.1	100	Non-Tenure-Track	2012		Scholarly Practitioners (SP)	Male
100148917ET	Quantitative Methods	9-mo/acad yr	70.0	100	Non-Tenure-Track	2017	Neither	Instructional Practitioners (IP)	Male
100192237BD	Quantitative Methods	9-mo/acad yr	64.2	100	Non-Tenure-Track	2012		Scholarly Academics (SA)	Female
100002585NB	Quantitative Methods	9-mo/acad yr	61.0	100	Non-Tenure-Track	2006		Scholarly Practitioners (SP)	Female

Reference ID (not name)	Primary Field/Discipline of Appointment	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Tenure Track	Year Hired	New Hire for Current Academic Year	Qualifications	Gender
100131939SW	Quantitative Methods	9- mo/acad yr	61.0	100	Non- Tenure- Track	2003		Practice Academics (PA)	Female
100062779OH	Quantitative Methods	9- mo/acad yr	55.0	100	Non- Tenure- Track	2016		Instructional Practitioners (IP)	Male
100371794JG	Quantitative Methods	9- mo/acad yr	55.0	100	Non- Tenure- Track	2016		Instructional Practitioners (IP)	Male
100329039JE	Supply Chain/ Transport/ Logistics	9- mo/acad yr	77.0	100	Non- Tenure- Track	2011		Instructional Practitioners (IP)	Male
100547433BW	Supply Chain/ Transport/ Logistics	9- mo/acad yr	74.3	100	Non- Tenure- Track	2014		Instructional Practitioners (IP)	Male

# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Administrative Positions

- Include: Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
- Include: Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- Report total contracted base salary. This includes faculty base contract amount plus any administrative adjustment for faculty who have administrative duties.
- Do not include bonuses, overload pay, or other pay not part of total contract base salary. Report salaries in thousands (i.e., a salary of 67,480.69 is reported as 67.5).
- "Year Started" should reflect the year in which the incumbent began in their listed position, NOT the year they were hired (unless they are the same).
- Click Copy icon to copy a row of data from last year to this year. You will then need to enter this year's base salary. Or, click the "All" icon in the column header to copy all Last Year's rows to This Year. Then delete any unnecessary rows.
- Click Trashcan icon to delete an unwanted row.
- All fields are required, with the exceptions of Reference ID and Base Sal as % of Total Comp.
- Please round Base Sal as % of Total Comp to the nearest whole number.
- If you are electing not to report individual salary data, please ensure that you do so in all sections where such data are collected. Remember, if you do not report salary data, you will not be able to benchmark on salary data!
- Tip: You can click on a column heading to sort by that column. Click again to reverse the sort order.
- Copy or add to This Year only as many incumbents as you can update and save within 30 or so minutes. You may repeat the copy process as many times as necessary. If you are logged out, you will be returned to the main AACSB website. Log in there and navigate back to DataDirect. You will be taken to the page you were trying to save. Your data entry may be lost if you are timed out, so saving your work periodically is the safest bet!

### This Year

Reference ID (not name)	Position Name	Pay Period	Base Salary (000s)	Base Sal as % of Total Comp	Gender	Year Hired
100002181SC	Assoc Dean	12-mo/cal yr	132.2	100	Male	1986
100002167DR	Assoc Dean	12-mo/cal yr	125.2	100	Female	1992
100001555MB	Asst Dean	12-mo/cal yr	92.5	100	Female	1996
100427914KJ	Asst Dean or Dir: Career Svcs/Place	12-mo/cal yr	58.9	100	Female	2010
100000953PE	Asst Dean or Dir: Info Technology	12-mo/cal yr	71.0	100	Male	1999
100000116LL	Asst Dean or Dir: MBA Prgms	12-mo/cal yr	74.4	100	Female	1995
100303118ME	Dean	12-mo/cal yr	242.1	100	Male	2015
100071100LF	Dir of Internship	12-mo/cal yr	53.3	100	Female	2003
100000337MM	Other	9-mo/acad yr	72.4	100	Female	1987
100107357LJ	Other	12-mo/cal yr	63.0	100	Female	2011
100001181LB	Other	12-mo/cal yr	57.2	100	Female	1982
100604001EF	Other	12-mo/cal yr	51.5	100	Female	2016
MF	Other	12-mo/cal yr	49.0	100	Female	2017
100418398KC	Other	9-mo/acad yr	45.7	100	Female	2011
100146926SM	Other	12-mo/cal yr	38.9	100	Female	2003
100438545FK	Other	12-mo/cal yr	37.1	100	Female	2012
100326749LD	Other	12-mo/cal yr	37.1	100	Female	2008

# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Academic Department Chairs

#### Directions

- o Include:
  - o Business unit employees whose primary duties are administrative. These administrators should NOT BE reported in the faculty sections.
  - o Business unit employees whose primary duties are as faculty members, but who also have administrative duties for which additional monetary compensation is provided. These employees should ALSO BE reported in the faculty sections.
- o Report total contracted base salary:
  - o Include faculty base contract amount plus any administrative adjustment.
  - o Exclude bonuses, overload pay, or other pay not part of total contract base salary.
- o All fields except Reference ID are required when reporting on a Chair. Leave row completely blank if your unit has no such Chair.
- o If you have a Chair who presides over multiple disciplinary areas, please enter that individual once only, in the disciplinary field of their expertise, and use the Incumbent-level Salary & Compensation Data Comments box to indicate what other disciplines they also preside over.
- o Report salaries in thousands (i.e., report a salary of \$67,480 as 67.5).
- o If you are electing not to report individual salary data, please ensure that you do so in all sections where such data are collected. Remember, if you do not report salary data, you will not be able to benchmark on salary data!

	Reference ID	Contract Year (in months)	Salary (000s)	Gender
Accounting	AH	<input checked="" type="radio"/> 9 <input type="radio"/> 12	143.1	<input checked="" type="radio"/> Male <input type="radio"/> Female
Actuarial Science		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Arts Administration		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Behavioral Science / Organizational Behavior		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Communication		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Education		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Ethics (incl Corp Social Responsibility)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Business Law / Legal Environment		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Comp Info Sys (CIS) / Mgt Info Sys (MIS)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Consulting		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Data Analytics		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
E-business (includes E-commerce)		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Economics / Managerial Economics		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Energy Management		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Entrepreneurship / Small Business Administration		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Finance (includes Banking)	BL	<input checked="" type="radio"/> 9 <input type="radio"/> 12	162.5	<input checked="" type="radio"/> Male <input type="radio"/> Female
General Business		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Health Services / Hospital Administration		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female
Hotel / Restaurant / Tourism		<input type="radio"/> 9 <input type="radio"/> 12		<input type="radio"/> Male <input type="radio"/> Female

HR Management (incl Persnl & Indust/Labor Rel)		o 9 o 12		o Male o Female
Insurance		o 9 o 12		o Male o Female
International Business		o 9 o 12		o Male o Female
Leadership		o 9 o 12		o Male o Female
Management		o 9 o 12		o Male o Female
Manufacturing and Technology Management		o 9 o 12		o Male o Female
Marketing	HL	x 9 o 12	131.6	o Male x Female
Operations Research		o 9 o 12		o Male o Female
Production / Operations Management		o 9 o 12		o Male o Female
Public Administration		o 9 o 12		o Male o Female
Quantitative Methods		o 9 o 12		o Male o Female
Real Estate		o 9 o 12		o Male o Female
Sports Management		o 9 o 12		o Male o Female
Statistics		o 9 o 12		o Male o Female
Strategic Management	EC	x 9 o 12	135.5	o Male x Female
Supply Chain Management / Transportation / Logistics	DH	x 9 o 12	139.7	x Male o Female
Taxation		o 9 o 12		o Male o Female
Other		o 9 o 12		o Male o Female

## Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	
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# The University of Rhode Island, College of Business Administration 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

## Part-Time (Adjunct) Faculty Salaries

### 0. Does your school have Part-Time or Adjunct Faculty? \*

	Yes	No
Have PT/Adj faculty?	X	

The method of tracking student progress selected by your school in Section A.1. of the main Business School Questionnaire (BSQ) is shown here. You will only be able to use the column(s) in this table that correspond to this selection to enter base pay rate data. Please note that changing this variable here will change it in the main BSQ as well.

	Tracking Method	Reported Last Year
Progress Tracking Method indicated on BSQ	<input checked="" type="radio"/> Semester <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS	Semester

### 1. Base Pay Rates

	Selected Currency Per Semester Credit Hour	Selected Currency Per Quarter Credit Hour	Selected Currency Per ECTS Credit	Selected Currency Per CATS Credit
Base Pay Does Not Vary by Level of Instruction				
a. Both Undergraduate and Graduate the same	1,186			
-----OR-----				
Base Pay Does Vary by Level of Instruction				
b. Undergraduate Only				
c. Graduate Only				

### 2. Factors Affecting Base Rate of Pay

a. Do factors affect base rates of pay of part-time faculty at your institution?

	Yes	No
Factors affect base rates?	X	

- o If you answered Yes, which factors listed below affect the base rates? You must indicate Yes or No for each factor.
- o If you answered No, skip ahead to Question 3 and leave 2.b through 2.l untouched.

	Yes	No
b. Field / Discipline (indicate fields / disciplines in l. below)	X	
c. Teaching load	X	
d. Degree earned	X	
e. Certifications earned		X
f. Instructional level		X
g. Years of service at the business unit	X	
h. Lecture versus lab instruction		X
i. Faculty rank	X	
j. Years of experience in field	X	
k. Other (specify in l. below)		X

l. If you answered 'Yes' in 2.b or 2.k above, please specify the Field/Discipline or Other factor below	Accounting
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### 3. Pay Increases by Fields/Disciplines

Please indicate the fields/disciplines in which increases to the rate of pay for part-time faculty are provided. Please indicate Yes or No for every field/discipline.

	Yes	No
a. Accounting (includes Taxation)	X	
b. Comp Info Sys (CIS) / Mgt Info Sys (MIS)		X
c. E-business (includes E-commerce)		X
d. Economics / Managerial Economics		X
e. Entrepreneurship / Small Business Administration		X
f. Finance (includes Banking)	X	
g. International Business		X
h. Management (incl HR, Behavioral Science / Org Behavior)	X	
i. Marketing		X
j. Production / Operations Management		X
k. Quantitative Methods (Statistics)		X
l. Strategic Management		X

Data Validation Comments:

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Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Compensation Practices

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† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

## 1. Teaching Loads \*

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme.

If your business unit offers:

- o Both undergraduate and graduate degrees and if Level of Instruction (undergraduate or graduate):
  - o Does not affect teaching load requirements: Fill out Same Undergraduate and Graduate Load (rows a & b) only in the appropriate semester, quarter, ECTS or CATS columns.
  - o Does affect teaching load requirements: Fill out both Undergraduate Teaching Load (rows c & d) and Graduate Teaching Load (rows e & f) in the appropriate semester, quarter, ECTS or CATS columns.
- o Solely undergraduate degrees: Fill out Undergraduate Teaching Load (rows c & d) only in the appropriate semester, quarter, ECTS or CATS columns below.
- o Solely graduate degrees: Fill out Graduate Teaching Load (rows e & f) only in the appropriate semester, quarter, ECTS or CATS columns below.

Report mean teaching load for the entire 2017-18 academic year. Provide data only in cells that apply to your business unit. Include only full-time tenured and tenure-track faculty in your business unit (or those on permanent contracts, rolling contracts, long-term contracts, etc., if your school does not use tenure). Do not include faculty members with release time for administrative duties or faculty that hold endowed professorships, but do include those with teaching load reductions. Exclude teaching for additional compensation.

Please ensure that the headcount figures entered align with the first two rows Table 2a of the Faculty & Staff Demographics section, if your school has a tenure system, and with the Total row of that table if not.

The method of tracking student progress selected by your school in Section A.1. of the main Business School Questionnaire (BSQ) is shown here. You will only be able to use the column(s) in this table that correspond to this selection to enter teaching load data. Please note that changing this variable here will change it in the main BSQ as well.

	Tracking Method				Reported Last Year
Progress Tracking Method indicated on BSQ	<input checked="" type="radio"/> Semester	<input type="radio"/> Quarter	<input type="radio"/> ECTS	<input type="radio"/> CATS	Semester

(Example calculation: With a headcount of 53 faculty, say that 25 taught five courses worth 3 credit hours each during the 2017-18 academic year, and the other 28 taught six. The mean annual teaching load would then be calculated thusly: [(25 faculty x 5 courses x 3 credit hours/course) + (28 faculty x 6 courses x 3 credit hours/course)] / 53 total faculty = 16.58 credit hours.)

	9-10 month contract Semester Credit Hour	11-12 month contract Semester Credit Hour	9-10 month contract Quarter Credit Hour	11-12 month contract Quarter Credit Hour	9-10 month contract ECTS Credits	11-12 month contract ECTS Credits	9-10 month contract CATS Credits	11-12 month contract CATS Credits
Same Undergraduate and Graduate Teaching Load								
a. Number of faculty included (headcount)	43							
b. Mean annual teaching load (applicable credit hours/ECTS or CATS credits)	17.70							
---Report Above For Same--- -----OR----- ----Below For Different----								
Undergrad Teaching Load								
c. Number of faculty included (headcount)								
d. Mean annual teaching load (applicable credit hours/ECTS or CATS credits)								
-----AND / OR-----								
Graduate Teaching Load								
e. Number of faculty included (headcount)								
f. Mean annual teaching load (applicable credit hours/ECTS or CATS credits)								

**2. New Hires Compensation Practices \***

Please indicate whether or not the particular benefit is available. Where a benefit is available, please provide the number of new hires receiving the benefit and the average annual amount paid (no decimals). Please note that average annual amounts should reflect per person figures. Report for new hires beginning at the business unit in and for the 2017-18 academic year.

	Available?	N New Hires Receiving Benefit	Average Annual Amount	Reported Available Last Year	N New Hires Receiving Last Year	Average Annual Amount Reported Last Year
a. Moving expenses	<input checked="" type="radio"/> Yes <input type="radio"/> No	2	10,000			
b. Signing bonus (not part of base salary)	<input type="radio"/> Yes <input checked="" type="radio"/> No					
c. Guaranteed research funds for one year	<input checked="" type="radio"/> Yes <input type="radio"/> No	0	0			
d. Guaranteed research funds for two years	<input checked="" type="radio"/> Yes <input type="radio"/> No	2	15,000			
e. Guaranteed research funds for three years	<input type="radio"/> Yes <input checked="" type="radio"/> No					
f. Guaranteed teaching load reduction for one year	<input checked="" type="radio"/> Yes <input type="radio"/> No	0				
g. Guaranteed teaching load reduction for two years	<input checked="" type="radio"/> Yes <input type="radio"/> No	2				
h. Guaranteed teaching load reduction for three years	<input type="radio"/> Yes <input checked="" type="radio"/> No					
i. Other: please specify below	<input type="radio"/> Yes <input checked="" type="radio"/> No					
j. Other: please specify below	<input type="radio"/> Yes <input type="radio"/> No					
k. Other: please specify below	<input type="radio"/> Yes <input type="radio"/> No					

	Other Descriptions	Reported Last Year
Please specify i. Other above if used		
Please specify j. Other above if used		
Please specify k. Other above if used		

**3. Work Outside Scope of Contract \***

Does your business unit compensate full-time faculty for work outside the scope of a 9-10 or 11-12 month contract, such as summer school or overload? Please do not consider administrative duties such as dean, associate dean or department chair in responding to this question.

	Reported Last Year
Pay for work outside scope of contract?	<input type="radio"/> Yes <input checked="" type="radio"/> No

**4. Full-time Faculty Compensation Practices \***

Indicate if the particular benefit is available or not and provide the total number of full-time faculty receiving additional compensation and the average annual amount paid (no decimals). Please note that average annual amounts should reflect per person figures. Report for all of the 2017-18 academic year.

	Available?	N FT Faculty Receiving Added Comp	Average Annual Amount	Reported Available Last Year	N FT Faculty Receiving Last Year	Average Annual Amount Reported Last Year
a. Summer research funds	<input checked="" type="radio"/> Yes <input type="radio"/> No	12	15,000			
b. Summer teaching compensation	<input checked="" type="radio"/> Yes <input type="radio"/> No	14	5,000			
c. Overload/stipends for teaching credit courses	<input checked="" type="radio"/> Yes <input type="radio"/> No	1	6,000			
d. Stipends for teaching non-credit courses	<input type="radio"/> Yes <input checked="" type="radio"/> No					
e. Additional funds for research	<input type="radio"/> Yes <input checked="" type="radio"/> No					
f. Additional pay for administrative duties (above and beyond teaching/research)	<input checked="" type="radio"/> Yes <input type="radio"/> No	8	4,000			
g. Additional pay for teaching at international partner institution(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No					
h. Additional pay for production of intellectual contributions beyond expected standards	<input type="radio"/> Yes <input checked="" type="radio"/> No					
i. Other: please specify below	<input type="radio"/> Yes <input checked="" type="radio"/> No					
j. Other: please specify below	<input type="radio"/> Yes <input checked="" type="radio"/> No					
k. Other: please specify below	<input type="radio"/> Yes <input checked="" type="radio"/> No					

	Other Descriptions	Reported Last Year
Please specify i. Other above if used		
Please specify j. Other above if used		
Please specify k. Other above if used		

Comments and Suggestions for Compensation Practices Section

Optional: Please enter any comments or suggestions for the Compensation Practices section of the Staff Compensation & Demographics Survey, including: missing items that would be helpful to include; questions that are particularly relevant (or irrelevant) to your school's context; suggestions on how to improve specific questions; etc. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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Data Validation Comments:

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Validation Comments:	
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# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Doctoral Faculty Demand

	N FT Faculty Positions Currently Filled	N Positions Filled by Doctorates	N Authorized Funded FT Doct Positions Currently Unfilled	Net Planned Growth in FT Doct Positions in Next Academic Year	N Anticipated Retirements over Next 5 Years
Accounting	11	8	1		2
Actuarial Science					
Arts Administration					
Behavioral Science / Organizational Behavior	3				
Business Communication					
Business Education					
Business Ethics (incl Corp Social Responsibility)	2	2			1
Business Law / Legal Environment	1	1			
Comp Info Sys (CIS) / Mgt Info Sys (MIS)	2	2			
Consulting					
Data Analytics					
E-business (includes E-commerce)					
Economics / Managerial Economics					
Energy Management					
Entrepreneurship / Small Business Administration	3				
Finance (includes Banking)	8	8			1
General Business					
Health Services / Hospital Administration					
Hotel / Restaurant / Tourism					
HR Management (incl Persnl & Indust/Labor Rel)	1		1		
Insurance					
International Business					
Leadership					
Management	1	1			1
Manufacturing and Technology Management					
Marketing	9	9			
Operations Research					
Production / Operations Management					
Public Administration					
Quantitative Methods	8	4	1		
Real Estate					
Sports Management					
Statistics					
Strategic Management	3	3	1		1
Supply Chain Management / Transportation / Logistics	8	7	1		1
Taxation					
Other					
TOTAL	60	45	5		7

## Data Validation Comments:

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Validation Comments:	
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# The University of Rhode Island, College of Business Administration 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

## Faculty & Staff Demographics (U.S.) †

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

\* = required field

For purposes of this section, faculty refers to the academic staff - those whose primary responsibility is teaching and/or research for the business unit. Staff refers to all other personnel employed by the business unit. Unless otherwise specified, report all data as of October 15 of the 2017-18 academic year or your official census date for the academic year.

### 1. Tenure † \*

Please indicate below whether or not your school uses a tenure system for its faculty. If not, please describe in the box provided what system is used by your school to handle continuously employed faculty (e.g., permanent contracts, rolling contracts, long-term contracts, etc.).

a. Does a system of tenure exist at your business school?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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b. Description of Alternate System:	
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### 2. Full-time Faculty †

#### a. Full-time faculty by tenure status and gender † \*

If you are not able to report gender breakouts, you can enter data directly into the Total column. Please ensure that the figures entered align with your entries in the Compensation Practices section.

	Male	Female	Other/Not Reported	Total	Total Last Year
1. Total number of full-time tenured faculty members	19	10		29	28
2. Total number of full-time untenured faculty members on tenure track	5	8		13	14
3. Total number of full-time non-tenure track faculty members	11	7		18	19
4. Total full-time	35	25		60	61
5. Total number of full-time faculty members with research doctoral degrees	25	20		45	46

	Reported in incumbent-level sections (Read-Only for Comparison):	Reported Last Year:
Total full-time faculty:	60	61
Total full-time faculty with doctoral degrees:	45	44

#### b. Full-time faculty demographics by country of origin or birthplace † \*

U.S. Citizens and Permanent Residents. If you are not able to report gender breakouts, you can enter data directly into the Total column.

	Male	Female	Other/Not Reported	Total	Total Last Year
1. American Indian or Alaskan Native					0
2. Asian or Pacific Islander	6	3		9	8
3. Black, Non-Hispanic	2			2	2
4. Hispanic	1			1	2
5. White, Non-Hispanic	26	22		48	47
6. Race/Ethnicity Unknown					
7. Total - U.S. Citizens and permanent residents	35	25		60	59
8. Other country of origin or birthplace (does not include U.S. citizens or permanent residents)	0	0		0	2
9. Grand Total (Amount in this row should equal amounts in row 4 of 2.a. above.)	35	25		60	61
Total Last Year	37	24			

**3. Part-time Faculty †**

Part-time faculty demographics by headcounts and full-time equivalency (FTE) † \*

In the table below, please enter the headcounts of part-time faculty employed by your business school, and then calculate the full-time equivalency (FTE) of their activities. Please include the FTE of faculty activities for those faculty who split their time between faculty and administrative duties. (The FTE of their administrative activities should be included in row 3 of Table 5 below.)

To calculate the FTE of faculty activities, divide the number of credit hours/ECTS credits taught by part-time faculty (separating graduate teaching assistants from other part-time faculty) as of the institution's official fall reporting date or October 15th by 12 semester hours, 18 quarter hours or 30 ECTS credits, regardless of the institution's normal or standard teaching load.

For example, if 25 three-credit semester courses are taught by part-time faculty, then the full-time equivalent of part-time faculty is 6.25  $((3 \times 25) / 12 = 6.25)$ .

If you are not able to report gender breakouts, you can enter data directly into the Total column.

	Male	Female	Other/Not Reported	Total	Total Last Year
1. Headcount of part-time faculty other than graduate teaching assistants					
2. Full-time equivalent (FTE) of part-time faculty other than graduate teaching assistants					1.50
3. Headcount of graduate teaching assistants who are teachers of record					
4. Full-time equivalent (FTE) of graduate teaching assistants who are teachers of record					1.50

**4. Total Full-time + Part-time Faculty † \***

All values in this table will auto-total from entries in Tables 2 and 3 above.

	Male	Female	Other/Not Reported	Total	Total Last Year
Total headcount of full-time + part-time faculty	35	25		60	
Total Last Year					
Total full-time equivalent (FTE) faculty	35.00	25.00		60.00	64.00
Total Last Year	39.00	25.00			

**5. Staff and Administrators † \***

Definitions for each category can be viewed by clicking the row label.

Do not leave any cell blank. Enter zero (0) where appropriate.

	Male	Female	Other/Not Reported	Total	Total Last Year
1. Full-time staff and administrators	3	14		17	16
2. Full-time equivalent of part-time staff and administrators	0.00	0.00		0.00	0.50
3. Full-time equivalent of faculty with administrative assignments	2.00	0.00		2.00	2.00
4. Full-time equivalent of graduate student staff including graduate teaching assistants who are not teachers of record	4.00	1.00		5.00	5.50

**6. Faculty, Staff and Administrators † \***

Please report the total headcount of all people employed by your business unit (faculty, staff, part-time, full-time, permanent and temporary) during the most recently completed fiscal year.

	Total	Total Last Year
Total headcount of all people employed by business unit during last fiscal year	106	109

**7. Participating and Supporting Faculty Counts †**

Please report faculty figures for a typical academic term or an official census day. Do not calculate a cumulative figure for a year.

The total number of business faculty members is the sum of the total number of participating faculty members and the total number of supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. Indicate the total number of persons (i.e., headcount) for each category as defined below. These categories include all full-time and part-time faculty members in your school accounted for in the tables above. Participating and Supporting category information can be found in the 2013 Business Accreditation Standards - Standard 5. Accredited schools should have categorized their faculty during the accreditation process, but non-accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

	Male	Female	Other/Not Reported	Total	Reported Last Year
a. Total number of participating faculty members	29	24		53	61
b. Total number of participating faculty members with doctoral degrees	27	22		49	45
c. Total number of supporting faculty members	6	1		7	3
d. Total number of supporting faculty members with doctoral degrees	0	0		0	0

**8. Faculty Counts by Qualification Types †**

Indicate the number of faculty members with each of the following qualification types. Apply the following definitions in making a determination about the qualifications of each faculty member. Report information for participating faculty members and supporting faculty members separately. These categories include both full-time and part-time faculty members in your school.

Count each faculty member only once even if they could qualify for different standard levels.

Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), Participating and Supporting are as defined by the school for accreditation purposes. A copy of the guidelines for each qualification category can be found in the 2013 Business Accreditation Standards - Standard 15. Accredited schools should have categorized their faculty during the accreditation process, but non-accredited schools may wish to consult the accreditation standards available at [www.aacsb.edu](http://www.aacsb.edu) to view general definition guidelines for these items.

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined in the 2013 AACSB accreditation standards.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined above. IP status is sustained as outlined in the 2013 AACSB accreditation standards.

	Scholarly Academics	Practice Academics	Scholarly Practitioners	Instructional Practitioners	Type Not Listed or Unknown	Total (should equal totals in 5. above)
a. Full-time Participating faculty members	37	6	2	8		53
b. Part-time Participating faculty members						0
c. Total Participating faculty members	37	6	2	8		53
d. Full-time Supporting faculty members		2	1	4		7
e. Part-time Supporting faculty members						
f. Total Supporting faculty members		2	1	4		7

**9. Definitions of Faculty Qualifications (as entered in accreditation application forms)†**

	Please describe criteria
a. Scholarly Academics	
b. Practice Academics	
c. Scholarly Practitioners	
d. Instructional Practitioners	

**Comments and Suggestions for Faculty & Staff Demographics Section**

Optional: Please enter any comments or suggestions for the Faculty & Staff Demographics section. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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Data Validation Comments:

This comment box is for use by AACSB staff. In the event that a potential error is found in this section during the enhanced validation process, details will be noted here for your convenience.

Validation Comments:	JM 12/28/17 - Tables 7, 8 and 9 must be completed by all accredited schools or an explanation for the omission must be included in the comments section. This is the policy of the AACSB accreditation staff.
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# The University of Rhode Island, College of Business Administration

## 2017-18 Staff Compensation & Demographics Survey (formerly Salary Survey)

### Your reactions to this survey...

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Your feedback on the survey content and process, as well as on the Web site, will help us to improve AACSB surveys and the Web site in general.

#### A. Survey Content and Process

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
1. Clarity of instructions		X			
2. Clarity of questions		X			
3. Communications regarding the survey		X			
4. Any help that was provided you		X			
5. Overall survey process		X			

#### B. Web site

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
1. Web instructions and online help					
2. Ease of data entry					
3. Ease of navigation					
4. Validation process					
5. Printing					

#### C. Comments or Suggestions

Please provide any suggestions, criticisms, or other comments about the Staff Compensation & Demographics Survey in the space below. Space is, however, limited. Should you wish to respond at greater length, please send an email directly to the DataDirect Team ([datadirect@aacsb.edu](mailto:datadirect@aacsb.edu)) at AACSB.

Comments/Suggestions:	
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