

CIR School Report (Business)

University at Buffalo, State

University of New York

The Continuous Improvement Review process, formerly known as fifth year maintenance, is a holistic review centered around the themes of the 2013 accreditation standards – **Innovation – Impact – Engagement**. The Continuous Improvement Review Report is not intended to be a standard by standard review, but rather the report is organized around the four areas of accreditation standards – Strategic Management and Innovation; Participants-Students, Faculty, and Professional Staff; Learning and Teaching; and Academic and Professional Engagement.

The documentation for the CIR Report should include the following essential elements:

1. Innovation, Impact and Engagement
2. Situational Analysis
3. Progress Update on Concerns from Previous Review
4. Strategic Management and Innovation:
 - Mission Statement and summary of strategic plan or framework
 - Strategic Management Planning Process and Outcomes
 - Intellectual Contributions, Impact, and Alignment with Mission
 - Financial Strategies and Allocation of Resources
 - New Degree Programs
5. Participants – Students, Faculty, and Professional Staff:
 - Students
 - Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support
6. Learning and Teaching:
 - Curricula Management and Development
7. Academic and Professional Engagement:
 - Student Academic and Professional Engagement
 - Executive Education
 - Faculty Qualifications and Engagement
8. Other Material
9. Consultative Review (Optional section)

Report and appendices submission guidelines:

1. The Continuous Improvement Review (CIR) Report documentation is to be completed no later than 60 days prior to the start of the campus visit.
2. A separate report for accounting programs is required when applying for separate accounting accreditation.

Engagement, Innovation, and Impact: Provide an executive summary in bullet format, not to exceed 7,500 characters, describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan. (For additional information please refer to pages 47 through 50 in the eligibility criteria and accreditation standards for business education at <http://www.aacsb.edu/accreditation/business/standards/2013/>.)

Overview Statement

The School of Management academic strategy supports, rewards, and provides an organizing framework such that Engagement and Innovation combine to produce Impact. While individual accomplishment is well recognized, the strategic focus is on our collective success. Resource constraints require careful and selective new investments of both financial resources and talent. Few faculty and staff contribute across all three themes in equal measure, and not all opportunities for improvement can be exploited. Nevertheless, the School is in a much stronger position since the last Review, and poised to continue this progress going forward.

Engagement

Academic Engagement – Located within a public research university, Engagement begins with faculty scholarship and the contribution to our respective disciplines.

- *Build Critical Mass:* UB is small for a public AAU university, and the School's faculty size reflects that same differential. The size of the tenured and tenure track faculty is typically 60 percent of the median public AAU business school. This limits the breadth and depth of our collective engagement in any discipline. The recent 5 year net growth of 22 percent (10) in tenure track faculty is important progress in mitigating that challenge. Likewise, the quality of these new faculty is exceptional, with most coming from AAU schools.
- *Emphasis on quality:*
 - Adopt a list of high impact target journals: Historically the School had a list of "leading journals," but this slowly evolved into an advocacy model in which promotion cases were supported with idiosyncratic quality arguments sometimes lacking credibility both in the School and in the University. The list of target journals adopted in 2012 is an effort to identify consensus A and A- journals in other public AAU business schools. Rewards, recognition, faculty recruitment and retention, promotion and tenure, and performance evaluations now strongly reflect this emphasis in faculty scholarship.
 - Good results: Over the last 5 years the School's tenured and tenure-track faculty have a good record of success at placing their work in the best journals. This includes 76 publications in A journals and 53 in A- journals, which represents an increase of nearly 30% over the prior 5-year period. 37

faculty published at least one paper in a target journal from 2011-2015.

- Success with promotion cases: In the 2011-2015 period, the School put forth 10 tenure cases and all were successful. This was a marked improvement over the mixed experience prior to the appointment of Arjang Assad as Dean in 2007. This success reflects both substantive improvement in the quality of cases, as well as better understanding outside of the School on the nature of quality and quantity in Management scholarship profiles.
 - Center for Leadership and Organizational Effectiveness (CLOE): Under the leadership of Paul Tesluk, Carmichael Professor of Organizational Behavior, and with University support for 5 growth hires, the Center is an emerging resource for both research and engagement with the managerial community.
 - Doctoral Program: Approximately one-third of the graduates pursue research-intensive careers at doctoral granting institutions, with solid publication records both prior to and post graduation.
- Interdisciplinary Engagement: The University is encouraging a stronger emphasis on interdisciplinary scholarship, and supporting this emphasis with significant resource allocations. The School has participated in the interdisciplinary engagement, as a unit, in three ways:
 - Leadership: Launching the Center for Leadership and Organizational Effectiveness (CLOE), with new faculty lines.
 - ISTL: The School adds three faculty lines in conjunction with participation in the Institute for Sustainable Transportation and Logistics, and associated programs and research in the School of Engineering and Applied Sciences (SEAS).
 - The School adds two faculty lines linked to a big data initiative (Computational and Data-Enabled Science), led by SEAS.

Professional and Community Engagement – Faculty and students regularly engage with professionals in their field, as well as the Western New York community, with a particular focus on this engagement as a core dimension of the student educational experience. This takes the form of direct pedagogy through classroom speakers, volunteer groups, the Terese Kelly Investment group, and multiple case competitions and internships. Likewise, most programs have a focused engagement opportunity, such as the Finance Academy, Corporate Champions, Practicums, Volunteer Income Tax program, and the PhD Showcase.

The Center for Educational Development houses the full-time and part-time

(Professional MBA) executive education degree programs, as well as many of our non-credit executive development offerings. Approximately 30 percent of our full-time faculty participate in one or more of these programs. In addition, faculty engagement opportunities range from a Leadership conference, the Leadership Accelerator program and women's leadership groups offered through CLOE, to the UBGenCyber camp to train middle school and high school students in cyber security.

In addition to faculty engagement through these student experiences, approximately 30 faculty gain direct exposure through consulting, executive development, leadership roles in professional groups or the influence of their research on management practice.

Innovation

Faculty: For tenured and tenure-track faculty, the most direct manifestation of innovation is through their research. Since innovative contributions are an essential standard for publication success in the best journals, the School's focus on those target journals reinforces that emphasis. Beyond the need to align School policies with this focus, professional norms around innovation are largely self-enforcing.

Degree Programs: The competition for students, combined with a limited resource envelope, means that faculty and staff are continually looking for new approaches that will improve program quality and deliver those programs more efficiently. This takes the form not only of regular curriculum updates (particularly in the MBA and MS programs), but also the adoption of novel enrichment efforts such as LeaderCORE™ (for MBA and undergraduates), MS Finance Academy, Corporate Champions, Terese Kelly Investment group, a new undergraduate Honors program, and a significantly enriched co-curricular program for undergraduates. In addition the undergraduate program benefitted from significantly enhanced technical support for Digital Access courses.

Student and Career Services: New and enhanced Undergraduate tutoring and ESL mentoring and coaching through the Undergraduate Learning and Community Center and a significantly expanded set of career services, programming and resources to support student career planning and job search/placement.

Impact

For the School of Management, impact is easier to define than measure. We expect our faculty to be recognized thought leaders in their areas of scholarship. Furthermore, it is important that our scholarship also promote change and improve business practice or public policy. In part this impact on practice comes through executive development programs (e.g., the multiple programs offered by the Center for Entrepreneurial Leadership (CEL) that have impacted hundreds of local entrepreneurs and small businesses in the region), as well as more direct engagement at practitioner conferences or consulting. Finally, through our degree programs we aspire to directly and immediately have an impact on the managerial potential of our students, as well as indirectly through subsequent career and personal success.

These three dimensions of impact are summarized as follows:

On the Discipline: The School's faculty have an impact on their discipline primarily through the quality of their research. This impact is measured indirectly through the quality of the journals in which their work appears, and more directly through in the citation records of the faculty compared to other faculty at mid-level public AAU business schools.

On Management Practice and Policy: The School has not traditionally emphasized professional and policy influence, as much as disciplinary influence. Nevertheless, there is evidence of both in our scholarship and how that work is disseminated. The more direct impact has come through the School's executive education programs, both credit-bearing and non-credit bearing

On Students: Our impact on students is primarily through the curricular and, as importantly, the co-curricular programs we offer. The most immediate evidence of this impact is the Assurance of Learning measures for each program, as well as the placement record of our students.

Please answer the following questions to provide a brief analysis that enables the Peer Review Team to understand the context within which the school operates. This section should be no more than 12,000 characters combined.

What historical, national, local, and other factors shape the school's mission and operations?

Factors Shaping Mission and Operations

Established in 1962 when the private University of Buffalo was incorporated into the State University of New York (SUNY), the University at Buffalo (UB) is one of four university centers in the state university system. The School of Management (SOM) was established as the School of Business Administration in 1927 and has been offering a full range of degrees since the 1950s. The School moved to its current building, the Jacobs Management Center, in Amherst in 1985. The Alfiero Student Center was added to Jacobs in April 2005.

SUNY is a relatively dispersed university system, with a total of 64 campuses (including community colleges, which are state and local partnerships). Although UB is the largest and most comprehensive of the four university centers, there is no universally recognized flagship campus in the system. There is still considerable central oversight (by both SUNY and the State Education Department) over programs and policies. Tuition, for example, remains centrally controlled; there are no variations across campuses for given programs.

The University's annual operating revenue of \$664 million (FY 2014) is largely enrollment-driven, and since 2011 increasingly tuition-driven. With the implementation of five annual SUNY tuition increases, commencing in 2011, the University initiated a formulaic allocation model for this incremental revenue. Largely driven by credit hours, approximately half of this incremental tuition revenue was shared with the decanal units, a share that was reduced to 25 percent in the last two years of this five year window. It is unlikely that there will be any significant further tuition increases for the foreseeable future.

UB's fundraising results have never matched its stature and influence. Over the past decade, the UB Philanthropy and Alumni Engagement program has been in constant transition with instability and lack of consistent leadership – resulting in no real strategic direction, weak major and principal gifts pipeline, moderate alumni support, transactional giving, under-developed relationships, inconsistent and fragmented communications and silo-ed operations that sub-optimize giving at all levels. The history is changing with stable leadership, strategic investment and realignment of philanthropy staff as the university is in year three of a comprehensive campaign planning exercise. The School is creating a high-performing philanthropy team that will allow it to achieve its goals and aspirations – both in a campaign and in building a higher sustainable level of ongoing philanthropic support.

UB occupies a central place in Western New York. It is one of the region's largest employers, with an economic impact that is rivaled by few other institutions. Its relationship with the larger community is complex. It is an economic engine, a cultural asset, and a trainer of much of the area's professional talent. After years of economic and demographic decline, there are clear signs of improvement. Through its long-range strategic plan and in coordination with recent significant state investment in the regional economy (otherwise known as the "Buffalo Billion"), the University is leveraging its resources to reinvigorate the economy of our region and the quality of life of its residents. Research innovation and the transfer of technology to the private sector has sparked the creation of promising patents, revolutionary medical treatments, scientific and research firms, new creative professionals, growth of life sciences-based companies and high-technology jobs. Key to this plan is the significant expansion of our downtown campus, including relocation of the School of Medicine and Biomedical Sciences to more closely align operations with strategic partners such as Roswell Park Cancer Institute, Kaleida Health, and Hauptman-Woodward Medical Research Institute.

What are the school's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?

Relative Advantages and Disadvantages

The School of Management has a number of important advantages that it can build upon, as well as some significant challenges that it needs to face and overcome. The advantages include:

- We have, on the whole, a well-trained and productive faculty. Particularly noteworthy is a substantial cadre of recently-hired junior faculty from well-regarded doctoral programs. This talent is supported by a culture and academic environment that places a high value on research.
- We have a talented and dedicated staff that provides excellent student services and program management. The Undergraduate Learning and Community Center (ULCC), located in the lower level of Jacobs Management Center, opened in Fall 2015 and has quickly become a destination for School of Management undergraduates to connect with their peers and develop academic skills. The new center helps students feel at home, with a large common area in which to meet with study groups and work on group projects, as well as just hang out with friends. With three state-of-the-art classrooms for first-year seminars and other undergraduate courses, the ULCC is the academic home for our lower-division undergraduates. The center offers academic-success workshops, one-on-one or small group tutoring, career workshops, and academic-planning information sessions.
- We have active and dedicated alumni association (SOMAA) and active alumni groups for our associated programs, both traditional and specialized (e.g., Executive MBA, Center for Entrepreneurial Leadership, overseas).
- The School of Management participates in UB-wide interdisciplinary programs and benefits from UB support. The School has benefitted from University interdisciplinary research initiatives that supported incremental SOM faculty hiring associated with Extreme Events: Response and Mitigation, Sustainable Transportation and Logistics, and Computational and Data-Enables Science and Engineering. University support for the School's scholarship and community engagement is most notable through recurring institutional financing of \$700,000 for our Center for Leadership and Organizational Effectiveness (CLOE).

- We have a good reputation for the quality of our academic programs. Bloomberg-Businessweek and U.S. News&World Report consistently rank our degree programs among the top 10-15 percent of accredited business schools.
- For our size, we have a strong international footprint. We offered the first MBA program in China after that country opened up, and we have a vast alumni base there. Our undergraduate degree is a cornerstone of UB's larger undergraduate offering in Singapore. We also offer an MS in Management Science: Business Analytics and Systems in Bangalore, India as part of a larger University partnership with Amrita University.

Against these advantages are arrayed a number of disadvantages in respect to reputation, resources, sponsors, and supporters, including the following:

- Our faculty size is small, and despite a twenty percent growth in tenure-track faculty in the last three years, we continue to face critical-mass challenges. In particular, the small number of tenure-track faculty makes it a challenge to develop an institutional research presence in a discipline. In order to meet our instructional obligations we rely heavily on a cadre of Clinical faculty (full-time) and adjunct faculty, who teach large numbers of students very well, but do not contribute directly to our research mission.
- The School's resource base is just 60 percent of the median AAU public business schools. Much of this differential is attributable to tuition rates. For example, based on '14-'15 BSQ data, our MBA tuition and fees are 56 percent and 59 percent of the public AAU median, in-state and out of state students. The figures for the undergraduate program are 91 percent and 80 percent respectively. Tuition rates are set SUNY-wide and SOM cannot charge a differential business degree rate, as is common at many public AAU schools.
- A resource base that relies heavily on enrollment, combined with modest tuition levels, means disproportionately high faculty workloads compared to other AAU publics. Our degree production regularly puts us in the 90th percentile among public AAU business schools, but our resources per degree and credit hour typically rank in the lower decile and quintile, respectively.
- There is not yet a strong tradition of alumni giving at UB. We are still identifying successful alumni from past decades who have not yet been cultivated to contribute back to the University. As a result, we do not have a large endowment built over the years by successive capital campaigns, and the inflow of money from annual-fund campaigns remains modest. Although we are well respected in the local business and professional community, the material support we receive from these sources is limited (partly due to the fact that so much of local industry is headquartered elsewhere). As a consequence, the revenue we receive outside of tuition and tax dollars is modest.

What internal, environmental, or competitive forces challenge the school's future?

Challenges going forward

In addition to overcoming the foregoing disadvantages, the School faces a number of internal, environmental and competitive challenges. Among them:

- The School has benefitted from nearly 5 years of SUNY-wide tuition increases, primarily in terms of increased student services and faculty growth. The prospects for similar resource growth through tuition increases in the near term are doubtful, which requires pursuing alternative methods of acquiring resources (e.g., new programs/enrollment growth).
- Our programs have not developed reputations within the United States outside of New York State. Despite recognition in such rankings as Bloomberg-Businessweek and the *Wall Street Journal*, we are better known in China than in Pennsylvania, in Korea than in Ohio, in India than in Indiana.
- We remain challenged by the competitive costs of students and faculty in our field. We have found it difficult to be competitive in the area of scholarships and fellowships for high-quality MBA and PhD students, a challenge that will grow as tuition costs increase (and one we are addressing by significantly increasing the number of MBA scholarships). Similarly, the need to be competitive in faculty salaries, especially for new hires, has created a painful compression (and even inversion) in our salary structure. Our ability to pay competitive salaries and to provide expected levels of support for faculty research is strained by the resource limitations noted earlier.

The PhD program is underfunded. At present our stipends for doctoral students are at least 25 percent below the median of other AAU publics. Similarly, despite significant growth in tenure track faculty, the number of funded assistantships has remained constant.

What opportunities exist for enhancing the school's degree offerings?

Opportunities to enhance degree offerings

Notwithstanding the disadvantages and challenges outlined above, we are identifying and pursuing several opportunities for enhancing our degree offerings, opportunities that will, directly or indirectly, contribute to our resource base and our reputation.

- LeaderCORE™ is reshaping the MBA experience. The program has expanded in the last 5 years and is now a cornerstone of the full-time MBA experience. It has also been extended in a differentiated format to our undergraduate Honors Program cohort.

- A significantly revised full-time MBA curriculum was launched in Fall 2012, which included a reduction in the core. The next stage is to revisit several courses that were exploratory. The addition of Entrepreneurship in Fall 2015 and revision of our IT course to link more closely to entrepreneurship and new product development are the most recent updates.
- The doctoral program engaged in a comprehensive external review during 2013-14 resulting in a series of recommendations. The PhD Program Committee began to address these recommendations in 2014-15 in an effort to develop strategies to improve recruitment, revise the curriculum, and increase opportunities for student research.
- Beginning in Fall 2016, the University will implement an entirely new general education curriculum for all undergraduates. There are several ways this revision will enhance a student's engagement with the School of Management, most notably through a required first-year seminar, a discipline-based communications course, and a capstone experience that we plan to integrate with the program's required career course.
- The School has increased its footprint in Data Analytics as the result of two faculty hires, one in Management Science and Systems and a second in Finance. We are engaged in an early but collaborative dialogue with the School of Engineering (through CDSE) and corporate partners around the development of an interdisciplinary degree in this area. This would also allow us to offer relevant data analytics classes to students in our own degree programs.
- In Fall 2015, the School launched its first upper-division undergraduate Honors Program in order to enhance the experience for our most talented students. These students work closely with a faculty mentor, can enroll in graduate-level electives, and take an honors-focused capstone course.
- Curricular innovation for the School's MS students involves constant attention to the market and what new topics to cover. Contemporary topics electives have been added to the Finance curriculum such as Financial Analysis with R and Security Trading and Exchange Design. New elective offerings for MS in MIS students include Process Analytics and IT Risk Management.

Expanding programs for entrepreneurship. UB was recently awarded a 3-year \$800k grant to start Blackstone LaunchPad, a new entrepreneurship program to significantly increase the undergraduate students' exposure and interest in entrepreneurship through educational activities, mentoring, and events. UB School of Management Assistant Dean and CEL Executive Director, Tom Ulbrich, is serving as the Executive Director of LaunchPad and will be integrating CEL's mentoring network and other existing entrepreneurship programs, coursework and events into this new program.

Please confirm the degree programs listed in the scope of accreditation.

Program Name	Level	Location	Date Established (Year Only)
BS in Accountancy (or Accounting)	Undergraduate	Buffalo	1923
BS in Business Administration	Undergraduate	Buffalo	1923
Master of Business Administration (MBA)	Masters-Generalist	Buffalo	1963
MBA- Professional (Previously Graduate Management Program)	Masters-Specialist	Buffalo	1931; 1998
Executive MBA	Masters-Generalist	Buffalo	1994
BS Business Administration/MBA	Integrated Undergrad-Masters	Buffalo	1992
BS (Engineering)/MBA	Integrated Undergrad-Masters	Buffalo	2001
MBA/DDS	Doctoral	Buffalo	2012
MBA/JD	Doctoral	Buffalo	1970
MBA/MD	Doctoral	Buffalo	1998
MBA/PharmD	Doctoral	Buffalo	1999
MBA/AudD	Doctoral	Buffalo	2003
MBA/MPH	Masters-Specialist	Buffalo	2004
MBA/M.Arch.	Masters-Specialist	Buffalo	1985
MS in Accountancy (or Accounting)	Masters-Specialist	Buffalo	1998
MS Supply Chains and Operations Management	Masters-Specialist	Buffalo	2002
MS in Management Information Systems	Masters-Specialist	Buffalo	2001
MS in Finance	Masters-Specialist	Buffalo	2005
MS in Management of Information Technology Services	Masters-Specialist	Buffalo	2007
Doctor of Philosophy (PhD)	Doctoral	Buffalo	1949

BS in Business Administration	Undergraduate	Singapore	2004
MBA/MSW	Masters-Specialist	Buffalo	2004

Please provide any additional comments regarding the scope of accreditation as listed above.

No Additional Comments

Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific business accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

Associated Standard	Update
<ul style="list-style-type: none"> ◦ Business Standard 9 	<p>Progress Update</p> <p>The previous review cited two areas that should be “closely monitored and incorporated into our ongoing strategic planning”.</p> <p><i>1. With regard to sufficiency of faculty, the SOM has experienced high growth in undergraduate program size with a constant faculty size. Currently it has before the administration a plan for reducing the size of the undergraduate program to better align that program's size with the available resources. Meeting with the Associate Vice Provost for Planning and Budget and the Provost confirmed that this plan is approved. During the next accreditation period, the approved plan for downsizing the undergraduate program should be fully implemented, thereby reducing the size of the undergraduate program to match the available resources.</i></p> <p>The undergraduate enrollment plan was implemented. However, within a year SUNY approved a 5-year plan of tuition increases and the University moved to a tuition revenue sharing plan based on enrollment. The earlier problem of enrollment growth, that was not associated with additional resources to support new faculty, was no longer a consideration. The School subsequently adopted enrollment growth targets that were matched with appropriate faculty growth, in both the ladder faculty and clinical faculty ranks. In short the resource environment has improved substantially since the last review. Over the 5-year revenue sharing period, the unit share of new tuition revenue fell from 52 percent in the first three years, to 25 percent in the last two years. The School's faculty size and enrollment targets are in a sustainable balance with this lower sharing percentage, but it will likely be unable to participate in University plans for further enrollment growth under that model.</p> <p><i>In the next review, in preparing the support material for Standard 9, care should be taken to classify faculty members in accordance with the interpretive material for the standard rather than classifying full-time faculty as Participating and part-time faculty as Supporting.</i></p> <p>In the previous maintenance report, we were not sufficiently clear about how our approach to classifying faculty conforms to Standard 9. It is true that there is a nearly complete overlap between contract status and whether a faculty member is classified as Participating or Supporting. However, this is due to the performance and workload expectations of full-time faculty vs part-time adjunct faculty. Full-time faculty, whether ladder (tenure-track and tenured) or Clinical (full-time non-tenure track faculty on renewable three year contracts) have performance expectations and assignments requiring that they in effect meet the standards for Participating faculty described in Standard 9 with respect to curriculum development, course development, and course delivery. Full-time faculty by the nature of their appointment, the School's policies with respect to faculty governance, and the annual review process, are expected and do play a role in each of these dimensions, though the emphasis may vary across individual faculty.</p> <p>We draw on faculty who do not have full-time appointments in two ways. The first is the typical adjunct appointment, for delivery of one or more courses per year. With very few exceptions, these faculty would have very little involvement</p>

in curriculum development, and even course development. Overwhelmingly they are contracted to teach an existing course with an existing syllabus and format, though occasionally they may teach a highly specialized course. However, their involvement in the School is very narrow and we are very conservative in our decision to classify them as Participating faculty given the depth of involvement described in Standard 9. The exceptions are the 3-4 part-time faculty who offer both multiple courses annually and have been engaged in significant curriculum development based on their professional background and interest in a more substantive relationship with the School.

The second example is a small number of faculty, sometimes drawn from other units at UB, or other universities, who may be recruited to teach a single course in an off-shore program. Normally, adjunct faculty are expected to deliver a well defined course well, and nothing more. One exception would be in a program such as our MS program in partnership with Amrita University in India. Amrita faculty teach several of the courses in the program. In 2-3 cases, because of the nature of the partnership, those faculty are more engaged in program and curriculum development. They are in turn more likely to be categorized as Participating.

2. At the time of our review, the SOM had not developed a well-defined and clear plan for analyzing the qualifications of the faculty. Definitions for classifying faculty as AQ and PQ were not well developed, and criteria for continuing classification as AQ and PQ were vague. Based on discussions during and subsequent to the peer review team visit, considerable work was done to develop a well-articulated policy for classifying faculty, and that policy has now been applied to the 2009-10 faculty in the form of revised Tables 10-1 and 10-2. The peer review team is satisfied that Standard 10 is met, although the percentages of AQ and AQ + PQ are lower than were reported in UB's original maintenance report. During the next five-year period, faculty qualifications should be constantly monitored in accordance with the newly-developed criteria.

The School continues to apply the policies for determining faculty qualifications that were recommended, and approved, by the last review team. The process provides each faculty member with an opportunity to maintain qualification status based on the full range of qualifying criteria described by AACSB. Based on the portfolio of those activities a given qualification status is approved by the Chair, and then reviewed and approved by the Senior Associate Dean. The overall strength of these assessment portfolios has improved over time as faculty, both ladder and Clinical, have become more familiar with the Faculty Qualification expectations. We have also made an effort to more clearly and succinctly summarize the qualification profiles of our faculty Table 15-1. This includes a Transition document that is drawn directly from the assessment portfolio descriptions provided by the faculty.

The AQ percentage in accounting, which is lower than the rest of the SOM, should be addressed. (This concern is addressed more completely in the accounting accreditation report which recommends a 6th year review for accounting accreditation.) (Standard 10: Faculty Qualifications)

This problem was a direct result of two issues. The first was the size of the ladder (tenured and tenure-track) faculty, and a related concern that three of those individuals were facing an imminent tenure decision. Subsequent to the review, all three faculty were successfully promoted and the School hired three additional tenure-track faculty in Accounting and Law. The second issue was how to classify Clinical faculty with terminal law degrees. The review team initially objected to classifying those faculty as AQ, despite their publication records. In the subsequent year in which the Accounting program was on continuing review, the team agreed to leave the decision to the Accounting program. These faculty were classified as AQ in the final report for continuing review, and that report was accepted as satisfying the necessary standards for maintaining accreditation status.

Mission Statement and summary of strategic plan or framework: Provide the mission statement of the school and the supporting major components of the strategic management plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic management plan have changed, provide factors influencing the changes. Based on the mission and supporting plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and/or outcomes along with substantive impacts of the school's mission-focused activities.

The Strategic Framework

Background

In preparation for the 2005 accreditation review, the School of Management developed an entirely new approach to strategic planning and strategy management. Led by a newly constituted Strategic Management Committee (SMC), the School reviewed and sharpened its mission, vision and values statements consistent with emerging AACSB guidelines. The School's key stakeholders had an opportunity to provide feedback on each of these dimensions, from the mission, vision and values statements to the new strategic management framework. These are the mission, vision and values statements that continue to guide the School. They were intended as foundational statements that provide broad guidance to our strategic thinking and the direction of the School and they remain so today.

SOM Mission, Vision and Values

The Mission statement is short and simple, reflecting the emphasis on scholarship and teaching at a major public research university. The Vision statement is designed to be forward looking and a more direct communication, as a directional compass, and as a strategy driver. Notably, it anticipates the more recent AACSB emphasis on both Impact and Engagement. The Values statement describes how we work together to achieve that vision.

Vision statements are seen as more pointed statements about what an organization is trying to achieve, existing between mission and strategy. Visions describe what an organization aspires to become, as it goes about accomplishing its mandated mission. Strategic planning is guided by this underlying vision. Missions are the most permanent, visions are long-term, stable, while strategies are changing and flexible. See uploaded document: Mission-Vision.

SOM Mission Statement

Our Mission

The mission of the School of Management (SOM) at the University at Buffalo is to advance the practice of management within a global context, through scholarly research, education, and professional and community service.

Our Vision

We aspire to advance our standing as a leading, comprehensive school of management, furthering our global reputation for influential scholarship and for educational experiences that make a difference in the lives of our students. Through our actions and accomplishments, we will inspire pride among the diverse members of our community. We will be renowned for:

High Impact Scholarship. We will be known as thought leaders in both the relevant academic literatures as well as in management practice.

Adding Value. We will be known for creating learning experiences in our executive, graduate, and undergraduate educational programs, that provide a high return on investment over the course of a lifetime.

Engaged Service. We will be known for our desire to actively advance the welfare of our professional, university, and public communities.

Our Values

Our pursuits will be guided by a culture of responsibility and mutual respect. The SOM community recognizes an obligation to share the responsibilities of self-governance, the benefits of diverse points of view, and the need to conduct our affairs in an atmosphere of civility and mutual respect. This culture is reinforced by the following values:

Innovation: creating new ideas, testing them, and retaining the most valuable.

Professional Conduct: reflecting high ethical standards and integrity in all of our endeavors.

Efficiency: in the use and allocation of resources based on performance and contributions to strategic goals.

Entrepreneurship: by championing new initiatives and ventures that engage and benefit the multiple stakeholders of our SOM community.

Growth: involving the continuing professional development and renewal of the people in our community.

SOM Strategy: Initiatives, Implementation and Measurement

Two Strategies

The School of Management has two strategies to achieve its vision. The first, our *academic* strategy, describes how we will achieve our strategic goals for high impact scholarship and management education. The academic strategy not only outlines *new* initiatives designed to achieve those goals, but as importantly it clarifies and guides faculty and staff decision-making in our continuing activities. It does so by articulating the relationships between those higher-level strategic aspirations and the daily activities of faculty and staff who execute that strategy. It highlights what is strategic and what is not, and it is intended to influence decision-making in the Dean's office, departments, and program committees, as well as by individual faculty and staff.

The success of our academic strategy is in part contingent on the necessary resources to support those efforts. This requires a *resource* strategy. It will highlight the School's primary resource categories (degree program enrollment, executive education, capital campaign, efficiency gains, etc.) and identify the source and magnitude of the resources required to implement the academic strategy. The incremental resource requirements of new *academic* initiatives will be directly linked to *incremental* resources in the resource strategy.

Developing these two separate strategies improves strategic management in SOM in two important ways. First, it should make for a clearer set of criteria for evaluating new initiatives. How does this new program or initiative advance our academic strategy? If incremental resources are required, what magnitude of resources are required and where are they found in the resource strategy? Second, it will serve to distinguish initiatives and programs (like Executive Education) that are largely designed to generate net new resources, but play only a minor role in our academic strategy. This will also underscore the critical role of these programs when their resource contribution is linked directly to specific initiatives driving the academic strategy. Third, the relationship between these two strategies supports the School's efforts to participate in University strategic initiatives and the associated resource opportunities.

Strategic Priorities (2013-2018)

Message from Dean Assad (June 13, 2013) to School of Management faculty and staff:

As part of the Realizing UB2020 initiative, the University is developing a new academic strategy with wide-ranging implications across all parts of the University at Buffalo. These new strategic priorities will be supported by a larger, and realigned, resource base. These priorities will impact the focus of our scholarship as well as the content and delivery of our academic programs. In response to these changing University priorities and the forces that drove those changes, the School of Management must update its own strategic priorities. This update does not mean that a radical change of direction is expected, but it still merits serious attention and an appropriate set of responses. First it will mean a significant increase in the quality of our scholarship and several degree programs, and second it introduces new areas of emphasis: As a School we need to get much better at what we have been doing, as well as extending our efforts into important new areas. We will only be able to argue for a larger resource base if we are successful along both of these dimensions.

This document briefly highlights the strategic priorities that should guide our decision making over the next five years. While these priorities have implications for a range of stakeholders, here we focus specifically on the response of the faculty and professional staff to these priorities.

The Same Vision: *The School's vision remains unchanged. It is to be internationally recognized for the impact of our scholarship and management programs. What continues to evolve is how we will achieve that vision.*

The New Resource Landscape and Enrollment: *The most important change in the School's resource environment reflects the new SUNY budget model. Much more than in the past, University funding from SUNY is directly linked to enrollment. This in turn means that the School's budget will vary with enrollment, and the mix of that enrollment (graduate vs undergraduate, in-state vs out-of-state). These enrollment driven revenues will almost entirely drive our state-operating budget. Given our program mix, this budget model means that in addition to meeting MBA program enrollment goals, undergraduate enrollment and MS program enrollment are strategic priorities. Recruitment, retention and the quality of the student experience should be a high priority for the faculty and staff directly involved in those programs.*

Strengthening Scholarship: *As part of SUNY2020, tuition will increase for each of 5 years. In return UB has promised to transform itself in terms of faculty size and quality. The School requires a similar transformation. Over this 5 year window the School anticipates hiring 15 net new tenure track faculty, across all ranks. Combined with normal retirement and attrition, the ranks of the tenure track faculty could increase by 25 percent, and change by as much as 40 percent. This is a one-time opportunity to significantly improve the quality of our scholarly base. The strategic priority is to be increasingly selective in our selection and retention decisions. Similarly the Dean's office will support this transformation with appropriately competitive hiring and retention packages, as well as resource allocation decisions that strengthen the scholarly base for existing faculty. A guiding strategic focus would be to raise the School's scholarly profile to the ranks of a mid-level public AAU business school.*

References to strengthening and improved quality don't just mean more, though we anticipate greater productivity. The vision statement specifically mentions "impact", which is also a new point of emphasis with AACSB as well as the Realizing UB2020 strategy. Increasing our publication rates in the School's target journals is certainly a step in that direction. However the fundamental priority is scholarship that has an impact on our discipline or management practice, whatever the medium of that impact.

Areas with special emphasis: The School will continue to value and support the traditional management disciplines represented in each department. However, simply being a good business school is not necessarily the same as being a good University partner. At UB, at this point in our history, arguing for more SUNY2020 resources will be predicated on supporting the University strategy both in terms of scholarship and programs. The School needs to craft and present its case based on this alignment. The Dean has identified three areas of special emphasis for this purpose: Health, Entrepreneurship and Leadership. These areas were selected based on their prominence in University strategic planning, the impact of SOM's involvement both within UB and externally, and the potential for building faculty strength in the area. These areas will receive additional resource support in the form of incremental faculty hires, faculty support and program support in part through increased University support for these areas. The strategic priority is to build strength in these areas as a School, not necessarily in a particular department. This is particularly true in the area of Health which spans multiple departments.

Differential Emphasis on Degree Programs: The School has a wide variety of degree programs given its size. They have different strategic roles.

- *Full time MBA:* The full time MBA program will continue to have the pre-eminent role as long as MBA program rankings remain the most prominent business school ranking. We must therefore give strategic priority to the student mix, the entire program experience, and placement. To improve our rankings, we must strive for a student mix with more work experience, and better placement potential in the high-salary segment of the MBA market.
- *Undergraduate program:* With the decline in the traditional applicant pool state-wide (and more broadly in the Northeast), the enrollment-based budget forces us to attach more strategic importance to the Undergraduate program. This is reinforced by efforts to invigorate the University-wide undergraduate program as part of the Realizing UB2020 strategy. Enrollment management will need to target both recruiting and retention. It also means the entire undergraduate experience (teaching, curriculum, student services) should be a high priority for both faculty and staff. While the undergraduate rankings are not quite as important as the MBA rankings, they do matter. A high priority must be to reverse the disproportionately low ratings we receive from our own students.
- *MS Programs:* The MS programs are an important part of our program portfolio. While they do not contribute to any important ranking metric, they are essential to maintaining our resource base. The core high-enrollment MS programs are the MS in Accounting, MS in Finance and MS in MIS. These programs have not traditionally required the enrichment efforts associated with the full time MBA, but they become increasingly resource intensive as program competition increases. These programs are also unique because they are department specific. Maintaining MS enrollments at targeted levels is a strategic priority for the School and the University. Given their department centric focus, meeting these targets requires effective faculty-staff liaisons in program management.
- *PMBA, EMBA:* The strategic role of the Part-time MBA and the Executive MBA programs continues unchanged. Together they provide the largest share of the School's non-State resources. Competitive program quality is critical to both. The EMBA program, combined with the Singapore EMBA program, has also provided strong ratings in the Financial Times global executive MBA rankings. These rankings are critical for the Singapore program.
- *PhD program:* The School's doctoral program has always been an important source of support for faculty scholarship. It will remain so. However, the placement record of the program generally has been very weak, with very few placements at AAU schools or major international universities. The strategic priority for the PhD program is to significantly improve the placement record of our graduates. The Dean will provide additional resources to support this effort, and make those allocations differentially based on placement performance.

SOM's presence in the University: Simply being a better business school will not be enough to fully participate in the additional resources available through Realizing UB2020. The School has many opportunities to make a significant contribution to the University-wide strategy, but it will require more engagement outside the School than has traditionally been the case. For faculty it can take the form of research that directly contributes to the key themes in the UB2020 academic strategy. This would include the School's three foci – Health, Entrepreneurship and Leadership. Likewise, Realizing UB2020 anticipates considerable change in the education experience, particularly for undergraduates. Faculty involvement in those efforts will be important. An excellent example is Yong Li serving as Faculty Director for the University's new Entrepreneurship Academy. Another example is the OHR faculty and staff working with Health Sciences to support the UB2020 priority for Interprofessional Education (IPE) in the curriculum of health care professionals.

The School will be able to make net new faculty hires in OMS, Finance and OHR through its successful participation in recent E-fund proposals. However, this participation requires a matching investment from the School. Going forward it is important that we make every effort to select those E-fund opportunities (or their successors) that are most consistent with our core strengths.

The point of this document is not to enumerate every potential opportunity for strategic engagement. The School will continue to look at new opportunities that will enhance the school's academic profile, along both traditional and new areas. Nonetheless, Realizing UB2020 provides an important opportunity to increase our contribution, and this is an opportunity we cannot afford to miss as a School. While not every faculty or staff member will be willing or able to play this kind of role, those who have the capability to contribute should view Realizing UB2020 as a possible engagement opportunity, thereby increasing the school's footprint and standing within the University. Those that are able to make this kind of contribution will be recognized accordingly.

For more than a decade the School has remained competitive, in terms of both scholarship and programs, despite a widening resource gap with other public AAU business schools. We've shown that we can do more with less, extracting as much as we could from efficiency and productivity. The anticipated infusion of new resources during the next five years, combined with our own development efforts, should narrow this resource gap considerably. A substantially larger faculty base, as well as selective additions to the professional staff, gives us the potential to be a top 50 business school. The strategic priorities outlined above will help us realize that potential.

These priorities are summarized in the School's strategy map. It accurately captures the overall strategic focus of the School, and the holistic perspective of the senior leadership. While faculty and staff are cognizant of most key strategic performance outcomes, their attention is more narrowly focused on those dimensions that are more immediate to their own responsibilities. Nevertheless, the performance management and resource allocation decisions by the senior leadership is routinely communicated within the explicit context of this larger strategic focus in an effort to reinforce its importance. See uploaded Strategy Map.

Resource Strategy

Our Academic Strategy describes how we will achieve our vision for the School. A successful Academic Strategy, and in particular the ability to achieve stretch targets in this strategy, is in large part contingent on the success of our Resource Strategy. The Resource Strategy will identify the key resource categories (e.g. enrollment driven funding, revenue generating credit bearing programs like the PMBA and EMBA programs, capital campaigns, tuition increases, non-credit executive education, etc.), the potential incremental resources anticipated from each source and any new initiatives proposed to generate those resources. The most significant change in the resource environment since the 2011 review is the increased role of enrollment driven budget revenue, on both the upside and the down side. The sum of the incremental resources should match resource requirements of new initiatives for the Academic strategy. The School's resource strategy is described in more detail in the Resource Strategies section.

Strategic Management Planning Process and Outcomes: Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

Strategic Planning Process

The School's strategic planning is coordinated in the Dean's office, but is both integrally linked to the University's emerging strategic focus as well as major programmatic initiatives that are largely departmentally focused. Since the last review in 2011, three major, but related, influences have served to shape the School's academic and resource strategy. These are highlighted in the description of Strategic Priorities below.

The emerging strategy clearly follows an opportunistic model. The School has no significant reserve, or annual revenue sources, that is not otherwise allocated to core academic operations. Absent a significant naming gift for the School, this is unlikely to change. New strategic initiatives therefore must meet the test, not only of their potential contribution to our strategic program and/or research goals, but also have the potential for sustainable resource generation. In short, any new academic strategy must necessarily be self-funded.

Given this environment, the planning process puts a heavy emphasis on the interplay between the academic and resource strategies:

- First, the previously mentioned shift to an enrollment based budget model meant increased attention to enrollment growth in some programs (MS programs) and maintaining enrollment in others (BS and MBA). This required both program revisions and enrichment. In addition, this strategy required an increased level of student services, and staff hiring, as well as a reorganization of relationships between faculty program directors and professional staff.
- Second, the five-year window of tuition increases, combined with the new enrollment driven budget model, generated significant incremental revenue to support both faculty and staff hiring. Particularly with respect to faculty, this was approached as a one-time opportunity to reshape and improve faculty quality. Combined with replacement hires from normal attrition and retirement, this was an opportunity to reshape nearly 40 percent of the tenure-track faculty. The Dean made the allocation of those hiring resources among the departments, after consultation with the department chairs. There were few degrees of freedom. Accreditation considerations, programmatic instructional gaps, as well as alignment with University strategic themes, and associated resources opportunities, largely guided these decisions. At the margin, consideration was given to three areas of special emphasis mentioned in the School's strategic priorities: Health, Entrepreneurship and Leadership.
- Third, while the new tuition revenue sharing model provided welcome incremental resources, the relative low tuition rates, cuts in the sharing rate for the final two years, and the growth in faculty salary market significantly constrained the potential faculty growth that only focused on SOM strategic goals. Therefore, much of the School's strategic planning was dominated by efforts to participate in University wide initiatives (E fund projects) that offered cost sharing resources for new hires. Access to these resources required faculty hires in areas identified as strategic themes for the University and typically included participation in interdisciplinary programs (e.g. health, big data). Based on the School's own proposals, as well as participation in other cross-unit proposals, the SOM anticipates eventually hiring 8-10 tenure track faculty with 50% cost sharing from the University, in addition to 4-5 hires for more narrowly focused SOM interests. The most significant of these E fund hires was support for the creation of the Center for Leadership and Organizational Effectiveness, which included up to 5 tenure-track lines, as well as short-term funding for staff and doctoral students.

In addition, the School will hire up to 5 new faculty as part of two University E-fund projects that are collaborations with the School of Engineering and Applied Sciences (SEAS) in two E-fund initiatives. Three faculty were added in Operations as part of the ISTL (Institute for Sustainable Transportation and Logistics), while two more will be hired in Finance as part of CDSE (Computational and Data-Enables Science and Engineering).

The Health, Entrepreneurship, Leadership Strategic Priorities: The School has identified three areas as strategic priorities.

Leadership:

Leadership has received a significant investment through University E funds, with an associated Center (CLOE), and is increasingly a central theme that enriches both our scholarship and degree programs (LeaderCORE™). This was largely a case of successfully persuading the University leadership that a strong SOM capability in the area of Leadership was in fact a substantial asset to the University. Indeed, the School has already provided several very successful leadership development opportunities for both department chairs and senior leadership within the University, as well as considerable support to the Medical School's effort to launch an interprofessional education (IPE) team-based curriculum. CLOE is also a focus and source of support both for scholarly research in leadership and organizational development and leadership training/programs.

Health and Entrepreneurship

A strategic emphasis on Health and Entrepreneurship are likewise efforts to align with University interests in these areas. Faculty interests and talents have not traditionally focused on these areas, but the School has encouraged faculty to devote more attention to these areas. Both Health and Entrepreneurship have been the focus of significant curriculum and program changes. We have added a new Health Care option to the MBA program, as well as significantly strengthened health care offerings in the MS in MIS program. Likewise, Entrepreneurship is a much broader footprint in our degree programs over the last 5 years. This includes exposure in the Entrepreneurship Academy for undergraduates, as well as a revised MBA core that now includes Entrepreneurship. The School will benefit from the addition of a newly appointed Clinical faculty member in the area, as well as the announcement that UB has been designated a Blackstone Launchpad. The latter will serve to energize and coalesce an often disparate entrepreneurship ecosystem within UB.

Continuous Improvement

Programs: The School's programs are under continuous review at both the School and department level. The principal vehicle for this review process is the standing committee for each program: Undergraduate, MBA/MS and PhD committee. Each committee has broad faculty and staff representation. Specific examples of these continuous review outcomes are described in the Learning and Teaching section, under Curriculum Management and Development.

Student Services: The organization and delivery of student services is regularly revised in an effort to balance three competing influences: University imperatives for efficiency, enrollment growth, and enrollment mix. The specifics of these improvements are described in detail in the Participants – Students section of this report.

Facilities: The School is challenged to accommodate significant faculty growth within a relatively fixed facility space profile. This challenge is exacerbated by similar growth in other units on campus. One area where we have made a dramatic improvement is in the undergraduate learning space (previously mentioned). The School has renovated a significant portion of an underutilized space in the lower level of Jacobs, and dedicated it to undergraduate learning. This not only provides for additional substantive student support and mentoring, but for the first time provides a home for undergraduates within the Jacobs Management Center.

Progress toward 2010 Strategic Initiatives

LeaderCORE™ implementation: 2010/11 is the program's inaugural year during which enrollment is limited and the necessary culture change has just begun. The focus in subsequent years will be developing clarity about how specific courses are aligned with competency development, expanding co-curricular offerings to correspond closely with competencies that students want to develop, and instituting a fee structure to support the program's delivery.

Progress: LeaderCORE has become a strong differentiating factor for the full-time MBA program. Students who have achieved the LeaderCORE certification are consistently offered permanent employment sooner and at higher salaries than their peers who choose not to participate. In addition, it was the 2012 winner of the MBA Roundtable Innovator Award. The program has expanded to accommodate all qualified applicants, which is currently approximately two-thirds of each class. In addition to a faculty director who commits about 25% of his time to the program, LeaderCORE is also supported by a second faculty member and a member of the Graduate Programs Office staff. Undergraduates in the Honors Program take a required leadership development sequence that is built on the LeaderCORE platform and the School is collaborating with the School of Medicine and the College of Arts and Sciences to design LeaderCORE-light programming for graduate students beyond the School of Management.

Right size the BS Business Administration program: The School's undergraduate program continues to grow out of proportion to our resource base. Given the current faculty size, and our current mix of digital and "live" section capacity, we are proposing a reduction of 40 percent in admissions to the BS/BA program (upper division courses).

Progress: Since 2010 the new revenue sharing model, combined with significant tuition increases, have provided a better match between the undergraduate enrollment and available resources. Undergraduate enrollment was reduced initially in 2010, but in recent years enrollment has grown as it generated additional resources to support the program. Unlike in 2010, we can accommodate growth with more "live" sections, but have exceeded the room capacity of our digital access courses, which are limited to one live section for the recorded class.

Strengthen Senior Faculty base: It is important that the School has a core of senior scholars as the foundation of our research program. We will continue to add senior faculty drawing on the matching funds provided by the Provost and replenish several senior faculty due to anticipated retirements. Senior faculty replaced due to retirements will not necessarily be in the same areas as the retiring faculty.

Progress: The School has added two chaired professors, one in Finance and one in Organization and Human Resources. However, several senior faculty have retired during same period and the School remains too thin at the senior ranks.

Maintain enhanced level of faculty research support: The School is been able to increase annual faculty research support by \$100,000 in the last three years. We are committed to maintaining that increased level of support going forward. This will require that we identify new resources as the original funding from the Provost has expired.

Progress: This increment could not be sustained at the \$100,000 level. Through reallocation of existing funds, this incremental support was reduced to \$60,000.

Successfully implement revised MBA core and review MBA options: The School is in the final planning stages for a proposal that will significantly revise the MBA core curriculum. The proposal anticipates a start date of Fall 2012. The next priority will be to review and revise, as appropriate, the options in the MBA program.

Progress: The revised MBA core was fully implemented in 2012, and in '14-'16 is being revised again with two courses being replaced with new offerings, and another being significantly restricted.

Resource Strategy

Our Academic Strategy describes how we will achieve our vision for the School. A successful Academic Strategy, and in particular the ability to achieve stretch targets in this strategy, is in large part contingent on the success of our Resource Strategy. The Resource Strategy will identify the key resource categories (e.g. enrollment driven funding, off-the-books credit-bearing programs like the PMBA and EMBA programs, capital campaigns, tuition increases, non-credit executive education, etc.), the potential incremental resources anticipated from each source and any new initiatives proposed to generate those resources. The sum of the incremental resources should match resource requirements of new initiatives for the Academic strategy. The School's Resource strategy is described in more detail in the Financial Strategies section of this report.

Intellectual Contributions:

In the box below, briefly describe how the "substantial cross-section of faculty in each discipline" is achieved. Support **Table 2-1** with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

See Table 2-1 in Tables and Attachments

Intellectual Contributions

Briefly describe how the "substantial cross-section of faculty in each discipline" is achieved.

The profiles described in Table 2-1 Part A are summarized below, by discipline.

Accounting and Law: The department's intellectual contributions were approximately two-thirds in basic scholarship, with one third in Applied and Teaching areas. Likewise, all but one of the full-time faculty had at least one contribution, and 11 of the 18 had 5 or more contributions. Nearly 90 percent of the Participating faculty, 83 percent of the FTE faculty produced an intellectual contribution during this 5 year period. With that said, approximately 40 percent of the basic discovery contributions were associated with one faculty member.

Finance: The department's intellectual contributions were overwhelmingly in the area of basic scholarship, representing 93 percent of the contributions. This contribution was broad based with 12 of the 15 full-time faculty making 5 or more contributions during this period. Nearly 82 percent of the Participating faculty, 81 percent of the FTE faculty produced an intellectual contribution during this 5 year period. There was no notable outlier, with a number of the faculty contributing 10-20 percent of the departmental total.

Marketing: The department is small with just 8 full-time faculty. All but 2 produced more than 5 intellectual contributions during this period, and for the Participating faculty more than 90 percent were in the basic discovery category. Among Participating faculty, one individual contributed a disproportionate number of the total basic contributions (50 percent), with the remaining faculty contributing 4-18 percent each. Overall, 78 percent of the Participating faculty, and 79 percent of the FTE faculty produced an intellectual contribution during this 5 year period.

Management Science and Systems: Participating faculty in the MSS department produced 298 intellectual contributions over this period, with 95 percent in the basic discipline category. Nine of the 10 full-time faculty have 5 or more contributions over this period, with 7 of the 10 producing more than 10 disciplinary contributions. 100 percent of the Participating faculty, and 85 percent of the FTE faculty produced an intellectual contribution during this 5 year period. Two faculty members contributed approximately 50 percent of the basic discipline contributions produced by full-time faculty, and 58 percent of the refereed journal articles published by full-time faculty.

Operations Management and Strategy: Participating faculty in the department produced 176 intellectual contributions over this period, with 23 percent in the Applied and Teaching categories. Nearly 92 percent of the Participating faculty, and 86 percent of the FTE faculty produced an intellectual contribution during this 5 year period. Among 12 full-time faculty all but two produced at least 5 contributions, and one of those with less than two is a recent hire. The distribution of these contributions is reasonably broad, with no single faculty member accounting for more than 16 percent of the 176 total over the period.

Organization and Human Resources: The department's intellectual contributions by Participating faculty are disproportionately in the area of basic disciplinary contributions, which account for more than 82 percent of the total. Likewise, among the full-time faculty intellectual contributions are largely concentrated among

the tenured and tenure-track faculty. Three of the 4 full time faculty with less than 5 contributions are in the Clinical ranks. One faculty member produced 36 percent of the disciplinary contributions, and 42 percent of the refereed publications, respectively. Nearly 70 percent of the Participating faculty, 76 percent of the FTE faculty produced an intellectual contribution during this 5-year period

In sum, the profile of the School's intellectual contributions, with a heavy emphasis on disciplinary scholarship, is consistent with both the School's mission and the School and University reward structure. Likewise, this profile is consistent with the standard that that a broad cross-section of the faculty participate in producing these contributions. While there is certainly variation across and within departments, more than 74 percent of the full-time faculty have produced 5 or more intellectual contributions during this period, and more than 86 percent of the tenured and tenure-track faculty have met that standard. Finally, during same period 70 percent of the tenured or tenure-track faculty have published at least one paper in an A or A- ranked journal.

Briefly describe the infrastructure supporting faculty intellectual contribution development.

The School has in place a broad infrastructure to support faculty research, including the following:

Individual budget accounts (IBAs). Nearly two decades ago, the School made a decision to consolidate the funds it had maintained for previously dedicated forms of faculty support (such as travel to conferences) and allocate the pool to faculty, giving them broad discretion in managing their accounts. These allocations are known locally as IBAs. They are intended to cover the routine expenses incurred by faculty in their professional work (primarily research), including travel, postage and shipping, photocopying, supplies, long-distance telephone charges, and the like. The accounts may also be used to pay for association dues, books, subscriptions, data, and indeed any expense associated with the job. Money may also be transferred between individual accounts and departmental accounts or from one IBA to another. The allocations vary (for tenure-track faculty), most typically from \$4,500 - \$5,000 per year, depending on rank. Faculty IBAs may be supplemented by allocations from departments, which receive their own IBAs.

The IBAs are intended to afford faculty with maximum flexibility in determining how the School's resources can best support their research and teaching activities. We have therefore tried to minimize categorical restrictions on the allocation of faculty-support funds, although we have made a few exceptions. These include summer research grants and supplements for IT purchases (noted below), and a policy to underwrite journal submission fees separately.

Chairs. The School has five endowed professorships, four of which are currently held by Professors Kee Chung (Finance), Isaac Ehrlich (Economics), Chunchi Wu (Finance) and Paul Tesluk (Organization and Human Resources). We have an active search under way to fill one vacant endowed chair.

Sabbaticals. The Policies of the Board of Trustees provide for sabbatical leave eligibility after a faculty member has received tenure and served on the faculty for at least six years after hire or after the last sabbatical leave. Sabbaticals may be at full pay for one semester or half-pay for one year. Faculty apply for sabbaticals to the Dean through their department chairs, setting forth their plans for the leave and explaining how the "deliverables" will benefit the School.

Release from teaching. In addition to sabbaticals, tenured and tenure-track faculty may otherwise be supported in their research through release from some teaching obligations. New hires are routinely relieved of one teaching assignment per year for multiple years reflecting the markets in those disciplines, and where possible the three courses taught in a year may be concentrated in a single semester in order to provide one semester fully free of teaching requirements. Moreover, the School has a policy of limiting the number of preparations for junior faculty. Endowed chair holders are also relieved of one teaching assignment per year as long as they hold the chair. Other release may be granted (albeit rarely) on an *ad hoc* basis upon petition by the faculty member or the department chair.

The normal teaching load for non-tenure-track (Clinical) faculty is 12 hours per semester, although new hires have recently been relieved of one course during their first semester. In addition, Clinical faculty may be relieved of some teaching assignments to support writing and publishing activities that represent contributions to learning and pedagogical scholarship or are aimed at practitioners, or when they take on significant program leadership roles.

Summer support. Newly hired faculty members are typically offered summer grants to help them advance their research programs. The grant is usually in the amount of two-ninths of the member's base salary for multiple summers reflecting the markets in those disciplines. Faculty also have opportunities for summer teaching at up to \$8,000 for a six-week course.

SOM Research Committee. The School also allocates a sum each year to support summer research by faculty not otherwise supported. In Summer 2015, the Committee allocated \$163,000 for 20 grants. This represented a 50.3 percent increase in funding per grant since the last review. The Faculty Research Committee awards grants up to \$10,000 per applicant competitively. Proposals are required to specify the top tier journal or funding agency targeted. Preference is given to assistant professors. Recipients are required to submit reports to the Research Committee after the summer about the outcomes of their projects and in any subsequent proposals to describe the outcome of previous support.

The Faculty Research Committee also allocates a separate pool of \$17,000 for small grants. These may be used to travel to another university to meet with research collaborators or to invite those collaborators, or other senior colleagues to Buffalo. The Committee typically funds 10 grants for approximately \$1,700. Proposals are required to specify the top tier journal or funding agency targeted. Recipients are required to submit reports about the outcome of the funding to the Research Committee.

Database and Research Tools Support:

The School fully funds several databases that are considered core resources in several disciplines, particularly Accounting and Finance. These include WRDS, WRDS TAQ, NYSE-Daily TAQ, CRSP, COMPUSTAT, EXECUCOMP, TASS, and three Thomson data sets. The School also maintains a license for an on-line survey and a 360-degree assessment tool through Qualtrics. The annual cost of these associated database and research tools is more than \$170,000, with approximately \$20,000 offset through University sources.

Finally, the quality and quantity of faculty research performance is also recognized in a public way by the posting on the School's research website every faculty member's journal articles, books and membership on editorial review boards each year going back five years.

Graduate assistants. The School provides both teaching and research assistants to faculty. Teaching assistants are generally limited to faculty teaching large undergraduate lecture courses and core courses in the MBA Program. Faculty teaching large undergraduate courses are assigned assistants, who typically deliver recitation or lab sections and do much of the grading, in proportion to the size of the class and the pedagogy. Faculty assigned to MBA core receive one full-time teaching assistant in the semester during which they teach their course.

Most research assistants are PhD students. The School fully funds 26 such assistantships, or approximately one for every two tenure-track faculty members. Assistants are assigned to departments and allocated to individual faculty by department chairs. There may be occasions when the allocation to a department is short because of a paucity of PhD students, and in those instances supplemental funds to appoint MBA students as research assistants have been made available. As faculty size has increased in recent years, the School has added 5th year funding in some departments in order to provide the necessary faculty research support.

Information technology. The School provides a line of credit to new hires to purchase a new computer and peripherals. Replacement of or enhancements to the equipment (or additional computers) may be purchased through the faculty member's IBA. In addition, each year the School allocates a sum of money (typically \$20,000) for matching grants to faculty making hardware purchases. The School pays 40 percent of the cost of new equipment, up to \$1000 per year. This is not, however, an open-ended offer. It only lasts until all of the funds are expended. The matching fund is normally sufficient to meet all faculty requests.

In addition to general database support, the School will occasionally provide selective support for software or data purchases that may benefit one or more faculty. This expenditure is in addition to software purchases made by individual faculty and departments from their IBAs or through summer research grants. Increasingly the School is providing support for specialized software as part of the start-up package for new faculty.

The School maintains a six person staff of IT specialists to assist faculty with the purchase and maintenance of their technology. The staff installs equipment, troubleshoots problems, maintains the School's network and web sites, and helps faculty with their individual web sites.

Financial Strategies and Allocation of Resources: Describe the school's primary sources of operational funding and how those funds are applied.

Summarize the trend in these resources since the last AACSB review. Identify key 1-3 year strategic action items and financial plans to achieve them. This should include anticipated sources and timing of funding (see Standard 3).

See "Tables Supporting Financial Strategy Analysis" in Tables and Attachments

RESOURCE STRATEGIES

Overview

As described in the Strategic Framework section of this report, our academic and resource strategies are very closely linked. The School's resource base is overwhelming a function of enrollment based programming, and typically this enrollment is in a degree program. Funds generated from non-credit bearing executive education, annual giving and endowment income are very small in both relative and absolute terms, compared to other AAU public business schools. For example, drawing on '13-'14 BSQ data, the School's income from private gifts and grants totaled just over \$600,000 or 2.1 percent of the budget, while the AAU public median for reporting schools was nearly \$3 million, representing about 5 percent of the median budget. The gap from endowment income is even greater. For SOM, the annual endowment income was \$326,000, or 1.1 percent of the budget. The comparable income for the median public AAU school was \$4.1 million, representing nearly 7 percent of their budget.

Since the 2011 review:

The last review occurred at the end of a multi-year period of University-wide budget reductions, and presented the School with a very difficult budget environment. We were confronted with the twin problems of increasing enrollment and budget cuts that made it impossible to match the enrollment growth with an appropriate faculty growth. This disconnect was exacerbated with a budget model, or compact, that included no direct relationship between enrollment changes and budget changes.

The School's resource base has improved considerably in the last 5 years, almost entirely due to additional University resources generated by five consecutive years of tuition increases. The School's state operating budget (funds provided by the University) has increased from \$14 million in 2011 to \$17 million in 2015, due to these incremental tuition revenues. This represents an important absolute increase in our resource base, and provided most notably for 11 additional full-time faculty hires (tenure-track and Clinical) as well as 10 new professional staff. We anticipate as many as five additional tenure-track hires within the existing resource envelope. Despite what is clearly good news compared to the last review, these changes did little to narrow the resource gap with other public AAUs. Based on 2010-2011 BSQ data, SOM's operating budget and budget per credit hour, ranked at the 16th and 13th percentile, respectively among public AAU business schools. In '13-'14, our operating budget ranked at the 15th percentile, while budget per credit hour ranked at the 19th percentile.

The Budget Model:

The University annually provides the School with a “state operating budget” that represents a disproportionate share of the resources available to support our strategy. Except for the Professional and Executive MBA programs, no portion of student tuition revenue comes directly to the School. Tuition revenues follow a circuitous route first to the SUNY system, then to the University, and finally to the decanal units in the form of a budget allocation. One of the most important features of state operating dollars is that when used for salary purposes, the State of New York pays the fringe benefits from a separate state fund. In short, for salary support a “state” dollar might be worth \$1.54 compared to an endowment income dollar, or a dollar generated through executive education programs.

Since the last review, the University has adopted what is probably a more typical budget model for the decanal units, where the School’s annual budget is tightly linked to enrollment level and mix. In 2011, a base budget was established with associated credit hour targets at the undergraduate and graduate level. This largely codified the existing budget-enrollment levels at the time. Going forward, variations in annual budgets will be a function of the sharing rate of any tuition increases, applied to the target enrollment, plus or minus the sharing rate applied to variations around that target. In effect the School was able to increase its annual budget simply as a result of tuition increases applied to existing enrollment base, but then further increase its budget by expanding enrollment.

The sharing rule was 52 percent to the units in the first three years of this 5 year window, and reduced to 25 percent in the last two years. The latter change was an effort to provide the Provost with the necessary resources to implement University-wide strategic initiatives. A good portion of this shift in resources to the Provost will be returned through cost-sharing initiatives, such as the School’s E fund hiring described elsewhere. In addition to reducing the unit share to 25 percent, the University subsequently adopted an asymmetric policy with respect to enrollment excesses and shortfalls. Excess enrollment generated additional revenue based on the sharing rule, but shortfalls reduced unit budgets by 100 percent of the tuition revenue shortfall. The result was no real incentive to grow enrollment, but at the same time making every effort to avoid a shortfall. The University leadership has an interest in growing enrollment by 2020, and they recognize that the current incentive structure will have to be changed to encourage the participation of the School of Management.

The heavy reliance on enrollment based programs, and indirectly tuition rates, is exacerbated by the difficulty of increasing tuition in response to improvements in program quality. As we compete for the best faculty and improve student services and support, program costs necessarily increase. The inability to increase tuition rates, even if programs attract extraordinary student demand, makes it difficult to sustain those quality improvements.

Incremental Resources Generated by the School

Despite the growth of our state operating budget, linked to SUNY-wide tuition increases, the resource gap between SOM and other public AAU business schools remains largely unchanged since the last review. This gap extends to those resources generated outside of the state degree program tuition envelope, including executive education and endowment income. For example, as noted above, the endowment income for SOM is less than one-tenth of the median BSQ figure reported for public AAU schools. The School generates additional resources through a range of different strategies. The most significant sources of incremental resources are generated as follows:

Student fees: In 2009, the School introduced a student fee to support our Career Resource Center. The SUNY budget model, and as a result the School’s State Operating budget, does not include the resources necessary for the high quality career resources function required of a well regarded business school. The School had been providing this support from our base budget, but at the expense of other student services and larger class sizes. The student fee, assessed to all SOM students, covers the cost of the career resources function and provides for increased support for our large undergraduate enrollment. The fee generated an additional \$1.64 million in the ‘14-‘15 academic year, which frees up those previously dedicated resources for more student support and faculty hiring.

Domestic Executive and Professional MBA: Both the part-time (evening) Professional MBA and the full-time Executive MBA programs are described in more detail elsewhere. Both are essential elements of the School’s resource strategy. In ‘14-‘15 they together generated \$1.28 million net revenue that is available to support the School’s larger strategy. For example, these funds provide essential support for faculty research. Both programs are priced based on a careful assessment of the Western NY market. The PMBA program is very popular, though growth is limited by class size constraints. Core classes typically enroll 70 students. At this point, plausible growth potential would not generate enough revenue to cover the additional sections required. The EMBA incoming class varies from 25-35 annually, with little prospect for significant growth.

Off-Shore Degree Programs: The School currently runs two off-shore degree programs that provide varying levels of incremental resources. The Singapore EMBA program was discontinued with the class of 2015. This decision followed several years of declining enrollment, a number of marketing initiatives, and the continued development of Singapore as perhaps the most competitive executive education market in the world.

- **Singapore Undergraduate program:** The School offers an undergraduate business degree in Singapore as part of a larger University presence. The terms of this larger relationship are outside the control of the School, and we serve more as a vendor in this relationship. Courses are taught largely on an overload basis, or as part of our digital access courses. The program nets the School approximately \$118,000 per year. The terms of this arrangement with our Singapore partner are under review by the University.
- **Amrita University – MS in Management Science (Business Analytics) and Systems:** The department of Management Science and Systems, offers an MS program in a partnership with Amrita University, India. This relationship is part of a broader alliance between UB and Amrita, but benefits from an enthusiastic effort on the part of the MSS faculty. This guarantee is net of other operating costs incurred by SOM. Amrita bears the enrollment risk for the program, and provides SOM with an annual guarantee. Recent annual net revenue was approximately \$140,000.

Development: The School’s endowment is very modest, at approximately \$16 million. The magnitude of our income from both endowment and annual giving, as noted

previously, is well below the median for a AAU public business school. The trend in annual donations available for operating expenses is variable reflecting historical instability in the university staffing of the School's development effort and a period of transition. While the University has assigned temporary staff support, both the lead development officer position, and the major gifts officer position remain open in anticipation of the appointment of a new dean.

Linking Financial Resources to Strategic Action Items

This section begins with a brief status update on strategic action items described in our 2005 review. We then identify new resource initiatives and extensions of current initiatives for the period 2015-2018, together with the magnitude of resources anticipated from each of those initiatives.

See uploaded tables supporting financial strategies uploaded document.

New Degree Programs: Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program
- A brief description of the intended student market
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

Please note that any new degree programs started after the accreditation decision will be considered accredited until the next review. New degree programs will be reviewed during the next CIR review.

Degree Program	Brief Description
Sports Leadership and Management Minor	The School launched and discontinued an undergraduate minor in Sports Leadership and Management during this period. Despite suggestions that this program would serve as a recruiting vehicle for University athletes, this demand never materialized.

No New Degree Programs

Address the following in regards to participants:

Students: Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

Participants - Students

The period since the School's last review has been marked by noteworthy enrollment changes. These changes have impacted nearly all of our degree programs.

Enrollment Changes

- **B.S. in Business Administration (Buffalo):** Undergraduate enrollment has grown considerably. In Fall 2012, the school enrolled 2,395 undergraduates. This number had grown to 2,701 by Fall 2015. This increase is attributable to growth in the number of freshmen the University has enrolled in recent years, an increasing number of internal transfers from a variety of majors but particularly engineering, as well as external transfers from other universities. University leadership has been engaged in ongoing dialogue about strategies to continue to increase undergraduate enrollment, which will impact the School through 2020 by which time total institutional enrollment is planned to increase to 30,000.
- **B.S. in Business Administration (Singapore):** The B.S. Business Administration program in Singapore steadily enrolls about 200 students annually. The University's relationship with the Singapore Institute of Management (SIM) has been very productive, creating excellent opportunities for both SIM students to study in Buffalo and for UB students to study abroad in Singapore.
- **Full-time MBA program:** In order to meet University enrollment targets but also strategically manage profile, the School has enrolled 100-120 new full-time MBA students each fall. The goal continues to be to enroll students who will have better success on the placement dimensions, both the percent employed three months after graduation and starting salary. Average GMAT scores have hovered around 610. 35-39% of each class has been populated by international students, predominantly from India and China. Approximately one-third of each incoming class is dual and joint degree students, and this percentage has been increasing steadily. This heavy emphasis impacts placement results as starting salaries can only be included if the position can be classified as in the business sector, not law, pharmacy, engineering, etc.
- **B.S. in Accounting:** Beginning in Fall 2010, the School implemented a strategy to reduce the number and improve the quality of B.S. Accounting students. The Department of Accounting & Law confronted a mismatch between enrollment demands and faculty resources. The Department enjoys strong student

demand for its undergraduate program, but also needed to manage the prospect of a significant increase in enrollment in its MS in Accounting program, as in August 2009 New York became one of the last states to implement a five-year educational requirement for CPA exam qualification. In order to continue to offer a CPA-qualifying curriculum, we needed to have the capacity to offer the MS in Accounting to qualified graduates of our undergraduate accounting program. Given limited faculty resources, expanded MS offerings required a reduction in our undergraduate enrollment. In addition, the MBA course offerings were scaled back by replacing the old CPA-qualifying professional accounting option with the new corporate reporting and control option.

- **M.S. Programs (Buffalo):** The School's Master of Science programs have also continued to experience meaningful enrollment growth over the past few years. These programs are part of the School's core strategy as they generate substantial revenue. Of particular note, in addition to the MS in Accounting program referenced above, are the MS in MIS and MS in Finance programs. In Fall 2005, these programs enrolled 11 and 12 students respectively. By Fall 2015, MS in MIS enrolled 122 students and MS in Finance enrolled 57 (down from a high of 76 due to declining numbers of Chinese applicants). These students need to be supported with academic and career advisement, so we have adjusted resources accordingly to ensure that they are properly served.
- **M.S. Program (International):** The MS in Management Science program in Bangalore enrolls 40 to 55 students per year; Amrita University, the partner institution, bears all the downside financial risk if enrollment targets are not achieved.

Support Services

Student support services have also evolved significantly over the past five years. The advisement staff in the undergraduate programs office continues to design services that meet the needs of an ever-growing population. They have evolved to an assigned advisor model and are using paperless advising, leveraging the tools in the PeopleSoft system (locally called the HUB) that was adopted since the school's last AACSB review. Undergraduate advisement has grown by three staff, which has served to improve the advisor/student ratio. In addition, the services added in the Undergraduate Learning and Community Center have enabled a significant increase in retention services, most notably tutoring in multiple formats (one-on-one, group, drop-in), workshops focused on the needs of lower-division students, and English Language coaching.

Career services offered to School of Management students are supported by a unique within SUNY student fee to generate revenue to fund the operations of the Career Resource Center (CRC). The fee enables the school to sustain strategic investment in the CRC and to allow the school to enhance its service to students in three key areas: job search and career development support; student outreach and advisement; and external outreach and opportunity development. Experiential learning is a significant focus institutionally, so the CRC now has three full-time staff dedicated to internships and other real-world learning opportunities such as the Management Volunteer Program (MVP). The CRC created an undergraduate conference that was offered for the first time in Fall 2015 and will continue as an annual event; this is one element of the Career Passport program for undergraduates. The Wow Fund was also established in Fall 2015 to offer financial support to help students who want to demonstrate leadership on their resumes as the result of participating in national case competitions or presenting at conferences.

The growth of enrollment in the MS programs necessitated a shift in graduate academic advisement resources. The School now has one professional staff advisor dedicated to each of the three larger MS programs (Accounting, Finance, and MIS) in addition to an MBA advisor. This model enables the School to offer enhanced professional development programming for MS students as well as customized advisement. A member of the graduate program staff has also been partially reassigned to support our PhD students. This assignment allows us to offer a customized orientation for PhD students, providing a more welcoming environment, and also creates the capacity to assist students with making choices that keep them on track for timely graduation.

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support: Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Summarize professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

See "Policy for Designating Participating Faculty" in Tables and Attachments

FACULTY DEVELOPMENT AND SUPPORT

I. Recruiting Procedures and Strategies

At the time of the last review, and for nearly a decade prior, the School alternated between a steady-state resource environment and periods of budget cuts. The only growth was among Clinical faculty lines in an effort to manage increasing enrollment within this resource environment. Since the last review, the School benefitted from a series of multi-year tuition increases and an associated revenue sharing budget model has provided the School with the resources for significant growth in tenure-track faculty. In addition there were modest additions to the ranks of the Clinical faculty.

In 2012-13, the School updated its benchmark disciplinary distribution against other public AAU business schools. Relative to this benchmark, the SOM faculty distribution was under-represented in Marketing, Organization and Human Resources and Accounting, and over-represented in the IT and Production groups. While these gaps in some cases represented recent turnover, these benchmarks provided an initial focus for the hiring strategy, with projected growth in the under-represented areas. At the same time, previously mentioned University initiatives, with associated support for faculty hiring, provided significant incentives for growth hiring in Production, Finance (CDSE) and OHR (Leadership). Going into 2015-2016, much of the faculty growth and replacement hiring has been concluded. To date, all areas except Marketing have participated in the recent faculty growth initiative. While the School remains open to opportunities to add outstanding

faculty in any year, 2-3 more hires in OHR (CLOE, 3E project), one more in Finance (CDSE), and 2-3 hires in Marketing should bring us to a steady state faculty size consistent with our resource base. One opportunity looking forward ~2 years is to hire two faculty with strengths in sustainability/green economy through the UB RENEW (Research and Education in Energy, Environment and Water) initiative, in which the School participants as in the long-term hiring plan.

The School continues to put an emphasis on significant hires at the senior level. Since the last review, we have added one significant senior hire, with the appointment of Paul Tesluk as Donald S. Carmichael Professor of Organizational Behavior. We currently have one vacant endowed Chairs and are actively searching for senior faculty in Strategy/Entrepreneurship, Leadership, Accounting and Marketing.

The Dean's Office will formally approve searches, and ultimately a hiring decision, based on available resources. Provostal approval is also required for both faculty searches and hires.

After the department identifies the candidates it considers the most promising, the Chair discusses them with the Dean and/or Senior Associate Dean. The Dean and/or Senior Associate Dean meet with all visiting candidates. When the visits are completed, the department generates an ordered list of candidates to whom it wishes to make offers, and the terms of the offer are discussed by the Chair and the Dean. Market salaries are estimated by reference to AACSB data and any other available sources. Offers must be approved by the Provost. As state employees, faculty salary offers above a state mandated maximum (e.g. \$94,556 for Assistant Professors) must also be approved by the Provost. With maximum salaries well below the Management market at all ranks, all salary offers must go through an approval process that extends well beyond the offer deadline and acceptance dates. We have never had a salary offer denied, but the extent to which market salaries exceed these maxima is growing, and is increasingly a source of concern.

UBJobs

The University has a comprehensive online recruitment system, UB Jobs, which is designed to make the recruitment process more efficient and accessible for both job seekers and hiring managers. UB Jobs completely replaced our former paper-based recruitment system and has greatly improved the management of the high volume of applications received annually, providing a much better recruitment and application experience for both those hiring and applying for positions. The system allows applicants to view and apply for job postings, including providing detailed attachments, using integrated online features. From a recruitment perspective, UB Jobs allows the hiring unit to better triage applicants as all the information is readily available and accessible via the Web. The University manages the distribution of postings to many outlets and reviews our plans to be sure that we have met Department of Labor and Affirmative Action guidelines. This systematic approach to the recruitment process has allowed us to significantly reduce the time between tentative verbal offers and formal written offers that require university approval.

II. Performance Review Processes

School of Management faculty receive performance reviews in various forms and for various purposes relating to personnel actions, rewards and development. While this section highlights those processes, a more detailed description is provided in the School Bylaws(attached). Some of these reviews cover both tenure-track and clinical faculty, while others are limited to tenure-track faculty. See "Faculty Bylaws" in Tables and Attachments

A) Annual reviews. All full-time faculty are formally reviewed at the end of each academic year. The process starts with a comprehensive report from the faculty member on his or her activities and accomplishments over the past year. The report also includes an explicit section on the faculty member's professional goals for the upcoming year. The form used for reporting this information is attached (Faculty Annual Review Form), which periodically undergoes revision as institutional priorities change. The report is submitted to the Department Chair, who reviews it and prepares a summary and evaluation of the member's performance, and then schedules a conference with the faculty member. Following that conference, the Chair may revise the evaluation. On rare occasions, the member may append a response or clarification to the evaluation. It is then forwarded to the Dean's Office, reviewed by the Dean or Senior Associate Dean, and retained in personnel files. See "Annual Reviews" in Tables and Attachments

B) Discretionary salary increases. Faculty performance is also reviewed in conjunction with discretionary salary increases (described more fully below). Discretionary increases are awarded in most years, depending on the outcome of union negotiations. The department chairs review the recent performance of all faculty in their departments (especially performance over the past year) and recommend to the Dean which of their faculty should receive increases. The recommendations for salary increases are usually made in conjunction with the annual reviews described above. In the most recent union contract, the increases were simply cash bonuses, and were not added to the base. It should be noted that the latest rounds of salary increases have been funded from unit's existing base budgets (not state funds) and the projection for the future is that this practice will continue.

C) Reappointment reviews. All full-time non-tenured faculty, whether or not on the tenure track, have term appointments not to exceed three years. A typical sequence for tenure-track faculty is three two-year appointments followed by a one-year appointment. Under the rules of the University, such a sequence requires that reappointment reviews be carried out in the third semester (usually Fall of the second year), the sixth semester (Spring of the third year), and the tenth semester (Spring of the fifth year). Clinical faculty generally receive either two- or three-year appointments and are considered for renewal one year before the expiration of their contracts.

Reappointment is made following a performance review by the Department Chair and departmental faculty. For tenure-track faculty, the primary consideration is progress toward tenure, and particularly progress in developing a research record. For Clinical faculty, the primary criterion will likely be evidence of excellence in teaching. The Chair assembles information on the member's research (if applicable), teaching, and service performance and makes it available to department faculty. All department faculty with at least one year of service may participate in this process. The department may or may not meet to discuss a

proposed reappointment, but in any case an advisory secret-ballot vote is conducted and transmitted to the Chair. The Chair then forwards the package, together with his or her own recommendation on reappointment, to the Dean. The decision on reappointment, including the duration of the new appointment, is made by the Dean. In the case of tenure-track reappointments, this decision is informed by a written recommendation from the Senior Associate Dean.

D) Fourth-year review. Non-tenured, tenure-track faculty receive a special review in the eighth semester after appointment. The purposes of this review are (1) to acquaint the tenured faculty of the School with the performance record of a colleague who will likely be considered for tenure two years hence, and (2) to provide the faculty member with an early assessment of progress from the group that will be making a recommendation to the Dean on the member's tenure. A dossier is assembled by the Department Chair, usually including a *vita*, personal statements on teaching and research, samples of research, and course/teacher evaluations, but no inside or outside letters. The dossier is reviewed by the School's Personnel Action Committee, which consists of five tenured faculty, at least three of whom must hold the rank of Professor. The Committee prepares an assessment of the member's record and transmits the dossier to the Dean. The tenured faculty of the School, which then formally meets to discuss the member's progress and prospects for tenure, reviews the record. The sense of the faculty as reflected in the discussion is then summarized in a letter to the faculty member from the Senior Associate Dean, which may include suggestions for future focus or change in priorities.

E) Tenure and promotion review (including Clinical faculty).

Tenure-track faculty: The prescribed timetable for tenure-track faculty hired as Assistant Professors calls for a promotion and tenure review during the sixth year. (Faculty hired as associate professors without tenure should be reviewed in the second year.) The Department Chair, in consultation with senior faculty in the department and the faculty member being reviewed, assembles a comprehensive dossier on the member's teaching, research, and service. The dossier includes a *vita*; personal statements from the candidate; publications and working papers; and evidence on the candidate's teaching performance (including a "teaching portfolio"). The Department Chair also solicits letters of evaluation from outside referees (mainly on research) and inside referees (mainly on teaching, and service). There must be at least four outside letters from accomplished scholars in the candidate's field who are full professors at major public universities (preferably members of the AAU), and at least two inside letters from the candidate's colleagues.

When the dossier is complete, the Department Chair obtains advice from the tenured departmental faculty and then forwards the dossier to the Dean with his or her recommendation on whether the promotion and/or tenure should be approved. The case is referred to the School's Personnel Action Committee, which conducts its own analysis of the record and prepares a recommendation to the tenured faculty of the School. The tenured faculty meets, discusses the case, and then votes on whether the case should be supported. This vote is advisory to the Dean. The Dean reviews the record, decides whether to recommend favorable action, and forwards the dossier to the University Provost.

Before reaching the Provost, the case is reviewed by a body called the President's Review Board (PRB), a group of nine full professors drawn from across the University. After the case is docketed, the PRB assigns one of its members to present the case to the body as a whole, and following a discussion they then vote on whether the Provost should be advised to support the case. If the PRB votes to deny an action that has been supported by the School, there is a meeting among the Vice Provost for Faculty Affairs, the Chair of the PRB, the Dean, the Department Chair, and an advocate (if the candidate has chosen to appoint one) to attempt to clarify why the case was viewed differently by the School and the PRB. The Vice Provost reports the results of this meeting to the Provost, who conducts his or her own review of the record and makes a recommendation to the President of the University. The final decision rests with the President, although it is very rare for the President to reject the recommendation of the Provost.

In September 2004, the President and the Provost issued a joint statement on the "guiding principles" for promotion and tenure at UB. Some of the applicable comments were these:

- Research and scholarship or creative activity in appropriate disciplines will be the primary basis for promotion and tenure decisions.
- Candidates for promotion and tenure must have a demonstrated record of effective teaching and service.
- The quality and impact of the candidate's research, scholarship or creative activity at the time of promotion is critical – not simply the length of the *curriculum vitae*.
- Review of the dossier by the department chair, dean, and external evaluators must include comments about the significance and quality of the scholarship.
- For external evaluators, the greatest weight will be given to letters submitted by full professors from AAU institutions. All letters should come from nationally and internationally recognized scholars.
- Granting promotion and tenure is based on achievement and the "promise to continue to achieve."

Promotion to Full Professor follows the same procedure outlined above for promotion to Associate Professor with tenure, except that there is no prescribed timetable for such actions, and participating faculty on the Personnel Action Committee and in the School are limited to those holding the rank of Professors.

Clinical faculty: The School has also established a procedure for the review and promotion of Clinical faculty. Thus far there have been several promotions of such faculty to associate professor, but none to full professor. Teaching excellence by Clinical faculty is a necessary but not sufficient qualification for promotion. In addition, Clinical faculty are expected to be engaged in significant service activities in the department, School, or profession. Service contributions must go beyond

effective committee work, although that is a basic expectation where the candidate is assigned to a departmental or School-wide committee. A candidate for promotion should also have one or more major roles in a student-related activity of the School, such as placement, internships, advisement to student organizations, continuing education, and the like. The candidate should also be active in local or national professional associations, and generally maintain strong ties to the professional community. Publication of articles on professional topics in professional journals will also be considered as part of the candidate's service contribution, and in some areas may be expected.

The internal procedures for promotion of Clinical faculty are the same as those for tenure-track faculty. The dossier consists of a *vita*, teaching evaluations, samples of course materials, at least two letters from colleagues on teaching, at least two outside letters on service, written work prepared for professional audiences, letters from students, any other material deemed relevant by the candidate or the Chair, and the Chair's letter (with departmental vote). The Dean makes the final decision.

IV. Faculty Compensation Practices

A) Initial compensation. Compensation of faculty upon hire is determined by the Dean following consultation with the Department Chair and negotiation with the candidate. The Chair may provide field-specific information to assist in ascertaining the market range for new hires. New assistant professors are typically hired at salaries near the median of their discipline at public AAU business schools. The School makes every effort to be competitive with market rates, although this frequently results in serious salary compression and even inversion.

B) Salary increases. The faculty of the State University of New York is unionized, and most salary increases are obtained through collective bargaining between the State and the faculty's bargaining agent, United University Professions (UUP). Most of the negotiated increase is applied across the board on a percentage basis, and since 1996 there have been some years in which no increases were bargained. In years when increases are bargained, it is typical for one percentage point of the salary-increase pool to be allocated on a discretionary basis. For the last three years, the discretionary pool has been just ½ percent of the total, and awards are on a one-time cash basis, rather than increases to the base. Discretionary increases are awarded by the Dean, in consultation with the Senior Associate Dean and the Associate Dean for Academic Programs, after recommendations are obtained from department chairs. The department chairs are usually limited in the number of faculty they may recommend in a given year, and are required to rank order their recommendations. The allocation is based on both job performance and internal equity considerations.

C) Equity and market adjustments. From time to time the Dean may determine that the salary of a high-performing individual is significantly lagging those of other faculty by a magnitude that cannot be addressed through the discretionary-increase pool. In such an instance the Dean is empowered to award an "in-grade adjustment" to redress the inequity. There is no special source of funds for these adjustments; they must be underwritten by internal reallocations.

Despite efforts to maintain competitive salaries, SOM faculty salaries are uniformly among the lower end of the public AAU market.

D) Matching offers (retention). Salary increases may also be granted in response to an offer by another school to a productive faculty member. In the last 5 years the School has provided counter offers in the case of two Professors (both retained), and one junior faculty member (not retained despite a counter offer that exceeded the outside offer). In addition the School has increasingly provided pre-emptive offers to especially productive faculty. Based on '14-'15 AACSB data, the median SOM salary (adjusted for discipline) is at the 35th, 25th and 22nd percentile among public AAU business schools, for the rank of Assistant Professor, Associate Professor and Professor, respectively.

V. Faculty Recognition

Faculty achievement is recognized by various citations and awards administered variously by the State University of New York, the University at Buffalo, the School of Management, and constituent groups. The more prominent of these awards are described below.

A) Distinguished ranks. For some time, the State University of New York has formally recognized certain faculty ranks that are considered promotions beyond professor, including SUNY Distinguished Professor, SUNY Distinguished Teaching Professor, and SUNY Distinguished Service Professor. The School currently has four faculty at that rank, two appointed since 2006. Professor Isaac Ehrlich holds the rank of Distinguished Professor, awarded generally for an exceptional record of scholarship. Two SOM faculty, Ronald Huefner (Emeritus) and Jerry Newman (Emeritus), currently hold the rank of Distinguished Teaching Professor, granted by SUNY following nominations from the campuses, in UB's case usually one or two per year. Professor Raghav Rao holds the rank of Distinguished Service Professor.

More recently, the University at Buffalo established a separate recognition, UB Distinguished Professor, for faculty who have achieved national or international prominence through their scholarship or creative activity. The rank is conferred by the President following review and recommendation by the Provost and the President's Review Board (the University's promotion and tenure committee). Three SOM faculty members, Isaac Ehrlich, Nallan Suresh, and Stanley Zions (now Emeritus) currently hold this title.

B) Chancellor's awards. The SUNY Chancellor annually confers prestigious awards on faculty for excellence in teaching, scholarship, or service. Ten SOM faculty have been recipients of the Chancellor's Award for Excellence in Teaching: Ronald Huefner (Emeritus), Arun Jain, Frank Krzystofiak, the late James Meindl, Jerry Newman (Emeritus), Philip Perry, Natalie Simpson, Arlene Hibscheiler, Lewis Mandell (Emeritus), Ken Kim and Charles Lindsey. The awards for research and service are relatively new. Raghav Rao is our first recipient for Service.

C) UB awards. In addition to the UB Distinguished Professor rank, which is limited to a small and fixed proportion of unit's senior faculty, the University recognizes exceptional performance with one-time awards for research and teaching. Professors Kee Chung, Winston Lin, Ramaswamy Ramesh, G. Lawrence Sanders, Paul Tesluk, Nallan Suresh, and Debu Talukdar have received the UB Exceptional Scholar Award for Sustained Achievement. Chuck Lindsey and Sanjukta Das Smith received the Young Investigator award.

D) Student awards. The campus-wide Student Association gives an annual recognition, called the Milton Plesur Award, to selected faculty for teaching and related student services. Several SOM faculty have won this award competitively. In addition, the undergraduate and MBA student associations give awards to SOM faculty for their teaching. Sema Fortsch won the Excellence in Teaching Award for Graduate Students.

E) Dean's Fellowships. The School initiated a Dean's fellowship program to recognize outstanding contribution to teaching. There have been three awards during the 2011-2015 period.

VI. Faculty Support Processes

A) Orientation and counseling. The University, through the Office of the Vice Provost for Faculty Affairs, sponsors a two-day Orientation for new faculty during the summer of their arrival to the campus. The first day of the program is devoted to orienting new faculty to the University, and the second day to teaching. The orientation program includes presentations from various UB officials, including the President and the Provost, covering such areas as academic programs, human resources, student services and academic policies, research, diversity, educational technology, and promotion and tenure. The teaching session includes teaching tips from accomplished pedagogues and information on the UB student body. Arriving faculty also hear from a panel of recent junior faculty about their early experiences at UB.

Orientation and counseling of new faculty is largely informal, most of it taking place at the department level. Within the School, the Teaching Effectiveness Committee works with faculty who demonstrate a systematic problem in the classroom. This intervention by the TEC is not optional. The University also offers support through the Center for Educational Innovation.

Finally, the Vice Provost for Faculty Affairs and the Chair of the President's Review Board run annual sessions for junior faculty to brief them on University-wide standards and procedures for promotion and tenure.

B. Center for Excellence in Writing. The University offers support and guidance to help faculty develop more effective writing assignments in their courses.

C) Immigration assistance. A substantial number of School of Management faculty are foreign-born, and many must seek changes in their visa status to be eligible for employment. The University's Office of International Students and Scholars Services (ISSS) has a legal staff that assists faculty in filing petitions for H1-B visas and Permanent Residency. The School underwrites a portion of the ISSS charge for these services, and it allows faculty to use their IBAs to cover any remaining charge to the extent funds are available in the member's account.

Address the following in regards to curricula management, curricula development, content, student-faculty interactions, degree program educational levels, structure, and equivalence, and teaching effectiveness:

Curricula Management and Development: Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the Peer Review Team that details the structure of all degree programs. If degree structure is not clear to a Peer Review Team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

Curricula Management and Development

Curriculum Management and Innovation Framework: Separate faculty-led curriculum committees provide primary oversight for Undergraduate, MS and MBA, and PhD programs. For school-wide programs, curriculum reviews and new initiatives typically have their genesis in these committees. For programs that are more departmentally focused, MS in Finance, MS in MIS, MS in Management Science (Amrita), MS in Accounting and MS in Supply Chain Management, those curriculum initiatives are more likely to begin in the respective departments. Competitive pressures, often reflected in student satisfaction and enrollment, as well as employer feedback, motivate these change initiatives, and are often identified first by student services and career development staff. Finally, new courses in major degree programs are increasingly established with hard-wired sunset provisions. This forces a timely review of these curriculum changes.

The major curriculum revisions since the last maintenance review are summarized below:

Undergraduate Program:

- Reintroduction of Management Minor: The School offered a successful Minor for non-Management majors until the first half of the last decade. Despite student interest, budget cuts made it unsustainable. With the new enrollment driven budget model, the Minor was reintroduced in 2012 with an 8-course curriculum. The students typically come from Psychology, Communications and other Social Sciences.
- New Honors Program: In 2014 the School unveiled a 12 credit hour Honors program. The first cohort was limited to 25 students, and included as its centerpiece a 2-course adaption of the highly successful LeaderCORE™ program.
- New Course Offerings: 14 new courses have been added to the undergraduate program since the last maintenance review.
- Revision of Human Resources Concentration: In 2013 the Human Resources concentration was revised, giving it more depth and a more strategic focus. Three new courses were added to the concentration.
- Mini credit-bearing internship added: The new mini internship takes advantage of the newly established three week Winter session, and offers students the chance for multiple internship opportunities during their program.

Full-Time MBA Program:

- Revised MBA core: A major revision of the MBA core was under review at the time of the last maintenance review. These revisions were subsequently implemented in 2012. Following an increasingly common practice, core courses were reduced to 1.5 and 2 credit hours, with condensed 7-week modules, and prerequisite material added to an online MBA Boot Camp. More emphasis was given to integration across courses, and despite adding two new courses, the total credit hours in the core was reduced to provide for earlier opportunities for electives.
- Improved Feedback Channels: A policy of annual focus groups with first-year MBA students has been in place since 2012. This provides immediate and systematic feedback on the program generally, but the MBA core in particular. The feedback from the focus groups was important input into newly adopted revisions implemented in Fall 2015 and Spring 2016.
- New Emphasis on Core Integration: An important element of the program revisions implemented in 2012 was a new emphasis on integration across core courses. The goal was to make it clearer to students how the practice of management draws on multiple subject areas at any one time. This integration effort has been supported by regular meetings of the core faculty and a systematic roadmap of "integration points" in the core. This integration has been especially successful in the first semester, where new students benefit the most from common cases and projects.
- Expanding LeaderCORE™: LeaderCORE has become a strong differentiating factor for the full-time MBA program. Students who have achieved the LeaderCORE certification are consistently offered permanent employment sooner and at higher salaries than their peers who choose not to participate, making it a very desirable set of MBA electives. The program has expanded to accommodate all qualified applicants, which is currently more than two-thirds of each class. In addition to a faculty director who commits about 25% of his time to the program, LeaderCORE is also supported by a second faculty member and a member of the Graduate Programs Office staff.
- Dual and Joint Degree Programs: Since the last accreditation, the school has added dual degree programs for Dental students and Medical Residents.
- The Next Round of Revisions: Based on continuing student and faculty feedback, the latest revisions include: 1) revised Boot Camp content and pedagogy, and 2) replacing 1.5 credit course on Sustainability with new course on Entrepreneurship (Fall 2015). The latter change reflected student dissatisfaction with the former course, increasing presence of Entrepreneurship in MBA programs, and most importantly as a reflection of the role of entrepreneurship in the regional economy. The change is also consistent with Entrepreneurship as one of the School's strategic priorities. Further integrating the entrepreneurship theme into the program, we have replaced a second semester course (Introduction to IT) with a course that has more emphasis on technology-enabled product development (Spring 2016).

MS in MIS:

- Additional Concentrations and Electives: The most significant change in this program was the addition of two new concentrations, with associated electives. The program added options in Health Care IT and Analytics. Both were added to reflect changing demand for our graduates, and emerging priorities within the School. The number of electives was increased from 6 to 10.
- Revised program prerequisites: A two-course Introduction to Business sequence for students without a business degree was consolidated into one course that will be offered online beginning in Fall 2016. A new prerequisite, Statistical Foundation of Analytics, was added to the program to strengthen preparation for the Analytics concentration.

MS in Finance

- Change from 2-semester (30 credit hour) to 3-semester (36 credit hour) program: The most significant change in this program was structural revision in 2012. Largely based on student dissatisfaction with the demands of a 15-hour load each semester, the program was lengthened by one semester, along with a reduction in workload in each semester. This largely codified an implicit practice where students had been dropping courses during the one-year program and extending their program in effect to three semesters. This also provided more opportunity for a productive experience over the intervening summer.
- Finance Academy: With the change to three semesters, the School introduced a voluntary Finance Academy during the summer. Given the limited number of available internships for international students, the Academy is designed to give these students exposure to some of the same kinds of learning experiences. Workshops to develop communication and leadership skills are offered, as well as an opportunity to work with a business executive on a real world project. The Academy was very successful and therefore revised so that beginning in Fall 2015 it was incorporated into the academic year experience, rather than as a stand-alone summer program, and is required of all students.
- Revised Quantitative Finance track: In 2013, the Financial Engineering track was revised as the Quantitative Finance track. The most significant change was that four Math courses that had been taught outside the School, and therefore with limited seat availability, were consolidated and are now offered within the School. This revision also enables the students to take more finance electives as part of their program. Both enrollment and student satisfaction has increased.
- Revised Financial Management Track: In Fall 2015 the faculty voted to implement a change to this track effective Fall 2016. Required courses will be revised to create increased exposure to difficult/complex models to increase mathematical rigor of this track in response to employer recommendations. In addition, the track name will be changed to Financial Risk Management.
- Revised Prerequisites: In 2013 the program initiated a pilot policy of admitting students with strong engineering or math degrees, where previously admission required coursework in Accounting, Economics, Finance and Statistics. The more math based admits were also required to complete an MBA boot camp sequence. Initial evidence suggests the wisdom of this admission policy, and it is likely to be expanded going forward.

MS in Accounting

- Expansion and articulation to three tracks: Additional courses were added to both the Financial Accounting and Assurance track and the Internal Audit/Risk Assurance track to reduce the previous overlap in course offerings. A new three-course Tax track was also added to the program.
- New Capstone with service requirement: An alternate capstone course was added to the curriculum. It includes a service requirement involving supervised consulting with a not-for-profit organization.
- Expansion of research courses: Previous 1-credit courses in tax research and accounting and auditing research were expanded to 1.5 credits, and a stand-alone course in professional ethics was eliminated. The content in the latter was distributed throughout the program.
- Increased emphasis on Analytics: Advanced Accounting Information Systems was revised to include a heavy emphasis on analytics and business processes, and less emphasis on traditional IT material.
- Expansion of non-Accounting electives: The program has identified several management courses that round out the more technical accounting courses in a student's training. There is especially strong interest in Work Force Management and Managing Strategic Networks.

MS in Supply Chain and Operations Management

- SAP University Alliance Program: MGO 631 is now delivered through the SAP platform, providing more hands-on exposure for students and improved placement potential. SAP content will be extended to an additional course in Spring 2016.
- Courses support professional certification: Four courses were revised to deliver content necessary for professional certifications of American Production and Inventory Control Society (APICS), Institute for Supply Management (ISM) and the Council of Supply Chain Management Professionals (CSCMP).
- New teaching lab brought on line: New 40-station teaching laboratory facilitates access and utilization of ERP software in coursework. The Lab permits digital recording, distance learning opportunities, remote guest lectures and partnering with other institutions globally.
- Case Competition: Initiated a case competition in 2014 that annually brings students together with industry practitioners.
- Energized Student club: The UB SCOM has increased membership and more importantly it's ties to local and national professional associations, including Buffalo Niagara Professional Alliance, APICS, NAPM, ASQ and CSCMP.
- New Integrative Project: Added state-of-the-art integrative projects in the capstone course. Projects are based on partnerships with local manufacturing companies such as Moog, Niagara Lubricant, Rich Products and Harmac Medical Products.

MS in Management Science: Business Analytics and Systems (M.B.A.S.)

- Program title change: The program title was changed from MS in Management of IT Services to reflect both changing demand in the labor market and similarly student interests. The change also reflects the evolution of much of the course content.
- MGS: 563 Business Analytics replaced MGS: 557 Service Quality Management. The course change reflects the same changes in market demand described above.

PhD program

- PhD Showcase: Introduced in 2012, current PhD students are invited to participate in peer reviewed poster session in the School. Three judges, often from outside the School, select three award winners: Rising Star, Dean's Achievement, and Best Paper. Award winners receive additional research support from the School. The program also includes a reception and remarks by a distinguish alum from the PhD program. These remarks are specifically focused on the doctoral students and lessons for their professional development.
- Increase PhD stipends: The PhD stipend remains well below the median for public AAU business Schools. The stipend was increased by \$2,000 to \$18,000 in the 2011-12 academic year.
- Earlier exposure to research experience: The curriculum was revised to eliminate breadth courses in Economics and Organizational Behavior. These were Masters level courses that over time had come to be viewed as having limited developmental value, while delaying progress on more research focused experiences.
- Departmental seminar review: The School's PhD program is largely decentralized at the level of the department. Seminar offerings in each of the departments have been reviewed for both appropriateness and currency.
- Teaching Development: Instituted an annual two-day training workshop for doctoral students offered by faculty with multiple teaching awards. Students appear to have much more confidence going into their initial teaching assignment. In 2015-16, the focus will be on presentation skills. Finally, in 2015-16 the School will offer an in-house program on sexual harassment to supplement the University's program.
- In Fall 2013, an External Committee Review of the PhD program in the School of Management was conducted in collaboration with the Graduate School. The review was divided into three categories of analysis and recommendation: input, throughput, and output. Since each department manages its own doctoral program, the comments received from the external reviewers and the relevant responses varied across departments. Since that time, curriculum changes have been made to increase the focus on independent research, to offer more seminars, and through faculty growth to increase the number of faculty with whom the students can work. In addition, the PhD program has increased its focus on recruitment in order to attract more highly qualified students.

Joint or Partnership Degree Programs

The School has joint degree or partnership relationships with three institutions as follows:

- With Amrita University in India, the school is jointly offering a post-graduate degree program for information technology executives in Bangalore. This collaborative venture consists of two master's degrees: a Master of Science (MS) in Management Science: Business Analytics and Systems from UB and a Master of Business Administration (MBA) from Amrita University. The 31-credit hour curriculum is delivered by a combination of faculty from the Department of Management Science and Systems and full-time faculty from the Amrita Business School. The program develops the functional, technical and process skills needed for effective management of IT service organizations, and soft skills such as communication, teamwork, innovation and resource management. All admissions, curriculum, and degree conferral decisions are made by the University at Buffalo for the MS part of this partnership.
- The University at Buffalo (UB) School of Management and the Singapore Institute of Management (SIM) have collaborated on a Bachelor of Science degree program in Business Administration since 2004. The program enables students from Singapore and the surrounding region to benefit from the U.S-style curriculum and prepares them for managerial roles in both the for-profit and nonprofit sectors. The curriculum emphasizes a broad exposure to mathematics and the social sciences as well as an in-depth study of business management. A unique feature of the SIM-UB curriculum is the incorporation of Asian business case studies to analyze problems, solutions and strategies common to the Asian business environment. Academic oversight of the program is the responsibility of the UB School of Management.
- The University at Buffalo School of Management and RTU Riga Business School jointly offer an undergraduate degree program in Business Administration with specializations in management information systems, marketing, international business, operations and supply chain management, human resources management and financial analysis. Upon completion of this four-year program, students will receive a Bachelor of Science in Business Administration from the University at Buffalo School of Management and concurrently earn a Bachelor of Business Administration (BBA) from RTU Riga Business School. After attending classes at Riga Business School for the first three years, participants spend the fourth year on the University at Buffalo campus. Academic

oversight of the program is the joint responsibility of UB and the Riga Business School. The first student enrolled in this dual-degree program arrived on the UB campus in Fall 2015.

- In addition to these degree-granting programs, the School has exchange agreements with Renmin University, Nanyang Technical Institute, and Korea University Business School.

Transfer Credit Policies

The School adheres to transfer credit policies established by the University as follows:

- **University and School Graduate Policy:** Each graduate program will determine the applicability of previous graduate courses proposed for transfer credit. Only those graduate courses completed at AACSB institutions with grades of 'B' or better are eligible for consideration for transfer credit. Courses with grades of 'S' or 'P' are not transferable unless the student or department provides written documentation from the instructor(s) of the course, a department administrator, or the registrar at the transfer institution that the 'S' or 'P' graded course was equivalent to at least a 'B' grade. No more than 20% of a master's program may be comprised of credits from another graduate academic program at UB, other accredited higher education institutions, or a combination thereof. Transfer credits for the doctoral degree may not constitute more than one-half the total credits of that specific degree program. The department must formally evaluate any transfer credits and, if acceptable, file the Graduate Student Petition for Transfer Credit form during the student's first year of matriculation to UB. Upon receipt of the transfer credit petition, the Graduate School will evaluate credit and grade equivalencies. Transfer credits may be approved and recorded on the student's UB record *only* after the Graduate School or International Admissions receives the official final transcript.
- **University Undergraduate Policy:** The University at Buffalo reserves the right to evaluate all credit-bearing courses. All credit-bearing courses (regardless of mode of delivery) from regionally accredited institutions of higher learning are considered transferable to the University at Buffalo; the grades earned in these courses are used in overall GPA calculations. The term "accredited," as used here, refers to the following regional accreditation organizations:
 - MSA/CHE, Middle States Association of Colleges and Schools/Commission of Higher Education
 - NEASC, New England Association of Schools and Colleges
 - NCA, North Central Association of Colleges and Schools
 - NASC, Northwest Association of Schools and Colleges
 - SASC-COC, Southern Association of Schools and Colleges-Commission on Colleges
 - WASC-Sr., Western Association of Schools and Colleges-Accrediting Commission for Senior Colleges
 - WASC-Jr., Western Association of Schools and Colleges-Accrediting Commission for Community and Junior Colleges
- **Additional School Undergraduate Policy:** A matriculating student in the School of Management is expected to complete his or her program at the University. However, students who wish to take lower division summer work at another accredited college or university for academic credit toward the baccalaureate degree may do so if the course is identified as an equivalent on the university's articulation system or by first petitioning for approval. Students may be able to petition for consideration for upper-level management equivalents if these are from AACSB accredited Business Schools. Students would need to secure and submit the full course syllabus from the other school along with a petition form. Our faculty then review individual petitions to determine if the course is substantially equivalent to our required course in terms of content, scope, breadth, and depth. Both the University and the School of Management have a residency requirement students must meet for degree conferral. Students must take at least 30 hours of courses at the University at Buffalo in order to obtain a degree from this institution, in addition to meeting all other requirements. Additionally, a minimum of 24 units of 300- and 400-level management coursework must be completed at UB to be eligible for a BS in Business Administration. Please be aware that completion of the UB BS in Accounting requires that all upper-level requirements be completed at UB.

Summarize how high quality teaching is encouraged, supported, and developed:

High quality teaching is encouraged, supported and developed in several ways. First, the School has a standing committee (Teaching Effectiveness Committee), composed of faculty with multiple awards for their teaching prowess. The Committee's principal activity is to act as a developmental resource for faculty who need help in the classroom. They are particularly helpful for junior faculty. The Committee also provides an independent assessment of teaching performance that is available as part of a tenure review package. Second, good teaching is recognized and poor teaching is highlighted in contract renewal letters for junior faculty. Third, the School initiated several new teaching awards in the last 5 years to emphasize the importance of high quality teaching, including an award endowed by Dean Assad in 2014. Fourth, SOM faculty are eligible for the SUNY system's very prestigious Chancellor's Teaching Award. The School currently has 8 Chancellor's award winners on the faculty. Fifth, the Dean's office, as warranted, will provide significant unsolicited salary upgrades to junior faculty who not only have successful research programs, but also have strong performance in the classroom. Finally, the Center for Educational Innovation at UB offers teaching workshops and technology conferences to support instructional development and faculty and doctoral students are encouraged to attend these programs.

Assurance of Learning Process

Goal Development: Program goals are developed by the program faculty and coordinated by respective program director. In the case of school wide degree programs, such as the MBA or Undergraduate program, the appropriate program committees have this responsibility. Program goals will be completely reviewed, and possibly revised, at least once within each 5 year review cycle, or at the time of a major curriculum revision. For example, the MBA program goals were revised in concert with the program revision in 2012.

Mapping program goals to courses: Once Program Goals have been approved, faculty teaching core courses complete the **Program Goal Checklist**. The process maps how the program goals are delivered across the programs core courses. Typically, one program goal is addressed in multiple courses, and in some instances, all of the courses. **Instructional videos** have been developed to assist faculty in this process. See "Program Checklist" in Tables and Attachments

Direct data collection: The **Learning Objectives Reporting Form** is the course level assessment of how well the students met the program goals mapped to that particular course. For each relevant program goal, the faculty member indicates the means of assessment and the criteria for success that determine the number of students who meet, marginally meet or do not meet the course learning objective. These data are aggregated first to the level of the course, then collectively used as input into each program goal and finally the results for each program goal are reported at the level of the program. This entire process is illustrated in an attachment (AoL methodology - Undergraduate), for the undergraduate business program. The results of this methodology, applied to all programs, are summarized in Summary Direct Measures by Program (attached). See "Learning Objectives AoL Method", "Summary Direct" and "Summary Indirect" in Tables. The direct data collection process has been refined over the last 10 years. The School is considered a leader within the University in terms of Assurance of Learning. However at this point it isn't clear how our direct measures can be improved without a significant increase in time commitment by both staff and faculty. With that said, there has been an important shift in the "learning culture" since the last review, in part through reinforcement from the larger University attention to this issue. That continued shift in culture might make further refinement of the direct measures less important.

Indirect data: The University has steadily increased its emphasis on Assurance of Learning over the last 2-3 years. For example, all syllabi are required to include the course learning goals and a description of which assignments map to which goals. Likewise, the revised University course evaluation measures, implemented in fall 2014, now include the following questions:

- *The instructor clearly presented what students should learn (the expected learning outcomes) for the course,*
- *The course content (assignments, readings, lectures, etc.) helped me meet the learning expectations set forth by the instructor(s).*

While the results of these questions are commonly referred to as indirect data in the assurance of learning community, in many respects they are superior to the more traditional direct measures. They focus directly on the student learning experience, provide a common measure across all courses, and provide a more efficient means for collecting data. The results for these measures, by program, are described in Indirect Measures of AoL (attached).

Closing the loop: The direct and indirect measures are combined to describe the assurance of learning outcomes in a program. We focus on several dimensions as actionable:

1. Course feedback: Direct data are summarized and provided to instructors in individual courses. This is an opportunity for faculty to make routine course revisions, in part guided by assurance of learning feedback.
2. Minimum targets at the program level: Prior to the last review, the target was for at least 80 percent of the students in each program to Meet or Marginally Meet the program goals. Over time this target has been increased to 80 percent of students should Meet the program goals. Where a program falls below this target on one or more program goals, the first level of analysis is to determine if this is a systemic problem, or the disproportionate influence a few courses. The evidence suggests that it is typically the latter. In those cases, individual instructors are expected to address those problems at the course level. If the deficiencies continue, the instructor will be rotated out of that course.
3. Replacing problem courses and/or instructors: In situations where the instructor continues to struggle with delivering on these learning objectives, and there are no good alternative instructional options, we will choose to replace the course with an alternative, but one that still contributes to the larger set of program goals. Good examples include the recent planned and anticipated revisions in the MBA core curriculum, in which two courses were replaced.

In sum, the assurance of learning process largely serves as corrective input to maintain program quality within an agreed upon set of program goals. This process is typically not the principle motivation for large scale curriculum innovations or revisions, however. While the AoL results will play a role in that conversation, elements such as employer demand and the need to maintain a program offering that compares favorably to competitor programs would have a more important influence.

Summarize the following information:

Student Academic and Professional Engagement: Address the school's strategies supporting student engagement, both academically and professionally. Examples of student academic engagement may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

Student Academic and Professional Engagement

The School strategically supports student engagement and believes that academic and professional engagement outside the classroom serves as a pathway for students to develop valuable skills, knowledge, and competencies, while strengthening the communities in which they participate. In addition, in May 2015 SUNY resolved to make experiential learning widely available to all SUNY students by the 2016-17 Academic Year and the University is undertaking steps to meet that objective through collaboration with the academic units and University Life and Services. In response to these initiatives, the School recently renamed our Credit-bearing Internship Office the Office of Internships and Experiential Learning and added a staff member in order to scale some opportunities to create greater access to experiential learning. The following is not a comprehensive list, but rather a summary of the School's major initiatives in this area.

Initiatives for Students at All Levels

Internships: Credit-bearing internships have long been a critical component of our professional development curriculum. As practical, supervised experiences within the workplace that are intentionally intended to support academic and career goals and require critical reflection on the experience, internships are the student engagement the School most strongly recommends and in which we invest the most resources. Internships can occur in Fall, Spring or Summer semesters and must include a focused project with guided learning objectives in order to be considered for credit. Since 2010, nearly 1,700 School of Management students have successfully completed credit-bearing internships. In addition, we estimate that more than 800 students have been awarded paid, non-credit internships during

this timeframe. It is also notable that two of three scholarships the School awards to assist students in covering tuition costs associated with internships are financed through the student annual fund drive, one each at the graduate and undergraduate levels. <http://mgt.buffalo.edu/internships-experiential-learning.html>

Terese Kelly Investment Group: Fall 2011 marked the debut of a student-run investment group in the School of Management, thanks to a generous lead gift from UB alumna Terese E. Kelly. The student-run, real-money investment fund educates finance students on the practical aspects of global capital markets, while providing them with real-world learning experiences in investment management. The Terese Kelly Investment Group is an independent study course with a full academic-year commitment. Students serve in leadership and analyst roles and will earn 1.5 credits in both the Fall and Spring semesters. The leaders of the fund gain valuable experience running an investment management company, while analysts focus on conducting detailed valuations of companies in different sectors of the economy with the goal of finding undervalued companies. <http://mgt.buffalo.edu/faculty/academic-departments/finance/terese-kelly-investment-group.html>

Volunteer Income Tax Assistance (VITA) program: Each Spring, IRS-certified accounting students provide free tax preparation services to qualifying individuals and families. The service is provided by the UB Chapter of Beta Alpha Psi, on the University's North, South and Downtown campuses through the VITA program. In 2015, more than 200 students brought \$1.28 million back into the Buffalo community in refunds through the Volunteer Income Tax Assistance (VITA) program. More than \$398,000 of the total was a result of the Earned Income Credit, which assists low-income families. This service is especially valuable to low-income tax filers by helping them apply for earned income-tax credits that can provide a needed boost in annual income. Over the past eight years, student volunteers have prepared nearly 6,400 tax returns. <http://mgt.buffalo.edu/about/community-engagement/free-tax-preparation-services-individuals-families.html>

Realistic Job Previews: Realistic Job Previews are delivered in three formats as follows:

- Coffee Cup Conversations for baccalaureate students <http://mgt.buffalo.edu/career-resource-center/students/job-internship-opportunities/fairs-events/coffee-cup-conversations.html>;
- At MBA Advantage (see more below) and at
- Network New York (all students) <http://mgt.buffalo.edu/career-resource-center/students/job-internship-opportunities/fairs-events/network-new-york.html>.

Realistic Job Preview sessions provide a forum where successful alumni of the School of Management can share insights to help with academic/career planning decisions. Each alumnus represents a specific functional area or concentration and students select people who represent their area of interest and discuss the following:

- How the representative's degree helped them along their career path
- How academic backgrounds relate to current or past positions
- How to prepare for a competitive job market
- Usefulness of certain core competencies, or learned skills in their careers
- Perspectives on their respective career paths

IBM Business Simulation: Students display their sales expertise and leadership know-how for industry professionals as they compete in an IBM-sponsored business simulation exercise. Several dozen undergraduate and graduate students participate in the daylong event, competing against each other in teams. Each team receives a packet of information outlining the strengths and weaknesses of a mock technology company. Using this information, students create and execute sales strategies and go on several "sales calls," trying to sell their product to the competition's judges. The top two teams prepare a presentation documenting team dynamics, strategic thoughts, use of competitive positioning and adaptive techniques used during the simulation. An overall winner is selected based upon presentation content, quality and effectiveness.

PwC Challenge: Since 2003, PwC and UB have collaborated to offer students the opportunity to participate in the PwC Challenge competition. Teams are composed of five students each, working as consultants for a fictitious client. They have two weeks to research an assigned accounting issue and develop a 12-minute presentation. Each team is assigned a faculty coach and a PwC mentor. On the day of the competition, teams present their analysis and recommendations to a panel of judges from PricewaterhouseCoopers.

Initiatives for Undergraduate Students

DEAL (Display of Efforts, Aptitudes and Leadership) Expo: DEAL Expo is an exclusive UB School of Management competition in which undergraduate students can showcase their work in poster format to compete for cash prizes during the University's Spring Open House. The competition accepts many types of management projects, including those from classes, outside research, internships, work and other experiences related to business. School of Management alumni, faculty and staff serve as judges for the event, and posters are displayed throughout the Open House for current and prospective students and their families. The student showcase concept emerged following an undergraduate research project in which the students had a phenomenal learning experience, wrote an article about their findings and presented at the UB Celebration of Academic Excellence in 2012. Their success inspired the DEAL Expo as a platform for future School of Management students to highlight their best work for their peers and professors, as well as alumni and other members of the university and local community. In the spirit of its founding, the event continues to encourage student research opportunities and participation in the university-wide Celebration of Academic Excellence. <http://mgt.buffalo.edu/degree-programs/undergraduate/deal-expo.html>

Target Club Case Competition: Four-person student teams apply their business knowledge, problem-solving expertise, team skills, and presentation abilities to address a business case provided by Target Corporation. In this week-long competition, students attend a store site visit, present their findings, and receive

feedback from Target managers.

Management Volunteer Program: This program is designed to help students gain real world experience while developing skills through volunteerism. Participants must complete 25 hours of volunteer work with one nonprofit organization throughout the course of the semester. They develop weekly written reflections along with a final program review. Our students gain real-world learning through their volunteer work while having a positive impact on our community. In addition participants gain international and global perspectives through their work with organizations that serve international populations, many of them refugees, within the community. Approximately 25 students participate each semester. <http://mgt.buffalo.edu/career-resource-center/students/preparation/crc-programs/management-volunteer-program.html>

Initiatives for Full-time MBA Students

LeaderCORETM (Certification of Readiness and Excellence): LeaderCORE is an award-winning individualized program to assess and develop students' professional competencies. Participants are assessed at multiple times and with diverse methods on 10 competencies judged by employers to be at the core of leadership success. Individual Development Action Plans motivate students to identify curricular and co-curricular courses and activities that meet their developmental needs. The competencies are as follows: Self-Management & Adaptability, Results Orientation, Interpersonal Relationships, Communication and Teamwork, Team Leadership, Problem Solving and Decision Making, Strategic Thinking and Integrity. Each student participates in a battery of assessments at the beginning of the 3-semester program and then establishes a baseline proficiency in the competencies. During the course of the program, students choose courses and activities under the guidance of internal and external coaches that will improve and enhance their capabilities in the competencies. A final certification process is designed to assess student leadership progress at one of three levels of proficiency (proficient, superior or role model). The program is designed to be selective and our top MBAs are expected to participate and complete the program. <http://mgt.buffalo.edu/degree-programs/master-of-business-mba/leadercore.html>

Corporate Champions Program: Corporate Champions are representatives from the business community who partner with the School of Management for a semester to provide a learning lab environment and access to senior leadership for a team of first-semester MBA students. Each year a diverse group of for- and not-for-profit organizations based on industry, size and fit are invited to be Champions. Throughout the first semester, Corporate Champions work with students in a series of activities, beginning at MBA Advantage, including a Learning Lab Experience (that incorporates three core courses), a company site visit, a community service activity and an end-of-semester reception. These distinctive interactions allow MBA students the opportunity to apply their skills in a real world environment, solving real world problems for real businesses, as well as a chance to develop deep and lasting networks that will assist them with their career for years to come. <http://mgt.buffalo.edu/degree-programs/master-of-business-mba/experience/corporate-champions.html>

Corporate Engagement in the Curriculum: During the 2014-15 Academic Year, students engaged in 252 class projects and delivered 116 presentations that involved working directly with the business community. The Marketing, Strategic Management, Practice, and Integration courses in the MBA core are designed with significant support from our School of Management business partners and alumni. For example, they include deliverables such as presentations to a Board of Directors, where the MBA students must pitch recommendations to solve a real world business problem at an executive level, teaching them not only the skills, but the pitch, and the executive perspective as well. A number of our elective courses, such as Consulting, involve working on projects for corporate collaborators and presenting the findings in a professional environment.

Team Mentor Program: Second-year MBA students are chosen by faculty to participate in the UB MBA Team Mentor Program. Team mentoring is a 3-credit elective course offered to an elite group of full-time MBA students in the Fall semester of their second year. Each student admitted to the program assumes the role of mentor/facilitator to first-semester MBA student teams. The mentors share their knowledge with relative novices, first-semester MBAs. Mentors offer support, encouragement, feedback, inspiration and practical advice to facilitate the first-year students' transition from that of an individual contributor to a fully functioning team member and/or leader. A team mentor's primary role is to help team members examine their work process by assisting their identification of behaviors that enhance team functioning, and by providing guidance with respect to those that may impede it. The course provides second-year students with practical experience in observing internal team processes and coaching others. Readings, presentations, discussions and activities provide a foundation for enhancing mentors' coaching skills. This experience also provides a resource for the first-semester MBA teams, better enabling students to derive the greatest value from their MBA team experience. <http://mgt.buffalo.edu/degree-programs/master-of-business-mba/experience/mentor-program.html>

Country Forums: Country Forums are designed to provide students with insights about the different countries represented by their classmates in the MBA program. Student speakers are encouraged to reveal today's business world through the eyes of a native of another country. The student presenters share history, culture, business practices, current issues and a sampling of food and drinks from their home country. Some of the countries that have been represented at the Country Forums are: Algeria, Canada, China, Germany, Greece, Indonesia, Korea, Lebanon, Nepal, Nigeria, Peru, Romania, Singapore, Taiwan, Tanzania, Turkey and the U.S. <http://mgt.buffalo.edu/degree-programs/master-of-business-mba/experience/country-forums.html>

Initiatives for Full-time MBA and MS Students

MBA and MS Advantage: Not your typical orientation, our MBA and MS Advantage programs are designed to deliver a non-credit-bearing content-rich, skills-based knowledge set to our new graduate students. For all graduate programs, the School launches the first semester with Advantage sessions that provide both practical "first day" information as well as a strong focus on leadership, intrapersonal development and team acumen of our graduate students, MBA Advantage includes sessions on creative problem solving, building community and trust, personal brand building, and how to succeed both as a student and as a future professional. The

first week of MBA Advantage is anchored by a full-day community volunteerism event. In addition, international students are offered specialized content including acclimating to the U.S. and UB, campus safety, peer discussions with continuing international UB students, practical campus "how-to's," an introduction to the Buffalo Niagara region, as well as an experience-based review of the public transportation system to allow our students freedom and mobility while they are with us. MBA students continue the Advantage experience in January of their first year for career-preparation-focused sessions as they begin to prepare their internship/practicum search. Topics include strategic networking, roundtable opportunities with corporate recruiters and alumni, and a corporate-sponsored competitive career competition that incorporates preparation and interviewing. MBA Advantage concludes at the beginning of the third semester, with a focus on realistic job previews and managing employment offers and negotiations.

Global Perspectives: Since January 2002, the School of Management has sponsored an annual trip to China as an elective element of our MBA program and has recently opened the experience to MS students. Students gain insights into the history, culture and business environment of China and other regions in a course and then have the opportunity to view the situation "on the ground" during the trip. Our students have visited the Hong Kong Trade Development Council, HSBC Bank, Unicom, Rich Products, Unifrax, Technomics Asia, Semiconductor Manufacturing International Corporation, Volkswagen, Huawei and Keen's. The latest trip included corporate and cultural visits in Beijing, Shanghai, Suzhou, Hong Kong and Shenzhen. Beginning in 2015-16 we have expanded international opportunities for our graduate students. Global Perspectives will be built of a seven-week flipped classroom course offering an in-depth investigation of a particular geo-business location with the learning goal of understanding not only the business climate in a particular geographical region, but the socio-political-economic influences on that business environment. The course is followed by a one- to two-week excursion to that geographical region that includes an academic visit to a partner institution, local company visits, and cultural exploration of the area. While we will retain the trip to China, in Spring 2016 we will offer our first set of trips to other geographies, including an Eastern Europe/Baltics/Russian experience and a Western Europe experience.

Case Competitions: Case competitions are an important method for practical application of graduate business learning. We encourage students to participate in case competitions to give them an opportunity for comprehensive analysis of a business problem, typically executed in a competitive situation. Case competition talent is scouted early in the tenure of our students so they can be encouraged through discussion and connections to participate in competitions. The Wow Fund, offered for the first time in Fall 2015 and funded through a generous endowment, covers the cost of entrance fees and travel for our students to participate in national case competitions. While we are not limiting students from any competitions, we have selected 10-12 strategic competitions for which we are actively recruiting winning student teams.

Executive Speakers: The Executive Speaker Series features speakers who have excelled in their business careers, and was designed to give students the opportunity to meet today's executives (primarily School of Management alumni) and learn from their rich expertise. The monthly sessions are held in a roundtable format so that executives can discuss their experiences in an informal setting with students.

Sense of Community Activities: The School offers a broad series of functions designed around networking and camaraderie-building with peers, faculty and staff, and as stress-relievers for specific semester time periods. Some activities will also focus on an "American" experience that many of our international students wouldn't otherwise have the opportunity to experience. These change slightly from year to year, but generally include events like the following:

- Bowling Nights
- Pancake Breakfasts
- Buffalo Bison's Baseball Game
- Graduate Student Community Breakfast

Initiatives for MS Students

MS Finance Academy: The Finance Academy is a curriculum enhancement that runs concurrent to academic coursework and exposes students to real-world experiences throughout the three-semester degree program that will better prepare them for a variety of finance careers. This program provides students the opportunity to engage in team oriented, real-world business projects while developing the soft skills that lead to effective performance in the workplace. During the program, students work alongside experienced finance executives in a small group setting to complete a real-world business project. Students also participate in industry and professional development workshops that are vital to their professional careers. The Finance Academy enables students to:

- Gain a better and practical understanding of U.S. and global business practices from keynote speakers.
- Participate in site visits to companies in finance industries and network one-on-one with company executives and School of Management alumni.
- Attend industry and professional development workshops on etiquette, conflict resolution, business norms and more.
- Earn real-world experience and knowledge through coaching sessions with an industry mentor.
- Have the opportunity to share new knowledge and present results from four weeks of deliberations and analysis during competition week. Students are eligible for top prizes that set them apart for internship and career opportunities.
- Collaborate with corporate executives to analyze and design finance projects and gain experience with managerial data modeling.
- Build job search skills including presentation, communication, specialized résumé writing and advanced interviewing abilities.

Corporate partners have included Citibank, TD Bank, MasterCard, HSBC, and New Era. <http://mgt.buffalo.edu/degree-programs/master-of-science-ms/finance/finance-academy.html>

MS in MIS practicum: The MIS practicum course is the capstone course for the MS in MIS program. This course is geared towards providing the student with practical experience in the MIS area through an MIS internship with an external organization or an MIS project within the University under the academic supervision of a faculty mentor in the Department of Management Science and Systems. The course will allow the student to integrate knowledge and skills acquired in the MS MIS program through their application in a practical setting.

MS Business Analytics (Amrita University) on-site visit: The Amrita on-site visit offers students in our MS Business Analytics program, delivered 100% in India, an opportunity to join us on the UB campus for 2 weeks, usually near the conclusion of the Amrita University MBA program they are concurrently completing. During the 2 week period, the students engage in classroom, campus, local/regional and cultural activities, including company visits to School of Management alumni/business partners.

Initiatives for Ph.D. Students

Doctoral students are regularly engaged in activities to prepare them for the profession. These routine engagements include interactions with visiting scholars, attending and presenting at conferences, and co-authoring papers with faculty. In addition, doctoral students participate in:

PhD Showcase: PhD Showcase is the annual event that brings together the PhD students from all departments as well as the faculty they work with. A subset of students compete in a poster presentation session and prizes are awarded. Additionally, an alumni guest speaker presents and the PhD advisor from each department reports on the PhD program. We conclude with a reception.

PhD Teaching workshops: SOM faculty provide two required teaching sessions for all PhD students prior to fulfilling their teaching requirement. Students also attend teaching workshops offered by the Center for Educational Innovation.

Executive Education: Summarize the business school's executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.

Executive Education: Summarize the business school's executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.

The University at Buffalo's Center for Executive Development (CED) oversees a portfolio of programs that include the Executive MBA, Professional MBA and non-credit open enrollment and customized programs that are focused on enhancing the business skills of working professionals. The credit bearing programs have 256 enrolled students and CED's non-credit programs trained 2,465 participants in 2014-2015. Program and curriculum development for these programs has focused on the School of Management's strategic themes: Leadership, Health Care and Entrepreneurship.

See "Faculty Engagement in Executive Education" in Tables and Attachments.

Beginning in 2003, the EMBA program was the first of the School's MBA programs to require all students to complete a comprehensive leadership development program. This 20-month course includes assessments, development and execution of a learning plan, executive coaching and career management training.

Over the past seven years, the participation of healthcare professionals in the EMBA program has grown to a steady 20%. This has encouraged many faculty members to include healthcare based cases and discussions in class. In 2014, a faculty-led committee revised the EMBA curriculum to include a Mergers & Acquisitions course for SME's (small and medium sized enterprises) that would complement the innovation focus of the technology course.

In the past four years, the PMBA program has steadily offered electives in health care, entrepreneurship and leadership development (under the heading of Emotional Intelligence). Although only 8% of the PMBA's currently work in health care and very few are currently entrepreneurs, the part-time MBA participants are more likely than EMBA's to move from one industry to another. The electives focused on the School's strategic themes offer students the opportunity to gain insight into growing market sectors in Western New York.

A faculty committee will lead a comprehensive review of the PMBA curriculum in 2015-16. Following the pattern established in 2014 with the EMBA curriculum review, the PMBA review will include a curriculum review from the top 50 MBA program as well as a survey of PMBA alumni to establish perceived value of their course work and degree.

Both degree programs participate in annual surveys to benchmark faculty, administration and student satisfaction with peer and aspirant schools in the United States. Along with course specific evaluations, these benchmarking results help identify areas of excellence as well as areas that may need development.

In the past two years, the health care related open enrollment and customized non-credit programs have grown significantly. These programs often combine entrepreneurial and leadership based concepts with a health care focus. The goal of these programs is to provide a business framework to assist in the creation of a health care system for the future. Examples of these programs include Executive Development in Health Care Management for senior level clinicians, strategy development for high potential leaders in health insurance, team building and personality assessments for early career physicians, as well as change management and operations consulting for hospital systems in WNY.

Success for these programs is measured by evaluation of participants and by the transfer of knowledge, related to strategic initiatives, from executive education to other School of Management programs. In addition to providing financial support to the School of Management, the Center for Executive Education's goal is to act as an entry gate for knowledge to flow between faculty and practitioners.

One example of this success is the significant number of health care related case studies that the faculty introduced in the Executive Development program that have now become part of the operations, leadership and strategy courses within the School of Management.

Not Applicable

See Table 15-1, 15-2 and six associated files, located in Tables and Attachments.

Faculty Qualifications and Engagement: Address the applicant's strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

Faculty Qualifications and Engagement

Strategies supporting engagement: Engagement in the practice of management is supported and reinforced at both the University and School level. At the University level there is a clear emphasis and priority on translational research across all disciplines. In the last five years this focus has been supported through several University wide initiatives, in which SOM faculty participated. Likewise the University provides seed grants for Translational Pilot studies.

At the School level the overall strategy to support faculty engagement with practicing managers is multi-dimensional. These include:

Executive Education

- Executive Education (non-credit): The School's Center for Executive Development offers an entire portfolio of non-credit courses and workshops. Faculty involvement is encouraged both through CED recruitment to existing offerings, as well as working with faculty to develop and bring to market faculty initiated offerings.
- Executive Education (for credit): The School offers both an Executive MBA and Professional MBA program. While managerial experience varies between the two programs, both provide faculty with regular engagement with current management practice. These opportunities are not just limited to the more seasoned faculty. The PMBA program offers 1 credit mini-courses where junior faculty can get an early opportunity for engagement and perspective on current business practice in their area.

In the Classroom

At the undergraduate and masters level, where the emphasis on business practice is central, faculty strengthen their own engagement with business practice as well our students with the use of both invited speakers and projects the directly engage students in business practice. During the 2014-15 Academic Year, students engaged in 252 class projects and delivered 116 presentations that involved working directly with the business community. For example, each fall, incoming full-time MBA students participate in our semester-long Corporate Champions program involving five structured interactions with their Champion organization including a company site visit, community service activity and case study involving three of the students' core classes. This is bookended by the capstone experience for full-time MBAs which offers the opportunity for students to apply the breadth of knowledge gained throughout their 2-year MBA program. Student teams (8-10 each) work the entire spring semester with one of ten companies to analyze a strategic issue chosen by each of those companies. MS in Finance students and upper-division undergraduates completing the finance concentration work closely with Citi to master their Yield Book application while MS in MIS students and undergraduates taking advanced MIS classes partner with M&T Bank to learn how they management systems risk. During the spring 2015 semester, 18 graduate students in a MIS seminar were given the task to develop an innovative e-commerce venture for Niagara Falls Memorial Medical Center (NFMMC). After analyzing the problem and potential solutions, four student teams stood before NFMMC leaders, mentors from HP Enterprise Services and their professor to present their ideas.

Advisory Boards

The School makes active use of advisory boards representing the perspective of business professionals. Through board meetings and more informal interaction with board members, faculty are routinely exposed to both current practice, but also business problems that can provide an update focus for both research and teaching.

- Accounting Advisory Council

- Alumni Association Board of Directors
- Center for Entrepreneurial Advisory Board
- Center for Entrepreneurial Alumni Association
- Center for Leadership & Organizational Effectiveness Advisory Council
- Dean's Advisory Council
- LeaderCORE Alumni Advisory Council
- Terese Kelly Investment Group Advisory Board

Center for Entrepreneurial Leadership

The Center for Entrepreneurial Leadership (CEL) provides a range of opportunities for faculty to engage with business professional in start-ups and small businesses. Faculty can serve as session leaders in CEL workshops, and CEL alumni are a regular source of classroom speakers and student project sites.

Events in the National spotlight

When leadership-level students participate in professional/career development opportunities on a national level, such as at case competitions, faculty take on an active role as advisors to help prepare students for the challenges that lie ahead. The school's WOW Fund offers individuals, groups, clubs, etc. access to resources to participate in these events by submitting a proposal outlining plans to attend professional development conferences, case competitions, national career fairs or other similar events. These are opportunities that lead to life-changing experiences for students. This fund is open to all School of Management students, from undergraduates to doctoral students, and places an emphasis on events that are in the national spotlight. Faculty engage in selecting the recipients and then coaching them to success. Whether funded by the WOW program or not, students are guided by faculty through many case competitions, professional development challenges, and conference presentations. For example, under the excellent direction of two members of the Department of Management Science and Systems, a team of six University at Buffalo students was victorious in the 2015 Collegiate Pentesting Competition, a cybersecurity challenge, at the Rochester Institute of Technology. Sixty School of Management students participated in the 2015 Annual PwC Challenge, which is sponsored by PricewaterhouseCoopers and helps accounting students, under the guidance of our Accounting faculty, hone their analytical, problem-solving and teamwork skills by proposing solutions to a real-world business problem. For the seventh consecutive year, the UB School of Management's Zeta Theta chapter received Beta Alpha Psi's top honor in 2015, the KPMG Gold Challenge award. The accolade recognizes innovative chapters that develop engaging programming for members and continually exemplify the highest values of BAP: leadership, scholastic success, lifelong learning and development, service and ethical behavior. PhotoZyne, the startup led by three students and mentored by our faculty, won second place in the New York Business Plan Competition for their company that offers an effective and minimally invasive way to deliver cancer treatments.

Center of Leadership and Organizational Effectiveness

CLOE annually offers a conference for local and regional managers on broad areas of leadership. SOM faculty, along with outside speakers, deliver the program. CLOE also provides faculty with consulting projects and executive development opportunities on topics related to leadership. CLOE has for three years, in partnership with the Singapore Institute of Management, planned and delivered a week long executive development program (Job of the Chief Executive) in Singapore.

Alumni Engagement

The School enjoys a strong relationship with its alumni. This relationship is a rich source of faculty engagement with business professionals, through alumni serving as class speakers, resources for class projects as well as consulting and executive development.

Faculty engage in co-curricular programs in order to connect with alumni and to help students leverage these opportunities. For example, several attend Network New York each year, an event that provides networking opportunities for School of Management alumni in the New York City area and students interesting in pursuing job opportunities in NYC. Two separate assessment weekends represent an important part of LeaderCORE students' development program. Throughout both weekends, alumni work closely with faculty to facilitate activities, assess competencies and provide feedback to students. Alumni partner with a School of Management faculty members to facilitate teambuilding and problem solving activities during MBA Advantage. Faculty also partner with alumni as DEAL Expo coaches and judges. DEAL (Display of Efforts, Aptitudes and Leadership) is an annual School of Management competition in which undergraduate business students showcase their work in poster format to compete for cash prizes.

Consulting:

The School encourages faculty to engage in consulting projects as both a contribution to improved business practice and as a means to expose faculty to the most current challenges facing business professionals. The School doesn't track faculty consulting activities systematically, but a good estimate would be that approximately 25 percent of the full time faculty have engaged in significant consulting activity in the 2011-2015 period. These range from projects with the International Monetary Fund and the World Bank to a wide range of local and regional enterprises, including non-profits.

Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

The School of Management and the University have a range of policies that both support faculty in mission achievement, but also clearly signal the importance of that mission. For ladder faculty (tenured and tenure track) the central role of scholarship is communicated initially through the hiring process, multiple contract reviews, a fourth year review of progress toward tenure, and ultimately the subsequent promotion decisions.

While the standards of scholarly achievement have increased over time, it is also true that being an effective educator has never been more important. This message is also communicated throughout the performance review process, as well as the promotion process. This includes course content that is relevant and current to the practice of management. For clinical faculty, providing relevant and current course offerings, and in highly accessible formats is the standard for the initial hiring decision, and the overwhelmingly determinant on continued contract renewals.

The School and the University support faculty mission achievement, both as scholars and educators, through recognitions and awards, salary adjustments, and direct support for their research and teaching. Likewise, the University offers development support for teaching through the Center for Educational Innovation and at the School level through consultations with the Teaching Effectiveness Committee (TEC). Despite their limitations, direct student evaluations of courses and instructors remains a central source of information to identify both the outstanding educators, as well as those that require additional developmental support.

These policies are described in greater depth in the Strategic Management/Intellectual Contributions section of the report.

Other Material: Address any additional issues or areas not included in an earlier section of the report. In addition, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

Other Material: Address any additional issues or areas not included in an earlier section of the report. In addition, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

This section highlights a number of strategic initiatives and innovations developed over the last 5 years. Each is intended to move the School closer to achieving its strategic vision to be "internationally recognized for the impact of our scholarship and management programs". These include:

1. Full-Time MBA program: The MBA core was undergoing a comprehensive revision of both content and structure at the time of the last review. That revision was completed, and the program is currently engaged in a continuous improvement review resulting in three courses either being replaced by new courses or undergoing significant restructuring. In each case these changes were responses to student feedback (including failure to meet learning objectives), emerging trends in MBA curricula, and employer demand.
2. Faculty scholarship: The most important initiative in further developing faculty scholarship was the dramatic increase in the faculty scholarly base over the last 5 years. Incremental resources were disproportionately invested in building critical mass rather than further investments in the existing base.
3. Undergraduate program: With the change to a tuition-linked resource model, the undergraduate program emerged as a strategic focus and new incremental resources could be invested in the program. Most notably this took the form of increased faculty available for undergraduate teaching, with smaller class sizes and greater course availability, which serve to remove previous impediments to a timely graduation. While described in more detail in other sections of this report, it is important to note the following enhancements to the undergraduate program implemented since the last review:
 - A complete overhaul of the general education curriculum, to be implemented in Fall 2016, will create the opportunity for the School's faculty to engage with freshman and first-semester transfers through first-year seminars (UB Seminars) and writing in the discipline (Communication Literacy II).
 - The renovation of space dedicated to lower-division undergraduates, now known as the Undergraduate Learning and Community Center, brings freshmen and sophomores into the School's building which helps to establish connections from the onset of their enrollment at UB. The Center's program also support the University's increased focus on retention.
 - A newly developed Undergraduate Honors Program will enroll its second class in Spring 2016, enabling the School's most talented undergraduates to engage at a level appropriate for their intellect and commitment.
 - The number of staff members dedicated to advising undergraduates has doubled in the last five years, bringing the Schools's student-advisor ratio closer to national norms and giving the advisors adequate time for outreach and support.
4. PhD program: The 2013 doctoral program External Program Review led to meaningful revisions in doctoral student recruitment, seminars, independent research and advising. While stipends were increased marginally in 2012, this program review once again identified below market stipends as an important issue to be addressed.
5. Strategic Initiatives:
 - Leadership: the School has clearly increased its Leadership footprint. Advancing research, teaching and outreach in the area of leadership is a key theme throughout the School of Management. Through the Center for Leadership and Organizational Effectiveness and through innovative programs like LeaderCORE™, the School has built upon its ongoing commitment to develop leaders at all levels of an organization and to prepare the next generation of

business leaders. CLOE has directly impacted practice, as has the School's role in developing and delivering leadership and teamwork modules for the University's interprofessional health initiative.

- Entrepreneurship: The School of Management focus on helping entrepreneurs hone their skills through the Center for Entrepreneurial Leadership (CEL) has extended the School's presence in this space. A key example of CEL's impact is its active involvement with the 43 North venture capital competition sponsored through the NY State Buffalo Billion initiative. In addition, faculty support for entrepreneurship initiatives has grown exponentially, and now includes:
 - Academic direction of UB's Entrepreneurship Academy (with a growth hire);
 - Adding Entrepreneurship to the full-time MBA core curriculum;
 - Sponsorship of the annual Pitch Competition;
 - Delivering the Entrepreneurship Lab (eLab) in partnership with the Office of Science, Technology Transfer and Economic Outreach (STOR), during the Winter Session, with significant support for scholarships and fellowships from an anonymous foundation donor;
 - and the reinvigoration of the Henry A. Panasci Jr. Technology Entrepreneurship Competition, the region's premier event for students seeking to win startup funding.
- Health Care: The School of Management is contributing to the University's theme of health through a number of partnerships in health care management—from health analytics to operations to increased ties with the School of Medicine and Biomedical Sciences. The growing portfolio of health care management offerings includes dual and collaborative degree programs in business and health, an MBA concentration in Health Care Management, an accelerated MBA program for graduate medical education residents and non-credit-bearing programs in Health Care Management. The addition of an Executive in Residence has added closer ties with regional employers and allowed the School to offer more health care management courses.

6. Growth of Joint Programs – nearly 20% of each new full-time MBA class is now enrolled by students pursuing joint or dual degrees. Curricula designed to serve nearly all of the professional programs on campus and close working relationships with partner decanal units has enabled the University to attract student talent and has added a layer of diversification to the student body.

7. MS program growth: MS enrollment has approximately doubled in the past five years. This has led to growth in faculty in key departments, primarily Accounting, Finance, and Management Science and Systems. In addition, the overall infrastructure supporting these areas has been strengthened with the addition of academic and career advisors, as well as increased course offerings that jointly serve MS and MBA students.

No Other Material

Consultative Review (Optional): An institution may request the Peer Review Team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the institution should provide a summary of relevant background information that informs the team of the opportunity or challenge.

If the institution is not requesting a Consultative Review, please check "No Request".

No Request

Table 2-1	Portfolio of Intellectual Contributions				Types of Intellectual Contributions									Percentage of Faculty Producing ICs	
	FTE Faculty	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percentage of total FTE faculty producing ICs
Accounting and Law-All	21.6	89	44	7	140	36	3	48	2	5	6	10	30	89.47%	82.90%
Participating	18.375	78	29	6	113	33	2	27	2	4	6	10	29		
Supporting	3.188	11	15	1	27	3	1	21	0	1	0	0	1		
Finance-All	18.750	259	17	3	279	80	4	127	15	3	15	1	34	82.35%	80.67%
Participating	15.750	216	17	1	234	62	4	107	12	1	15	1	32		
Supporting	3.000	43	0	2	45	18	0	20	3	2	0	0	2		
Marketing-All	9.667	268	11	25	304	63	6	116	19	2	4	15	79	77.78%	78.86%
Participating	8.125	190	11	10	211	41	0	66	19	0	3	3	79		
Supporting	1.542	78	0	15	93	22	6	50	0	2	1	12	0		
Management Science & Systems-All	12.875	350.5	0	27.5	378	130	7	157	47	7	0	12	18	100.00%	85.44%
Participating	10.125	283.5	0	14.5	298	90	7	134	43	3	0	6	15		
Supporting	2.750	67	0	13	80	40	0	23	4	4	0	6	3		
Organization and Human Resources-All	13.616	178	7	23	184	52	13	104	7	5	1	12	15	69.23%	75.83%
Participating	11.116	122	7	20	149	33	4	77	6	5	1	9	15		
Supporting	2.500	56	0	3	35	19	9	27	1	0	0	3	0		
Operations Management & Strategy-All	15.479	202.3	28.7	13	244	61	8	119	30	5	2	3	16	92.31%	85.87%
Participating	12.250	136.3	28.7	11	176	37	8	88	19	3	2	3	16		
Supporting	3.229	66	0	2	68	24	0	31	11	2	0	0	0		
Total FTE	91.9														

The School's policies guiding the production of intellectual contributions are described in the following sections of this report: Mission Statement/Strategic Framework, Participants – Faculty and Staff. An analysis of impact is provided in Part D of Table 2-1, and the breadth and depth of participation in these accomplishments is described in Strategic Management/Intellectual Contributions.

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with mission, expected outcomes and strategy of the School.

As an AAU university, research is central to UB's mission. The School shares that priority, which is reflected in our portfolio of intellectual contributions. From our hiring strategy, through our reward structure, and our promotion processes, intellectual contributions that advance and contribute to management disciplines are given primacy. While we recognize a range of potential contributions, we follow discipline norms and give disproportionate attention to peer review journal publications, and especially those select journals in our list of target journals. Likewise, papers at leading conferences, editorial activities (especially at leading journals), as well as books and book chapters contribute to our research presence.

Intellectual Contributions to teaching and practice have not traditionally been as heavily emphasized as disciplinary contributions. This is beginning to change, while at the same time this does nothing to diminish expectations around the value of disciplinary contributions. The key is that the quality standard be equivalent to that represented for the disciplinary contributions. Textbooks should be among the leading texts adopted in the field. Practitioner publications should be in leading outlets and have the potential to shape management practice.

Finally, very few faculty typically seek external funding, particularly government grants, to support their research. While we are never likely to see a majority of faculty engaged in grant activity, it is likely that efforts in this area will grow over time. This pattern reflects the influence of a University strategy that both emphasize external funding, and a University resource allocation process often premised on inter-disciplinary proposals.

Provide evidence demonstrating the quality of the above 5 year portfolio on intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

The quality of the School's 5 year portfolio is strong, and should become even stronger over the next 5 years. This is reflected not only in the current number of journal publications, but also the quality of the outlets in which they appear. Likewise, the quality of this work is also captured in the impact of this research that is summarized in Part D.

The quality of this record is highlighted below:

Publication Quality: The School developed a formal list of "targeted " journals in 2012. This list was largely based on a survey of A and A- journals at other public AAU business schools. The following table summarizes the consistency and breadth of faculty publications in these high quality outlets. These data are described, by faculty member, in Appendix X.

Publications in SOM list of Target Journals (2011-2015)														
	2011		2012		2013		2014		2015		Total A's	Total A-	Total Target	# of different faculty
	A	A-	A	A-	A	A-	A	A-	A	A-				
Accounting & Law	6	0	1	1	1	0	0	0	2	4	10	5	15	6
Finance	3	1	0	2	2	1	3	4	5	3	13	11	24	8
Marketing	1	2	1	1	5	2	0	0	6	3	13	8	21	5
Management Science & Systems	5	3	3	6	2	3	6	1	3	2	19	15	34	6
Operations Management and Strategy	2	2	1	2	2	2	3	2	2	0	10	8	18	6
Organization and Human Resources	3	2	3	1	3	2	1	2	1	0	11	7	18	7
Totals	20	9	9	13	15	10	13	9	19	12	76	53	129	37

In order to benchmark this quality dimension we also examined our publication record within the UT-Dallas rankings, which are based on 4 year publication records in a select group of management journals. The quality trend is clear and positive. In 2008-12, SOM ranked last among 32 public AAU business schools. By '09-'13, we outranked 5 of the public AAU business schools (Kansas, Oregon, Missouri, Virginia and Iowa State) and continued that ranking in '10-'14. In part, we are at a disadvantage in a rankings model that is largely a function of faculty size. Nevertheless, we are projecting that once the full effect of recent growth and replacement hires is reflected in our "publication window" that SOM's ranking will approach the lower bound of the mid-level public AAU records.

Editorial Activities: A quality of a scholars research is also in part recognized by the their membership on the editorial boards of the leading journals in their field, as well as editorial positions they might hold at those journals. The School's faculty are well represented (see below) as Editors, Associate Editors and Board members in their respective disciplinary journals. During 2011-2015 they held 52 total appointments. 21 of these appointments were in the A or A- journals included in the School's list of targeted journals.

Editorial Activities at Target Journals

Department/Faculty	Journal	Role
Accounting and Law	none	
Finance		
Ken Kim	Journal of Corporate Finance	Associate Editor, 2015 - present
Ken Kim	Journal of Corporate Finance	Co-Editor Special Issue, 2013-14
Marketing	none	
Organization and Human Resources		
Paul Tesluk	Academy of Management Journal	Editorial Board (2013-present)
Paul Tesluk	Personnel Psychology	Editorial Board (2011 – 2012)
Darren Treadway	Journal of Organizational Behavior	Editorial Board (2013 – present)
Darren Treadway	The Leadership Quarterly	Editorial Board (2008 – present)
Prasad Balkundi	Organization Science	Editorial Board (2014 – present)
Brian Becker	Academy of Management Journal	Editorial Board (2004 – present)
Brian Becker	Journal of Management	Editorial Board (2002 – present)
Management Science and Systems		
G. Lawrence Sanders	Decision Support Systems	Associate Editor (2014 – present)
G. Lawrence Sanders	Information Systems Research)	Editorial Board, special issue (2014 - present)
Ram Ramesh	INFORMS Journal on Computing	Associate Editor (2003-2013)
Ram Ramesh	INFORMS Journal on Computing	Area Editor (2013 – Present)
Sanjukta Das Smith	INFORMS Journal on Computing	Associate Editor (2013-present)
Sanjukta Das Smith	MIS Quarterly	Guest Associate Editor (2012 – 2014)
Rajiv Kishore	Information and Management	Associate Editor (2012 – present))
H. R. Rao	MIS Quarterly	Senior Editor (2013-2016)
H. R. Rao	Decision Support Systems	Advisory Editor (2014 – present)
Operations Management and Strategy		
Nallan Suresh	Journal of Operations Management	Editorial Board (1995 – present)
Nallan Suresh	Decision Sciences	Senior Editor (2012 – present) Associate Editor (2010-2012)
Winston Lin	Decision Support Systems	Associate Editor (2014 – present)

Editorial Activities at Other Journals

Department/Faculty	Journal	Role
Finance		
Kee H. Chung	Asia-Pacific Journal of Financial Studies	Editor (2011- present)
Kee H. Chung	Financial Review	Associate Editor (2011-present)

Kee H. Chung	Pacific-Basin Finance Journal	Editorial Board Member (2011-present)
Kee H. Chung	International Review of Applied Financial Issues and Economics	Editorial Board Member (2011-present)
Chunchi Wu	Asia-Pacific Journal of Financial Studies	Associate Editor (2011-present)
Chunchi Wu	International Review of Economics and Finance	Associate Editor (2011-present)
Chunchi Wu	Journal of Financial Studies	Associate Editor (2014-present)
Chunchi Wu	Journal of Risk Management	Associate Editor (2011-present)
Chunchi Wu	Review of Pacific-Basin Financial Markets and Policy	Associate Editor (2011-present)
Chunchi Wu	Advances in Quantitative Analysis of Finance and Accounting	Associate Editor (2011-present)
Chunchi Wu	Review of Quantitative Finance and Accounting	Associate Editor (2011-present)
Ken Kim	Journal of Financial Research	Associate Editor, 2015 - present
Ken Kim	Finance Research Letters	Associate Editor, 2015 - present
Ken Kim	Journal of Behavioral and Experimental Finance	Editorial Board, 2013-present
Accounting and Law		
Alex Ampadu	Journal of Accounting & Auditing: Open Access International Journal	Editorial Board (2013 – present)
Feng Gu	Journal of Intellectual Capital	Editorial Board (2010-2012)
Feng Gu	Asia-Pacific Journal of Accounting and Economics	Associate Editor (2013-2015)
Arlene Hibschweiler	The Tax Adviser	Editorial Adviser (2014 - present)
Inho Suk	Journal of Accounting and Marketing	Editorial Board (2012 - present)
Inho Suk	International Journal of Economics & Management Sciences	Editorial Board (2014 - present)
Marketing		
Minakshi Trivedi	Scientific Journals International	Editorial Review Board 2011-2015.
Management Science and Systems		
Ram Ramesh	Information Systems Frontiers	Co-Editor-in-Chief (1998 – Present)
Ram Ramesh	Information Technology & Systems Network of (SSRN)	Editorial Advisory Board (2005-Present)
Sanjukta Das Smith	International Conference on Information Systems (ICIS) 2013, Milan, Italy	Associate Editor (2013-2013)
Sanjukta Das Smith	Information Systems Frontiers	Coordinating Editor (2008 - present)
Rajiv Kishore	Journal of Convergence Information Technology	Associate Editor-in-Chief (2007 – present) http://www.aicit.org/jcit/home/editorial.html
Rajiv Kishore	International Journal of Intelligent Information Technologies	Editorial Review Board (2004 – present)
Rajiv Kishore	International Journal of Enterprise Information Systems	Editorial Review Board (2004 – present)
H.R. Rao	ACM TMIS	Associate Editor (2010- present)
H.R. Rao	Information Systems Frontiers	Co Editor-in-Chief (date?)
Operations Management and Strategy		
Yong Li	Information Systems Frontiers	Coordinating Editor (2010 – present)

External Grants: School of Management faculty, for the most part, do not engage in research programs that would qualify for external grant support. However, in a few select areas where their research is eligible support, our faculty are PIs and co-PIs on National Science Foundation awards.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

The quality of the School's intellectual contribution is reflected in the impact of those contributions. In many respects quality and impact are on the same continuum, but at different temporal points on that continuum. Traditional measures of quality such as the quality of the publication our let are hopefully harbingers of an impact that will subsequently develop over time. This section highlights several impact outcomes on the temporal continuum.

Citations: Perhaps the most fundamental measure of academic impact is the citations generated by one's scholarship. It is central to any conversation around impact in the School and the University, and is especially important in promotion decisions and awards for scholarly excellence. The School periodically benchmarks the citation records of our faculty. These data reflect the quality of the cumulative faculty record of scholarship, rather than just the most recent 5-year window. In 2014, we collected Google Scholar citation counts for all tenured and tenure track faculty at 10 mid-level public AAU business schools, as well as SOM faculty. To make the process more tractable, we limited the citation counts to the 10 most cited publications. The data were then divided by discipline and rank. As an example we could compare the counts for Assistant Professors in Finance, or Full Professors in Organizational Behavior with those at mid-level public AAU schools. The focus is less on the citation counts, which can vary considerably across disciplines, but rather the percentile standing of faculty within their own discipline and rank.

Google Scholar was chosen as the source of citation for several reasons. First, it is increasingly used for measuring citation results, and provides a comprehensive coverage of publication outlets across all disciplines. Second, it provides for a very broad measure of impact, including discipline based scholarship, as well as applied and pedagogic scholarship. Including citations in sources that would be considered applied is particularly relevant given the focus of the new AACSB standards.

We first calculated the percentile rank of each individual faculty member, within his or her respective rank and discipline sub-population. For the School as a whole, the median percentile rank in these distributions was the 46th percentile, the 27th percentile and the 25th percentile, for Professors, Associate Professor and Assistant Professor, respectively. The last two ranks are particularly sensitive to time in rank differences across schools, since the number of SOM faculty within these rank/discipline categories is typically 3-4. Nevertheless, by this measure the impact of our intellectual contributions, particularly at the rank of Professor, is certainly respectable. Given the quality of our junior faculty hires in the last two years, we also anticipate that this record will only improve.

One observation worth noting is the general absence of citation "allstars" within the SOM faculty. For example, while faculty at the rank of Professor have aggregate citation counts near the median of faculty mid-level public AAU schools, these counts

typically appear in the broad middle range. The mean and median are very similar. Our senior faculty ranks do not tend to include faculty with counts in the 95th percentile and above, as found in the benchmark schools.

Faculty Awards: The faculty has won University awards, such as UB Exceptional Scholar Awards, for both sustained scholarship and young investigator categories. There have also been early career awards in certain disciplines, such as MSI Young Scholar award from the Marketing Science Institute. However, the most award linked directly to intellectual contributions would be best paper awards based on journal publications or conference paper.

Editorial Activities: The faculty is engaged in a range of editorial activities. This is described in detail in the Quality section. Nevertheless, the appointment to these positions certainly follows as a consequence of faculty intellectual contributions and reflects the impact of those contributions.

Media Cites: The School also tracks media mentions in the aggregate and by faculty. In the last year those mentions have increased more than 140 percent and are driven in large part by the intellectual contributions of the faculty. While media mentions in part reflect the willingness of faculty to engage in this outreach, several faculty have had a considerable media presence. The most notable is Emily Grijalva, based on her work on narcissism and leadership. Her media mention count is approaching 1 billion and exceeds the entire count of the other faculty in the School.

Impact on Practice: To the extent that faculty intellectual contribution have an impact on practice, it would largely come through the result of their disciplinary work being applied to managerial practice, or presenting papers at venues that include practitioners. The challenge is measuring that impact. The majority of our faculty scholarship, particularly journal articles, includes a clear statement of how this work should influence management practice. Less obvious is whether managers are reading this work, and being influenced by it. By comparison, less than 20 percent of the ladder faculty have intellectual contributions (disciplinary or applied), that by their outlet or venue, have direct exposure to practicing managers or policy makers. Finally, as noted above, measuring citations with Google Scholar broadens the citation measure to include impact that is more applied or policy oriented since it is more than a measure of journal articles citing journal articles. We have not, however, attempted to individually parse citations into applied and academic categories.

On Teaching: Few faculty, either ladder or clinical, systematically produce intellectual contributions design to have an impact on teaching and pedagogy. Only two faculty members currently are currently publishing textbooks in their fields. Another emeritus faculty member continues to published a very popular text in his area. Several clinical faculty have presented papers on topics related to Assurance of Learning.

Publications in SOM list of Target Journals (2011-2015)														
	2011		2012		2013		2014		2015		Total A's	Total A-	Total Target	# of different faculty
	A	A-	A	A-	A	A-	A	A-	A	A-				
Accounting & Law	6	0	1	1	1	0	0	0	2	4	10	5	15	6
Finance	3	1	0	2	2	1	3	4	5	3	13	11	24	8
Marketing	1	2	1	1	5	2	0	0	6	3	13	8	21	5
Management Science & Systems	5	3	3	6	2	3	6	1	3	2	19	15	34	6
Operations Management and Strategy	2	2	1	2	2	2	3	2	2	0	10	8	18	6
Organization and Human Resources	3	1	3	1	3	2	1	2	1	0	11	7	18	7
Totals	20	9	9	13	15	10	13	9	19	12	76	53	129	37

Publications in Target Journals, by Faculty and Department
2011-2015

Accounting	Journal	Journal Rank	Publication Year
Bill Kross	Journal of Accounting and Economics	A	2011
Bill Kross	Journal of Accounting and Economics	A	2011
Bill Kross	Contemporary Accounting Research	A	2011
Bill Kross	The Accounting Review	A	2015 forthcoming
Bill Kross	Journal of Accounting, Auditing and Finance	A-	2015 forthcoming
Feng Gu	The Accounting Review	A	2011
Inho Suk	Journal of Accounting and Economics	A	2011
Inho Suk	Journal of Accounting and Economics	A	2011
Inho Suk	Journal of Accounting and Economics	A	2012
Inho Suk	The Accounting Review	A	2015 forthcoming
Inho Suk	Journal of Accounting, Auditing and Finance	A-	2015 forthcoming
Inho Suk	Journal of Accounting, Auditing and Finance	A-	2015 forthcoming
Michael Dambra	Contemporary Accounting Research	A	2013
Michael Dambra	Journal of Financial Economics	A	2015
Myungsun Kim	Financial Management	A-	2012
Susan Hamlen	Journal of Accounting, Auditing and Finance	A-	2015 forthcoming
Finance			
Brian Wolfe	Journal of Financial Economics	A	2015
Chunchi Wu	Journal of Financial Economics	A	2011
Chunchi Wu	Journal of Banking and Finance	A-	2012
Chunchi Wu	Management Science	A	2013
Chunchi Wu	Journal of Banking and Finance	A-	2014
Chunchi Wu	Journal of Financial Markets	A-	2014
Cristian Tiu	Review of Financial Studies	A	2011
Cristian Tiu	Review of Financial Studies	A	2013
Feng Jiang	Journal of Financial Economics	A	2014
Feng Jiang	Journal of Financial and Quantitative Analysis	A	2015 forthcoming
Jerchern Lin	Journal of Finance	A	2014
Kee Chung	Journal of Financial and Quantitative Analysis	A	2011
Kee Chung	Financial Management	A-	2012
Kee Chung	Journal of Money, Credit and Banking	A-	2013
Kee Chung	Journal of Financial Economics	A	2014

Kee Chung	Journal of Financial Markets	A-	2014
Kee Chung	Financial Management	A-	2015
Kee Chung	Financial Management	A-	2015 forthcoming
Ken Kim	Journal of Financial Intermediation	A-	2011
Sahn-Wook Huh	Journal of Financial Markets	A-	2014
Sahn-Wook Huh	Journal of Financial Markets	A-	2015
Sahn-Wook Huh	Management Science	A	2015 forthcoming
Veljko Fotak	Journal of Financial Economics	A	2015
Veljko Fotak	Review of Financial Studies	A	2015 forthcoming
Marketing			
Arun Lakshmanan	Journal of Marketing	A	2011
Arun Lakshmanan	Journal of Marketing	A	2015
Charles Lindsey	Journal of Marketing	A	2013
Charles Lindsey	Organizational Behavior and Human Decision Processes	A-	2013
Debu Talukdar	Journal of Research in Marketing	A-	2011
Debu Talukdar	International Journal of Production Economics	A-	2012
Debu Talukdar	Journal of Marketing	A	2013
Debu Talukdar	Journal of Retailing	A-	2013
Debu Talukdar	Management Science	A	2015
Debu Talukdar	Strategic Management Journal	A	2015 forthcoming
Debu Talukdar	Marketing Science	A	2015 forthcoming
Debu Talukdar	Management Science	A	2015 forthcoming
Debu Talukdar	International Journal of Research in Marketing	A-	2015 forthcoming
Minakshi Trivedi	Journal of Retailing	A-	2011
Minakshi Trivedi	Marketing Science	A	2013
Minakshi Trivedi	Journal of Retailing	A-	2015 forthcoming
Ram Bezawada	Marketing Science	A	2012
Ram Bezawada	Journal of Marketing	A	2013
Ram Bezawada	Information Systems Research	A	2013
Ram Bezawada	Management Science	A	2015
Ram Bezawada	Journal of Consumer Psychology	A-	2015
Arun Lakshmanan	Journal of Marketing	A	2011
Arun Lakshmanan	Journal of Marketing	A	2015
Charles Lindsey	Journal of Marketing	A	2013
Charles Lindsey	Organizational Behavior and Human Decision Processes	A-	2013

Debu Talukdar	Journal of Research in Marketing	A-	2011
Debu Talukdar	International Journal of Production Economics	A-	2012
Debu Talukdar	Journal of Marketing	A	2013
Debu Talukdar	Journal of Retailing	A-	2013
Debu Talukdar	Management Science	A	2015
Management Science & Systems			
G.L. Sanders	Decision Support Systems	A-	2012
H.R. Rao	Journal of Management Information Systems	A	2011
H.R. Rao	Decision Support Systems	A-	2011
H.R. Rao	Decision Support Systems	A-	2011
H.R. Rao	Decision Support Systems	A-	2011
H.R. Rao	MIS Quarterly	A	2012
H.R. Rao	MIS Quarterly	A	2012
H.R. Rao	Information Systems Journal	A-	2012
H.R. Rao	Information Systems Journal	A-	2012
H.R. Rao	Decision Support Systems	A-	2012
H.R. Rao	Decision Support Systems	A-	2012
H.R. Rao	Decision Support Systems	A-	2013
H.R. Rao	Decision Support Systems	A-	2013
H.R. Rao	Information Systems Research	A	2014
H.R. Rao	MIS Quarterly	A	2014
H.R. Rao	MIS Quarterly	A	2014
Raj Sharman	MIS Quarterly	A	2012
Raj Sharman	Decision Support Systems	A-	2012
Raj Sharman	Decision Support Systems	A-	2013
Raj Sharman	MIS Quarterly	A	2014
Raj Sharman	Information Systems Research	A	2015
Rajiv Kishore	Information and Management	A-	2014
Rajiv Kishore	Information and Management	A-	2015
Rajiv Kishore	Information and Management	A-	2015
Rajiv Kishore	Strategic Management Journal	A	2015 forthcoming
Ram Ramesh	Information Systems Research	A	2011
Ram Ramesh	INFORMS Journal of Computing	A	2013
Ram Ramesh	Information Systems Research	A	2014
Ram Ramesh	Information Systems Research	A	2015
Sanjukta Das Smith	Information Systems Research	A	2011
Sanjukta Das Smith	Journal of Management Information Systems	A	2011
Sanjukta Das Smith	INFORMS Journal of Computing	A	2011

Sanjukta Das Smith	INFORMS Journal of Computing	A	2013
Sanjukta Das Smith	Information Systems Research	A	2014
Operations Management & Strategy			
Charles Wang	European Journal of Operation Research	A-	2011
Charles Wang	International Journal of Production Economics	A-	2013
Charles Wang	International Journal of Production Economics	A-	2014
Jun Ru	Production and Operations Management	A	2013
Jun Ru	Production and Operations Management	A	2014
Ramin Vandaie	Strategic Management Journal	A	2014
Ramin Vandaie	Organization Science	A	2015
Supradeep Dutta	Journal of Business Venturing	A	2015 forthcoming
Winston Lin	International Journal of Production Economics	A-	2011
Winston Lin	Decision Support Systems	A-	2012
Winston Lin	European Journal of Operation Research	A-	2012
Winston Lin	European Journal of Operation Research	A-	2013
Yong Li	Organization Science	A	2011
Yong Li	Journal of Business Venturing	A	2011
Yong Li	Journal of Business Venturing	A	2012
Yong Li	Strategic Management Journal	A	2013
Yong Li	Journal of Business Venturing	A	2014
Yong Li	Entrepreneurship: Theory and Practice	A-	2014
Charles Wang	European Journal of Operation Research	A-	2011
Charles Wang	International Journal of Production Economics	A-	2013
Charles Wang	International Journal of Production Economics	A-	2014
Jun Ru	Production and Operations Management	A	2013
Jun Ru	Production and Operations Management	A	2014
Ramin Vandaie	Strategic Management Journal	A	2014
Ramin Vandaie	Organization Science	A	2015
Supradeep Dutta	Journal of Business Venturing	A	2015 forthcoming
Winston Lin	International Journal of Production Economics	A-	2011
Winston Lin	Decision Support Systems	A-	2012
Winston Lin	European Journal of Operation Research	A-	2012
Winston Lin	European Journal of Operation Research	A-	2013
Yong Li	Organization Science	A	2011
Yong Li	Journal of Business Venturing	A	2011
Yong Li	Journal of Business Venturing	A	2012
Yong Li	Strategic Management Journal	A	2013

Yong Li	Journal of Business Venturing	A	2014
Yong Li	Entrepreneurship: Theory and Practice	A-	2014
Charles Wang	European Journal of Operation Research	A-	2011
Organization & Human Resources			
Darren Treadway	Journal of Management	A-	2013
Darren Treadway	Journal of Management	A-	2014
Emily Grijalva	Personnel Psychology	A	2015
Fred Dansereau	Leadership Quaterly	A-	2011
Fred Dansereau	Leadership Quaterly	A-	2013
Paul Tesluk	Personnel Psychology	A	2011
Paul Tesluk	Organization Science	A	2011
Paul Tesluk	Organization Science	A	2012
Paul Tesluk	Journal of Applied Psychology	A	2012
Paul Tesluk	Personnel Psychology	A	2012
Paul Tesluk	Academy of Management Journal	A	2013
Paul Tesluk	Organization Science	A	2013
Paul Tesluk	Journal of Applied Psychology	A	2014
Prasad Balkundi	Journal of Applied Psychology	A	2011
Prasad Balkundi	Decision Support Systems	A-	2012
Tim Maynes	Journal of Applied Psychology	A	2013
Tim Maynes	Journal of Organizational Behavior	A-	2014
Tim Maynes	Journal of Applied Psychology	A	2015

Tables Supporting Financial Strategy Analysis

Update on Strategic Action Items and Resource Support: 2010-2013

Strategic Action Items

Activity	Start Date	First Year Cost	Estimated Continuing Annual Cost	Status
LeaderCORE™	Fall 2010	\$50K	\$75-\$100K	Completed
Right Size BS in Business Adm. Enrollment	Fall 2011	\$70K	\$140K	Modified and improved with new tuition driven budget model
Increase Stipends of Supported PhD students by \$3000	Fall 2011	\$26K	\$75K	Completed
Strengthen Senior Faculty Base	Fall 2011-13	\$250K	\$750K	Progress with hiring two endowed professorships
Maintain enhanced faculty research support	Fall 2011	\$100K	\$100K	Enhanced funding reduced by 1/3 rd for insufficient resources
Implement revised MBA program	Fall 2012	No significant cost	No significant cost	Completed

Strategic Action Items and Resource Support: 2015-2018

Activity	Start Date	First Year Cost	Estimated Continuing Annual Cost	Funding Source
Strengthen Senior Faculty Base	Fall 2016,17	\$250K	\$750K	Operating budget, reallocation, tuition share growth, chair endowment
Increase PhD assistantships and stipend levels	Fall 2016	\$182K	\$182K	Operating budget, tuition share growth
Increase investment in General Education	Fall 2016	\$233K	\$383K	University support for Gen Ed
MBA scholarships	Fall 2016	\$200K	\$400K	Equally from Operating budget and philanthropy
Undergraduate Learning Center Programming	Fall 2016	\$70K	\$85K	Grants and operating budget
Develop significant analytics programming	Fall 2016	\$200K	\$200K	Resource reallocation

New Revenue Sources (2015-2018)

Revenue Source	Start Date	First Year Revenue	Estimated Continuing Annual Revenue
Student Fees (CRC) Increase	Fall 2016	\$100K	\$100K
Development (spendable)	Fall 2016	\$100K	\$200K
Increased Share of Tuition Revenue	Fall 2016	\$750K - \$1mm	\$750K-\$1mm
Tuition increases (SOM share)	Fall 2017	\$250K-\$750K	\$250K-\$750K

The Basis for Participating and Supporting Faculty Designation

Full time faculty, whether ladder (tenure track and tenured) or clinical (full-time non-tenure track faculty on renewable three year contracts) have performance expectations and assignments requiring that they in effect meet the standards for participating faculty described in Standard 9 with respect to curriculum development, course development, and course delivery. Full time faculty by the nature of their appointment, the School's policies with respect to faculty governance, and the annual review process, are expected and do play a role in each of these dimensions, though the emphasis may vary across individual faculty.

Faculty without full-time appointments fall into two categories:

- The first is the typical adjunct appointment, where the assignment is to deliver one or more courses per year. With very few exceptions, these faculty would have very little involvement in curriculum development, or even course development. Overwhelmingly they are contracted to teach an existing course with an existing syllabus and format, though occasionally they may teach a new highly specialized course. However, their involvement in the School is very narrow and with very few exceptions would not normally be classified as Participating faculty, given the depth of involvement described in Standard 9. The exceptions are the 3-4 part-time faculty who offer both multiple courses annually and have been engaged in significant curriculum development based on their professional background and interest in a more substantive relationship with the School.
- The second example is a small number of faculty, sometimes drawn from other units at UB, or other universities, who may be recruited to teach a single course in an off-shore program. Normally, these adjunct faculty are expected to deliver a well defined course well, and nothing more. One exception would be in a program such as our MS program in partnership with Amrita University in India. Amrita faculty teach several of the courses in the program. In 2-3 cases, because of the nature of the partnership, those faculty are more engaged in program and curriculum development. They are in turn more likely to be categorized as Participating.

University at Buffalo - School of Management

FACULTY BYLAWS

Organization and Governance of the Faculty

Adopted by the Faculty May 12, 1970
amended to April 2005

	Page
PREAMBLE	1
I. FACULTY AND ADMINISTRATIVE ORGANIZATION	2
A. Faculty	2
B. Types of Appointments	2
C. Administration	2
D. Programs	2
E. Departments	3
II. STANDING COMMITTEES	3
A. Program Committees	3
B. Policy Committee	3
C. Committee on Academic Appeals	4
D. Personnel Committee	4
E. Strategic Management Committee	4
III. FACULTY GOVERNANCE	4
A. Faculty Meetings	4
B. Elections	5
IV. FACULTY PERSONNEL ACTIONS	5
A. General Matters	5
B. New Appointments	5
C. Annual Reviews	6
D. Appointment Renewals	6
E. Fourth Year Reviews	6
F. Promotions and Tenure	7
G. Promotional Criteria	7
H. Procedures and Criteria for Promotion of Adjunct Faculty	10
V. AMENDMENTS	11

School of Management

BYLAWS

ORGANIZATION AND GOVERNANCE OF THE FACULTY

PREAMBLE

The Faculty of the School of Management, State University of New York at Buffalo, in order to provide an improved framework for accomplishing its objectives, adopted a new organization and governance structure on May 12, 1970 (with subsequent amendments), as described in this document.

The structure is designed to meet the following criteria:

1. Greater operating responsiveness and efficiency in instructional programs from perspectives of students and of employers of graduates from those programs.
2. Better structural responsiveness to permit simultaneous attention to existing commitments and to new developments.
3. Improved congruence with present and future environments that pose problems and opportunities for the School.
4. Increased capacity for planning, coordination, and evaluation through improved decision processes and quality of information.
5. Feasibility, with respect to faculty and administrative staff.

In recognition of these criteria a matrix form of organization is hereby established, with Programs and Departments as the major structural units.

I. FACULTY AND ADMINISTRATIVE ORGANIZATION

A. Faculty

The faculty of the School of Management shall include all those who hold full-time academic staff appointments in the School.

The voting membership of departments and eligibility to vote on personnel and administrative matters is specified in subsequent sections.

B. Types of Appointments

Regular appointments: Professor, Associate Professor, Assistant Professor and Instructor

Special appointments: Adjunct titles, Lecturer, Visiting titles

Proviso 1: Persons holding full-time appointments, with a term of two years or more, as Visiting Professor or Visiting Associate Professor shall, for purposes of these by-laws, be treated as assistant professors holding regular appointments.

Proviso 2: Persons holding full-time adjunct appointments which are anticipated to last for two years or more shall have departmental voting privileges as determined by the departments involved, except as otherwise regulated by these Bylaws. Persons holding such appointments shall have full voting privileges on all School-wide matters except those involving personnel actions.

C. Administration

The Dean shall be the chief administrative officer of the School.

The central administrative structure shall be based on a matrix composed of departments and programs, each being administered by a chair.

Department and program chairs shall have a two-fold role in planning, evaluation, and direction of the major educational activities of the School. First, they shall be concerned with leadership, guidance, control, and operation of their respective groups, established programs, and development programs. Second, the chairs as a team shall participate in formulation of school-wide plans, and in evaluation of the performance of the School from the perspective of the organization as a whole and its relevant environment. The Dean and the several chairs shall comprise the line academic management of the School.

To complement the line management activities assigned among the Dean, department chairs and program chairs, a Policy Committee shall serve to advise, recommend, criticize and selectively

participate in school-wide problem identification, policy review, monitoring of major activities and determination of the process by which special decision needs should be met.

There shall be at least five standing committees for the School: Undergraduate Program Committee, MBA Program Committee, Ph.D. Program Committee, Policy Committee, and Committee on Academic Appeals. Ad-hoc faculty committees shall be appointed as required by subsequent sections or at the discretion of the Dean.

D. Programs

Programs are operating curricula, approved by the faculty, designed to serve defined groups of students and external user clientele. They shall be centers of responsibility for assuring that high quality academic services are offered to the various user-constituencies of the School, including students in professional degree programs, participants in practicing manager training programs, and employers of the graduates and participants in the programs. The responsibility of a program encompasses overall academic content, purposes, and pedagogical methods as they relate to learning outcomes appropriate to the current and future requirements of professional practice.

Each program shall be administered by a faculty member designated as the program chair. He or she shall be appointed by the Dean, following a consultative vote of the Policy Committee through a formal secret ballot, and shall serve a term of three years. Reappointment for additional three year terms shall follow the procedure specified above for an initial appointment.

The program chair shall be responsible for overall planning, coordination and development of the academic content and purpose of the program. He or she shall specify the resource requirements of the program, recommend appropriate course offerings (both core and electives), identify areas for improvement in course content and pedagogy, and recommend directions for curriculum and course development. The chair shall also have a role in formulating faculty recruiting priorities and in evaluating the performance of faculty members participating in the program.

A program committee shall be appointed by the Dean, consisting of faculty and student representatives, to aid and advise each program chair. It is intended that, to the extent feasible, membership on the program committees be rotated.

Three existing degree programs have been recognized by the faculty as established programs:

1. B.S. in Management Degree Program
2. M.B.A. Degree Programs (Day, Evening and Executive)
3. Ph.D. Degree Program in Management

Additional programs may be accorded established program status by vote of the faculty.

E. Departments

Departments are centers of responsibility for designing and offering courses for the programs, for facilitating faculty personnel actions, and for maintaining knowledge capabilities required for instructional research activities. They shall be responsible for facilitating the professional development of faculty members by fostering individual career goals and coordinating individual preferences with program goals and priorities.

Faculty membership in departments is to be based on the normal instructional assignments of the individual. A faculty member may hold membership (as defined later in these bylaws) simultaneously in more than one department. Voting membership in a department shall be accorded to the full-time faculty members holding regular appointments therein. With the consent of a faculty member and the affected department chairs, a faculty member may be assigned temporarily to an instructional responsibility other than that of the department(s) in which he is a member. Such temporary assignment in a department does not carry a voting privilege therein.

Each department shall be administered by a faculty member designated as the department chair. He or she shall be appointed by the Dean, after obtaining the results of consultative voting as indicated hereafter. A consultative vote of the faculty members of the department must be obtained by a formal secret ballot. Should the aforementioned consultative vote be negative, the Dean may proceed with the appointment after obtaining a consultative vote of the Policy Committee through a formal secret ballot. Department chairs shall serve for a term of three years, and may be reappointed for additional three-year terms in accordance with the procedure specified above for the initial appointment.

Course offerings of the various programs shall be assigned to specific departments for developing, monitoring, and staffing. While an individual faculty member is encouraged to exercise initiative in affiliating with departments and programs in accordance with his or her professional interests, the respective department chairs shall have the authority to approve assignment of the faculty members to particular courses and program activities.

Six departments are currently recognized:

Organization and Human Resources - the department shall be responsible for studies encompassing behavioral sciences, organization theory, manpower planning, labor relations, human resources management, and closely related areas;

Finance and Managerial Economics - the department shall be responsible for studies encompassing corporate finance, financial institutions and markets, applied economics, and closely related areas;

Accounting and Law - the department shall be responsible for studies encompassing financial and managerial accounting, business law, and closely related areas;

Marketing - the department shall be responsible for studies encompassing marketing management, consumer behavior, and closely related areas;.

Operations Management and Strategy – the department shall be responsible for studies encompassing supply chain management, manufacturing & service operations, integrative management policy and strategy, and closely related areas including entrepreneurship and international business.

Management Science and Systems – the department shall be responsible for studies in management information systems, e-business & services, quantitative methods, including management science and statistics, and closely related areas.

The six departments represent the problems and processes of management in general terms, applicable to various managerial environments. As six units of broad academic purviews, they shall encourage the invention, introduction and implementation of program improvements. They shall provide individual faculty members with options to specialize (groupings within the departments), to associate with colleagues of similar or complementary professional interests in teaching and research methodologies, thus facilitating multidisciplinary team efforts, and to teach a wide variety of courses over time through membership or temporary institutional appointments in more than one department.

II. STANDING COMMITTEES

A. Program Committees

The Program committees shall be responsible for the overall development and content of the School's academic programs. Committee members shall be appointed by the Dean after receiving recommendations from the program chairs in consultation with the Associate Dean for Academic Programs. A faculty member shall normally not serve on the same program committee for more than three consecutive years.

B. Policy Committee

The Policy Committee shall represent the perspectives of the faculty and the students of the School. It shall be an advisory committee to the Dean, with the primary responsibility for reviewing policies and major plans as formulated by program chairs, department chairs, administrators, and other faculty-student groups having assigned planning tasks.

The Policy Committee shall consist of (a) department chairs, (b) program chairs, (c) two regular faculty members elected for two-year terms, at least one of whom must be non-tenured, and (d) two student representatives. Associate deans are ex-officio, non-voting members of the Policy

Committee. The Policy Committee may invite other faculty and administrators of the School to sit as non-voting members of the Policy Committee as deemed appropriate.

Student representation on the Policy Committee shall consist of one graduate student appointed by the President of the Graduate Management Association and one undergraduate student appointed by the President of the Undergraduate Management Association. The term of a student representative shall not exceed two years.

C. Committee on Academic Appeals

The Committee on Academic Appeals shall be responsible for dealing with student grievances against a faculty member, as described in the School's student handbooks. It shall be composed of four faculty members designated by the Dean and two undergraduate and two graduate students designated by the presidents of the Undergraduate Management Association and the Graduate Management Association, respectively. One faculty member shall be designated by the Dean to serve as the Chair. The student members shall serve in cases involving grievants at their own academic level.

D. Personnel Committee

The Personnel Committee shall review and make recommendations on all personnel actions within the School, excepting initial hires of non-tenured faculty. The Committee's functions will include: (1) reviewing departmental proposals on promotions and tenure and recommending action to the Dean and the faculty; (2) reviewing the records of fourth year faculty members and reporting to the tenured faculty its assessment of their strengths and weaknesses pertaining to a prospective tenure decision; (3) reviewing departmental proposals for appointment renewals and, at its option, making recommendations to the Dean; and (4) reviewing departmental proposals for suspending a faculty member's tenure clock and, at its option, making recommendations to the Dean.

The Committee shall be appointed by the Dean and consist of five tenured faculty, at least three of whom shall be full professors. The Associate Dean for Academic Programs shall serve ex officio as a non-voting member of the Committee, largely in a staff function. The Committee will be chaired by one of the full professor members, selected by the Dean. In appointing the Committee, the Dean shall take account of other service responsibilities carried by prospective members. Membership on the Committee shall be considered a major service assignment, comparable to service on a program committee. Members shall serve two-year terms (although initial appointments will be staggered so that only half the terms expire each year) and shall be eligible for reappointment. The chair shall rotate every year.

The Committee shall be empowered to establish its own procedures, and it is expressly authorized to delegate cases to subcommittees of at least three members, except that in cases of promotion to or appointment as full professor only full professor members may serve.

E. Strategic Management Committee

The Strategic Management Committee shall work with the Dean on an ongoing basis to revise and monitor the School's strategic plan, including its mission statement. It shall have primary responsibility for developing and reviewing performance measures for assessing the School's success in meeting the objectives of the plan. It shall measure and monitor the School's compliance with the strategic planning and management expectations of both the University and the AACSB. The Committee shall report to the faculty during the fall faculty meeting each year on the School's progress and performance relative to the strategic plan during the previous academic year.

The Committee shall consist of as many members as the Dean may deem appropriate, but in no event fewer than four members of the faculty and one member of the professional staff. The Associate Dean for Academic Programs shall serve on the Committee *ex officio*.

III. FACULTY GOVERNANCE

A. FACULTY MEETINGS

A minimum of three meetings of the faculty of the School shall be held each academic year: one early in the fall semester, one late in the fall semester or early in the spring semester, and one late in the spring semester. Additional meetings may be called at the discretion of the Dean. Meetings shall be held on a day when the University is in session, except that, with the consent of the Policy Committee, the Dean may schedule a meeting for a day when the University is not in session.

Items of business to be voted on at the meeting shall be set forth in a written agenda, distributed to the faculty at least five academic days prior to the meeting. Items set forth on the agenda may be voted at the meeting, provided a quorum is present, except for those items for which a mail ballot is required. If a quorum is not present, agenda items may be voted by mail ballot.

A quorum for conducting official business at a faculty meeting shall consist of 50 percent of the faculty holding School-wide voting privileges.

Items requiring faculty vote include (but are not limited to) the following:

1. Changes in the Bylaws of the School,
2. Elections to the Policy Committee and Faculty Senate (see following section on elections);
3. Changes in criteria for honors,
4. Changes in School requirements for a degree,

5. Changes in curriculum (e.g., changes in option requirements, approval of new options),
6. Approval of new courses,
7. Establishment of and changes in academic policies and procedures, and
8. Establishment of centers, institutes, or other program or service units within the School.

B. ELECTIONS

The following rules apply to election of faculty representatives to the School or University bodies which require elected representatives. These include, but are not limited to, the School's Policy Committee and the Faculty Senate of the University. The Dean (or designee) shall be responsible for the conduct of elections.

Nominations. Nominations shall be conducted by mail ballot. Each voting faculty member shall be entitled to nominate one person per position to be filled. The election ballot shall then consist of all persons nominated who consent to serve if elected.

Elections Procedures. Elections may be held at faculty meetings or by mail ballot. If a single position is to be filled, a majority of votes cast shall be required for election. Where run-off elections are required to achieve a majority, nominees receiving at least 25 percent of the vote cast on one ballot are eligible to be included in the next ballot, with the following exceptions: (1) if only one candidate receives 25 percent or more of the vote (or if no candidate receives 25 percent or more), the top three candidates shall comprise the next ballot, and (2) if all candidates receive 25 percent or more of the vote, the lowest candidate shall be dropped from the next ballot.

Where multiple, identical positions are to be filled (e.g., two representatives to the Faculty Senate), a single election shall be held. Each voter shall be entitled to as many votes as there are positions. A majority of the number of individuals voting shall be required for election, with run-off procedures as specified above.

Timing. Elections to fill expired terms on the Faculty Senate and the Policy Committee shall be held during the last month of the spring semester. Elections to other bodies shall be held as specified by the Dean, unless the body itself shall specify a time.

Vacancies occurring during the term of an elected representative shall be filled as promptly as feasible, using the same nomination and election procedures as outlined above.

IV. FACULTY PERSONNEL ACTIONS

The University periodically sets forth and updates Policies, Procedures and Criteria for Faculty Personnel Actions. The current procedures, of course, apply to all faculty personnel actions within the School of Management. They spell out a variety of matters that will not be covered

here. What follows is a summary of the way University practices have been adapted to the particular structure of the School of Management. Nothing in the procedures that follows is intended to conflict with the University's policies and procedures, or those set forth in the Collective Bargaining Agreement between the University and the Faculty's bargaining agent.

A. GENERAL MATTERS

A department is normally responsible for initiating and submitting recommendations on faculty personnel actions for its members including appointments, reappointments, promotions, grants of tenure, and transfers into departments (excluding temporary instructional assignments). The department chair shall be responsible for collecting all of the relevant data on the candidates and for preparing and submitting the written proposal.

Departmental faculty members (hereafter, department members) are defined as those holding regular appointments in the University and either: (1) sole appointments in the department, or (2) joint appointments in two departments (including departments inside the University but outside of the School).

Responsibility for faculty personnel reviews and actions concerning faculty members holding regular joint appointments in two departments of the School shall rest with the department in which the member spends most of his or her time, including both teaching and research. Faculty members not readily assignable on this basis shall be assigned by the Dean.

B. NEW APPOINTMENTS

1. Regular Non-Tenure (Term) Appointments at the Rank of Assistant Professor and Below, Including Full-Time Adjunct Appointments Expected to Last Two Years or More. After receiving the Dean's permission to recruit, the department chair (hereafter, chair) shall collect all pertinent information on a prospective candidate, including his/her vita. The chair shall distribute the information to department members and the Dean, and he/she shall otherwise assure maximum opportunity for the Dean and department members to become acquainted with the candidate's abilities and qualifications.

If the chair decides to recommend the appointment of a candidate, he/she shall make a written recommendation to all department members to that effect. Such recommendation shall summarize all positive and negative information available on the candidate. Any department member may comment in writing prior to a departmental vote on the appointment. Such written comment shall be retained in the candidate's file in the chair's office, and the file itself shall be available for inspection by all department members.

All department members with voting privileges shall be eligible to vote on the proposed appointment. The vote shall be secret and consultative, and it shall be completed within three days of the submission of the chair's recommendation. The results of the vote, distinguished between tenured and non-tenured members voting, shall be communicated to the department members and the department members and the Dean, together with a statement of the chair's proposed action.

The Dean shall review the recommendation of the chair and all pertinent documentation. He/she may seek additional information and consultation. The decision and action of the Dean shall be communicated to the chair and department members.

2. **Regular Non-Tenure (Term) Appointments at the Rank of Associate Professor and Above.** The procedure for these appointments shall be the same as those in (1) above except:

- a) the chair shall obtain three outside letters of evaluation, and
- b) following submission of the proposal to the Dean, the proposed appointment shall be submitted to an advisory vote by all regular faculty in the School.

3. **New Tenured Appointments.** The procedure for these appointments shall be the same as those in (1) above except:

- a) the chair shall obtain three outside letters of evaluation,
- b) upon submission of the proposal to the Dean, the Dean shall seek the review and advice of the Personnel Committee, and
- c) following the report of the Personnel Committee, the proposed appointment shall be submitted to an advisory vote by all tenured faculty in the School.

4. **Special Appointments.** Special and temporary appointments may be recommended to the Dean by the department chair.

C. ANNUAL REVIEWS

At the end of each academic year faculty members may prepare written statements of their objectives, efforts, and accomplishments with respect to research, teaching, and service. These statements shall be submitted to the department chairs and become part of the faculty members' departmental files. At the end of each academic year, the department chair shall prepare an evaluation in writing for each department member. These evaluations, along with the faculty members' statements, shall be submitted to the Dean (with copy to the faculty members) and become a part of the dossier of the individual each time he or she is reviewed for renewal or promotion. The annual evaluations shall also be **discussed** by the department chair with each faculty member. During these evaluations the department chair, in conjunction with the Dean, should provide information to each faculty member about the extent to which his or her skills and interests (in terms of teaching, research and SOM activities) fit the needs of the department and the School. Each year the Dean will meet with and review the performance of all program and department chairs, as well as all administrative personnel.

D. APPOINTMENT RENEWALS

1. The procedure for renewal (including promotion without tenure) of non-tenure regular appointments shall be the same as that governing the initial appointment, except:
 - a) no outside letters of evaluation are required, and
 - b) only tenured members of the department and non-tenured members with at least one year's service in the School may vote on the proposed action, and
 - c) proposed renewals shall be forwarded to the Personnel Committee for review.
2. The procedure for renewal of special appointments shall be the same as that governing the initial appointment.

E. FOURTH YEAR REVIEWS

Each non-tenured faculty member on a tenure track appointment shall be given a special performance review in the fourth year of service. The purposes of this review shall be to acquaint the tenured faculty of the School with the faculty member's work and to provide him/her with an early assessment by the tenured faculty of his/her performance. The procedure for these fourth year reviews shall be as follows:

1. The review shall take place in the Spring semester, in the faculty member's seventh or eighth semester of service, depending on the date of the initial hire.
2. The department chair shall provide as complete a file on the reviewee as believed necessary to lead to an informed assessment, including a self-evaluation by the reviewee, but the file will not ordinarily include outside letters of evaluation.
3. The file shall be made available to the Personnel Committee. The Committee shall review all fourth year faculty members at the same time and issue a report to the tenured faculty, identifying for each reviewee the group's assessment of areas of strength and concern.
4. The Committee's report and the documented record shall be discussed at a meeting of the tenured faculty. For each reviewee, the sense of the tenured faculty will be consolidated into a written report by the Dean and the reviewee's department chair. Actual feedback to the reviewee shall be made through the Dean's Office with the participation of the department chair. The reviewee shall be invited to submit a written response to the report, which shall become part of the record.

F. PROMOTIONS AND TENURE

The following procedures shall apply to the evaluation of (1) assistant professors for promotion to associate professor with tenure, (2) non-tenured associate professors for the granting of tenure, and (3) tenured associate professors for promotion to professor. These procedures are intended

to supplement, and not to conflict with, the University-wide procedures detailed in the University's Faculty/Staff Handbook.

1. The process of review for promotion and/or tenure may be initiated by either the candidate or the department chair. The chair shall assemble a complete dossier on the candidate's performance in research, teaching, and service. The dossier shall include, at a minimum: a current vita, copies of the candidate's annual reviews and fourth year review (if applicable), copies of all publications and unpublished work listed on the vita, formal teaching evaluations, at least four outside letters of evaluation (along with biographies on the evaluators and an explanation of how they were chosen), and at least two inside letters of evaluation addressing the entire record. The dossier may also include: other inside letters (for example, from program chairs) commenting on specific aspects of the record, documentary evidence on teaching or service contributions, letters from students, letters from co-authors explaining the candidate's distinct contribution to joint work, and any other material deemed relevant by the department chair.
2. The department chair shall make the dossier available to tenured department members at the proposed rank or above. At his/her discretion, the chair may include with the dossier his/her evaluation of the record. The tenured department members at the proposed rank or above shall meet to discuss the proposed action. A formal secret ballot shall be taken, which shall be consultative to the chair.
3. The Chair shall transmit the dossier to the Dean along with a formal letter of recommendation on the proposed action. The chair's letter shall include a thorough explanation of the candidate's research, including the impact of that work on the discipline and the rating or quality of the publications in which the work appears. It shall also contain an analysis of teaching effectiveness and a summary of the results of formal teaching evaluations. It shall also summarize and evaluate the candidate's contributions to the department, the School, the University, the community, and the discipline. The chair's letter shall also report the consultative vote of the departmental faculty.
4. The candidate may select an advocate at any time in the process when an academic officer (chair or dean) does not support the case or when the candidate believes that the case will be strengthened or more fully explained by an advocate. The advocate shall have full access to the candidate's record, and shall have the opportunity to prepare a written statement in support of the case and to have that statement included in the dossier. The advocate's statement may suggest additional expert evaluators, but it may not itself include additional letters of evaluation.
5. Upon receipt of the dossier, the Dean shall forward it to the Personnel Committee. The Committee shall review the recommendation of the chair (and the advocate, if applicable) and collect such additional information as it deems necessary or desirable. The Committee shall make a formal recommendation to the Dean as to whether the proposed action should be approved.
6. The dossier, containing the report of the Personnel Committee, shall be made available for review by the tenured faculty of the School at the proposed rank or above (hereafter, faculty).

No less than two weeks thereafter, the faculty shall meet to discuss the case and to vote on whether the proposed action should be approved. The vote shall be secret and consultative to the Dean. The Dean shall report the results of the ballot immediately upon its conclusion.

7. The Dean shall submit the dossier to the Provost, along with his/her recommendation and the results of the consultative ballot.

8. The candidate shall have the right to withdraw the case at any time in the process. However, if the case proceeds to the point of soliciting outside letters before it is withdrawn, and if the proposal to promote or grant tenure is resubmitted within two years of such withdrawal, all inside and outside letters (including that of the chair), as well as all committee reports, from the withdrawn proposal shall be included in the new dossier.

G. PROMOTIONAL CRITERIA

Each of the broad categories of faculty responsibility -- research, academic and professional service -- encompasses a range of activities some of which may be evaluated along several dimensions. What follows is a brief discussion of the various elements which together may be considered as comprising a faculty member's overall performance. There is no attempt at this time to suggest the relative importance of each component within a major category. Not only is it exceedingly difficult to specify appropriate tradeoffs (course development vs. course conduct, quantity of research vs. quality), but some faculty members are simply called upon more than others to perform particular functions.

At the same time, it must be emphasized that competent performance in one component may not necessarily compensate for serious deficiencies in another.

Academic Service. This term is used instead of "teaching" to designate a broader scope of activities than lecturing to a class. The components of academic service are recognized by the committee to include the following:

Course Conduct. The faculty member should demonstrate an ability and willingness to prepare for class, organize his class material so as to maximize the students' absorption and appreciation of the theme discussed, and communicate that material effectively. He or she should also allow enough time out of class that students can receive individual attention in areas where they are having difficulty. The primary instrument of judgment here will be the regular evaluation by students.

Course Development. This component may take two forms: the development of new courses contributing to the programs and objectives of the SOM and/or the improving of existing courses. Faculty should be expected to introduce the latest scholarly contributions into their courses and, where appropriate, to experiment with different methods of imparting knowledge. Teachers should also be given credit for innovative designs of new or old courses. These activities are best judged by examination of course syllabi.

Special Teaching Efforts. Faculty members should be given recognition for instructional contributions outside regular assignments such as the various programs conducted by the school for practicing managers, especially where the programs are innovative and do not duplicate conventional School offerings.

Student Guidance. Recognition should also be accorded, as part of the overall academic contribution, for such contributions as directed studies courses or dissertation supervision. Where possible, the School should attempt to solicit evaluations from the students as to the value of the faculty member's guidance.

Research. There is some danger that the term "research" may be interpreted too narrowly. A faculty member may contribute to the creation and dissemination of knowledge in a number of ways: generating useful data; analyzing existing data; suggesting a framework for future analysis; exploring a problem qualitatively (a "think piece"); assembling information from a variety of sources and presenting it as a unified, analytical whole; and commenting critically on another scholar's work. The value of a faculty member's work should be evaluated more on its intrinsic quality than on the form it takes.

Quantity of Output. It will undoubtedly be agreed that research performance should not be evaluated simply in terms of the number of publications on a vita. At the same time, the faculty member is expected to sustain his research efforts over time. Thus it may be generally recognized, without resorting to numerical quotas, that even very good research may be downgraded if there is not enough of it.

Quality of Output. The quality of a faculty member's research will be evaluated in the first instance by having it reviewed directly by his colleagues at the School. In addition, however, there are external standards which may provide guidance: the reputation of the journals in which the research appears; the degree to which it is cited by other scholars or included in collections; if in book form, reviews in the professional literature; and outside letters of evaluation solicited by the department chairman. Also some distinction should be made between publications which are selected competitively and those which are invited and/or published without review. This distinction is equally applicable to journal articles and presentations at professional meetings which are later published in proceedings.

Unpublished Research. Unpublished work by its nature suffers from a lack of critical review by outside evaluators. Nevertheless, the School should attempt to make its own judgment on the quality of such work and award proper credit for it. Examples include working papers, unfinished manuscripts, or research reports to private or governmental agencies.

Professional and Institutional Service. Professional service includes a faculty member's contribution to the School and University and to his profession generally. As noted elsewhere, more should be expected along these lines of a candidate for full professor than one for associate professor.

School and University. This component includes such activities as service on committees, work on development programs, contributions to the School's relations with the management community, or generation of resources through externally funded grants. The School should take care to evaluate the actual value of these services in light of programs and priorities of the SOM as opposed simply to noting that the faculty member's name has been associated with the particular activity in question.

Professional. Recognition should be given to such professional services as active participation in the affairs of a professional association or the reviewing of manuscripts for a professional journal or book publisher.

H. PROCEDURES AND CRITERIA FOR PROMOTION OF ADJUNCT FACULTY

Qualified ranks at the University at Buffalo are used primarily to designate faculty members whose contributions are not expected to span the full range of activities normally associated with unqualified rank appointments. "Adjunct" appointments in the School of Management are given to persons with appropriate professional qualifications who have full-time teaching and service responsibilities within the School's academic programs. These appointments do not lead to consideration for continuing appointment.

The School understands, however, that adjunct faculty members may make exceptional contributions to the School's programs over time and that formal recognition of these contributions is both appropriate and desirable. Accordingly, the School has established a set of criteria and procedures to be used for reviewing candidates for promotion to a higher qualified rank, which are detailed below. It must be stressed, however, that promotion of adjunct faculty should never be automatic or approved solely on the basis of time in rank. Rather, it must be considered only in recognition of excellent performance over a period of time. Further, promotion of adjunct faculty should not be construed as securing an appointment, since such appointments will continue to depend on programmatic needs, budgetary considerations, and departmental and School goals.

PROCEDURES. Consideration for promotion may be initiated at any time by either the candidate or the Department Chairman, although consideration before the candidate has had less than five full years of service within the School of Management should be undertaken only in truly extraordinary circumstances.

The procedures for considering adjunct faculty promotions shall be the same as for tenure track faculty. Thus the process shall include a departmental vote (at the proposed rank or above, whether tenured or not), a recommendation letter by the Department Chairman spelling out the basis for the proposed promotion, review by the Personnel Committee, a vote by the School-wide faculty at the proposed rank or above, and a decision by the Dean.

The dossier of the candidate shall include:

- i. a current vita
- ii. all teaching evaluations, appropriately summarized
- iii. samples of course materials

- iv. letters from other faculty on teaching (at least two)
- v. internal letters (at least one) attesting to the candidate's service contributions
- vi. external letters (at least two) on the candidate's service contributions
- vii. copies of written work prepared for professional audiences
- viii. any other material deemed relevant by the candidate and/or the Department Chairman (including letters from students), and
- ix. Chairman's letter, including a report on the departmental vote.

The promotion review process may be terminated at any time by the candidate.

Should the Department Chairman or the Dean decline to support the promotion, the candidate shall have the right to appoint an advocate at any time in the process.

Adjunct faculty shall not be subject to an "up-or-out" promotion decision. Thus an adverse disposition of a proposed promotion shall not imply or mandate termination or non-renewal of the candidate's appointment.

CRITERIA. In general, candidates for promotion should be evaluated in accordance with the specifications of their appointments. More specifically:

- a. Excellence in classroom teaching is a necessary but not sufficient condition for promotion. Evidence of contribution to the teaching mission of the School must transcend SCATE scores. Examples of such contributions may include:
 - i. course development efforts in conjunction with existing courses
 - ii. development of new courses
 - iii. preparation of teaching materials
 - iv. significant participation in continuing education programs, and/or
 - v. teaching related publications

Appropriate forms of publication would include (a) articles on teaching-related topics for professional journals, and (b) teaching materials, such as study guides, educational software, manuals for continuing education courses, cases, and the like.

- b. Service contributions must go beyond effective committee work, although that is a basic expectation where the candidate is assigned to a departmental or School-wide committee. A candidate for promotion should also have one or more major roles in a student-related activity of the School, such as placement, internships, advisement to student organizations, continuing education, and the like. The candidate should also be active in local or national professional associations, and generally maintain strong ties to the professional community. Publication of articles on professional topics in professional journals will also be considered as part of the candidate's service contribution, and in some areas may be expected.

Scholarly writing, as opposed to professional or instructional writing, is not expected of adjunct faculty, but if such writing is part of the record and is of high quality it will constitute a positive factor in the case.

V. AMENDMENTS

Provisions of these Bylaws may be amended by a majority of the eligible faculty of the School voting on such amendment. Such vote may be held at a regularly scheduled faculty meeting following a determination that a quorum is present, unless a mail ballot is requested by at least one regular faculty member. If a mail ballot is used, the proposed amendment shall first be presented for discussion at a faculty meeting.

SCHOOL OF MANAGEMENT
Annual Report Form (2014-2015)

Name (print) _____ Department _____

Signature: _____ Date _____

Current Rank: _____

Other titles (Dean, Director, etc.) _____

I. TEACHING AND LEARNING

(Indicate domestic and international program participation as appropriate)

A) Courses taught, Spring 2014 semester

Course #	# Students	Check appropriate box			UBCATS Rating		
		LEC	SEM	Ind. Study	#8	#9	#10

* Highlight if off-load

B) Courses taught, Summer 2014 session

Course #	# Students	Check appropriate box			UBCATS Rating		
		LEC	SEM	Ind. Study	#8	#9	#10

* Highlight if off-load

C) Courses taught, Fall 2014 semester

Course #	# Students	Check appropriate box			Revised Course Evaluation Form (Mean Rating)		
		LEC	SEM	Ind. Study	Course was excellent	Instructor was excellent	

* Highlight if off-load

D. **Current Theses Committees**

- 1) No. Dissert. Comm. SOM _____, not SOM ____ (*if not SOM, where?*) _____
 No. chairing: SOM _____, not SOM ____
- 2) No. 2nd Yr. Paper Comm. _____
 No. chairing: _____
- 3) Other thesis committees _____

E. **New learning materials/courses/curricula developed** (give course #s, titles, short descriptions, rationale for development, introduction of cases, in class exercises, speakers, projects etc., development of a new program with curriculum, and any sources of funding or other support).

F. **Major Course Revisions or introduction of a new course** (describe):

G. **Awards received for teaching** (describe and name the source).

H. **Other teaching activities** not mentioned above (such as mentoring students at any level, writing letters of recommendation) not included above.

I. Please indicate any contributions you made to a degree program (either at the School or departmental level, but beyond service on a program committee). These could include serving as an option coordinator, assisting in student placement, advising student organizations, coach in LeaderCore, participation in a recruiting event or Open House, etc.

K. **Scholarship of Instruction (List the following)**

1. Published refereed and non-refereed articles on pedagogy (and teaching innovations)
2. Presentations to education seminars or conventions
3. Textbooks and chapters
4. Teaching cases
5. State your current activities in scholarship of instruction. Include here for example: working papers, papers submitted to journals or conferences, drafts of materials, courses, and curricula, pilot test data for materials or courses, data from teaching-related research, and any additional materials that reflect your effort in scholarship of instruction.

II. SCHOLARSHIP

- A. **Publications or Accepts in “A” journals** since March 31, 2014 (Give full citations, including order of authorship)
- B. **Publications or Accepts in “A-“ journals** since March 31, 2014 (Give full citation, including order of authorship)
- C. **Status of papers under review at A or A- journals:** Give the title and journal of all papers under review. Indicate the review status (e.g first review, 2nd R&R), the date of the last decision, and the location of the paper (at the journal, with you).

Example: Mary Jones and William Smith, “The Determinants of XYZ”, *Journal of XYZ*, R&R received February 12, 2015, with authors.

Example: Mary Jones and William Smith, “The Determinants of XYZ”, *Journal of XYZ*, under 2nd review, submitted February 12, 2015, at journal.

- D. **Publication/Accepts or Review Status of Other journal submissions** since March 31, 2014.
- E. **Other publications, Accepts, In press** since March 31, 2014.

1. Scholarly books and monographs (excluding textbooks)
2. Chapters in scholarly books (including articles reprinted in edited anthologies or the like).
3. Book reviews.
4. Other publications (include any item that doesn't fit the above categories).
5. Reports from sponsored research

B. **Papers, addresses, and scholarly lectures** (since March 31, 2014)

1. Papers delivered at scholarly meetings, conferences, seminars, or conventions (if invited address, so indicate).
2. Lectures, addresses, or presentations at other than scholarly meetings (public speeches, congressional testimony, papers or briefings to government agencies, etc. provided they are matters of public record).
3. Participation in symposia or panels at professional, scholarly, or other meetings (include here session chairs and discussant roles at meetings).

C. **Awards for research** (describe and name sources) since March 31, 2014

- D. **Current research.** State your current research activities and plans for its publication/presentation.

III. ACADEMIC PROFESSIONAL ACTIVITIES

- A. List all **memberships** in professional/scientific societies.
- B. List all current leadership positions in professional/academic societies
- C. **Service as Editors or Editorial Board Memberships:** Indicate if this position is at an “A” or “A-“ journal on the SOM list of Target Journals.
- D. List any special **awards or honors** of a professional nature you received, with dates.

IV. ENGAGEMENT WITH PRACTITIONERS AND THE BUSINESS COMMUNITY

- A. **Field Research.** List the businesses or organizations that participated in your research this past year.
- B. **Consulting.** List any major consulting work whether paid or unpaid. Include the name of the organization.
- C. **Engagement of practitioners in your courses.** List the ways that you engaged practitioners in your courses. List the name of the course and the name of the organization/company. Include:
 - a. In-class presentations by practitioners
 - b. Team or class projects that engage practitioners
 - c. Other course activities that involve practitioners
- D. **Executive education.** List any classes/courses you created and/or delivered to executives outside of the EMBA/PMBA program.
- E. **Utilization of your ideas, techniques, or other intellectual capital by practitioners.** Include examples of implementation by practitioners, e.g. Documented practice software
- F. **Presentations to practitioner seminars and conventions.** Include the seminar/convention title and the presentation topic.
- G. **Books or articles on management practice**

V. UNIVERSITY SERVICE

- A. **Departmental Activities** (include committee and ad hoc assignments or other activities that contribute to the collective welfare of your department)
- B. **School of Management Activities** (include major sub-committees if appropriate). These activities do not have to be limited to formal committee activities.

School of Management Service				
Descriptions	Fall 2014		Spring 2015	
	Member	Chair	member	Chair
Policy Committee				
Ph.D Committee				
MBA Committee				
Undergrad. Comm.				
Personnel Committee				
Other				
Other				

(Elaborate on above, as appropriate.)

- C. **University Activity** (list University activities outside the SOM, except when formal representative of SOM, in which case list under B).
- D. **Resource Generation:**
1. **Research Grants and Contracts:** List below each grant or contract proposal or application of any kind made by you *for research* during the past year. Indicate the sponsoring agency or foundation, the outcome of the application and the amount of the award.
 2. Now provide the same information for any proposals or applications *not* for research. (If the title does not clearly indicate the nature of the project, please add a few additional words of clarification.)
 3. Indicate nature of participation in any CED or other School sponsored programs designed to generate external financial support.

VI. PUBLIC SERVICE

List any activities, paid or not, by which you have contributed service to the local or extra-local (state, federal, international) community and which has not been cited above. Describe the activities, their dates, their intended beneficiaries, and any known consequences.

- A. **Sharing your scholarly expertise for the public good.** Briefly describe the activities, the intended beneficiaries and any known consequences.
- B. **Volunteer Work:** List activities unrelated to your scholarly interests/expertise in which you volunteered your time to serve the public. Include the name of the organization you served.

VII. Media Impressions

(data distributed earlier by email)

Total number of media impressions _____

VIII. OTHER

List here any accomplishments not described elsewhere in this report, or any other factors you would wish considered in an evaluation of your performance.

IX. Status of Current (2014--2015) MBO goals.

Briefly describe each goal included in your current MBO list and your progress toward completing that goal.

Goal	Progress /Status
Research	
Teaching	
Service	

X. FUTURE PLANS

List below significant objectives you intend to achieve for the upcoming academic year.

Research Goals (not necessarily applicable to Clinical faculty)

Teaching Goals

Service Goals

PROGRAM GOAL CHECKLIST
Master of Business Administration

COURSE NUMBER _____

INSTRUCTOR(S) _____

Program Goal		Check if applicable	Potential MEASUREABLE task(s) AND criteria for task(s)
Students will develop knowledge and skills essential for effective management, specifically in the following areas:	a. Accounting and Finance b. Strategy c. Management of Information Systems d. Operations and Services Management e. Marketing f. Managing People		
Students will be able to analyze complex information in order to make informed, ethical decisions with the consideration of various stakeholders.	Students will be <i>analytical thinkers</i> Students will engage in <i>integrative analytical thinking</i> 1. by considering a multitude of inputs during decision making processes. 2. by using diverse models and theories to guide and inform decision-making.		
	Students will be <i>analytical thinkers</i> Students will engage in <i>quantitative analytical thinking</i> 1. by understanding how to conduct quantitative analysis. 2. by understanding how to interpret quantitative information.		
	Students will be <i>responsibility-focused thinkers</i> Students will engage in <i>ethical decision-making</i> 1. by considering multiple ethical perspectives and vantage points 2. by considering criteria for making ethical decisions.		
	Students will be <i>responsibility-focused thinkers</i> Students will consider aspects of <i>sustainability</i> during decision-making by understanding multiple dimensions of sustainable practice (e.g. environmental, economic, resources).		
Students will be effective team members, will develop essential communication skills, and will develop cultural competence for a global environment.	a. Students will demonstrate individual team skills. b. Students will demonstrate collective team effectiveness. c. Students will demonstrate effective oral communication skills. d. Students will demonstrate effective written communication skills. e. Students will demonstrate active listening skills. f. Students will work productively with people from cultures different to their own.		

AoL Methodology Undergraduate Program

Learning Objectives Reporting Form

Course: MGQ 301

Instructor: Dianna Cichocki

Semester: Fall 2014

<i>Program Goal</i> <i>Students will:</i>	Course Learning Outcomes	Means of Assessment (Deliverable/Task)	Criteria for Success	Meeting Criteria	Marginally Meeting Criteria	Not Meeting Criteria
PG2 Students will understand and properly employ the tools used by highly-effective managers. Display proficiency in using tools of modern management in management-related areas of statistics, specifically by....	Performing analysis of dataset	Analysis & Display 1-3	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	82%	7%	11%
	Performing analysis of descriptive statistics	Quiz 1, Midterm	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	68%	21%	11%
	Performing analysis of probability	Quiz 2, Case 1-3, Midterm	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	87%	7%	6%
	Determining confidence intervals	Quiz 3	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	59%	36%	5%
	Performing regression analyses	Analysis & Display 4	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	91%	2%	7%
PG3 Students will synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues. Apply analytical skills qualitatively by.....	Correctly applying appropriate statistical approach to management-related problem set	Quiz 4, Case 1-3, Final Exam	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	80%	8%	12%

Program Goals		BSBA	MGB301	MGE302	MGF301	MGG300	MGI301	MGM301	MGO302	MGO403	MGQ301	MGS351	MGT401
Students will demonstrate an acute awareness of the fundamental aspects within a management environment	Meets	78.6%	72%	82%	78%	60%	78%	94%	98%	64%		81%	80%
	Marginally Meets	17.0%	14%	15%	17%	40%	20%	3%	1%	31%		12%	17%
	Does Not Meet	4.4%	14%	3%	5%		2%	3%	1%	6%		7%	4%
Students will understand and properly employ the tools used by highly-effective managers.	Meets	78.7%	87%	77%	81%	80%		98%	73%	73%	77%	59%	81%
	Marginally Meets	12.6%	9%	15%	11%			2%	22%	21%	15%	19%	13%
	Does Not Meet	8.7%	3%	7%	9%	20%		1%	5%	5%	8%	23%	6%
Students will synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues.	Meets	83.5%	72%	77%	84%	100%	78%		81%	95%	80%		85%
	Marginally Meets	10.2%	14%	19%	7%		12%		15%	4%	8%		13%
	Does Not Meet	6.3%	14%	5%	9%		10%		4%	1%	12%		3%

BSBA			
Students will....	Meets	Marginally Meets	Does Not Meet
Demonstrate an acute awareness of the fundamental aspects within a management environment	79%	17%	4%
Understand and properly employ the tools used by highly-effective managers.	79%	12%	9%
Synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues.	84%	10%	6%

AoL Methodology Undergraduate Program

Learning Objectives Reporting Form

Course: MGQ 301

Instructor: Dianna Cichocki

Semester: Fall 2014

<i>Program Goal</i> <i>Students will:</i>	Course Learning Outcomes	Means of Assessment (Deliverable/Task)	Criteria for Success	Meeting Criteria	Marginally Meeting Criteria	Not Meeting Criteria
PG2 Students will understand and properly employ the tools used by highly-effective managers. Display proficiency in using tools of modern management in management-related areas of statistics, specifically by....	Performing analysis of dataset	Analysis & Display 1-3	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	82%	7%	11%
	Performing analysis of descriptive statistics	Quiz 1, Midterm	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	68%	21%	11%
	Performing analysis of probability	Quiz 2, Case 1-3, Midterm	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	87%	7%	6%
	Determining confidence intervals	Quiz 3	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	59%	36%	5%
	Performing regression analyses	Analysis & Display 4	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	91%	2%	7%
PG3 Students will synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues. Apply analytical skills qualitatively by.....	Correctly applying appropriate statistical approach to management-related problem set	Quiz 4, Case 1-3, Final Exam	Meets >=80% Marginally Meets 70%-79% Fails to Meet <70%	80%	8%	12%

Program Goals		BSBA	MGB301	MGE302	MGF301	MGG300	MGI301	MGM301	MGO302	MGO403	MGQ301	MGS351	MGT401
Students will demonstrate an acute awareness of the fundamental aspects within a management environment	Meets	78.6%	72%	82%	78%	60%	78%	94%	98%	64%		81%	80%
	Marginally Meets	17.0%	14%	15%	17%	40%	20%	3%	1%	31%		12%	17%
	Does Not Meet	4.4%	14%	3%	5%		2%	3%	1%	6%		7%	4%
Students will understand and properly employ the tools used by highly-effective managers.	Meets	78.7%	87%	77%	81%	80%		98%	73%	73%	77%	59%	81%
	Marginally Meets	12.6%	9%	15%	11%			2%	22%	21%	15%	19%	13%
	Does Not Meet	8.7%	3%	7%	9%	20%		1%	5%	5%	8%	23%	6%
Students will synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues.	Meets	83.5%	72%	77%	84%	100%	78%		81%	95%	80%		85%
	Marginally Meets	10.2%	14%	19%	7%		12%		15%	4%	8%		13%
	Does Not Meet	6.3%	14%	5%	9%		10%		4%	1%	12%		3%

BSBA			
Students will...	Meets	Marginally Meets	Does Not Meet
Demonstrate an acute awareness of the fundamental aspects within a management environment	79%	17%	4%
Understand and properly employ the tools used by highly-effective managers.	79%	12%	9%
Synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues.	84%	10%	6%

**Summary Direct Measures
by Program**

BS Accounting			
Students will....	Meets	Marginally Meets	Does Not Meet
Develop advanced technical proficiency and professional knowledge in the areas of external reporting for U.S. and multinational entities, tax planning and compliance, audit processes and risk assessment, management and assessment of information technology, ethics and corporate governance.	59%	34%	7%
Apply critical thinking skills, ethical standards and relevant accounting principles to unstructured problems.	78%	18%	4%
Communicate effectively in diverse professional accounting settings.	86%	12%	2%

BSBA			
Students will....	Meets	Marginally Meets	Does Not Meet
Demonstrate an acute awareness of the fundamental aspects within a management environment	79%	17%	4%
Understand and properly employ the tools used by highly-effective managers.	79%	12%	9%
Synthesize managerial knowledge, skills, and fundamental tools in order to foster a comprehensive approach towards management and related issues.	84%	10%	6%

MBA

Students will....	Meets	Marginally Meets	Does Not Meet
Develop knowledge and skills essential for effective management	62%	24%	14%
Be able to analyze complex information in order to make informed, ethical decisions with the consideration of various stakeholders.	80%	15%	6%
Be effective team members, will develop essential communication skills, and will develop cultural competence for a global environment.	93%	6%	2%

MS Accounting			
Students will....	Meets	Marginally Meets	Does Not Meet
Develop advanced technical proficiency and professional knowledge in the areas of external reporting for U.S. and multinational entities, tax planning and compliance, audit processes and risk assessment, management and assessment of information technology, ethics and corporate governance.	79%	17%	4%
Apply critical thinking skills, ethical standards and relevant accounting principles to unstructured problems.	79%	12%	9%
Communicate effectively in diverse professional accounting settings.	84%	10%	6%

MS Finance			
Students will....	Meets	Marginally Meets	Does Not Meet
Develop knowledge of the policies, principles, and techniques involved in financial decisions	85%	12%	3%
Apply knowledge of information systems and technologies to solve business problems.	88%	11%	1%
Demonstrate the ability to work in teams and produce tangible results.	86%	13%	1%
Demonstrate the ability to effectively manage and execute projects.	90%	10%	1%

MS MIS			
Students will....	Meets	Marginally Meets	Does Not Meet
Apply knowledge of management information systems to produce effective designs and solutions for specific problems.	82%	15%	3%
Use new and emerging concepts and applications in proposing and creating IT solutions	87%	9%	4%
Convert business requirements to technical requirements for which IT solutions can be created	89%	8%	3%
Apply statistical methods for business decision-making	77%	20%	3%
Effectively communicate IS concepts and solutions to a wide audience (e.g. business members and other communities). This involves requirements gathering and information presentation & dissemination	99%	1%	0%
Be team-focused and effective members.	99%	1%	0%
Be effective project managers.	95%	3%	2%
Have the opportunity to impact a community by providing effective IT solutions.	100%	0%	0%

MS SCOM

Students will....	Meets	Marginally Meets	Does Not Meet
Develop expertise in theoretical and conceptual foundations of supply chain and operations management	81%	11%	8%
Think strategically about how supply chain design and optimization affect business quality management and sustainability	86%	13%	1%
Develop expertise in technological systems and software relevant to various elements of supply chain and operations management	88%	11%	1%
Apply quantitative tools and modeling techniques to make decisions and arrive at solutions within supply chain context(s)	82%	13%	5%
Develop expertise in issues specific to global supply chain management including global supply management and global logistics and distribution management	92%	8%	0%
Manage workforce effectively in functional and cross-functional business environments	96%	3%	1%
Conduct a research project for actions or changes in an organization and write an analytic or recommendation report	94%	6%	0%

MS MBAS

Students will....	Meets	Marginally Meets	Does Not Meet
Use analytical methods for decision making.	84%	10%	6%
Apply knowledge of information systems and technologies to solve business problems.	87%	8%	5%
Demonstrate the ability to work in teams and produce tangible results.	95%	4%	1%
Demonstrate the ability to effectively manage and execute projects.	87%	8%	5%

Summary Indirect Measures by Program

The instructor clearly presented what students should learn (the expected learning outcomes) for the course.

	BS Acct	BSBA	MBA	MS Acct	MS Finance	MS MIS	MS SCOM	MS M(BA)S*	PMBA	EMBA
Meets	86%	92%	79%	85%	92%	90%	93%		88%	95%
Marginally Meets	5%	3%	4%	1%	2%	1%	1%		4%	1%
Does Not Meet	9%	5%	17%	14%	6%	9%	5%		8%	4%

The course content (assignments, readings, lectures, etc.) helped me meet the learning expectations set forth by the instructor(s).

	BS Acct	BSBA	MBA	MS Acct	MS Finance	MS MIS	MS SCOM	MS M(BA)S*	PMBA	EMBA
Meets	79%	87%	72%	84%	91%	90%	92%		86%	93%
Marginally Meets	9%	6%	9%	2%	3%	1%	2%		3%	3%
Does Not Meet	12%	7%	19%	14%	6%	9%	5%		12%	4%

Indirect data is gathered from the University wide course evaluations on the two questions that relate to Assurance of Learning. Students respond to questions on a 5 point scale (0 = Strongly Disagree; 1 = Disagree; 2 = Neutral; 3 = Agree; 4 = Strongly Agree). The data above reflects the percentage of students who responded in each of the categories (Does Not Meet = 0,1; Marginally Meets = 3; Meets = 4,5).

*The Master of Science in Management (Business Analytic) and Systems (M(BA)S) will be included in the course evaluation beginning fall 2015.

Summary Indirect Measures by Program

The instructor clearly presented what students should learn (the expected learning outcomes) for the course.										
	BS Acct	BSBA	MBA	MS Acct	MS Finance	MS MIS	MS SCOM	M.B.A.S	PMBA	EMBA
Meets	86%	92%	79%	85%	92%	90%	93%		88%	95%
Marginally Meets	5%	3%	4%	1%	2%	1%	1%		4%	1%
Does Not Meet	9%	5%	17%	14%	6%	9%	5%		8%	4%

The course content (assignments, readings, lectures, etc.) helped me meet the learning expectations set forth by the instructor(s).										
	BS Acct	BSBA	MBA	MS Acct	MS Finance	MS MIS	MS SCOM	M.B.A.S	PMBA	EMBA
Meets	79%	87%	72%	84%	91%	90%	92%		86%	93%
Marginally Meets	9%	6%	9%	2%	3%	1%	2%		3%	3%
Does Not Meet	12%	7%	19%	14%	6%	9%	5%		12%	4%

Indirect data is gathered from the University wide course evaluations on the two questions that relate to Assurance of Learning. Students respond to questions on a 5 point scale (0 = Strongly Disagree; 1 = Disagree; 2 = Neutral; 3 = Agree; 4 = Strongly Agree). The data above reflects the percentage of students who responded in each of the categories (Does Not Meet = 0,1; Marginally Meets = 3; Meets = 4,5).

¹The Master of Science in Management (Business Analytic) and Systems (M.B.A.S) will be included in the course evaluation beginning fall 2015.

Faculty Engagement in Executive Education

Degree Programs, by course			
Program	Tenure Track Faculty	Clinical Faculty	Adjuncts
EMBA 2014-15	7	9	4
PMBA 2014-15	5 2	8 7	10 8
Faculty Involved in Non-Credit Programs			
Program	Tenure Track Faculty	Clinical Faculty	Adjuncts
Non-Credit	12 (5 of these are in our healthcare program)	12 (5 of these are in our healthcare program)	24 (19 of these teach in our 1- 2 day tax programs – they are all attorney's or CPA's)

Table 15-1
(please see attachments for supporting documentation)

Faculty Portfolio			Faculty Sufficiency		Percent of Time Devoted to Mission for Each Faculty						Brief Description of Basis for Qualification
Faculty Member's Name by Department	Date of first Appointment to the School	Highest Degree, Year Earned, Phd's earned during '11-'15 highlighted	Participating Faculty Productivity (P) Credit Hrs	Supporting Faculty Productivity (S) Credit Hrs	Normal Professional Responsibilities	Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner	Other	
Accounting and Law											
Anderson, Muriel	2000	MBA, 2000	2689		UT, MT, SER				50.00%		Attached Transition Document
Andreozzi, Randall	2003	JD, 1987		141	UT				12.50%		Veteran attorney whose legal career has focused on resolution of complex tax controversy matters, corporate tax matters, tax shelter litigation, employee welfare benefit litigation, and international/territorial tax issues. Private practice attorney who previously served for 16 years as the IRS Office of Chief Counsel, where he was Industry Counsel for the Commissioner's Industry Specialization Program (ISP). Mr. Andreozzi has published numerous articles on taxation.
Ampadu, Alex	1986	MBA, 1976	876		UT, MT, SER				100.00%		Attached Transition Document
Bax, Alfonso	2006	JD/MBA, 1997		165	UT				12.50%		Sole practitioner attorney. Areas of practice include Criminal, Family & Matrimonial, Bankruptcy, Civil, Corporate, Real Property, Entertainment, Intellectual Property, Internet/Technology, Immigration, Personal Injury, Wills, Trusts, and Estates. Part-time public defender.
Cassidy, Daniel	2010	MA, 1995		189	MT				12.50%		Practice leader of the largest international tax practice in Seattle. Previous tax senior manager at Deloitte & Touche. Licensed CPA in NY and WA.
Chen, Jing	2014	PhD, 2014	498		UT, RES, DT	100.00%					Attached Transition Document
Choi, Heeick	2013	MS, 2011		102	UT	12.50%					current doctoral student
Cohen, Ann	1986	MBA, 1982	744		UT, MT, SER			100.00%			Attached Transition Document
Collins, Shelby	2011	MA, 2002		117	MT				25.00%		Accounting and audit research expert with experience at Exelon, KPMG, and the FASB. Textbook author.
Dalton, Gregory	2006	JD, 1982		99	UT				12.50%		Experienced attorney in both private practice and as a hearings officer. Engaged as a professional educator at the high school, community college, and college levels since 1975.
Dambra, Michael	2014	PhD, 2014	303		MT, RES, DT	100.00%					Attached Transition Document
Gu, Feng	2005	PhD, 1997	195		MT, SER, RES, ED,DT	100.00%					Attached Transition Document
Hamlen, Susan	1973	PhD, 1973	336		UT, MT, RES, ADM	100.00%					Attached Transition Document
Hilbschweiler, Arlene	2002	JD, 1984	768		UT, SER, RES,DT	80.00%	20.00%				Attached Transition Document
Kim, Sun	2004	PhD, 1995	420		UT, MT, RES	100.00%					Attached Transition Document
Kross, William	2007	PhD, 1975	96		MT, SER, RES, ADM,DT	100.00%					Attached Transition Document
Lombardo, Michael	1981	JD/MBA, 1981		165	UT				25.00%		Attached Transition Document
Metzger, Lorrie	2011	MBA, 2004	948		UT, MT, SER				100.00%		Attached Transition Document
Nesper, Kathy	2006	MBA, 1989	1137		UT, MT, SER				100.00%		Attached Transition Document
Nickson, Christopher	1996	JD/MBA, 1998		220.5	MT, ED				18.75%		Attached Transition Document
O'Donnell, Kathy	2006	MBA, 1978	408		UT, MT				100.00%		Attached Transition Document
Oj, Zhen	2011	PhD, 2011	2097		UT, SER, RES,DT	100.00%					Attached Transition Document
Salzman, Martha	2006	JD, 1978	708		UT, MT, SER, RES	80.00%	20.00%				Attached Transition Document
Savino, William	1979	JD, 1975		165	UT				12.50%		Attorney in private practice since 1978 with large regional firms, most recently serving as partner at Woods, Oviatt, Gilman, LLP. Partner, Phillips Lytle LLP (1980-2013) and member of Commercial Law Practice Group (1972-2013); Of Counsel (2014-present). Past-Chair of Business Law Section of the New York State Bar Association); Current member of Executive Committee of Business Law Section; Past Delegate to House of Delegates of the New York State Bar Association (2002-2006 and 2009-2013). Past-Chair and current member of Banking Law Committees of the New York State Bar Association and Erie County Bar Association. Advisory Editorial Board Member of the New York Business Law Journal since 1999.
Seltz, Raymond	1984	JD, 1972		159	UT				12.50%		Attached Transition Document
Suk, Inho	2008	PhD, 2006	258		UT, RES,DT	100.00%					Co-owner of local business, Shear Mobility, where she serves as the accounting and finance manager. Previously served as the manager of financial accounting and analysis at Ivoclar Vivadent, Inc. and as a member of the audit team at a large regional public accounting firm.
Toth, Jeanette	2004	MBA, 1996	561		MT				37.50%		Attached Transition Document
Wang, Gabby	2013	PhD, 2013	360		UT, MT, RES,DT	100.00%					Attached Transition Document
Xu, Weihong	2004	PhD, 2001	1230		UT, MT, RES,DT	100.00%					Attached Transition Document
Zheng, Kenneth	2011	PhD, 2011	1308		UT, MT, RES	100.00%					Attached Transition Document
<i>Amrita</i>											
Vivekanandan, VC	2007	PhD		132	MT				12.50%		Received his PhD from the National Law School of India University, Bangalore. He has a Master's Degree in Corporate Law and Securities. He also holds a Master's Degree and M.Phil. degree in Public Administration from Madras University. He is currently the Dean of the Rajiv Gandhi School of Intellectual Property Law at IIT Kharagpur on lien from NALSAR University of Law, Hyderabad. He is a research fellow at the Maastricht University at Netherland and an advisory member to the Internet Corporation of Assigned Names and Numbers (ICANN) representing the Asia-Pacific region.
<i>Singapore</i>											
Liyanarachchi, Gregory		PhD, 2004		606	UT		50.00%				PhD in Accounting from the University of Otago, New Zealand (AACSB accredited). Previously served as Ernst & Young Endowed Professor, University of Sri Jayewardenepura, Nugegoda, Sri Lanka; Professor, Lincoln University, Lincoln, Christchurch, New Zealand; and Associate Professor University of Maryland Eastern Shore. 18 refereed publications and 2 books. 12 conference proceedings. Significant reviewer experience (Journal of Business Ethics, British Accounting Review, ABACUS, etc.)
Pesik, Eric	2014	JD, 1997		51	MT				12.50%		Broadly experienced lawyer with 15+ years experience and global cross-cultural background. Diplomatic leader and advisor, with demonstrable credentials bridging legal and business. Presently serves as Associate General Counsel and Compliance Officer, Seagate Technology, Singapore. JD from Monterey College of Law, Monterey, CA. 15 professional publications and conference presentations.
Tan, Daniel		MBA, 1991		162	UT				25.00%		CPA, CMA, CIA, CFP, and ChFP. Has served as a Lecturer at Singapore Institute of Management since 2001. 10 years experience as Finance/Administration Manager for Cleanway Disposal Services.
Tan, Elaine	2007	MS, 1998		180	UT				25.00%		Accounting Lecturer at National University of Singapore since 2007. Previously served as lecturer/tutor as INSEAD, EASB, and the Singapore Institute of Management. Accounting, audit, and finance industry experience for a variety of companies from 1994 to 2007.
Teo, Jack		Post Grad. Dipoma, 1997		270	UT				25.00%		Adjunct Lecturer with the Department of Strategy and Policy at the National University of Singapore ("NUS") Business School. Adjunct Lecturer with the University of London's (UOL) Bachelor of Laws (LLB) International Programme, a Sessional Lecturer with Curtin University's Bachelor of Commerce (Banking and Finance), the Royal Melbourne Institute of Technology's (RMIT) Bachelor of Business (Management) and SIM University's (Unisim) Bachelor of Accountancy and BSc Business Programmes. Previously an attorney in private practice and with Deutsch Bank for 6 years.
Participating Faculty by Credit Hours (A&L)			15940	2923.5							
FTE by Faculty Qualification (A&L)						12.725	0.9	1	7.3125	0	

Management Science & Systems											
Abdelhamid, Mohamed	2015	MBA, 2005		170	UT		25.00%			Current doctoral student.	
Amo, Laura	2007	PHD, 2015	6076		UT, RES, SER		100.00%			Attached Transition Document	
Cichocki, Dianna	2011	MS, 1999	2892		UT, MT, SER	90.00%		10.00%		Attached Transition Document	
Das-Smith, Sanjukta	2007	PHD, 2007	561		UT, MT, DT, RES		100.00%			Attached Transition Document	
Dutta, Haimonti	2014	PHD, 2007	369		MT, RES, DT		100.00%			Attached Transition Document	
Fineberg, Jeff	2009	MS, 2004		225	UT			12.50%		Database analyst and administrator	
Gupta, Manish	2013	PHD, 2011		117	MT		25.00%			Earned his PhD from the University at Buffalo in 2011 in MIS. Vice President, Information Security, at M&T Bank for 12 years. 13 refereed journal articles, 8 books, 18 refereed book chapters, 28 Refereed Conference Proceedings.	
Han, Wencui	2014	PHD, 2015		366	UT, MT		37.50%			Current doctoral student.	
Hjalmarson, Mark	2014	MS, 2006		282	UT, MT			25.00%		Information technology experience that spans nearly 20 years of progressive responsibility in areas of Technology Infrastructure, Application Design, Development and Support, Business Process, and Network/Business analysis. Presently employed by M&T Bank as Vice President – Delivery Systems Manager – infrastructure Engineering.	
Ivanov, Anton	2013	Cand. of Sci. 2011		144	UT		12.50%			Current doctoral student.	
Kishore, Rajiv	1998	PhD, 1997	384		UT, MT, RES, DT			25.00%		Attached Transition Document	
Kwandrans, Mark	2013	MBA, 2002		276	MT		100.00%			Performed a variety of functions related to Project and Program Management, IT Management, Software Development, and Management Consulting. His clients include companies in the financial services, aerospace manufacturing, government contracting, and higher education industries. Presently Manager, IT Project Services for the Merchants Insurance Group.	
Liebel, Dan	2008	BS, 1985		141	MT			12.50%		Presently CFO of Unifrax. Nearly 30 years experience and a proven track record of effectively growing business in both sales and net income. Strong knowledge of Theory of Constraints, ISO 9001, ERP systems, accounting standards and inventory management programs.	
Marrazzo, Sam	2015	MBA, 2014		159	MT, ED			12.50%		Director of Technology Solutions, North American Industrial Gases Business Unit, at Praxair. Technology training includes BizTalk Training, MS Dynamics, TFS ALM Training, .Net 3.5 – WCF Training, SCRUM Master Training, .Net 4.0 Architecture Review.	
McGonagle, Julie	2014	BA, 1990		67.5	MT			12.50%		Assistant Vice President- Process Improvement Manager II at M&T Bank with previous experience at GE Capital and Curtis Screw.	
Murray, David	1999	MBA, 1997	3114		UT, MT, SER			100.00%		Signed Master Black Belt	
Ramesh, Ram	1984	PhD, 1985	419		UT, MT, SER, RES, ADM, DT		100.00%			Attached Transition Document	
Rao, H.R.	1987	PhD, 1987	357		UT, MT, DT, SER, RES		100.00%			Attached Transition Document	
Sanders, Lawrence	1983	PhD, 1983	576		MT, SER, RES, ED, DT		100.00%			Attached Transition Document	
Sharman, Raj	2002	PhD, 1998	265		UT, MT, DT, SER, RES, ADM		100.00%			Attached Transition Document	
Shetye, Mohan	2012	MS, 1977		141	MT			12.50%		Focused for over 30 years on helping bridge the gap between technology and end-users. Managed the operations of Integral Information Systems, either as the President or the CEO of the company, for last 20 years. Authored PinPoint, an On-Line Analytical Processing – Decision Support Software system (OLAP/DSS) which is currently being used by high profile healthcare organizations such as Practice Plan of Harvard Medical Faculty, Tulane University Physicians, Texas Tech University Physicians, Roswell Park Cancer Institute, and Erie County Medical Center.	
Sims, Michael	2013	MBA, 1993		63	MT			12.50%		Business and technology leader experienced in transforming a multi-billion dollar organization, (Rich Products, where he has been employed since 1991) through IT consolidation, business process improvement and information technology enablement. Record of success organizing, selling and executing multi-million dollar improvement initiatives.	
Singh, Gurdev	2012	PhD, 1968		42	MT		6.25%			Founding Director of the UB Patient Safety Research Center of the University at Buffalo and the Principal Investigator for two Agency for Healthcare Research and Quality (AHRQ) supported projects. Internationally recognized lecturer and researcher in the field of systems reliability and risk management and has authored more than a hundred articles and a book on this subject, apart from over sixty five others. He has supervised 27 PhD and over 75 MS Candidates in Great Britain. In 1996 he was recognized by the US Department of Justice as an 'Alien of Extraordinary Ability.' This classification is awarded to a person who has demonstrated that s/he has reached the top of her/his profession at the international level for a sustained period of time, or to a Nobel Laureate or equivalent. He is also a Fellow of the Royal Society of Medicine (London), and member of NTSimA, SCSim, and Sim A. He is one of the 30 invited World Experts helping WHO to create a road map for patient safety. He has been a member of one of the committees of US National Science Foundation and has served on NIH review panels. He is a member of the National Panel of Experts on error reporting systems. He has organized and chaired international conferences and chaired numerous conference sessions.	
Singh, Ranjit	2012	MBA, 2003		42	MT		6.25%			Associate Professor (Clinical), Family Medicine; Vice-Chair for Research and Development, Family Medicine; Director, Primary Care Research Institute; Director, UB Patient Safety Research Center. Member, Editorial Advisory Board, Joint Commission Journal on Quality and Patient Safety. Principal investigator for NY State Department of Health UB Family Medicine Expansion of Ambulatory Care Training Program. Peer reviewer for ten journals.	
Valecha, Rohit	2014	PHD, 2015		30	UT		12.50%			Current doctoral student.	
AMRITA											
Amalendu Jyotishi		PhD, 2005	105		MT		12.50%			Professor of Economics and Chairperson PhD Program, Amrita School of Business, Bangalore, India. PhD in Economics from Bangalore University. PI on 9 funded research projects. 31 published articles, books, proceedings, and book chapters.	
Kumar P.N.		PhD		93	MT		12.50%			Chairperson, Department of Computer Science and Engineering, Amrita School of Engineering, Coimbatore, India. 25 years of service in defense industry with vast experience in Software Project Management, Technology Management in a Telecommunication and IT environment and Training. Projects executed include a War Gaming Model for Airborne operations, Decision Support System for career management of officers of Army and YZK projects at Defense HQ. He was Head of Dept. at Military College of Electronics & Mechanical Engineering, Secunderabad and Faculty in College of Military Engineering, Pune.	
Participating Faculty by Credit Hours (Management Science and Systems)			15118	2358.5							
FTE by Faculty Qualification (Management Science and Systems)							9.50	0.00	0.00	3.15	0.10
Organization and Human Resources											
Anderson, Muriel	2000	MBA, 2000	479		UT, MT, SER			40.00%	10.00%		
Argentine, Stephanie	2015	MBA/ID 2000/1993		81	UT, MT			12.50%		Consultant with 20+ years of progressive experience defining and implementing global HR vision and goals to develop a dynamic workforce aligned to business strategy. Experience with large-scale organizational transformations and small-scale team and coaching interventions. Strategist with broad industry knowledge and deep experience designing people processes in union and in non-union environments, in start-up, growth, and decline organizations, and within private and public for-profit and non-profit entities.	
Balkundi, Prasad	2005	PHD, 2004	135		UT, MT, RES, DT		100.00%			Attached Transition Document	
Becker, Brian	1977	PhD, 1977	159		MT, RES, ADM		30.00%	60.00%	10.00%	Attached Transition Document	
Bentley, Jeffrey	2013	PHD, 2014		948	UT				75.00%	Current doctoral student.	
Chiu, Chad	2011	PHD, 2014		654	UT		50.00%			Current doctoral student.	
Ciccia, Frank	2004	MBA, 2004 & MS, 1988		100	MT, ED			50.00%		President of Illuminare Group, active consultant in leadership and organizational behavior	
Everest, Nick	2007	MS, 2004	928		UT, MT, SER, ED			100.00%		Attached Transition Document	

Gilson, Sarah	2013	MBA, 2004	393		UT, SER					37.50%		Hired from First Niagara Financial Group, Vice President, Consultant Organizational Development, in 2013.
Gold, Richard	2012	MBA, 1989		120	UT, MT					12.50%		Vice Chairman of M&T Bank. He also serves as a member of M&T's Management Committee. serves on the Shea's Performing Arts Center Board of Trustees, Buffalo Seminary Board of Trustees, and the Consumer Bankers Association Board of Directors.
Grijalva, Emily	2014	PHD, 2013	372		UT, MT, DT, RES	100.00%						Attached Transition Document
Krzystofiak, Frank	1977	PHD, 1978	759		UT, MT, SER, RES, ADM, ED	70.00%	30.00%					Attached Transition Document
Lee, KiYoung	2014	PHD, 2014	483		UT, MT, RES, DT	100.00%						Attached Transition Document
Maynes, Timothy	2013	PHD, 2013	483		UT, MT, RES, DT	100.00%						Attached Transition Document
Reeves, Malayuwal	2011	MS, 2004		642	UT	50.00%						Current doctoral student.
Rogers, Mary Ann	2008	MBA, 1998	1278.5		UT, MT, SER, ED					100.00%		Attached Transition Document
Siaw-Asamoah, Dorothy	2013	PHD, 2014	589		UT, MT, SER	57.50%						Attached Transition Document
Southall, Diana	2012	MBA, 1999		165	UT					12.50%		Human Resource consultant to local employers in range of industries (banking, manufacturing, distribution, services, retail, energy) and employee size (100 to 10,000) since 1999.
Tesluk, Paul	2011	PHD, 1996	351		MT, DT, SER, RES, ADM, ED	100.00%						Attached Transition Document
Treadway, Darren	2007	PHD, 2003	657		UT, MT, DT, SER, RES	100.00%						Attached Transition Document
Walsh, Courtney	1998	MBA, 2001	49		MT, ADM, ED					4.13%		Assistant Dean, Center for Executive Development at the University at Buffalo. Has driven the school's business growth through team building, program innovation, market development, and change management. Previously engaged in senior-management roles in marketing at both non-profit and for-profit organizations. Certified in Hogan Suite of Assessment, Brendon Buchard's High Performance Academy, and Work Place Big Five. Actively involved in many community organizations.
Bligh, Michelle	2000	PhD, 2001		51	MT					12.50%		Professor and Academic Director, Center for Leadership and Organizational Effectiveness, NEOMA Business School, Paris France. 15 refereed articles and 9 book chapters.
Participating Faculty by Credit Hours (OHR)			7115.5	2761								
FTE by Faculty Qualification (OHR)						8.7	0.9	0	4.44125	0.2		
Operations Management & Strategy												
Cho, Yoon Kyo	2015	MS, 2007		39	UT	12.50%						Current doctoral student.
Chu, Youngeun	2014	PHD, 2012	678		UT, MT	100.00%						Attached Transition Document
Courtney, Chris	2014	MBA, 2013		84	UT, MT	12.50%						Current doctoral student.
Curran, Kevin	2013	BA, 1979		40.5	MT, ED					6.25%		Broad range of leadership roles in marketing, sales, R&D, international and as chief executive. Classical marketing training at P&G combined with extensive work in brand-building and new product creation at Fisher-Price & Little Tikes.
DeJong, Jurrilan	2013	PHD, 2013	228		UT, MT, RES, DT	100.00%						Attached Transition Document
Dutta, Supradeep	2013	PHD, 2013	354		UT, MT, RES, DT	100.00%						Attached Transition Document
Gao, Lifang	2011	BS, 2006		267	UT	25.00%						Current doctoral student.
Hayden, William	1998	PhD, 2003		822	UT, MT					75.00%		PhD in Engineering Management. 19 publications in practitioner journals. Guest editor for Leadership and Management in Engineering Journal and American Society of Civil Engineers Journal. Affiliated with the American Society of Civil Engineers, Project Management Institute, and American Society for Quality.
Jamrose, Dennis	2012	MS, 2008		99	UT	12.50%						Current doctoral student.
Jennings, Matthew	2015	MBA, 2001		45	UT					25.00%		Manager of Operations and Lean Facilitator with progressive achievement and responsibilities, including Lean Coaching/Facilitation/Training, Operations Management, Materials Management, Enterprise Software Maintenance and Support, Plant wide Lean Manufacturing Initiatives and Six Sigma Process Improvement projects. 12 years with Greatbatch, Inc.
Kao, Ta-wei	2015	MBA, 2006		24	UT	12.50%						Current doctoral student.
Lewis, Kemper	2006	PhD, 1996		35	MT	4.20%						Chair and Professor, Department of Mechanical and Aerospace Engineering, University at Buffalo. PhD in Mechanical Engineering, Georgia Institute of Technology.
Li, Yong	2006	PhD, 2006	129		UT, MT, SER, RES	100.00%						Attached Transition Document
Lin, Winston	1975	PhD, 1976	198		UT, MT, RES, DT	100.00%						Attached Transition Document
Lotempio, Dominic	2013	MS, 2011		144	MT					12.50%		Member of the University at Buffalo procurement team, presently serving as Senior Buyer/Contracts. Certified Professional in Supply Management and affiliated with the Institute for Supply Management.
Park, Soomin	2015	MA, 2012		39	UT	12.50%						Current doctoral student.
Ru, Jun	2010	PHD, 2010	393		UT, MT, RES, DT	100.00%						Attached Transition Document
Simpson, Natalie	1994	PHD, 1994	3024		UT, SER, RES, DT	100.00%						Attached Transition Document
Star, Harold	1999	PHD, 1990	640		UT, MT, ED					100.00%		Attached Transition Document
Suresh, Nallan	1986	PhD, 1986	243		MT, SER, RES, ADM, ED, DT	100.00%						Attached Transition Document
Thomas, John	1968	PhD		45	MT					12.50%		Directs UB School of Management HSBC Center for Global Business Leadership
Ulbrich, Tom	2008	MBA, 2006		243	MT, ADM, ED					25.00%		Experienced entrepreneurial leader, currently serving as the School of Management's Director of the Center for Entrepreneurial leadership. Broad-based experience in both the business and academic sectors with expertise in building consensus across stakeholders in the university, community, business and public sectors. CEO and Founder of Mow More Supplies, a national e-commerce commercial landscape supplier. Member of: University at Buffalo STARTUP NY Company Selection Panel; 2013 National Science Foundation Selection Panel, Washington, D.C.; Leadership Council, New York State National Federation Independent Business; NYS Western Regional Economic Development Council Entrepreneurship/Business Development Work Group; U.S. Small Business Administration Buffalo District Office, Region II SBA Director's Advisory Council; U.S. SBA Region II International Trade Task Force; National Federation of Independent Business Young Entrepreneur Awards Program NYS Nominating Committee; Association for Enterprise Opportunity, The Voice of Micro Business Review Panel for 2013 Citi Bank Micro Entrepreneurship Awards; and the Department of Defense Employer Support of the Guard and Reserve Regional Committee.
Vandaele, Ramin	2013	PHD, 2013	390		UT, MT, RES	100.00%						Attached Transition Document
Vlies, Joost	2011	MBA, 2000		171	MT					12.50%		Accomplished Director of Operations with over twenty five years of progressive domestic and international leadership experience that has significantly improved operational performance in the areas of Sales, Productivity, Quality, Service, and Safety. Presently serving as Supply Chain Manager at Moog, a global manufacturer of precision control components and systems for aircraft, space and industrial applications. Chair of the Board of Directors of the Buffalo & Erie County Workforce Development Consortium and affiliated with APICS.
Wang, Charles	2003	PHD, 2003	282		UT, MT, DT, RES	100.00%						Attached Transition Document
Wei, Mike	2014	PHD, 2014	243		UT, MT, RES, DT	100.00%						Attached Transition Document
Zielinski, Larry	2012	MBA, 1977	90		MT, SER					25.00%		Currently consultant providing advice, strategy, alignment, and implementation services for physicians, other health care providers, health plans, and non-profits. Previously served as President, Buffalo General Hospital and President, Visiting Nursing Association, both part of the Kaleida Health System.
Amrita												
Devanathan, Sriram		PhD, 1997		105	MT					12.50%		Professor Dept. of Engineering and Head of Amrita University Biomedical Engineering Research Center
Singapore												
Parente, Diane	1995	PhD, 1997		51	MT	12.50%						Professor of Management and Program Chair, Interdisciplinary Business and Engineering Studies, Penn State Erie. PhD in Management from the University at Buffalo. 32 refereed publications. 8 conference proceedings. Significant reviewer experience. 14 years with Occidental Chemical Company in the international business unit.

McAfee, Paul	MBA, 1995	285	UT							37.50%	30+ years of international marketing executive experience as a senior executive with global experience. in strategy development, marketing, communications, public relations, and sales leadership roles. Teaches in China and Vietnam in the Keuka College Bachelor of Science in Business Management program. Taught Operations Production Management for Vietnam National University, in Hanoi, Vietnam. Ten years mentoring and teaching advanced strategy, business, leadership, and marketing processes to business executives through workshops at the SUNY UB Baird Research Park Technology Incubator. Held senior marketing and management roles in Canada and England. Business management regions included North and South America, Australia, Japan & the Pacific Rim, Europe, and the Middle East.
Participating Faculty by Credit Hours (OMS)		6892	2538.5								
FTE by Faculty Qualification (OMS)					12.042	1	0.75	1.6875	0		
Aggregate Faculty Sufficiency Distribution (chrs)		62576	14430.5								
Aggregate Faculty Sufficiency % P and % S		81.26%	18.74%								
Aggregate SOM FTE faculty in each Qualification category					63.10	5.00	1.75	21.77	1.20		
Aggregate SOM FTE faculty percentage in each Qualification category					67.98	16.82	1.49	18.80	1.28		
Faculty Sufficiency Indicators:				Minimum Faculty Qualification Indicators:							
• Overall: P/(P+S) > 75%				Standard >90% SA, PA, SP, IP : 98.72							
62576/77007 = 81.26%				Standard > 40% SA: 67.98							
				Standard >60% SA, PA, SP: 86.29							
Discipline (>60%) % Participating CHR weighted)											
A&L 84.50%											
Finance 82.23%											
MSS 86.50%											
CHR 72.04%											
OMS 73.08%											
Marketing 81.48%											
1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.											
2. The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.											
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.											
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP or IP status.											
5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."											

5 Year Summary Count of Intellectual Contributions 2011-2015

This table is intended to count the different forms of your intellectual contributions over the 2011-2015 period. The counts should map directly to your vita. Be sure that the counts in Section 1 equal the counts in Section 2.

Date Completed: _____

Faculty Name	Section 1 Portfolio of Intellectual Contributions									Section 2 Summary of Types of ICs ¹⁰		
	Peer Reviewed Journals	Research Monographs	Competitive Research Awards Received	Textbooks	Academic/Professional Meeting Proceedings	Teaching Cases	Other Teaching Materials	Books other than textbooks	Others	Learning and Pedagogical Research	Contributions to Practice	Discipline-Based Research
Faculty member (Your name here)	5 ¹	0 ²	2 ³	2 ⁴	4 ⁵	0 ⁶	0 ⁷	2 ⁸	6 ⁹	3	4	14

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs including book chapters (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Competitive Research Awards Received (these are competitive awards that support research, not recognition awards)
4. Textbooks
5. Academic/Professional Meetings Proceedings (conference presentation, published or otherwise)
6. Teaching Cases
7. Other teaching materials (videos, instructional software, other instructional materials other than cases or text books)
8. Books other than texts(scholarly, professional/practice/trade)
9. Others (e.g. technical reports related to funded projects, publicly available research working papers, etc.)
10. Summary of ICs should reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship). See FAQ for more explanation of the categories in Section 2.

March 2015

Instructions for Faculty Qualification Assessment

Brian Becker
Senior Associate Dean

AACSB accreditation requires that to be classified as Qualified our faculty meet certain standards of professional engagement, where engagement is a demonstration that you remain professionally current in your field. Those standards are described in the School's *Faculty Qualification Policy* (2013). This is a follow-up to the interim assessment completed in Spring 2013.

The Process

The short answer: Faculty will prepare a 1-2 paragraph summary of their professional engagement from 2011-2015. This summary will be submitted to their department chair by April 30, 2015, along with a proposed Qualification status. The chair will make an assessment of Qualification status based on the information provided by the faculty member, as well as a review of their c.v. These assessments will be forwarded to the Senior Associate Dean for approval.

More Specifics

This assessment is the basis for documenting your qualification status:

1. Faculty will prepare a 5 year retrospective (2011-2015) assessment of their engagement activities. This assessment should be 1-2 paragraphs. Note that you can simply use activity "counts" with brief descriptors. However, an outside reviewer should be able to find references to these activities in your vita. If a significant number of your engagement activities, or the critical ones, are not mentioned in your vita, you should revise your vita.

See Appendix 1 for several assessment examples.

2. Note that we are using 2015 as the fifth year, given that the visit is in early 2016. This means that you need to use judgment regarding future activities in 2015. We are especially focused on major intellectual contributions, such as articles, books, conference presentations, and the like. For example, if you have reason to believe that an accepted paper will be published in 2015, then count it. If it has just been accepted, and not likely to be published for a year or so, don't count it.
3. This assessment is due to your department chair by April 30th, 2015.
4. The types of appropriate engagement activities for each respective category are described in the Appendix 2. These are taken directly from AACSB materials.

5. Based on this assessment each faculty member should propose an appropriate Qualification status: SA, PA, SP, IP, or Other.
6. If you were hired within the 2011-2015 period the following applies:
 - a. Tenure track faculty who earned their PhD during this period are automatically SA. If you earned your PhD prior to 2011, your evaluation would follow the regular process.
 - b. Faculty hired into a Clinical position during 2011-2015 are eligible for one of the Professional Qualifications if their former position meets the standards described in the *Faculty Qualification Policy (2013)*. Clinical faculty hired prior to 2011 would follow the regular process. These qualifications are also described in Appendix 2.
7. Each Chair will approve or disapprove of your proposed qualification status based on the information you provide, and their review of your vita.
8. The Senior Associate Dean will review these assessments at the School level. "Close calls" about an appropriate qualification status, and all Other designations, will be discussed in a Chairs meeting in order to assure a common evaluation standard across departments.
9. Timetable:
 - a. April-May 2015: Faculty and Chairs prepare Qualification assessments.
 - b. Summer 2015: Senior Associate Dean prepares initial estimates of SOM status on Qualification measures
 - c. September 2015: Assessments are reviewed at a meeting of the Chairs with special attention to "Other" decisions and "close calls".
 - d. Chairs discuss status and development opportunities with those designated Other and "close calls".

Appendix 1

Example Qualification Assessments

Scholarly Academics (SA)

During the period 2011-2015 Professor X has published 4 papers in refereed journals, with two more in press. She has presented 7 conference papers, and in addition to providing 32 *ad hoc* reviews, she has served on the editorial boards of two journals (The American Journal of xxx (date to date) and the Journal of XX (date to present). She was also a Guest Editor for a special issue of the International Journal of XYX (July 2012). Professor X was co-principal investigator on an NSF grant (\$XXX award) from 2011-2013. She also served twice as session chair for the Academy of XXX national meetings, and in 2014 won "best paper" award at the XXXX meetings. She also co-authored a leading text in YYYY, and published a paper (2015) on the case-method in XXX in the American Pedagogic Review of YYY. Proposed status: Scholarly Academic

Practice Academics (PA)

During the period 2011-2015, Professor Y provided paid and unpaid consulting services to 45 business and non-profit organizations, including the XXY corporation and the ABC Center for XXXX. He offered more than 20 executive education programs for managers and executives on topics ranging from X to Y. Professor X was also active in the American Association of Practicing Managers serving on the steering committee from 2011-2012 and presenting 6 papers at their annual meetings. Over this same period he has served on the boards of three non-profits (XXX,YYY,ZZZZ). Proposed status: Practice Academic

Scholarly Practitioners (SP)

During the period 2011-2015, Professor M published 4 papers in leading professional journals and presented two conference papers at the annual meeting of the American Academy of Business Practitioners in X. She also served on the editorial board (2012-present) of her discipline's leading practitioner journal. Professor M was also a co-organizer of a session on XYZ at the New York State conference for XXX professionals, and has served as Vice-President in the local chapter since 2013. Proposed status: Scholarly Practitioner

Instructional Practitioners (IP)

Professor X is an active consultant in the areas of X, Y and Z with more than 23 consulting engagements over the 2011-2015 period. Likewise he has organized and/or delivered 12 executive education sessions or programs. He currently serves on the boards of two non-profits, and completed his service on a third (2012-2014) during this period. Professor X also earned 2 continuing education credits in each of the last 5 years on topics ranging from A to B. Professor X is a member of the XXX and YYY professional societies, regularly attending their state and local conferences, and serves on the WNY Board of the XXX professional association. He has co-authored a customized textbook on XXX since 2013. Proposed Status: Instructional Practitioner

Appendix 2
(from Faculty Qualification Policy, 2013)

Faculty with Original Appointment to Academic Status

A faculty member earning the terminal degree in their field (generally PhD or J.D.) within the last five years is automatically eligible for Scholarly Academic (SA) status.

There are two Academic categories depending on whether the faculty member maintains their status through scholarship or professional engagement.

- Scholarly Academics (SA) sustain currency and relevancy through their scholarly research activities.
- Practice Academics (PA) sustain currency and relevancy through professional engagement.

Maintenance of Academic Status

A faculty member can maintain their Academic status through significant and meaningful scholarly activities or professional engagement over the 5 year period prior to an accreditation review. Qualifying activities are as follows:

- Scholarly Academics(SA):
 - Scholarly activities leading to the production of scholarship outcomes such as journal articles, research monographs, published cases, funded competitive research grants, scholarly presentations, invited presentations, published textbooks and published teaching materials.
 - Relevant, active academic journal and/or business publication editorships and/or editorial board/committee service.
 - Validation through leadership positions and participation in recognized academic societies and associations, research awards, academic fellow status, etc.

Given the School's mission it is anticipated that the majority of faculty with SA status will maintain this designation through the discipline-based scholarship reflected in research publications, research presentations and grant funding.

- **Practice Academics (PA):**
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Developing and presenting executive education programs. Note: by Executive Education AACSB means non-degree programs.
 - Sustained professional work supporting qualified status
 - Significant participation in business professional associations
 - Practice oriented publications, presentations, etc.

- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues; and other activities that place faculty in direct contact with business or other organizational leaders

Faculty with Original Appointment to Practitioner Status

A faculty member with significant and substantial professional experience in a business or other organization related to the teaching/research field is eligible for Practitioner status for a five year period from the end of that experience. Practitioner status normally requires at least a Masters degree in their discipline or business specialty. In rare exceptions a faculty member who does not meet this standard at the point of hire could subsequently qualify through a 5 year program of appropriate maintenance activities described below. There are two Practitioner categories depending on whether the faculty member maintains their status through scholarship or professional engagement.

- Scholarly Practitioners (SP) sustain currency and relevancy through continued professional experience, engagement or interaction and scholarship related to their professional background and experience. Normally this includes substantive scholarly activities in their field of teaching.
- Instructional Practitioners (IP) sustain currency and relevancy through continued professional engagement related to their professional background and experience.

Maintenance of Practitioner Status

A faculty member can maintain their Practitioner status through significant and meaningful professional engagement over the 5 year period prior to an accreditation review. These engagement activities can include the following:

- **Scholarly Practitioners (SP)**
 - Relevant scholarship outcomes under SA
 - Relevant, active academic and/or professional journal and/or other business/management publication editorships and/or editorial board/committee service
 - Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
 - Developing and presenting continuing professional education activities or executive education programs
 - Significant participation in academic associations in substantive roles
- **Instructional Practitioners (IP)**
 - Consulting activities that are material in terms of time and substance

- Faculty internships
- Developing and presenting executive education programs
- Sustained professional work supporting IP status
- Significant participation in business professional associations and societies
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Documented professional certifications in the area of teaching
- Participation in professional events that focus on the practice of business, management, and related issues; and other activities that place faculty in direct contact

Policy and Process for Assessing Faculty Qualifications and Engagement University at Buffalo School of Management

In order to maintain our AACSB accreditation, the School's faculty is required to demonstrate significant academic and professional engagement. The general guideline is:

The school maintains and strategically deploys...faculty that collectively and individually demonstrate significant academic and professional engagement sustaining intellectual capital to support high quality outcomes consistent with the school's mission and strategies."

AACSB requires that faculty engage in academic or professional (practice oriented) activities as the basis for sustaining the intellectual capital that supports the school's overall strategy. The full range of these activities is what AACSB means by "engagement". Faculty are considered "qualified" based on the level of these engagement activities, and the School is required to meet established thresholds for the percentage of faculty in certain qualification categories. This policy describes how an individual faculty member's qualification status will be determined in the School of Management.

The Process

1. A faculty member's qualification status will be evaluated as part of their annual performance review.
2. A faculty member will be classified in one of the AACSB categories: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) and Instructional Practitioners (IP) or Other based on the definitions provided below.
3. Drawing on input from individual faculty, department chairs will recommend the appropriate qualification status, along with a supporting rationale, as part of the annual performance review. The Senior Associate Dean reviews and approves the recommendation.
4. Periodically the overall pattern of these decisions, as well as "close calls" are reviewed with the Chairs, and with the Dean.
5. Department chairs will work on a development plan with faculty categorized as Other, as appropriate.

Faculty with Original Appointment to Academic Status

Academic status is normally granted to faculty members who have earned a PhD in a relevant area. AACSB establishes two categories of Academic qualified status:

- Scholarly Academics (SA) sustain currency and relevancy through scholarship and related activities.
- Practice Academics (PA) sustain currency and relevancy through professional engagement. Normally PA status applies to faculty that augment their initial preparation as academic scholars with development and engagement activities

that involve substantive linkages to practice, consulting or other forms of professional engagement, etc. based on their earlier work as an SA faculty member.

Normally, SA status is granted to newly hired faculty members who earned a terminal degree (Ph.D. or J.D.) within the last five years prior to the review dates. Faculty members holding senior administrative appointments (Dean, Associate Deans and Department Chair) qualify for SA status in part through their support of the academic mission. Current doctoral students qualify for SA status when teaching within their discipline¹.

Maintenance of Academic Qualification

An Academic qualification is maintained by sustained academic engagement, either through scholarly activities or professional engagement. These activities must be documented for the 5 year period prior to an accreditation review. Qualifying activities are as follows:

- **Scholarly Academics(SA):**
 - Scholarly activities leading to the production of scholarship outcomes such as journal articles, research monographs, published cases, funded competitive research grants, scholarly presentations, invited presentations, published textbooks and published teaching materials.
 - Relevant, active academic journal and/or business publication editorships and/or editorial board/committee service.
 - Validation through leadership positions and participation in recognized academic societies and associations, research awards, academic fellow status, etc.

Given the School's mission it is anticipated that the majority of faculty with SA status will maintain this designation through the discipline based scholarship reflected in research publications, presentations and grant funding.

- **Practice Academics (PA):**
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Developing and presenting executive education programs. Note: by Executive Education AACSB means non-degree programs.
 - Sustained professional work supporting qualified status
 - Significant participation in business professional associations
 - Practice oriented publications, presentations, etc.
 - Relevant, active service on boards of directors
 - Documented continuing professional education experiences
 - Participation in professional events that focus on the practice of business, management, and related issues; and other activities that place faculty in direct contact with business or other organizational leaders

¹ Doctoral students are eligible for this status for four years after achieving Ph.D. candidacy.

Faculty with Original Appointment to Practitioner Status

A faculty member with significant and substantial professional experience in a business or other organization related to the teaching/research field is eligible for Practitioner status for a five year period from the end of that experience. Practitioner status normally requires at least a Masters degree in their discipline or business specialty. In rare exceptions a faculty member who does not meet this standard at the point of hire could subsequently qualify through a 5 year program of appropriate maintenance activities described below. There are two Practitioner categories depending on whether the faculty member maintains their status through scholarship or professional engagement.

- Scholarly Practitioners (SP) sustain currency and relevancy through continued professional experience, engagement or interaction and scholarship related to their professional background and experience. Normally this includes substantive scholarly activities in their field of teaching.
- Instructional Practitioners (IP) sustain currency and relevancy through continued professional engagement related to their professional background and experience.

Maintenance of Practitioner Status

A faculty member can maintain their Practitioner status through significant and meaningful professional engagement over the 5 year period prior to an accreditation review. These engagement activities can include the following:

- **Scholarly Practitioners (SP)**
 - Relevant scholarship outcomes under SA
 - Relevant, active academic and/or professional journal and/or other business/management publication editorships and/or editorial board/committee service
 - Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
 - Developing and presenting continuing professional education activities or executive education programs
 - Significant participation in academic associations in substantive roles
- **Instructional Practitioners (IP)**
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Developing and presenting executive education programs
 - Sustained professional work supporting IP status
 - Significant participation in business professional associations and societies
 - Relevant, active service on boards of directors

- Documented continuing professional education experiences
- Documented professional certifications in the area of teaching
- Participation in professional events that focus on the practice of business, management, and related issues; and other activities that place faculty in direct contact

Important Observations:

1. Since most faculty will maintain their qualification status through a range of activities, the determination of qualification status is based on a faculty member's portfolio of engagement activities.
2. A faculty member would normally require a terminal degree (e.g. Ph.D. or J.D.) in the appropriate discipline to qualify for Academic status.
3. Teaching well, on its own, is not enough to maintain qualification status.
4. The School as a whole must have a portfolio of qualification categories that is consistent with its mission and strategy.

Faculty Qualifications: Summary Assessments

Name	Assessment by Department	Status ¹
<i>Accounting and Law</i>		
Gu, Feng	During the period 2011-2015 Professor Gu has published 2 papers in refereed journals and 2 refereed book chapters. He has presented 2 conference papers and has given research presentations at 2 research universities abroad. He is currently the associate editor of <i>Asia-Pacific Journal of Accounting and Economics</i> . In addition, he has served on the editorial board of <i>Journal of Intellectual Capital</i> . Professor Gu has provided 12 <i>ad hoc</i> reviews for research journals in his field. He also reviewed one research grant application.	SA
Hamlen, Susan	During the period 2011-15 Professor Susan Hamlen published three papers in refereed academic journals. She also produced three editions of <i>Advanced Accounting</i> , a text published by Cambridge Business Publishers and adopted by many schools in the U.S. She was the sole author on the 2015 edition. She was also a reviewer for a respected academic journal. Professor Hamlen also serves as Department Chair in Accounting and Law.	SA
Hibschweiler, Arlene	Arlene Hibschweiler earned a J.D. degree (terminal degree in her field) from the University at Buffalo's Faculty of Law and Jurisprudence, <i>magna cum laude</i> . She also holds an MBA earned here at the School of Management. Hibschweiler is licensed to practice law in New York State; her biennial attorney registration was renewed in March. For the period 2011 through 2015, Hibschweiler co-authored five articles. Four have appeared in press; the fifth has been accepted. All of the articles have been or will be published in <i>The Tax Adviser</i> , a refereed journal put out by the American Institute of Certified Public Accountants. Hibschweiler was named to a five-year term as an editorial adviser to <i>The Tax Adviser</i> in January 2014. She has reviewed three articles in that role and participates in a monthly survey evaluating the quality of each issue. Since 2011 Hibschweiler has had five citations listed in Google Scholar. With Martha Salzman, Hibschweiler in February of 2013 was selected to receive a PwC INquires grant to be used to study sustainability. The resulting research was incorporated into MGT 641. Salzman and Hibschweiler are currently working on revising a proposed article regarding incorporating sustainability in a business law course. For the period 2011 – 2015, Hibschweiler attended three seminars on topics such as ethics and taxation, and completed six self-study programs. The latter covered various subjects, including fraud, advising distressed businesses, bankruptcy and debt collection. She is a member of the New York State Bar Association.	SA (80%) PA (20%)
Kim, Myungsun	During the period 2011-2015, I have published 2 papers in refereed journals. I have 2 working papers that are under review at refereed journals. I have presented at two conferences and at an invited research workshop. I provided 3 <i>ad hoc</i> reviews for refereed journals and one research grant review. I received 4 SOM summer research grants. I have chaired a second year PhD paper committee and have been co-chairing a PhD dissertation committee.	SA
Kross, William	During the period 2011-2015, I have published 2 papers in refereed journals. I have 2 working papers that are under review at refereed journals. I have presented at two conferences and at an invited research workshop. I provided 3 <i>ad hoc</i> reviews for refereed journals and one research grant review. I received 4 SOM summer research grants. I have chaired a second year PhD paper committee and have been co-chairing a PhD dissertation committee.	SA
Salzman, Martha	Martha Salzman earned her J.D. degree (terminal degree in her field) from the University of Pennsylvania Law School, <i>cum laude</i> , in 1987. She is licensed to practice law in the State of New York; her biennial attorney registration was renewed in September 2014. For the period 2011-2015, Salzman co-authored three articles, all of which appeared in <i>The Tax Adviser</i> , a refereed journal published by the American Institute of Certified Public Accountants (AICPA). Salzman has 7 articles listed in Google Scholar (with 4 citations that predate the reporting period). During the period 2011-2014, Salzman wrote one chapter entitled "Fundamentals of Tax Research" for the preliminary and second editions of <u>Skills for Accounting and Auditing Research</u> , an accounting research textbook published by Cambridge Business Publishers, and is currently working on revising the chapter for the upcoming third edition of the textbook. With Arlene Hibschweiler, Salzman was selected (in February 2013) to receive a PricewaterhouseCoopers LLP INquires grant that was used to study sustainability and incorporate it in MGT 641 (Commercial Law and Corporate Governance), which was first offered (and is taught by Arlene Hibschweiler) during the Spring 2014 semester. Salzman and Hibschweiler are working on revising a proposed article regarding incorporating sustainability in a business law course. Salzman provided an <i>ad hoc</i> review of 3 chapters of an interactive legal environment textbook (for McGraw Hill) in October 2012. She served as a member of the College Board's CLEP Business Law Test Development Committee from July 2008 through June 2014, and is still active as a consultant to the Educational Testing Service with respect to the CLEP Business Law Test. For the period 2011-2015, Salzman attended four Student Leadership Conferences sponsored by the IMA and one AACSB Sustainability Conference. During the period 2011-2015, Salzman attended five conferences and symposia on topics such as labor and employment law, bankruptcy law, legal ethics, guardianship training, and taxation, and completed four self-study programs on a variety of law and ethics related topics. Salzman served as the President of the Board of Trustees of the Hamburg Public Library (HPL) for several years through the end of 2013. From 2011-2013, she and the HPL Board of Trustees worked with the Town of Hamburg to plan a major building expansion project for one of the Hamburg libraries, the construction of which is now almost complete. Professor Salzman is also a member of the New York State Bar Association and the Bar Association of Erie County and serves on the Planning Committee of the Annual Institute of Taxation (which is jointly sponsored by the Buffalo Area Chapter of the New York State Society of CPAs, the Erie Institute of Law, and the University at Buffalo School of Management).	SA (80%) PA (20%)
Suk, Inho	During the period 2011-2015 Professor Inho Suk has published 9 papers in refereed journals, such as <i>Journal of Accounting and Economics</i> , <i>The Accounting Review</i> , <i>Journal of Accounting, Auditing & Finance</i> , <i>Journal of Accounting and Public Policy</i> , and <i>Journal of Accounting and Marketing</i> . He has presented 8 conference papers and provided 21 <i>ad hoc</i> reviews. He has served on the editorial boards of two journals, such as <i>Journal of Accounting and Marketing</i> (2012 - present) and <i>International Journal of Economics & Management Sciences</i> (2014 - present).	SA
Xu, Weihong	During the period 2011-2015 Professor Weihong Xu has published 1 paper in refereed journal. She has presented 1 conference paper. In addition, she has served as an <i>ad hoc</i> reviewer for <i>Advances in Accounting</i> , 2013 FARS Midyear Conference, 2015 FARS Midyear Conference, <i>Journal of International Financial Management & Accounting</i> , <i>Corporate Governance: An International Review</i> , and <i>Contemporary Accounting Research</i> .	SA
Chen, Jing	Professor Jing Chen <u>earned her PhD in 2014</u> . During the period 2011-2015, she has 4 working papers and presented 1 conference paper.	SA (PhD, 2014)

Dambra, Michael	During the period 2011-2015 Professor Michael Dambra has published 2 papers in refereed journals. He currently has a third paper under review at a top accounting research journal and a fourth working paper publicly available via SSRN. Professor Dambra has attended several major conferences, including the AAA New Faculty Consortium in January of 2015. He also received his PhD in August of 2014.	SA (PhD, 2014)
Qi, Zhen	Claudia Qi is a tenure track faculty member earning her PhD in 2011 which qualifies her as Scholarly Academic (SA).	SA (PhD, 2011)
Wang, Gabby	Professor Gabby Wang obtained a Ph.D. from Indiana University in August, 2013. During the period of 2011 - 2015, she presented 1 conference paper and provided 2 ad hoc reviews for the AAA annual conference.	SA (PhD, 2013)
Zheng, Kenneth	Professor Kenneth Zheng earned his PhD in 2011. During the period 2011-2015, he has produced 3 working papers and presented 1 conference paper.	SA (PhD, 2011)
Cohen, Ann	Ann Cohen is a licensed CPA in the State of New York. She maintains her license in active status and completes a minimum of 40 hours of continuing professional education each year, including satisfaction of the triennial ethics continuing education requirement. The completion of the continuing education requirement is accomplished primarily by attendance at national or statewide conferences sponsored by national CPA firms, a national professional association and the state professional association. Additional hours are completed by attendance at programs sponsored by local CPA firms and webcasts provided by national firms. For the period 2011-2015, Cohen authored test banks for the 2012 through 2016 editions of an introductory tax textbook (2016 edition in progress) and authored a business tax module to a "Micro MBA" program for entrepreneurs. In addition, Cohen has reviewed chapters for two tax textbooks. For the period 2011-2015, Cohen has been actively engaged with the NY State Society of CPAs serving state wide as chair of the 2014 Nominating Committee and as a member of the Scholarship committee and has also served the local chapter by chairing the Career Opportunities in the Accounting Profession committee and the local Nominating committee and attending board meetings as part of the leadership group. During this period she earned awards at both the state and chapter levels for her service to the profession. In addition, Cohen serves on the steering committee of the Annual Tax Institute and serves as chair of the Temple Beth Zion audit committee. During this period, Cohen has attended five PricewaterhouseCoopers Annual Tax Colloquia, five Ernst & Young Annual Tax Symposia and four mid-year meetings of the American Taxation Association.	SP
Ampadu, Alex	Professor Ampadu is active in seven Accounting and Internal Audit professional organizations and has served in various capacities in some of the organizations during the 2011-2015 period. He has particularly contributed to curriculum and other professional committees of the Institute of Internal Auditors, including presentations at the annual Leadership and Networking Conference (2011-current). Alex also regularly attends several local technical meetings (2011-2015) of the IIA, NYSSCPA, and the local chapter of the CFE. Alex has been using cases in his graduate classes and in 2015 co-developed two cases with practitioners. He maintains seven certifications. He serves in leadership roles in the NYSSCPA and IIA and has made presentations at professional and academic conferences. Working with practitioners, he developed 5 cases for use in his advanced internal audit class. He is on the editorial board of a refereed journal and is a lead instructor for the Becker CPA review courses. Alex was appointed for two years service (2013-2015) on the Editorial Review Board of the Journal of Accounting and Auditing.	IP
Metzger, Lorrie	Professor Metzger joined the University at Buffalo in the fall of 2011. Prior to that, she worked as a Senior Auditor at both First Niagara Financial Group and M&T Bank. Professor Metzger has an extensive history of performing audits in the areas of bank operations and compliance. Professor Metzger has attended over 7 conferences relating to her area of teaching within the last 4 years, including such topics as REA data modeling, Accounting Information Systems, Data Analysis, and training on audit specific software (IDEA). Professor Metzger is a member of ISACA, the Institute of Internal Auditors (IIA), and the New York State Society of Certified Public Accountants (NYSSCPA) professional organizations, regularly attending meetings and training sessions. Professor Metzger is the co-chair of the NYSSCPA's Career Opportunities in the Accounting Profession (COAP) Program, which focuses on introducing the accounting profession to minority high school students. Additionally, Professor Metzger is the Faculty Director of the School of Management's Undergraduate Honors Program which focuses on introducing high-performing undergraduate students to leadership traits, research opportunities, and graduate courses. Professor Metzger is a Certified Public Accountant (CPA) in New York State, has passed the exam for the Certified Information Systems Auditor (CISA) and is expecting certification within the next year, and has also passed the Certification in Risk Management Assurance (CRMA) exam.	IP
Odonnell, Kathy	Professor O'Donnell is an active consultant in the areas of contribution auditing, not-for-profit accounting, and budgeting with more than 15 consulting engagements over the 2011-2015 period. She currently serves on the boards of two non-profits. Professor O'Donnell also earned over 200 continuing education credits over the last 5 years on topics including accounting, auditing, technology, ethics, taxes, and fraud. Professor O'Donnell is a member of the American Institute of Certified Public Accountants and the New York State Society of Public Accountants, regularly attending their state and local conferences, and serves on the Buffalo Board of the New York State Society of Certified Public Accountants. She has served as a reviewer for auditing textbooks and auditing case study books from 2011 to 2013 and has been a pilot tester and reviewer for CPE courses since 2012.	IP
Nesper, Kathleen	My professional engagement over the 2011-2015 period has included consulting, participation in business professional associations, active service on a board of a community agency, completion of continuing professional education, and participation in professional events. The following provides details: <ul style="list-style-type: none"> • I have completed 8 consulting/service learning projects with my MGA617 Advanced Managerial Accounting for many community nonprofit agencies • I have participated in business professional organizations as follows: <ul style="list-style-type: none"> ○ Institute of Management Accountants (IMA) and University at Buffalo's Campus Advocate ○ Association of Certified Fraud Examiners (ACFE) member and Certified fraud Examiner (CFE) and the ACFE WNY chapter board member ○ American Accounting Association (AAA) member and the Forensic and Investigative Accounting (FIA) Northeast Region Liaison 	IP

	<ul style="list-style-type: none"> ○ Institute of Internal Auditors (IIA) member – I coordinated a joint IIA/WNY ACFE 4 hour seminar on Benford Analysis and Fraud Data Analytics ○ NYSSCPAs member and certified Public Accountant (CPA) ○ AICPA member and Certified in Financial Forensics (CFF) and a Chartered Global Management Accountant (CGMA) <ul style="list-style-type: none"> ● I have participated and coordinated many events that involve area business professionals, including my role as faculty advisor for Meet the Professionals, KPMG Buffalo office literacy event, using local practitioners in my classes. 	
	<i>Finance</i>	
Chung, Kee	During the period 2011-2015 Professor Chung has published 13 papers in refereed journals and presented 13 conference papers. He has served on the editorial boards of the following journals: (1) Editor, Asia-Pacific Journal of Financial Studies, 2010-present; (2) Associate Editor, Financial Review, 2009-present; (3) Editorial Board Member, International Review of Applied Financial Issues and Economics, 2010-present; and (4) Editorial Advisory Board Member, International Journal of Commerce and Management, 2010-present. Professor Chung is Chair of the Department of Finance.	SA
Huh, Sahn-Wook	During the period 2011-2015, Professor Sahn-Wook Huh has published three papers in refereed journals: one in the <i>Review of Asset Pricing Studies</i> and the other two in the <i>Journal of Financial Markets</i> . One of his research papers is currently under the 2 nd round review at <i>Management Science</i> . Another paper has received an R&R request from the <i>Review of Asset Pricing Studies</i> . Professor Huh presented his research papers at 12 conferences and discussed nine papers written by other scholars. He also chaired sessions at five conferences. He provided 11 <i>ad hoc</i> referee services for academic journals, such as the <i>Review of Financial Studies</i> , the <i>Journal of Finance</i> , and <i>Management Science</i> . During the period, he won the Best Paper Awards at two international conferences: the FMA (Asia) Conference in June 2014 and the Society of Interdisciplinary Business Research (SIBR-Thammasat) Conference in June 2012. He has served as an Executive Board Member for the Korea-America Finance Association (KAFA) (2012-2015).	SA
Ogden, Joseph	During the period 2011-2015 I have published a total of 8 articles in peer-reviewed academic journals including papers in the International Review of Finance (2011), Business Excellence and Management (2011,2012), Journal of Accounting and Finance(2012) , Journal of Corporate Finance(2013), Journal of Fixed Income (2013), Journal of Mathematical Finance(2013) and Journal of Portfolio Management (2015). This total includes one article published in a SOM-targeted journal (Journal of Corporate Finance).	SA
Tiu, Cristian	During the period 2011-2015, Professor Tiu published 6 articles in peer-reviewed journals and had 13 conference presentations. In addition, he served as an <i>ad-hoc</i> referee for more than two dozen articles in 12 journals and delivered two keynote lectures. He serves as an Associate Editor at the Asia-Pacific Review of Financial Studies.	SA
Wu, Chunchi	During the period 2011-2015 Professor Wu has published 13 papers in refereed journals. He has presented 15 conference papers, and in addition to providing 21 <i>ad hoc</i> reviews, he has served on the editorial boards of seven journals (<i>Asia-Pacific Journal of Financial Studies</i> (2010-present), <i>International Review of Economics and Finance</i> (2006-present), <i>Journal of Financial Studies</i> (1992-2006, 2014-present), <i>Journal of Risk Management</i> (2001-present), <i>Review of Pacific-Basin Financial Markets and Policy</i> (2000-present), <i>Review of Quantitative Finance and Accounting</i> (1997-present), <i>Advances in Quantitative Analysis of Finance and Accounting</i> (1990-present)). Professor Wu was co-principal investigator on a Hong Kong grant (\$XXX award) from 2011-2013. He also served as discussant for the 3 rd Fixed Income Meetings. He won the Peter L. Bernstein Best Paper Award in 2011 and a subsequent recognition in the <i>Wall Street Journal</i> on August 30, 2011, and won the Stephen Turnovsky Fellowship at Victoria University of Wellington, New Zealand in 2013.	SA
Fotak, Veljko	Veljko Fotak is a tenure track faculty member earning a <u>PhD in 2013</u> . During 2011-2015 Professor Fotak has a publication in <i>Journal of Financial Economics</i> , and two papers forthcoming in <i>JFE</i> and <i>Review of Financial Studies</i> . He has presented his research at a wide range of national and international conferences during this period.	SA (PhD, 2013)
Jiang, Feng	Professor Feng Jiang is tenure track faculty who earned his <u>PhD in 2012</u> . He automatically qualified for SA. During the period 2011-2015 Professor Feng Jiang has published 1 paper in refereed journals. He has presented 6 conference papers. Professor Feng Jiang is co-principal investigator on a Hong Kong Research Grant from 2014-2015.	SA (PhD, 2012)
Lin, Jerchern	Jerchern Lin is a tenure track faculty member earning a <u>PhD in 2013</u> , thus his status is automatically Scholarly Academic (SA). He has one publication in the <i>Journal of Finance</i> (2014) and more than 20 conference presentations during the 2011-2015 period.	SA (PhD, 2013)
Wolfe, Brian	During the period 2011-2015 Professor Brian Wolfe has published 1 paper in a refereed journal, and has 3 more working papers. He has presented 2 conference papers and discussed 1 paper at a conference. Additionally he has provided 1 <i>ad hoc</i> review to the international review of finance. Professor Wolfe earned his <u>PhD degree in 2014</u> .	SA (PhD, 2014)
Wool, Philip	During the period 2011-2015, Phillip Wool has produced 2 publicly available working papers. Because he is a tenure track faculty member earning a <u>PhD in 2013</u> , his status is automatically Scholarly Academic (SA).	SA (PhD, 2013)
Perry, Phil	During the 2011-2015 period, Professor Perry regularly taught executive education courses. These included: <ul style="list-style-type: none"> ● Accounting and Finance for Non-Financial Managers’, a six-week course, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2012, and Fall 2011. ● a one-day course on ‘Capital Budgeting and Business Valuation’ for managers from Moog Inc., January 2012. ● a two-day course on ‘Acquisitions and Business Valuation’ for managers from Unifrax LLC, June 2011. 	PA (60%) Other (40%)
Kim, Ken	During the period 2011-2015, Professor Kenneth Kim has published 12 papers in refereed journals. He has presented 2 conference papers, and in addition to providing <i>ad hoc</i> reviews for 18 different journals, he has served on the editorial boards of seven journals (Journal of Corporate Finance as Associate Editor (2015-present), Journal of Financial Research as Associate Editor, (2015-present), Finance Research Letters as Associate Editor (2015-present), Journal of Behavioral and Experimental Finance (2013-present), Frontiers of Business Research in China (2013-present), Sasin Journal of Management (2003-present), and North Korean Review (2010-2014). He was also a Guest Editor for a special issue of the Journal of Corporate Finance (Volume 32, 2015) and for the Journal of Multinational Financial Management (Volume 23, 2013). Professor Kim also co-authored a leading text in 2015.	SA

Isse, Hodan	<p>I. I have been engaged in the following professional and public service activities: Summer Finance Institute, Faculty 2013; The credit-bearing internship program, Faculty and mentor 2008-present; Departmental liaison for faculty relations committee of SOMAA 2013-present; Mentor undergraduate research and microcredit advisory committee; Founder, Economic and Social Empowerment Foundation, Buffalo, NY, 2007-present; Founder, Microcredit Working Committee, attend monthly meetings to develop micro lending programs for poor residents of the Buffalo area, mentor UB students interested in microcredit internships; Member, Founder and Vender Development Committee of the International Market Bazaar, 2008-present; Board member, Western New York Women's Foundation, Buffalo, NY, 2012-present;</p> <p>II. I have been working on the following research papers: "Exploring on resource management, property laws and conflict resolution in the iteration of the Somali constitution," Published at Lund University, August 2014. "Women in parliament and corruption," Working paper, 2014. "Broken People Broken Country: the Good, the Bad, and the Ugly", A short story.</p>	SP
Mohr, Derek	<p>Over the period 2011-2015, I have conducted meaningful professional engagement through a combination of activities: Over the period 2012-2015, I supervised the development of the Summer Finance Institute (now Finance Academy) that brings in executives to work with our MS Finance students to give them real world work experience. Through the two summers this program has been offered, I have worked with about 12 executives from different companies to discuss their involvement in the program. Going forward, we are beginning discussions with a larger number of executives for the 2015-2016 academic year as the program is being expanded to include all MS Finance students. Over the period 2011-2015, I was part of the UB team, along with the Dean and the development office, that put together the Terese Kelly Investment Group. With this group, we brought in about 10 executives from the financial management industry to act as a board of advisors for our students. In addition to frequent interaction with this group of advisors, I also have worked with a larger group of alumni who have hosted our TKIG students on trips. The combined number of professionals I have had engagement with related to the TKIG is over 20 during the last four years. During 2011-2015, I have also participated in the legal industry as an attorney relating to occasional matters of contract drafting, securities regulation, real property transfers and financing, and estate settlements.</p>	IP
Suchak, Sudhir	<p>Up until <u>August 2012</u>, I was a full time staff member at HSBC Bank and most recently held the position of Senior Manager, Credit Risk Management. During my 30 years at HSBC I have held several senior management positions in various functions throughout the bank. I joined the faculty full time in August 2012 after teaching part time for more than 25 years at the university.</p>	IP
<i>Management Science and Systems</i>		
Das-Smith, Sanjukta	<p>In the period 2011-2015: I co-authored six papers in top-tier journals such as INFORMS Journal on Computing (2), Information Systems Research (2), Journal of Management Information Systems (1) and ACM Transactions on Management Information Systems (1). I also have one paper forthcoming in IEEE Transactions on Computers. The research papers are in the areas of cloud resource pricing, cloud market mechanism design, cloud resource management and privacy in blog communities. Finally, I co-edited a book related to digital privacy practices entitled "Digital Identity and Access Management: Technologies and Frameworks". Two of my research grants were successfully funded. The first was a Google Research Awards in 2011, for the amount of \$102,000. The second was a National Science Foundation (NSF) CSR Medium Collaborative Research Award # 1409809, entitled in 2014, for the amount of \$400,000. Five of my papers got accepted for presentation at internationally acclaimed conferences and workshops. I served on several editorial boards and as an Associate Editor at the INFORMS Journal on Computing since 2013. I was awarded UB's Exceptional Scholar – Young Investigator Award in 2012.</p>	SA
Dutta, Haimonti	<p>During the period 2011-2015 Professor Dutta has published 2 papers in refereed journals, with one more in press. She has presented 6 conference papers, and 7 workshop papers. In addition to providing 4 <i>ad hoc</i> journal reviews, she has served on the program committee of 21 conferences including International Conference on Machine Learning, SIAM International Conference on Data Mining, ACM Conference on Knowledge Discovery and Data Mining, International Conference on Artificial Intelligence and Statistics, Neural Information Processing Systems, International Conference on Machine Learning and Applications, International Conference on Big Data Analytics. Professor Dutta was a principal investigator on the following grants: NSF grant (IIS-0916186 award) from 2009-2013; National Endowment of Humanities, Digital Humanities Startup Grant (NEH HD-51153-10) from 2010 – 2013; a Co-PI on contracts from Argonne National Labs, Epilepsy Research Foundation, EMC² India and Consolidated Edison Company of New York.</p>	SA
Kishore, Rajiv	<p>During the period 2011-2015 Professor Kishore has published 6 papers in refereed journals. He also presented 13 conference papers, provided 23 <i>ad hoc</i> reviews, and served on the editorial boards of two journals – Information and Management (2012 to present) and the Journal of Management Information Systems (2005 to present).</p>	SA
Ramesh, Ram	<p>During the period 2011-2015 Professor Ramesh has published 8 papers in refereed journals, with some in press. He has presented 13 conference papers, and served on the editorial boards of two journals (INFORMS Journal on Computing (2003-2013 as Associate Editor and 2013-Present as Area Editor)) and the Journal of Information Systems Frontiers (1999-present as Co-Editor-in-Chief). Professor Ramesh was a co-PI on a Google Research grant (award amount: \$102,000) and an NSF grant (award amount: \$400,000) between 2011 and 2015.</p>	SA
Rao, H.R.	<p>During the period 2011-2015 Professor Rao has published 28 papers in refereed journals, with some in press. He has presented 8 conference papers, and he has served on the editorial boards of four journals (MIS Quarterly (2013-present) and the Journal of Information Systems Frontiers (1999-present), Decision Support Systems (2000 – present), ACM TMIS (2012-present). Professor Rao was principal investigator or co-PI on 12 NSF and DOD grants (total \$2,67,1631 award) from 2011-2015. In 2014 he won "best poster" award at the CIST, INFORMS meetings. Dr. Rao was also an invited referee for National Science Foundation proposals and a distinguished visiting Professor in Korea (2010-2013).</p>	SA
Sanders, Larry	<p>During the periods 2011-2015 G. Lawrence Sanders, PhD has published 5 papers in refereed journals, with one more in press. He is on the editorial board of <i>Decision Support Systems</i>, and will be a guest editor for special issue of <i>Information Systems Research</i> on Ubiquitous IT and Digital Vulnerabilities. He is an <i>ad hoc</i> reviewer for at least 5 journals. He has chaired one</p>	SA

	completed dissertation and currently chairing another, as well as serving as a committee chair for another. His work has been cited over 1,100 times since 2011. His work on gaming and virtual worlds has received significant press. This eventually led to interviews at Forbes and Massively.com . He also published an academic book in 2011 on new product development under the editorial guidance of famous marketing professor, Naresh Malhotra. Sanders has also developed a website (www.glsanders.com) on innovation and new product development that is used by students, new product developers and entrepreneurs from all over the world. The web site has over 22,000 hits.	
Sharman, Raj	During the period 2011-2015 Dr. Raj Sharman has published 19 papers in refereed journals, with some in press. He he has served on the editorial boards of two journals: Journal of the Association for Information Systems(JAIS) (2013-present as Associate Editor) and the Communications of the Association for Information Systems (CAIS) (2011-present). Professor Sharman also served as the co-Director for the Beacon Grant Award (Office of the National Coordinator for Health Information Technology BEACON Award no. 90BC0003/01. Western New York Clinical Information Exchange (Awardee). <u>Subcontract Award: Health Information Technology Internship Program. 5/2011- 3/2013</u>	SA
Amo, Laura	During the 2011-2015 period, Professor Amo has published 5 papers in refereed journals, and has one book chapter in print. Over the past five years, she has presented 3 conference papers. Professor Amoissenior personnel on a grant funded by the NSA and the NSF (\$100,000) awarded in 2015. In the 2014-15 academic year, she was an invited panelist for the SUNY regional conference on general education assessment and was an invited speaker for the University at Buffalo's Third Annual Assessment Day; she was also a featured speaker at the Assessment Brown Bag series in spring 2015. In 2013, Professor Amo received two awards from the University at Buffalo recognizing excellence in student research and scholarship for her work as a graduate student. Her PhD in Educational Psychology and Quantitative Methods was conferred on <u>February 1, 2015</u> . Professor Amo currently serves on the board of a local non-profit.	SA (PhD, 2015)
Cichocki, Dianna	Professor Dianna Cichocki joined the School in fall 2011. In 2012, NYSUT awarded Professor Cichocki with the <i>Higher Education Award</i> for her leadership qualities and commitment to high academic standards. Professor Cichocki has contributed to the University by serving on many committees. In the School of Management, Professor Cichocki serves as the Assurance of Learning Coordinator and the Course Evaluation Liaison. Professor Cichocki has given several presentations on teaching effectiveness, as well as, assurance of learning. In 2014 and 2015, she was invited to present at both UB's Annual Assessment Day and at a regional conference for the SUNY Council on Assessment. Professor Cichocki is contracted as a content author for Macmillan Publishing. Professor Cichocki is creating Introductory Statistics based content for Macmillan's instructional software, Sapling Learning. Professor Cichocki also assists and trains faculty members in the use of Pearson's instructional software in her roles as faculty advocate for Pearson Publishing.	IP (90%) Other (10%)
Murray, David	During the 2011-2015 timeframe, Professor David Murray consulted with five companies and one non-profit. During 2011, he founded a tech startup, and in 2012, formalized the company as E-Assign LLC and launched the website E-Assign.com. Professor Murray presented two Executive Education sessions for Indian banking professionals and has continued to maintain connections with industry professionals by attending 15 professional development activities. This industry connection extends to the classroom where industry professionals are invited to share their expertise with students. Professor Murray also helped coordinate with the local Information Systems Security Association chapter to bring to UB a "Working in InfoSec" panel(10/9/2014) and presentations by nationally recognized speakers, David Kennedy (3/11/2015) and Jay Radcliffe (4/21/2015). Throughout the 2011-2015 timeframe, Professor Murray spearheaded a Cybersecurity Outreach Workshop conducting 86cyber security outreach sessions to over 1,800local middle school and high school students in the local Western New York area. As part of an NSF grant received by his colleague, Professor Murray developed and conducted sixCybersecurity Educational Workshops for 135 Senior Citizen participants. Several of these workshops were coordinated through the Erie County Department of Senior Services. In 2011, Professor Murray published "Microsoft Access 2010 Tutorial & Lab Manual" (Kendall/Hunt Publishing) and the updated edition, "Microsoft Access 2010 Tutorial & Lab Manual", in 2014	IP
	<i>Marketing</i>	
Bezawada, Ram	During the period 2011-2015 Professor Bezawada has published 10 papers in refereed journals. In addition, he has published 3 articles in referred conference proceedings and 1 book chapter. He has presented 16 conference papers. Professor Bezawada also presented his research work at 3 invited research seminar series/symposia and research camps. He has provided 31 <i>ad hoc</i> reviews for peer reviewed journals and 15 reviews for conferences, student award competitions and other national and international award programs (e.g., Fulbright awards). Professor Bezawada was co-principal investigator on a Marketing Science Award grant (Award Amount: \$10,250 award) from 2014-2015. Additionally, he has secured funding for his research from the local industry (Award Amount: \$55,000) in 2011. Professor Bezawada in 2011 won "best paper" in track award at the American Marketing Association (AMA) Summer Conference.	SA
Jain, Arun	During the period 2011-2015 Professor Jain has led the Research Group in Integrated Marketing. He has co-authored 2 books, one journal article, and developed two teaching cases. He has also presented 4 papers at the International Conference in Marketing, in India, which he also co-chairs. Professor Jain also served on the Editorial Board of the Review of Marketing Research.	SA
Lakshmanan, Arun	During the period 2011-2015 Arun Lakshmanan has published 1 paper in a leading refereed journal within marketing. Arun Lakshmanan is also Co-Principal Investigator on an NSF grant (\$368000 award) from 2014-2016. His research papers have been presented at 10 conferences, and in addition, he has provided 7 ad hoc reviews to the Journal of Consumer Research and over 20 reviews to the Society of Consumer Psychology and Association for Consumer Research's annual conferences (both leading conferences in the consumer research area of marketing).	SA
Lindsey, Charles	During the period 2011-2015, Professor Lindsey published 3 papers in refereed journals (2 in <i>SOM leading journals</i> and another in the <i>top-ranked journal</i> for its sub-area). He also presented 2 conference papers, served as an ad hoc reviewer for 4 refereed journals, and was the recipient of 1 competitive research grant. Next, over the above period, Professor Lindsey chaired 1 dissertation and served as a committee member on 3 other dissertations (1 outside the SOM). Finally, for part of the same period, Professor Lindsey served as department PhD program coordinator. Professor Lindsey provided <i>paid</i> consulting services to an award winning advertising agency, with seven locations across the U.S. He also offered four <i>paid</i> executive education programs for managers (including GEICO and First Source), on topics ranging from CRM to internal marketing. Next, in 2012, Professor Lindsey delivered the keynote address at the Greater Buffalo and Niagara Sales and Marketing Association's Quarterly Dinner.	SA

	Finally, since 2012, he has served on the Board of Directors of a Federal Credit Union (Morton R. Lane State University FCU).	
Talukdar, Debu	<p>During the period 2011-2015:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professor Talukdar has published 18 research papers in peer reviewed journals. <input type="checkbox"/> He received 13 competitive research grants to support his research works as well as 2 research recognition awards. <input type="checkbox"/> His research papers have been presented by him and/or his co-authors in 13 academic conferences and seminars. <input type="checkbox"/> He completed and/or revised 6 working research papers. <input type="checkbox"/> He has served as ad hoc reviewer for a total of 50 cases in various scholarly journals (for journal articles) as well as research and academic institutions (for research grant proposals and tenure cases). <input type="checkbox"/> He served as a research consultant for 4 consulting projects for the World Bank. <input type="checkbox"/> He served in the faculty committees (one as a Chair and one as a member) for 2 completed PhD dissertations. 	SA
Trivedi, Minakshi	<p>During the period 2011-2015 Professor Trivedi has published 4 papers in refereed journals, with one more in press. One of these is in an A level journal while 2 others are in A- journals. She (and her coauthors) have presented 7 conference papers, one of which won second best paper award, and in addition to providing about 10 <i>ad hoc</i> reviews for Marketing Science, JM, JR, IJRM etc., she has also served as a Review Board member for JIM (Journal of International Marketing), 2007-2012, and an Editorial Review Board member for SJI (Scientific Journals International), 2007-current. She has also received a grant from International Faculty Fund for research related travel.</p> <p>She has had international scholarly engagements in 3 countries:</p> <ul style="list-style-type: none"> • Seoul, S. Korea, from March 2012 to May, where she was invited by Yonsei University to collaborate on research with faculty and PhD students, and to present her work. • Toronto, Canada, November 2012, where she was invited by McMaster University to present her work and meet with the PhD students. <p>India, from January 2014 to May 2014, where she was invited by IIMA (Indian Institute of Management, Ahmedabad) and she went as a Fulbright Research Scholar. While there, she was invited to visit ISB (Indian School of Business, Hyderabad) to meet with faculty and PhD students and deliver a seminar on social media. She was also invited to visit and meet with the Directors of BK School of Management and Navrachna University to discuss strategies to help them further their research and teaching mission.</p>	SA
Dick, Alan	<p>During this time period, Professor Dick has served as the Department Chair of the Marketing Department. He chaired and organized a regional academic marketing conference, (BBCRST) which was hosted by the University at Buffalo's Marketing Department in 2014. He also served as the Co-Director of the Center for Relationship Marketing, which has been instrumental in providing data to support the research of our faculty and Ph.D. students. In addition he serves on university-level committees such as the Chair's Advisory Committee, which provides guidance to the Provost, and this year has been designing and planning a faculty retreat for Departmental Chairs. This retreat will serve as an immersion and training session for new newly appointed Chairs and as a developmental opportunity for continuing Chairs. Additional activities have been focused around membership on the President's Brand Council. This council is developing a brand identity for the University. This entails researching current perceptions of several constituencies, and then developing and effectively communicating an inspiring vision for UB as well as creating a messaging platform to best communicate the University's distinction to various internal and external constituents.</p>	SA (20%) PA (60%) Other (20%)
Grossman, Debora	<p>During 2012-2015, Debora Grossman served as a Clinical Assistant Professor for the marketing department. Besides teaching an average of 16 credits per semester, Debora also coordinated the Marketing Principles class recitations, as well as the recitation instructors. She is routinely engaged with marketing professionals in their role as guest speakers into her classes. These include marketing professionals from New Era Cap, Coca-Cola, Ingram-Micro, Nat Sherman, Nigel Frank International, AmVets, Kissing Bridge Ski Resort and Bocce Pizza. She has also served as faculty initiate for Delta Sigma Pi. Debora has also provided pro bono consulting for three of these companies.</p>	IP (70%) Other (30%)
<i>Organization and Human Resources</i>		
Balkundi, Prasad	<p>During the period 2011-2015 Professor Balkundi published 2 papers in the field's leading and other refereed journals, as well as one one book chapter. Between serving as a conference paper co-author on, invited discussant, workshop presenter and organizer, he participated in more than 5 conference paper, symposia and workshop presentations, and has served on the editorial boards of Organization Science (2014 to present).</p>	SA
Krzystofiak, Frank	<p>During the period 2011-2015 Frank Krzystofiak published 5 Data Modeling textbooks. Three of the texts were directed toward instruction in a traditional classroom setting. The other two texts were oriented to a practitioner audience. During the period he also published four sets on Statistics Notes and three sets of Practice Problems and Solutions. For the last three years Professor Krzystofiak has taught an annual Data modeling series for the practitioner audience. Professor Krzystofiak has served as the Associate Dean for Executive Education for the last eleven years. He coaches three to five executives each year.</p>	SA (70%) PA (30%)
Tesluk, Paul	<p>During the period 2011-2015 Professor Tesluk published 7 papers in the field's leading refereed journals, with one more in press, and completed 2 book chapters. Between serving as a conference paper co-author on, invited discussant, paper or workshop presenter, he participated in more than 20 conference papers, symposia and workshop presentations, and has served on the editorial boards of <i>Personnel Psychology</i> (2001 to 2012) and the <i>Academy of Management Journal</i> (2013 to present). He served as the elected Division Chair Track role and on the Executive Committee for the Organizational Behavior Division, Academy of Management (2010-2015 term on OB Division Executive Committee). Professor Tesluk was co- investigator on an NSF grant (<i>Building shared leadership to strengthen virtual teams</i>; #014885-001; \$398,980 over two years), from 2011-2012, and served as a grant panel reviewer for the NASA Human Research Program.</p>	SA
Grijalva, Emily	<p>Professor Grijalva received her PhD in 2014. During the period 2011-2015 Professor Grijalva published 2 papers in the field's leading refereed journals, and had three other papers published in lower-tier, peer-reviewed journals. In addition, she won two competitive research awards: the <i>Alvah H. Chapman, Jr. Outstanding Dissertation Award</i> from the Network of Leadership Scholars (Academy of Management) and Center for Leadership (FIU) and the 2014 <i>Kenneth E. Clark Student Research Award</i> from the Center for Creative Leadership and the International Leadership Association. She also has participated in five conference</p>	SA (PhD, 2014)

	presentations, and this summer is both co-chairing and presenting in a conference symposium at the Academy of Management Conference. Finally, Professor Grijalva served as an ad-hoc reviewer for the <i>Journal of Organizational Behavior</i> , the <i>Journal of Occupational and Organizational Psychology</i> , <i>Applied Psychology: An International Review</i> , and the <i>European Journal of Personality</i> .	
Lee, KiYoung	Professor Lee received his PhD in 2014. During the period 2011-2015 Professor Lee published one academic paper in a peer reviewed journal and one discipline-based book chapter. He was a winner of Juran Dissertation Fellowship Award granted by Joseph M. Juran Center for Leadership in Quality (\$10,000). With his coauthors, he also won Small Grant Award from Society of Industrial and Organizational Psychology (\$6,520). He participated in 6 conference paper/presentations and served as a co-chair in a conference symposium.	SA (PhD, 2014)
Maynes, Timothy	Professor Maynes received his PhD in 2013. During the period 2011-2015 Professor Maynes published 4 papers in the field's leading refereed journals. He also coauthored 10 papers presented at academic conferences, served as the invited chair of a paper session and organized two other symposia for annual conferences, and has reviewed for the annual Academy of Management conference each year since 2011.	SA (PhD, 2013)
Siaw-Asamoah, Dorothy	During the period 2011-2015, Dorothy Siaw-Asamoah completed her PhD from the University at Buffalo in 2012 and a fellowship in Grant Generating Project from the University of Virginia in 2014. She has also presented 5 conference papers. Dorothy has obtained certification in 4 professional development instruments allowing her to provide paid and unpaid consulting services to academic (e.g. UB Department of Surgery) and not-for-profit settings (e.g. Child & Adolescent Treatment Services of WNY). She participated in continuing professional education in topics related to Leadership and Managing Others. Dorothy has organized and delivered 2 month long summer experiential programs for graduate education at the University at Buffalo. Over the same period she has remained an active board member of 2 non-for-profit organizations; Child & Adolescent Treatment Services of Western New York and serves as a Secretary for Hosikids Foundation	SA (PhD, 2012)
Becker, Brian	During this period, Brian Becker served on the Editorial Boards of <i>Academy of Management Journal</i> and <i>Journal of Management</i> . He received a Best Paper Award (2011) for the 5 year significant impact of Becker and Huselid (<i>JOM, 2006</i>). He also conducted sessions in two executive education workshops: Executive Development in Health Care Management (Buffalo) and Job of the Chief Executive (Singapore), as well as serving as a consultant on workforce strategy for the International Monetary Fund. Becker also served as Senior Associate Dean in the School	SA (30%) PA (60%) Other (10%)
Anderson, Muriel	Professor Muriel Anderson is a Certified Public Accountant (NYS) and holds an MBA with a concentration in human resources management. Her almost 20 years of professional experience has been primarily in the banking industry, having both audit and human resource-related responsibilities. During the 2011-2015 period: Muriel was an active consultant in the field of accounting and general business, including: as a speaker to the local business community related to understanding financial statements and basic management skills, a digital faculty advisor to academic users of tech-based accounting homework products nationwide, and as a sole proprietor offering tax and accounting services to approximately 50 clients since 1986. She continued to work on her professional development over the period by completing required CPA licensure continuing education courses and participating in accounting and leadership-related teaching and learning conferences. Muriel presented at professional events that focused on the human resource-related areas of leadership, emotional intelligence, and management best practices. She received certification in the Workplace Big Five personality assessment from the Center for Applied Cognitive Students. In her role as co-faculty director of the MBA LeaderCORE™ program she worked closely with practitioners (corporate recruiters/alumni) and tenured faculty to annually review the LeaderCORE competencies model for both relevance and academic soundness.	IP
Gilson, Sarah	Sarah Gilson joined the School in 2013 as Clinical Assistant Professor and also served as the Executive Director Center for Leadership and Organizational Effectiveness (CLOE). Prior to joining UB she was a senior HR professional with First Niagara Bank. From September 2013 to present, Professor Gilson worked with the CLOE Academic Director to provide leadership to help build the newly created center and provide oversight to the center's day-to-day operations and contribute to its strategic direction and long-term viability. Professor Gilson also taught 2 sections of MGI 301, Human Resources Management, in the fall 2014 and spring 2015 semesters. She has also been the faculty advisor for the UB School of Management's Women in Management Club since its inception in the fall of 2014, and has served as a coach for the School of Management's LeaderCORE program since 2013. Professor Gilson has been a Director on the Board for the Lupus Alliance of Upstate New since 2012 and a member of Society for Human Resource Management since 2009. She became a certified Executive Coach by the International Coaching Federation in 2013.	IP
Rogers, Mary	Professor Mary Ann Rogers holds an MBA from the University at Buffalo School of Management. Prior to joining the faculty, she spent more than 20 years in administrative roles in the university, which involved budget, personnel, and external- relations responsibilities. She currently teaches in the school's undergraduate, MBA, Professional MBA and Executive MBA programs, and each summer teaches international undergraduates through SUNY Buffalo's partnership with the Singapore Institute of Management. She is currently leading the School of Management's design of its new communication literacy program, which is slated to formally become part of the university's general education curriculum in 2017. Mary Ann is an active consultant in the communication field, providing corporate training and counsel to the local business community. She presents at professional events that focus on communication-related areas of leadership, emotional intelligence, and management best practices. She was certified in Climate and Leadership training by the Hay Group and was certified in Myers Briggs (MBTI) training by the American Management Association.	IP
Everest, Nick	Professor Everest is an active consultant in the organization development field, including strategic planning, executive coaching, and organizational change. During the period 2011-2015 he had 32 consulting engagements across a range of organizations. He has also planned and delivered four development workshops, two of which were part of programs organized by the School of	IP

	Management's CED department. In addition to the consulting engagements and workshops which are spread across the five years, he has had, every year, two ongoing external "practitioner" activities. The first of these is the facilitation of two peer learning networks for not-for-profit CEOs/Executive Directors. Each network has a roster of 16 members and meets ten times a year. The second activity is a two and a half day Leadership Development Program for not-for-profit managers. Each program has had, on average, around 22 participants. He is a member of the Society for Human Resource Management.	
	<i>Operations Management & Strategy</i>	
Li, Yong	During the period 2011-2015, Professor Li has published 7 refereed journal articles, received 5 competitive research awards, and had 12 papers accepted for presentation by academic/professional meetings. He is on the editorial boards of <i>Strategic Entrepreneurship Journal</i> and <i>International Journal of Strategic Change Management</i> , and is a coordinating editor of <i>Information Systems Frontier</i> . Li has reviewed extensively for professional conferences (e.g., Academy of Management, Academy of International Business and the Strategic Management Society) and academic journals (e.g., <i>Strategic Management Journal</i> , <i>Organization Science</i> , <i>Journal of Business Venturing</i>). Li is a reviewer for Hong Kong SAR Research Grants Council. He organized/chaired 2 workshops/symposiums in the Academy of Management meetings, and was invited as a panelist in 3.	SA
Lin, Winston	During the 2011-2015 period, Professor Lin has published eleven (11) articles in refereed journals, a scholarly book chapter, and a proceedings paper. During the same period, fifteen (15) papers were presented at national and international conferences. He has conducted 28 <i>ad hoc</i> reviews, provided 15 abstracts for Mathematical Reviews published by the AMS, and served as Associate Editor of Decision Support Systems. Joining with other two co-authors, he won the Best Interdisciplinary Paper Award in 2013 at the 44 th Annual Meeting of the Decision Sciences Institute. Professor Lin was a co-principal investigator on a Ministry of Education/National Sun Yat-sen University.	SA
Ru, Jun	During the period 2011-2015, Professor Ru has published 3 papers in refereed journals with 3 other papers currently under review and 2 more working papers being prepared for submission. He has been invited to 6 conferences giving 5 presentations in total, and also served twice as session chair at the annual meetings of Institute for Operations Research and the Management Sciences (INFORMS) and Euro-INFORMS Joint International Meeting, respectively. In addition to serving Treasurer for INFORMS - eBusiness Society between February 2011 and October 2012, he has provided 18 <i>ad hoc</i> reviews at various leading journals.	SA
Simpson, Natalie	During the period 2011-2015 Professor Simpson has published 2 refereed journal papers and one refereed proceedings. She co-authored the textbook <i>Practical Operations Management</i> , adopted by twenty universities during its first year in print, and co-produced its extensive instructor resource collection and catalog of self-tutorial videos for student use. She has given 9 research presentations at international conferences, chaired or co-chaired the Decision Sciences Institute's annual classroom technology mini-conference twice, and twice placed as a finalist in the annual Production and Operations Management Society's (POMS) Best Paper Award in Humanitarian and Crisis Management. Professor Simpson is the 2013 winner of the POMS Wickham Skinner Award for excellence in the teaching of operations management and the 2011 Undergraduate Management Association Teacher of the Year. She provided <i>ad hoc</i> reviews for <i>Management Science</i> , the <i>Decision Sciences Journal of Innovative Education</i> , <i>Production and Operations Management</i> , the National Science Foundation Program in Decision, Risk and Management Sciences and currently serves on the American Production and Inventory Control Society's Academic Committee.	SA
Suresh, Nallan	During the period 2011-2015 Professor Suresh has published 6 refereed journal papers and presented 23 academic & professional presentations all over the world. He has also provided numerous industry education training programs in supply chain management. He serves as Senior Editor of Decision Sciences (winner the Outstanding Senior Editor Award in 2013), Editorial Review Board Member for Journal of Operations Management. He has provided <i>ad hoc</i> reviews for leading journals of the field. He serves as Associate Director for Institute for Sustainable Transportation and Logistics (ISTL). He has led the curriculum development efforts for a new proposed MS degree program for Sustainable Transportation & Logistics.	SA
Wang, Charles	During the period 2011-2015 Professor Wang has published 3 refereed journal papers and one refereed book chapter on newsvendor models. His research has been presented in 5 international conferences, including POMS, DSI, and INFORMS annual meetings. He also provided <i>ad hoc</i> reviews for <i>Management Science</i> , <i>Decision Sciences</i> , <i>Production and Operations Management</i> , <i>European Journal of Operational Research</i> , <i>International Journal of Production Economics</i> , and <i>IIE Transactions</i> . Professor Wang has been a member of 7 PhD dissertation committees in 2011-15 and served as Chairs of 3 PhD dissertation committees.	SA
Chu, Youngeun	During the period 2011-2015 Youngeun Professor Chu published one academic paper in a peer reviewed journal. She won Graduate School Dissertation Fellowship (\$25,000) awarded by University of Minnesota. She participated in 5 conference paper/presentations. Professor Chu received her PhD in 2014.	SA (PhD, 2014)
DeJong, Juriaan	In May 2013 Dr. De Jong completed his PhD in Business Management at the Ohio State University. He was one of two recipients of the Doctoral Dissertation Grant by the Institute of Supply Management (ISM) in May 2012. During the period 2011-2015, Professor De Jong has submitted two papers to the Journal of Operations Management, one to the Production and Operations Management Journal and one to the Decision Sciences Journal. No papers have been accepted to date. He has presented 9 conference papers and has served as session chair during one of the Decision Sciences conferences. He has been a reviewer for the Journal of Operations Management since 2010 and for the Decision Sciences Journal since 2013. Since 2011, he has reviewed 11 manuscripts for the Journal of Operations Management and two for the Decision Sciences Journal. He also served as a reviewer for the textbook "Purchasing and Supply Chain Management", by W.C. Benton 2012, 3 rd ed., New York: McGraw-Hill/Irwin and for the textbook "Operations Management", by Krajewski/Malhotra/Ritzman, 11th edition (2014-2015). In addition, he was a reviewer for the DSI 2014 Annual Meeting, for the Lean/Quality/6 Sigma Track (2014). Professor De Jong was a recipient of the UB School of Management Small Grant in both 2013 and 2014.	SA (PhD, 2013)
Dutta, Supradeep	During the period 2011-2015 Professor Supradeep has published a book chapter printed in 2015. Also in 2015, his paper was selected as the best paper in the 75 th Academy of Management Annual Meeting and it is published in the conference proceedings. He has presented 14 conference papers in USA, Canada, and Europe, and in addition to providing <i>ad hoc</i> reviews for Strategic Entrepreneurship Journal, he has served as a reviewer for Academy of Management conferences in 2012, 2013, 2014, and 2015. He also served as a session chair and discussant for the Academy of Management annual conferences in 2012, 2013, 2014, and 2015. In 2012 he received a scholarship grant for \$18,000 from Purdue Research Foundation for supporting his dissertation research. In 2014 he received two Best dissertation awards from the Business Policy and Strategy division and Entrepreneurship division at Academy of Management annual conference. He currently has 3 research papers under the review process in leading	SA (PhD, 2013)

	journals and has 4 working papers in preparation to submit to the journals. Professor Dutta received his PhD in 2013.	
Vandaie, Ramin	Professor Vandaie received his PhD in 2013. During the period 2011-2015 Professor Ramin Vandaie has published 2 papers in refereed journals. He has presented 3 conference papers, and provided 8 <i>ad hoc</i> reviews.	SA (PhD, 2013)
Wei, Mingcheng	Professor Wei received his PhD in 2014. During the period 2011-2015 Professor Wei has published 2 papers in refereed journals. He has presented 10 conference papers, and in addition to providing 2 ad hoc reviews, he has served on the editorial review boards of one journal (IEEE Transactions on Engineering Management (From March 2015 to present)).	SA (PhD, 2014)
Star, Harold	In the years 2011-2015 wrote a new volume of <i>Strategic Management Case Analysis</i> and currently revising <i>Chickens and Pigs</i> . During this period he joined a total of four (4) boards of directors and remains active on each. I am guiding two of these organizations through extensive strategic renewal processes. He also provided provided training for School of Management corporate clients. Professor Star also has extensive engagement with the practicing managers through feedback sessions on case projects in his MBA strategy course and student projects that serve as consulting engagements with local businesses.	PA

¹ The Status is described as 100% in Table 15-1 unless otherwise noted.

Frequently Asked Questions

- 1. Allocating your activities in Section 1 into the three “types” of categories in Section 2.** The sum of the activities in Section 1 should equal the sum of the activities in Section 2. Section 1 describes the “form” of the Intellectual Contribution (journal article, book, etc.). Section 2 categorizes those contributions based on the target of those contributions. *Disciplinary-Based Research* is the familiar focus on academic scholarship. You are contributing to a scholarly literature and the intended readers are other scholars. *Learning and Pedagogical Research* includes those contributions to the theory and practice of teaching. *Contributions to Practice* will, as the name suggests, be intellectual contributions to the practice of management. While it is no doubt possible for one article or book to have an influence on multiple categories, do not double count. However you can divide a contribution between categories, such as .7 *Disciplinary Research* and .3 *Contributions to Practice*.
- 2. Intellectual Contributions vs Professional Engagement:** Faculty Qualification status is based on the broader notion of professional engagement that you documented in your 1-2 two-paragraph 5 year summary. Intellectual Contributions are one form of professional engagement and the one that is of particular interest to AACSB. Hence, the need for the **5 Year Summary Count of Intellectual Contributions**. Our report to AACSB includes an aggregate table of these counts and these individual tables are the input into that aggregate table.
- 3. What does AACSB require?** While all of the documentation goes to create a few summary tables with counts, this is subject to potential audit. “The key is transparency and clear link to accurate documentation that should be found in faculty vitae that will allow a peer review team to understand how [we] chose to measure the activity.” It is this “transparent” documentation that each faculty member needs to provide.

The Basis for Participating and Supporting Faculty Designation

Full time faculty, whether ladder (tenure track and tenured) or clinical (full-time non-tenure track faculty on renewable three year contracts) have performance expectations and assignments requiring that they in effect meet the standards for participating faculty described in Standard 9 with respect to curriculum development, course development, and course delivery. Full time faculty by the nature of their appointment, the School's policies with respect to faculty governance, and the annual review process, are expected and do play a role in each of these dimensions, though the emphasis may vary across individual faculty.

Faculty without full-time appointments fall into two categories:

- The first is the typical adjunct appointment, where the assignment is to deliver one or more courses per year. With very few exceptions, these faculty would have very little involvement in curriculum development, or even course development. Overwhelmingly they are contracted to teach an existing course with an existing syllabus and format, though occasionally they may teach a new highly specialized course. However, their involvement in the School is very narrow and with very few exceptions would not normally be classified as Participating faculty, given the depth of involvement described in Standard 9. The exceptions are the 3-4 part-time faculty who offer both multiple courses annually and have been engaged in significant curriculum development based on their professional background and interest in a more substantive relationship with the School.
- The second example is a small number of faculty, sometimes drawn from other units at UB, or other universities, who may be recruited to teach a single course in an off-shore program. Normally, these adjunct faculty are expected to deliver a well defined course well, and nothing more. One exception would be in a program such as our MS program in partnership with Amrita University in India. Amrita faculty teach several of the courses in the program. In 2-3 cases, because of the nature of the partnership, those faculty are more engaged in program and curriculum development. They are in turn more likely to be categorized as Participating.

Table 15-2

**DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY
BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS**

BASED ON CREDIT HOURS DELIVERED IN THE 2014-15 ACADEMIC YEAR

	Scholarly Academic %	Practice Academic %	Scholarly Practitioner %	Instructional Practitioner %	Other %	Total %
Bachelor's	48.0%	7.8%	1.4%	41.2%	1.6%	1.00
MBA	36.7%	12.0%	0.3%	49.4%	1.5%	1.00
Specialized Master's	52.8%	2.3%	6.4%	38.5%	0.0%	1.00
Doctoral	100.0%	0.0%	0.0%	0.0%	0.0%	1.00

Please provide a brief analysis that explains the deployment of faculty as noted above to mission, expected outcomes, and strategies:

The school assignment of faculty to particular degree programs reflects an effort to balance exposure to research intensive faculty and current management practice, as well as the desire to provide development opportunities for junior faculty and the need to

leverage opportunities for efficient instructional delivery. Our doctoral program is entirely staffed by SA faculty. The higher percentage of SA faculty in the bachelor's programs, compared to the MBA programs, in large part reflects the early career status of many tenure-track faculty. Teaching assignments for junior faculty are an effort to limit the number of course preps, as well as give them an opportunity to develop their teaching craft. A small number of IP faculty, with specialized skill sets, taught a significant number of MBA credit hours in 2014-15, including Muriel Anderson, Nicholas Everest, Mary Ann Rogers and Thomas Ulbrich. In addition, the school's Professional and Executive MBA programs draw more heavily on adjunct faculty. These tend to be business professionals, often graduates of our program or otherwise with a history of engagement with the School. They provide a level of exposure to current management practice that SA faculty, particularly the junior faculty, are not always able to deliver.