



Business Accreditation

Continuous Improvement Review Report & Appendices

Review Year: 2016-2021

Site Visit Dates: November 7-9, 2021

AACSB International

The Association to Advance Collegiate Schools of Business



School of Business
Administration



School of Business Administration

GONZAGA
UNIVERSITY

Business Accreditation

Continuous Improvement Review Report

AACSB International

The Association to Advance Collegiate Schools of Business International

Submitted September 3, 2021

Site Visit Dates: November 7-9, 2021

We certify that all the statements in this self-evaluation report accurately portray the programs, resources, faculty, and students in the School of Business Administration at Gonzaga University.

A handwritten signature in blue ink, appearing to read 'Thayne M. McCulloh', written over a horizontal line.

Thayne M. McCulloh, D.Phil.
President

A handwritten signature in black ink, appearing to read 'Deena J. González', written over a horizontal line.

Deena J. González, Ph.D.
Provost & Senior Vice President

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Kenneth S. Anderson, Ph.D.
Dean, School of Business Administration

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¹ To limit the size of this report and allow for easier access to the relevant support documents, each appendix will be made available in a single combined report and as separate posted entries to the AACSB Visit Committee website.

² Ratings courtesy of the Australian Business Deans' Council's online rankings, accessed July 2021.

Executive Summary

Brief overview of the institution

For over 100 years, the Gonzaga University School of Business Administration (SBA) has served the city of Spokane, the Inland Northwest region, and the world. The SBA is second oldest and the largest school within the university, educating nearly a quarter of Gonzaga's 7,500+ students.

The Gonzaga SBA employs 47 full-time faculty, ten full-time staff members, and dozens of highly qualified adjunct instructors from throughout the region. The SBA offers undergraduate degrees in accounting and business administration and graduate degrees in accountancy, business administration, business administration with a specialization in Native American entrepreneurship, and taxation, as well as ten undergraduate minors open to students throughout the university.

Competitive position

The Gonzaga SBA is recognized nationally as a leader in business education. Our undergraduate accounting and finance programs have earned national recognition for more than a decade, and our Master of Accountancy (MAcc), MBA, and Master of Taxation (MTax) degree programs have each been ranked in the top tiers of programs nationally by multiple business outlets.

Our own successes, coupled with the national exposure provided to Gonzaga University, has allowed the SBA to continue to grow over the past two decades even as university resources have become comparatively scarce. The SBA has continued to attract a diverse pool of new faculty, replace, and often supplement departures from our long-serving faculty population, and recruit a growing number of undergraduate and graduate students. Our brand identity and familiarity throughout the Pacific and Inland Northwest has enabled us to establish meaningful connections with employers throughout the regions we serve, and our long-established and robust network of SBA alumni has served as a reliable outlet for engagement, learning, and benefaction.

Gonzaga and the School of Business Administration face many of the same challenges that occupy other schools throughout the country: the rising cost of attendance, the increasing competition for high-quality faculty that embrace our Jesuit, Catholic, and humanistic missions, the increasing options available to students whose educational choices are less bound by geography, and the pressure of university budgets on funding to individual colleges. Yet despite these challenges, we continue to succeed in creating an environment where students feel challenged, supported, and inspired; where faculty and staff embrace our mission to educate the students the world needs most; and where the communities we serve see us as a trusted and valued partner in the future of business.

Summary of key accomplishments in the CIR period

- Sustained placement success of more than 85% (80% at the graduate level) for our students
- Hundreds of for-profit and not-for-profit organizations assisted by SBA students and faculty, along with thousands of hours of volunteer service to our community
- Dozens of national and regional winners of scholarships and competitions
- National rankings for nearly a third of all our degree programs and undergraduate focal areas
- Engagement with the community that has seen nearly 15,000 attendees at GU SBA events over the last five years
- Nearly 500 published and active contributions to scholarship by our 47 full-time faculty members

The Gonzaga SBA - Innovation, Engagement, and Impact

The Gonzaga School of Business Administration embraces three core values – a commitment to academic excellence, a passion for engagement with the communities we belong to, and an energy – connected to the Jesuit legacy of bold innovation – to be a leader in the changing face of business education. A commitment to these three values has led us to pursue a variety of activities that encompass innovative action, committed engagement with our stakeholders, and impactful and meaningful education.

Career Outcomes

- During each of the last five years, more than 85% of Gonzaga undergraduate SBA students and 80% of graduate students have found meaningful employment, education, or volunteer opportunities within the first six months of graduation, according to the results of our First Destination Survey³. Over the same time, the SBA has seen a 265% increase in the number of undergraduate student internships registered for academic credit, with more than 150 undergraduate students per year engaging in a significant internship opportunity.

Engaging Coursework

- Over the last five years, more than a hundred for-profit and not-for-profit firms have been assisted by GU SBA students and faculty through venture consulting and community engagement projects in our Multidisciplinary Action Projects, Promotions Project, Quantitative Methods, Small Business Consulting, and our New Venture Lab.

Connecting with the Community

- Since 2010, Gonzaga undergraduate and graduate students have had the opportunity to participate in the Justice for Fraud Victims Project (JFVP), which was founded at Gonzaga by Professors Sara Kern and Gary Weber. In this innovative project, Gonzaga students investigate actual cases of financial fraud in the Spokane area that are referred to the program by area law enforcement agencies. Cases are only accepted if the alleged victim cannot afford a commercially available forensic accounting exam due to financial constraints. The program also incorporates the work of Certified Fraud Examiners from the area, who serve as mentors for each student team. Thus, the program combines hands-on experience for the students with service to the community. Students participating in the Justice for Fraud Victims Project have investigated over 40 cases of financial fraud in the Spokane area since the project's inception in 2010, documenting over \$900,000 of financial fraud. In addition, at least nine other universities have adopted the project across the country, including the University of Washington, Portland State University, and Marquette University.
- Between 2016 and 2019⁴, students in Gonzaga SBA's Volunteer Income Tax Assistance (VITA) Program volunteered more than 3,000 hours of their time to process more than 3,250 tax returns that enable low-income taxpayers in our community to access more than \$4.5 million in tax refunds. To participate in VITA, students must attend two days of training and complete a certification exam. The returns generated by VITA are vital to members of our community, many of whom would not be able to access tax preparation services on their own.

³ Career outcome figures reflect a significant drop in immediate career outcomes as a result of the global pandemic. In the four years prior to 2020, more than 95% of undergraduate students and 90% of graduate students in the SBA reported a successful career, educational, or volunteer opportunity within six months of graduation. While final figures are still being collected for the 2021 academic year, initial figures suggest that outcomes in 2021 and beyond will return to our highly successful pre-pandemic levels.

⁴ The VITA Program was significantly impacted by the global pandemic. As a result of the restrictions on physical interaction and the temporary changes in tax due dates, students were unable to participate in the VITA process in 2020 and 2021. We intend to resume the program in the spring of 2022.

- Opportunity Northeast (ONE) is a Place-Based Initiative (PBI) of Gonzaga University that is focused on community development in the Northeast region of Spokane where Gonzaga is situated. Although the Initiative is housed in the Center for Community Engagement (CCE) at Gonzaga, the Center works with partners within the University (students, staff, faculty and administrators) and outside of it (organizations that are working within the community, city, and the county) to use collective wisdom to effect change in three primary areas – Whole Health, Educational Opportunities, and Engaged Campus and Community. Vivek Patil (Marketing) was recently named a Research Fellow in the ONE Initiative and has leveraged the data the initiative is collecting on our community to create meaningful research and data analysis projects for our students; many other faculty in the SBA participate in one or more ONE-sponsored programs.
- Through the Opportunity Northeast project, GU faculty, staff, and students have worked with community organizations throughout our home community of northeast Spokane on data analysis, strategic planning, and the development of new ventures through our Multidisciplinary Action Projects courses, Business Consulting Projects lab, undergraduate and graduate data analysis projects, undergraduate and graduate management information systems courses, and community engagement projects.
- More than a hundred cohorts, courses, and classes have taken field trips to businesses throughout the region over the last five years. From our Applied Project Management experience at Boeing in Seattle to local lunches with the executive team of Numerica - one of our largest credit unions – to the required class fields trips in many sections of our MGMT 350 core class⁵, students are encouraged to learn in the businesses they will soon seek to be part of.
- In the spring of 2021, five GU School of Business undergraduate students served as paid interns for local not-for-profit and community organizations through a partnership between the Mozilo Student Experience Fund and ONE. The fund allows GU business students to serve in meaningful internship roles for organizations in our community that would benefit from a paid intern but cannot afford one.
- Next year, the School of Business will employ a student influencer through a new SBA Internship program. The student influencer will attend New York Fashion Week and will work throughout the year with the School of Business, Gonzaga Athletics, and IMG College Licensing to develop and promote new licensed products that celebrate GU, Gonzaga Athletics, and the 100th anniversary of the School of Business.

Academic Achievement

- Nearly half of Gonzaga School of Business students (46%) currently carry a double major, a double minor, multiple concentrations, or all of the above⁶
- A number of incoming and outgoing GU SBA students have garnered national recognition, scholarship awards, and career opportunities as a result of their academic success.
 - Three GU accounting students (Julie Baker – 2020, Chase Ronderos – 2019, and Samuel Crosby – 2016) have received the Elijah Watt Sells Award from the American Institute of CPAs honoring the nation’s top performers on the Uniform CPA Examination. Of the more than 350,000 exam takers of the Uniform CPA exam over the past five years, fewer than 800 have received this award.

⁵ Between 2017 and 2021, more than 400 undergraduate business students attended one or more field trips to more than a dozen different organizations in the Spokane area. Becky Bull Schaefer (Management) began working with the GU Career and Professional Development Center to create a structure for field trips that required students to research the company and then integrate their findings into our core Principles of Management course. Dr. Bull Schaefer continued this work during her time at Gonzaga in Florence in 2018 – organizing local trips to Florence firms, and continued the practice virtually last year and this year as we confronted COVID-19 restrictions.

⁶ If a student reported membership in two of these categories (e.g. a double major and a double minor), they were classified in the first group they qualified. Thus, the 46% figure cited represents the total number of unique students carrying more than one major, minor, or concentration.

- During the last three years, two Gonzaga graduate accounting students have received prestigious Postgraduate Technical Assistant (PTA) positions with the Financial Accounting Standards Board (FASB). MAcc students Kelly Garrett ('19) and Diana Tupikova ('21) were selected to join a handful of their peers from around the country to participate in this highly selective program.
- Isabel Yasana Hawley, a member of the Klamath Tribes and a student in Gonzaga University's MBA in American Indian Entrepreneurship program, is one of two recipients of the REDW Native American Scholarship in Accounting. REDW LLC is one of the Southwest's 10 largest public accounting and business advisory firms.
- In 2020, of the 77 scholarships awarded by the Washington CPA Foundation, 19 went to Gonzaga University students.

Program Certifications and Organization Recognition

- Multiple SBA chapters of national practice organizations have been recognized for their structure, achievements, and participation.
 - Gonzaga's SBA SHRM chapter certificate of alignment was renewed – the GU chapter is one of only 335 educational institutions with that designation. In 2019, Gonzaga's SHRM Student Chapter earned an honorable mention in SHRM's Annual Student Chapter Merit Award.
 - Gonzaga SBA's Beta Alpha Psi chapter has been recognized as a Superior Chapter for fifteen years in a row.
 - In 2017, The School of Business Administration's undergraduate finance concentration has been welcomed into the Chartered Financial Analyst University Recognition Program.

Student Research

- In 2021, the Gonzaga Economics discipline began a new Student/Faculty Research Fellowship, awarding between 4 and 6 research partnerships between faculty and students for a summer research project; both the student and the faculty member will receive \$2,500 to prepare a study suitable for presentation at a regional economics conference the following fall.

Award-Winning Education and Learning

- A number of SBA alumni, faculty, and staff have been recognized for their accomplishments in the classroom and beyond.
 - Danielle Xu (Finance – 2018), Tim Olsen (MIS – 2018), Daniel Stewart (Entrepreneurship – 2018), Cathy DeHart (Accounting - 2019), and Adriane Leithauser (Ethics - 2020) were recognized with Gonzaga Teaching Excellence Awards.
 - Timothy Olsen, Ph.D., assistant professor of management information systems, has been selected as a Fulbright U.S. Scholar for the 2020-2021 academic year by the U.S. Department of State and the Fulbright Foreign Scholarship Board.
 - Lindsay Stevenson (GU '05 B.A. Accounting) was recognized among the Most Powerful Women in Accounting by AICPA and the CPA Practice Advisor in both 2018 and 2019.
 - Rebecca Bull Schaefer (Management – 2020) was awarded the Compass Award by GU's Center for Professional Development, recognizing work to build student competencies in career development.
 - Andrew Brajcich (Accounting - 2019) won the Gonzaga Faculty Award for Academic Citizenship.
 - Donald Hackney (Accounting – 2020) won the Gonzaga Faculty Award in the open, non-tenure-track category for outstanding service to the institution.

Scholarly Excellence

- SBA Faculty have received multiple awards for best paper or best contribution to an academic forum, including:
 - Peggy Sue Loroz (Marketing – 2018) and Vivek Patil (Marketing – 2018) International Associate of Jesuit Business Schools (IAJBS) Thomas A. Bausch Best Paper;
 - Sara Kern (Accounting – 2019) American Accounting Association “Best Educational Paper”;
 - and Dan Law (Accounting – 2020) American Accounting Association.

Competing and Learning

- GU students have repeatedly placed in national and international business competitions, including:
 - Collegiate DECA (more than 20 individual and small team awards between 2016 and 2019);
 - KMPG/Seattle University Financial Accounting Case Competition (1st place – 2016);
 - CMBAM Best Sales Representative Competition (1st place, 2017);
 - Milgard Social Responsibility Case Competition (1st place – 2017);
 - Northwest Entrepreneur Competition (more than a dozen finalists and seven money winners between 2017 and 2021);
 - CFA Institute Research Challenge (2nd place regionally in 2017 and 2018);
 - the ACG Cup Northwest (3rd place – 2019 and 2020);
 - and the Deloitte Audit Innovation Campus Challenge (regional finalists selected for nationals in 2019 and 2020)

Faculty Development and Engagement

- GU SBA faculty and staff are engaged members of their professional and personal communities. Examples include:
 - 25 GU SBA faculty and staff have completed the Career Kindler training to provide students with stronger and broader tools to guide them on their career path.
 - Half a dozen GU faculty have participated in the Creighton’s DBA Program as teachers or mentors.
 - In the community, more than half of GU SBA faculty served on at least one community board in the last five years. Beginning in 2018, two SBA students serve each year on Numerica Credit Union’s board of directors as part of the Numerica-Gonzaga School of Business Board Partnership Program.
 - Multiple members of the GU faculty participate or have participated in Jesuit Worldwide Learning as instructors, selection committee members for AA programs, or program designers.
 - In 2020, SBA occupied more than a hundred institutional service positions (i.e., committee or task force member or chair), and 68 professional service positions (e.g., editorial review boards, advisory committees, outside academic committee members)

Lectures and Annual Events

- The SBA has played host to a number of regularly scheduled events that allow our students, faculty, staff, alumni, and the Gonzaga community to explore important ideas and themes, including:
 - Aram Lecture on Business Ethics - annually since 2010
 - Canfield Family Lifelong Learning Lecture – inaugural lecture by Chris Lowney held in 2020
 - “Careers In” events – annually per discipline since 2011
 - Community Partners event – held annually since 2014
 - Economics Symposium – held bi-annually since 1977
 - Pigott Entrepreneurship Lecture – held annually since 2011
 - Mozilo Lecture on Affordable Housing – held semi-annually since 2019
 - “You Can In Spokane” connections and opportunities in Spokane – held annually since 2015
 - Gonzaga Trek Series – on-location visits to key hiring markets – hosted by GU alums and attended by our students
 - London
 - New York
 - San Francisco and Silicon Valley
 - Seattle
 - Denver
 - Southern California
 - Spokane
 - Portland

Institutional Overview

Gonzaga University

Gonzaga University – History and institutional composition⁷

For nearly 135 years, Gonzaga University has occupied a position of prominence in undergraduate education in the Pacific Northwest. As one of three Catholic regional comprehensive universities in the region, Gonzaga’s commitment to the development of mind, body, and spirit has resulted in a sustained record of academic success, a vibrant community of alumni serving the Northwest and throughout the world, and nationally and internationally recognized programs of study.

Approximately 7,295 students attended Gonzaga in the Fall of 2020, matriculating in 45 degree programs, including 24 master-level and 5 doctoral-level degrees. Gonzaga University is comprised of seven schools and colleges: The College of Arts & Sciences, the School of Business Administration, the School of Education, the School of Engineering & Applied Sciences, the School of Leadership Studies, the School of Law, and the School of Nursing and Human Physiology.

With 455 full-time faculty members, a student/faculty ratio of 11 to 1, and an average class size of 22, Gonzaga emphasizes an individualized, community-focused approach of education that is reflected in our vibrant alumni base, our strong relationships with key employers in the regional and across the country, and our continued prominence in rankings of universities and their programs.⁸

Factors impacting Gonzaga University

Between 2001 and 2010, Gonzaga University witnessed sustained double-digit enrollment growth (from 4,525 students in 2000 to 7,738 students in 2010) that continues to transform the university and its community today. The last twenty years have marked a pronounced period of growth and transformation in a variety of key measures:

- Undergraduate admissions applications have increased by 300 percent
- The university budget has increased by 340 percent, to \$323 million in 2019
- Gonzaga’s endowment has more than tripled exceeding \$309 million in 2019
- More than two dozen significant new facility constructions or renovations
- The percentage of undergraduate students of color has more than doubled to 26%
- The number of full-time faculty has increased by nearly 60 percent

The opportunities fueled by this growth have also come with challenges. Our regional and national education markets are highly competitive. The costs associated with the intensive and individualized brand of education Gonzaga’s reputation is built on continue to grow. Families continue to grapple with the high costs of tuition and the alternatives provided by state and local universities. These challenges are not limited to our undergraduate community; if anything, they have become even more intense when we consider the landscape for graduate education.

⁷ All figures in this section courtesy Gonzaga 2020 Factbook

⁸ Unless otherwise indicated, the figures in this report are drawn from the 2020 Gonzaga University Factbook and internal institutional reporting data. Links to the Factbook and other relevant sources are included on our CIR accreditation supporting site.

While these challenges are real, the university has continued to create effective strategies to position itself for the future. The Gonzaga Will capital campaign that began in the fall of 2013 with a goal of \$250 million concluded in the fall of 2018 having raised more than \$323 million from more than 40,000 donors. A rapid and effective response to the COVID-19 pandemic significantly diminished the impact of the pandemic on the university budget, eliminating or offsetting more than \$23.7 million of potential losses. The university continues to expand its physical and human resources, breaking ground on a new Integrated Sciences Facility and authorizing the base funding of eight new faculty in 2020.

Despite the many challenges Gonzaga University and our institutional peers face, there are ample reasons to be excited about our future. Student interest continues at record levels, our retention rate of 94% in 2020 remains virtually unchanged over the last decade, and enrollment figures for our undergraduate and graduate programs remain highly competitive.

The School of Business Administration

The School of Business Administration – History and institutional composition

2021 marks the 100th anniversary of the founding of the School of Business Administration at Gonzaga University. As one of the oldest colleges in the school's history, and one of the schools of business in the region, the School of Business Administration (SBA) has played a key role in the growth of business in Spokane, throughout the Inland Northwest, and across the country.

The School of Commerce and Finance (renamed the School of Business Administration in 1931) first offered a Master of Business Administration degree in 1961, followed by a Master of Accountancy degree in 1991, the Master of Business Administration in American Indian Entrepreneurship in 2001, and a Master of Taxation degree in 2016. Today, the SBA enrolls more than 1,500 students – 1,312 undergraduate majors and minors in accounting and business as well as 209 graduate students pursuing degrees in accounting, business administration, or taxation.

The growth of Gonzaga University has been matched by the growth in its second-largest school. In 2020, undergraduate enrollment in the SBA accounted for 27% of all undergraduate enrollment at Gonzaga, second only to the College of Arts & Sciences. Graduate students enrolled in the SBA accounted for 12% of all non-doctoral/non-law graduate degree enrollments. These figures represent a four and five percent increase in the percentage of university enrollments, respectively, since 2013.

The SBA has continued to seek new faculty and replace those who depart to keep pace with student growth and program expansion. Despite a significant number of retirements by senior faculty, the SBA grew its net number of full-time faculty from 43 in the fall of 2016 to 47 by the fall of 2020. Two faculty members retired in 2021, and two faculty members were added.

Relative advantages and strengths

The Gonzaga School of Business Administration has been continuously accredited by AACSB since 1989.

The SBA has a tradition of hiring faculty with diverse academic and professional experience. Of particular note are the disciplines of accounting and finance. Our continued focus on these two disciplines has proven effective both in growing demand for these programs among prospective undergraduate and graduate students and in cultivating strong relationships with employers to prepare our students and hire them, reinforcing the value of a Gonzaga accounting or finance-focused degree. The national rankings of both programs (#33 and #49 nationwide in 2020, according to US News and World Report), our CPA pass rate of 82.4% (across all sections, tops among all schools on the West Coast and 10th best in the nation among large programs), and nearly universal placement rates among accounting and finance opportunities speak to the value of this approach.

Faculty selection and retention extends beyond the accounting and finance disciplines and is a hallmark of our staffing philosophy. Nine new full-time faculty members have been hired by the SBA during the current re-accreditation cycle in six different discipline areas (Accounting, Finance, MIS, Economics, Management and Marketing). During that same time, none of our full-time faculty members have left the SBA through non-retirement departures. The selection process for faculty in the SBA is heavily focused on fit, contribution, long-term career success, and shared mission – a process that results in a high degree of longevity, an absence of faculty turnover, and a track record of successful tenure and promotion awards.

The SBA benefits from an extremely strong relationship with its alumnae and the business community throughout the Pacific Northwest and beyond. Over the last five years, more than 2,400 alumni have participated in events focused on career development and job preparation, hosted career days on our campus or within their own firms, lent their assistance to class projects and project-based learning opportunities, or provided job opportunities for our students. Our “Careers In” days – a series of events focused on career opportunities within an industry – are staffed entirely by Gonzaga SBA alumni, as is our long-running Trek series, put on with our partners in Gonzaga’s Career and Professional Development, where Gonzaga alums across the country host student groups in companies in a variety of industries. Our numerous advisory panels – comprised of alumni, students, community members, and business leaders – provide us with a grounded perspective on the opportunities that exist for our students and the needs of the business community, enhancing our curriculum.

Student engagement is a key extension of how we live our mission in the SBA. Undergraduate students in the SBA are connected with key faculty and staff resources from the moment they set foot on campus. From our opening preview days, where we cover key disciplines, clubs and experiential opportunities, and the path to graduation; to our advising process, which connects students with a dedicated freshman and then sophomore advisor before pairing them with a faculty member; to our robust body of student clubs and organizations, SBA students are encouraged to engage with our staff, their peers, and their careers in a number of ways. We welcome our graduate students to a small system that achieves big results; face-to-face guidance on program selection, advising, and career development is central to that process, and we believe that our high-touch experience is one of the many reasons students choose to be part of the Gonzaga SBA experience.

Finally, our graduate programs represent a key strength in a highly competitive part of the higher education landscape. Over the past decade, our part-time MBA program has been consistently ranked among the top 100 programs in the nation, ranked number 44 among part-time programs (and tied for 21st among MBA finance programs) in the most recent U.S. News and World Reports rankings. Our graduate accounting programs, offering full-time MAcc and MSTax degrees, were ranked 26th in the nation in the same poll.

Relative disadvantages and weaknesses

Along with these strengths, the SBA faces many of the same challenges and private universities like ours face throughout the U.S.

The increasing costs of providing the type of education Gonzaga is built on and our students demand has led to budgets that are increasingly tuition-sensitive and severely limited contributions to the SBA’s budget from the university. Gonzaga University has undergone a series of budgetary realignments during the SBAs re-accreditation period that have limited the amount of university investment in the SBA’s growth. Discretionary funding for new programs and opportunities, along with faculty hiring lines for new positions have not kept pace with the growth of business school enrollments or with the changes necessary in our curriculum (e.g. the growth of analytics).

The amount of support staffing in the SBA is significantly less than that found in many of our institutional peers. The 47 full-time faculty, 30-40 adjunct faculty, and 1,500 students of the SBA are supported by 10 full-time staff members. As a result, many staff members must wear multiple hats and manage multiple priorities.

A similar capacity concern exists with regards to physical facilities. The SBA's current operational home, the Jepson Center, is not a dedicated facility; many non-business courses occur in the Jepson on a daily basis as a result of capacity challenges throughout campus, and room and space availability remain a challenge – particularly when it comes to office space.

Current fundraising efforts by the SBA Dean's Office hold the promise to alleviate some of these pressures, but until then the SBA must work within some of those capacity limits.

To summarize, the Gonzaga School of Business offers a strong curriculum, focused programs of academic excellence, and a vibrant community of scholars and teachers connected to our Jesuit tradition. We face challenges with regards to our capacity to cater to the evolving needs of our students and to build new centers of excellence and scholarship, and we look to the community of alumni, business leaders, and other stakeholders that we have cultivated over our first 100 years to fuel our next century of excellence.

Scope of accreditation

This fifth-year maintenance accreditation review addresses the following degree programs:

Bachelor of Business Administration with majors in Accounting or Business Administration, Bachelor of Arts with a major in Economics, Bachelor of Science with a major in Economics, Master of Accountancy (MAcc), Master of Business Administration (MBA), Master of Business Administration in American Indian Entrepreneurship (MBA-AIE), and Master of Taxation (MSTax)

In the 2020-21 academic year, 434 undergraduate and graduate students received degrees offered or taught by the SBA:

Table 1 Degrees Conferred 2020-21 Academic Year*	
BBA –Accounting	69
BBA – Business Administration	254
BA – Economics	25
BS – Economics	12
MAcc	15
MBA	39
MBA-AIE	**0
MSTax	20
TOTAL	434
<p>* includes Summer 2020, Fall 2020, and Spring 2021 ** the MBA-AIE Program is a two-year cohorted program – new degrees are conferred only in even-numbered academic years. Six students received an MBA-AIE degree in May 2020.</p>	

Additionally, 135 undergraduate students outside of the SBA were awarded a minor in one of nine minors offered by the School of Business Administration:

Table 2 Minors Conferred 2020-21 Academic Year			
Analytical Finance	12	Hogan Entrepreneurial Leadership	23
Digital Marketing	16	Management Information Systems	1
Economics	4	Promotion	24
Entrepreneurship & Innovation	2	Sustainable Business	13
General Business	40		
TOTAL MINORS CONFERRED: 135			

Progress on Previous CIR Findings

Three concerns were identified in the 2015-16 AACSB reaccreditation review. These concerns, along with the subsequent actions of the SBA, are found below.

Standard 15: Faculty Qualifications and Engagement

AACSB Concern: “The Committee suggests that the School strengthen the Faculty Qualifications Document and develop a system to apply the policy in a more consistent manner. The school utilizes a large proportion of adjunct faculty who do not have master’s degrees. While there may be special circumstances where it may be warranted to have someone with only a bachelor’s degree teach at the graduate or undergraduate level, the School depends on more than seems necessary. The School should reduce its reliance on these faculty.”

SBA Response: In response to the team’s recommendation, the School has taken two steps to strengthen the processes used to hire adjunct faculty.

First, the Faculty Qualifications Document has been amended to more rigorously define the criteria that are used to classify adjunct faculty. Specifically, the definition of Instructional Practitioner has been strengthened to require that the faculty member normally possess a master’s degree and either (1) currently work in and have substantive professional experience in the field in which they are teaching or (2) demonstrate through various professional activities that they remain active in the field.

Additionally, as each new adjunct faculty is hired, a form is completed indicating the academic preparation of the candidate, their professional experience, and how they met the requirements with respect to their classification status. This form is then reviewed by a committee made up of the Associate Dean for Undergraduate Programs, the MBA Programs Director, and the Coordinator of Accounting Programs. Any adjunct faculty candidate hired without a master’s degree can only be hired with the approval of the Dean after tentative approval of the committee.

This change allows the SBA more discretion in analyzing the qualifications of applicants. First, it allows the SBA to consider applicants from fields outside of business, such as communications and engineering. Applicants from these fields bring a diverse perspective to teaching student to solve business problems. Second, it allows the SBA to look for work experience qualifications. For example, one of our adjuncts who teaches graphic design owns his own graphic design organization and brings current business applications to the classroom. In his work, he provides graphic design services for advertising, branding, websites, print, and social media. He teaches the same to students. Third, it allows us to consider qualifications that might be similar to a master’s degree. For example, in finance we have two adjuncts who have licenses and/or certifications that confirm their expertise in the topics they teach.

As for applying this policy consistently, almost all new adjuncts have master’s degrees. We have phased out long-term adjuncts in MIS and Operations who do not have master’s degrees. There are two exceptions to our policy that all new adjuncts have master’s degrees. The first exception is our finance adjunct

s who are differently qualified with certificates and licenses. The second exception is marketing where we continue to hire adjuncts without master's degrees. However, we mostly have only hired them to teach electives, not required courses. Typically, these adjuncts without master's degrees teach elective topics such as digital marketing and digital content production. The exception to this rule in marketing was a last-minute need in Spring 2018 to fill a required marketing communication class. The adjunct we hired was close to completing her master's degree (and has since completed it), brought several years' experience in program development and production to the classroom, and had a graduate certificate in Strategic Communications Management.

Standard 8: Curricula Management and Assurance of Learning

AACSB Concern: “The School needs to review its Assurance of Learning model to improve its application of continuous improvement modifications. The School should consider revising program learning outcomes to increase measurability. The MBA-AIE has not been assessed during the previous five years, and the school had been behind on assessing in the previous CIR cycle. The degree assessment plan should be implemented and initial assessment reports provided.”

SBA Response: In 2017-18, the SBA reshaped its MBA assurance of learning process to address four key findings from our last AACSB Continuing Improvement Review Process:

- a. The previous AoL process was too complicated, measuring too many different learning goals.
- b. The previous goals were implementation-based, focusing on testable conditions rather than on the learning or behavior we hope to observe in our students.
- c. The previous goals offered little opportunity to “close the loop”—overall learning outcomes were not reinforced across the program by the AoL process.
- d. There was no assessment process for the MBA-AIE Program.

In May of 2018, the School of Business faculty approved a new MBA AoL Plan (please see Appendix 11), which attempts to address the above findings in the following ways:

- a. The AoL process is significantly streamlined, moving from more than a dozen learning goals to five learning goals (six in the AIE program) with observable and measurable objectives.
- b. Our focus on learned behaviors and observable outcomes shifts the focus of AoL from how we assess to what we assess. It also provides individual disciplines and course instructors with more latitude about the instruments they use to assess learning objectives.
- c. The revised goals are intended to reflect behaviors that our students should exhibit across the MBA curriculum. Attached are assessment timelines showing the specific terms and courses in which our goals will be assessed in the current CIR cycle; in future cycles, the goals may be assessed in different courses.
- d. The assessment plan will be conducted in both the MBA and the MBA-AIE programs, with the possibility that the same assessment device can be used in a traditional MBA and an MBA-AIE course. Since statistics is not taught in the MBA-AIE program, the MBA quantitative goal (Goal 3A) was replaced with a tribal entrepreneurship and leadership goal for the MBA-AIE program. In addition, the MBA-AIE program includes a community and economic impact goal which reflects the unique mission of the MBA-AIE program.

One key implementation difference exists between the MBA and MBA-AIE programs; MBA-AIE operates within a two-year, cohort program structure – a format that presents challenges in terms of assessment. The first year of each cohort's matriculation focuses on prerequisite 500-level content, and the decision has been made not to assess that content. Therefore, initial assessments began in Summer 2019 and continue in Fall 2019 (in the current cohort's second year). Based on these initial assessments, instructors will recommend curricular and teaching improvements, and then second assessments will be conducted either in Spring 2020 (with the current cohort) or in Summer 2021 (with the next cohort). Just as with the MBA, in future cycles the goals may be assessed in different courses as appropriate.

To obtain feedback on our goals and curriculum, members have been recruited for a new advisory board for the MBA program. We will also be establishing an advisory board for the AIE program.

Standard 4: Student Admissions, Progression, and Career Development

AACSB Concern: “Post student achievement information on the business school’s web site. In addition, make this information available to the public through other means such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement.”

SBA Response: Student achievement information is available via a number of different channels. It can found on our website and in our annual digest (our annual digest is a digital publication and a link to it is in the signature line of both the Dean and the Associate Dean’s emails). Much of it is communicated to prospective students during what is known as “Preview Days” and some achievement information is highlighted in our basic infographic. We use social media to communicate results as well. The University, including our outstanding Career & Professional Development office, publishes various types of achievement information as well.

Strategic Management and Innovation

Between 2012 and 2013, the SBA engaged in a from-the-ground-up visioning and strategic planning process. That process engaged every stakeholder group of the SBA at the time – students, staff, faculty, alumni, members of the Gonzaga community, our key partners in industry and education, and members of the Spokane community and the communities our graduates populate. Over the past seven years, the strategic plan reflected in the process has undergone significant revision, but the driving elements of the plan have largely remained constant. Many of the same opportunities we recognized in 2013 still exist, as do many of the same challenges. Our strategic direction is guided by our mission, our vision for the future, the values we espouse, and the ethos that drives our actions.

Mission statement

We develop professionally competent and intellectually curious graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. We provide a challenging and supportive learning environment, with quality students and faculty marking our excellence. As part of a global environment, we promote relationships with regional, national, and international business and scholarly communities.

Vision Statement

We will be a global leader in Jesuit business education

Values

- We are committed to academic excellence.
- We actively engage in our university and our community.
- We embrace the Jesuit legacy of inspired, confident, and innovative action.

Ethos Statement

As members of the Gonzaga School of Business Administration, we commit ourselves to the highest standards of professional conduct and personal integrity. Our professional aspirations reflect the educational mission of which we are a part: a commitment to intellectual rigor and personal development, a passion for social justice, and an active engagement in our communities.

Collectively and individually, we endeavor to embody the Gonzaga traditions of service, leadership, and the celebration of all people in pursuit of the common good. To become women and men for others, we commit ourselves to developing the personal virtues of honesty, integrity, self-respect, and respect for others.

We acknowledge the responsibility we shall have as business leaders to use our knowledge and talents to better the lives of all who will be affected by the decisions we make and the institutions we help to create.

Strategic Planning Changes During the Accreditation Period

Following the AACSB accreditation team's site visit during the fall 2016 semester, we – the administration, faculty, and staff of the Gonzaga School of Business Administration – have engaged in several activities to review, revise, and implement our strategic plan.

AY 2016-2017 (largely beginning spring 2017)

Throughout the year, the Strategic Planning & Mission (“SP&M”) committee solicited feedback regarding new strategic plan priorities and action items during the 2016-17 academic year. Nineteen faculty participated in physical and virtual planning activities. Participants were asked to think about new and critical priorities and challenged to reflect critically on the SBA’s undergraduate curriculum; this brainstorming activity generated several ideas and potential priorities for the SBA to consider more broadly.

AY 2017-2018

The focus of the SP&M committee this year was to organize and refine input from faculty and staff and produce a draft plan for discussion and vote by the end of the 2017-18 academic year. In addition, the SP&M committee chairs engaged with Associate Dean Pepper to conduct a critical review and proposed update to the undergraduate business curriculum. Several iterations of the draft strategic plan were distributed to faculty/staff for comment. Two open planning sessions were held to solicit additional suggestions, priorities and reservations about the plan and process. A final draft of the updated strategic plan was discussed and approved (without dissent) at the faculty retreat in May of 2018.

The strategic plan approved in May 2018 adopted a modified vision statement and reaffirmed our collective commitment to three core values. Please see Appendix 2 for a summary of steps taken to adapt the 2018 strategic plan.

AY 2018-2019

Two additional strategic initiatives were identified by the SP&M committee in its ongoing communication with the Dean’s office and faculty colleagues:

- Align (as closely as possible) the strategic plan with the Assurance of Learning goals; the Retention, Tenure, and Promotion processes; and the Dean’s goal setting and year-end review processes to avoid duplicated/repetitive work.
- Identify ways to effectively measure progress towards the strategic plan across the eight strategic priorities.

AY 2019-2020

The SBA launched two important efforts which were guided by the strategic plan and the specific tactical initiatives identified via the strategic plan revisions undertaken in AY 2017-18:

- Launched the freshman "Introduction to Business" (BUSN 190) seminar In the Fall 2019.
- Began work drafting a professional development policy, which would help align the strategic plan and RTP processes, as well as helping to facilitate measurement of progress towards the SBA In key areas.

Further, the committee discussed the ongoing implementation of data analytics throughout the SBA curricula and discussed possible strategies surrounding student recruitment to the SBA.

AY 2020-2021

In the final year of this re-accreditation cycle, much of the SBA's collective work involved evaluating our progress on our current strategic plan tactical initiatives and responding with adjustments and/or coordination as necessary. We also facilitated dialogue with the dean's advisory boards - the Executive Council and the Business Forum Board - regarding our current strategic plan initiatives to gather insight about new strategic priorities for the coming years.

The SM&P devoted much of the fall of 2020 to an assessment of how best to integrate goals around diversity, equity, and inclusion into our strategic plan and how to adjust many of our existing goals to reflect additional dimensions of DEI.

Summary

Altogether, the SBA assesses the strategic plan implementation progress in several different ways on an ongoing basis. The strategic planning and mission (SP&M) committee meets periodically throughout each academic year to assess progress and works in coordination with SBA leadership and colleagues throughout the SBA to coordinate work on current and/or new initiatives, to facilitate discussion and reflection, and to measure and report on strategic plan progress. SBA faculty and staff are asked to set individual goals for each academic year, which should align with the strategic plan. At the end of each year, faculty prepare a self-evaluation to be submitted to the Dean. The goal setting and year-end review processes also facilitates our collective evaluation of our strategic plan implementation progress. Our strategic planning efforts have yielded several tangible achievements:

- We have Implemented new data analytics and technology courses throughout the SBA undergraduate and graduate programs and across a wide range of disciplines. Specifically, during the past two years, we offered approximately twenty (20) courses with significant analytics and/or technology components, the vast majority of which were not previously offered and/or were substantially updated in the last two years.
- Developed and approved a new "Professional Development and Support" policy, which provides a framework for reimbursement across several areas, including conference attendance, membership in professional academic/non-academic organizations, journal submission and publication fees, and professional licensure. Establishing clear reimbursement guidelines should help faculty engage as scholars and should provide consistent financial and budget data which should aid in measurement and evaluation.
- In Fall 2019, we Initiated a freshman class that Introduces students to the SBA curriculum, values, and expectations. Faculty throughout the SBA have participated in this course, and we continue to refine and improve upon the course structure and content.

Table 3

Strategic Initiative 1: Excellence

“We are committed to academic excellence”

Goal	Tactical Initiative	Activities	Measures of Success	Resources Needed
Deliver a rigorous, relevant, and dynamic curriculum to meet the needs of our changing world	Increase analytics/technology (A&T) focus throughout the curriculum	<ul style="list-style-type: none"> • Coordinate with discipline and SBA advisory boards, as well as other stakeholders, to determine critical A&T subjects and applications to be integrated in the curriculum. • Support faculty training and certification in A&T • Integrate A&T thoughtfully into existing courses • Develop new courses in A&T 	<ul style="list-style-type: none"> • Establishing an SBA faculty development policy which supports faculty obtaining certifications, including in A&T • Track budget outlay for the reimbursement of A&T certifications • Incorporating relevant technology and applications throughout the curriculum and refreshing the curriculum to • Increasing the number of courses integrating and/or focusing on A&T in the curriculum 	<ul style="list-style-type: none"> • Financial support for faculty to obtain A&T certifications and to integrate A&T in their courses • Providing a forum for workshops and information sessions which highlight new D&A teaching and research tools and methods • Scheduling flexibility for faculty to integrate A&T content into existing courses or to develop new A&T courses
Deliver a rigorous, relevant, and dynamic curriculum to meet the needs of our changing world	Develop more multi-disciplinary or interdisciplinary curriculum offerings	<ul style="list-style-type: none"> • Explore specialized program offerings, which emphasize multidisciplinary and/or interdisciplinary collaboration • Review the SBA curriculum and identify opportunities for multi-and/or interdisciplinary work • Identify opportunities to institute centers of excellence in relevant areas • Expand the one-credit business course offerings 	<ul style="list-style-type: none"> • Increasing the proportion of students pursuing multiple majors and/or concentrations • Increasing the number of students participating in a specialized programs (i.e., honors program, Hogan, CLP, etc.) • Increasing the number of courses that can be classified as multi-and/or interdisciplinary in the SBA curriculum 	<ul style="list-style-type: none"> • Secure and provide financial incentives for collaborative teaching • Secure funding for appropriate centers of excellence and relevant curricular and/or programmatic offerings • Provide training and/or workshops to aid faculty in identifying multi-and/or interdisciplinary teaching opportunities

Table 3

Strategic Initiative 1: Excellence (continued)

“We are committed to academic excellence”

Goal	Tactical Initiative	Activities	Measures of Success	Resources Needed
Deliver a rigorous, relevant, and dynamic curriculum to meet the needs of our changing world	Increase international opportunities for students	<ul style="list-style-type: none"> • Ensure the SBA curricula is suitably flexible to allow students to study abroad • Identify opportunities to expand international program offerings whether through partnerships, new programmatic offerings, and/or curricular changes 	<ul style="list-style-type: none"> • Increasing the number of SBA students who engage in international study • Increasing the amount of financial aid available for SBA students to engage in international study 	<ul style="list-style-type: none"> • Secure and provide financial incentives for faculty to teach abroad • Secure financial aid and provide financial aid for SBA students to engage in international study
Encourage and support scholarly activities that contribute to our disciplines and the common good	No tactical initiatives identified – see specific activities conducted in the next column.	<ul style="list-style-type: none"> • Implement an SBA Professional Development policy • Support faculty scholarship by offering summer research stipends • Facilitate an annual merit-based awards program for exemplary teaching, research, and service 	<ul style="list-style-type: none"> • SBA Professional Development policy was finalized and approved by faculty • Measure financial support for professional development, research stipends, and merit-based awards and compare to historical information • Capture and report on outcomes in the annual goal-setting and self-review processes, via award applications and/or through post-stipend progress reports 	<ul style="list-style-type: none"> • Secure and provide financial support for faculty professional development • GA and/or administrative time to capture relevant data, reimbursement requests, and to budget for planned expenditures • GA and/or administrative time to capture relevant data on engagement, innovation, and impact of scholarly activities • Provide training and/or workshops for faculty to be aware of the best practices for measuring engagement, innovation, and impact
Inspire greater student performance and accountability in curricular and co-curricular activities	Create a freshman class that introduces students to SBA curriculum, core Jesuit mission, values and expectations	<ul style="list-style-type: none"> • Coordinate with SBA faculty to deliver the freshman class • Develop course materials and case activities to facilitate delivery the freshman class 	<ul style="list-style-type: none"> • Improve student preparedness for rigorous work in upper-division business courses • Build a stronger SBA community as observed through increased mentoring, service activities, and/or internship engagement 	<ul style="list-style-type: none"> • Dedicated faculty to teach course as part of their regular teaching rotation

Table 4

Strategic Initiative 2: Engagement

We actively engage in our university and our community

Goal	Tactical Initiative	Activities	Measures of Success	Resources Needed
Develop rich learning experiences that engage students with real business and community challenges and opportunities	Enhance existing and create new opportunities for students to engage with community partners through internships, service learning, projects and other experiential learning activities	<ul style="list-style-type: none"> • Streamline internship opportunities to facilitate greater student participation • Identify service learning and other experiential 	<ul style="list-style-type: none"> • Increase the proportion of students participating in internship, service learning, and/or other experiential activities • Increase the number of service-learning hours generated by students 	<ul style="list-style-type: none"> • Secure and provide financial support to support faculty development and the expansion of experiential learning opportunities • Provide training and/or workshops to aid faculty in identifying and/or facilitating experiential learning
Create mutually beneficial exchanges among faculty, businesses, and community partners	Create more local relationships with companies (like Boeing) and local business to engage faculty/students in exchanges, experiences, tours, and projects	<ul style="list-style-type: none"> • Facilitate community partners programming to connect SBA faculty and staff with key community stakeholders • Develop new opportunities for student and stakeholder interactions • Develop an executive-in-residence program 	<ul style="list-style-type: none"> • Increase the number of business and organizations who engage with our students (classroom presentations, fairs and exchanges, projects) • Increase student participation in exchanges, experiences, tours, and/or collaborative projects 	<ul style="list-style-type: none"> • Secure and provide financial support to support faculty development and the expansion of experiential learning opportunities • Secure and provide financial support for an executive-in-residence • Provide financial resources and coordination of events to facilitate networking • GA and/or administrative time to plan/coordinate community partner events
Contribute to the excellence and reputation of the University	Open 1-credit weekend intensive courses and create SBA sponsored and hosted continuing education classes to GU staff and members of the broader Spokane community	<ul style="list-style-type: none"> • Establish a structure and/or model for delivering SBA courses to other key stakeholders • Identify priority content for initial offerings in topics such as data analytics and/or ethics 	<ul style="list-style-type: none"> • Increasing the number of participants in continuing education offerings • Increasing revenue generation from continuing education offerings 	<ul style="list-style-type: none"> • Secure and provide financial support to facilitate delivery of these continuing education and/or certification course • Assist with marketing these course offerings to relevant stakeholders

Table 4

Strategic Initiative 2: Engagement (continued)

We actively engage in our university and our community

Goal	Tactical Initiative	Activities	Measures of Success	Resources Needed
Contribute to the excellence and reputation of the University	Use our new web site, social media, and other means to tell our story in research, consulting, board experiences, teaching, and service to all our constituents	<ul style="list-style-type: none"> • Identify key stories of interest to our varied stakeholders • Develop a marketing and communications strategy • Explore possible student internship opportunities to engage in SBA marketing and/or communication 	<ul style="list-style-type: none"> • Increased online engagement (likes, followers, members in online SBA alumni groups, etc.) 	<ul style="list-style-type: none"> • Secure and/or provide financial support for student internship opportunities in SBA marketing and communications • GA and/or administrative time to draft content, track engagement, and/or collect insights gleaned from online engagement
Contribute to the excellence and reputation of the University	Design classes for the emerging University Core that integrate Core themes with our focus on responsible, sustainable, and contributory business	<ul style="list-style-type: none"> • Identify priority opportunities for integrating the SBA curriculum with the University Core • Review course offerings periodically to ensure SBA has sufficient courses fulfilling University Core and enriched course requirements 	<ul style="list-style-type: none"> • Increasing the number of SBA classes that fulfill the core/enriched course requirements to offer students maximum flexibility in course planning 	<ul style="list-style-type: none"> • Provide scheduling flexibility to allow faculty to plan and deliver courses that fulfill the University core requirements and adhere to key Core themes • Provide training and/or workshops to aid faculty in identifying and/or facilitating experiential learning
Contribute to the excellence and reputation of the University	Offer a “Business as a Calling” class that would qualify as a Freshman Seminar	<ul style="list-style-type: none"> • Develop course materials and case activities to facilitate delivery this course • Engage with faculty (both inside and outside the SBA) to identify relevant course content and activities • Explore broader programmatic offerings to build around a “Business as a Calling” class 	<ul style="list-style-type: none"> • Enhance student interest in the SBA and its curricular offerings • Increase student satisfaction with the SBA and its curricular offerings 	<ul style="list-style-type: none"> • Provide scheduling flexibility to allow faculty to plan and deliver courses that fulfill the University core requirements and adhere to key Core themes • Provide training and/or workshops to aid faculty in identifying and/or facilitating experiential learning

Table 5

Strategic Initiative 3: Inspiration

We embrace the Jesuit legacy of inspired, confident, and innovative action

Goal	Objective	Tactics	Measure of Success	Resources Needed
Deepen our understanding of and commitment to Jesuit values and pedagogy	Provide ongoing education to faculty and staff on topics of Jesuit and Catholic tradition and values.	<ul style="list-style-type: none"> Implement a professional development in support of faculty training and knowledge 	<ul style="list-style-type: none"> Increased faculty and staff engagement in workshops, conferences, and/or training emphasizing Jesuit values and pedagogy 	<ul style="list-style-type: none"> Secure and provide financial support to facilitate professional develop activities in this area Provide training and/or workshops for SBA faculty and staff to engage with relevant topics, themes, and values
Deepen our understanding of and commitment to Jesuit values and pedagogy	Incorporate Jesuit values and pedagogy more fully throughout curriculum.	<ul style="list-style-type: none"> Examine the SBA curriculum thoughtfully and consider refreshing the curriculum to more fully incorporate Jesuit values and pedagogy throughout, including in the assurance of learning (AoL) processes and desired outcomes Identify and disseminate best practices for incorporating Jesuit values and pedagogy 	<ul style="list-style-type: none"> Increased faculty and staff engagement in workshops, conferences, and/or training emphasizing Jesuit values and pedagogy 	<ul style="list-style-type: none"> Provide training and/or workshops for SBA faculty and staff to engage with relevant topics, themes, and values
Deepen our understanding of and commitment to Jesuit values and pedagogy	Create a “Jesuit Business Ethics” seminar for the external business community	<ul style="list-style-type: none"> Establish a structure and/or model for delivering this seminar to relevant stakeholders 	<ul style="list-style-type: none"> Increasing the number of participants in continuing education offerings Increasing revenue generation from continuing ed. offerings 	<ul style="list-style-type: none"> Secure and provide financial support to facilitate delivery of these continuing education and/or certification course
Develop a branding strategy that highlights the distinctiveness of Jesuit business education.	Publish mission-related stories (of students, faculty, alumni) on our website, social media, newsletters, and other communications.	<ul style="list-style-type: none"> Identify key stories of interest to our varied stakeholders Develop a marketing and communications strategy 	<ul style="list-style-type: none"> Increased online engagement (likes, followers, members in online SBA alumni groups, etc.) 	<ul style="list-style-type: none"> Secure and/or provide financial support for student internship opportunities in SBA marketing and communications Administrative time to draft content, track engagement, and/or collect insights gleaned from online engagement

Stakeholder involvement

Both in its efforts to identify long-term goals and in its daily operation, the School of Business regularly engages with a variety of key stakeholder groups. Within the SBA, three standing committees exist at the school level – the Dean’s Executive Board, the Dean’s Business Forum Board, and the Student Advisory Board.

The Dean’s Executive Board is comprised of approximately a dozen members of the professional community – many of them alumni or parents of GU students – who meet both in person and virtually throughout the year to explore key issues in the development of the school, review major accomplishments and goals for the year, and identify specific opportunities or events where the members of the council can contribute time, resources, and contacts.

The Student Advisory Board is comprised of between 12 and 15 current SBA students, both undergraduate and graduate. The board meets four times a year⁹ to discuss both the long-term goals of the school and to explore what is working and what needs to be improved in the daily student experience.

In addition to these two established boards, the SBA has leveraged task forces comprised of a cross-section of current and former GU SBA community members to examine key issues.

- 2017-18 – The Internship Task Force explored how we could re-imagine the internship reporting process, resulting in an interactive post-internship poster session series that we use throughout the year.
- 2018-19 – Our Curriculum Review Task Force conducted a comprehensive review of the curriculum with employers and alumni in our central markets of Portland and Seattle, employees and alumni of Boeing – a key corporate partner – and with members of existing boards and students.
- 2019-20 – The Diversity and Inclusion Task Force conducted focus groups with employers in Seattle and Portland to identify key themes emerging in the workplace that needed to be integrated into our curricular and co-curricular offerings.

The advisory board structure is used throughout the SBA to guide decision making, not just at the school level, but also within programs and some areas of study.

The Accounting Advisory Board typically meets twice per year to discuss student preparation for the profession, updated curriculum, and changes in the field. New board-based initiatives have resulted in an expansion of analytics and sustainability accounting coursework as well as our faculty participation in the PwC Data Wrangling and Visualization Academy. Accounting Board members represent a large cross-section of the industry and are asked to pledge \$2,000 per year to fund accounting program goals. In the coming years, an effort is underway to expand the board to include stakeholders from different backgrounds, including the non-profit industry and professionals from historically underrepresented groups.

The MBA Alumni Advisory Board was re-established in 2019, and currently has 19 members. The board has been tasked with the process of consulting on an ongoing MBA curriculum revision as well as the provision of a new workshop series. As the MBA Program explores an increased presence in online and certificate education, the Alumni Advisory Board will be involved in that process. Finally, the MBA in American Indian Entrepreneurship Advisory Board has recently been formed, with its first meeting planned for May of 2021. The AIE Advisory Board is comprised of a cross-section of program alumnae, tribal leaders, and faculty teaching in the program. They will explore opportunities to create a more immersive and native-centric program in the coming years.

⁹ In response to the increased demands on students for virtual meetings because of Gonzaga’s COVID-19 protocols, meetings of the Student Advisory Board were suspended for the 2020-21 academic year. The board will resume its normal schedule in the fall of 2021.

Physical, Virtual, and Financial Resources

Physical resources

The 64,000-square-foot Jepson Center contains 22 classrooms ranging in size and most all are fully equipped with multimedia technology. Wolff Auditorium/lecture hall (Jepson 114) provides state-of-the-art digital multimedia capabilities with multiple displays and a large main screen. The Hogan Center for Entrepreneurship includes a New Venture Lab office and meeting rooms, providing students and mentors with an environment to conduct online data analysis, research, and business planning on new product design and entrepreneurial proposals. The Jack H. Hemmingson Finance Lab is a state-of-the-art finance lab with a variety of interactive displays, a 45' stock ticker, and access to multiple financial databases.

Computer Labs

We have four computer labs, all of which are equipped for in person instruction, of classes ranging in size from 24 to 57 students. The lab computers are maintained to the most current and best performing hardware that budgetary considerations will allow, with a five-year rotation target. Our smallest lab is provisioned with graphic design software as well as typical use software. We also have a lab that is specially oriented for finance, securities, and market trading education. Plans for our labs include a pivot away from standard computing hardware to a virtual or cloud-based computing platform. Our first major change will involve our second largest lab, which will be reconfigured with movable desks on which the students will be able to plug their own laptops into an exceptionally large, curved monitor through a universal docking station. The room will take on a more relaxed and informal setting to promote collaboration and free thinking.

Classrooms

All classrooms in the School of Business have multimedia presentation equipment including document cameras, computers, and hookups for other data source devices. They are also each equipped as a Zoom room for conducting class for remote students, and for recording purposes. This coming upgrade cycle (summer of 2021) we will be adding device casting to our classrooms so that students or guests can cast their screen content to the front projection for presentations, in addition to using the provided console at the front of the room. Ninety percent of our classrooms already have reconfigurable furniture arrangements to facilitate small breakout groups.

Remote Teaching

A full year before the pandemic struck, the University invested in Zoom licensing for the full campus. When the lockdown hit, we were able to pivot into remote teaching within just a few weeks. During the summer of 2020, every classroom in the Jepson Center was retrofitted with Zoom room capabilities, including remotely adjustable camera and whole classroom microphone. Our faculty make use of a combination of synchronous and asynchronous learning. Asynchronous learning is mostly facilitated through our Blackboard learning system. The university anticipates a return to face-to-face instruction for all classes in the fall of 2021, but we intend to leverage the work of the past year to continue to encourage the development of more remote learning possibilities at the undergraduate and graduate levels.

Financial resources

The total budget needed to operate the business school is a combination of central funding by the University, benefaction, revenue generating programs, and SBA endowment earnings.

Table 6 Gonzaga School of Business Administration 2020-21 Budget*	
Faculty Salaries (Full-Time)	\$6,343,353
Faculty Salaries (Part-Time)	\$437,453
Staff Salaries	\$510,038
Student Salaries	\$227,437
Benefits	\$1,757,669
Other Operating Expenses (both Central and SBA)	\$93,887
TOTAL	\$9,369,837
* SBA student salaries include graduate assistantships, student wages and federal workstudy. Professional development, technology, and operating expenses were significantly impacted by the COVID-19 pandemic. Please see Appendix 15 for additional information	

In the 2020-21 academic year, the SBA spent just under \$94,000 for non-salary/non-benefit operating expenses. These expenses are supported in part by the University budget. For a number of years, the SBA has been required to cover an increasing portion of this budget. Earlier this year, the amount to be contributed by the University to non-salary/non-benefit expenses was reduced by an additional one-time 15% due to the pandemic.

Table 7 Gonzaga School of Business Administration 2020-21 Operating Expense Summary*	
Other Operating Expenses-Central Base Funded	\$41,678
Less 15% Central Base Reduction	\$(6,064)
Revised Other Operating Expenses-Central Base Funding	\$35,614
Other Operating Expenses - SBA Funded	\$58,273
TOTAL	\$93,886

During the last five years, the amount of funding provided to the SBA by the University for non-salary/non-benefit expenses has decreased from \$195,956 to \$41,678.

Financial support of the SBA by the University is not directly tied to credit hour generation (although considerations about the funding of future staffing opportunities may take credit hour generation and needs into account). While operational support has declined, the SBA has been able to operate without losing any existing personnel.

Traditionally, Gonzaga’s budgeting process has been based on a one-year-look-ahead process conducted in the fall. As part of our response to the global pandemic, Gonzaga has moved to a zero-based budgeting system with segmented projections throughout the year. A recent commitment to new budgeting software at the university level holds the promise of providing us with more agility in the budgeting process.

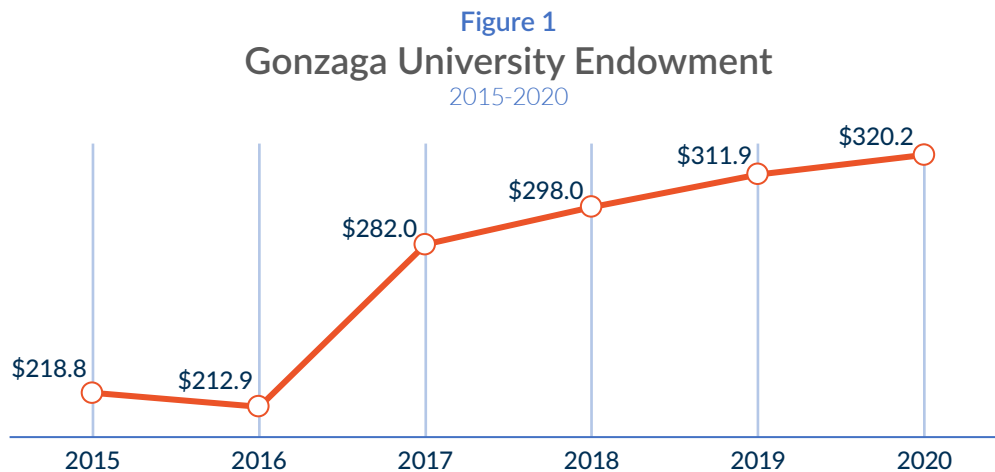
Beginning with fiscal year 2021-22, a permanent return of 100% of the SBA’s non-salary/non-benefit operating funds has been proposed to partially meet the reductions that are part of the University’s 3-year COVID-19 recovery plan. If this plan is put into effect, all funds for operational support of the school - outside of salaries and benefits - will have to come from endowments and fundraised dollars.

<p style="text-align: center;">Table 8 Five-Year Operating Expenses Summary 2021-2026</p>						
	FY17	FY18	FY19	FY20	FY21	FY22 (Projection)
Central Base Funded	\$ 204,975	\$ 195,956	\$ 195,956	\$ 120,458	\$ 41,678	\$ 41,678
Central Base Reduction	\$ (9,019)	\$ 0	\$ (75,498)	\$ (78,780)	\$ (6,064)	\$ (41,678)
SBA Funded	\$ 57,379	\$ 192,291	\$ 63,281	\$ 89,384	\$ 58,272	\$ 250,000
Total Funds Spent	\$ 253,335	\$ 388,247	\$ 183,739	\$ 131,062	\$ 93,886	\$ 250,000

Benefaction

University Endowments

Gonzaga University has an endowment with a market value of approximately \$320.2 million.



The endowment for Gonzaga University has grown steadily over the last decade, increasing from \$122.9 million in 2010 to \$320.2 million in 2020. The endowment’s annualized 10-year return of 9.5% ranks it among the top ten percent of higher education institutions in the nation when measured by return¹⁰.

Contributions to the School of Business

Over the past five years, individuals, corporations, and foundations have contributed more than \$5 million dollars to fund student and faculty support, new programs, and opportunities for academic and community engagement.

Table 9					
Annual Contributions to the School of Business					
Fiscal Years 2017-2021*					
	FY17	FY18	FY19	FY20	FY21
Alumni	\$ 190,687	\$ 331,928	\$ 285,207	\$ 367,779	\$196,268
Non-Alumni	286,683	62,426	41,758	25,455	\$699,842
Corporations	117,566	165,732	122,655	90,884	\$62,223
Public Foundations	66,682	104,610	72,169	54,218	\$144,617
Private Foundations	405,500	340,000	391,000	370,350	\$406,500
Total Contributions	\$ 1,067,118	\$ 1,004,696	\$ 912,789	\$ 908,686	\$ 1,509,450

While the contributions to the SBA from different sources have varied over the last five years, overall contributions have remained relatively stable.

Alumni donations to the SBA over the last five years have been particularly strong, with sustained growth over the last four years. These donations support projects like the launch of a new journal - Indigenous Business and Public Administration (IBAPA) - in 2020. In 2017, alumnus Brad Canfield ('80) and his wife Lesley, along with their children, Jessica ('17) and Max ('19) established the Canfield Lifelong Learning Series endowment. This series is a platform to drive dialogue with high profile speakers, using the SBA Centennial as an opportunity to celebrate the business school. The goal of the series is to support the SBA’s commitment to the Jesuit pedagogy of lifelong learning while at the same time reaching a broader alumni audience. While the endowment builds, the Canfields gave an outright gift to support the event during the centennial year and have committed an additional planned \$1M gift.

¹⁰ Source: * 2020 NACUBO-TIAA Study of Endowments

Discretionary Funding

The SBA Excellence Funds are the dean’s discretionary fund. These are the funds used primarily to fund other operating expenses not provided by central funding. In addition to other restricted funds, they support professional development for students, faculty, and staff; program and curriculum development, technology needs and innovation, faculty fellowships and guaranteed summer awards. During fiscal year 2020-21 \$82,680 was given to this discretionary fund.

Table 10 SBA Excellence Fund Donations Fiscal Years 2017-2021					
	FY17	FY18	FY19	FY20	FY21
Gifts	\$159,702	\$159,385	\$134,549	\$123,887	\$82,680
Contributions to the SBA Excellence Fund are <u>included</u> in the contributions listed in Table 9 – Annual Contributions to the School of Business					

Fundraising and Key Initiatives

The key strategic initiatives that require fundraising are aligned with our values of excellence, engagement, and inspiration.

- Student Professional Development - a financial commitment has been made to support student professional development and scholarly productivity that contributes to the greater common good.
 - Development of new student scholarships
 - Ensuring that all SBA students, regardless of means, can access the many events and experiences that define their business education experience (e.g., field trips, access to competitions and learning opportunities, technology access and equipment, and internship experiences).
 - Funding of student participation in competitions, research programs, and developmental workshops
- Faculty Recruitment - financial commitments have been made to remain competitive as we recruit and hire faculty and staff to lead the business school into the future.
 - Focused replacement of faculty departures due to retirement, with particular emphasis on opportunities to increase the diversity of our faculty community
 - Early hiring of replacement faculty to take advantage of talented candidates and engage around new areas of teaching and learning
- Community Engagement and Development - a focus on community partnerships through internships, service learning, and experiential learning has become a cornerstone of our curriculum and programming.
 - Creation of new programs to engage students more fully in funded research, community engagement, and internship opportunities
 - Investment in key programs that provide GU SBA stakeholders (students, alumni, faculty, and staff) with opportunities to engage with important problems in our community through research, service, and participation
 - Creating a distinctive vision of business education that engages with our Jesuit values through service and engagement with our community at every level

Over the past five years, the SBA has:

- Justified the replacement of all retiring faculty members and continues to offer salaries that are competitive. As a result of this effort, every request for faculty replacement submitted during the last five years has been approved by university administration. When offers above the approved faculty salary benchmarks were required to recruit the best candidate, the SBA was able to commit additional funding from endowments. Additionally, when recruiting expenses exceeded the centrally funded budget, fundraised dollars were committed to supplement.
- Received central funding for hiring one full-time accounting non-tenure-track lecturer (an increase of one FTE in accounting)
- Once a two-year commitment to a full-time tenure-track marketing candidate has been met by the SBA, central funding will be made available (an increase of one FTE in marketing)
- Converted one part-time professional staff member to full-time, adding data analysis to the existing sophomore advising role
- Committed an additional \$10,000 to an administrative assignment for one faculty member to lead assurance of learning efforts. This supplements \$10,000 centrally funded in support of additional administrative assignments for managing our continuous improvements (provided to the Associate Dean of Undergraduate Programs and the two directors of graduate programs)
- Delayed the replacement of a full-time professional staff member for the graduate school to re-evaluate the needs of the graduate programs as well as to maximize existing roles in the school
- Provided funding by the Gonzaga Alumni Mentor Program fund to support student professional development – particularly to support student travel to TREKS, competitions, and networking events
- Created seven new business school-specific endowments since FY2017 (four scholarship endowments, one for lifelong learning programming, one for faculty fellowships, and one for the Centennial endowment)
- Increased membership on the Dean’s Executive Council - a strategic advisory board that pays an annual due - from eight to twelve, resulting in a \$20,000 increase in financial support.

Fundraising and Strategic Goals

In addition to funds committed to students for experiential learning and professional development, new commitments are emerging. The new student/faculty summer research fellowship was originally slated to begin in 2020, however it was delayed due to COVID-19. Beginning summer 2021, more than \$20,000 has been committed in support of this new program.

Beginning in 2020, more than \$26,000 was awarded to three faculty members for the Summer Faculty Fellowship Program. The goal of the program is to promote focused scholarship among the full-time faculty in the School of Business Administration by freeing a faculty member from summer teaching and other obligations. This freedom allows for a sustained focus on research and professional development.

When faculty were hired for the 2018-19 academic year, a strategic commitment was made to offer guaranteed summer awards (with qualifications) in the first and second summer following a new faculty member's hiring. Gonzaga and the SBA do not typically offer signing bonuses to newly hired faculty and - until the introduction of these awards - summer research funding was only available as part of a competitive summer awards process¹¹.

The introduction of guaranteed summer awards and an increased pool of research-specific summer awards will allow the SBA to remain competitive in an increasingly challenging recruitment and selection environment.

Table 11 (AACSB Table 2-1) Strategic Initiatives and Expected Source of Funds 2021-2026		
Strategic Initiative	Total Estimated Investment	Expected Source of Funds
Student Experiential Learning	\$25,000 - \$50,000	Endowments SBA Excellence Fund
Faculty Recruitment Guaranteed summer awards	\$ 35,100 - \$ 70,200	Endowments SBA Excellence Fund
Faculty Productivity Competitive Summer Awards	\$ 87,750 - \$ 175,500	SBA Excellence Fund
Programs and Structure	\$ 750,000 - \$ 1,050,000	SBA Centennial Endowment Campaign

The SBA will continue to rely on fundraising, revenue-generating programs, and benefaction to sustain the trajectory to be an exemplar of Jesuit business education. Working with University Advancement and our collaborative strategic goals for fundraising for the business school, the goal is to maintain a base giving level of \$1M annually. The Centennial Year Campaign has established the SBA Centennial Endowment, anticipating that many of those gifts will come in years one and two (fiscal years 2021-22 and 2022-23). We conservatively estimate that over the next five years, we will raise an additional \$6 million in benefaction. In addition to the Centennial Year Campaign, we are also engaged in ongoing conversations around naming our business school.

¹¹ During the summer of 2020, slightly more than \$100,000 was awarded in the form of competitive summer awards (faculty fellowships) from the fellowship endowments. An additional \$26,000 was awarded for summer awards (also competitive) from the SBA Excellence Fund. While the awards for 2021 are still be processed, it is anticipated that the totals for this summer will be similar to those of 2020.

Faculty and Professional Staff Resources

Table 12 (AACSB Table 3-1)
Faculty Sufficiency and Qualifications Summary
 Fall 2020 - Spring 2021

Organizational Unit: Discipline Source: Member Profile Aggregation Unit: Student Credit Hour												
Discipline	Faculty Sufficiency Indicators				Full-Time Equivalents						Faculty Qualifications Indicators	
	Participating	Supporting	Total	% Taught by Participating	SA	PA	SP	IP	A	Total	SA (>40%)	SA+PA+SP+IP (>90%)
Accounting 23 members, 12.40 FTE	6,626	454	7,080	93.59%	9.00 (72.6%)			3.40 (27.4%)		12.40	72.60%	100.00%
Finance 14 members, 6.35 FTE	1,768	1,184	2,952	59.89%	5.00 (78.7%)			1.35 (21.3%)		6.35	78.68%	100.00%
Management Information Systems 13 members, 5.29 FTE	722	1,410	2,132	33.86%	4.00 (75.6%)			1.29 (24.4%)		5.29	75.58%	100.00%
Economics 10 members, 8.23 FTE	3,803	280	4,083	93.14%	5.00 (60.8%)	2.00 (24.3%)		0.19 (2.3%)	1.04 (12.6%)	8.23	60.75%	87.36%
Management 45 members, 14.71 FTE	3,556	2,613	6,169	57.64%	10.00 (68.0%)			4.71 (32.0%)		14.71	67.98%	100.00%
Marketing 22 members, 9.29 FTE	3,301	537	3,838	86.01%	7.00 (75.3%)			2.29 (24.7%)		9.29	75.32%	100.00%
Operations 20 members, 5.88 FTE	1,611	1,228	2,839	56.75%	2.00 (34.0%)			2.88 (48.9%)	1.00 (17.0%)	5.88	34.04%	82.98%
College Totals 147 members, 62.15 FTE	21,528	7,565	29,093	74.00%	42.00 (67.6%)	2.00 (3.2%)		16.11 (25.9%)	2.04 (3.2%)	62.15	67.57%	96.72%

Faculty Sufficiency Indicators

- Discipline: $P/(P+S) > 60\%$ required to be taught by participating members
- College: $P/(P+S) > 75\%$ required to be taught by participating members

Faculty Qualifications Indicators

- Minimum SA: $(SA)/(SA+PA+SP+IP+A) > 40\%$
- Minimum SA + PA + SP + IP: $(SA+PA+SP+IP)/(SA+PA+SP+IP+A) > 90\%$

Of the more than 29,000 credit hours taught in the SBA during the fall of 2020 and spring of 2021, participating faculty were responsible for 21,528 hours – 74% of the total – slightly below the expected threshold for college-wide sufficiency. At an individual level, three disciplines fell below the 60% threshold expected for disciplines – Management Information Systems, Management, and Finance. Multiple factors contribute to these below-threshold totals:

- Faculty retirements, phased retirement – all three of the disciplines noted above had a tenured faculty member retire or use Gonzaga’s phased retirement program (which removes a faculty member for every other semester over three years) during the 20-21 academic year. In two disciplines (Finance and MIS), a replacement faculty member has already been hired and will begin with us in the fall of 2021. In Management, a search has already commenced to replace Dr. Buller, who will retire in spring of this coming year.
- Course releases – in the Management discipline, nearly a third of the participating faculty in that discipline have at least one or more course releases because of holding an administrative position or an endowed professorship.
- Core course distribution – the MIS and Management disciplines teach five of the fifteen 100 through 400 – level course content that all SBA students must complete as part of their degree requirements. These courses (BUSN 111, BMIS 283, MGMT 350, BUSN 480, and BUSN 481) are serviced by a balance of participating and supporting faculty. Given the number of students that pass through these courses each semester, the influence of participating faculty on overall participation rates is significant.

Overall, more than 74% of credit hours delivered during the 2020-21 academic year were delivered by participating faculty – a figure that far exceeds the AACSB recommended standard. 96.72% of course work during that year was delivered by qualified faculty as defined by current standards.

Faculty Qualification Status

Table 13 (AACSB Table 3-2) Deployment of Faculty by Qualification Status in Support of Degree Programs Fall 2020 and Spring 2021					
Degree Programs	SA	PA	SP	IP	A
BBA*	59.9%	3.7%		33.4%	3.0%
MAcc	66.6%			33.4%	
MBA/MBA-AIE	71.3%			28.7%	
MSTax	52.2%			47.8%	
Qualification Status Totals**	60.8%	3.2%		33.3%	2.7%
<p>29,043 student credit hours were generated in 2020-21.</p> <p>* For the purposes of this table, coursework toward all four undergraduate degrees is represented as one degree program; the overlapping coursework between these four programs makes it impossible to count many core classes as being tied on one undergraduate major over another.</p> <p>** Represents the percentages of the 29,043 total credit hours, not an average of programs</p>					

Across all degree programs and levels, more than 60% of credit hours taught in the SBA during the 2020-21 academic year were taught by Scholarly Academic (SA) faculty while slightly more than 33% of the remainder were taught by Instructional Practitioner (IP) faculty. The BBA, MAcc, and MBA degree programs closely follow the overall school-wide trend, while the MSTax degree field has recently trended to a larger representation by IP faculty than SA. Much of this can be explained by the continued evolution of the MSTax program, which has brought in many qualified professionals in the field who do not aspire to scholarly contributions.

Faculty and Professional Staff Development

Process for reappointment, tenure, and promotion

Within the SBA, the process for RPT review is managed by the RPT Committee. The committee is comprised of five regular and two alternate members; all tenured faculty are eligible for election to the committee, and members serve in staggered three-year terms.

The processes for reappointment, tenure, promotion are as follows:

- Reappointment (year-long process, beginning in September)
 - Tenure-track and fixed-term faculty apply for reappointment annually
 - The SBA RPT Committee provides a recommendation to the dean based on feedback from fellow members of the faculty member's discipline and a general call for testimonials from SBA faculty
 - The Dean makes a recommendation to the Provost
 - The University Rank and Tenure Committee in the Provost's office evaluates and makes a recommendation to the President
 - The Provost informs the Dean and the candidate of a decision by April
- Joint promotion and tenure (year-long process)
 - Candidates apply for joint P&T in their 6th year of service at Gonzaga¹²
 - The mechanics of the P&T process mirror the reappointment process, but with substantially increased expectations on feedback from stakeholders (faculty, staff, students, and members of the scholarly community) and a detailed portfolio of prior work, evaluations, and teaching evidence
 - Candidate promotions are effective the following fall (typically, the 7th year), while tenure awards become effective one year later
- Promotion only (fall semester only)
 - Tenured candidates petition the Dean of their intent to apply for promotion in April of the year prior to application
 - The candidate prepares a packet exploring their work and contribution that is submitted to the RPT Committee in September
 - Following RPT Committee and Dean review, the Provost communicates a promotion decision to candidates by December.

Annual review

All SBA faculty and staff undergo an annual review process. In September, faculty and staff submit a list of goals and objectives for the coming academic year to the Dean's office. Those goals and objectives are reviewed upon submission and serve as one of the criteria for assessment in May of that academic year, when an individual review is conducted. The leadership of the SBA relies on the data from these annual reviews (G&O submissions, vita updates, and database contributions) to determine faculty participation qualifications.

¹² In some circumstances, newly-hired faculty members begin their service at Gonzaga with a time-in-service credit toward their promotion and tenure application.

Learner Success

Curriculum

The School of Business Administration offers two undergraduate degrees (the B.S. In Accounting and the B.S. In Business Administration), two undergraduate degrees in partnership with the College of Arts and Sciences (the B.A. and B.S. in Economics), and four graduate degree programs (MAcc, MBA, MBA-AIE, and MSTax) as well as three dual degree options¹³ with the Gonzaga School of Law (JD/MAcc, JD/MBA, and JD/MSTax).

Undergraduate degrees at Gonzaga University require students to complete at least 128 credit hours for graduation. All Gonzaga students must complete an extensive university core curriculum that emphasizes a theme each year – understanding and creating, being and becoming, caring and doing, and, finally, imagining the possible. While the university core experience continues for all four years of the undergraduate experience, much of that content is completed during the students' first and second years. As a result, students often complete only a handful of classes in the School of Business during their first year or two of matriculation at Gonzaga, but then spend most of their time in the School of Business.

Students begin their matriculation in the SBA with a half-dozen fundamental courses designed to provide an entry point to general business study and their chosen specializations, and then progress through an seven-course required track during their junior and senior years that frames their chosen majors and/or concentrations¹⁴.

Graduate students pursuing an MBA or an MBA in American Indian Entrepreneurship complete between 33 and 35 credit hours' worth of coursework in content that balances principles courses with specialized content on a practice or topical area. The MBA Program is currently positioned primarily as a part-time face-to-face experience with the option to accelerate progression from the standard two-year, five semester framework to a one-year, three semester option (including summer semesters)¹⁵. The MBA – AIE Program is a cohorted experience, and thus all students move in the same two-year progression of coursework that blends intensive on-campus summer sessions with largely online fall and spring learning experiences.

Students pursuing the Master in Accountancy or the Master in Taxation complete 30 credit hours of coursework towards their degrees, and both programs are primarily positioned as full-time, two semester experiences. The programs revolve around core experiences of 10 and 13 courses, respectively, with elective content completing the remainder of the student's total credit requirement.

Curriculum Management

Curriculum for our undergraduate and graduate programs is managed both at the school and the program or discipline level. At the school level, standing Undergraduate Curriculum and Graduate Curriculum Committees, staffed by faculty, staff, and program directors (in an ex officio capacity) review any proposed changes in the curricula and submit their recommendations to the SBA faculty for discussion and ratification in our monthly SBA meetings. Changes that are approved by the faculty and the Dean are then submitted to

¹³ The three dual degree programs offered with the School of Law take advantage of a credit substitution between programs that eliminates nine shared credits of elective content between the two graduate degree programs. It does not change the requirements of either program. Graduates of these dual degree options are included with recipients of a single graduate degree (e.g., MBA) for classification purposes. Six students were awarded a dual degree with the School of Law during the 2017-2021 academic years.

¹⁴ Please see the degree tables included in Appendix 6 that outline the progression for the undergraduate majors and concentrations in the School of the Business.

¹⁵ Please see the degree tables included in Appendix 6 that outline the progression of all four of our graduate degrees (MAcc, MBA, MBA-AIE, and MSTax).

the university's Academic Council Curriculum Committee – a faculty body that reviews each change – and approval at that stage results in final consideration and approval at the university's Academic Council.

Each discipline in the School of Business relies in part on an advisory board to examine their curriculum. The advisory boards – comprised of industry representatives and often including many alumni – provide input into what the professions are looking for in employees and what skills are most in demand.

- Accounting Advisory Board
- Finance Advisory Board
- Marketing Advisory Board
- Operations Advisory Board
- Human Resources Advisory Board
- Entrepreneurship Advisory Board
- Management Information Systems Advisory Board

Curricular Development

In the 2018-19 academic year, the SBA constituted its most recent Curriculum Review Task force to provide a review of our core undergraduate degree offerings. This ad-hoc committee of faculty, staff, employers, and alumni examined both our curriculum and the curricula of aspirant and competitor programs to identify trends and potential gaps in our offerings. The task force identified two principal areas for further development – a focus on analytics across the curriculum and the reintroduction of a first-year course for all undergraduate business students to identify key concepts and reinforce the mission of the business school; coursework toward the former goal has been introduced, and the latter is already in place and will likely become a required course by the 2022-23 academic year.

Curricular development in our accounting programs is guided both by ongoing practice in the field and by our strong relationships with the professional community, as reflected by the members of the Accounting Advisory Board. Needs in the curriculum are largely determined through conversations with our board, other professionals in our network, campus recruiting feedback, and AICPA updates. The AICPA is currently revising the CPA exam and will soon release a model curriculum for accounting programs. It is our intention to lean heavily on that model structure, adding to it our own areas of specialization and development. At present, the consensus among our accounting faculty and our advisory board is that our programs may be a little more credit-intensive than is required, and thus our focus in the coming years will be on how to maximize the content of the program while potentially eliminating some overlapping content.

In our graduate business programs, curricular development follows a similar pattern – board involvement, feedback from industry and alumni, benchmarking to other programs, and internal review by the Graduate Programs Committee, and the faculty.

Significant Curricular Developments

The following curricular changes have been introduced between 2016 and 2021:

Undergraduate:

- Created the Digital Marketing minor
- Added 12 three-credit undergraduate courses in accounting, economics, general business, information systems, and marketing disciplines, including three new analytics-focused courses and the freshman-level introduction to business course.
- Added 21 one-credit undergraduate courses under the Business discipline. These courses are typically delivered in a series of weekend sessions during the fall, spring, and summer.
- Dropped five courses in the accounting and economics disciplines to reflect discipline or program changes.
- Combined the senior capstone ethics courses into one course for each of student access.

Graduate

- Established and delivered MBA in Project Management concentration, a 35-credit concentration. Students have already begun to graduate with this concentration.
- Enhanced course offerings in data analytics and other technological tools including Tableau, Power BI, Python, Power Query, Power Pivot, and Alteryx.
- The MBA Program began offering most core classes in dual modalities (online and in-person) before the COVID-19 pandemic response necessitated a transition to fully online coursework. Post-pandemic, we will maintain dual-modality delivery to increase the program's flexibility.
- MBA began offering courses in Python, Blockchain, Cybersecurity, Marketing Analytics, Healthcare Informatics (to be offered in Fall), along with other elective courses (i.e. Generational Marketing Strategies, Entrepreneurial Finance, etc.)
- Sustainability accounting - an emerging field that evaluates business performance in areas that have not been historically captured in financial statements, such as environmental impact and human capital (including diversity of workforce) - is now a required course in the MAcc and MSTax programs.
- Reduced the number of required courses in the MAcc and MSTax program to allow for more electives, including MBA courses, in conformity with the original intent of the 150-semester credit hour rule to expand the business acumen of professional accountants.
- Provided the opportunity to complete the MAcc and MSTax program in nine-months. Previously, it took a minimum one year to complete either program.

Assurance of Learning

The process for assurance of learning is managed by the SBA Continuous Improvement Committee (CIC). The committee is composed of three or four faculty members, the Assistant to the Dean, the Associate Dean for Undergraduate Programs, and the directors of the undergraduate accounting, graduate accounting, and MBA programs. The committee is responsible for all aspects of the AoL program and works with every degree program offered by the business school. The CIC helps develop learning outcomes, works with faculty members to schedule assessments, reviews all assessments, and recommends action steps to the dean.

The CIC has a lead faculty member who is appointed by the dean and paid a stipend (beginning in 2015). The lead faculty member also serves on the Academic Council Assessment (ACA) Committee. This ACA committee reviews assessment reports for the entire university and provides a second level of review for SBA assessment reports. All new degree proposals coming before the Academic Council must be accompanied by an assessment plan, which is first reviewed by the ACA Committee.

The university sets aside time each year for faculty to convene, discuss, and examine best practices related to teaching, student learning, and assessment. These gatherings are known as Learning Assessment Day (LeAD). Events in recent years have included a speaker on teaching and student metacognition, as well as an event last year which focused on diversity, equity, and inclusion. Within the SBA, the CIC lead and the director of the MBA programs attended AACSB Assurance of Learning seminars in 2019. Other current members of the SBA leadership team attended AoL seminars in prior years.

The SBA reflects on assessment results when making changes to program curricula. For example, MBUS 613 was changed from a 2-credit to a 3-credit class effective Fall 2017 based on results from an earlier assessment. The MBA-AIE program was reconfigured after assessments identified opportunities to improve student learning by changing the sequencing of some courses. After written communication and SWOT analysis assessments in BUSN 481, a new freshman BUSN 190 course was created to introduce these skills to students earlier in their program. Similarly, a new writing workshop course will be offered in the MBA program beginning in the 2021-22 academic year in response to written communication assessments in MBUS 627.

SBA learning outcomes and curricula reflect expectations of stakeholders. The SBA has incorporated perspectives from stakeholders, including employers, alumni, students, and policy makers through a variety of structures:

- SBA Disciplinary Advisory Boards (eight discipline groups have dedicated advisory boards)
- Program Advisory/Alumni Boards (Accounting, MBA, and MBA-AIE)
- Dean and Associate Dean Advisory Boards and the Dean's Executive Board
- Collaboration with other Jesuit Business Schools through the JebNET network

The CIC uses technology to help manage the AoL process, including Nuventive software to store all learning outcomes, assessment plans, assessment reports, and feedback from the Academic Council Assessment Committee on annual assessment reports. The CIC lead ensures the Nuventive site contains the most current assessment documentation. Learning outcomes are also stored at a SharePoint site for faculty who prefer to access the outcomes through SharePoint. All SBA faculty have read-only access to assessment documents stored in Nuventive as well as to the SBA Continuous Improvement SharePoint site. SBA faculty also receive regular updates of assessment work at SBA meetings.

Assessment Process

The SBA CIC is tasked with coordinating the ongoing process of evaluation of student learning. SBA-wide learning outcomes have been established by the faculty to represent a set of skills or characteristics we expect SBA graduates to exhibit. Learning outcomes have been established for each SBA program: undergraduate accounting, undergraduate business, MAcc, MBA, MBA in American Indian Entrepreneurship, and MSTax degrees. Altogether, there are almost 50 learning outcomes across all six SBA programs. Curriculum maps are also maintained for all programs showing where learning outcomes are taught and assessed (please see Appendix 8 for the curriculum map for each degree program)

Each learning outcome is typically assessed twice in a five-year period. The discipline responsible for each learning outcome chooses the assessment method, defines the desired results of the assessment, and selects the course(s) in which the assessment is given. The assessing discipline or faculty submits the assessment report to the CIC for review, including recommendations for continuous improvement and a timeline for implementation, if applicable.

Many of the 200-level and 300-level undergraduate learning outcomes are assessed in a Junior Comprehensive Exam (JCE) given each semester in OPER 340. This streamlines the assessment process and provides useful data about trends in student performance. JCE results are reported to the disciplines each semester, and comprehensive analyses of results are written up twice per five-year period, together with formal recommendations for continuous improvement.

Faculty members who participate in assessment are encouraged to communicate their concerns, comments, and recommendations to the CIC regarding all aspects of the assessment process. For example, MIS faculty members are in the process of updating language for a learning outcome to more accurately reflect our expectations of student learning. This recommendation will go to the CIC and ultimately the full SBA faculty for approval. As another example, the management faculty took the lead in assessing a new oral presentation goal in the undergraduate business program and developed a rubric to assess that goal. All SBA faculty members were surveyed to determine where students make oral presentations in business classes, and results from the oral presentation assessments were shared with the entire faculty. Similarly, results from undergraduate and MBA written communication assessments were presented to the entire faculty and writing resources have been provided to faculty via a SharePoint site. As a final example, the CIC worked with the SBA Belonging, Inclusion, and Equity Committee this year to examine where diversity is taught and assessed in our curricula, and this information was presented to the entire SBA faculty. Since then, a new diversity goal was created for the graduate accounting program. These types of adjustments, in the interest of continuous program improvement, are vital to our success.

In summary, there are five stages to the SBA assessment process:

1. **Learning Outcome Assessment:** Learning outcomes are assessed by the designated disciplines (or through the JCE) with fall assessment reports due January 31, spring assessment reports due May 31, and summer assessment reports due September 30. Assessment plans for each of our six degree programs can be found in Appendix 11.
2. **Committee Review/Recommendation:** Assessment reports are carefully reviewed by the CIC in the semester following the semester of assessment. The review process involves careful consideration of identified areas of concern and faculty recommendations for continuous improvement. From this review, the committee compiles a list of recommendations for the dean at the end of each academic year, reflecting assessments conducted during the prior calendar year.
3. **Dean's Recommendation:** The Dean reviews the prior year's assessment reports and committee's recommendations and follows up with faculty members as needed.

4. **Academic Council Assessment Committee Review/Recommendation:** Committee members review all SBA assessment reports submitted in Nuventive in the previous calendar year and provide recommendations to the CIC for improving the assessment process.
5. **Closing the Loop:** Each discipline is responsible for the implementation of the Dean's recommendations. With each new assessment, the discipline refers to previous recommendations, comments on whether the recommendations worked, and makes new recommendations, if necessary, to improve student learning.

From beginning to end, the process takes approximately one year.

AoL reports from the current reaccreditation cycle will be posted to the AACSB visit website for review by the Visit Committee.

Continuous Improvement and Curricular Development

At the conclusion of our previous Continuous Improvement Review in 2016, the AACSB visit committee recommended that the SBA increase our emphasis on “closing the loop” in our assessment process – to leverage the results of our assurance of learning measurements to improve our curricula and develop the student experience.

During the current review cycle, improvements in process, measure, or content have been introduced for 18 of our 19 undergraduate learning outcomes and 23 of our 25 graduate learning outcomes. Improvements have typically fallen into one or more of three categories:

- **Improvements to course content or structure (17 undergraduate and 10 graduate assessments)** – the majority of assessments identified opportunities in the individual course where assessment was conducted (or - in the case of core courses assessed later in curricular progression – the original content course) to improve performance on the assessed outcome by introducing new course content or changing the structure of the course through the adoption of new course materials.
- **Improvements in the way assessments were managed (7 undergraduate and 9 graduate assessments)** – in some instances, a review of assessments revealed that the assessment itself would benefit from improvement or better integration into the course. Improvements in this category include detailed introductions to the assessment exercise to better explain the goals, the introduction of prework to better outline an acceptable standard of presentation or narration, and the introduction of additional practice opportunities on an assessed outcome.
- **Modification of a course or a curricular map (4 undergraduate and 4 graduate assessments)** – in a handful of instances at the undergraduate and graduate levels, the assurance of learning process suggested that the greatest improvement in a desired learning outcome required the re-tooling of an entire course or the better integration of that learning outcome across a variety of courses. Post-assessment action in those cases focused on re-mapping learning objectives across multiple courses, a deeper integration of the outcome throughout the course, or the introduction of an entirely new course to provide a more complete forum for the introduction and coverage of those objectives.

A detailed per-objective explanation of the corrective steps taken to close the loop are available in Appendix 11.

Learner Progression

Student demographics

Admissions to the SBA is dependent on two very different systems. At the undergraduate level, the admissions process is centralized – administered by the university. While in some instances, individual colleges provide quotas or specific performance metrics for student selection, in general the individual colleges have little influence over the admissions pools or the final admissions offers to the university. Undergraduate applicants to Gonzaga receive a holistic review; applications are reviewed based on curriculum, grades, grade trends, testing scores (optional), activities and involvement, writing, and character¹⁶. This review process defines both admission and merit scholarship eligibility. The middle fifty percent of admitted students at Gonzaga have an unweighted high school GPA of between 3.5 and 3.9; any student with a GPA below 3.2 is encouraged to have an admission interview.

Gonzaga does not have a direct admit process; thus, students may be admitted to the university without a declared major and decide at a later date to pursue an undergraduate business degree. Students may also transfer between colleges within the university; on average, approximately 150 students per year have transferred to the SBA from other colleges within the university. A limited number of scholarships tied to the School of Business are available to students upon admission to the university and are applied for during the admissions process¹⁷.

Graduate admissions are managed by individual units within the university, with marketing and processing functions controlled by the university (a recent development). Applicants to the School of Business' graduate programs apply through a centralized portal process and are then evaluated by the respective directors of the graduate programs (MAcc/MSTax and MBA/MBA-AIE). Applicants are evaluated on overall GPA, major GPA, diversity, gender, prior work/service experience, GMAT/GRE score, and other criteria. Over the next few years as the university continues to centralize more elements of the graduate admissions process, the SBA will transition to a centralized evaluation process for new applicants for both admissions and scholarship awards.

Degree Program Level	Applicants	Acceptances	Enrollees
BBA*	1,920	1,419	305
MAcc	75	55	47
MBA	150	118	93
MBA -AIE	15	11	9
MSTax	27	25	14

*Undergraduate application data represents student who declare an intended major in business in their application process – not all undergraduate applicants declare a major during the application process.

¹⁶ Undergraduate admissions requirements and expected standards can be found at www.gonzaga.edu/admissionreqs.

¹⁷ Scholarship opportunities and eligibility requirements can be found at www.gonzaga.edu/scholarships.

During the current re-accreditation cycle, the School of Business conferred more than 2,000 undergraduate and graduate degrees. The number of degrees awarded by the SBA has steadily increased during the past decade as undergraduate and graduate enrollments have grown¹⁸.

Table 15 Degrees Conferred Academic Years 2016-17 through 2020-21						
Degree	16-17	17-18	18-19	19-20	20-21	Total
BBA - Accounting	80	74	82	71	69	308
BBA - Business	250	256	319	329	254	1,148
BA - Economics	26	23	29	30	25	106
BS - Economics	6	7	13	8	11	34
Undergraduate Degrees Conferred	362	360	443	438	359	1,596
MAcc	23	22	21	35	15	92
MBA	50	74	62	67	47	235
MBA - AIE*	0	8	1	6	0	15
MBA - Healthcare Management**	2	1	0	0	0	3
MSTax	22	30	31	22	20	116
Graduate Degrees Conferred	97	135	115	130	82	461
Total Degrees Conferred	459	495	558	545	441	2,057
* The MBA-AIE Program is a two-year cohorted program – new degrees are conferred only in even-numbered academic years						
** The MBA in Healthcare Management degree was discontinued in 2016. Degrees conferred in 2017 and 2018 represent the final students in the program.						

¹⁸ While the number of degrees awarded decreased during the 2020-21 academic year, this change appears to be the result of two unexpected trends that are unlikely to continue. At the undergraduate level, the graduating class of 2019-20 represented the largest undergraduate class in Gonzaga history to date. Degree conferrals in 2020-21 returned to levels that were more consistent with recent years. At the graduate level, the impact of the pandemic on degree progression caused more students to postpone graduation. Thus, while total enrollment in SBA graduate programs increased over the last two years, graduation progression has slowed. Based on current (June 2021) projections, the freshman class that will enter Gonzaga in 2021 will now represent its largest enrolling class in school history. The steady growth of graduate enrollees – particularly in the MBA program – and the likely return of graduate students to normal degree progressions should correct the graduate degree conferral trend.

<p style="text-align: center;">Table 16 Annual Enrollment Fall 2016 through Fall 2021</p>						
Degree	F 16	F 17	F 18	F 19	F 20	Total
BBA - Accounting	196	194	188	160	172	910
BBA - Business	509	527	610	557	516	2,719
BA - Economics	78	66	75	67	67	353
BS - Economics	25	23	39	27	33	147
Undeclared Business	664	684	629	619	587	3,183
Undergraduate Annual Enrollment	1,472	1,494	1,541	1,430	1,375	7,312
MAcc	52	38	52	45	53	240
MBA	145	142	121	131	147	686
MBA - AIE	11	9	6	6	10	42
MBA - Healthcare Management	2	1	-	-		3
MSTax	47	57	52	32	32	220
Graduate Annual Enrollment	257	247	231	214	242	1,191
Total Annual Enrollment	1,729	1,741	1,772	1,644	1,617	8,503

Post-graduation success

Graduates of the School of Business Administration experience immediate post-graduation success. The results of our annual First Destination Survey¹⁹ indicate that SBA graduates (undergraduate and graduate) enjoyed a combined 97.2% outcome success rate²⁰ in 2019 and 88.7% in 2020²¹.

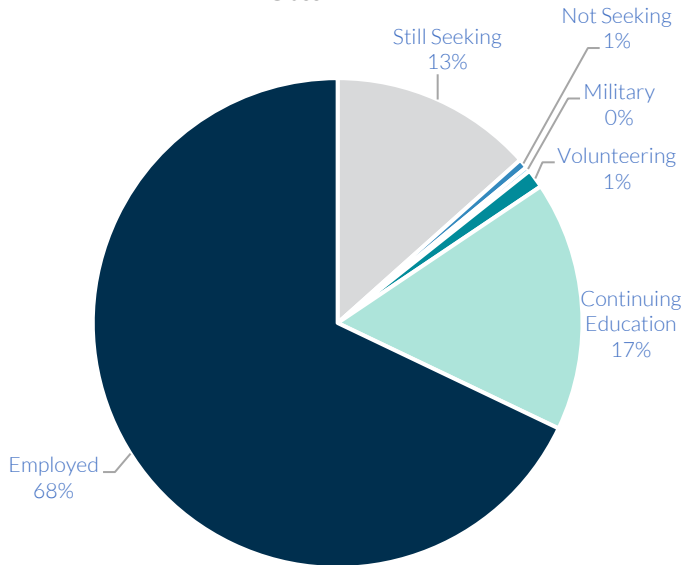
¹⁹ The First Destination Survey is an annual data collection of post-graduation outcomes that is based on a framework developed by the National Association of Colleges and Employers (NACE) and used by colleges and universities throughout the country. The 2018-19 and 2019-20 FDS collected data from 82% and 77% of graduating Gonzaga students, respectively. Gonzaga University makes the last six years of First Destination Surveys publicly available. Please visit www.gonzaga.edu/student-life/career-services/annual-first-destination-survey-report to access the full reports.

²⁰ Gonzaga defines "outcome success" for graduates as securing successful full-time or part-time employment, admission to another degree program to continue their education, entry into voluntary or military service, or the decision not to seek employment.

²¹ The changes in overall employment and hiring as a result of the global pandemic were profound. At the time that the 2020 First Destination Survey was completed (April 30th, 2020), the overall unemployment rate in the US stood at 14.7% - approximately three and a half times the unemployment rate in April of 2019. Reduced hiring, a glut of job seekers, and lingering uncertainty about the economy led to a significant drop in the number of Gonzaga business students who had landed in a destination by the time of the April 2020 survey. The 11% still seeking rate for Gonzaga's 2020 graduates was three percent lower than the national average.

SBA Undergraduate Outcomes

Class of 2020



Top Employers

- KPMG (8)
- Deloitte (7)
- Amazon (6)
- Boeing (6)
- Costco (6)
- Moss Adams (6)
- Slalom Consulting (4)

Top Cities

- Seattle, WA (105)
- Spokane, WA (76)
- Portland, OR (26)
- San Francisco, CA (26)
- Los Angeles, CA (16)
- San Diego, CA (10)

Average Salary

\$54,892 (5-year average \$52,728)

Top Employers

- Deloitte (14)
- KPMG (7)
- PwC (6)
- Gonzaga University (5)
- Moss Adams (4)

Top Cities

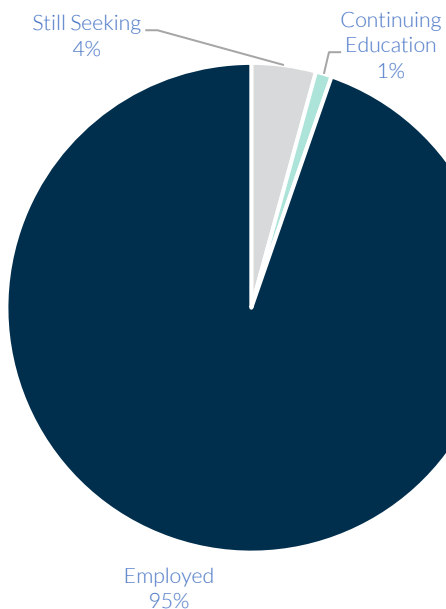
- Seattle, WA (33)
- Spokane, WA (29)
- Denver, CO (5)
- Portland, OR (5)
- San Diego, CA (4)
- Coeur d'Alene, ID (3)

Average Salary

\$80,119 (4-year average \$67,925)

SBA Graduate Outcomes

Class of 2020



Teaching Effectiveness and Impact

Teaching Effectiveness

The essential element of our educational mission in the SBA is to deliver instruction that is rigorous, meaningful, and innovative. The quality of teaching is a key element of our annual employee assessment process, evaluation for tenure and promotion, and the award of stipends, fellowships, and resources.

In the SBA, we encourage the development of impactful experiences in the classroom through several initiatives, including:

- A robust Assurance of Learning process – evolved over the last decade – that emphasizes multiple measures of learning and closing the loop on outcomes
- A long-established record of participation with the Gonzaga Center for Teaching Excellence (CTA), which runs a variety of programs and experiences focused on teaching effectiveness
- SBA Summer faculty fellowships that are awarded based on a record of teaching development and educational impact (six fellowships awarded during the summer of 2020-21 are solely or largely driven by teaching-related criteria)
- Investment in regional, national, and international training opportunities for faculty in methods and content, from participation in the Aspen Institute to strengthen connections between the Arts and Business to faculty participation in international conferences on the integration of business analytics into the curriculum
- An annual review process that emphasizes evidence-based demonstration of teaching development and impact in the classroom.

Teaching Impact

In the SBA, our pursuit of impactful teaching involves a collaborative approach. Working closely with our many advisory boards, key employers, and credentialing bodies, we encourage the development of coursework that looks toward the future of business education. A few examples of designing coursework for impact and how our impact is recognized include²²:

- A series of collaboratively designed course and one-day experiences with the Boeing Company, including coursework where GU students spent the day on the Boeing Campus developing project management expertise alongside experienced Boeing project managers.
- Significant immersion in project-based learning - more than a dozen project-based classes were offered in the 2020-21 academic year, in addition to the dozens of courses where field projects were integrated into existing content
- The recognition of SBA faculty for teaching excellence and career development - five SBA faculty have won university-level awards in these categories within the last five years
- The contributions of SBA faculty to the development of teaching scholarship – nearly a third of the intellectual contributions of SBA faculty between 2017 and 2021 (the vast majority in peer-reviewed sources) focused on the development of teaching, learning, and scholarship.

²² Please see Appendix 1 for a comprehensive listing of examples of teaching impact and excellence.

Scholarship and Impact

Aspirations and Alignment with Mission

The strategic goals of the SBA balance scholarly productivity and impact with impact in the classroom and our community. We encourage faculty to pursue research that is grounded in a handful of central themes to our mission.

- The further development of fields of research through the introduction of new theory and new frames of analysis that reflect the changing nature of business
- The exploration of a deeper connection with pedagogy in our field – from the creation of new cases and course material to the sharing of best practices for teaching and learning
- The extension of our Jesuit and humanistic mission to the practice of business and business education

Faculty in the SBA channel their scholarship through a variety of outlets. While publications in well-respected academic journals and books remain the most common measure of impactful scholarship, we recognize that ideas evolve over time and encourage faculty to pursue the outlets that will most likely connect their research to the communities of practice and scholarship that they seek to be a part of.

Of the 47²³ full-time faculty members (tenured, tenure-track, and non-tenure-track) in the SBA during this self-study year, 44 of those faculty have an expectation and/or requirement to publish; 41 of those 47 individuals recorded at least one intellectual contribution during the 2016-2021 reaccreditation cycle.

Overall, 497 unique intellectual contributions were made by the faculty of the SBA, including 160 articles, 172 presentations to the academic conferences, 49 publications in conference proceedings, and 67 papers currently under review. 74% of the intellectual contributions of SBA faculty were in refereed outlets, and 174 of the published works were refereed.

Degree	Art	Bk	Cas	Cpt	Pre	Pro	RG	AIP	Oth	Total
Accounting	37				49	3	1	15		105
Finance	17			1	1	1				20
MIS	15				5	18	1	10		49
Economics	13			2	14			16	1	46
Management	42	6	4	9	70	13	3	16	3	166
Marketing	28				24	10	1	8	6	77
Operations	8				9	4		2	11	34
College Totals	160	6	4	12	172	49	6	67	21	497
Art: Articles Bk: Books Case: Cases Cpt: Book Chapters Pre: Presentations Pro: Proceedings Rg: Research Grants AIP: Articles in Progress (submitted or under revision) Oth: Other intellectual contributions										

²³ The total number of faculty varies slightly in various areas where research productivity is discussed. In areas where the results are intended to capture the self-study year, the data is representative of the 47 full-time faculty that were employed for all or part of that year. Where the focus is on the entire re-accreditation cycle, the pool of potential faculty is expanded to the 54 faculty (with and without research expectations) that were employed during a portion of that cycle.

Table 18
Published and Accepted Intellectual Contributions (AACSB Table 8-1)
 Academic Years 2016-17 through 2020-21

Discipline Area	Portfolio of Intellectual Contributions (published and accepted)				Types of Intellectual Contributions				Percentages of Faculty Producing Intellectual Contributions	
					Peer/Editor- Reviewed		Other	Total	Part*	All
	BDS	AIS	TLS	Total	PRJ	APR/ER				
Accounting	33.5	10	23	66.5	29.5	34	3	65.5	100%	73.6%
Finance	18.5	-	-	18.5	16.5	2	-	18.5	80%	61.5%
Management Information Systems	27.5	5	2	34.5	12.5	21	1	33.5	100%	76.3%
Economics	18	5	2	25	12	12	1	25	87.5%	86.6%
Management	37	16	52.2	105.2	32.2	54	19	105.2	80%	61.9%
Marketing	33.5	7	7.8	48.3	23.3	24	1	48.3	100%	75.0%
Operations	10	5	3	18	8	10	-	18	66.7%	38.9%
College Totals (147 members, 66.57 FTE)	178	48	90	316	134	157	25	314	89.1%	68.8%

BDS: Basic or Discovery Scholarship AIS: Applied Integrative/Application Scholarship TLS: Teaching and Learning Scholarship

* While 50 faculty are identified as Participating Faculty because of their appointment status, only 46 of those faculty have research expectations included as part of their appointment. The discipline and college-wide percentages are calculated based on the 46 faculty with research expectations.

Quality and Impact of Scholarship

Given that our faculty pursue a variety of scholarly goals and share their research in several formats, we assess the contributions of that scholarship through a variety of metrics and benchmarks.

- Publication in recognized quality outlets** - of the 157 peer-reviewed or editor-reviewed articles published by faculty members, more than 73% (116) appeared in journals listed in Cabell's Direct of Business Journals - a longstanding indicator of journal quality. Forty-six percent of the articles published by SBA faculty over the past five years have appeared in journals ranked by the Australian Business Deans Council (ABDC) Journal Quality List - a more recent barometer of journal quality:

Table 19 ABDC Ranking for Journal Publications 2016-2021		
ABDC Rank	Number of Journals	Number of Articles
A*	3	3
A	22	32
B	16	22
C	13	16
Unranked	46	84
Data based on 100 unique journals and 157 unique articles		

- Outlet acceptance rates** - many of the 100 journals in which SBA faculty published during the reaccreditation period publicly identify a journal acceptance rate:

Table 20 Journal Acceptance Rates 2016-2021		
Journal Acceptance Rate	Number of Journals	Number of Articles
0-5%	2	2
5-10%	8	12
10-20%	27	48
20-30%	20	24
30-40%	15	22
40% and above	13	15
Rate not available or published	25	34
Data based on 100 unique journals and 157 unique articles		

- **Citation count and individual impact factors** – a sampling²⁴ of 27 of the 48 faculty employed during the reaccreditation period that carry research expectations yields an impressive number of citations for their scholarly output. Six faculty in the SBA (Stevens – 1,664, Hickman – 817, Xu – 743, Chen – 685, Finkle – 631, and Helgeson – 623) recorded more than 500 citations of their scholarly work during the reaccreditation cycle, and seven additional faculty recorded more than 200 citations during that same period.

Table 22 Google Scholar Citation Count and Individual Impact Metrics 2016-2021				
	Lifetime Citations	2016-2021		
		Citations	h-Index	i10-index
Total for all Faculty	17,482	8,132		
Average per Faculty	647	301	5.8	4.8
<p>The h-index is a multiplicative measure of individual scholarly output that combines the number of papers generated by an individual times the number of citations those papers receive. The i-index is a simpler measure of individual impact that measures the number of times an author has had an individual paper cited ten times or more. Higher scores are indicators of greater individual impact.</p>				

- **Participation in forums and conferences around scholarship** – while the publication of scholarly work is a critical component in extending our scholarly impact, equally important is the process of developing that work through peer-reviewed and invited presentations. SBA Faculty conducted more than 170 refereed presentations between 2016 and 2021, and a substantial number of those presentations were of sufficient impact to merit publication in conference proceedings:

Table 23 Paper Presentation and Proceeding Selections 2016-2021		
Year	Paper Presentations Given	Papers in Proceedings
2016	36	19
2017	42	8
2018	35	9
2019	29	7
2020	20	4
2021	12	2
Totals	174	49

²⁴ We encourage faculty to make use of Google Scholar profiles to provide a ready metric of individual scholarly impact, but do not require it. The sample represents all faculty members during this reaccreditation cycle who have created a Google Scholar profile, as of July 2021.

- **Recognition of scholarly work** – in addition to strictly quantitative measures of research impact, multiple members of the SBA faculty have been recognized with awards for individual papers, including:
 - Peggy Sue Loro (Marketing – 2018) and Vivek Patil (Marketing – 2018) International Associate of Jesuit Business Schools (IAJBS) Thomas A. Bausch Best Paper
 - Sara Kern (Accounting – 2019) American Accounting Association “Best Educational Paper”
 - Dan Law (Accounting – 2020) American Accounting Association

- **Influence in the classroom** – given our identity as an institution that encourages balance between teaching, scholarship, and service to the community, it is not surprising that much of the scholarship of members of the SBA focus on education and community connections. Nearly a third of the published intellectual contributions by SBA faculty during this accreditation period have focused on teaching and learning, bringing practical lessons to the classroom and to institutions about the links between mission and education, the value of experiential learning, and exercises and structures to transform the learning experience.

- **Integration in and between disciplines** - elsewhere, nearly 50 published intellectual contributions have focused on the AIS category – the application of existing models or frames to new areas or between disciplines.

- **Creation of new forums for scholarship** – during this most recent cycle, Dr. Dan Stewart has begun the laborious process of creating a new academic journal, underwritten by the generous support of Gonzaga alumni, to explore issues related to Native American business. In 2019, Dr. Stewart co-edited a new book on sustainable entrepreneurial development in Native American communities. This year, Dr. Brian Steverson published a book titled “The Ethics of Employment Screening for Psychopathy”, which examines both the legal and moral challenges of discrimination against individuals with psychopathic traits.

Members of our faculty community are encouraged to view scholarship as a dynamic activity that can add meaning to our school, our students, and our community in a variety of ways. We believe that the record of scholarship by members of the SBA over the past five years is impactful, consistent with our mission and purpose, and reinforces our focus on providing the best possible educational experience.

Conclusion

We submit this Continuous Improvement Review report, along with all of our accompanying documents, for your review and consideration. We believe that these documents accurately portray the high-quality work of the faculty, staff, and students of the SBA and of Gonzaga University – who we are as a community and what we do as a business school. We look forward to your evaluation and to your visit with us in the fall of 2021.