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School of Business
Administration

Gonzaga University Facts and Figures

OVERVIEW	Gonzaga University was Founded in 1881 when Father Joseph Cataldo bought 320 acres of land and water with \$936 in hard silver dollars. In 1887 Gonzaga College (now University) opened. The first academic year was 1887-1888 and served 18 boys and young men whose ambitions were to become priests. Gonzaga today strives to serve as an institution of higher education as a private 4-year university. Students include both women and men, who can enroll in a multitude of undergraduate or graduate programs. Enrollment for the 2013-14 academic year was 7,691 students. A constant throughout the years is Gonzaga's educational philosophy, based on the centuries-old Ignatian model of educating the whole person – mind, body and spirit. At Gonzaga, students discover how to integrate science and art, faith and reason, action and contemplation. "Cura personalis," or care for the individual, is our guiding theme.
OFFERINGS	Gonzaga University offers 75 fields of study, 26 master's degrees, three doctoral degrees and a juris doctorate in seven colleges and schools.
ACCREDITATION	Gonzaga University is accredited, as an institution, by the Northwest Commission on Colleges and Universities (NWCCU).
ENROLLMENT ESTIMATES	7,614 total in all programs 5,041 traditional undergraduates <ul style="list-style-type: none">• 24% Business Administration, 14% Social Sciences, 12% Engineering, 10% Biology, 7% Communications/ Journalism, 6% Psychology, 5% Education.• 53% Women, 47% men; 60% of undergraduates are living in college housing.
CAMPUS	152 Acres located next to downtown Spokane and along the Spokane River; 105 Buildings
LIBRARIES	Foley Center Library and Chastek Law Library
ATHLETICS	Total of 16 intercollegiate sports (8 Men, 8 Women), NCAA Division 1, West Coast Conference. Over 31 intramural and recreational activities: Nicknames: The Bulldogs/ Zags Mascot: Spike the Bulldog
TUITION	Undergraduate (Full-time day/ annually): \$37,480 for all program <ul style="list-style-type: none">• Cost per Undergraduate Credit : \$1,075• Cost per Graduate Credit: \$700-\$975 (Depending on program)• Cost per Doctoral Credit: \$995• Cost per Law School Credit: \$1,212
FACULTY	422 full-time faculty, 291 Part-time faculty. 83% percent of faculty (excluding adjuncts) hold a doctorate, or other terminal degree. On top of that 15% of faculty (excluding adjuncts) highest degree is a master's degree.
OPERATING BUDGET	\$264.1 Million (2015-2016)
ENDOWMENT	\$200.8 Million (as of 5/31/2014)

School of Business Administration Facts and Figures

OVERVIEW	Gonzaga University's School of Business Administration (SBA) was founded in 1921. The Gonzaga University School of Business Administration has one very clear and distinct vision: we will be an exemplar of Jesuit business education. The SBA provides an excellent academic experience. The SBA's curriculum, faculty, and staff are all first-rate. The SBA's accounting program is nationally renowned and the portfolio of business concentrations offers a variety of options including the ability to pursue study across multiple disciplines. The SBA's faculty are difference makers; they will positively impact student's lives. The SBA excels in the areas of teaching, research and networking
DEGREES	Gonzaga University's School of Business Administration offers a number of degrees including two undergraduate majors in accounting and Business Administration, Seven minors (general business, analytical finance, digital marketing, entrepreneurship & innovation, management information systems , promotion, and sustainable business.), and lastly four graduate degrees (MBA, MBA in American Indian Entrepreneurship, and Master of accountancy, Master of Science in Taxation.)
ACCREDITATION	Gonzaga University's School of Business Administration (SBA) is proud member of AACSB International – The Association to Advance Collegiate Schools of Business. Earning accreditation is a three to seven-year process where a business school undergoes meticulous internal review, evaluation and adjustment. During this period, schools develop and implement a plan to help it meet the 21 AACSB standards that require highly qualified faculty, as well as a commitment to continuous improvement and keeping curricula responsive to the needs of business.
ENROLLMENT ESTIMATES	The School of Business Administration currently serves approximately 1,100 undergraduate students and approximately 180 students in graduate school programs
THE JEPSON CENTER	The Jepson Center is home to the business school. The Jepson Center is 64,000 square feet and contains 22 classrooms that vary in size but most are equipped with multimedia technology. Located in the Jepson Center is the Jack H. Hemmingson Finance Lab is a state-of-the art finance lab with 24 dual-screen workstations, two - 75" touch-overlay displays, one - 75" monitor framed by two large clear boards, a 45' stock ticker, and access to multiple financial databases. Two multipurpose meeting rooms are also equipped with large 70" displays for presentations
TUITION	Undergraduate (Full-time day/ annually): \$37,480 for all program <ul style="list-style-type: none">• Cost per Undergraduate Credit : \$1,075• Cost per Graduate Credit: \$700-\$975 (Depending on program)
FACULTY	We currently have 46 full-time faculty in disciplines ranging from accounting to business ethics. Approximately 1100 undergraduate students and 180 graduate students are currently taking business courses.
ANNUAL BUDGETARY FIGURES	Benefaction: \$1.1 Million (FY 16) Faculty Salaries: \$5.7 Million (FY16) Operating Budget \$191,000 (FY16)
ENDOWMENT	<ul style="list-style-type: none">• Faculty Fellowships: \$1.9 Million (FY 16)• Student Scholarships: \$9.3 Million (FY 16)• Chairs and Professorships: \$ 10 Million (FY 16)

Undergraduate Degree Requirements

2016-2017 Catalogue									
SCHOOL OF BUSINESS DEGREE REQUIREMENTS AND WORKSHEET									
Name:					Student ID#:				
Email:					Major:				
Semester Admitted at GU:			Advisor:			Concentration(s):			
Class Type / Course Number	Title	Cr.	Grade	F	Sp	Su	Notes		
GU Fundamental Courses (33-34 Credits)	COMM 100	Communication & Speech	3						
	ENGL 101	Composition/Writing (WE)	3						
		First Year Seminar	3						
	MATH 114/148/157	Mathematics	3-4						
	PHIL 101	Reasoning	3						
		Scientific Inquiry - Lecture	2						
		Scientific Inquiry - Lab	1						
		Christianity & Catholic Traditions	3						
	PHIL 201	Phil of Human Nature	3						
	PHIL 301	Ethics	3						
	World/Comparative Religion (GS)	3							
	Core Integration Seminar	3							
Broadening Courses (12 cr.)		Fine Arts & Design	3						
		History (HIST 101/102/112/201/202)	3						
		Literature (ENGL 102/105/106)	3						
		Social & Behavioral Science	3						
Required Courses Designations	<i>May be double counted except for GU Fundamental Core: Writing Enriched (WE) - Social Justice (SJ) - Global Studies (GS)</i>								
		Global Studies Course (GS)							
		Social Justice Course (SJ)							
		Writing Enriched Course #1 (WE)							
Business Requirements (23 Credits)		Writing Enriched Course #2 (WE)							
	BUSN 111	Business Computing	2						
	BUSN 283	Business Law	3						
	<i>Admission prerequisites: (18 crs.) A 2.70 cumulative GPA is required in these 6 prerequisite courses below and no grade lower than "C-" before a student is admitted to upper division business courses.</i>								
	ACCT 260	Principles of Accounting I	3						
	ACCT 261	Principles of Accounting II	3						
	BMSI 235	Mgmt Information Systems	3						
BUSN 230/MATH 321	Business Statistics	3							
ECON 201	Microeconomics	3							
ECON 202	Macroeconomics	3							
Business Foundation Courses (18 Cr.)	BFIN 320	Principles of Finance	3						
	MGMT 350	Principles of Management	3						
	MKTG 310	Principles of Marketing	3						
	OPER 340	Operations Management	3						
	BUSN 480	Fundamentals of Business Ethics	2					See Note #2	
	BUSN 485	Senior Seminar in Ethics	1					See Note #2	
BUSN 481	Strategic Management	3					See Note #3		
Minor Courses e.g., Economics, Art, Spanish, etc.									
General Electives	<i>General electives to bring total credits to at least 128; repeated classes/credits are not counted toward the 128-credit minimum requirement. Only 8 credits of activity courses are counted toward the 128-credit degree requirement.</i>								

WAIVERS for Transfer Students:

World/Comparative Religion Course if a minimum of 45 credits are transferred.

Additional Notes:

1. At least 50% of business requirements must be earned at Gonzaga.

2. Prerequisites: PHIL 301 and senior standing. BUSN 480 and 485 are to be taken concurrently. Seminar will be specific to student's major or concentration.

3. Prerequisites: Completion of 300-level business foundation courses and senior standings.

August 2016

Major/Concentration (18-21 credits) 2016-2017 Business Administration Major/Concentration Table (See reverse side)

MBA Degree Requirements

MBA Program Completion Plan

Gonzaga University Graduate School of Business

Name: _____

Student ID: _____

Concentration: _____

Undergraduate: _____

Date: _____

MBA Pre-requisites	Fulfilled	GU Course Equivalent	CLEP	MBA Pre-requisites	Fulfilled	GU Course Equivalent	CLEP
Micro Economics		MBUS 809/ECON 201/200		Operations Management		MBUS 546/OPER 340	
Macro Economics		MBUS 809/ECON 202/200		Principles of Marketing		MKTG 310	
Financial Accounting		MBUS 960/502/ACCT 260	X	Mgmt Info Systems (MIS)		BMS 235	
Managerial Accounting		MBUS 960/ACCT 261	X	Principles of Management		MGMT 350	
Statistics	X	MBUS 501/BUSN 230	X	Business Law		BUSN 283	
Principles of Finance		MBUS 520/BFIN 320	X	Notes:			

Total Pre-req Credits:

MBA Core Courses (22 Credits)	Credits	Pre-Requisites	Fall	Spring	Summer
MBUS 600 Orientation Workshop	0	None, Required in first semester			
MBUS 610 Economic Environment of the Firm	2	Statistics, Micro/Macro Econ			
MBUS 612 Managing People & Performance	2	Prin of Mgmt			
MBUS 613 Quantitative Methods & Statistical Analysis	2	Statistics - Required in first 12 cr			
MBUS 614 Business Ethics	2	None			
MBUS 616 Strategic Management	2	Capstone - Take in final semester			
MBUS 624 Finance Theory & Practice	2	Fin Acct, Prin of Finance, 629 is co-requisite*			
MBUS 625 Operations Theory & Practice	2	Statistics, Operations Mgmt			
MBUS 626 Information Systems Theory & Practice	2	MIS			
MBUS 627 Marketing Theory & Practice	2	Prin of Mktg			
MBUS 628 Managerial Accounting	2	Statistics, Financial Acct, Mgrl Acct			
MBUS 629 Corporate Financial Reporting	2	Fin Acct - Required in first 12 cr			

Total Core Course Credits: 22 *629 must be taken in same semester as 624 or prior to 624

MBA Electives (11 credits)	Credits	Fall	Spring	Summer

Total Elective Credits: 11 2 credits - International Focus

*Concentration offered in Finance

Career Planning Notes:

Program Credit Plan:

	Fall	Spring	Summer 1	Summer 2	Total
1st Yr					
2nd Yr					
3rd Yr					

MAcc Degree Requirements

MAcc Program Completion Plan

Gonzaga University Graduate School of Business

Name: _____

Student ID: _____

MAcc Curriculum - Core Classes (26 credits)

	Credits	Fall	Spring	Sum I	Sum II	NOTES
MAcc 600 Orientation Workshop	0					
MAcc 603 Financial Accounting for Income Taxes Fall & Summer	3					
MAcc 661 Professional Writing Workshop Fall, Spring, Summer	1					
MAcc 664 Professional Ethics Summer only	2					
MAcc 669 Integrated Topics: US GAAP & IFRS Spring	3					
MAcc 672 Law & Regulation Spring	3					
MAcc 640 Accounting Research & Practice Fall	2					
MAcc 641 Financial Statement Analysis Spring	3					
MAcc 663 Accounting Theory Fall	3					
MAcc 665 Audit Research & Practice Spring	3					
MAcc 670 Fraud and Forensic Examination Fall OR	3					
MAcc 671 Forensic Accounting Lab Fall, Spring, Summer						

Electives (5 credits)

	Credits	Fall	Spring	Summer	Summer I	NOTES

Pre-requisites

MAcc Pre-requisites	GU Course Equivalent	Fulfilled	CLEP	MAcc Pre-requisites		Fulfilled	CLEP
Micro Economics	MBUS 500/ECON 201			Financial Accounting	MBUS 560/ACCT 260		
Macro Economics	MBUS 500/ECON 202			Managerial Accounting	MBUS 560/ACCT 261		
Mgmt Info Systems (MIS)	BMS 235			Intermediate Accounting I	ACCT 360/ MAcc 560		
Business Law	BUSN 283			Intermediate Accounting II	ACCT 361/ MAcc 561		
Statistics	MBUS 501/BUSN 230			Cost Accounting	ACCT 363/ MAcc 563		
Operations Management	MBUS 540/OPER 340			Federal Taxation	ACCT 365/ MAcc 565		
Principles of Marketing	MKTG 310			Auditing	ACCT 364/ MAcc 564		
Principles of Management	MGMT 350						
Principles of Finance	MBUS 520/503/BFIN 320						

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Contact Gonzaga's Graduate School of Business at www.Gonzaga.edu/MAcc or (509)313-7044

MSTax Degree Requirements

MSTax Program Completion Plan

Gonzaga University Graduate School of Business

Name: _____

Student ID: _____

MSTax Curriculum - Core Classes (29 credits)

	Credits	Fall	Spring	Sum I	Sum II	NOTES
MSTax 600 Orientation Workshop	0					
MSTax 603 Financial Accounting for Income Taxes Fall & Summer	3					
MSTax 604 Corporate Taxation Spring	3					
MSTax 605 Partnership Taxation Spring	3					
MSTax 606 Estate & Gift Taxation Fall	3					
MSTax 607 Taxation of Property Transactions Summer	3					
MSTax 608 State & Local Tax Concepts Spring	1					
MSTax 610 International Taxation Spring	2					
MSTax 612 Tax Theory Fall	2					
MSTax 620 Tax Planning for Business Transactions Spring	3					
MSTax 621 Tax Periods & Methods Spring	1					
MSTax 661 Professional Writing Workshop Fall, Spring, Summer	1					
MSTax 664 Professional Ethics Summer only	2					
MSTax 667 Tax Research & Practice Fall	2					

Electives (2 credits)

	Credits	Fall	Spring	Summer	Summer I	NOTES

Pre-requisites

MSTax Pre-requisites	GU Course Equivalent	Fulfilled	CLEP	MSTax Pre-requisites	Fulfilled	CLEP
Micro Economics	MBUS 500/ECON 201			Financial Accounting	MBUS 560/ACCT 260	
Macro Economics	MBUS 500/ECON 202			Managerial Accounting	MBUS 560/ACCT 261	
Mgmt Info Systems (MIS)	BMS 235			Intermediate Accounting I	ACCT 360/ MAcc 560	
Business Law	BUSN 283			Intermediate Accounting II	ACCT 361/ MAcc 561	
Statistics	MBUS 501/BUSN 230			Cost Accounting	ACCT 363/ MAcc 563	
Operations Management	MBUS 540/OPER 340			Federal Taxation	ACCT 365/ MAcc 565	
Principles of Marketing	MKTG 310			Auditing	ACCT 364/ MAcc 564	
Principles of Management	MGMT 350					
Principles of Finance	MBUS 520/503/BFIN 320					

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Appendix 2: SBA Strategic Plan

- Implementation Dashboard
- Strategic Plan Mapping Document



School of Business
Administration

Strategic Plan Goals 2014-2015 (Revised March 21 2014)

There is no substitute for academic excellence

1. Institute a rigorous and relevant curricular structure that emphasizes the analysis, critical thinking, and communication skills valued by employers in an increasingly global environment
 - 1.1. Develop a common understanding of the characteristics and application of rigor in the School of Business
 - 1.1.a. Establish a task force to examine the role of rigor in business education from theoretical and practical perspectives
 - 1.1.b. Assess current and former students' perception of rigor
 - 1.1.c. Require reports by concentration on the assessment and implementation of rigor by concentration
 - 1.2. Benchmark rigor and relevance with peer and aspirant schools
 - 1.2.a. Identify peer and aspirant schools
 - 1.2.b. Examine courses, sequencing, and materials of these schools to establish benchmarks of rigor
 - 1.2.c. Assess the relative strengths and weaknesses of our programs in comparison to benchmark programs
 - 1.3. Create inter-disciplinary mapping of learning linkages through courses
 - 1.3.a. Identify courses where linkages are appropriate and create opportunities
 - 1.3.b. Provide faculty with incentives to pilot linkages between courses
 - 1.3.c. Evaluate student perception of linked classes
 - 1.4. Solicit input from employers to identify critical skills
 - 1.4.a. Create surveys and focus groups to poll employers on key skills required
 - 1.4.b. Identify key employers within each discipline area to survey
 - 1.4.c. Communicate findings of surveys and focus groups to faculty and administration
 - 1.4.d. Create advisory boards for each major/concentration to strengthen relationships with employers and provide ongoing feedback on skills development
2. Establish a defined and comprehensive mentoring, coaching, and professional advising program that provides business school students with a meaningful extension of their educational experience and active connections to the professional community
 - 2.1. Establish a peer-mentoring program for students
 - 2.1.a. Identify a central coordinating individual or group
 - 2.1.b. Establish parameters of expectations for mentors and mentees
 - 2.1.c. Develop a process for identifying and matching mentors and mentees
 - 2.1.d. Institute a trial run of the program on a limited population and track impact and experience
 - 2.2. Encourage faculty and student participation in professional organizations related to students' field of study
 - 2.2.a. Identify relevant organizations for each discipline
 - 2.2.b. Seek funding to support membership, chapter formation, and attendance at events
 - 2.2.c. Establish SBA chapters of student organizations, where applicable
 - 2.2.d. Encourage student attendance at local, regional, and national meetings
 - 2.3. Provide students and faculty with the opportunity to pursue professional certification
 - 2.3.a. Identify relevant certifications for each discipline
 - 2.3.b. Build a knowledge base of professional certification options for students to reference
 - 2.3.c. Hold a regular certification information session facilitated by certification holders
 - 2.3.d. Identify opportunities to link professional certification standards to our curriculum
 - 2.4. Establish an annual workshop series devoted to the development of professional skills
 - 2.4.a. Identify essential professional development topics for students
 - 2.4.b. Identify a central coordinating individual or group
 - 2.4.c. Determine structure of workshops (audience, participation requirements, tracking, etc.)
 - 2.4.d. Seek funding to hold workshops and compensate speakers

We will be active and engaged in our university and our community

3. Create an organized annual plan for marketing existing programs, minors, and experiential opportunities available through the SBA throughout the university via academic fairs, classroom appearances, interdisciplinary projects and contests, and career-focused events
 - 3.1. Reach potential students through internal and external academic fairs
 - 3.1.a. Identify a central coordinating group or individual
 - 3.1.b. Identify possible fair opportunities for the academic year
 - 3.1.c. Create a structure for a events (materials, timing, participation)
 - 3.1.d. Create a sign up process and recruit staff and faculty participants for each academic year
 - 3.2. Promote the school of business programs through a yearly SBA fair
 - 3.2.a. Identify a central coordinating group or individual
 - 3.2.b. Design a structure for a half-day annual fair (presentations, speakers, social, etc.)
 - 3.2.c. Recruit faculty, staff, and professional participants
 - 3.2.d. Promote the fair across campus and throughout the community
 - 3.3. Create opportunities to connect with the SBA on campus through interdisciplinary competitions and events
 - 3.3.a. Identify a central coordinating group or individual
 - 3.3.b. Create a program of cross-campus, cross-disciplinary, and/or student-led brownbag presentations
 - 3.3.c. Explore the creation of a Business Bowl/College Bowl-style interdisciplinary competition
 - 3.4. Broadcast the contributions and accomplishments of the SBA through a coordinated external marketing program
 - 3.4.a. Identify external marketing opportunities and develop a plan for faculty and staff to communicate important events and news
 - 3.4.b. Coordinate social media and conventional media approaches and tools
 - 3.4.c. Integrate marketing plan into the website and create and update content on our website that publicizes our accomplishments
4. Create opportunities for alumni, business leaders, and the community at large to learn new ideas, share connections, and engage with our students, faculty, and staff and continue current outreach activities that promote the mission of the SBA and connect with current and potential stakeholders
 - 4.1. Create opportunities to extend the SBA's academic reach the continuing education programs
 - 4.1.a. Design an annual seminar series for community members
 - 4.1.b. Evaluate offering continuing education credit (e.g. CPA) for seminar attendees
 - 4.2. Formalize the professional connections of each discipline to the formation of advisory boards
 - 4.2.a. Form a standardized board structural and meeting protocol for all SBA disciplines
 - 4.2.b. Determine the range of board activities as dictated by the needs of each discipline
 - 4.2.c. Identify and invite members of the professional community to serve on boards
 - 4.2.d. Track board per dissipation and contribution of the board to our academic goals
 - 4.3. Develop a consistent year round mechanism for SBA students, faculty, staff, and alumni to be involved in their communities
 - 4.3.a. Explore partnerships with CASSL and other GU organizations to create service opportunities for the SBA community
 - 4.3.b. Create a system for identifying opportunities for SBA faculty and staff in community activities (e.g. boards, volunteering, and community development) and encouraging participation
 - 4.3.c. Develop a system to track community contributions made by the SBA and publicize these communications through our existing marketing channels
5. Establish tangible links between the SBA and the regional and international communities in which our graduates live and work
 - 5.1. Establish an SBA advisory Board Comprised of regional-based professionals to support the SBA and its programs
 - 5.2. Establish a task force to explore possible linkages between SBA programs and appropriate international communities

We will embrace the Jesuit legacy of confident, enlightened, and innovative action

6. Educate faculty on Ignatian pedagogy and Jesuit education and support faculty development of distinctively Jesuit teaching methods and practices via teaching development workshops and programs
 - 6.1. Establish a central body of knowledge regarding Jesuit education, Ignatian pedagogy, and the best practices of Jesuit business schools to serve as resources for faculty development and public education
 - 6.1.a. Identify sources of knowledge and gather them in a central location (Blackboard or SBA website)
 - 6.1.b. Connect those resources to centralize marketing plan to better communicate the distinctive advantages of a Jesuit business education
 - 6.2. Design a year-round system to encourage the development of Jesuit business best practices through professional development and education
 - 6.2.a. Host a series of brownbag workshops led by colleagues from throughout the University on key topics (e.g. Catholic social doctrine, Jesuit education, Ignatian pedagogy, ethics, morality, and reason)
 - 6.2.b. Design continuing education experiences for the fall and spring faculty and staff for treats
 - 6.2.c. Create a new faculty orientation program that connects key knowledge about Gonzaga and the SBA and Jesuit pedagogy
 - 6.3. Connect our disciplines with our mission through more tangible introduction of Jesuit concepts in the classroom
 - 6.3.a. Survey current efforts and courses to introduce mission-based content and Jesuit principles and methods
 - 6.3.b. Communicate current our Jesuit and Ignatian best practices to faculty to encourage replication in other courses
 - 6.3.c. Create a faculty panel or a more informal regular lunch conversation surrounding mission, current strategies, and opportunities for pedagogical development
 - 6.4. Encourage faculty and staff to connect more directly with our Jesuit mission by participating in programs across campus and outside the university
 - 6.4.a. Identify opportunities focused on Ignatian pedagogy, Jesuit education, and mission-focused opportunities (e.g. Western Conversations, CJBE, GU Office of Mission activities)
 - 6.4.b. Develop a program that facilitates and recognizes annual participation in these events on the part of faculty and staff
 - 6.4.c. Institute a process by which SBA community members who participate in these events can capture and report back what they have learned (white papers, presentations, and/or a regular conversation group)
7. Create engaging curricular and co-curricular opportunities for our students to tackle complicated real-world problems and make a difference in our community by working with business and social leaders and their organizations
 - 7.1. Provide our students with appropriate experiential learning opportunities
 - 7.1.a. Institute a small business, projects-based seminar to allow students to apply business knowledge to real-world situations.
 - 7.1.b. Increase student awareness of and participation in internships within the SBA
8. Design an internal ethics education program that instructs faculty on the fundamentals of ethical leadership, integrating ethics throughout the entire SBA curriculum
 - 8.1. Create a program of ethics education for faculty and staff
 - 8.1.a. Institute a Brown bag series focused on ethics topics including court terminology and ethics, the ethics sequencing of the University core, and best practices for incorporating ethics into classroom discussion
 - 8.1.b. Encourage dialogue sessions between business ethics instructors and each discipline area to reach mutual understanding of the ethical issues in each discipline and how to consistently address them

- 8.2. Create a program to encourage participation in ethics education and integration
 - 8.2.a. Evaluate a program that incentivizes faculty for dissipation in ethics as part of faculty development and contract renewal (i.e. a certification process)
 - 8.2.b. Modified promotion and tenure / performance appraisal criteria to incorporate participation in ethics training
 - 8.2.c. Create a pool of financial resources available to faculty who integrate ethics instruction and content into their courses

Items tabled for 2016-2018

There is no substitute for academic excellence.

- Create a Center for Business Services (CBS) that coordinates and integrates experiential, community-focused student consulting projects into the curriculum and provides all our students with the opportunity to engage in meaningful real-world projects with organizations in our community
- Create opportunities for freshmen at GU to consider business as a vocation via a Pathways-type course that introduces them to the vocation of business, the process of business education at Gonzaga, and links that content to our Jesuit tradition and our educational priorities
- Expand the scope of the Accounting Program via a School of Accountancy model that fully integrates undergraduate and master's degree offerings and develops new specializations based on our core competencies and market-driven opportunities
- Increase the role of the Hogan Program in connecting the SBA with the entrepreneurship community through a speaker series, a social enterprise case competition, and executive education opportunities
- Engage in intentional recruitment and selection of top students into undergraduate and graduate business degree programs to expand our pool of exceptional students who choose business as a profession

We will be active and engaged in our university and our community.

- Partner with other schools across campus to create inter-disciplinary programs in fields that are in high demand and where the business school can add value to their educational offerings
- Pursue opportunities to design classes for the emerging University Core that will increase the exposure of the SBA across campus and integrate Core themes with our focus on responsible, sustainable, and contributory business
- Encourage SBA faculty and staff participation in programs that develop cross-campus competencies and share our knowledge with others
- Integrate opportunities for international study abroad opportunities directly into courses to encourage active global learning
- Expand the amount of specific international content throughout our curriculum in order to foster a global perspective in our students and our organizational culture
- Build relationships with other universities to provide enhanced business-related study abroad opportunities, faculty exchanges, and collaborative course content that highlights international issues

We will embrace the Jesuit legacy of confident, enlightened, and innovative action.

- Design new opportunities to connect with and educate our students via the power of online education, social networks, and distance collaboration
- Create new ethics education opportunities via continuing education, outreach, service learning, and clinic-type programs that provide our students and faculty the opportunity to put our ethics leadership into action in the community
- Design an internal sustainability education program that instructs faculty on the fundamentals of sustainable business with the aim of thoroughly integrating sustainability throughout the entire SBA curriculum
- Create a concentration/minor in sustainable business practices that provides students with a opportunity to gain a more focused education on sustainable business issues and practices

- Develop a branding strategy that connects the SBA with ethics education, research, and action/outreach and links those activities with our distinctive brand of Jesuit business education
- Develop a branding strategy that connects the SBA with sustainability education, research, and action/outreach and links those activities with our distinctive brand of Jesuit business education and our Northwest roots.

Implementation Dashboard

STRATEGIC PLAN IMPLEMENTATION DASHBOARD (AY 2015-16)

THERE IS NO SUBSTITUTE FOR ACADEMIC EXCELLENCE

Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
GOAL 1 <i>Institute a rigorous and relevant curricular structure that emphasizes the analysis, critical thinking, and communication skills valued by employers in an increasingly global environment</i>					
Goal 1.1 Develop a common understanding of the characteristics and application of rigor in the School of Business					
1.1a	3/21/2014	Establish a task force to examine the role of rigor in business education from theoretical and practical perspectives	Hoag	Admin; Rigor Task Force	Complete: White paper issued and available on SBA Bb website.
1.1b	3/21/2014	Assess current and former students' perception of rigor	Hoag	SM&P Cmte; Administration	Ongoing: SM&P Cmte to query Institutional Research about resources available. Also, will discuss with Administration how best to implement such a survey within the SBA.
1.1c	3/21/2014 Rev: 1/26/2016	Identify peer and aspirant schools	Hoag	Administration	Complete: List available on SBA Bb website.
1.1d	3/21/2014 Rev: 1/26/2016	Examine courses, sequencing, and materials of these schools to establish benchmarks of rigor	Hoag	Disciplines	Ongoing: Disciplines should be doing this and discipline leads should meet with one another to knowledge share.
1.1e	3/21/2014 Rev: 1/26/2016	Assess the relative strengths and weaknesses of our programs in comparison to benchmark programs	Hoag	Disciplines	Ongoing: Disciplines should be doing this and discipline leads should meet with one another to knowledge share.
1.1f	3/21/2014 Rev: 1/26/2016	Require reports by discipline on the assessment and implementation of rigor	Hoag	Disciplines; Dean's Office; SM&P Cmte	Ongoing: Discipline leads have submitted reports to the dean describing the progress made to date and the dean has supplied this report to the SM&P for dissemination to all SBA faculty and staff.
Goal 1.2 Develop a common understanding of the key analysis, critical thinking and communication skills valued by employers					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
1.2a	3/21/2014 Rev: 1/26/2016	Use appropriate resources to identify key skills valued by employers of our students	Hoag	SM&P Cmte; Disciplines	Ongoing: (1) SM&P Cmte identifying survey and academic work in this area and will make this information available to SBA faculty on the SBA Bb website (2) Discipline leads are coordinating efforts within disciplines, including the use of advisory boards where appropriate.
1.2b	3/21/2014 Rev: 1/26/2016	Disseminate information to the SBA faculty	Hoag	Administration; Disciplines	Ongoing: This information will be circulated to appropriate channels once gathered.
1.2c	3/15/2016	Integrate skills into SBA (and discipline-specific) coursework in an appropriate manner	Hoag	SM&P Cmte	Proposed new action item: Will discuss the process for synthesizing and "approving" new action items during AY 2016-17.

Goal 1.3 Create more inter-disciplinary linkages and integration across courses (Rev: 1/26/2016)					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
1.3a	3/21/2014 Rev: 1/26/2016	Identify courses where linkages and integration are appropriate and create new opportunities for linkages and integration are appropriate	Hoag	Disciplines; Task Force Needed (?)	Little noted progress: (1) A small group of faculty teaching the upper-division core (300-level) business courses met informally to discuss possible ways to better integrate these courses. (2) Discipline leads should be initiating similar conversation within their disciplines. (3) SM&P Cmte will discuss whether a task force should be implemented to generate progress towards this goal.
1.3b	3/21/2014	Provide faculty with incentives to pilot linkages and integration between courses	Hoag	Administration	Little noted progress: Undetermined at this time. Will address with administration and faculty to determine expectations during AY 2016-17
1.3c	3/21/2014	Evaluate student perception of linked/integrative classes	Hoag	Other	Little noted progress: Cannot evaluate student perceptions without a concrete structure in place with this kind of integration throughout the SBA curriculum.
WE WILL BE ACTIVE AND ENGAGED IN OUR UNIVERSITY AND OUR COMMUNITY					
Goal 2 Form and execute upon an organized annual plan for marketing existing SBA programs, minors, and experiential opportunities					
Goal 2.1 Reach potential students through internal and external academic fairs					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
2.1a	3/21/2014	Identify a central coordinating group or individual	Stewart	Administration; Advisors	Completed: Assoc Dean for Undergraduate Programs; Freshman and Sophomore Advisors
2.1b	3/21/2014	Identify possible fair opportunities for the academic year	Stewart	Administration	Completed: Freshman orientation in the fall includes information on all concentrations; SBA concentration event held March 29, 2016 and information was also available at the all university academic fair held March 22, 2016.
2.1c	3/21/2014	Create a structure for events (materials, timing, participation)	Stewart	Administration; MGMT course faculty/students	Ongoing: (1) In the fall (2016): MGMT 400 (Recruitment and Selection class) will adopt the orientation program as a class project to create a recruiting program for business students. (2) In the spring, MGMT 410 (Training and Development class) will adopt the concentration event and apply training concepts to the presentation.
2.1d	3/21/2014	Create a sign up process and recruit staff and faculty participants for each academic year	Stewart	Administration	Completed: Sign ups are only necessary for the concentration fair held in the Jepson lobby following the freshmen orientation. This process is usually handled by the freshmen advisor and is based on availability.
Goal 2.2 (PROPOSE REMOVING THIS GOAL - NEED TO DETERMINE THE APPROPRIATE PROCESS FOR DOING SO) Promote the school of business programs through a yearly SBA fair					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
2.2a	3/21/2014	Identify a central coordinating group or individual	Stewart	Administration	Remove action item: The SM&P committee discussed this goal and the relevant action items with administration throughout the AY 2015-16 and determined that this goal is truly not a strategic priority. The SBA is able to promote business programs through other channels, particularly those noted in Goal 2.1.
2.2b	3/21/2014	Design a structure for a half-day annual fair (presentations, speakers, social, etc.)	Stewart	Administration	Remove action item: The SM&P committee discussed this goal and the relevant action items with administration throughout the AY 2015-16 and determined that this goal is truly not a strategic priority. The SBA is able to promote business programs through other channels, particularly those noted in Goal 2.1.

2.2c	3/21/2014	Recruit faculty, staff, and professional participants	Stewart	Administration	Remove action item: The SM&P committee discussed this goal and the relevant action items with administration throughout the AY 2015-16 and determined that this goal is truly not a strategic priority. The SBA is able to promote business programs through other channels, particularly those noted in Goal 2.1.
2.2d	3/21/2014	Promote the fair across campus and throughout the community	Stewart	Administration	Remove action item: The SM&P committee discussed this goal and the relevant action items with administration throughout the AY 2015-16 and determined that this goal is truly not a strategic priority. The SBA is able to promote business programs through other channels, particularly those noted in Goal 2.1.
Goal 2.3	Create opportunities to connect with the SBA on campus through interdisciplinary competitions and events				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
2.3a	3/21/2014	Identify a central coordinating group or individual	Hawk	Various	Complete: There are a number of individuals who work with student groups for these interdisciplinary competitions/events and these parties are subject to change every year depending on interest/availability. It was determined that a central coordinating group/individual was not needed at this time.
2.3b	3/21/2014	Create a program of cross-campus, cross-disciplinary, and/or student-led brown bag presentations	Hawk	SM&P Cmte; Administration	Remove action item: The SM&P committee discussed this goal and the relevant action items with administration throughout the AY 2015-16 and determined that this goal is truly not a strategic priority. The SBA is able to promote business programs through other channels, particularly those noted in Goal 2.1.
2.3c	3/21/2014	Explore the creation of a Business Bowl/College Bowl-style interdisciplinary competition	Hawk	SM&P Cmte; Administration	Remove action item: The SM&P committee discussed this goal and the relevant action items with administration throughout the AY 2015-16 and determined that this goal is truly not a strategic priority. The SBA is able to promote business programs through other channels, particularly those noted in Goal 2.1.
Goal 2.4	Broadcast the contributions and accomplishments of the SBA through a coordinated external marketing program				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
2.4a	3/21/2014	Identify external marketing opportunities and develop a plan for faculty and staff to communicate important events and news	Hawk	Administration	Ongoing: (1) SBA marketing representatives (AJ - undergraduate; John - graduate) work with University Marketing & Communications ("MarCom") to get significant stories published and disseminated through appropriate channels (i.e., university blog, press releases, Gonzaga magazine) (2) New channels will be coming online soon with the opening of the Hemmingson Center
2.4b	3/21/2014	Coordinate social media and conventional media approaches and tools	Hawk	Administration	Ongoing: SBA undergraduate & graduate programs have presence on LinkedIn, Facebook and Twitter (the digital newsletter, Digest, is also an outlet in this area).
2.4c	3/21/2014	Integrate marketing plan into the website and create and update content on our website that publicizes our accomplishments	Hawk	Administration	Ongoing: University is updating the website, with rollout anticipated in Winter 2016. A new SBA microsite will be implemented to allow for efficient dissemination of stories of interest to SBA stakeholders.
2.4d	3/15/2016	Create a more dynamic and visually appealing website for the SBA that will serve as a vibrant platform in facilitating our marketing efforts	Hawk	Administration	Proposed new action item: Will discuss the process for synthesizing and "approving" new action items during AY 2016-17. Note: SBA website in a holding pattern as the university works on a large-scale website redesign. The new university website structure should allow for a much more dynamic SBA website.

GOAL 3	<i>Foster opportunities for alumni, business leaders, and the community at large to learn new ideas, share connections, and engage with our students, faculty, and staff and continue current outreach activities that promote the mission of the SBA and connect with current and potential stakeholders (Rev: 1/26/2016)</i>				
Goal 3.1	Develop opportunities to extend the SBA's academic reach via continuing education programs				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
3.1a	3/21/2014	Design an annual seminar series for community members	Loroz	TBD	Little progress noted: SM&P Cmte to address this goal during AY16-17.
3.1b	3/21/2014	Evaluate offering continuing education credit (e.g. CPA) for seminar attendees	Loroz	TBD	Little progress noted: SM&P Cmte to address this goal during AY16-17.
Goal 3.2	Form and utilize discipline advisory boards to facilitate program improvements and networking (revised 3/21/16)				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible	Progress & Notes
3.2a	3/21/2014	Form a standardized board structural and meeting protocol for all SBA disciplines	Loroz	Administration	Completed: Dean would prefer to allow the disciplines to create a structure that best meets their needs (e.g. discipline should establish standards to ensure these and other key objectives are achieved).
3.2b	3/21/2014	Determine the range of board activities as dictated by the needs of each discipline	Loroz	Disciplines	Completed: Advisory boards are expected to (1) provide curriculum/program advise; and (2) networking support for faculty and students Other board activities should be decided upon by the individual disciplines to best suit their needs.
3.2c	3/21/2014	Identify and invite members of the professional community to serve on boards	Loroz	Disciplines	Ongoing: Discipline level advisory boards have been established in six disciplines (Accounting, Entrepreneurship, Hogan, HRM, Marketing and MIS). Economics is currently discussing the possibility of instituting a (principally) Seattle-based advisory board. Finance and Operations currently do not have advisory boards though these disciplines may have stakeholder representation on the Dean's advisory boards.
3.2d	3/21/2014	Track board participation and contribution of the board to our academic goals	Loroz	Dean's Office; Disciplines	Ongoing: Disciplines will be asked to address this in future discipline reports beginning AY 2016-17.
Goal 3.3	Foster opportunities for SBA students, faculty, staff and alumni to be involved in their communities (revised 3/21/16)				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
3.3a	3/21/2014	Explore partnerships with CCASL and other GU organizations to create service opportunities for the SBA community	Loroz	Administration	Ongoing: Working with the CCASL Coordinator to synchronize efforts and identify opportunities.
3.3b	3/21/2014	Create a system for identifying opportunities for SBA faculty and staff in community activities (e.g. boards, volunteering, and community development) and encouraging participation	Loroz	Various	Ongoing: Initiated the Bite 2 Go program in conjunction with Second Harvest during AY 2015-16 whereby SBA faculty and staff deliver meals to local schools for students in need. Further, numerous student groups partipate in significant community service activities. The SM&P committee believes that developing a formal system is unnecessary given the ongoing communications with CCASL and the organic/impromptu nature of many community service opportunities. More work is needed to better engage alumni in community service opportunities and this topic will be on the docket for the SM&P committee during AY 2016-17.

3.3c	3/21/2014	Develop a system to track community contributions made by the SBA and publicize these communications through our existing marketing channels	Loroz	Administration; SM&P Cmte	Little progress noted: While there has not been much progress in this area, the SM&P committee will communicate with administration during AY 2016-17 to determine if Sedona can be leveraged to make progress with respect to this action item.
Goal 3.4	**Encourage faculty and student participation in professional organizations related to students' field of study** (SM&P Cmte to discuss splitting this action item into distinct action items during AY 2016-17)				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible	Progress & Notes
3.4a	3/21/2014	Identify relevant organizations for each discipline	Loroz	Disciplines	Ongoing: There are many active student organizations within the SBA. The SM&P has identified several of these organizations and will work to finalize the list during AY 2016-17.
3.4b	3/21/2014	Seek funding to support membership, chapter formation, and attendance at events	Loroz	Administration	Ongoing: (1) Dean's office funded several funding requests to support students participating in case competitions during AY 2015-16. (2) Dean's office is actively working to establish consistent funding sources for community engagement activities, particularly for those involving student case competition travel and support. (3) Many student groups also do their own fundraising.
3.4c	3/21/2014	Establish SBA chapters of student organizations, where applicable	Loroz	Disciplines	Completed: Many have been established already (BAP, SHRM, AK Psi, Omicron Delta Epsilon, DECA, etc.).
3.4d	3/21/2014	Encourage student attendance at local, regional, and national meetings	Loroz	Other	Proposing to remove this action item: Collapse this action item into 3.4b.
Goal 3.5	Provide students and faculty with the opportunity to pursue professional certification				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible	Progress & Notes
3.5a	3/21/2014	Identify relevant certifications for each discipline	Loroz	Dean's Office; Disciplines	Ongoing: Disciplines have been asked to generate a list of relevant certifications. Many disciplines have done this and communicate relevant professional organizations to students via the advising function. SM&P committee will obtain a full list of relevant certifications during AY 2016-17.
3.5b	3/21/2014	Build a knowledge base of professional certification options for students to reference	Loroz	Multiple	Holding pattern: Knowledge base would reside on the SBA microsite, which will be built out when the university website redesign is complete (expected Winter 2016).
3.5c	3/21/2014	Hold a regular certification information session facilitated by certification holders	Loroz	Disciplines	Ongoing: Currently this happens informally through the various disciplines, appropriate SBA courses, via the advising function and through student professional organizations where appropriate. Since certifications are so discipline-specific, it was determined that a centralized information session would not be appropriate.
3.5d	3/21/2014	Identify opportunities to link professional certification standards to our curriculum	Loroz	Dean's Office; Disciplines	Little Progress Noted: Dean's office is working with disciplines to link professional certification standards to our curriculum where appropriate.

Goal 3.6 Establish an annual workshop series devoted to the development of professional skills					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
3.6a	3/21/2014	Identify essential professional development topics for students	Loroz	Multiple	Ongoing: Leverage CPD resources and some of our own internal discipline-centric work in this area for the time being. Advisory boards and speakers for student professional organization events are also a great resource.
3.6b	3/21/2014	Identify a central coordinating individual or group	Loroz	Administration	Completed: Assoc Dean of Undergraduate Programs
3.6c	3/21/2014	Determine structure of workshops (audience, participation requirements, tracking, etc.)	Loroz	Multiple	Proposing to remove this action item: Not sure workshops are necessary given the BUSN 290 skills courses initiative and other ongoing efforts (student professional organizations, classroom presentations, etc.)
3.6d	3/21/2014	Seek funding to hold workshops and compensate speakers	Loroz	Administration	Proposing to remove this action item: Not sure workshops are necessary given the BUSN 290 skills courses initiative and other ongoing efforts (student professional organizations, classroom presentations, etc.)
3.6e	3/21/2016	Offer a minimum of (?) one-credit weekend classes on relevant professional skills (e.g. BUSN 290 seminars) each semester.	Loroz	Administration	Proposed new action item: BUSN 290 courses were offered for the first time this year and enrollments have been solid. Student feedback has been very positive. Continue to identify appropriate course topics and recruit full-time and adjunct faculty to teach these courses emphasizing the development of professional skills.
3.6f	3/21/2016	Bring in alumni and local professionals for networking events and panel presentations on career development.	Loroz	Administration; Disciplines	Proposed new action item: "Step Up" event held during the fall 2016 semester. "Careers in Finance/Marketing/etc." events should be planned at least every other year for all disciplines.
3.6g	3/21/2016	Encourage faculty and student participation in Treks and other corporate excursions.	Loroz	Administration	Proposed new action item: Funding provided by the Dean in support of faculty involvement in these opportunities.
3.6h	3/21/2016	Utilize MGMT 350 Resume Project to ensure every business student has the opportunity to develop a professional resume.	Loroz	Management Discipline	Proposed new action item: MGMT 350 faculty are working with CPD to increase the impact of this assignment through feedback on resumes and in-class presentations.
3.6i	3/21/2016	Facilitate employers visiting campus for recruiting and professional development of students.	Loroz	Administration	Proposed new action item: Representatives from Boeing, Amica Insurance, Microsoft and Amazon (among others) have visited campus this year and have offered information sessions, spoken to classes, and interviewed students.
GOAL 4	Establish tangible links between the SBA and the regional and international communities in which our graduates live and work				
Goal 4.1	Cultivate meaningful relationships with key stakeholders both locally and abroad to strengthen the SBA and enhance its programs				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
4.1a	3/21/2014	Establish an SBA advisory board comprised of regional-based professionals to support the SBA and its programs.	Stewart	Administration	Ongoing: Two school-level boards have been established (Executive Council and Dean's Forum Board) MBA advisory board has also been instituted Attempting to re-start a Seattle-area advisory group and start a similar group in Portland

4.1b	3/21/2014	Establish a task force to explore possible linkages between SBA programs and appropriate international communities.	Stewart	Administration; Global Engagement Task Force	<p>Completed: (1) Task force was created last year and issued a white paper describing what the SBA might do in this area (2) A formal committee is now appointed and has been working on two fronts in the current AY: (a) held a networking social for international students; and (b) creating a website to reside within the broader SBA website which emphasizes international opportunities, experiences and stories, which is currently on hold pending the university website refresh project. (3) A faculty-led study abroad program to China took place during the summer of 2016 led by Profs Olsen and Xu.</p> <p>New activities should be identified in this area as we have moved beyond this action item.</p>
WE WILL EMBRACE THE JESUIT LEGACY OF CONFIDENT, ENLIGHTENED, AND INNOVATIVE ACTION					
GOAL 5	Educate faculty on Jesuit business education and Ignatian pedagogy and support faculty development of distinctively Jesuit teaching methods and practices				
Goal 5.1	Establish a central body of knowledge regarding Jesuit education, Ignatian pedagogy, and the best practices of Jesuit business schools to serve as resources for faculty development and public education				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
5.1a	3/21/2014	Identify sources of knowledge and gather them in a central location (Blackboard or SBA website)	Buller	Jesuit Legacy Task Force	Complete: These resources are available on SBA Blackboard website; will be communicated to all faculty on an annual basis.
5.1b	3/21/2014	Develop a centralized marketing plan that better communicates the distinctive advantages of a Jesuit business education and what we are doing specifically to incorporate Jesuit values and practices.	Buller	Jesuit Legacy Task Force; Dean's Office	Ongoing: continue to get more stories and consider how we might make our website and other SBA communications more vibrant / dynamic with respect to Jesuit business education (see proposed new action item 2.4d above)
Goal 5.2	Design a year-round system to encourage the development of Jesuit education business best practices through professional development and education				
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
5.2a	3/21/2014	Host a series of brownbag workshops led by colleagues from throughout the University on key topics (e.g. Catholic social doctrine, Jesuit education, Ignatian pedagogy, ethics, morality, and reason, Jesuit and Ignation best practices for classroom integration)	Buller	Jesuit Legacy Task Force	Ongoing: Surveyed faculty to identify topics of interest. Scheduled two brown bag workshops for 2015-16 AY (sustainability and Ignatian Pedagogy). Looking ahead, we will aim to schedule 1-2 brown bag sessions on Jesuit topics each semester.
5.2b	3/21/2014	Design continuing education experiences for the fall and spring faculty and staff retreats	Buller	Jesuit Legacy Task Force	Ongoing: Surveyed faculty to identify topics of interest. Fr. Peter Bryne presented talk on Catholic Social Justice at May 2015 retreat. Will include corresponding continuing education material in fall/spring faculty and staff retreats and elsewhere as appropriate (e.g. Fr. Case lunch/afternoon dialogues), but brown bag sessions (see above) seem to be a preferred forum. Also consider developing an annual speaker series on Jesuit business education (similar to Arum Chair lecture).
5.2c	3/21/2014	Create a new faculty orientation program that includes knowledge about Gonzaga and the SBA and Jesuit business education.	Buller	Administration; Jesuit Legacy Task Force	Ongoing: Working with administration to design a new faculty orientation session with 60-90 minutes of content on Jesuit best practices, Ignation pedagogy, etc. Looking to roll out this program for the first time in fall 2016

Goal 5.3 Connect our disciplines with our mission through more tangible incorporation of Jesuit concepts and practices in the classroom					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
5.3a	3/21/2014	Survey current efforts and courses to introduce mission-based content and Jesuit principles and methods	Buller	Jesuit Legacy Task Force	Ongoing: Survey originally conducted in 2011-12. This was updated and circulated and posted on Blackboard in Spring 2015. Faculty are also documenting activities on Sedona data base. Consider leveraging entries made into Sedona for ongoing visibility into mission-based classroom initiatives. Consider having a panel of faculty each year present what they are doing to incorporate Jesuit values and practices (Brownbag session).
Goal 5.4 Encourage faculty and staff to connect more directly with our Jesuit mission by participating in programs across campus and outside the university					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
5.4a	3/21/2014	Identify opportunities focused on Ignatian pedagogy, Jesuit education, and mission-focused opportunities (e.g. Western Conversations, CJBE, IAJBS, GU Office of Mission activities)	Buller	Jesuit Legacy Task Force	Complete and ongoing: Dean's Office has developed funding for these opportunities (separate from the "regular" research travel funding); these opportunities will be disseminated to all faculty and referenced in the new SBA faculty orientation
5.4b	3/21/2014	Develop a program that facilitates and recognizes annual participation in these events on the part of faculty and staff	Buller	Administration	Complete: Current faculty award structure deemed appropriate to both encourage and reward engagement in these important mission-related events/activities; will begin asking Loekken Award winners to present best teaching practices in a brown bag (or similar) forum
5.4c	3/21/2014	Institute a process by which SBA community members who participate in these events can capture and report back what they have learned (white papers, presentations, and/or a regular conversation group)	Buller	Jesuit Legacy Task Force; Dean's Office	Complete: Funding is in place and administration supports faculty travel for mission-related conferences and presentations; faculty members who participate in these conferences will be required to present to faculty to encourage knowledge-sharing (could be in brown bag or other forum).
GOAL 6 Create engaging curricular and co-curricular opportunities for our students to tackle complicated real-world problems and make a difference in our community by working with business and social leaders and their organizations					
Goal 6.1 Provide our students with appropriate experiential learning opportunities					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
6.1a	3/21/2014	Institute a small business, projects-based seminar to allow students to apply business knowledge to real-world situations.	Hoag	Multiple	Ongoing: Several small business, projects-based experiences are (and have been) available within the SBA curriculum including: <ul style="list-style-type: none"> - Volunteer Income Tax Assistance program (accounting majors) - Promotion Project course (MKTG 490) - Multidisciplinary Action Planning Seminar ("MAPS") (BUSN 489) - Small Business Consulting course (BUSN 494)
6.1b	3/21/2014	Increase student awareness of and participation in internships within the SBA.	Hoag	Internship Coordinator; Advisors; SM&P Cmte	Ongoing: (1) Connie Lipsker, internship coordinator, in addition the freshmen and sophomore advisors communicate to students the importance of internships throughout the year; (2) SM&P Cmte to communicate with the internship coordinator and disciplines regarding the engagement with internships by SBA students.

GOAL 7 <i>Design an internal ethics education program that instructs faculty on the fundamentals of ethical leadership, integrating ethics throughout the entire SBA curriculum</i>					
Goal 7.1 Create an ongoing program of ethics education for faculty, students, staff, and community. (Rev: 11/13/2015)					
Ref	Date Created	Action Items	SM&P Cmte Member	Responsible Party (Parties)	Progress & Notes
7.1a	3/21/2014	Hold yearly ethics roundtables (ideally 1 or 2 per semester) promoted across campus and in the community	Buller	Jesuit Legacy Task Force; Dr. Steverson	Ongoing: One roundtable planned for Fall 2016 (intended topic: ethical issues encountered by non-profits).
7.1b	3/21/2014	Convene yearly meetings between Business Ethics faculty and faculty from other disciplines to update topics to be covered in BUSN 485	Buller	Jesuit Legacy Task Force; Dr. Steverson	Ongoing: Dr. Steverson will initiate a conversation with appropriate disciplines to identify topics to be covered for AY 2016-17.
7.1c	3/21/2014	Engage in outreach to local and regional business and professional organizations to provide continuing education opportunities in business and professional ethics	Buller	Jesuit Legacy Task Force; Dr. Steverson	Ongoing: Dr. Steverson will be giving several talks locally/regionally during 2016: - 5/2 - Pacific NW Chapter of Certified Fraud Examiners (Tacoma, WA) - 6/21 - WA State Association of Country Treasurers (Olympia, WA) - 10/25-10/26 - Annual Spokane Fraud Conference (Spokane, WA)
7.1d	3/21/2014	Continue to support the annual Aram Lecture in Business Ethics (open to the public)	Buller	Dr. Steverson	Ongoing: Contact has been made with a potential speaker for the 2016 Aram Lecture and the conversation is ongoing (funding, logistics, etc.).

Strategic Plan Mapping Document

Strategic Plan Goals as Originally Approved (March 21, 2014)	AY 2015-16 Goals per Dashboard (Mapping and Modifications)	Date Revised
Goal 1: Institute a rigorous and relevant curricular structure that emphasizes the analysis, critical thinking, and communication skills valued by employers in an increasingly global environment (ACADEMIC EXCELLENCE)	Unchanged	N/A
1.1. Develop a common understanding of the characteristics and application of rigor in the School of Business	Unchanged	N/A
1.2. Benchmark rigor and relevance with peer and aspirant schools	This was determined to be more accurately described as an action item rather than a sub-goal. The corresponding action items are now included as part of sub-goal 1.1.	Modified January 26, 2016
1.3. Create inter-disciplinary mapping of learning linkages through courses	Revised as follows: Create more inter-disciplinary linkages and integration across courses.	Modified January 26, 2016
1.4. Solicit input from employers to identify critical skills	This sub-goal (now 1.2) was expanded as follows: Develop a common understanding of the key analysis, critical thinking and communication skills valued by employers	Modified January 26, 2016
Goal 2: Establish a defined and comprehensive mentoring, coaching, and professional advising program that provides business school students with a meaningful extension of their educational experience and active connections to the professional community (ACADEMIC EXCELLENCE)	With nobody championing this goal, the SMPC and dean agreed that it should be abandoned to focus on other strategic priorities. As such, Goal 2 (as stated in the original strategic plan) is no longer included in the current strategic plan dashboard.	January 26, 2016
2.1. Establish a peer-mentoring program for students	This sub-goal was abandoned (see above).	January 26, 2016
2.2. Encourage faculty and student participation in professional organizations related to students' field of study	This sub-goal was moved to Goal 3 (ENGAGEMENT) and is now classified as sub-goal 3.4 in the current dashboard.	January 26, 2016

2.3. Provide students and faculty with the opportunity to pursue professional certification	This sub-goal was moved to Goal 3 (ENGAGEMENT) and is now classified as sub-goal 3.5 in the current dashboard.	January 26, 2016
2.4. Establish an annual workshop series devoted to the development of professional skills	This sub-goal was moved to Goal 3 (ENGAGEMENT) and is now classified as sub-goal 3.6 in the current dashboard.	January 26, 2016
Goal 3: Create an organized annual plan for marketing existing programs, minors, and experiential opportunities available through the SBA throughout the university via academic fairs, classroom appearances, interdisciplinary projects and contests, and career-focused events (ENGAGEMENT)	Now Goal 2 in the current dashboard. This goal has been simplified and restated as follows: Form and execute upon an organized annual plan for marketing existing SBA programs, minors, and experiential opportunities.	January 26, 2016
3.1. Reach potential students through internal and external academic fairs	Now sub-goal 2.1. Otherwise unchanged.	January 26, 2016
3.2. Promote the school of business programs through a yearly SBA fair	Now sub-goal 2.2. Otherwise unchanged.	January 26, 2016
3.3. Create opportunities to connect with the SBA on campus through interdisciplinary competitions and events	Now sub-goal 2.3. Otherwise unchanged.	January 26, 2016
3.4. Broadcast the contributions and accomplishments of the SBA through a coordinated external marketing program	Now sub-goal 2.4. Otherwise unchanged.	January 26, 2016
Goal 4: Create opportunities for alumni, business leaders, and the community at large to learn new ideas, share connections, and engage with our students, faculty, and staff and continue current outreach activities that promote the mission of the SBA and connect with current and potential stakeholders (ENGAGEMENT)	Now Goal 3 in the current dashboard.	January 26, 2016
4.1. Create opportunities to extend the SBA's academic reach the continuing education programs	Now sub-goal 3.1. Otherwise unchanged.	January 26, 2016
4.2. Formalize the professional connections of each discipline to the formation of advisory boards	Now sub-goal 3.2. Otherwise unchanged.	January 26, 2016
4.3. Develop a consistent year round mechanism for SBA students, faculty, staff, and alumni to be involved in their communities	Now sub-goal 3.3. Otherwise unchanged.	January 26, 2016
Goal 5: Establish tangible links between the SBA and the regional and international communities in which our graduates live and work (ENGAGEMENT)	Now Goal 4 in the current dashboard.	January 26, 2016
5.1. Establish an SBA advisory Board Comprised of regional-based professionals to support the SBA and its programs	Now part of a combined sub-goal 4.1: Cultivate meaningful relationships with key stakeholders both locally and abroad to strengthen the SBA and enhance its programs.	January 26, 2016
5.2. Establish a task force to explore possible linkages between SBA programs and appropriate international communities	Now part of a combined sub-goal 4.1 (see above).	January 26, 2016
Goal 6: Educate faculty on Ignatian pedagogy and Jesuit education and support faculty development of distinctively Jesuit teaching methods and practices via teaching development workshops and programs (JESUIT LEGACY)	Now Goal 5 in the current dashboard.	January 26, 2016
6.1. Establish a central body of knowledge regarding Jesuit education, Ignatian pedagogy, and the best practices of Jesuit business schools to serve as resources for faculty development and public education	Now sub-goal 5.1. Otherwise unchanged.	January 26, 2016
6.2. Design a year-round system to encourage the development of Jesuit business best practices through professional development and education	Now sub-goal 5.2. Otherwise unchanged.	January 26, 2016
6.3. Connect our disciplines with our mission through more tangible introduction of Jesuit concepts in the classroom	Now sub-goal 5.3. Otherwise unchanged.	January 26, 2016

6.4. Encourage faculty and staff to connect more directly with our Jesuit mission by participating in programs across campus and outside the university	Now sub-goal 5.4. Otherwise unchanged.	January 26, 2016
Goal 7: Create engaging curricular and co-curricular opportunities for our students to tackle complicated real-world problems and make a difference in our community by working with business and social leaders and their organizations (JESUIT LEGACY)	Now Goal 6 in the current dashboard.	January 26, 2016
7.1. Provide our students with appropriate experiential learning opportunities	Now sub-goal 6.1. Otherwise unchanged.	January 26, 2016
Goal 8: Design an internal ethics education program that instructs faculty on the fundamentals of ethical leadership, integrating ethics throughout the entire SBA curriculum (JESUIT LEGACY)	Now Goal 7 in the current dashboard.	January 26, 2016
8.1. Create a program of ethics education for faculty and staff	Now sub-goal 5.1. Slightly modified as follows: Create an ongoing program of ethics education for faculty, students, staff, and community	November 13, 2015
8.2. Create a program to encourage participation in ethics education and integration	Collapsed into the expanded sub-goal 5.1 (see above).	November 13, 2015

Appendix 3: SBA Annual Report

- Reflections on Last Year's Key Issues
- SBA Annual Intellectual Contributions: 2015-16



School of Business
Administration

Thank you for the opportunity to present the 2015-2016 annual report for the School of Business Administration (SBA). In this report, organized around our three key values, I will cover the important accomplishments of the past year. I will also reflect on last year's key issues and identify what I think are our key issues as we move forward. In sum, I believe we had a very good to excellent year. We are well on our way to fulfilling our vision of being an exemplar of Jesuit business education.

"There is no substitute for academic excellence"

- Curriculum
 - It was a relatively quiet year curriculum-wise in the SBA. At the undergraduate level, the main initiative was the introduction of our weekend seminar series. We offered a total of nine one-credit courses on topics ranging from negotiations to sales management. A little more than half the courses were taught by individuals from outside the SBA/University. Approximately 170 students were enrolled and the response was very positive. In a unique twist on the program, the last course of the series in the spring semester was taught on-site at Microsoft.
 - We were also fortunate to offer our first faculty-led study abroad course. Led by Danielle Xu and Tim Olsen, approximately 20 Gonzaga students went to China while learning about international business, finance, and technology.
 - At the graduate level there were a number of house cleaning issues that were taken care of and the rollout of the Master's in Taxation went smoothly.
- AoL
 - Our assessment work continues. Eighteen different learning outcomes were assessed by the SBA during the spring and fall 2015 semesters. Assessment reports from 2015 were reviewed by the AoL committee and sent on to the Dean's office. Three of our learning outcomes were updated or dropped and we are in the process of developing a Sharepoint site to support the work of the AoL committee. As I did last year, I will ask the individual disciplines and the AoL committee to take care of their responsibilities by August 15th. The Dean's office will do the same.
- Task forces
 - The SBA continues to make use of task forces. In the past academic year, the majority of work was done in the areas of Jesuit legacy, improving writing effectiveness, and faculty qualifications. The Jesuit legacy task force took on a number of issues including creating a "library" for the Journal of Jesuit Business Education, facilitating "Brown Bag" presentations on relevant topics, and developed an outline for an orientation program that will be piloted in fall 2016. This task force also contributed to our efforts with the 2nd Harvest Bite2Go project. This group will stay together and already has a number of issues it wants to address in 2016-17. The writing effectiveness task force was also very active. They assessed the current level of writing in the SBA curriculum, implemented a pilot program that imbedded trained graduate assistants in two different classes, and they developed a writing support services program that was made available to all in the SBA. The initiatives and recommendations of this group will be a focus of our school-wide work in the fall.
 - Early in the fall semester, the work of a task force on faculty qualifications was completed. This work was made necessary because of changes in AACSB policies and guidelines. This new model meant we had to come up with a completely (for us) different way of measuring and evaluating the professional development of faculty. These guidelines are definitely a work in progress and I expect us to tweak them over the

coming months. Our new rubric is found in Appendix 1 and a listing of our research output from this past academic year is found in Appendix 2.

- Investment in faculty & staff
 - We continue to make significant investments in the professional development activities of our faculty and staff. Between our new philosophy of investment and our traditional philosophy of reward we spent almost \$100,000 in the academic year 2015-16. This is a huge priority for us and I will continue to make these types of monies available.
- Rankings & outcomes
 - The SBA was recognized as one of the top ten places to study undergraduate business (USA Today, Oct, 2016).
 - The SBA is currently recognized as one of the best business schools in the country by US News & World Report. Our Marketing (26th) and Accounting (31st) programs were also acknowledged. Our MBA program is ranked in the Top 80 in the country and our MAcc program has been ranked in the top 30 four of the last six years. It is currently ranked 16th.
 - The latest data showed our first-time CPA pass rate to be approximately 76% (20th in the country among large programs).
 - The 2014-15 First Destination survey reported a 93.2% success rate for 2015 undergraduate graduates in business and accounting. This success rate was based on a 95.4% knowledge rate.

“We will be an active and engaged member of our university and our community”

- Events
 - SBA faculty and staff continue to be strong supporters of events such as Fall Family Weekend and GEL Weekend. Not only do we typically have at least a dozen or so individuals in attendance we also participate by opening our classrooms and giving sample lectures. We also actively support our colleagues in admissions by accommodating their requests for individual meetings and presenting preview days.
 - In April, we held our first ever School of Business Scholars networking event in the Hemmingson Center. This event was designed to bring together SBA scholarship recipients with scholarship donors and other friends of the SBA. The event was very well received by all in attendance.
 - The third annual Gonzaga School of Business Community Partners Event was held in mid-May. Held this year in the Globe Room, we invited our partners in the greater Spokane community to come to learn about the SBA with the hope of building strong, sustainable relationships. This year’s event went very well.
 - The SBA hosted three major speaker events this past year. The fall brought Jim Alling, the CEO of Tom’s Shoes, to campus to give our annual Aram lecture. He did a wonderful job of talking about their unique business model. The Aram lecture was part of our “Ethics Week” which featured a number of other activities (e.g., a panel discussion on building and sustaining an ethical organization; ethos statement signing ceremony). Shortly after the Aram lecture, Dr. John C. Williams, President and CEO of the San Francisco Federal Reserve Bank, gave a public lecture about Fed policy and the economy. This spring’s Pigott lecture featured Dr. Anthony Anselmo, the CEO of ChemBioPower. He spoke on the relationship between global carbon reduction and the fuel sector. This lecture was one of multiple events held during “Entrepreneurship Week”. Other activities included a panel discussion featuring local entrepreneurs discussing sustainability.

- Developmental activities
 - We continue to offer our popular “Careers in…” series. Our basic model is to give several area alumni and other professionals the opportunity to discuss with our students such topics as careers, what it takes to land a job as a college graduate, what firms are looking for in potential employees, how to network and the best practices when putting together a resume. This series began as a finance discipline event but we have added other disciplines (e.g., operations) as well as companies (e.g., Boeing). Our hope is to continue to expand the offerings in this series.
 - In January, approximately six SBA faculty and staff (joined by some colleagues from engineering) took part in a site visit to Boeing. This trip, the fourth of its kind, includes factory tours, meetings between Boeing management and their SBA counterparts, and discussions about curriculum and student preparation. This remains one of the highlights of our valued relationship with Boeing.
 - The SBA continues to be a strong supporter of the Career & Professional Development Center’s Trek events. We sent at least two, and in most cases more, SBA faculty and staff on every Trek including this year’s first time Denver Trek. Each SBA participant is required to write a reflection paper on his/her experience. We then meet as a group to generate suggestions for improvement as well as ideas for closer collaborations with the Career & Professional Development Center.
 - The SBA also continued to offer a “Major and Concentration Event” at which available fields of study were presented to freshmen and sophomores. Faculty members from each discipline described their field of study and potential career outcomes to provide students with information on what it means to major or concentrate in an area. The event also included a presentation on the mission, vision, and values of the school as well as information on the process for earning internship credits. The event was held twice this past year, once each semester.
 - The SBA Faculty Development Committee continued its excellent work by organizing a total of ten brown bag lectures. Usually held over the lunch hour, these presentations focus on research ideas or other topical areas. This year’s presentations highlighted such topics as big data, FERPA, and Ignatian pedagogy.
 - SBA faculty and staff continue to be engaged with colleagues and initiatives across campus. Some of these initiatives include the following: we currently have faculty working on strategic planning with multiple academic units here on campus; we have appointed a formal liaison to CCASL and we are one of the main supporters of the MAPS project; our faculty are playing key roles in the research roundtable organized by Dean Stevenson-Marshall of the School of Nursing & Human Physiology; and we have just begun a joint project with the School of Education. This last project will focus on bringing SBA knowledge and expertise to K-8 Catholic schools in the Spokane area. We are looking forward to productive outcomes from each of these efforts.

“We will embrace the Jesuit legacy of confident, enlightened, and innovative action”

- Our new minor in sustainability was successfully introduced. Discussions are already under way to start a concentration in the same area.
- As mentioned above, the Jesuit legacy task force was very active this year. They will continue their good work on a number of initiatives including an orientation program for new staff and faculty. The program will be introduced this fall.

- One of our brown bag seminars was on Ignatian pedagogy. It was presented by Father Jim Voiss. Another, presented by several members of the SBA faculty, focused on incorporating sustainability into the classroom.
- At the 2016 DECA ICDC competition, our students earned six Top 10 finishes. This compliments what we accomplished at both the 2015 (six Top 10 finishes) and 2014 (five Top 10 finishes) competitions.
- We had students involved in over 60 for-credit internships over the last twelve months. We will continue to be strong in this critical area.
- The SBA projects course continued to make its mark. Approximately twenty students worked with six clients on a range of projects ranging from marketing plans to website design. We are looking forward to the coming year as we have another strong group of projects lined up.
- For the 20th straight year, Gonzaga students participated in the Volunteer Income Tax Assistance (VITA) program, a program designed to assist low income taxpayers file their individual income tax returns. For the 2016 filing season, more than 84 students helped approximately 840 Spokane taxpayers file their income tax returns, resulting in a little over \$1,000,000 in refunds.

Reflections on Last Year's Key Issues

- Demonstrable and excellent progress in the AACSB continuous improvement review process
 - This is critical and it must happen. We will write a high-quality self-study report (due in July 2016) and prepare as much as we can for our site visit in October 2016.
 - Reflection: A number of us have been working very hard on this and we are in very good shape. Our self-study report (formally known as the continuous improvement review report) is due to the AACSB in early September (our site visit was pushed to early November). We will have a rough draft out to various parties (including the visit team as well as yourself) by early August.
- Successful implementation of our strategic plan
 - We must continue to be guided by our strategic plan. Accordingly, and on top of all we do, there will be three points of emphasis next year: rigor (academic excellence), globalization (engagement), and hands-on learning (Jesuit legacy).
 - Reflection: We have made remarkable progress in this area. Our strategic management and planning committee concluded that we had accomplished or were well on our way to accomplishing many of the stated objectives. We will begin work on the new version of our strategic plan this fall.
- Managed growth in undergraduate enrollments
 - Our enrollments will increase and we must successfully manage this growth. We are currently conducting a comprehensive staffing analysis that when combined with an ongoing curriculum analysis will allow us to plan for such growth in a strategic and intelligent manner.
 - Reflection: This is on-going as the data collection and analyses required as part of our AACSB review have been very informative. I expect to be able to produce a fuller report on this by October. My sense is that we are getting close to having to make some significant changes, i.e., we will need to add faculty and/or limit enrollments.
- Steady growth in graduate enrollments
 - This is an absolute must. We need to make significant progress in this area.

- Reflection: Mission accomplished (for now). The SBA well exceeded budget for both fall 2015 and spring 2016. I know that there is still much to accomplish and I am looking forward to discussing this further with you.
 - Successful management of transitions
 - The SBA will welcome at least two new staff and perhaps as many as two new faculty in the coming year. We will also conduct and conclude a search for a Dean. Each of these transitions must be managed well and not be allowed to get in the way of all that we have to do.
 - Reflection: All in all, I believe that we managed these transitions well. The new staff are performing well and we are very excited about our new faculty member in economics. While the search for a new Dean took longer than most anticipated I believe we are ready to move forward.

Identification of next year's key issues

- Successfully complete the AACSB continuous improvement review process.
- Successfully update and revise our strategic plan.
- Create a plan to advance the excellence of the SBA that will lead to it being recognized as such.
- Set and achieve challenging benefaction goals.
- Develop and implement a plan to improve the viability and revenue generating capacity of all SBA graduate programs.

SBA Annual Intellectual Contributions: 2015-16

Articles in Journals

Beqiri, M. S. (2015). Delivering quantitative courses online vs. face-to-face: Insights and reactions. *International Journal of Science, Innovation, & New technology*, 1 (13), 19-25.

Bolt-Lee, C. & Kern, S. (2015). Highlights of Forensic Accounting Research. *Journal of Accountancy*.

Brajcich, A. M. & Friesner, D. (2015). Using Maximum Entropy Outlier Analysis to Identify Multinational Corporation Tax Havens. *Journal of Accounting and Finance*, 15 (3), 11-26.

Brajcich, A. M., Friesner, D., & Schibik, T. (2015). Do US pharmaceutical companies strategically shift income to international affiliates? *Multinational Business Review*.

Brody, R., Cox, V., & Kern, S. (2015). Gender Equity in the Accounting Profession: Progress or Good Marketing. *Accounting Educator's Journal*, 25 (Dec), 131-147.

Chen, J. C., Hsu, L., Chen, S., & Chiu, M. (2015). Determinants of successful online transactions – effects of transaction assurance seal and reputation rating affecting trust and purchase intention of consumers. *Human Systems Management*, 34 (2), 105-118, doi: 10.3233.

Dupler, A., Crogan, N., & Beqiri, M. S. (2015). Medication Assistant-Certification program in Washington State: Barriers to implementation. *Geriatric Nursing*.

Finkle, T. & Shrader, M. J. (2015). Creativity Exercises in the Field of Entrepreneurship. *Experiential Entrepreneurship Exercises Journal*, 1 (3), 35-41.

Finkle, T. A. (2016). An Examination of Job Opportunities, Candidates, and Salaries in the Field of Entrepreneurship. *New England Journal of Entrepreneurship*.

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- Finkle, T. & Shrader, M. J. (2015). Creativity Exercises in the Field of Entrepreneurship. *Experiential Entrepreneurship Exercises Journal*, 1 (3), 35-41.
- Hackney, D. D., Friesner, D., & Johnson, E. (2016). What is the Actual Prevalence of Medical Bankruptcies? *International Journal of Social Economics*.
- Hackney, D. D., Friesner, D., & Johnson, E. (2016). What is the Actual Prevalence of Medical Bankruptcies? *International Journal of Social Economics*.
- Henrickson, K. E. & Wilson, W. (2015). Agricultural Transportation by Rail: Consolidation, Competition and Fuel Prices. *Choices*.
- Kimbrow, M. & Xu, D. (2015). Shareholders Have a Say On Executive Compensation: Evidence from Say-On-Pay in the United States. *Journal of Accounting and Public Policy*.
- Korkeamaki, T. & Xu, D. (2015). Institutional Investors and Foreign Exchange Risk. *Quarterly Journal of Finance*.
- Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal*, 19 (3), 187-193.
- Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal*, 19 (3), 187-193.
- Patil, V. H. (2015). Gender and Publication Activity in Top Marketing Journals. *Academy of Marketing Studies Journal*, 19 (3).
- Xu, D. & Cloutier, R. (2015). Creating a High Dividend Stock Strategy While Exploiting the Low Beta Anomaly. *International Journal of Revenue Management*, 8 (3-4), 324-342.
- Yin, Y., Cheng, S., Chiang, J. Y., Chen, J. C., & Mao, X. (2015). Scheduling Problems with Due Data Assignments. *Discrete Dynamics in Nature and Society*.
- Articles in Proceedings*
- Finkle, T. A. (2016). Salaries of entrepreneurship faculty within higher education. *United States Association for Small Business and Entrepreneurship (USASBE)*.
- Kurpis, L. V., Helgeson, J. G., Ekici, A., & Supphellen, M. (2016). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Proceedings of the Allied Academies Spring International Conference March 30-April 1, in New Orleans, LA., USA: Allied Academies*.
- Stewart, D., Verbos, A., Birmingham, C., Black, S., & Gladstone, J. (2016). Being Native American in Business: Identity and Leadership in Modern American Indian Enterprises. *Academy of Management Best Paper Proceedings*.
- Morschek, J. D. (2015). Share Repurchases and Wealth Transfer Among Shareholders. *Financial Management Association*.
- Verbos, A., Birmingham, C., Black, S., & Stewart, D. (2015). Social Entrepreneurship in Indian Country USA: Lessons from Tribal Enterprises. *Academy of Management Best Paper Proceedings*.
- Chen, J. C. (2015). Investigating consumers; adoption intention of wearable devices from the perspective of consumer perception. *International Conference on Information Management*.

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Bull Schaefer, R. A. (2015). Face-to-face teacher-student performance appraisals. OBTC Conference (Teaching Society for Management Educators).

Chapters, Cases, Readings, Supplements

Fizel, J. L. & Bennett, R. W. (2016). College Sports. The Structure of American Industry. Waveland Press [D].

Finkle, T. A. (2015). Andrew Mason & Groupon, Inc.. Reprint in *Launching New Ventures: An Entrepreneurial Approach* 7th edition (pp. 502-510). Cengage.

Finkle, T. A. (2015). AdRoll: A Case Study of Entrepreneurial Growth. Reprint in *Launching New Ventures: An Entrepreneurial Approach* 7th Edition (pp. 454-458). Cengage.

Voy, A. (2015). Trade and Child Labor. *Handbook on Trade and Development* (pp. 148-165). Edward Elgar [B].

Finkle, T. A. (2015). Corporate Entrepreneurship & Innovation in Silicon Valley: The Case of Google, Inc.. Reprint in *Launching New Ventures: An Entrepreneurial Approach* 7th Edition (pp. 481-502). Cengage.

Pepper, M. B. (2015). Bringing Mission to the Classroom. *Conversations in Jesuit Higher Education Magazine* (pp. 52). National Seminar on Jesuit Higher Education.

Conference Presentations

Kurpis, L. V. & Hunter, J. (2015-2016). Developing Students' Cultural Intelligence through an Experiential Learning Activity. Palouse Language and Culture Symposium, University of Idaho, on April 16, 2016, Moscow, Idaho.

Kurpis, L. V., Helgeson, J. G., Ekici, A., & Supphellen, M. (2015-2016). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. Allied Academies Spring International Conference March 30-April 1, in New Orleans, LA., New Orleans, Louisiana.

Finkle, T. A. (2015-2016). Salaries of entrepreneurship faculty within higher education. United States Association for Small Business and Entrepreneurship (USASBE), San Diego, California.

Hackney, D. D., Friesner, D. L., & Johnson, E. (2015-2016). Did the Affordable Care Act Noticeably Impact Consumer Bankruptcy Filings? MBAA Conference, Chicago, Illinois.

Kurpis, L. V. & Hunter, J. (2015-2016). Developing Students' Cultural Intelligence through an Experiential Learning Activity. "What Does Global Engagement Really Look Like?" Forum for MA/TESOL faculty and students at Gonzaga University on February 5, 2016., Spokane, Washington.

Kern, S., Dow, K., & Watson, M. (2015-2016, May). A Case of Purchasing Fraud. American Accounting Association Western Regional Meeting, Seattle, Washington.

Kern, S., Dow, K., & Watson, M. (2015-2016, March). A Case of Purchasing Fraud. American Accounting Association - Forensic Section mid-year meeting, Charlotte, North Carolina.

Chuang, T., Nakatani, K., & Chen, T. (2015-2016). An Exploratory Study of Expected Business Value of Cloud Computing. IACIS 2015 International Conference, Clearwater, Florida.

Kimbrow, M. B. & Xu, D. (2015-2016). The Accounting Treatment of Goodwill, Idiosyncratic Risk and Market Pricing. International Finance and Banking Society 2015 Conference, Hangzhou, China.

Herzog, R. W. (2015-2016). Using Data to Macroeconomics Current. EconED - Worth Publishers, San Antonio, Texas.

Herzog, R. W. (2015-2016). Using FRED to Make Macroeconomics Current. Federal Reserve Bank of St. Louis Professors Conference, St. Louis, Missouri.

Hoag, M. L. (2015-2016). Evaluating the PCAOB's proposed other information auditing standard: the audit expectations gap, professional skepticism and related academic literature. Northwest Accounting Research Group, Leavenworth, Washington.

Kurpis, L. V. & James, H. (2015-2016). Developing Students' Cultural Intelligence. Gonzaga University SBA Faculty Development Brown Bag Presentations, Spokane, Washington.

Bull Schaefer, R. A. (2015-2016, June). Face-to-face teacher-student performance appraisals. OBTC Conference (Teaching Society for Management Educators), La Verne, California.

Finkle, T. A. & Shrader, M. (2015-2016, March). Stimulating creativity within the field of entrepreneurship. Western Academy of Management, Kauai, Hawaii.

Appendix 4: SBA Intellectual Contributions

- Table 2.1: Summary of ICs for the Five-Year Review Period: 2011-2012 through 2015-2016.
 - Summary by Department
 - Detail by Department
 - List of PRJ by Faculty Member
 - List of Journals with Cabell's Notation and Acceptance Rate
 - List of PRJ's, Academic Meeting Proceedings and Textbooks in Table 2.1
 - Mission-related Peer-reviewed Journal Articles
 - SBA Cross-Discipline Research Collaborators
 - SBA Research Faculty Service to Journals
 - Community Partners: FY16 Lecturers in the Classroom
 - Named Endowments



School of Business
Administration

Table 2.1: Summary of ICs for the Five-Year Review Period: 2011-2012 through 2015-2016.

Summary by Department

Table 2-1: Intellectual Contributions for the 5-year period 2011-2012 through 2015-2016

Department	Portfolio of Intellectual Contributions (Includes refereed and non-refereed; published and unpublished)			Types of Intellectual Contributions									Percentages of Faculty Producing Intellectual Contributions	
	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Total	Part	All
Accounting [18 members, 11.40 FTE]	38	33	31	46	2	39					15	102	90.00%	78.94%
Finance [9 members, 5.15 FTE]	47		5	34	2	10		4			2	52	100.00%	97.09%
Management Information Systems [8 members, 4.61 FTE]	32	8	2	20	16	6						42	75.00%	65.10%
Economics [9 members, 8.48 FTE]	38	1	5	27		10					7	44	100.00%	94.40%
Management [25 members, 11.07 FTE]	65	11	96	72	14	37			25		24	172	100.00%	90.33%
Marketing [13 members, 6.65 FTE]	32	41	16	26	13	11	3				36	89	83.33%	75.19%
Operations [8 members, 3.61 FTE]	11	4	8	5	3	5		1			9	23	66.67%	55.43%
College Totals: [90 members, 50.96 FTE]	263	98	163	230	50	118	3	5	25	0	93	524	91.30%	82.41%
<p>OIC includes professional presentations not related to a paper, non-research professional presentations, book chapters and web publications.</p> <p>BDS: Basic or Discovery Scholarship AIS: Applied Integrative/Application Scholarship TLS: Teaching and Learning Scholarship PRJ: Articles in peer-reviewed journals Proc: Articles in Academic/Professional Meeting Proceedings</p> <p>Pres: Academic/Professional Meeting Presentations Grant: Competitive Research Awards Received Txbk: Textbooks Case: Cases OTM: Other Teaching Materials:</p>														

Detail by Department

Table 2-1: Intellectual Contributions for the 5-year period 2011-2012 through 2015-2016

Faculty Profile Information								Portfolio of Intellectual Contributions <i>(Includes refereed and non-refereed; published and unpublished)</i>			Types of Intellectual Contributions								
Member Name	Degree	Year	Status	Qual	Involvement	%	Rank	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Total
Barnes, Clarence H	Ph.D.	1973	Tenured	SA	Participating	100.0	Professor	1			1								1
Barone, Sandra	M.S.	1998	Non-Tenure Track	Oth	Participating	100.0	Lecturer IR		1									1	1
Beck, John H	Ph.D.	1976	Tenured	SA	Participating	100.0	Professor	5			3		2						5
Bennett, Randall W	Ph.D.	1984	Tenured	SA	Participating	100.0	Professor	4			2		1					1	4
Henrickson, Kevin E	Ph.D.	2006	Tenured	SA	Participating	100.0	Associate Professor	12		2	11							3	14
Herzog, Ryan W	Ph.D.	2008	Tenure Track	SA	Participating	100.0	Associate Professor	7		2	3		6						9
Johnson, Erica H	Ph.D.	2009	Tenure Track	SA	Participating	100.0	Associate Professor	4		1	4		1						5
Lyons, John	M.B.A.	1997	Non-Tenure Track	IP	Supporting	47.5	Instructor												
Voy, Annie	Ph.D.	2009	Tenure Track	SA	Participating	100.0	Assistant Professor	5			3							2	5
Economics [9 members, 8.48 FTE]								38	1	5	27		10					7	44

Management																			
Faculty Profile Information								Portfolio of Intellectual Contributions <i>(Includes refereed and non-refereed; published and unpublished)</i>			Types of Intellectual Contributions								
Member Name	Degree	Year	Status	Qual	Involvement	%	Rank	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Total
Anderson, Kenneth S	Ph.D.	1988	Tenured	SA	Participating	100.0	Professor	2			1							1	2
Anderson, Michelle	Unknown	N/A	Non-Tenure Track	IP	Supporting	1.2	Instructor												
Armstrong, Josh	Ph.D.	2004	Non-Tenure Track	IP	Supporting	2.5	Instructor												
Bandy, Crystal	Ph.D.	2014	Non-Tenure Track	IP	Supporting	3.3	Instructor												
Broder, Scott	M.B.A.	N/A	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Buller, Paul F	Ph.D.	1982	Tenured	SA	Participating	100.0	Professor	6	4	8	13	1	1					3	18
Bull-Schaefer, Rebecca A	Ph.D.	2008	Tenure Track	SA	Participating	100.0	Associate Professor	5	1	9	6	3	6						15
Elloy, David F	Ph.D.	1999	Tenured	SA	Participating	100.0	Professor	10			5	2	3						10
Finkle, Todd A	Ph.D.	1993	Tenure Track	SA	Participating	100.0	Associate Professor	13	1	57	29	4	6			25		7	71
Hoover, Kristine	Ph.D.	2010	Non-Tenure Track	IP	Supporting	12.5	Instructor												
Husted, Gregory	M.B.A.	2006	Non-Tenure Track	IP	Supporting	7.5	Instructor												
Jiminez, Juanita Marie	B.S.	2006	Non-Tenure Track	IP	Supporting	2.5	Instructor												
Leatha, Norman	M.B.A.	1968	Non-Tenure Track	IP	Supporting	16.7	Instructor												

Leithauser, Adriane	M.A.	2008	Non-Tenure Track	IP	Participating	100.0	Lecturer IR			4	1		3						4
Marchessault, Catherine	M.S.	2012	Non-Tenure Track	IP	Supporting	7.5	Instructor												
McLean, Darby	B.S.	2000	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Parker, Kevin	M.B.A.	2005	Non-Tenure Track	IP	Supporting	3.3	Instructor												
Pepper, Molly B	Ph.D.	2004	Tenured	SA	Participating	100.0	Associate Professor	4	3	10	6		4					7	17
Stevens, Christopher E	Ph.D.	2008	Tenure Track	SA	Participating	100.0	Associate Professor	5			3							2	5
Steverson, Brian K	Ph.D.	1991	Tenured	SA	Participating	100.0	Professor	6		3	4		4					1	9
Stewart, Daniel	Ph.D.	2002	Tenured	SA	Participating	100.0	Professor	14	2	5	4	4	10					3	21
Trosine, Amy	M.A.	2012	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Trosine, Jason	M.A.	2012	Non-Tenure Track	IP	Supporting	15.0	Instructor												
Vigil, Stephanie	M.A.	2013	Non-Tenure Track	IP	Supporting	15.0	Instructor												
Wasson, Tyler	M.B.A.	2013	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Management [25 members, 11.07 FTE]								65	11	96	72	14	37			25		24	172

Marketing																			
Faculty Profile Information								Portfolio of Intellectual Contributions <i>(Includes refereed and non-refereed; published and unpublished)</i>			Types of Intellectual Contributions								
Member Name	Degree	Year	Status	Qual	Involvement	%	Rank	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Total
Agnew, Eric	M.B.A.	2011	Non-Tenure Track	IP	Supporting	4.2	Instructor												
Bozman, Carl S	Ph.D.	1990	Tenured	SA	Participating	100.0	Professor	4	1		2	2						1	5
Helgeson, James G	Ph.D.	1984	Tenured	SA	Participating	100.0	Professor	5			5								5
Kelsey, Michael	M.B.A.	2012	Non-Tenure Track	IP	Supporting	2.5	Instructor												
Kneeshaw, Scott	Other	1980	Non-Tenure Track	IP	Supporting	12.5	Instructor												
Kurpis, Lada V	Ph.D.	2004	Tenured	SA	Participating	100.0	Associate Professor	7	1	5	3	2	5					3	13
Lipsker, Connie	B.B.A.	1975	Non-Tenure Track	IP	Participating	100.0	Lecturer IR												
Loroz, Peggy Sue	Ph.D.	2000	Tenured	SA	Participating	100.0	Professor	5	2	6	5		3	2				3	13
Neyland, Bailee	M.B.A.	2014	Non-Tenure Track	IP	Supporting	12.5	Instructor												
Patil, Vivek H	Ph.D.	2006	Tenured	SA	Participating	100.0	Associate Professor	11	37	5	11	9	3	1				29	53
Reese, Edward	B.A.	1992	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Regundin, Marvin	B.A.	1980	Non-Tenure Track	IP	Supporting	25.0	Instructor												
Sanders, Kevin	M.B.A.	2010	Non-Tenure Track	IP	Supporting	3.3	Instructor												
Marketing [13 members, 6.65 FTE]								32	41	16	26	13	11	3				36	89

Operations																			
Faculty Profile Information								Portfolio of Intellectual Contributions <i>(Includes refereed and non-refereed; published and unpublished)</i>			Types of Intellectual Contributions								
Member Name	Degree	Year	Status	Qual	Involvement	%	Rank	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Total
Agnew, Thomas	B.A.	1990	Non-Tenure Track	IP	Supporting	22.5	Instructor												
Beqiri, Mirjeta S	Ph.D.	2005	Tenured	SA	Participating	100.0	Associate Professor	7	4	8	3	2	4		1			9	19
Burnett, David	M.A.	1987	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Hawk, Allysen	M.B.A.	2012	Non-Tenure Track	IP	Supporting	22.5	Instructor												
Hedin, Scott R	Ph.D.	1993	Tenured	Oth	Participating	100.0	Assistant Professor												
Powers, Sarah	M.S.	2008	Non-Tenure Track	IP	Supporting	5.8	Instructor												
Robinson, John	M.S.	2004	Non-Tenure Track	IP	Supporting	5.0	Instructor												
Thatte, Ashish	Ph.D.	2007	Tenured	SA	Participating	100.0	Associate Professor	4			2	1	1						4
Operations [8 members, 3.61 FTE]								11	4	8	5	3	5		1			9	23

College Totals: [90 members, 50.96 FTE]	263	98	163	230	50	118	3	5	25	0	93	524
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OIC includes professional presentations not related to a paper, non-research professional presentations, book chapters and web publications.

* Included in this report are Members who left DURING the Normal Academic Year (2015-2016).

This report does not include Members who left PRIOR TO the Normal Academic Year.

BDS: Basic or Discovery Scholarship

AIS: Applied Integrative/Application Scholarship

TLS: Teaching and Learning Scholarship

PRJ: Articles in peer-reviewed journals

Proc: Articles in Academic/Professional Meeting Proceedings

Pres: Academic/Professional Meeting Presentations

Grant: Competitive Research Awards Received

Txbk: Textbooks

Case: Cases

OTM: Other Teaching Materials

List of Peer Reviewed Journal Articles by Department: 2011-12 through 2015-16

Accounting

1. McPherson, M. Q., Friesner, D., & Hackney, D. D. (2014). A Simple Model of Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development*, 5 (1), 47-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
2. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal*, 19 (3), 187-193. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
3. Barone, G. J., Henrickson, K. E., & Voy, A. (2012). Baggage Fees and Airline Stock Performance: A Case of Initial Investor Misconception. *Journal of the Transportation Research Forum*, 51 (1), 5-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
4. Hackney, D. D., Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2014). Bankruptcy and Intra-District Legal Culture. *Journal of Applied Business and Economics*, 16 (2), 1-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]
5. Hackney, D. D., Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2014). Bankruptcy and Intra-District Legal Culture. *Journal of Applied Business and Economics*, 16 (2), 1-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]
6. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]
7. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
8. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
9. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
10. Brody, R., Melendy, S., & Perry, F. (2012). Commentary from the American Accounting Association's 2011 Annual Meeting Panel on Emerging Issues in Fraud Research. *Accounting Horizons*, 26 (3), 513-531, doi: 10.2308/acch-50175. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 14%] [Mission Code: Impact]
11. Birrer, G. E. & Anderson, K. S. (2011). Creating a Sustainable Competitive Advantage: A Resource-Based Analysis of the Gonzaga University Men's Basketball Team. *Journal of Sport Administration & Supervision*, 3 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship]

12. Hackney, D. D., Friesner, D. L., & Underwood, D. A. (2015). Criteria for Sustainable Community Economic Development: Integrating Diversity and Solidarity into the Planning Process. *Journal of Economic Issues*, 49 (4), 1112-1123. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]
13. Hackney, D. D., Friesner, D. L., & McPherson, M. Q. (2015). Do Debtors Have an Obvious Financial Rationale for Filing a Chapter 13 Bankruptcy Petition? *Economics Bulletin*, 35 (3), 1572-1588. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
14. Brajcich, A. M., Friesner, D., & Schibik, T. (2015). Do US pharmaceutical companies strategically shift income to international affiliates? *Multinational Business Review*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]
15. DeBoskey, D. & Kern, S. (2015). Effect of Deregulation and Capital Market Incentives on Voluntary Disclosure in the Electric Utility Industry. *International Journal of Economics and Business Research*, 9 (2), 186-220, doi: 10.1504/IJEBR.2015.067365. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
16. Hackney, D. D., Friesner, D. F., Brajcich, A. M., & Hickman, L. E. (2014). Effects of IRS Collection Activities on Consumer Bankruptcy Filings. *Journal of Accounting and Finance*, 14 (5), 24-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
17. Hackney, D. D., Friesner, D. F., Brajcich, A. M., & Hickman, L. E. (2014). Effects of IRS Collection Activities on Consumer Bankruptcy Filings. *Journal of Accounting and Finance*, 14 (5), 24-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
18. Birrer, G. E. (2014). GASB statement 68 on pensions: a solution to the public pension crisis? *Journal of Government Financial Management*, 63 (3), 34-38. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%]
19. Brody, R., Cox, V., & Kern, S. (2015). Gender Equity in the Accounting Profession: Progress or Good Marketing. *Accounting Educator's Journal*, 25 (Dec), 131-147. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
20. McPherson, M. Q., Hackney, D. D., Friesner, D., & Axelson, D. (2011). Has Anything Changed in the Past century? Re-Visiting Graue's The Social Cost of Bad Debt. *Journal of Economic Issues*, 45 (4), 755-784. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
21. Bolt-Lee, C. & Kern, S. (2015). Highlights of Forensic Accounting Research. *Journal of Accountancy*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
22. Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2013). Key Determinants of Repatriated Earnings by U.S. Multinational Entreprises. *Multinational Business Review*, 21 (3), 269-289. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]
23. Friesner, D. L., Hackney, D. D., & McPherson, M. Q. (2013). Letter to the Editor: Medical Expenses and Bankruptcy. *Health Affairs*, 32 (10), 1856, doi: 10.1377/hlthaff.2013.0799. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%]

24. Barnes, C. H., Hackney, D. D., McPherson, M. Q., & Friesner, D. (2012). Local Labor Markets, Employment Distributions and Consumer Bankruptcy Filings: Evidence from Eastern Washington. *Journal of Accounting and Finance*, 12 (5), 133-139. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
25. Rhim, J. C., Friesner, D., & Brajcich, A. M. (2014). Measuring Agency Costs in the Presence of Incidental Truncation: Empirical Evidence from Chinese Firms. *Global Business and Finance Review*, 19 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
26. Hackney, D. D., Friesner, D., McPherson, M. Q., & Cashel-Cordo, P. (2013). Measuring the Financial Health of U.S. Bankruptcy Filers: An Application of Financial Epidemiology. *Global Business and Finance Review*, 18 (1), 48-62. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
27. Brajcich, A. M. & Lawson, D. (2013). Minimizing Employment Taxes in U.S. 'S' Corporations: Levels of Compensation and Shareholder Sophistication. *International Business Research*, 6 (3), doi: 10.5539/ibr.v6n3p1. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
28. Melendy, S. & Huefner, R. J. (2011). Monitoring Legal Compliance: The Growth of Compliance Committees. *Accounting Perspectives*, 10 (4), 241-263, doi: 10.1111/j.1911-3838.2011.00026.x. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]
29. Hackney, D. D., Friesner, D., & McPherson, M. Q. (2012). On the Need for Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development*, 3 (4), 48-60. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
30. McPherson, M. Q., Hackney, D. D., Friesner, D., & Correia, C. (2013). On the Social Costs of Bankruptcy: Does Filing Under Chapter 13 Really Lead to Significant Creditor Repayment? *International Journal of Social Ecology and Sustainable Development*, 5 (1), 57-89. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
31. Kern, S. & Law, D. W. (2011). Paper Airplanes, Inc.: Utilizing an In-class Case to Demystify Process Costing. *Journal of the International Academy for Case Studies*, 17 (6), 107-111, 131-133. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
32. Kern, S. & Law, D. W. (2011). Paper Airplanes, Inc.: Utilizing an In-class Case to Demystify Process Costing. *Journal of the International Academy for Case Studies*, 17 (6), 107-111, 131-133. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
33. Barone, G. J. & Hickman, K. A. (2012). People, Corporations, Economic Decisions, and Political Speech. *Atlantic Economic Journal*, 40 (2), 219-220. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-12%] [Mission Code: Impact]
34. Beck, J. H., Hackney, D. D., Hackney, J., & McPherson, M. Q. (2014). Regional Differences in Chapter 13 Filings: Southern Legal Culture or Religion? *Review of Social Economy*, 72 (2), 186-208. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%] [Mission Code: Impact]

35. Orchard, L. X. & Hoag, M. L. (2014). Revenue Process Internal Control for Manufacturers: An Evaluation Tool for Independent Auditors and Managers. *Journal of Business & Economics Research*, 12 (2), 137. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
36. Doran, M., Melendy, S., & Riley, R. (2011). Service Learning Activities: Students Putting Their Skills on the Line to Assist Real Companies. *Fraud Magazine*, 26 (4), 14-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
37. Brajcich, A. M. (2013). Tax Considerations for Clients Going Global. *Journal of the CPA Practitioner*, 5 (1). [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 95%] [Mission Code: Impact]
38. Brajcich, A. M. (2015). Tax Trap for the Unwary: The Passive Foreign Investment Company. *Today's CPA*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 41%] [Mission Code: Impact]
39. Law, D. W. & Lin, T. (2014). The Effects of the Credit Crisis on the Shanghai Composite Index Using the Hilbert-Huang Transformation. *International Journal of Statistics and Economics*, 13 (1), 1-18. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]
40. Law, D. W., Chang, S., & Chang, H. (2011). The Impact of Personality on Depression among University Students in Taiwan. *Chang Gung Medical Journal*, 34 (5), 528-535. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
41. Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2013). Trends of Shifting of Resources by U.S.-based Multinational Companies. *Journal of Accounting and Finance*, 13 (6), 92-106. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
42. Hoag, M. L., Carver, B. T., & Cline, B. N. (2013). Underperformance of Founder-Led Firms: An Examination of Compensation Contracting Theories During the Executive Stock Options Backdating Scandal. *Journal of Corporate Finance*, 23 (1), 294-310. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%] [Mission Code: Impact]
43. Brajcich, A. M. & Friesner, D. (2015). Using Maximum Entropy Outlier Analysis to Identify Multinational Corporation Tax Havens. *Journal of Accounting and Finance*, 15 (3), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
44. Hackney, D. D. & Friesner, D. L. (2015). Using Misclassification Analysis to Evaluate the Effectiveness of the BAPCPA Means Test. *Journal of Accounting and Finance*, 15 (4), 40-52. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
45. Brajcich, A. M. & Lawson, D. (2012). Utilizing Debt as Tax Benefit: The Capitalization of U.S. Corporations and Owner Sophistication. *Journal of Business, Economics and Finance*, 1 (4), 116-123. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 60%] [Mission Code: Impact]

46. Hackney, D. D., Friesner, D., & Johnson, E. (2016). What is the Actual Prevalence of Medical Bankruptcies? *International Journal of Social Economics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 43%] [Mission Code: Impact]

Finance

1. McPherson, M. Q., Friesner, D., & Hackney, D. D. (2014). A Simple Model of Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development*, 5 (1), 47-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]

2. Hackney, D. D., Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2014). Bankruptcy and Intra-District Legal Culture. *Journal of Applied Business and Economics*, 16 (2), 1-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]

3. Hickman, K. A. & Byrd, J. (2012). Behavioral Economics and Corporate Sustainability. *The Sustainability Review*, 3 (3). [Status: Published] [Refereed] [Basic or Discovery Scholarship]

4. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]

5. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]

6. Bozman, C. S., McPherson, M. Q., Friesner, D., & Teng, C. I. (2014). Brand Equity Effects on Bidding Strategies in an Online Environment: Evidence from eBay Coin Auctions. *International Journal of E-Business*, 10 (2), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]

7. Xu, D. & Cloutier, R. (2015). Creating a High Dividend Stock Strategy While Exploiting the Low Beta Anomaly. *International Journal of Revenue Management*, 8 (3-4), 324-342. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%]

8. Shrader, M. J. & Finkle, T. A. (2015). Creative Achievement & Intelligence Among Student Entrepreneurs. *Journal of Entrepreneurship Education*, 18 (2), 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Engagement]

9. Finkle, T. & Shrader, M. J. (2015). Creativity Exercises in the Field of Entrepreneurship. *Experiential Entrepreneurship Exercises Journal*, 1 (3), 35-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Engagement]

10. Hackney, D. D., Friesner, D. L., & McPherson, M. Q. (2015). Do Debtors Have an Obvious Financial Rationale for Filing a Chapter 13 Bankruptcy Petition? *Economics Bulletin*, 35 (3), 1572-1588. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]

11. McPherson, M. Q., Namjoshi, S., & Friesner, D. (2012). Do Tax Revenues Reduce Agency Costs and Increase Hospital Efficiency? Empirical Evidence from Washington State. *Global Business and Finance Review*, 137-160. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%]

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12. Henrickson, K. E. & Johnson, E. H. (2015). Jesuit Values, Environmental Sustainability and Businesses Core Curriculum. *Journal of Jesuit Business Education*, 6 (1), 101-116. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
13. Barnes, C. H., Hackney, D. D., McPherson, M. Q., & Friesner, D. (2012). Local Labor Markets, Employment Distributions and Consumer Bankruptcy Filings: Evidence from Eastern Washington. *Journal of Accounting and Finance*, 12 (5), 133-139. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
14. Beck, J. H., Hackney, D. D., Hackney, J., & McPherson, M. Q. (2014). Regional Differences in Chapter 13 Filings: Southern Legal Culture or Religion? *Review of Social Economy*, 72 (2), 186-208. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%] [Mission Code: Impact]
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20. Henrickson, K. E. & Langrill, R. (2013). Spatial Econometrics in Non-Spatial Settings. *Review of Applied Economics*, 9 (2-Jan), 93-107. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
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Management

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14. Stewart, D., Verbos, A., Black, S., Birmingham, C., & Gladstone, J. (in press, 2016). Being Native American in Business: Culture, Identity, and Authentic Leadership in Modern American Indian Enterprises. *Leadership*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 33%]
15. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2014). Challenging the assumptions of conventional business education. *Journal of Jesuit Business Education*, 5 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
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20. Schapker, H. & Buller, P. F. (2012). Creativity and decision-making in the context of Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), 37-56. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
21. Finkle, T. A. (2013). Creativity, innovation and entrepreneurship: The case of H. Wayne Huizenga. *Journal of the International Academy for Case Studies*, 19 (3), 71-85. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
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23. Ni Sullivan, B. & Stewart, D. (in press, 2016). Do Connections Always Help? Network Brokerage's Negative Impact on the Emergence of Status. *Research in the Sociology of Organizations*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 90%]
24. Finkle, T. A. & Masters, E. (2014). Do MOOCs pose a threat to higher education? *Research in Higher Education Journal*, 26, 1-10. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Innovation]
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29. Slocum, J., Lei, D., & Buller, P. F. (2014). Executing business strategies through human resource management practices. *Organizational Dynamics*, 43, 73-87. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]
30. Elloy, D. F. & Patil, V. (2012). Exploring the Relationship Between Organization Based Self-Esteem and Burnout: A Preliminary Analysis. *International Journal of Business and Social Science*, 3 (9), 283-288. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
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33. Hoover, K. F. & Pepper, M. B. (2014). How did They Say That? Ethics Statements and Normative Frameworks at Best Companies to Work For. *Journal of Business Ethics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]
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36. Finkle, T. A. & Scoresby, R. (2012). Instructor's Notes for Larry Ellison & Oracle Corporation. *Journal of the International Academy for Case Studies*, 18 (8), 105-115. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
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40. Finkle, T. A. (2013). Instructor's notes for creativity, innovation and entrepreneurship: The case of H. Wayne Huizenga. *Journal of the International Academy for Case Studies*, 19 (4), 71-80. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
41. Finkle, T. A. (2013). Job opportunities for faculty in the field of entrepreneurship. *Journal of Applied Management & Entrepreneurship*, 18 (3), 94-112. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Excellence]
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43. Cardon, M. S., Gregoire, D. A., Stevens, C. E., & Patel, P. C. (2012). Measuring Entrepreneurial Passion: Conceptual Foundations and Scale Validation. *Journal of Business Venturing*, 28 (3), 373-396. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 08-09%] [Mission Code: Impact]

44. Cardon, M. S., Stevens, C. E., & Potter, D. R. (2011). Misfortunes or Mistakes? Cultural Sense-Making of Entrepreneurial Failure. *Journal of Business Venturing*, 26 (1), 79-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 08-09%] [Mission Code: Impact]
45. Wallace, H. M., Hoover, K. F., & Pepper, M. B. (2014). Multicultural Ethics and Diversity Discourse. *Equality, Diversity and Inclusion: An International Journal*, 33 (4), 318-333. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%] [Mission Code: Impact]
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49. Finkle, T. A. (2012). Note to instructors for corporate entrepreneurship & innovation in silicon valley: The case of Google, Inc. *Entrepreneurship Theory and Practice*, 36 (4), 885-887. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 05-10%] [Mission Code: Impact]
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53. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
54. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]

55. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
56. Finkle, T. A. (2011). Richard Branson and Virgin, Inc. *Journal of the International Academy for Case Studies*, 17 (5), 109-121. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
57. Elloy, D. F. & Patil, V. (2014). Self-Leadership and Burnout: An Exploratory Study. *International Journal of Business and Social Science*, 5 (9), 7-13. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
58. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2012). Solidarity and Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
59. Buller, P. F. & McEvoy, G. M. (2012). Strategy, human resource management and performance: Sharpening line of sight. *Human Resource Management Review*, 22 (1), 43-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]
60. Kulik, C. T., Pepper, M. B., Shapiro, D. L., & Cregan, C. (2012). The Electronic Water Cooler: Insiders and Outsiders Talk About Organizational Justice on the Internet. *Communication Research*, 39 (5), 565-591. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]
61. Buller, P. F. & Finkle, T. A. (2013). The Hogan Entrepreneurial Leadership Program: An innovative model of entrepreneurship education. *Journal of Entrepreneurship Education*, 16, 113-132. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
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63. Elloy, D. F., Simha, A., & Huang, H. (2014). The Moderated Relationship Between Job Burnout and Organization Cynicism. *Management Decision*, 52 (3), 482-504. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21%]
64. Bianchi, A. J., Kang, S. M., & Stewart, D. (2012). The Organizational Selection of Status Characteristics: Status Evaluations in an Open Source Community. *Organization Science*, 23 (2), 341-354. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%]
65. Mallin, M., Ragland, C., & Finkle, T. (2014). The proactive behavior of younger salespeople: Antecedents and outcomes. *Journal of Marketing Channels*, 21 (4), 268-278, doi: 10.1080/1046669X.2014.945359. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Excellence]

66. Finkle, T. A. (2012). Trends in the market for entrepreneurship faculty from 1989-2010. *Journal of Entrepreneurship Education*, 15, 21-40. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Excellence]
67. Finkle, T. A. (2013). Trends in the market for entrepreneurship faculty from 1989-2011. *Journal of Entrepreneurship Education*, 16, 59-76. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Excellence]
68. Bull Schaefer, R. A. & Erskine, L. (2012). Virtual team meetings: Reflections on a class exercise exploring technology choice. *Journal of Management Education*, 36 (6), 777-801. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
69. Steverson, B. K. (2012). Vulnerable Values Argument for the Professionalization of Business Management. *Business and Professional Ethics Journal*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%]
70. Finkle, T. A. & Buller, P. F. (2012). Wisdom from Warren Buffett. *Research in Higher Education Journal*, 16, 1-10. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact]
71. Finkle, T. A. & Buller, P. F. (2012). Wisdom from Warren Buffett. *Research in Higher Education Journal*, 16, 1-10. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact]
72. Bull Schaefer, R. A., Wiegand, K. E., MacDermid, S. M., Green, S. G., & Welch, E. R. (2013). Work adjustment after combat deployment: Reservist repatriation. *Community, Work, & Family*, 16 (2), 191-211. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%]

Marketing

1. Pepper, M. B., Loro, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
2. Pepper, M. B., Loro, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
3. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal*, 19 (3), 187-193. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
4. Helgeson, J. & Patil, V. H. (2014). Assessment of Outcomes: The Effect of Incentives on Student Participation Rates and Performance Levels. *Journal of the Academy of Business Education*, 15, 41-55. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
5. Helgeson, J. & Patil, V. H. (2014). Assessment of Outcomes: The Effect of Incentives on Student Participation Rates and Performance Levels. *Journal of the Academy of Business Education*, 15, 41-

55. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
6. Loroz, P. & Helgeson, J. (2013). Boomers and Their babies: An Exploratory Comparison of Psychological Profiles and Advertising Appeal Across Two generations. *Journal of Marketing Theory and Practice*, 21 (3), 289-306. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
7. Loroz, P. & Helgeson, J. (2013). Boomers and Their babies: An Exploratory Comparison of Psychological Profiles and Advertising Appeal Across Two generations. *Journal of Marketing Theory and Practice*, 21 (3), 289-306. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
8. Bozman, C. S., McPherson, M. Q., Friesner, D., & Teng, C. I. (2014). Brand Equity Effects on Bidding Strategies in an Online Environment: Evidence from eBay Coin Auctions. *International Journal of E-Business*, 10 (2), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
9. Patil, V. & Gabernet, A. R. (2014). Build a Shiny Application to Analyze #Bluemix Sentiment using the Bluemix R Custom Buildpack. *IBM developerWorks*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]
10. Loroz, P. S. & Braig, B. M. (2015). Consumer Attachment to Human Brands: The 'Oprah Effect'. *Psychology & Marketing*, 32 (7), 751-763. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]
11. Kurpis, L. V., Helgeson, J., Ekici, A., & Supphellen, M. (in press, 2015). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Academy of Marketing Studies Journal*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
12. Kurpis, L. V., Helgeson, J., Ekici, A., & Supphellen, M. (in press, 2015). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Academy of Marketing Studies Journal*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
13. Patil, V. H. (2014). Data Mining Modern Languages. *KD Nuggets*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]
14. Kurpis, L. V. (2012). Empirical Investigation of Select Personality, Attitudinal, and Experience-Based Antecedents of Cultural Intelligence in Undergraduate Business Students. *The Journal of Learning in Higher Education*, 8 (1), 47-58. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
15. Elloy, D. F. & Patil, V. (2012). Exploring the Relationship Between Organization Based Self-Esteem and Burnout: A Preliminary Analysis. *International Journal of Business and Social Science*, 3 (9), 283-288. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
16. Mager, J. & Helgeson, J. G. (2011). Fifty Years of Advertising Images: Some Changing Perspectives on Role Portrayals Along With Enduring Consistencies. *Sex Roles: A Journal of Research*, 64, 238-252. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 19-20%]

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18. Patil, V. H. (2014). Identification of Influential Marketing Scholars and their Institutions Using Social Network Analysis. *Journal of Marketing Analytics*, 2 (4), 239-249. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]
19. Bozman, C. S., Friesner, D., & McPherson, M. Q. (2015). Intangible and Tangible Value: Brand Equity Benefits Associated with Collegiate Athletics. *International Journal of Sports Marketing & Sponsorship*, 16 (4), 261-284. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]
20. Patil, V. H. & Loroz, P. S. (2014). Outcomes Assessment for Measuring the Impact of Jesuit Education. *Journal of Jesuit Business Education*, 5 (1), 15-33. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
21. Patil, V. H. & Loroz, P. S. (2014). Outcomes Assessment for Measuring the Impact of Jesuit Education. *Journal of Jesuit Business Education*, 5 (1), 15-33. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
22. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
23. Elloy, D. F. & Patil, V. (2014). Self-Leadership and Burnout: An Exploratory Study. *International Journal of Business and Social Science*, 5 (9), 7-13. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
24. Kurpis, L. & Helgeson, J. G. (2012). The Effects of Country-of-Origin and Product Category Fit on Acceptance of New Brands. *International Research Journal of Global Business Development*, 1 (1), 9-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]
25. Kurpis, L. & Helgeson, J. G. (2012). The Effects of Country-of-Origin and Product Category Fit on Acceptance of New Brands. *International Research Journal of Global Business Development*, 1 (1), 9-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]
26. Joseph, K., Subramaniam, R., & Patil, V. (2013). The Impact of Consumption Hassle on Pricing Schedules. *Managerial and Decision Economics*, 34 (1), 1-14. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]

Operations

1. Beqiri, M. S., Ardita, B., Begani, A., & Dergjini, A. (2014). An Empirical Study of Service Quality Factors Impact on Tourist Satisfaction and Loyalty: Velipoja Tourist Destination. *TMC Academic Journal*, 8 (2), 36-48, doi: ISSN: 1793-6020. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]

2. Beqiri, M. S. (2015). Delivering quantitative courses online vs. face-to-face: Insights and reactions. *International Journal of Science, Innovation, & New technology*, 1 (13), 19-25. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Mission Code: Innovation]
3. Thatte, A., Rao, S., & Ragu-Nathan, T. S. (2013). Impact of SCM Practices of a Firm on Supply Chain Responsiveness and Competitive Advantage of a Firm. *Journal of Applied Business Research*, 29 (2), 499-530. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 06-10%]
4. Dupler, A., Crogan, N., & Beqiri, M. S. (2015). Medication Assistant-Certification program in Washington State: Barriers to implementation. *Geriatric Nursing*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]
5. Thatte, A. (2013). Supply Chain Responsiveness through Modularity Based Manufacturing Practices: An Exploratory Study. *Journal of Applied Business Research*, 29 (3), 743-763. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 06-10%]

List of PRJ by Faculty Member

Kenneth S. Anderson, Ph.D.

Professor

Management

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5-year PRJ by Article Title: 2011-12 through 2015-16

1. Birrer, G. E. & Anderson, K. S. (2011). Creating a Sustainable Competitive Advantage: A Resource-Based Analysis of the Gonzaga University Men's Basketball Team. *Journal of Sport Administration & Supervision*, 3 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship]

Clarence H. Barnes, Ph.D.

Professor

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1. Barnes, C. H., Hackney, D. D., McPherson, M. Q., & Friesner, D. (2012). Local Labor Markets, Employment Distributions and Consumer Bankruptcy Filings: Evidence from Eastern Washington. *Journal of Accounting and Finance*, 12 (5), 133-139. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]

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1. Barone, G. J., Henrickson, K. E., & Voy, A. (2012). Baggage Fees and Airline Stock Performance: A Case of Initial Investor Misconception. *Journal of the Transportation Research Forum*, 51 (1), 5-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
 2. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]
 3. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
 4. Barone, G. J. & Hickman, K. A. (2012). People, Corporations, Economic Decisions, and Political Speech. *Atlantic Economic Journal*, 40 (2), 219-220. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-12%] [Mission Code: Impact]
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1. Beck, J. H. (2012). Henry George and Immigration. *American Journal of Economics and Sociology*, 71 (4), 966-987. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 35%] [Mission Code: Impact]
2. Beck, J. H., Hackney, D. D., Hackney, J., & McPherson, M. Q. (2014). Regional Differences in Chapter 13 Filings: Southern Legal Culture or Religion? *Review of Social Economy*, 72 (2), 186-208. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%] [Mission Code: Impact]
3. Beck, J. H. & Henrickson, K. E. (2013). The Effect of the Top Two Primary on the Number of Primary Candidates. *Social Science Quarterly*, 94 (3), 779-794. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]

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1. Bennett, R. W. & Loucks, C. (2011). Financial Services Industry PAC Contributions and Senate Committee Membership. *Atlantic Economic Journal*, 39 (3), 203-216. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-12%]
2. Bennett, R. W. & Loucks, C. (2012). Health Industry Political Action Committee And Senate Committee Membership. *Journal of Business and Economic Perspectives*, 39 (2), 94-105. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%]

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1. Beqiri, M. S., Ardita, B., Begani, A., & Dergjini, A. (2014). An Empirical Study of Service Quality Factors Impact on Tourist Satisfaction and Loyalty: Velipoja Tourist Destination. *TMC Academic Journal*, 8 (2), 36-48, doi: ISSN: 1793-6020. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]
2. Beqiri, M. S. (2015). Delivering quantitative courses online vs. face-to-face: Insights and reactions. *International Journal of Science, Innovation, & New technology*, 1 (13), 19-25. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Mission Code: Innovation]
3. Dupler, A., Crogan, N., & Beqiri, M. S. (2015). Medication Assistant-Certification program in Washington State: Barriers to implementation. *Geriatric Nursing*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]

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1. Birrer, G. E. & Anderson, K. S. (2011). Creating a Sustainable Competitive Advantage: A Resource-Based Analysis of the Gonzaga University Men's Basketball Team. *Journal of Sport Administration & Supervision*, 3 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship]
2. Birrer, G. E. (2014). GASB statement 68 on pensions: a solution to the public pension crisis? *Journal of Government Financial Management*, 63 (3), 34-38. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%]

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1. Bozman, C. S., McPherson, M. Q., Friesner, D., & Teng, C. I. (2014). Brand Equity Effects on Bidding Strategies in an Online Environment: Evidence from eBay Coin Auctions. *International Journal of E-Business*, 10 (2), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
2. Bozman, C. S., Friesner, D., & McPherson, M. Q. (2015). Intangible and Tangible Value: Brand Equity Benefits Associated with Collegiate Athletics. *International Journal of Sports Marketing & Sponsorship*, 16 (4), 261-284. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]

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1. Hackney, D. D., Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2014). Bankruptcy and Intra-District Legal Culture. *Journal of Applied Business and Economics*, 16 (2), 1-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]
2. Brajcich, A. M., Friesner, D., & Schibik, T. (2015). Do US pharmaceutical companies strategically shift income to international affiliates? *Multinational Business Review*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]
3. Hackney, D. D., Friesner, D. F., Brajcich, A. M., & Hickman, L. E. (2014). Effects of IRS Collection Activities on Consumer Bankruptcy Filings. *Journal of Accounting and Finance*, 14 (5), 24-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
4. Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2013). Key Determinants of Repatriated Earnings by U.S. Multinational Entreprises. *Multinational Business Review*, 21 (3), 269-289. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]

5. Rhim, J. C., Friesner, D., & Brajcich, A. M. (2014). Measuring Agency Costs in the Presence of Incidental Truncation: Empirical Evidence from Chinese Firms. *Global Business and Finance Review, 19* (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
6. Brajcich, A. M. & Lawson, D. (2013). Minimizing Employment Taxes in U.S. 'S' Corporations: Levels of Compensation and Shareholder Sophistication. *International Business Research, 6* (3), doi: 10.5539/ibr.v6n3p1. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
7. Brajcich, A. M. (2013). Tax Considerations for Clients Going Global. *Journal of the CPA Practitioner, 5* (1). [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 95%] [Mission Code: Impact]
8. Brajcich, A. M. (2015). Tax Trap for the Unwary: The Passive Foreign Investment Company. *Today's CPA*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 41%] [Mission Code: Impact]
9. Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2013). Trends of Shifting of Resources by U.S.-based Multinational Companies. *Journal of Accounting and Finance, 13* (6), 92-106. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
10. Brajcich, A. M. & Friesner, D. (2015). Using Maximum Entropy Outlier Analysis to Identify Multinational Corporation Tax Havens. *Journal of Accounting and Finance, 15* (3), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
11. Brajcich, A. M. & Lawson, D. (2012). Utilizing Debt as Tax Benefit: The Capitalization of U.S. Corporations and Owner Sophistication. *Journal of Business, Economics and Finance, 1* (4), 116-123. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 60%] [Mission Code: Impact]

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1. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2013). A distinctively Jesuit business education: Will you know it when you see it? *Journal of Jesuit Business Education, 4* (1), iii-vii. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
2. Pepper, M. B., Loro, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education, 2* (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
3. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2014). Challenging the assumptions of conventional business education. *Journal of Jesuit Business Education, 5* (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
4. Schapker, H. & Buller, P. F. (2012). Creativity and decision-making in the context of Jesuit business education. *Journal of Jesuit Business Education, 3* (1), 37-56. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

5. Porth, S. J., Lee, J., & Buller, P. F. (2015). Editorial. *Journal of Jesuit Business Education*. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Inspiration]
6. Slocum, J., Lei, D., & Buller, P. F. (2014). Executing business strategies through human resource management practices. *Organizational Dynamics*, 43, 73-87. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]
7. McEvoy, G. M. & Buller, P. F. (2013). Human resource management practices in mid-sized firms. *American Journal of Business*, 28 (1), 86-105. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
8. Steverson, B. K., Rutherford, M., & Buller, P. F. (2013). New Venture Legitimacy Lies and Ethics: An Application of Social Contract Theory. *Journal of Ethics of Entrepreneurship*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
9. McEvoy, G. M. & Buller, P. F. (2013). Research for practice: The management of expatriates. *Thunderbird International Business Review*, 55 (2), 213-226. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
10. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2012). Solidarity and Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
11. Buller, P. F. & McEvoy, G. M. (2012). Strategy, human resource management and performance: Sharpening line of sight. *Human Resource Management Review*, 22 (1), 43-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]
12. Buller, P. F. & Finkle, T. A. (2013). The Hogan Entrepreneurial Leadership Program: An innovative model of entrepreneurship education. *Journal of Entrepreneurship Education*, 16, 113-132. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
13. Finkle, T. A. & Buller, P. F. (2012). Wisdom from Warren Buffett. *Research in Higher Education Journal*, 16, 1-10. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact]

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1. Mulligan, J. R. & Bull Schaefer, R. A. (2011). A new hope for rank and yank. *Journal of Leadership & Organizational Studies*, 18 (3), 385-396. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11%]
2. Bull Schaefer, R. A. & Palanski, M. E. (2014). Emotional contagion at work: An in-class experiential activity. *Journal of Management Education*, 38 (4), 533-559. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
3. Bull Schaefer, R. A., Green, S. G., Saxena, M., Weiss, H. M., & MacDermid, S. M. (2013). Positive crossover of organizational commitment. *Human Performance*, 26 (4), 261-274. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 28%]

4. Green, S. G., Bull Schaefer, R. A., MacDermid, S. M., & Weiss, H. M. (2011). Reactions to work-to-family conflict: Cognitive appraisal and indirect crossover in couples. *Journal of Management*, 37, 744-769. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11%]
5. Bull Schaefer, R. A. & Erskine, L. (2012). Virtual team meetings: Reflections on a class exercise exploring technology choice. *Journal of Management Education*, 36 (6), 777-801. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
6. Bull Schaefer, R. A., Wiegand, K. E., MacDermid, S. M., Green, S. G., & Welch, E. R. (2013). Work adjustment after combat deployment: Reservist repatriation. *Community, Work, & Family*, 16 (2), 191-211. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%]

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1. Chase, N. M. & Clegg, R. (2011). Effect of Email Utilization on Higher Education Professionals. *International Journal of Technology and Human Interaction*, 7 (4), 31-45. [Status: Published] [Refereed] [Not an IC] [Acceptance rate: 21-30%]

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1. Shankar, B. L., Basavarajappa, S., Kadadevaramath, R. S., & Chen, J. C. (2013). A bi-objective optimization of supply chain design and distribution operations using non-dominated sorting algorithm: A case study. *Expert Systems with Applications: An International Journal*, 40 (14), 5730-5739. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Engagement]
2. Chen, J. C., Yang, M., & Koo, T. (2012). A control mapping data model for internal controls construction in a database design. *International Journal of Knowledge Based Organizations*, 4 (3), 52-60. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
3. Kadadevaramath, R. S., Chen, J. C., Shankar, B. L., & Mohanasundaram, K. M. (2012). Application of particle swarm intelligence Algorithms in supply chain network optimization. *Expert Systems with Applications: An International Journal*, 39 (11), 10160-10176, doi: 10.1016/j.eswa.2012.02.116. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Excellence]
4. Kadadevaramath, R., Chen, J. C., & Mohan, M. R. (2015). Attitude of small and medium enterprises towards implementation and use of information technology in India - an empirical study. *International Journal of Business and Systems Research*, 9 (2), 123-137, doi: 10.1504/IJBSR.2015.069439. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]

5. Shankar, B. L., Basavarajappa, S., Kadavevaramath, R. S., & Chen, J. C. (2013). Constrained optimization of distribution network using new hybrid PSO optimizer. *International Journal of Business and Systems Research*, 7 (2), 105-120, doi: DOI: 10.1504/IJBSR.2013.053754. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
 6. Chen, J. C., Hsu, L., Chen, S., & Chiu, M. (2015). Determinants of successful online transactions – effects of transaction assurance seal and reputation rating affecting trust and purchase intention of consumers. *Human Systems Management*, 34 (2), 105-118, doi: 10.3233. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Engagement]
 7. Chen, J. C. & Liu, C. (2012). Developing and prioritizing measures of emotional capital in public service organizations. *International Journal of Information Systems in the Services Sector*, 4 (3), 53-60, doi: 10.4018/jiss.2012070104. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%]
 8. Bai, S., Koong, K. S., & Chen, J. C. (2013). Gender earnings disparity in the U.S. financial sector: 2000-2012. *International Journal of Revenue Management*, 7 (3/4), 244-267. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%]
 9. Lai, R. S., Hsu, L., & Chen, J. C. (2012). Green information system with ICT platform and implementation. *Human Systems Management*, 31, 111-121, doi: DOI 10.3233/HSM-2012-0765. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
 10. Yang, M., Chen, J. C., Tsai, C., & Chao, H. (2013). Investigating collaborative commerce system from the perspective of collaborative relationship. *Journal of Electronic Commerce Research*, 14 (1), 75-88. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]
 11. Shankar, B. L., Basavarajappa, S., Chen, J. C., & Kadavevaramath, R. S. (2013). Location and allocation decisions for multi-echelon supply chain: A multi-objective evolutionary approach. *Expert Systems with Applications: An International Journal*, 40 (2), 551-562. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
 12. Kao, T. Y., Chen, J. C., Wu, T. B., & Yang, M. (2014). Poverty reduction through empowerment: A proactive strategy of corporate social responsibility. *Corporate Social Responsibility and Environmental Management*, 21 (4), doi: 10.1002/csr.1365. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Impact]
 13. Yin, Y., Cheng, S., Chiang, J. Y., Chen, J. C., & Mao, X. (2015). Scheduling Problems with Due Data Assignments. *Discrete Dynamics in Nature and Society*. [Status: Published] [Refereed] [Basic or Discovery Scholarship]
 14. Liu, C. & Chen, J. C. (2013). Using Q methodology to explore user's value types on mobile phone service websites. *Expert Systems with Applications: An International Journal*, 40 (13), 5276-5283. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
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1. Nakatani, K. & Chuang, T. (2011). A web analytics tool selection method: an analytical hierarchy process of cost-benefit analysis. *Internet Research, 21* (2), 171-186. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
2. Zhou, D., Nakatani, K., & Chuang, T. (2011). Data quality in collaborative commerce. *International Journal of Information Quality, 2* (3), 264-278. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
3. Nakatani, K. & Chuang, T. (2012). Global data synchronisation: deployment and implementation issues of a global standard-based information system. *International Journal of Services and Standards, 8* (2), 157-173. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 16%] [Mission Code: Impact]
4. Hwang, J., Chuang, T., Nakatani, K., & Yeh, W. (2014). The design of software-agent architecture for customer relationship management in utility service-based business. *International Journal of Business and Systems Research, 8* (3), 256-277. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]

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1. Simha, A., Huang, H., & Elloy, D. F. (2015). Demographic Contributors to Burnout and the Link between Burnout and Commitment. *Journal of Organizational Psychology, 15* (1), 24-33. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
2. Elloy, D. F. (2012). Effects of Ability Utilization, Job Influence and Organization Commitment on Employee Empowerment: An Empirical Study. *International Journal of Management, 29* (2), 627-632. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%]
3. Elloy, D. F. & Patil, V. (2012). Exploring the Relationship Between Organization Based Self-Esteem and Burnout: A Preliminary Analysis. *International Journal of Business and Social Science, 3* (9), 283-288. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
4. Elloy, D. F. & Patil, V. (2014). Self-Leadership and Burnout: An Exploratory Study. *International Journal of Business and Social Science, 5* (9), 7-13. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
5. Elloy, D. F., Simha, A., & Huang, H. (2014). The Moderated Relationship Between Job Burnout and Organization Cynicism. *Management Decision, 52* (3), 482-504. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21%]

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1. Finkle, T. A. (2016). A current look at salaries and faculty demand within the field of entrepreneurship. *Journal of Applied Management & Entrepreneurship*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Excellence]
2. Finkle, T. A. (2013). AdRoll: A case study of entrepreneurial growth. *New England Journal of Entrepreneurship*, 16 (1), 48-51. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
3. Finkle, T. A. (2016). An Examination of Job Opportunities, Candidates, and Salaries in the Field of Entrepreneurship. *New England Journal of Entrepreneurship*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Excellence]
4. Finkle, T. A., Menzies, T. V., Kuratko, D. F., & Goldsby, M. G. (2013). An examination of the financial challenges of entrepreneurship centers throughout the world. *Journal of Small Business and Entrepreneurship*, 26 (1), 67-85. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Excellence]
5. Finkle, T. A. (2015). An examination of the job market for entrepreneurship faculty from 1989 to 2014. *Journal of Entrepreneurship Education*, 26 (3), 55-78. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Excellence]
6. Finkle, T. A. (2014). Andrew Mason & Groupon, Inc. *Journal of the International Academy for Case Studies*, 20 (1), 33-43. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Innovation]
7. Mallin, M. L. & Finkle, T. A. (2011). Apple Inc.: Product portfolio analysis. *Journal of the International Academy for Case Studies*, 17 (7), 63-74. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
8. Finkle, T. A. (2012). Corporate Entrepreneurship & Innovation in Silicon Valley: The Case of Google, Inc. *Entrepreneurship Theory and Practice*, 36 (4), 863-884. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 05-10%] [Mission Code: Impact]
9. Shrader, M. J. & Finkle, T. A. (2015). Creative Achievement & Intelligence Among Student Entrepreneurs. *Journal of Entrepreneurship Education*, 18 (2), 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Engagement]
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- Model of Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development*, 5 (1), 47-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
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1. Hickman, K. A. & Byrd, J. (2012). Behavioral Economics and Corporate Sustainability. *The Sustainability Review*, 3 (3). [Status: Published] [Refereed] [Basic or Discovery Scholarship]
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1. Orchard, L. X. & Hoag, M. L. (2014). Revenue Process Internal Control for Manufacturers: An Evaluation Tool for Independent Auditors and Managers. *Journal of Business & Economics Research*, 12 (2), 137. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
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1. Henrickson, K. E. & Johnson, E. H. (2015). Jesuit Values, Environmental Sustainability and Businesses Core Curriculum. *Journal of Jesuit Business Education*, 6 (1), 101-116. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
2. Cameron, T. A., DeShazo, J. R., & Johnson, E. H. (2011). Scenario Adjustment in Stated Preference Research. *Journal of Choice Modelling*, 4 (1), 9-43. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 60%] [Mission Code: Impact]
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1. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
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 5. Bolt-Lee, C. & Kern, S. (2015). Highlights of Forensic Accounting Research. *Journal of Accountancy*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
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 7. Kern, S. & Law, D. W. (2011). Paper Airplanes, Inc.: Utilizing an In-class Case to Demystify Process Costing. *Journal of the International Academy for Case Studies*, 17 (6), 107-111, 131-133. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
 8. Doran, M., Melendy, S., & Riley, R. (2011). Service Learning Activities: Students Putting Their Skills on the Line to Assist Real Companies. *Fraud Magazine*, 26 (4), 14-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
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1. Kurpis, L. V., Helgeson, J., Ekici, A., & Supphellen, M. (in press, 2015). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Academy of Marketing Studies Journal*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
 2. Kurpis, L. V. (2012). Empirical Investigation of Select Personality, Attitudinal, and Experience-Based Antecedents of Cultural Intelligence in Undergraduate Business Students. *The Journal of Learning in Higher Education*, 8 (1), 47-58. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
 3. Kurpis, L. & Helgeson, J. G. (2012). The Effects of Country-of-Origin and Product Category Fit on Acceptance of New Brands. *International Research Journal of Global Business Development*, 1 (1), 9-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]
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1. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal*, 19 (3), 187-193. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
2. Kern, S. & Law, D. W. (2011). Paper Airplanes, Inc.: Utilizing an In-class Case to Demystify Process Costing. *Journal of the International Academy for Case Studies*, 17 (6), 107-111, 131-133. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
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1. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]

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1. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
2. Loroz, P. & Helgeson, J. (2013). Boomers and Their babies: An Exploratory Comparison of Psychological Profiles and Advertising Appeal Across Two generations. *Journal of Marketing Theory and Practice*, 21 (3), 289-306. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
3. Loroz, P. S. & Braig, B. M. (2015). Consumer Attachment to Human Brands: The 'Oprah Effect'. *Psychology & Marketing*, 32 (7), 751-763. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]

4. Patil, V. H. & Loroz, P. S. (2014). Outcomes Assessment for Measuring the Impact of Jesuit Education. *Journal of Jesuit Business Education*, 5 (1), 15-33. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
5. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]

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1. McPherson, M. Q., Friesner, D., & Hackney, D. D. (2014). A Simple Model of Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development*, 5 (1), 47-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
2. Hackney, D. D., Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2014). Bankruptcy and Intra-District Legal Culture. *Journal of Applied Business and Economics*, 16 (2), 1-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]
3. Bozman, C. S., McPherson, M. Q., Friesner, D., & Teng, C. I. (2014). Brand Equity Effects on Bidding Strategies in an Online Environment: Evidence from eBay Coin Auctions. *International Journal of E-Business*, 10 (2), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
4. Hackney, D. D., Friesner, D. L., & McPherson, M. Q. (2015). Do Debtors Have an Obvious Financial Rationale for Filing a Chapter 13 Bankruptcy Petition? *Economics Bulletin*, 35 (3), 1572-1588. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
5. McPherson, M. Q., Namjoshi, S., & Friesner, D. (2012). Do Tax Revenues Reduce Agency Costs and Increase Hospital Efficiency? Empirical Evidence from Washington State. *Global Business and Finance Review*, 137-160. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%]
6. McPherson, M. Q., Hackney, D. D., Friesner, D., & Axelson, D. (2011). Has Anything Changed in the Past century? Re-Visiting Graue's The Social Cost of Bad Debt. *Journal of Economic Issues*, 45 (4), 755-784. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
7. Bozman, C. S., Friesner, D., & McPherson, M. Q. (2015). Intangible and Tangible Value: Brand Equity Benefits Associated with Collegiate Athletics. *International Journal of Sports Marketing & Sponsorship*, 16 (4), 261-284. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]
8. Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2013). Key Determinants of Repatriated Earnings by U.S. Multinational Entreprises. *Multinational Business Review*, 21 (3), 269-289. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]
9. Friesner, D. L., Hackney, D. D., & McPherson, M. Q. (2013). Letter to the Editor: Medical Expenses and Bankruptcy. *Health Affairs*, 32 (10), 1856, doi: 10.1377/hlthaff.2013.0799. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%]
10. Barnes, C. H., Hackney, D. D., McPherson, M. Q., & Friesner, D. (2012). Local Labor Markets, Employment Distributions and Consumer Bankruptcy Filings: Evidence from Eastern Washington. *Journal*

- of Accounting and Finance*, 12 (5), 133-139. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
11. Hackney, D. D., Friesner, D., McPherson, M. Q., & Cashel-Cordo, P. (2013). Measuring the Financial Health of U.S. Bankruptcy Filers: An Application of Financial Epidemiology. *Global Business and Finance Review*, 18 (1), 48-62. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
12. Hackney, D. D., Friesner, D., & McPherson, M. Q. (2012). On the Need for Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development*, 3 (4), 48-60. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
13. McPherson, M. Q., Hackney, D. D., Friesner, D., & Correia, C. (2013). On the Social Costs of Bankruptcy: Does Filing Under Chapter 13 Really Lead to Significant Creditor Repayment? *International Journal of Social Ecology and Sustainable Development*, 5 (1), 57-89. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
14. Beck, J. H., Hackney, D. D., Hackney, J., & McPherson, M. Q. (2014). Regional Differences in Chapter 13 Filings: Southern Legal Culture or Religion? *Review of Social Economy*, 72 (2), 186-208. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%] [Mission Code: Impact]
15. Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2013). Trends of Shifting of Resources by U.S.-based Multinational Companies. *Journal of Accounting and Finance*, 13 (6), 92-106. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]

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1. DeLisle, R. J., Morscheck, J. D., & Nofsinger, J. R. (2014). Share Repurchases and Institutional Supply. *Journal of Corporate Finance*, 27, 216-230, doi: 10.1016/j.jcorpfin.2014.05.010. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%] [Mission Code: Impact]

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1. Olsen, T. J. (2013). Clouds and crowds: Obstacles, enablers, and choices. *MIT Sloan Management Review*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 07%]
2. Olsen, T. J. (2013). The process of atomization of business tasks for crowdsourcing. *Strategic Outsourcing: An International Journal*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 53%]

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1. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education, 2 (1)*, 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
 2. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal, 19 (3)*, 187-193. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
 3. Helgeson, J. & Patil, V. H. (2014). Assessment of Outcomes: The Effect of Incentives on Student Participation Rates and Performance Levels. *Journal of the Academy of Business Education, 15*, 41-55. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
 4. Patil, V. & Gabernet, A. R. (2014). Build a Shiny Application to Analyze #Bluemix Sentiment using the Bluemix R Custom Buildpack. *IBM developerWorks*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]
 5. Patil, V. H. (2014). Data Mining Modern Languages. *KD Nuggets*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]
 6. Elloy, D. F. & Patil, V. (2012). Exploring the Relationship Between Organization Based Self-Esteem and Burnout: A Preliminary Analysis. *International Journal of Business and Social Science, 3 (9)*, 283-288. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
 7. Patil, V. H. (2015). Gender and Publication Activity in Top Marketing Journals. *Academy of Marketing Studies Journal, 19 (3)*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
 8. Patil, V. H. (2014). Identification of Influential Marketing Scholars and their Institutions Using Social Network Analysis. *Journal of Marketing Analytics, 2 (4)*, 239-249. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]
 9. Patil, V. H. & Loroz, P. S. (2014). Outcomes Assessment for Measuring the Impact of Jesuit Education. *Journal of Jesuit Business Education, 5 (1)*, 15-33. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
 10. Elloy, D. F. & Patil, V. (2014). Self-Leadership and Burnout: An Exploratory Study. *International Journal of Business and Social Science, 5 (9)*, 7-13. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
 11. Joseph, K., Subramaniam, R., & Patil, V. (2013). The Impact of Consumption Hassle on Pricing Schedules. *Managerial and Decision Economics, 34 (1)*, 1-14. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]
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1. Pepper, M. B. & Reyes, R. F. (2013). A Call For Mandatory Diversity Education at Jesuit Business Schools. *Journal of Jesuit Business Education*, 4 (1), 69-88. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Excellence]
2. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
3. Hoover, K. F. & Pepper, M. B. (2014). How did They Say That? Ethics Statements and Normative Frameworks at Best Companies to Work For. *Journal of Business Ethics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]
4. Wallace, H. M., Hoover, K. F., & Pepper, M. B. (2014). Multicultural Ethics and Diversity Discourse. *Equality, Diversity and Inclusion: An International Journal*, 33 (4), 318-333. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%] [Mission Code: Impact]
5. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
6. Kulik, C. T., Pepper, M. B., Shapiro, D. L., & Cregan, C. (2012). The Electronic Water Cooler: Insiders and Outsiders Talk About Organizational Justice on the Internet. *Communication Research*, 39 (5), 565-591. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]

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1. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]
2. Shrader, M. J. & Finkle, T. A. (2015). Creative Achievement & Intelligence Among Student Entrepreneurs. *Journal of Entrepreneurship Education*, 18 (2), 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Engagement]
3. Finkle, T. & Shrader, M. J. (2015). Creativity Exercises in the Field of Entrepreneurship. *Experiential Entrepreneurship Exercises Journal*, 1 (3), 35-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Engagement]
4. Shrader, M. J. & Hickman, K. A. (2011). On the Relevancy of Future Sunk Costs. *Journal of Applied Business and Economics*, 12 (1), 34-37. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]

5. Hickman, K. A., Shrader, M., Xu, D., & Lawson, D. (2015). The Forbes 400 and the Gates-Buffett Giving Pledge. *ACRN Journal of Finance and Risk Perspectives*, 4 (1), 82-101. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 34%] [Mission Code: Impact]

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1. Pepper, M. B., Loro, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
 2. Cardon, M. S., Gregoire, D. A., Stevens, C. E., & Patel, P. C. (2012). Measuring Entrepreneurial Passion: Conceptual Foundations and Scale Validation. *Journal of Business Venturing*, 28 (3), 373-396. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 08-09%] [Mission Code: Impact]
 3. Cardon, M. S., Stevens, C. E., & Potter, D. R. (2011). Misfortunes or Mistakes? Cultural Sense-Making of Entrepreneurial Failure. *Journal of Business Venturing*, 26 (1), 79-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 08-09%] [Mission Code: Impact]
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1. Steverson, B. K. (2013). Finding God (Good) in Everything, Inculturation and Teaching Business Ethics in A Jesuit School of Business. *Journal of Jesuit Business Education*, 4, 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
 2. Steverson, B. K., Rutherford, M., & Buller, P. F. (2013). New Venture Legitimacy Lies and Ethics: An Application of Social Contract Theory. *Journal of Ethics of Entrepreneurship*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
 3. Pepper, M. B., Leithauser, A., Loro, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
 4. Steverson, B. K. (2012). Vulnerable Values Argument for the Professionalization of Business Management. *Business and Professional Ethics Journal*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%]
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1. Stewart, D., Verbos, A., Black, S., Birmingham, C., & Gladstone, J. (in press, 2016). Being Native American in Business: Culture, Identity, and Authentic Leadership in Modern American Indian Enterprises. *Leadership*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 33%]
2. Ni Sullivan, B. & Stewart, D. (in press, 2016). Do Connections Always Help? Network Brokerage's Negative Impact on the Emergence of Status. *Research in the Sociology of Organizations*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 90%]
3. Stewart, D., Gladstone, J., Verbos, A., & Katragadda, M. (2014). Native American Cultural Capital and Business Strategy: The Culture-of-Origin Effect. *American Indian Culture and Research Journal*, 38 (4), 127-138. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 42%]
4. Bianchi, A. J., Kang, S. M., & Stewart, D. (2012). The Organizational Selection of Status Characteristics: Status Evaluations in an Open Source Community. *Organization Science*, 23 (2), 341-354. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%]

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1. Thatte, A., Rao, S., & Ragu-Nathan, T. S. (2013). Impact of SCM Practices of a Firm on Supply Chain Responsiveness and Competitive Advantage of a Firm. *Journal of Applied Business Research*, 29 (2), 499-530. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 06-10%]
 2. Thatte, A. (2013). Supply Chain Responsiveness through Modularity Based Manufacturing Practices: An Exploratory Study. *Journal of Applied Business Research*, 29 (3), 743-763. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 06-10%]
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1. Barone, G. J., Henrickson, K. E., & Voy, A. (2012). Baggage Fees and Airline Stock Performance: A Case of Initial Investor Misconception. *Journal of the Transportation Research Forum*, 51 (1), 5-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
2. Voy, A. (2012). Globalization, Gender and Child Work. *Oxford Development Studies*, 40 (1), 1-19. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]
3. Voy, A. (2014). Sector-Specific Variations in the Effect of Trade on Child Labor. *Economics Bulletin*, 34 (1), 385-394. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]

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1. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]

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1. Xu, D. & Cloutier, R. (2015). Creating a High Dividend Stock Strategy While Exploiting the Low Beta Anomaly. *International Journal of Revenue Management*, 8 (3-4), 324-342. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%]
2. Chou, W., Ke, D., & Xu, D. (2013). Flow Sensitivities Under Different Market Conditions: Evidence from Hedge Funds. *International Journal of Banking and Finance*, 10 (1), Jan-33. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
3. Korkeamaki, T. & Xu, D. (2015). Institutional Investors and Foreign Exchange Risk. *Quarterly Journal of Finance*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 28-29%]
4. Li, X., Sullivan, R. N., Xu, D., & Gao, G. (2013). Sell-side Analysts and Gender: A Comparison of Performance, Behavior, and Career Outcomes. *Financial Analysts Journal*, 69 (2), 83-94. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%]
5. Kimbro, M. & Xu, D. (2015). Shareholders Have a Say On Executive Compensation: Evidence from Say-On-Pay in the United States. *Journal of Accounting and Public Policy*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 12-14%] [Mission Code: Inspiration]

6. Hickman, K. A., Shrader, M., Xu, D., & Lawson, D. (2015). The Forbes 400 and the Gates-Buffett Giving Pledge. *ACRN Journal of Finance and Risk Perspectives*, 4 (1), 82-101. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 34%] [Mission Code: Impact]
7. Hussain, S. M., Korkeamäki, T., Xu, D., & Khan, A. H. (2014). What Drives the Stock Market Growth? A Case of an Emerging Economy. *Emerging Markets Finance and Trade*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]

List of Journals with Cabell's Notation and Acceptance Rate

Summary of Peer Reviewed Journals and Number of Publications in Each
By Department, Synced with IC Summary (2011-2012 through 2015-2016)

Rate	Quality	Wt.	Impact	148 Journals	Publication Count: 230.00
ACCT: Accounting					
25%	Cabells			Academy of Educational Leadership Journal	1.00
21-30%				Accounting Educator's Journal	1.00
14%	Cabells			Accounting Horizons	1.00
21-30%	Cabells			Accounting Perspectives	1.00
10-12%	Cabells			Atlantic Economic Journal	1.00
11-20%				Chang Gung Medical Journal	1.00
21-30%	Cabells			Economics Bulletin	1.00
50%	Cabells			Fraud Magazine	4.00
21-30%				Global Business and Finance Review	2.00
10-15%	Cabells			Health Affairs	1.00
25%	Cabells			International Business Research	1.00
25%	Cabells			International Journal of Economics and Business Research	1.00
20%	Cabells			International Journal of Social Ecology and Sustainable Development	3.00
43%	Cabells			International Journal of Social Economics	1.00
40%				International Journal of Statistics and Economics	1.00
11-20%	Cabells			Journal of Accountancy	1.00
15%	Cabells			Journal of Accounting and Finance	6.00
16%	Cabells			Journal of Applied Business and Economics	2.00
11-20%				Journal of Business & Economics Research	1.00
60%				Journal of Business, Economics and Finance	1.00
05%	Cabells			Journal of Corporate Finance	1.00
20%	Cabells			Journal of Economic Issues	2.00
32%	Cabells			Journal of Finance Issues	1.00
40%	Cabells			Journal of Government Financial Management	1.00
				Journal of Sport Administration & Supervision	1.00
95%	Cabells			Journal of the CPA Practitioner	1.00

25%	Cabells			Journal of the International Academy for Case Studies	2.00
21-30%	Cabells			Journal of the Transportation Research Forum	1.00
30%	Cabells			Multinational Business Review	2.00
10-15%	Cabells			Review of Social Economy	1.00
41%	Cabells			Today's CPA	1.00
Accounting Totals:					46.00
BFIN: Finance					
34%	Cabells			ACRN Journal of Finance and Risk Perspectives	3.00
10-12%	Cabells			Atlantic Economic Journal	1.00
21-30%	Cabells			Economics Bulletin	1.00
11-20%				Emerging Markets Finance and Trade	1.00
40%	Cabells			Experiential Entrepreneurship Exercises Journal	1.00
10%	Cabells			Financial Analysts Journal	1.00
21-30%				Global Business and Finance Review	2.00
10-15%	Cabells			Health Affairs	1.00
11-20%				International Journal of Banking and Finance	1.00
15%	Cabells			International Journal of E-Business	1.00
11-20%	Cabells			International Journal of Revenue Management	1.00
20%	Cabells			International Journal of Social Ecology and Sustainable Development	3.00
20%	Cabells			International Journal of Sports Marketing & Sponsorship	1.00
15%	Cabells			Journal of Accounting and Finance	2.00
12-14%	Cabells			Journal of Accounting and Public Policy	1.00
16%	Cabells			Journal of Applied Business and Economics	3.00
05%	Cabells			Journal of Corporate Finance	1.00
20%	Cabells			Journal of Economic Issues	1.00
25%	Cabells			Journal of Entrepreneurship Education	1.00
32%	Cabells			Journal of Finance Issues	2.00
30%	Cabells			Multinational Business Review	1.00
28-29%	Cabells			Quarterly Journal of Finance	1.00
10-15%	Cabells			Review of Social Economy	1.00
11-20%				The Journal of Corporate Citizenship	1.00
				The Sustainability Review	1.00
Finance Totals:					34.00

BMIS: Management Information Systems					
50%	Cabells			Corporate Social Responsibility and Environmental Management	1.00
				Discrete Dynamics in Nature and Society	1.00
11-20%				Expert Systems With Applications: An International Journal	4.00
21-30%	Cabells			Human Systems Management	2.00
11-20%	Cabells			International Journal of Business and Systems Research	3.00
11-20%	Cabells			International Journal of Information Quality	1.00
21-30%				International Journal of Information Systems in the Services Sector	1.00
21-30%				International Journal of Knowledge Based Organizations	1.00
11-20%	Cabells			International Journal of Revenue Management	1.00
16%	Cabells			International Journal of Services and Standards	1.00
15%	Cabells			Internet Research	1.00
20%	Cabells			Journal of Electronic Commerce Research	1.00
07%	Cabells			MIT Sloan Management Review	1.00
53%	Cabells			Strategic Outsourcing: An International Journal	1.00
Management Information Systems Totals:					20.00
ECON: Economics					
35%				American Journal of Economics and Sociology	1.00
10-12%	Cabells			Atlantic Economic Journal	1.00
				Choices	1.00
05-08%	Cabells			Economic Inquiry	1.00
21-30%	Cabells			Economics Bulletin	2.00
11-20%				International Journal of Business and Social Science	1.00
43%	Cabells			International Journal of Social Economics	1.00
35%	Cabells			IZA Journal of Labor Policy	1.00
15%	Cabells			Journal of Accounting and Finance	1.00
25%	Cabells			Journal of Business and Economic Perspectives	1.00
10-11%	Cabells			Journal of Business Inquiry	2.00
60%	Cabells			Journal of Choice Modelling	1.00
25%	Cabells			Journal of Education for Business	1.00
11-20%				Journal of Jesuit Business Education	2.00

21-30%	Cabells			Journal of the Transportation Research Forum	2.00
17%	Cabells			Land Economics	2.00
30%	Cabells			Oxford Development Studies	1.00
21-30%	Cabells			Review of Applied Economics	1.00
00-05%	Cabells			Review of Industrial Organization	1.00
10-15%	Cabells			Review of Social Economy	1.00
15%	Cabells			Social Science Quarterly	2.00
Economics Totals:					27.00
MGMT: Management					
42%	Cabells			American Indian Culture and Research Journal	1.00
25%	Cabells			American Journal of Business	1.00
05%	Cabells			Business and Professional Ethics Journal	1.00
10%	Cabells			Communication Research	1.00
60%				Community, Work, & Family	1.00
05-10%	Cabells			Entrepreneurship Theory and Practice	2.00
60%				Equality, Diversity and Inclusion: An International Journal	1.00
40%	Cabells			Experiential Entrepreneurship Exercises Journal	1.00
28%	Cabells			Human Performance	1.00
21-30%	Cabells			Human Resource Management Review	1.00
11-20%				International Journal of Business and Social Science	2.00
20%	Cabells			International Journal of Cyber Ethics in Education	3.00
60%				International Journal of Management	1.00
35%	Cabells			Journal of Applied Management & Entrepreneurship	2.00
20-25%	Cabells			Journal of Business & Entrepreneurship	1.00
27%	Cabells			Journal of Business Ethics	1.00
08-09%	Cabells			Journal of Business Venturing	2.00
25%	Cabells			Journal of Entrepreneurship Education	6.00
21-30%				Journal of Ethics of Entrepreneurship	3.00
11-20%				Journal of Jesuit Business Education	10.00
11%	Cabells			Journal of Leadership & Organizational Studies	1.00
11%	Cabells			Journal of Management	1.00
15%	Cabells			Journal of Management Education	2.00
20%	Cabells			Journal of Marketing Channels	1.00

20%	Cabells		Journal of Organizational Psychology	1.00
21-30%	Cabells		Journal of Small Business and Entrepreneurship	1.00
			Journal of Sport Administration & Supervision	1.00
25%	Cabells		Journal of the International Academy for Case Studies	10.00
33%	Cabells		Leadership	1.00
21%	Cabells		Management Decision	1.00
20%	Cabells		New England Journal of Entrepreneurship	3.00
10-15%	Cabells		Organization Science	1.00
10%	Cabells		Organizational Dynamics	1.00
40%	Cabells		Research in Higher Education Journal	3.00
90%	Cabells		Research in the Sociology of Organizations	1.00
15%	Cabells		Thunderbird International Business Review	1.00
Management Totals:				72.00
MKTG: Marketing				
25%	Cabells		Academy of Educational Leadership Journal	1.00
25%	Cabells		Academy of Marketing Studies Journal	3.00
			IBM developerWorks	1.00
11-20%			International Journal of Business and Social Science	2.00
20%	Cabells		International Journal of Cyber Ethics in Education	1.00
15%	Cabells		International Journal of E-Business	1.00
20%	Cabells		International Journal of Sports Marketing & Sponsorship	1.00
40%			International Research Journal of Global Business Development	2.00
11-20%			Journal of Jesuit Business Education	4.00
27%	Cabells		Journal of Marketing Analytics	1.00
15%	Cabells		Journal of Marketing Theory and Practice	2.00
20%	Cabells		Journal of the Academy of Business Education	2.00
			KD Nuggets	1.00
21-30%	Cabells		Managerial and Decision Economics	1.00
10%	Cabells		Psychology & Marketing	1.00
19-20%	Cabells		Sex Roles: A Journal of Research	1.00
11-20%			The Journal of Learning in Higher Education	1.00
Marketing Totals:				26.00

OPER: Operations				
27%	Cabells		Geriatric Nursing	1.00
			International Journal of Science, Innovation, & New technology	1.00
06-10%			Journal of Applied Business Research	2.00
			TMC Academic Journal	1.00
Operations Totals:				5.00
<p>In this report:</p> <ul style="list-style-type: none"> • Include only refereed intellectual contributions • Include Members who are active OR who taught in the selected term(s) • Source of Member status: SCHEDULE • Include data for 2011-2012 through 2015-2016 				

List of PRJ's, Academic Meeting Proceedings and Textbooks in Table 2.1

All PRJ in Table 2.1

1. Hackney, D. D., Friesner, D., & Johnson, E. (2016). What is the Actual Prevalence of Medical Bankruptcies? *International Journal of Social Economics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 43%] [Mission Code: Impact]
2. Stewart, D., Verbos, A., Black, S., Birmingham, C., & Gladstone, J. (in press, 2016). Being Native American in Business: Culture, Identity, and Authentic Leadership in Modern American Indian Enterprises. *Leadership*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 33%]
3. Ni Sullivan, B. & Stewart, D. (in press, 2016). Do Connections Always Help? Network Brokerage's Negative Impact on the Emergence of Status. *Research in the Sociology of Organizations*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 90%]
4. Finkle, T. A. (2016). An Examination of Job Opportunities, Candidates, and Salaries in the Field of Entrepreneurship. *New England Journal of Entrepreneurship*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Excellence]
5. Finkle, T. A. (2016). A current look at salaries and faculty demand within the field of entrepreneurship. *Journal of Applied Management & Entrepreneurship*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Excellence]
6. Hackney, D. D., Friesner, D., & Johnson, E. (2016). What is the Actual Prevalence of Medical Bankruptcies? *International Journal of Social Economics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 43%] [Mission Code: Impact]
7. DeBoskey, D. & Kern, S. (2015). Effect of Deregulation and Capital Market Incentives on Voluntary Disclosure in the Electric Utility Industry. *International Journal of Economics and Business Research*, 9 (2), 186-220, doi: 10.1504/IJEBR.2015.067365. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
8. Brajcich, A. M. & Friesner, D. (2015). Using Maximum Entropy Outlier Analysis to Identify Multinational Corporation Tax Havens. *Journal of Accounting and Finance*, 15 (3), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact]
9. Loroz, P. S. & Braig, B. M. (2015). Consumer Attachment to Human Brands: The 'Oprah Effect'. *Psychology & Marketing*, 32 (7), 751-763. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]
10. Hickman, K. A., Shrader, M., Xu, D., & Lawson, D. (2015). The Forbes 400 and the Gates-Buffett Giving Pledge. *ACRN Journal of Finance and Risk Perspectives*, 4 (1), 82-101. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 34%] [Mission Code: Impact]

11. Simha, A., Huang, H., & Elloy, D. F. (2015). Demographic Contributors to Burnout and the Link between Burnout and Commitment. *Journal of Organizational Psychology*, 15 (1), 24-33. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]

12. Shrader, M. J. & Finkle, T. A. (2015). Creative Achievement & Intelligence Among Student Entrepreneurs. *Journal of Entrepreneurship Education*, 18 (2), 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Engagement]

13. Henrickson, K. E. & Herzog, R. W. (2015). Saving-Investment a Spacey Relationship. *Journal of Business Inquiry*, 14 (1), 23-40. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-11%] [Mission Code: Impact]

14. Korkeamaki, T. & Xu, D. (2015). Institutional Investors and Foreign Exchange Risk. *Quarterly Journal of Finance*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 28-29%]

15. Kimbro, M. & Xu, D. (2015). Shareholders Have a Say On Executive Compensation: Evidence from Say-On-Pay in the United States. *Journal of Accounting and Public Policy*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 12-14%] [Mission Code: Inspiration]

16. Finkle, T. A. (2015). An examination of the job market for entrepreneurship faculty from 1989 to 2014. *Journal of Entrepreneurship Education*, 26 (3), 55-78. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Excellence]

17. Henrickson, K. E. & Johnson, E. H. (2015). Jesuit Values, Environmental Sustainability and Businesses Core Curriculum. *Journal of Jesuit Business Education*, 6 (1), 101-116. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

18. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal*, 19 (3), 187-193. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]

19. Dupler, A., Crogan, N., & Beqiri, M. S. (2015). Medication Assistant-Certification program in Washington State: Barriers to implementation. *Geriatric Nursing*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]

20. Brajcich, A. M., Friesner, D., & Schibik, T. (2015). Do US pharmaceutical companies strategically shift income to international affiliates? *Multinational Business Review*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]

21. Beqiri, M. S. (2015). Delivering quantitative courses online vs. face-to-face: Insights and reactions. *International Journal of Science, Innovation, & New technology*, 1 (13), 19-25. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Mission Code: Innovation]

22. Kadadevaramath, R., Chen, J. C., & Mohan, M. R. (2015). Attitude of small and medium enterprises towards implementation and use of information technology in India - an empirical study. *International Journal of Business and Systems Research*, 9 (2), 123-137, doi: 10.1504/IJBSR.2015.069439. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]

Further revised the IT adoption model

23. Hackney, D. D., Friesner, D. L., & McPherson, M. Q. (2015). Do Debtors Have an Obvious Financial Rationale for Filing a Chapter 13 Bankruptcy Petition? *Economics Bulletin*, 35 (3), 1572-1588. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]

24. Hackney, D. D. & Friesner, D. L. (2015). Using Misclassification Analysis to Evaluate the Effectiveness of the BAPCPA Means Test. *Journal of Accounting and Finance*, 15 (4), 40-52. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]

25. Hackney, D. D., Friesner, D. L., & Underwood, D. A. (2015). Criteria for Sustainable Community Economic Development: Integrating Diversity and Solidarity into the Planning Process. *Journal of Economic Issues*, 49 (4), 1112-1123. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]

26. Bozman, C. S., Friesner, D., & McPherson, M. Q. (2015). Intangible and Tangible Value: Brand Equity Benefits Associated with Collegiate Athletics. *International Journal of Sports Marketing & Sponsorship*, 16 (4), 261-284. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]

27. Finkle, T. & Shrader, M. J. (2015). Creativity Exercises in the Field of Entrepreneurship. *Experiential Entrepreneurship Exercises Journal*, 1 (3), 35-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Engagement]

28. Porth, S. J., Lee, J., & Buller, P. F. (2015). Editorial. *Journal of Jesuit Business Education*. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Inspiration]

29. Patil, V. H. (2015). Gender and Publication Activity in Top Marketing Journals. *Academy of Marketing Studies Journal*, 19 (3). [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%]

30. Xu, D. & Cloutier, R. (2015). Creating a High Dividend Stock Strategy While Exploiting the Low Beta Anomaly. *International Journal of Revenue Management*, 8 (3-4), 324-342. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%]

31. Yin, Y., Cheng, S., Chiang, J. Y., Chen, J. C., & Mao, X. (2015). Scheduling Problems with Due Data Assignments. *Discrete Dynamics in Nature and Society*. [Status: Published] [Refereed] [Basic or Discovery Scholarship]

32. Chen, J. C., Hsu, L., Chen, S., & Chiu, M. (2015). Determinants of successful online transactions – effects of transaction assurance seal and reputation rating affecting trust and purchase intention of consumers. *Human Systems Management, 34* (2), 105-118, doi: 10.3233. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Engagement]

Revise Fig. 1, Theory of reasoned action model and Fig. 2 Research Model with six hypotheses

33. Brody, R., Cox, V., & Kern, S. (2015). Gender Equity in the Accounting Profession: Progress or Good Marketing. *Accounting Educator's Journal, 25* (Dec), 131-147. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]

34. Henrickson, K. E. & Herzog, R. W. (2015). Saving-Investment a Spacey Relationship. *Journal of Business Inquiry, 14* (1), 23-40. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-11%] [Mission Code: Impact]

35. Shrader, M. J. & Finkle, T. A. (2015). Creative Achievement & Intelligence Among Student Entrepreneurs. *Journal of Entrepreneurship Education, 18* (2), 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Engagement]

36. Hickman, K. A., Shrader, M., Xu, D., & Lawson, D. (2015). The Forbes 400 and the Gates-Buffett Giving Pledge. *ACRN Journal of Finance and Risk Perspectives, 4* (1), 82-101. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 34%] [Mission Code: Impact]

37. Hickman, K. A., Shrader, M., Xu, D., & Lawson, D. (2015). The Forbes 400 and the Gates-Buffett Giving Pledge. *ACRN Journal of Finance and Risk Perspectives, 4* (1), 82-101. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 34%] [Mission Code: Impact]

38. Hackney, D. D., Friesner, D. L., & McPherson, M. Q. (2015). Do Debtors Have an Obvious Financial Rationale for Filing a Chapter 13 Bankruptcy Petition? *Economics Bulletin, 35* (3), 1572-1588. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]

39. Henrickson, K. E. & Johnson, E. H. (2015). Jesuit Values, Environmental Sustainability and Businesses Core Curriculum. *Journal of Jesuit Business Education, 6* (1), 101-116. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

40. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Academy of Educational Leadership Journal, 19* (3), 187-193. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]

41. Bozman, C. S., Friesner, D., & McPherson, M. Q. (2015). Intangible and Tangible Value: Brand Equity Benefits Associated with Collegiate Athletics. *International Journal of Sports Marketing & Sponsorship, 16* (4), 261-284. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]

42. Finkle, T. & Shrader, M. J. (2015). Creativity Exercises in the Field of Entrepreneurship. *Experiential Entrepreneurship Exercises Journal*, 1 (3), 35-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Engagement]
43. Stewart, D., Gladstone, J., Verbos, A., & Katragadda, M. (2014). Native American Cultural Capital and Business Strategy: The Culture-of-Origin Effect. *American Indian Culture and Research Journal*, 38 (4), 127-138. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 42%]
44. Mallin, M., Ragland, C., & Finkle, T. (2014). The proactive behavior of younger salespeople: Antecedents and outcomes. *Journal of Marketing Channels*, 21 (4), 268-278, doi: 10.1080/1046669X.2014.945359. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Excellence]
45. Law, D. W. & Lin, T. (2014). The Effects of the Credit Crisis on the Shanghai Composite Index Using the Hilbert-Huang Transformation. *International Journal of Statistics and Economics*, 13 (1), 1-18. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]
46. Wallace, H. M., Hoover, K. F., & Pepper, M. B. (2014). Multicultural Ethics and Diversity Discourse. *Equality, Diversity and Inclusion: An International Journal*, 33 (4), 318-333. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%] [Mission Code: Impact]
47. Rhim, J. C., Friesner, D., & Brajcich, A. M. (2014). Measuring Agency Costs in the Presence of Incidental Truncation: Empirical Evidence from Chinese Firms. *Global Business and Finance Review*, 19 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
48. Voy, A. (2014). Sector-Specific Variations in the Effect of Trade on Child Labor. *Economics Bulletin*, 34 (1), 385-394. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]
49. Hwang, J., Chuang, T., Nakatani, K., & Yeh, W. (2014). The design of software-agent architecture for customer relationship management in utility service-based business. *International Journal of Business and Systems Research*, 8 (3), 256-277. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
50. Finkle, T. A. & Masters, E. (2014). Do MOOCs pose a threat to higher education? *Research in Higher Education Journal*, 26, 1-10. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Innovation]
51. Finkle, T. A. (2014). Andrew Mason & Groupon, Inc. *Journal of the International Academy for Case Studies*, 20 (1), 33-43. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Innovation]
52. Finkle, T. A. (2014). Instructor's Notes for Andrew Mason & Groupon, Inc. *Journal of the International Academy for Case Studies*, 20 (2), 35-42. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]

53. Patil, V. H. (2014). Identification of Influential Marketing Scholars and their Institutions Using Social Network Analysis. *Journal of Marketing Analytics*, 2 (4), 239-249. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]

54. Patil, V. & Gabernet, A. R. (2014). Build a Shiny Application to Analyze #Bluemix Sentiment using the Bluemix R Custom Buildpack. *IBM developerWorks*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]

55. Patil, V. H. (2014). Data Mining Modern Languages. *KD Nuggets*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]

56. Hickman, L. E., Byrd, J. W., & Hickman, K. A. (2014). Explaining the Location of Mission-Driven Businesses: An Examination of B-Corps. *The Journal of Corporate Citizenship*, 2014 (55), doi: <http://dx.doi.org/10.9774/GLEAF.4700.2014.se.00005>. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Inspiration]

Since being added in January 2015, the paper has been downloaded twice from the Research Gate website.

57. DeLisle, R. J., Morscheck, J. D., & Nofsinger, J. R. (2014). Share Repurchases and Institutional Supply. *Journal of Corporate Finance*, 27, 216-230, doi: 10.1016/j.jcorpfin.2014.05.010. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%] [Mission Code: Impact]

58. Slocum, J., Lei, D., & Buller, P. F. (2014). Executing business strategies through human resource management practices. *Organizational Dynamics*, 43, 73-87. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]

59. Birrer, G. E. (2014). GASB statement 68 on pensions: a solution to the public pension crisis? *Journal of Government Financial Management*, 63 (3), 34-38. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%]

60. Hoover, K. F. & Pepper, M. B. (2014). How did They Say That? Ethics Statements and Normative Frameworks at Best Companies to Work For. *Journal of Business Ethics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]

61. Kao, T. Y., Chen, J. C., Wu, T. B., & Yang, M. (2014). Poverty reduction through empowerment: A proactive strategy of corporate social responsibility. *Corporate Social Responsibility and Environmental Management*, 21 (4), doi: 10.1002/csr.1365. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Impact]

Co-create and revise the "model for enterprises to reduce poverty" and restructure the manuscript. Added the section of "Revenue Mechanism".

62. Hackney, D. D., Brajcich, A. M., Friesner, D., & McPherson, M. Q. (2014). Bankruptcy and Intra-District Legal Culture. *Journal of Applied Business and Economics*, 16 (2), 1-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]

63. Hackney, D. D., Friesner, D. F., Brajcich, A. M., & Hickman, L. E. (2014). Effects of IRS Collection Activities on Consumer Bankruptcy Filings. *Journal of Accounting and Finance, 14 (5)*, 24-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
64. Hackney, D. D., Friesner, D. F., Brajcich, A. M., & Hickman, L. E. (2014). Effects of IRS Collection Activities on Consumer Bankruptcy Filings. *Journal of Accounting and Finance, 14 (5)*, 24-41. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
65. McPherson, M. Q., Friesner, D., & Hackney, D. D. (2014). A Simple Model of Financial Epidemiology. *International Journal of Social Ecology and Sustainable Development, 5 (1)*, 47-56. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
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Contributed the section of "Theoretical Background" partially.
Helped to complete the second revision.

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149. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
150. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
151. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
152. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
153. Pepper, M. B., Loroz, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

154. Brajcich, A. M. (2015). Tax Trap for the Unwary: The Passive Foreign Investment Company. *Today's CPA*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 41%] [Mission Code: Impact]
155. Henrickson, K. E. & Wilson, W. (2015). Agricultural Transportation by Rail: Consolidation, Competition and Fuel Prices. *Choices*. [Status: Published] [Refereed] [Basic or Discovery Scholarship]
156. Kurpis, L. V., Helgeson, J., Ekici, A., & Supphellen, M. (in press, 2015). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Academy of Marketing Studies Journal*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
157. Bolt-Lee, C. & Kern, S. (2015). Highlights of Forensic Accounting Research. *Journal of Accountancy*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
158. Kurpis, L. V., Helgeson, J., Ekici, A., & Supphellen, M. (in press, 2015). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Academy of Marketing Studies Journal*. [Status: In Press] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact]
159. Elloy, D. F., Simha, A., & Huang, H. (2014). The Moderated Relationship Between Job Burnout and Organization Cynicism. *Management Decision*, 52 (3), 482-504. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21%]
160. Elloy, D. F. & Patil, V. (2014). Self-Leadership and Burnout: An Exploratory Study. *International Journal of Business and Social Science*, 5 (9), 7-13. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
161. Elloy, D. F. & Patil, V. (2014). Self-Leadership and Burnout: An Exploratory Study. *International Journal of Business and Social Science*, 5 (9), 7-13. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
162. Beqiri, M. S., Ardita, B., Begani, A., & Dergjini, A. (2014). An Empirical Study of Service Quality Factors Impact on Tourist Satisfaction and Loyalty: Velipoja Tourist Destination. *TMC Academic Journal*, 8 (2), 36-48, doi: ISSN: 1793-6020. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Mission Code: Impact]
163. Bozman, C. S., McPherson, M. Q., Friesner, D., & Teng, C. I. (2014). Brand Equity Effects on Bidding Strategies in an Online Environment: Evidence from eBay Coin Auctions. *International Journal of E-Business*, 10 (2), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
164. Bozman, C. S., McPherson, M. Q., Friesner, D., & Teng, C. I. (2014). Brand Equity Effects on Bidding Strategies in an Online Environment: Evidence from eBay Coin Auctions. *International Journal of E-Business*, 10 (2), 11-26. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]

165. Hussain, S. M., Korkeamäki, T., Xu, D., & Khan, A. H. (2014). What Drives the Stock Market Growth? A Case of an Emerging Economy. *Emerging Markets Finance and Trade*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
166. Bull Schaefer, R. A. & Palanski, M. E. (2014). Emotional contagion at work: An in-class experiential activity. *Journal of Management Education*, 38 (4), 533-559. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
167. Orchard, L. X. & Hoag, M. L. (2014). Revenue Process Internal Control for Manufacturers: An Evaluation Tool for Independent Auditors and Managers. *Journal of Business & Economics Research*, 12 (2), 137. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
168. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2014). Challenging the assumptions of conventional business education. *Journal of Jesuit Business Education*, 5 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
169. Henrickson, K. E. (2014). A Classroom Experiment on Education, Wage and Employment Determination with Statistical Discrimination. *Journal of Education for Business*, 89 (7), 352-360. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
170. Friesner, D. L., Hackney, D. D., & McPherson, M. Q. (2013). Letter to the Editor: Medical Expenses and Bankruptcy. *Health Affairs*, 32 (10), 1856, doi: 10.1377/hlthaff.2013.0799. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%]
171. Shankar, B. L., Basavarajappa, S., Kadavevaramath, R. S., & Chen, J. C. (2013). Constrained optimization of distribution network using new hybrid PSO optimizer. *International Journal of Business and Systems Research*, 7 (2), 105-120, doi: DOI: 10.1504/IJBSR.2013.053754. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
172. Beck, J. H. & Henrickson, K. E. (2013). The Effect of the Top Two Primary on the Number of Primary Candidates. *Social Science Quarterly*, 94 (3), 779-794. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
173. Beck, J. H. & Henrickson, K. E. (2013). The Effect of the Top Two Primary on the Number of Primary Candidates. *Social Science Quarterly*, 94 (3), 779-794. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 15%]
174. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2013). A distinctively Jesuit business education: Will you know it when you see it? *Journal of Jesuit Business Education*, 4 (1), iii-vii. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
175. Chou, W., Ke, D., & Xu, D. (2013). Flow Sensitivities Under Different Market Conditions: Evidence from Hedge Funds. *International Journal of Banking and Finance*, 10 (1), Jan-33. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]

176. Li, X., Sullivan, R. N., Xu, D., & Gao, G. (2013). Sell-side Analysts and Gender: A Comparison of Performance, Behavior, and Career Outcomes. *Financial Analysts Journal*, 69 (2), 83-94. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%]
177. Bull Schaefer, R. A., Green, S. G., Saxena, M., Weiss, H. M., & MacDermid, S. M. (2013). Positive crossover of organizational commitment. *Human Performance*, 26 (4), 261-274. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 28%]
178. Bull Schaefer, R. A., Wiegand, K. E., MacDermid, S. M., Green, S. G., & Welch, E. R. (2013). Work adjustment after combat deployment: Reservist repatriation. *Community, Work, & Family*, 16 (2), 191-211. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%]
179. Finkle, T. A. (2013). Trends in the market for entrepreneurship faculty from 1989-2011. *Journal of Entrepreneurship Education*, 16, 59-76. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Excellence]
180. Henrickson, K. E. & Langrill, R. (2013). Spatial Econometrics in Non-Spatial Settings. *Review of Applied Economics*, 9 (2-Jan), 93-107. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
181. Henrickson, K. E. & Wilson, W. W. (2013). Voting, Regulation, and the Railroad Industry: An Analysis of Private and Public Interest Voting Patterns. *Review of Industrial Organization*, 43 (1), 21-39. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 00-05%]
182. Pepper, M. B. & Reyes, R. F. (2013). A Call For Mandatory Diversity Education at Jesuit Business Schools. *Journal of Jesuit Business Education*, 4 (1), 69-88. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Excellence]
183. Brajcich, A. M. (2013). Tax Considerations for Clients Going Global. *Journal of the CPA Practitioner*, 5 (1). [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 95%] [Mission Code: Impact]
184. Thatte, A. (2013). Supply Chain Responsiveness through Modularity Based Manufacturing Practices: An Exploratory Study. *Journal of Applied Business Research*, 29 (3), 743-763. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 06-10%]
185. Thatte, A., Rao, S., & Ragu-Nathan, T. S. (2013). Impact of SCM Practices of a Firm on Supply Chain Responsiveness and Competitive Advantage of a Firm. *Journal of Applied Business Research*, 29 (2), 499-530. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 06-10%]
186. Friesner, D. L., Hackney, D. D., & McPherson, M. Q. (2013). Letter to the Editor: Medical Expenses and Bankruptcy. *Health Affairs*, 32 (10), 1856, doi: 10.1377/hlthaff.2013.0799. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-15%]
187. Chen, J. C., Yang, M., & Koo, T. (2012). A control mapping data model for internal controls construction in a database design. *International Journal of Knowledge Based Organizations*, 4 (3), 52-60. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]

188. Kadadevaramath, R. S., Chen, J. C., Shankar, B. L., & Mohanasundaram, K. M. (2012). Application of particle swarm intelligence Algorithms in supply chain network optimization. *Expert Systems with Applications: An International Journal*, 39 (11), 10160-10176, doi: 10.1016/j.eswa.2012.02.116. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 11-20%] [Mission Code: Excellence]

189. Chen, J. C. & Liu, C. (2012). Developing and prioritizing measures of emotional capital in public service organizations. *International Journal of Information Systems in the Services Sector*, 4 (3), 53-60, doi: 10.4018/jiss.2012070104. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%]

190. Elloy, D. F. & Patil, V. (2012). Exploring the Relationship Between Organization Based Self-Esteem and Burnout: A Preliminary Analysis. *International Journal of Business and Social Science*, 3 (9), 283-288. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]

191. Elloy, D. F. & Patil, V. (2012). Exploring the Relationship Between Organization Based Self-Esteem and Burnout: A Preliminary Analysis. *International Journal of Business and Social Science*, 3 (9), 283-288. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]

192. Elloy, D. F. (2012). Effects of Ability Utilization, Job Influence and Organization Commitment on Employee Empowerment: An Empirical Study. *International Journal of Management*, 29 (2), 627-632. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%]

193. Kurpis, L. V. (2012). Empirical Investigation of Select Personality, Attitudinal, and Experience-Based Antecedents of Cultural Intelligence in Undergraduate Business Students. *The Journal of Learning in Higher Education*, 8 (1), 47-58. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

194. Bull Schaefer, R. A. & Erskine, L. (2012). Virtual team meetings: Reflections on a class exercise exploring technology choice. *Journal of Management Education*, 36 (6), 777-801. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 15%]

195. McPherson, M. Q., Namjoshi, S., & Friesner, D. (2012). Do Tax Revenues Reduce Agency Costs and Increase Hospital Efficiency? Empirical Evidence from Washington State. *Global Business and Finance Review*, 137-160. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%]

196. Hickman, K. A. & Byrd, J. (2012). Behavioral Economics and Corporate Sustainability. *The Sustainability Review*, 3 (3). [Status: Published] [Refereed] [Basic or Discovery Scholarship]

197. Cardon, M. S., Gregoire, D. A., Stevens, C. E., & Patel, P. C. (2012). Measuring Entrepreneurial Passion: Conceptual Foundations and Scale Validation. *Journal of Business Venturing*, 28 (3), 373-396. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 08-09%] [Mission Code: Impact]

198. Finkle, T. A. & Buller, P. F. (2012). Wisdom from Warren Buffett. *Research in Higher Education Journal*, 16, 1-10. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact]

199. Finkle, T. A. & Buller, P. F. (2012). Wisdom from Warren Buffett. *Research in Higher Education Journal*, 16, 1-10. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact]
200. Henrickson, K. E. (2012). Spatial Competition and Strategic Firm Relocation. *Economic Inquiry*, 50 (2), 364-379. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05-08%]
201. Henrickson, K. E. & Kim, C. (2012). Empirical Estimates of the Long-Run Labor Market Adjustments to Immigration. *International Journal of Business and Social Science*, 3 (16), 39-52. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%]
202. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]
203. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]
204. Barone, G. J., Hickman, K. A., & Shrader, M. J. (2012). Board Changes in Response to Extremes in Performance. *Journal of Finance Issues*, 10 (2), 24-29. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 32%]
205. Barone, G. J. & Hickman, K. A. (2012). People, Corporations, Economic Decisions, and Political Speech. *Atlantic Economic Journal*, 40 (2), 219-220. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-12%] [Mission Code: Impact]
206. Barone, G. J. & Hickman, K. A. (2012). People, Corporations, Economic Decisions, and Political Speech. *Atlantic Economic Journal*, 40 (2), 219-220. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10-12%] [Mission Code: Impact]
207. Barone, G. J., Henrickson, K. E., & Voy, A. (2012). Baggage Fees and Airline Stock Performance: A Case of Initial Investor Misconception. *Journal of the Transportation Research Forum*, 51 (1), 5-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
208. Barone, G. J., Henrickson, K. E., & Voy, A. (2012). Baggage Fees and Airline Stock Performance: A Case of Initial Investor Misconception. *Journal of the Transportation Research Forum*, 51 (1), 5-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]
209. Barone, G. J., Henrickson, K. E., & Voy, A. (2012). Baggage Fees and Airline Stock Performance: A Case of Initial Investor Misconception. *Journal of the Transportation Research Forum*, 51 (1), 5-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%]

210. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]

211. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]

212. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]

213. Kulik, C. T., Pepper, M. B., Shapiro, D. L., & Cregan, C. (2012). The Electronic Water Cooler: Insiders and Outsiders Talk About Organizational Justice on the Internet. *Communication Research*, 39 (5), 565-591. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]

214. Steverson, B. K. (2012). Vulnerable Values Argument for the Professionalization of Business Management. *Business and Professional Ethics Journal*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%]

215. Kurpis, L. & Helgeson, J. G. (2012). The Effects of Country-of-Origin and Product Category Fit on Acceptance of New Brands. *International Research Journal of Global Business Development*, 1 (1), 9-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]

216. Kurpis, L. & Helgeson, J. G. (2012). The Effects of Country-of-Origin and Product Category Fit on Acceptance of New Brands. *International Research Journal of Global Business Development*, 1 (1), 9-18. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 40%] [Mission Code: Impact]

217. Schapker, H. & Buller, P. F. (2012). Creativity and decision-making in the context of Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), 37-56. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

218. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2012). Solidarity and Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]

219. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]

220. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
221. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
222. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
223. Birrer, G. E. & Anderson, K. S. (2011). Creating a Sustainable Competitive Advantage: A Resource-Based Analysis of the Gonzaga University Men's Basketball Team. *Journal of Sport Administration & Supervision*, 3 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship]
224. Birrer, G. E. & Anderson, K. S. (2011). Creating a Sustainable Competitive Advantage: A Resource-Based Analysis of the Gonzaga University Men's Basketball Team. *Journal of Sport Administration & Supervision*, 3 (1). [Status: Published] [Refereed] [Basic or Discovery Scholarship]
225. Mulligan, J. R. & Bull Schaefer, R. A. (2011). A new hope for rank and yank. *Journal of Leadership & Organizational Studies*, 18 (3), 385-396. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 11%]
226. Cardon, M. S., Stevens, C. E., & Potter, D. R. (2011). Misfortunes or Mistakes? Cultural Sense-Making of Entrepreneurial Failure. *Journal of Business Venturing*, 26 (1), 79-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 08-09%] [Mission Code: Impact]
227. Cameron, T. A., DeShazo, J. R., & Johnson, E. H. (2011). Scenario Adjustment in Stated Preference Research. *Journal of Choice Modelling*, 4 (1), 9-43. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 60%] [Mission Code: Impact]
228. Chase, N. M. & Clegg, R. (2011). Effect of Email Utilization on Higher Education Professionals. *International Journal of Technology and Human Interaction*, 7 (4), 31-45. [Status: Published] [Refereed] [Not an IC] [Acceptance rate: 21-30%]
229. Shrader, M. J. & Hickman, K. A. (2011). On the Relevancy of Future Sunk Costs. *Journal of Applied Business and Economics*, 12 (1), 34-37. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]
230. Shrader, M. J. & Hickman, K. A. (2011). On the Relevancy of Future Sunk Costs. *Journal of Applied Business and Economics*, 12 (1), 34-37. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 16%]

231. Doran, M., Melendy, S., & Riley, R. (2011). Service Learning Activities: Students Putting Their Skills on the Line to Assist Real Companies. *Fraud Magazine*, 26 (4), 14-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]

Nancy Chase retired in 2012, with one publication represented on this list in the database. It is not represented on Table 2.1

All Articles in Proceedings in Table 2.1

1. Finkle, T. A. (2016). Salaries of entrepreneurship faculty within higher education. *United States Association for Small Business and Entrepreneurship (USASBE)*.
2. Kurpis, L. V., Helgeson, J. G., Ekici, A., & Supphellen, M. (2016). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Proceedings of the Allied Academies Spring International Conference March 30-April 1, in New Orleans, LA., USA: Allied Academies*.
3. Olsen, T. J. (in press, 2016). Ameliorating Africa's Youth Unemployment Through Online Outsourcing. *International Association of Jesuit Business Schools*.
4. Stewart, D., Verbos, A., Birmingham, C., Black, S., & Gladstone, J. (2016). Being Native American in Business: Identity and Leadership in Modern American Indian Enterprises. *Academy of Management Best Paper Proceedings*.
5. Beqiri, M. S. & Hoxha, O. (in press, 2016). An empirical study of service quality factors impacting student satisfaction in higher education. *EUROMA 2016*.
6. Patil, V. H. (2015). Shiny for Interactive Application Development Using R. *Inland Northwest R User Group*.
7. Patil, V. H. (2015). Gender and Publication Activity in Top Marketing Journals. *Allied Academies Spring International Conference*.
8. Patil, V. H. (2015). Getting Started with Geographic Data Displays using R. *Inland Northwest R User Group*.
9. Bull Schaefer, R. A. (2015). Face-to-face teacher-student performance appraisals. *OBTC Conference (Teaching Society for Management Educators)*.
10. Chen, J. C. (2015). Investigating consumers; adoption intention of wearable devices from the perspective of consumer perception. *International Conference on Information Management*.
11. Morscheck, J. D. (2015). Share Repurchases and Wealth Transfer Among Shareholders. *Financial Management Association*.
12. Beqiri, M. S., Bishka, A., & Borici, A. (in press, 2015). Delivering quantitative courses online vs. face-to-face: Insights and reactions. *6-th International Conference - Information Systems and Technology Innovations: Inducting Modern Business Solutions*.

13. Verbos, A., Birmingham, C., Black, S., & Stewart, D. (2015). Social Entrepreneurship in Indian Country USA: Lessons from Tribal Enterprises. *Academy of Management Best Paper Proceedings*.
14. Morscheck, J. D. (2015). Share Repurchases and Wealth Transfer among Shareholders. *Eastern Finance Association*.
15. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Allied Academies Spring International Conference*.
16. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Allied Academies Spring International Conference*.
17. Wang, H., Ru, D., & Olsen, T. J. (2015). Examining the relationship between consumers' satisfaction, trust, and repurchase intention: The role of perceived effectiveness of feedback mechanism. *Human Computer Interaction*.
18. Law, D. W. & Patil, V. H. (2015). An Exploratory Study of the Effects of Exhaustion and Social Support on Business Students' Persistence. *Allied Academies Spring International Conference*.
19. Chuang, T., Chen, T., & Nakatani, K. (2014). Business value of cloud computing: An explorative study. *Conference of Application, Security, and Audit Issues in Cloud Computing Service*.
20. Olsen, T. J. (in press, 2014). Business process management research and education. *Americas Conference on Information Systems (AMCIS)*.
21. Bull Schaefer, R. A., Hendricks, N., & Pepper, M. (2014). Teacher-to-student feedback: How are we applying what we teach? *OBTC Conference (Teaching Society for Management Educators)*.
22. Stewart, D. & Verbos, A. K. (2014). Engaging Voices in Native American Talking Circles. *Organizational Behavior Teaching Conference*.
23. Raglin, C., Mallin, M., & Finkle, T. A. (2013). The proactive entrepreneurial nature of salespeople: A model of antecedents and outcomes. *National Sales Management Conference*.
24. Olsen, T. J. (in press, 2013). What the crowd means for research, data gathering and analysis. *Workshop on Transparency and Openness - International Conference on Information Systems (ICIS)*.
25. Bozman, C. S., Patil, V., Henrickson, K., & Kurpis, L. (2013). How can a community sport event improve attendee satisfaction when participants are already satisfied? *21st EASM Conference*.
26. Bozman, C., Patil, V. H., Kurpis, L. H., & Lehman, K. (2013). How Can A Community Sport Event Improve Attendee Satisfaction When Participants Are Already Satisfied? *21st EASM Conference*.
27. Olsen, T. J. (in press, 2013). Teaching web APIs in introductory and programming classes: How and why. *International Academy for Information Management*.

28. Chen, J. C., Chiang, C., & Yang, M. H. (2013). The Study of Collaborative Information Systems for Promoting Relationship Quality. *The 2013 International Conference on Medical Innovation and Computing Service(MICS)*.
29. Chen, J. C., Chiang, C., & Yang, M. H. (2013). Developing a System to Promote Collaborative Relationship Quality. *International Conference on Information Technologies and Practices*.
30. Koong, K. & Chen, J. C. (2013). An update on internet fraud occurrences in the United States. *Southwest Decision Sciences Forty-Fourth Annual Conference*.
31. Elloy, D. F. (2013). Organizational Predictors of External Leader Behaviors in SELF-managed Work Teams. *Summer Conference of the International Academy of Business and Economics*.
32. Olsen, T. J. (in press, 2013). Understanding events, critical incidents, and punctuation in process theories. *Americas Conference on Information Systems (AMCIS)*.
33. Law, D. W. (2012). Utilizing a Successive, Comprehensive Case in Introductory Accounting. *Allied Academies Fall International Conference*.
34. Finkle, T. A. (2012). Trends in the field of entrepreneurship from 1989-2011. *United States Association for Small Business and Entrepreneurship (USASBE), 26th*, 1042-1055.
35. Finkle, T. A. & Buller, P. (2012). An innovative model of entrepreneurship education: The Hogan Entrepreneurial Leadership Program. *United States Association for Small Business and Entrepreneurship (USASBE), 26th*, 1173-1193.
36. Olsen, T. J. (in press, 2012). Micro-outsourcing in China. *International Conference on Information Systems*.
37. Loroz, P. & Patil, V. H. (2012). Outcomes Assessment for Mission. *13th Annual Colleagues in Jesuit Business Education Conference*.
38. Patil, V. H. (2012). Why Use R for Data Analysis? *Gonzaga School of Business Administration*.
39. Patil, V. H. (2012). Writing Effective Surveys. *Spokane MarCom Association*.
40. Chen, J. C., Yang, M., Tsai, C., & Chao, H. (2012). Investigating Collaborative Commerce Systems from the Perspective of Collaborative Relationship Development. *International Conference on Innovation and Management*.
41. Chen, J. C., Lao, R., Hsu, L., & Chang, M. (2012). A Case Study on Green Information Systems. *19th American Society of Business and Behavioral Science*.
42. Olsen, T. J. (2012). Crowdsourcing in China: Insights and analysis of current practices. *International Conference on Information Systems*.
43. Bull Schaefer, R. A. & Palanski, M. (2012). Emotions at work. *OBTC Conference (Teaching Society for Management Educators)*.

44. Stewart, D., Verbos, A. K., Gladstone, J., & Kennedy, D. (2012). Sustainability through Inductive and Reflective Pedagogy: Contemporary Application of Native American Story-Telling. *Organizational Behavior Teaching Conference*.
45. Elloy, D. F. (2012). An Examination of the Relationship between Organizational Attitudes and Situational Variables and Organizational Based self-Esteem. *International Conference on Accounting Business and Economics*.
46. Finkle, T. A. & Buller, P. F. (2012). The Hogan Entrepreneurial Leadership Program: an innovative model of entrepreneurship education. *United States Association for Small Business and Entrepreneurship*.
47. Kurpis, L. V. & Helgeson, J. G. (2012). The Effects of Country-of-Origin and Product-Class "Fit" on Acceptance of New Brands. *GBDI International Conference, March 12-14, 2012 in Las Vegas, NV*.
48. Chen, J. C., Yang, M., & Koo, T. (2011). A Control Mapping Data Model for Internal Controls Construction in Database Design. *International Conference on Information Management*.
49. Bozman, C. S., Friesner, D., McPherson, M. Q., & Teng, C. I. (2011). Brand Equity in an online environment: Valuation effects within eBay auctions. *West Coast Conference*.
50. Thatte, A., Ragu-Nathan, T. S., & Rao, S. (2011). Modularity Based Manufacturing Practices, Supply Chain Responsiveness, and Competitive Advantage of a Firm. *Decision Science Institute (DSI) Conference*.

All Textbooks in Table 2.1

1. Terpening, W., Beqiri, M. S., & Schwering, S. (2013). *Statistical Analysis for Business: Concepts and Practice* Hercher Publishing Inc..
2. Hickman, K. A., Byrd, J. W., & McPherson, M. Q. (2013). *Managerial Finance*.
3. Hickman, K. A., Byrd, J. W., & McPherson, M. Q. (2013). *Managerial Finance*.
4. Hickman, K. A., Byrd, J., & McPherson, M. (2013). *Essentials of Managerial Finance*.
5. Hickman, K. A., Byrd, J., & McPherson, M. (2013). *Essentials of Managerial Finance*.

Mission-related Peer-reviewed Journal Articles

1. Beck, J. H. (2012). Henry George and Immigration. *American Journal of Economics and Sociology*, 71 (4), 966-987. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 35%] [Mission Code: Impact]
2. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2013). A distinctively Jesuit business education: Will you know it when you see it? *Journal of Jesuit Business Education*, 4 (1), iii-vii. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
3. Pepper, M. B., Loro, P. S., Patil, V. H., Stevens, C. E., & Buller, P. F. (2011). Advancing a mission-entered business school: A process for engaging faculty and tracking progress. *Journal of Jesuit Business Education*, 2 (1), 79-96. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]

4. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2014). Challenging the assumptions of conventional business education. *Journal of Jesuit Business Education*, 5 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
5. Schapker, H. & Buller, P. F. (2012). Creativity and decision-making in the context of Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), 37-56. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
6. Porth, S. J., Lee, J., & Buller, P. F. (2015). Editorial. *Journal of Jesuit Business Education*. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Inspiration]
7. Steverson, B. K., Rutherford, M., & Buller, P. F. (2013). New Venture Legitimacy Lies and Ethics: An Application of Social Contract Theory. *Journal of Ethics of Entrepreneurship*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
8. Porth, S. J., Van Hise, J. L., & Buller, P. F. (2012). Solidarity and Jesuit business education. *Journal of Jesuit Business Education*, 3 (1), iii-vi. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Innovation]
9. Kao, T. Y., Chen, J. C., Wu, T. B., & Yang, M. (2014). Poverty reduction through empowerment: A proactive strategy of corporate social responsibility. *Corporate Social Responsibility and Environmental Management*, 21 (4), doi: 10.1002/csr.1365. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Impact]
10. Hackney, D. D., Friesner, D. L., & Underwood, D. A. (2015). Criteria for Sustainable Community Economic Development: Integrating Diversity and Solidarity into the Planning Process. *Journal of Economic Issues*, 49 (4), 1112-1123. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%]
11. McPherson, M. Q., Hackney, D. D., Friesner, D., & Axelson, D. (2011). Has Anything Changed in the Past century? Re-Visiting Graue's The Social Cost of Bad Debt. *Journal of Economic Issues*, 45 (4), 755-784. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
12. McPherson, M. Q., Hackney, D. D., Friesner, D., & Correia, C. (2013). On the Social Costs of Bankruptcy: Does Filing Under Chapter 13 Really Lead to Significant Creditor Repayment? *International Journal of Social Ecology and Sustainable Development*, 5 (1), 57-89. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
13. Henrickson, K. E. & Johnson, E. H. (2015). Jesuit Values, Environmental Sustainability and Businesses Core Curriculum. *Journal of Jesuit Business Education*, 6 (1), 101-116. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
14. Hickman, K. A. & Byrd, J. (2012). Behavioral Economics and Corporate Sustainability. *The Sustainability Review*, 3 (3). [Status: Published] [Refereed] [Basic or Discovery Scholarship]

15. Hickman, L. E., Byrd, J. W., & Hickman, K. A. (2014). Explaining the Location of Mission-Driven Businesses: An Examination of B-Corps. *The Journal of Corporate Citizenship*, 2014 (55)., doi: <http://dx.doi.org/10.9774/GLEAF.4700.2014.se.00005>. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 11-20%] [Mission Code: Inspiration]
16. Hickman, K. A., Shrader, M., Xu, D., & Lawson, D. (2015). The Forbes 400 and the Gates-Buffett Giving Pledge. *ACRN Journal of Finance and Risk Perspectives*, 4 (1), 82-101. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 34%] [Mission Code: Impact]
17. Barone, G. J., Melendy, S., & Weber, G. J. (2012). CFEs in the Classroom: Get Involved in Higher Education: Numerous Opportunities Exist for CFEs Who Want to Participate in the Education of Future Fraud Fighters. *Fraud Magazine*, 27 (1), 12-14. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
18. Brody, R., Melendy, S., & Perry, F. (2012). Commentary from the American Accounting Association's 2011 Annual Meeting Panel on Emerging Issues in Fraud Research. *Accounting Horizons*, 26 (3), 513-531, doi: 10.2308/acch-50175. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 14%] [Mission Code: Impact]
19. Brody, R., Cox, V., & Kern, S. (2015). Gender Equity in the Accounting Profession: Progress or Good Marketing. *Accounting Educator's Journal*, 25 (Dec), 131-147. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Acceptance rate: 21-30%] [Mission Code: Impact]
20. Bolt-Lee, C. & Kern, S. (2015). Highlights of Forensic Accounting Research. *Journal of Accountancy*. [Status: Published] [Refereed] [Applied or Integrative/application Scholarship] [Quality: Cabells] [Acceptance rate: 11-20%] [Mission Code: Impact]
21. Doran, M., Melendy, S., & Riley, R. (2011). Service Learning Activities: Students Putting Their Skills on the Line to Assist Real Companies. *Fraud Magazine*, 26 (4), 14-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 50%] [Mission Code: Engagement]
22. Patil, V. H. & Loroz, P. S. (2014). Outcomes Assessment for Measuring the Impact of Jesuit Education. *Journal of Jesuit Business Education*, 5 (1), 15-33. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
23. Pepper, M. B., Leithauser, A., Loroz, P. S., & Steverson, B. K. (2012). Responding to Hate Speech on Social Media: A Class Leads a Student Movement. *International Journal of Cyber Ethics in Education*, 2 (4), 45-54. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
24. Patil, V. H. (2015). Gender and Publication Activity in Top Marketing Journals. *Academy of Marketing Studies Journal*, 19 (3). [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 25%]
25. Pepper, M. B. & Reyes, R. F. (2013). A Call For Mandatory Diversity Education at Jesuit Business Schools. *Journal of Jesuit Business Education*, 4 (1), 69-88. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Excellence]

26. Hoover, K. F. & Pepper, M. B. (2014). How did They Say That? Ethics Statements and Normative Frameworks at Best Companies to Work For. *Journal of Business Ethics*. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact]
27. Wallace, H. M., Hoover, K. F., & Pepper, M. B. (2014). Multicultural Ethics and Diversity Discourse. *Equality, Diversity and Inclusion: An International Journal*, 33 (4), 318-333. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Acceptance rate: 60%] [Mission Code: Impact]
28. Kulik, C. T., Pepper, M. B., Shapiro, D. L., & Cregan, C. (2012). The Electronic Water Cooler: Insiders and Outsiders Talk About Organizational Justice on the Internet. *Communication Research*, 39 (5), 565-591. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact]
29. Steverson, B. K. (2013). Finding God (Good) in Everything, Inculturation and Teaching Business Ethics in A Jesuit School of Business. *Journal of Jesuit Business Education*, 4, 1-16. [Status: Published] [Refereed] [Teaching and Learning Scholarship] [Acceptance rate: 11-20%] [Mission Code: Impact]
30. Steverson, B. K. (2012). Vulnerable Values Argument for the Professionalization of Business Management. *Business and Professional Ethics Journal*, 3 (1), 73-92. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 05%]
31. Voy, A. (2012). Globalization, Gender and Child Work. *Oxford Development Studies*, 40 (1), 1-19. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact]
32. Voy, A. (2014). Sector-Specific Variations in the Effect of Trade on Child Labor. *Economics Bulletin*, 34 (1), 385-394. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 21-30%] [Mission Code: Impact]
33. Li, X., Sullivan, R. N., Xu, D., & Gao, G. (2013). Sell-side Analysts and Gender: A Comparison of Performance, Behavior, and Career Outcomes. *Financial Analysts Journal*, 69 (2), 83-94. [Status: Published] [Refereed] [Basic or Discovery Scholarship] [Quality: Cabells] [Acceptance rate: 10%]

SBA Cross-Discipline Research Collaborators

- Kenneth S. Anderson
- Clarence H. Barnes
- Gerhard J. Barone
- John H. Beck
- George. Eddy Birrer
- Carl S. Bozman
- Andrew M. Brajcich
- Paul F. Buller
- David F. Elloy
- Todd A. Finkle
- Donald D. Hackney
- Kevin E. Henrickson
- Kent A. Hickman
- Erica H. Johnson
- Daniel W. Law
- Peggy Sue Loro
- Matthew Q. McPherson
- Vivek H. Patil
- Molly B. Pepper
- Mark J. Shrader
- Christopher E. Stevens
- Brian K. Steverson
- Annie Voy

SBA Research Faculty Service to Journals

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- Jason C.H. Chen (2)
- Editorial Board Members
- Paul F. Buller (2)
- Ta-Tao Chuang (6)
- David F. Elloy (1)
- Todd A. Finkle (1)
- Kevin E. Henrickson (1)
- Sara Kern (1)
- Peggy Sue Loroz (1)
- Timothy J. Olsen (1)

Reviewer

- Gerhard J. Barone (2)
- John H. Beck (3)
- Andrew M. Brajcich (2)
- Rebecca A. Bull Schaefer (7)
- Ta-Tao Chuang (11)
- Todd A. Finkle (3)
- James G. Helgeson (2)
- Kevin E. Henrickson (11)
- Ryan W. Herzog (4)
- Matthew L. Hoag (1)
- Erica H. Johnson (5)
- Lada V. Kurpis (5)
- Daniel W. Law (2)
- Timothy J. Olsen (1)
- Vivek H. Patil (1)
- Molly B. Pepper (1)
- Christopher E. Stevens (5)
- Brian K. Steverson (4)
- Annie Voy (3)
- Danielle Xu (7)

Community Partners: FY16 Lecturers in the Classroom-Sample

Faculty: Dr. Mirjeta Beqiri
Course: OPER 345
Semester: Sp 2016
Speakers: Thomas Hammer
Chris Anderson

Faculty: Dr. Becky Bull Schaefer
Course: MGMT 350
Semester: Fall 2015
Speaker: Scott Linklater, M.Ed., NW Farm
Credit Services (Regular)

Faculty: Dr. Mirjeta Beqiri
Course: OPER 345
Semester: Sp 2016
Student Visit: Numerica

Faculty: Dr. Becky Bull Schaefer
Course: MGMT 405
Semester: Fall 2015
Speaker: Lisa Schwartzenburg, Human
Resources, Gonzaga University

Faculty: Dr. Beqiri
Course: MBA 625
Semester: Sp 2016
Student Visit: *Triumph*

Faculty: Dr. Becky Bull Schaefer
Course: MBUS 699
Semester: Fall 2015
Speaker: Brittany Leland, Career &
Experiential Development,
Gonzaga University

Faculty: Dr. Becky Bull Schaefer
Course: MGMT 350
Semester: Fall 2015
Speaker: Erin A. Jacobson, JD, Asst. City
Attorney, City of Spokane)

Faculty: Dr. Becky Bull Schaefer
Course: MGMT 350
Semester: Spring 2016
Speaker: Erin A. Jacobson, JD, Asst. City
Attorney, City of Spokane

Faculty: Dr. Becky Bull Schaefer
Course: MGMT 350
Semester: Spring 2016
Speaker: Scott Linklater, M.Ed., NW Farm Credit Services

Faculty: Dr. Becky Bull Schaefer
Club Speaker: SHRM
Speaker: Chris Purviance, EEO, Gonzaga University

Faculty: Dr. Becky Bull Schaefer
PANEL: *Careers in HRM – January 2016*
Semester: Spring 2016
Members: Kirk Wood-Gaines, HR, Gonzaga University
Juanita Jiminez, HR, Gonzaga University
Andrea LePlant, HR, Etailz
Jason Swain, Jason Swain & Associates, LLC
Julie Orchard, HR, Skills 'kin

Faculty: Dr. Ta-Tao Chuang
Course: BMIS 235
Semester: F 2015
Speaker: Ms. Patricia Kelly, VP, I Information Technology, STCU

Faculty: Dr. Kevin Henrickson
Course: ECON 304
Semester: F 2015
Speaker: Bruce Howard, Avista

Faculty: Dr. Kevin Henrickson
Course: ECON 304
Semester: F 2015
Speaker: April Westby, Spokane Clean Air Agency

Faculty: Dr. Erica Johnson
Course: MBUS 610H
Semester: Sp 2016
Speaker: Niranjan Bhat, PATH

Faculty: Dr. Erica Johnson
Course: MBUS 610H
Semester: Sp 2016
Speaker: Stacy Wenzl, Spokane Regional Health District

Faculty: Dr. Timothy Olsen
Course: BMIS 331
Semester: Fall 2015
Speaker: Dan Olsen, Impartner

Faculty: Dr. Timothy Olsen
Course: BMIS 245
Semester: Spring 2016
Speaker: Adam Zilko, Firegang

Faculty: Dr. Daniel Stewart
Course: ENTR 201
Semester: F 2015
Speaker: Ryan Arnold, Greater Spokane, Inc.

Faculty: Dr. Daniel Stewart
Course: ENTR 202
Semester: Sp 2016
Speaker: Tom Simpson, eTailz

Named Endowments

Faculty Fellowships

Gerard V. and Debora Centioli Faculty Fellowship for Excellence in Business Education
Loeken Family Faculty and Staff Recognition
Business Administration Faculty Enrichment
Clarence H. Barnes Faculty Fellowship Endowment
Alvin J. Wolff Fund
Angelo and Phyllis Mozilo Faculty Innovation Fund for SBA
C.H. Barnes Legacy Fellowship and Academic Enhancement

Student Scholarships

Daniel G. Brajcich
Paul B. Shorett Memorial
Alma and Gill A. Centioli
A.O. and Evelyn Foster
Angelo R. Mozilo Family
Henri P. Charvet, S.J.
Clarence H. Barnes
Sodexo
Jane Hedequist Memorial
Jack G. and Katherine E. Neupert Memorial
Frank and Sharon Bouten
Perko Family
Roothaan Achievement
Roger and Marian Fruci Accounting
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Dell 'Osso Family
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Louie H. and Donna M. Lapke
Teresita Coombes
Apregan Family
Moss Adams
Jim and Raeceil Day
Charles Henry Davis
Rudisile Family
Daniel P Hogan Jr. Family
Fred and Paula Bevegni
I.S. and Emily C. Fetterman
Dr. John J. Kohls Memorial
C.H. Barnes Legacy
SBA General
Diane and Ted Johnson MBA
Richard B. Taylor II Family
Paul Buller Entrepreneurial Leadership
Gerald M. Berger
David and Vickie Abel
Humphreys Entrepreneurial
Mozilo/Hogan

Chairs and Professorships

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Kinsey M. Robinson--Chair of Business Administration

John L. Aram--Chair of Business Ethics

James R. Jundt--Visiting Chair of Economics

Mark C. Pigott--Professor of Entrepreneurship

Mozilo Endowed Chair of Business Administration

Appendix 5: Faculty and Sufficiency Qualifications

- Table 15.1:
- AY16 Detail by Department
- AY16 Summary by Department
- AY16 Detail by Program
- AY16 Summary by Program
- Guidelines for Faculty Qualifications and Professional Development.
- Alternative Approach to Table 15.1



School of Business
Administration

Table 15.1:
AY16 Detail by Department

Table 15.1. Sufficiency and Qualifications Detail by Department for AY16 (Terms included: 2015-Fall, 2016-Spring)
Organizational Unit: *Department* Status source: *Teaching Schedule* Aggregation Unit: *Student Credit Hour*

Department: Accounting											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
Barone, Gerhard	2006	Ph.D., 2002	503.00		UT,MT,RES,SER	100.00%					
Birrer, George	1984	Ph.D., 1981	686.00		UT,MT,RES,SER	100.00%					
Brajcich, Andrew	2012	L.L.M., 2010	631.00		UT,MT,RES,SER	100.00%					
Dehart, Catherine	2013	M.Ed., 2010	898.00		UT,MT,SER				100.00%		
Gosline, Brian	1990	J.D., 1989		141.00	UT,MT				12.50%		
Green, David	2011	Other, 1988		42.00	UT,MT				8.30%		
Hackney, Donald	1974	J.D., 1974	951.00		UT,RES,SER	100.00%					
Hawkins, Mark	2015	J.D., 2000		19.00	UT				4.30%		
Heston, Shelly	2013	B.B.A., 1995		12.00	UT,MT				25.00%		
Hoag, Matthew	2012	Ph.D., 2010	572.00		UT,MT,RES,SER	100.00%					
Kern, Sara	2005	Ph.D., 2005	495.00		UT,MT,RES,SER	100.00%					
Law, Daniel	2002	Ph.D., 2003	229.00		UT,MT,RES,SER	100.00%					
Patrick, Michael	2008	Other, 2002		36.00	UT,MT				12.50%		
Rice, Marie	2010	M.S., 2011		114.00	UT,MT				25.00%		
Sell, Kevin	2011	B.B.A., 1985		117.00	UT,MT				8.30%		
Smith, Joseph	2011	B.B.A., 2001		237.00	UT				32.50%		
Teets, Walter	1994	Ph.D., 1989	335.00		UT,MT,RES,SER		100.00%				
Weber, Gary	1995	Ph.D., 1997	351.00		UT,MT,RES,SER	100.00%					
Accounting:			5,651.00	718.00	FTE:	8.00	1.00		2.28		

Department: Finance											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
Barnes, Clarence	1973	Ph.D., 1973	112.00		UT,MT,RES,SER	23.73%					
Dawn, Jon	2016	B.B.A., 2000		84.00	UT				12.50%		
Demars, David	2016	B.B.A., 1994		123.00	UT				12.50%		
Haugen, Brandon	2014	M.B.A., 2011		150.00	UT,MT				12.50%		
Hickman, Kent	1989	Ph.D., 1990	211.00		UT,MT,RES,SER	100.00%					
Kelly, Colin	2016	B.B.A., 2004		300.00	UT				25.00%		
McPherson, Matthew	2004	Ph.D., 2004	376.00		UT,MT,RES,SER	100.00%					
Morscheck, Justin	2014	Ph.D., 2014	568.00		UT,MT,RES,SER	100.00%					
Shrader, Mark	1987	Ph.D., 1988	144.00		UT,MT,RES,SER	60.00%					
Xu, Danielle	2005	Ph.D., 2005	488.00		UT,MT,RES,SER	100.00%					
Finance:			1,899.00	657.00	FTE:	4.84			0.63		

Department: Management Information Systems											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
Chen, Jason	1985	Ph.D., 1985	471.00		UT,MT,RES,SER	100.00%					
Chuang, Ta-Tao	2001	Ph.D., N/A	418.00		UT,MT,RES,SER	100.00%					
Joy, Michael	2007	M.S., 1987	606.00		UT,SER				100.00%		
Morris, Wes	2016	M.B.A., 2014		86.00	UT,MT				16.70%		
Olsen, Timothy	2014	Ph.D., 2012	237.00		UT,MT,RES,SER	100.00%					
Ruder, Robert	2014	B.A., 1988		273.00	UT				12.50%		
Staples, Gregory	2011	Other, 1987		373.00	UT				33.30%		
Management Information Systems:			1,732.00	732.00	FTE:	3.00			1.63		

Department: Economics											
Portfolio			Sufficiency *		% of Time Devoted to Mission for Each Qualification Group *						
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
Barnes, Clarence	1973	Ph.D., 1973	360.00		UT,MT,RES,SER	76.27%					
Barone, Sandra	2012	M.S., 1998	1,020.00		UT,SER					100.00%	
Beck, John	1988	Ph.D., 1976	726.00		UT,MT,RES,SER	100.00%					
Bennett, Randall	1988	Ph.D., 1984	207.00		UT,MT,RES,SER	100.00%					
Henrickson, Kevin	2006	Ph.D., 2006	483.00		UT,MT,RES,SER	100.00%					
Herzog, Ryan	2009	Ph.D., 2008	309.00		UT,MT,RES,SER	100.00%					
Johnson, Erica	2008	Ph.D., 2009	507.00		UT,MT,RES,SER	100.00%					
Lyons, John	2003	M.B.A., 1997		262.00	UT,MT				41.60%		
Voy, Annie	2009	Ph.D., 2009	183.00		UT,MT,RES,SER	100.00%					
Economics:			3,795.00	262.00	FTE:	6.76			0.42	1.00	

Department: Management											
Portfolio			Sufficiency *		% of Time Devoted to Mission for Each Qualification Group *						
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
Anderson, Kenneth	1986	Ph.D., 1988	100.00		UT,MT,ADM,RES,SER	100.00%					
Anderson, Michelle	2016	Unknown, N/A		48.00					4.20%		
Armstrong, Josh	2008	Ph.D., 2004		78.00					3.00%		
Bandy, Crystal	2015	Ph.D., 2014		36.00	UT				12.50%		
Broder, Scott	2014	M.B.A.,N/A		72.00	UT				12.50%		
Bull-Schaefer, Rebecca	2010	Ph.D., 2008	530.00		UT,MT,RES,SER	100.00%					
Buller, Paul	1989	Ph.D., 1982	363.00		UT,MT,RES,SER	100.00%					
Cvancara, James	2014	M.S., 2001		60.00	UT				12.50%		
Elloy, David ^(NTF)	1985	Ph.D., 1999			UT,MT,RES,SER	100.00%					AY16 Sabbatical
Finkle, Todd	2010	Ph.D., 1993	310.00		UT,MT,RES,SER	100.00%					
Hoover, Kristine	2009	Ph.D., 2010		144.00	UT				12.50%		
Husted, Gregory	2007	M.B.A., 2006		46.00	UT,MT				12.50%		
Jiminez, Juanita	2016	B.S., 2006		105.00	UT				12.50%		

Leatha, Norman	2006	M.B.A., 1968		60.00	UT				16.70%		
Leithauser, Adriane	2009	M.A., 2008	694.00		UT,MT,SER				100.00%		
Marchessault, Catherine	2014	M.S., 2012		114.00	UT				12.50%		
McLean, Darby	2015	B.S., 2000		78.00	UT				12.50%		
Parker, Kevin	2013	M.B.A., 2005		10.00	UT,MT				4.20%		
Pepper, Molly	2003	Ph.D., 2004	465.00		UT,MT,ADM,RES,SER	88.07%					
Stevens, Christopher	2008	Ph.D., 2008	229.00		UT,MT,ADM,RES,SER	100.00%					
Steverson, Brian	2008	Ph.D., 1991	210.00		UT,MT,RES,SER	100.00%					
Stewart, Daniel	2006	Ph.D., 2002	203.00		UT,MT,RES,SER	100.00%					
Trosine, Amy	2015	M.A., 2012		204.00					3.00%		
Trosine, Jason	2014	M.A., 2012		291.00	UT				25.00%		
Vigil, Stephanie	2014	M.A., 2013		62.00	UT,MT				4.20%		
Wasson, Tyler	2015	M.B.A., 2013		102.00	UT				12.50%		
Management:			3,104.00	1,510.00		FTE: 8.88			2.73		

Department: Marketing											
Portfolio			Sufficiency *		% of Time Devoted to Mission for Each Qualification Group *						Description
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
Agnew, Eric	2013	M.B.A., 2011		39.00	UT,MT				4.20%		
Bozman, Carl	1990	Ph.D., 1990	381.00		UT,MT,RES,SER	100.00%					
Helgeson, James	1983	Ph.D., 1984	456.00		UT,MT,RES,SER	100.00%					
Kelsey, Michael	2016	M.B.A., 2012		105.00	UT				12.50%		
Kneeshaw, Scott	2006	Other, 1980		78.00	UT				12.50%		
Kurpis, Lada	2004	Ph.D., 2004	336.00		UT,MT,RES,SER	100.00%					
Lipsker, Connie	2008	B.B.A., 1975	529.00		UT,SER				100.00%		
Loroz, Peggy Sue	2000	Ph.D., 2000	292.00		UT,MT,RES,SER	100.00%					
Neyland, Bailee	2016	M.B.A., 2014		60.00	UT				12.50%		
Patil, Vivek	2005	Ph.D., 2006	304.00		UT,MT,RES,SER	100.00%					
Reese, Edward	2014	B.A., 1992		54.00	UT				12.50%		
Regundin, Marvin	2001	B.A., 1980		153.00	UT				25.00%		
Sanders, Kevin	2011	M.B.A., 2010		18.00	UT				12.50%		

Shrader, Mark	1987	Ph.D., 1988	96.00		UT,MT,RES,SER	40.00%						
Marketing:			2,394.00	507.00		FTE: 5.40				1.92		
Department: Operations												
Portfolio			Sufficiency *			% of Time Devoted to Mission for Each Qualification Group *						
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description	
Agnew, Thomas	1998	Other, 1990		117.00	UT				25.00%			
Beqiri, Mirjeta	2002	Ph.D., 2005	391.00		UT,MT,RES,SER	100.00%						
Burnett, David	2015	Other, 1987		150.00	UT				12.50%			
Hawk, Allysen	2012	M.B.A., 2012		159.00	UT				29.20%			
Hedin, Scott	1992	Ph.D., 1993	531.00		UT,MT,RES,SER					100.00%		
Pepper, Molly	2003	Ph.D., 2004	63.00		UT,MT,ADM,RES,SER	11.93%						
Powers, Sarah	2015	M.S., 2008		162.00	UT				12.50%			
Robinson, John	2013	M.S., 2004		10.00	UT				4.20%			
Thatte, Ashish	2006	Ph.D., 2007	644.00		UT,MT,RES,SER	100.00%						
Operations:			1,629.00	598.00		FTE: 2.12			0.83	1.00		
College Totals [93 members]:			20,204.00	4,984.00		FTE: 39.00	1.00		10.43	2.00		

[NTF] Member did not teach in the terms selected. David Elloy was on full year sabbatical during 2015-16.

AY16 Summary by Department

Table 15-1: Sufficiency and Qualifications Summary by Department for AY16 (Terms included: 2015-Fall, 2016-Spring)

Organizational Unit: *Department* Status source: *Teaching Schedule* Aggregation Unit: *Student Credit Hour*

Unit Summary Benchmarks Department	Faculty Sufficiency Indicators *				Full-Time Equivalents						Faculty Qualifications Indicators **		
	Participating	Supporting	Total	% Taught by Participating	SA	PA	SP	IP	Oth	Total	SA (40%)	SA+PA+Sp (60%)	SA+PA+SP+IP (90%)
Accounting	5,651.00	718.00	6,369.00	88.73%	8.00	1.00		2.28		11.28	70.90%	79.76%	100.00%
Finance	1,899.00	657.00	2,556.00	74.30%	4.84			0.63		5.46	88.56%	88.56%	100.00%
Management Information Systems	1,732.00	732.00	2,464.00	70.29%	3.00			1.63		4.63	64.86%	64.86%	100.00%
Economics	3,795.00	262.00	4,057.00	93.54%	6.76			0.42	1.00	8.18	82.69%	82.69%	87.77%
Management	3,104.00	1,510.00	4,614.00	67.27%	8.88			2.73		11.61	76.50%	76.50%	100.00%
Marketing	2,394.00	507.00	2,901.00	82.52%	5.40			1.92		7.32	73.80%	73.80%	100.00%
Operations	1,629.00	598.00	2,227.00	73.15%	2.12			0.83	1.00	3.95	53.61%	53.61%	74.70%
College Totals:	20,204.00	4,984.00	25,188.00	80.21%	39.00	1.00		10.43	2.00	52.43	74.39%	76.29%	96.19%

Faculty Sufficiency Indicators *

- Department: $P/(P+S) \geq 60\%$ required to be taught by **participating** members
- College: $P/(P+S) \geq 75\%$ required to be taught by **participating** members
- This report *includes* all participating and supporting faculty members, including graduate students, who have formal teaching responsibilities.
- This report *includes* all faculty members who joined the College for any part of the Most Recently Completed Normal Academic Year.
- This report *excludes* all faculty members who left the College during the Most Recently Completed Normal Academic Year.

Faculty Qualifications Indicators **

- Aggregation of the qualifications of participating and supporting members, based on % dedicated to mission.
- Minimum SA: $(SA)/(SA+PA+SP+IP+Oth) \geq 40\%$
- Minimum SA + PA + SP: $(SA+PA+SP)/(SA+PA+SP+IP+Oth) \geq 60\%$
- Minimum SA + PA + SP + IP: $(SA+PA+SP+IP)/(SA+PA+SP+IP+Oth) \geq 90\%$

AY16 Detail by Program

Table 15-1: Sufficiency and Qualifications Detail by Program for AY16 (Terms included: 2015-Fall, 2016-Spring)

Organizational Unit: *Program* Status source: *Teaching Schedule* Aggregation Unit: *Student Credit Hour*

Members Not Assigned to a Program											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
Elloy, David [NTF]	1985	Ph.D., 1999			UT,MT,RES,SER	100.00%					Full year sabbatical during 2015-16.
Unassigned:					FTE:	1.00					

Bachelor of Business Administration											
Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
Agnew, Thomas	1998	Other, 1990		117.00	UT				25.00%		
Anderson, Kenneth	1986	Ph.D., 1988	95.00		UT,MT,ADM,RES,SER	95.00%					
Anderson, Michelle	2016	Unknown, N/A		16.00					1.40%		
Armstrong, Josh	2008	Ph.D., 2004		78.00					3.00%		
Bandy, Crystal	2015	Ph.D., 2014		36.00	UT				12.50%		
Barnes, Clarence	1973	Ph.D., 1973	112.00		UT,MT,RES,SER	23.73%					
Barnes, Clarence	1973	Ph.D., 1973	360.00		UT,MT,RES,SER	76.27%					
Barone, Gerhard	2006	Ph.D., 2002	369.00		UT,MT,RES,SER	73.36%					
Barone, Sandra	2012	M.S., 1998	1,020.00		UT,SER					100.00%	
Beck, John	1988	Ph.D., 1976	726.00		UT,MT,RES,SER	100.00%					
Bennett, Randall	1988	Ph.D., 1984	207.00		UT,MT,RES,SER	100.00%					
Beqiri, Mirjeta	2002	Ph.D., 2005	201.00		UT,MT,RES,SER	51.41%					
Birrer, George	1984	Ph.D., 1981	609.00		UT,MT,RES,SER	88.78%					
Bozman, Carl	1990	Ph.D., 1990	381.00		UT,MT,RES,SER	100.00%					
Brajcich, Andrew	2012	L.L.M., 2010	306.00		UT,MT,RES,SER	48.49%					
Broder, Scott	2014	M.B.A., N/A		72.00	UT				12.50%		

Bull-Schaefer, Rebecca	2010	Ph.D., 2008	428.00		UT,MT,RES,SER	80.75%				
Buller, Paul	1989	Ph.D., 1982	363.00		UT,MT,RES,SER	100.00%				
Burnett, David	2015	Other, 1987		150.00	UT			12.50%		
Chen, Jason	1985	Ph.D., 1985	423.00		UT,MT,RES,SER	89.81%				
Chuang, Ta-Tao	2001	Ph.D., N/A	384.00		UT,MT,RES,SER	91.87%				
Cvancara, James	2014	M.S., 2001		60.00	UT			12.50%		
Dawn, Jon	2016	B.B.A., 2000		84.00	UT			12.50%		
Dehart, Catherine	2013	M.Ed., 2010	861.00		UT,MT,SER			95.88%		
Demars, David	2016	B.B.A., 1994		123.00	UT			12.50%		
Finkle, Todd	2010	Ph.D., 1993	310.00		UT,MT,RES,SER	100.00%				
Hackney, Donald	1974	J.D., 1974	951.00		UT,RES,SER	100.00%				
Haugen, Brandon	2014	M.B.A., 2011		150.00	UT,MT			12.50%		
Hawk, Allysen	2012	M.B.A., 2012		159.00	UT			29.20%		
Hedin, Scott	1992	Ph.D., 1993	531.00		UT,MT,RES,SER				100.00%	
Helgeson, James	1983	Ph.D., 1984	387.00		UT,MT,RES,SER	84.87%				
Henrickson, Kevin	2006	Ph.D., 2006	483.00		UT,MT,RES,SER	100.00%				
Herzog, Ryan	2009	Ph.D., 2008	309.00		UT,MT,RES,SER	100.00%				
Hickman, Kent	1989	Ph.D., 1990	153.00		UT,MT,RES,SER	72.51%				
Hoag, Matthew	2012	Ph.D., 2010	572.00		UT,MT,RES,SER	100.00%				
Hoover, Kristine	2009	Ph.D., 2010		144.00	UT			12.50%		
Jiminez, Juanita	2016	B.S., 2006		105.00	UT			12.50%		
Johnson, Erica	2008	Ph.D., 2009	489.00		UT,MT,RES,SER	96.45%				
Joy, Michael	2007	M.S., 1987	606.00		UT,SER			100.00%		
Kelly, Colin	2016	B.B.A., 2004		300.00	UT			25.00%		
Kelsey, Michael	2016	M.B.A., 2012		105.00	UT			12.50%		
Kern, Sara	2005	Ph.D., 2005	435.00		UT,MT,RES,SER	87.88%				
Kneeshaw, Scott	2006	Other, 1980		78.00	UT			12.50%		
Kurpis, Lada	2004	Ph.D., 2004	336.00		UT,MT,RES,SER	100.00%				
Law, Daniel	2002	Ph.D., 2003	195.00		UT,MT,RES,SER	85.15%				
Leatha, Norman	2006	M.B.A., 1968		60.00	UT			16.70%		
Leithauser, Adriane	2009	M.A., 2008	694.00		UT,MT,SER			100.00%		
Lipsker, Connie	2008	B.B.A., 1975	524.00		UT,SER			99.05%		

Loroz, Peggy Sue	2000	Ph.D., 2000	292.00		UT,MT,RES,SER	100.00%				
Lyons, John	2003	M.B.A., 1997		113.00	UT,MT				17.94%	
Marchessault, Catherine	2014	M.S., 2012		114.00	UT				12.50%	
McLean, Darby	2015	B.S., 2000		78.00	UT				12.50%	
McPherson, Matthew	2004	Ph.D., 2004	376.00		UT,MT,RES,SER	100.00%				
Morris, Wes	2016	M.B.A., 2014		76.00	UT,MT				14.76%	
Morschek, Justin	2014	Ph.D., 2014	433.00		UT,MT,RES,SER	76.23%				
Neyland, Bailee	2016	M.B.A., 2014		60.00	UT				12.50%	
Olsen, Timothy	2014	Ph.D., 2012	237.00		UT,MT,RES,SER	100.00%				
Patil, Vivek	2005	Ph.D., 2006	300.00		UT,MT,RES,SER	98.68%				
Pepper, Molly	2003	Ph.D., 2004	451.00		UT,MT,ADM,RES,SER	85.42%				
Pepper, Molly	2003	Ph.D., 2004	63.00		UT,MT,ADM,RES,SER	11.93%				
Powers, Sarah	2015	M.S., 2008		162.00	UT				12.50%	
Reese, Edward	2014	B.A., 1992		54.00	UT				12.50%	
Regundin, Marvin	2001	B.A., 1980		153.00	UT				25.00%	
Rice, Marie	2010	M.S., 2011		15.00	UT,MT				3.29%	
Ruder, Robert	2014	B.A., 1988		273.00	UT				12.50%	
Sanders, Kevin	2011	M.B.A., 2010		18.00	UT				12.50%	
Shrader, Mark	1987	Ph.D., 1988	144.00		UT,MT,RES,SER	60.00%				
Shrader, Mark	1987	Ph.D., 1988	96.00		UT,MT,RES,SER	40.00%				
Smith, Joseph	2011	B.B.A., 2001		216.00	UT				29.62%	
Staples, Gregory	2011	Other, 1987		373.00	UT				33.30%	
Stevens, Christopher	2008	Ph.D., 2008	207.00		UT,MT,ADM,RES,SER	90.39%				
Steverson, Brian	2008	Ph.D., 1991	75.00		UT,MT,RES,SER	35.71%				
Stewart, Daniel	2006	Ph.D., 2002	147.00		UT,MT,RES,SER	72.41%				
Teets, Walter	1994	Ph.D., 1989	138.00		UT,MT,RES,SER		41.19%			
Thatte, Ashish	2006	Ph.D., 2007	633.00		UT,MT,RES,SER	98.29%				
Trosine, Amy	2015	M.A., 2012		204.00					3.00%	
Trosine, Jason	2014	M.A., 2012		291.00	UT				25.00%	
Vigil, Stephanie	2014	M.A., 2013		40.00	UT,MT				2.71%	
Voy, Annie	2009	Ph.D., 2009	183.00		UT,MT,RES,SER	100.00%				
Wasson, Tyler	2015	M.B.A., 2013		102.00	UT				12.50%	

Weber, Gary	1995	Ph.D., 1997	261.00		UT,MT,RES,SER	74.36%					
Xu, Danielle	2005	Ph.D., 2005	456.00		UT,MT,RES,SER	93.44%					
Bachelor of Business Administration:			18,312.00	4,179.00	FTE:	33.83	0.41		8.87	2.00	

The faculty that are listed twice are teaching in more than one department at the undergraduate level.

Master of Accountancy

Portfolio			Sufficiency *		Responsibilities	% of Time Devoted to Mission for Each Qualification Group *					Description
Member Name	Appt	Degree, Year	Participating	Supporting		SA	PA	SP	IP	Oth	
Barone, Gerhard	2006	Ph.D., 2002	60.00		UT,MT,RES,SER	11.93%					
Birrer, George	1984	Ph.D., 1981	18.00		UT,MT,RES,SER	2.62%					
Brajcich, Andrew	2012	L.L.M., 2010	71.00		UT,MT,RES,SER	11.25%					
Dehart, Catherine	2013	M.Ed., 2010	20.00		UT,MT,SER				2.23%		
Gosline, Brian	1990	J.D., 1989		84.00	UT,MT				7.45%		
Green, David	2011	Other, 1988		4.00	UT,MT				0.79%		
Heston, Shelly	2013	B.B.A., 1995		12.00	UT,MT				25.00%		
Kern, Sara	2005	Ph.D., 2005	60.00		UT,MT,RES,SER	12.12%					
Law, Daniel	2002	Ph.D., 2003			UT,MT,RES,SER	0.00%					
Lipsker, Connie	2008	B.B.A., 1975			UT,SER				0.00%		
Patrick, Michael	2008	Other, 2002		2.00	UT,MT				0.69%		
Rice, Marie	2010	M.S., 2011		99.00	UT,MT				21.71%		
Sell, Kevin	2011	B.B.A., 1985		75.00	UT,MT				5.32%		
Teets, Walter	1994	Ph.D., 1989	197.00		UT,MT,RES,SER		58.81%				
Weber, Gary	1995	Ph.D., 1997	12.00		UT,MT,RES,SER	3.42%					
Master of Accountancy:			438.00	276.00	FTE:	0.41	0.59		0.63		

Master of Science in Taxation											
Portfolio			Sufficiency *		% of Time Devoted to Mission for Each Qualification Group *						
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
Brajcich, Andrew	2012	L.L.M., 2010	254.00		UT,MT,RES,SER	40.25%					
Dehart, Catherine	2013	M.Ed., 2010	17.00		UT,MT,SER				1.89%		
Gosline, Brian	1990	J.D., 1989		57.00	UT,MT				5.05%		
Green, David	2011	Other, 1988		38.00	UT,MT				7.51%		
Hawkins, Mark	2015	J.D., 2000		19.00	UT				4.30%		
Patrick, Michael	2008	Other, 2002		34.00	UT,MT				11.81%		
Sell, Kevin	2011	B.B.A., 1985		42.00	UT,MT				2.98%		
Weber, Gary	1995	Ph.D., 1997	78.00		UT,MT,RES,SER	22.22%					
Master of Science in Taxation:			349.00	190.00	FTE:	0.62			0.34		

Master of Business Administration											
Portfolio			Sufficiency *		% of Time Devoted to Mission for Each Qualification Group *						
Member Name	Appt	Degree, Year	Participating	Supporting	Responsibilities	SA	PA	SP	IP	Oth	Description
Agnew, Eric	2013	M.B.A., 2011		39.00	UT,MT				4.20%		
Anderson, Kenneth	1986	Ph.D., 1988	5.00		UT,MT,ADM,RES,SER	5.00%					
Anderson, Michelle	2016	Unknown,N/A		32.00					2.80%		
Barone, Gerhard	2006	Ph.D., 2002	74.00		UT,MT,RES,SER	14.71%					
Beqiri, Mirjeta	2002	Ph.D., 2005	190.00		UT,MT,RES,SER	48.59%					
Birrer, George	1984	Ph.D., 1981	59.00		UT,MT,RES,SER	8.60%					
Bull-Schaefer, Rebecca	2010	Ph.D., 2008	102.00		UT,MT,RES,SER	19.25%					
Chen, Jason	1985	Ph.D., 1985	48.00		UT,MT,RES,SER	10.19%					
Chuang, Ta-Tao	2001	Ph.D., N/A	34.00		UT,MT,RES,SER	8.13%					
Helgeson, James	1983	Ph.D., 1984	69.00		UT,MT,RES,SER	15.13%					
Hickman, Kent	1989	Ph.D., 1990	58.00		UT,MT,RES,SER	27.49%					
Husted, Gregory	2007	M.B.A., 2006		46.00	UT,MT				12.50%		
Johnson, Erica	2008	Ph.D., 2009	18.00		UT,MT,RES,SER	3.55%					
Law, Daniel	2002	Ph.D., 2003	34.00		UT,MT,RES,SER	14.85%					

Lipsker, Connie	2008	B.B.A., 1975	5.00		UT,SER				0.95%		
Lyons, John	2003	M.B.A., 1997		149.00	UT,MT				23.66%		
Morris, Wes	2016	M.B.A., 2014		10.00	UT,MT				1.94%		
Morschcheck, Justin	2014	Ph.D., 2014	135.00		UT,MT,RES,SER	23.77%					
Parker, Kevin	2013	M.B.A., 2005		10.00	UT,MT				4.20%		
Patil, Vivek	2005	Ph.D., 2006	4.00		UT,MT,RES,SER	1.32%					
Pepper, Molly	2003	Ph.D., 2004	14.00		UT,MT,ADM,RES,SER	2.65%					
Robinson, John	2013	M.S., 2004		10.00	UT				4.20%		
Smith, Joseph	2011	B.B.A., 2001		21.00	UT				2.88%		
Stevens, Christopher	2008	Ph.D., 2008	22.00		UT,MT,ADM,RES,SER	9.61%					
Steverson, Brian	2008	Ph.D., 1991	135.00		UT,MT,RES,SER	64.29%					
Stewart, Daniel	2006	Ph.D., 2002	56.00		UT,MT,RES,SER	27.59%					
Thatte, Ashish	2006	Ph.D., 2007	11.00		UT,MT,RES,SER	1.71%					
Vigil, Stephanie	2014	M.A., 2013		22.00	UT,MT				1.49%		
Xu, Danielle	2005	Ph.D., 2005	32.00		UT,MT,RES,SER	6.56%					
Master of Business Administration:			1,105.00	339.00		FTE: 3.13			0.59		
College Totals [135 members]:			20,204.00	4,984.00		FTE: 39.00	1.00		10.43	2.00	

[NTF] Member did not teach in the terms selected. David Elloy was on a full year sabbatical during 2015-16.

AY16 Summary by Program

Table 15-1: Sufficiency and Qualifications Summary by Program for AY16 (Terms included 2015-Fall, 2016-Spring)

Organizational Unit: *Program* Status source: *Teaching Schedule* Aggregation Unit: *Student Credit Hour*

Program	Faculty Sufficiency Indicators *				Full-Time Equivalents						Faculty Qualifications Indicators **		
	Participating	Supporting	Total	% Taught by Participating	SA	PA	SP	IP	Oth	Total	SA (40%)	SA+PA+SP (60%)	SA+PA+SP+IP (90%)
Unassigned					1.00					1.00	100.00%	100.00%	100.00%
B.B. Ad.	18,312.00	4,179.00	22,491.00	81.42%	33.83	0.41		8.87	2.00	45.12	74.99%	75.90%	95.57%
MAcc	438.00	276.00	714.00	61.34%	0.41	0.59		0.63		1.63	25.31%	61.31%	100.00%
MSTax	349.00	190.00	539.00	64.75%	0.62			0.34		0.96	65.07%	65.07%	100.00%
MBA	1,105.00	339.00	1,444.00	76.52%	3.13			0.59		3.72	84.18%	84.18%	100.00%
College Totals:	20,204.00	4,984.00	25,188.00	80.21%	39.00	1.00		10.43	2.00	52.43	74.39%	76.29%	96.19%

Faculty Sufficiency Indicators *

Faculty Qualifications Indicators **

- Program: $P/(P+S) \geq 60\%$ required to be taught by **participating** members
- College: $P/(P+S) \geq 75\%$ required to be taught by **participating** members
- Aggregation of the qualifications of participating and supporting members, based on % dedicated to mission.
- Minimum SA: $(SA)/(SA+PA+SP+IP+Oth) \geq 40\%$
- Minimum SA + PA + SP: $(SA+PA+SP)/(SA+PA+SP+IP+Oth) \geq 60\%$
- Minimum SA + PA + SP + IP: $(SA+PA+SP+IP)/(SA+PA+SP+IP+Oth) \geq 90\%$

This report *includes* all participating and supporting faculty members, including graduate students, who have formal teaching responsibilities.

This report *includes* all faculty members who joined the College for any part of the Most Recently Completed Normal Academic Year.

This report *excludes* all faculty members who left the College during the Most Recently Completed Normal Academic Year.

Guidelines for Faculty Qualifications and Professional Development.

The Gonzaga University School of Business Administration seeks to hire, develop, and deploy highly qualified faculty members which support its institutional mission. In this work, the School is guided by the standards of the Association to Advance Collegiate Schools of Business (AACSB).

Specifically, Standard 15, which addresses faculty qualifications and engagement, notes, “Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement.... The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes, and strategies of the school. Schools should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:

- The combinations of academic preparation and professional experience required of faculty at the time of hiring, as well as the types of academic and professional development activities required of faculty after they have been hired in order for them to sustain their qualification status.
- How it assigns priority and value to different continuing academic and professional engagement activities; how such assignments support its portfolio of SA, PA, SP, and IP faculty; and how this portfolio of faculty supports its mission, expected outcomes, and strategies.
- The qualitative standards it requires for various, specified development activities and illustrates the ways that it assures the quality of these activities.
- The depth, breadth, and sustainability of academic and professional engagement (linked to reasonable outcomes) that faculty members are expected to undertake within the typical five-year AACSB review cycle in order to maintain their qualification status.”

Scholarly Academics: Per the AACSB, “Scholarly Academics sustain currency and relevance through scholarship and related activities.” To qualify as a Scholarly Academic, a faculty member in the School of Business Administration must possess a doctoral or equivalent terminal degree in (or related to) the field in which she or he teaches and have earned a minimum of 10 points over the past five years from activities in the areas below. Up to 3 of the 10 points can be earned by engaging in activities described in the Practice Academics (PA) area, but a faculty member may not earn more than 1 point per year per activity item from items in the PA list.

Level 1 (4 points each)*

1. Publication of a peer-reviewed journal article in business or economics. Publications outside of these areas are acceptable if the candidate can link such publications to business or his/her established area of research within business. (Listed in Cabell’s Directory or evidence of peer-reviewed status provided.)

Level 2 (3 points each)*

1. Publication of peer-reviewed journal articles on pedagogy or teaching.
2. Publication of peer-reviewed journal articles in University mission-related areas.
3. Authoring a textbook, published by a recognized professional publishing house, in business or related areas.
4. Authoring a book, published by a recognized professional publishing house, in business or related areas (other than textbooks).

* Each solo-authored work in Levels 1 and 2 will receive 1 additional point.

5. Publication of editorially-reviewed scholarly work (e.g. book chapters, journal articles, scholarly monographs) in business or related areas, where the editor is a subject matter expert.

Level 3 (2 points each)

1. Editorial board position within business or related areas.
2. Obtaining a grant or other funding from a major funding agency as a Principal Investigator for scholarly activity within business or related areas.

Level 4 (1 point each)

1. Publication of a full paper in conference proceedings.
2. Presentation by the faculty member of his/her peer-reviewed scholarly work at regional, national or international conferences.
3. Non-peer-reviewed publication or presentation within business or University mission-related areas to professional groups or other scholars within business or related areas.
4. Invited publication or presentation in University mission-related areas.
5. Consulting work within business or related areas.

Administrative Appointments

A faculty member serving as an Associate Dean or Program Director will receive 1 point per year of service in recognition of the significant time demands associated with these roles. Faculty members serving as Discipline Leads will receive .5 point per year of service. Faculty members serving in other significant university administrative roles may receive .5 to 1 point per year of service, as approved by the Dean.

Practice Academics: Per the AACSB, “Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members’ earlier work as an SA faculty member.” To qualify as a Practice Academic, a faculty member in the School of Business Administration must possess a doctoral degree or equivalent terminal degree in (or related to) the field in which she or he is teaching and have earned a minimum of 4 points over the past five years from activities in the levels outlined under Scholarly Academics (excluding administrative points) **and** at least 4 points from the following list (1 point each, may earn no more than 1 point per year per activity item):

1. Achieve and/or maintain professional licensure
2. Earn at least 15 hours of continuing education per academic year within discipline
3. Hold a faculty internship, fellow, or visiting practitioner role with an external organization
4. Maintain significant managerial responsibilities in an outside business
5. Serve as a board member of a for-profit and/or not-for-profit organization
6. Organize and direct a discipline-related workshop or seminar for practitioners
7. Serve as an expert witness
8. Develop instructional software
9. Review a discipline-related textbook
10. Give at least two technical talks to third-party organizations
11. Serve as a member of an AACSB Peer Review Team

*Activities also appearing in the Scholarly Academic activities cannot be double-counted.

Scholarly Practitioners: Per the AACSB, “Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.” To qualify as a Scholarly Practitioner, a faculty member in the School

of Business Administration must possess a master's degree in business and have completed have earned a minimum of 10 points over the past five years from activities in the categories outlined under Scholarly Academics.

Instructional Practitioners: Per the AACSB, "Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below." To qualify as an Instructional Practitioner, a faculty member in the School of Business Administration must possess a master's degree in business and:

- a) be currently working full-time (or almost full-time) in business with job responsibilities related to the field in which s/he is teaching,
- or**
- b) have earned a minimum of 4 points over the past five years from activities in the following list (1 point each, may earn no more than 2 points from each activity):
 1. Complete coursework towards a masters' or qualifying degree in discipline
 2. Achieve and/or maintain professional licensure
 3. Earn at least 15 hours of continuing education per academic year within discipline
 4. Hold a faculty internship, fellow, or visiting practitioner role with an external organization
 5. Maintain significant managerial responsibilities in an outside business
 6. Serve as a board member of a for-profit and/or not-for-profit organization
 7. Organize and direct a discipline-related workshop or seminar for practitioners
 8. Serve as an expert witness
 9. Develop instructional software
 10. Review a discipline-related textbook
 11. Give at least two technical talks to third-party organizations
 12. Publish an article in a discipline-relevant trade journal
 13. Author a popular business press book that achieves national or international distribution, published by a professional publishing house
 14. Perform consulting work that is material in terms of time and substance
 15. Actively participate in relevant community business organizations
 16. Hold a significant administrative/leadership appointment within the institution. If that occurs, points will be awarded as described in the "Administrative Appointments" area for Scholarly Academics.

Notes

Scholarly Academics

1. Faculty members who are ABD are SA if they are completing their first two years of service in the School of Business.
2. Faculty members who have received a terminal degree in the discipline in which they teach are SA within the 5-year period after receiving the degree.

Alternative Approach to Table 15.1

<p style="text-align: center;">TABLE 14 AACSB Standard 15.1 FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR Accounting As Appearing In Continuing Improvement Report (Academic Year 2015-2016)</p>											
Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification					Brief Description of Basis for Qualification (Enter brief quantitative
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure and/or discipline (e.g., departments and research groups) ¹	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P) ²	Supporting Faculty Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Accounting											
Barone, Gerhard	2006	Ph.D., 2002	503		UT,MT,RES,SER	100.00%					
Birrer, George	1984	Ph.D., 1981	686		UT,MT,RES,SER	100.00%					
Brajcich, Andrew	2012	L.L.M., 2010	631		UT,MT,RES,SER	100.00%					
Dehart, Catherine	2013	M.Ed., 2010	898		UT,MT,SER			100.00%			
Gosline, Brian	1990	J.D., 1989		141	UT,MT			25.00%			
Green, David	2011	L.L.M., 1988		42	UT,MT			16.67%			
Hackney, Donald	1974	J.D., 1974	951		UT,RES,SER	100.00%					
Hawkins, Mark	2015	J.D., 2000		19	UT			4.20%			
Heston, Shelly	2013	B.B.A., 1995		12	UT,MT			12.50%			
Hoag, Matthew	2012	Ph.D., 2010	572		UT,MT,RES,SER	100.00%					
Kern, Sara	2005	Ph.D., 2005	495		UT,MT,RES,SER	100.00%					
Law, Daniel	2002	Ph.D., 2003	229		UT,MT,RES,SER	100.00%					
Patrick, Michael	2008	M.Tax, 2002		36	UT,MT			16.67%			
Rice, Marie	2010	M.S., 2011		114	UT,MT			25.00%			
Sell, Kevin	2011	B.B.A., 1985		117	UT,MT			12.50%			
Smith, Joseph	2011	B.B.A., 2001		237	UT			37.50%			
Teets, Walter	1994	Ph.D., 1989	335		UT,MT,RES,SER		100.00%				
Weber, Gary	1995	Ph.D., 1997	351		UT,MT,RES,SER	100.00%					
Total Accounting			5651	718		8.00	1.00	2.50			

Finance										
Barnes, Clarence	1973	Ph.D., 1973	112		UT,MT,RES,SER	100.00%				
Dawn, Jon	2016	B.B.A., 2000		84	UT				12.50%	
Demars, David	2016	B.B.A., 1994		123	UT				12.50%	
Haugen, Brandon	2014	M.B.A., 2011		150	UT,MT				12.50%	
Hickman, Kent	1989	Ph.D., 1990	211		UT,MT,RES,SER	100.00%				
Kelly, Colin	2016	B.B.A., 2004		300	UT				25.00%	
McPherson, Matthew	2004	Ph.D., 2004	376		UT,MT,RES,SER	100.00%				
Morscheck, Justin	2014	Ph.D., 2014	568		UT,MT,RES,SER	100.00%				
Shrader, Mark	1987	Ph.D., 1988	144		UT,MT,RES,SER	100.00%				
Xu, Danielle	2005	Ph.D., 2005	488		UT,MT,RES,SER	100.00%				
Total Finance			1899	657		6.00			0.63	
Economics										
Barnes, Clarence	1973	Ph.D., 1973	360		UT,MT,RES,SER	100.00%				
Barone, Sandra	2012	M.S., 1998	1,020.00		UT,SER				100.00%	
Beck, John	1988	Ph.D., 1976	726		UT,MT,RES,SER	100.00%				
Bennett, Randall	1988	Ph.D., 1984	207		UT,MT,RES,SER	100.00%				
Henrickson, Kevin	2006	Ph.D., 2006	483		UT,MT,RES,SER	100.00%				
Herzog, Ryan	2009	Ph.D., 2008	309		UT,MT,RES,SER	100.00%				
Johnson, Erica	2008	Ph.D., 2009	507		UT,MT,RES,SER	100.00%				
Lyons, John	2003	M.B.A., 1997		262	UT,MT				70.83%	
Voy, Annie	2009	Ph.D., 2009	183		UT,MT,RES,SER	100.00%				
Total Economics			3795	262		7.00			0.71	1.00
Management										
Anderson, Kenneth	1986	Ph.D., 1988	100		UT,MT,ADM,RES,SER	100.00%				
Anderson, Michelle	2016	Unknown, --N/A--		48	UT				8.30%	
Armstrong, Josh	2008	Ph.D., 2004		78	UT				12.50%	
Bandy, Crystal	2015	Ph.D., 2014		36	UT				16.67%	
Broder, Scott	2014	M.B.A., --N/A--		72	UT				12.50%	
Bull-Schaefer, Rebecca	2010	Ph.D., 2008	530		UT,MT,RES,SER	100.00%				
Buller, Paul	1989	Ph.D., 1982	363		UT,MT,RES,SER	100.00%				
Cvancara, James	2014	M.S., 2001		60	UT				12.50%	
Elloy, David [NTF]	1985	Ph.D., 1999			UT,MT,RES,SER	100.00%				
Finkle, Todd	2010	Ph.D., 1993	310		UT,MT,RES,SER	100.00%				
Hoover, Kristine	2009	Ph.D., 2010		144	UT				12.50%	
Husted, Gregory	2007	M.B.A., 2006		46	UT,MT				12.50%	

Jiminez, Juanita	2016	B.S., 2006		105	UT				12.50%		
Leatha, Norman	2006	M.B.A., 1968		60	UT				12.50%		
Leithauser, Adriane	2009	M.A., 2008	694		UT,MT,SER				100.00%		
Marchessault, Catherine	2014	M.S., 2012		114	UT				12.50%		
McLean, Darby	2015	B.S., 2000		78	UT				12.50%		
Parker, Kevin	2013	M.B.A., 2005		10	UT,MT				4.20%		
Pepper, Molly	2003	Ph.D., 2004	465		UT,MT,ADM,RES,SER	100.00%					
Stevens, Christopher	2008	Ph.D., 2008	229		UT,MT,ADM,RES,SER	100.00%					
Steverson, Brian	2008	Ph.D., 1991	210		UT,MT,RES,SER	100.00%					
Stewart, Daniel	2006	Ph.D., 2002	203		UT,MT,RES,SER	100.00%					
Trosine, Amy	2015	M.A., 2012		204	UT				25.00%		
Trosine, Jason	2014	M.A., 2012		291	UT				37.50%		
Vigil, Stephanie	2014	M.A., 2013		62	UT,MT				4.20%		
Wasson, Tyler	2015	M.B.A., 2013		102	UT				12.50%		
Total Management			3104	1510		9.00	0.00		3.21		
Marketing											
Agnew, Eric	2013	M.B.A., 2011		39	UT,MT				8.30%		
Bozman, Carl	1990	Ph.D., 1990	381		UT,MT,RES,SER	100.00%					
Helgeson, James	1983	Ph.D., 1984	456		UT,MT,RES,SER	100.00%					
Kelsey, Michael	2016	M.B.A., 2012		105	UT				12.50%		
Kneeshaw, Scott	2006	Other, 1980		78	UT				12.50%		
Kurpis, Lada	2004	Ph.D., 2004	336		UT,MT,RES,SER	100.00%					
Lipsker, Connie	2008	B.B.A., 1975	529		UT,SER				100.00%		
LoroZ, Peggy Sue	2000	Ph.D., 2000	292		UT,MT,RES,SER	100.00%					
Neyland, Bailee	2016	M.B.A., 2014		60	UT				12.50%		
Patil, Vivek	2005	Ph.D., 2006	304		UT,MT,RES,SER	100.00%					
Reese, Edward	2014	B.A., 1992		54	UT				12.50%		
Regundin, Marvin	2001	B.A., 1980		153	UT				25.00%		
Sanders, Kevin	2011	M.B.A., 2010		18	UT				4.20%		
Shrader, Mark	1987	Ph.D., 1988	96		UT,MT,RES,SER	100.00%					
Total Marketing			2394	507		6.00	0.00		1.88		

Operations																											
Agnew, Thomas	1998	Other, 1990		117	UT				25.00%																		
Beqiri, Mirjeta	2002	Ph.D., 2005	391		UT,MT,RES,SER	100.00%																					
Burnett, David	2015	Other, 1987		150	UT				12.50%																		
Hawk, Allysen	2012	M.B.A., 2012		159	UT				25.00%																		
Hedin, Scott	1992	Ph.D., 1993	531		UT,MT,RES,SER					100.00%																	
Pepper, Molly	2003	Ph.D., 2004	63		UT,MT,ADM,RES,SER	100.00%																					
Powers, Sarah	2015	M.S., 2008		162	UT				25.00%																		
Robinson, John	2013	M.S., 2004		10	UT				8.30%																		
Thatte, Ashish	2006	Ph.D., 2007	644		UT,MT,RES,SER	100.00%																					
Total Operations			1629	598		3.00			0.96	1.00																	
College Totals			18472	4252		39	1	0	9.8754	2																	
<table border="1"> <thead> <tr> <th colspan="4">Overall</th> </tr> </thead> <tbody> <tr> <td>P/(P+S)%</td> <td>81.29%</td> <td></td> <td></td> </tr> <tr> <td>(SA)/(SA+PA+SP+IP+O)</td> <td></td> <td></td> <td>75.18%</td> </tr> <tr> <td>(SA+PA+IP)/(SA+PA+SP+IP+O)</td> <td></td> <td></td> <td>96.14%</td> </tr> </tbody> </table>												Overall				P/(P+S)%	81.29%			(SA)/(SA+PA+SP+IP+O)			75.18%	(SA+PA+IP)/(SA+PA+SP+IP+O)			96.14%
Overall																											
P/(P+S)%	81.29%																										
(SA)/(SA+PA+SP+IP+O)			75.18%																								
(SA+PA+IP)/(SA+PA+SP+IP+O)			96.14%																								

Appendix 6: Faculty Deployment

- Table 15.2: AY16 Summary by Program



School of Business
Administration

Table 15.2: AY16 Summary by Program

Table 15-2: Deployment of Participating and Supporting Members by Qualification Status in Support of Degree Programs for 2015-2016						
Percent of teaching by degree program (SCH) % Distribution of 25,188.00 <i>Student Credit Hour</i> by Program Level and Qualification Terms included: 2015-Fall, 2016-Spring						
Degree Program	Academic		Practitioner		Other	Total
	Scholarly [SA]	Practice [PA]	Scholarly [SP]	Instructional [IP]		
Bachelors	61.97%	0.61%		30.52%	6.90%	100.00%
MBA	76.18%			23.82%		100.00%
Specialized Masters	44.13%	15.72%		40.14%		100.00%
Doctoral Programs						
Other						
Qualification Status Totals:	61.90%	1.33%	0.00%	30.61%	6.16%	100.00%

(On the Text tab, provide an analysis of linking the deployment of faculty shown in Table 15-2 to mission, expected outcomes, and strategies).

Appendix 7: AoL Results

- SBA AoL Learning Outcomes: All Programs
- AoL Annual Committee Summary Report
- AoL Committee Recommendations to the Dean
- AoL Form
- Assessment Timeline Fall 2011 – Spring 2016
- Assessment Timeline Fall 2016 – Fall 2020



School of Business
Administration

ZAG BUSINESS

Excel·Engage·Inspire

Undergraduate Learning Outcomes

U1.2 MICROECONOMICS ANALYSIS Students will be able to perform an equilibrium analysis / supply and demand analysis for a real or fictitious market.

U1.3 MARKETING ANALYSIS Students will understand: the role of marketing in an organization and society, core marketing concepts, the marketing decision-making process, and organizational marketing functions.

U1.4A COST ANALYSIS Students will be able to analyze an organization's costs.

U1.4B FINANCIAL STATEMENT ANALYSIS Students will be able to prepare and interpret basic general purpose financial statements.

U1.5 INFORMATION SYSTEMS ANALYSIS Students will be able to correctly identify components of information systems and the relationships between them.

U1.6 CAPITAL BUDGET EVALUATION Students will be able to evaluate prospective projects for inclusion in a firm's capital budget.

U1.7 OPERATIONS ANALYSIS Students will be able to analyze the drivers and key performance measures for an organizational process.

U1.8 CONTRACT LAW EVALUATION Students will be able to identify contractual formation, performance, and remedy issues.

U2.1 ETHICAL ISSUES IDENTIFICATION Students will be able to identify the relevant ethical issues in a business situation.

U2.2 ETHICAL DECISIONS IDENTIFICATION Students will be able to identify alternate possible decisions and respective impacts.

U2.3 ETHICAL JUDGEMENTS IDENTIFICATION Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives.

U2.4 GENERATING ETHICAL SOLUTIONS Students will be able to offer an ethically informed and justified solution to business problems.

U3 CRITICAL THINKING Students will be able to demonstrate critical thinking skills (analysis, synthesis, application, evaluation) on complex business problems.

3.1 – UNDERSTANDING: COMPLEX CASES. Students will be able to identify and synthesize core issues in analyzing a complex business scenario.

3.1.1 – Students will be able to perform a SWOT analysis on a complex business scenario.

3.1.2 – Students will be able to synthesize the SWOT and identify overall core or critical strategic issues.

3.2 – APPLICATION: COMPLEX CASES. Students will be able to identify and apply relevant analytical concepts and tools in analyzing and solving a complex business case scenario.

3.3 EVALUATION AND SOLUTION: COMPLEX CASES. Students will be able to identify and evaluate relevant alternatives and recommend appropriate solutions in a complex business case scenario.

U4.1 UNDERSTANDING GLOBALIZATION Students will be able to identify factors that affect business operations globally.

U4.2 DIVERSITY ANALYSIS Students will be able to evaluate managerial techniques appropriate in diverse environments.

U5.1 BUSINESS WRITING PROFICIENCY Students will be able to create well written documents on a business topic.

U5.2 TECHNOLOGICAL PROFICIENCY Students will be able to properly use technology in their communication.

Accounting (Undergraduate) Learning Outcomes

A1.1 KNOWLEDGE OF FINANCIAL ACCOUNTING Students will demonstrate an understanding of intermediate level financial accounting and reporting concepts.

A1.2 KNOWLEDGE OF COST ACCOUNTING Students will demonstrate an understanding of intermediate level cost/managerial accounting concepts.

A1.3 KNOWLEDGE OF ACCOUNTING INFORMATION SYSTEMS Students will demonstrate an understanding of accounting information systems.

A1.4 KNOWLEDGE OF TAXATION Students will demonstrate an understanding of the principles of taxation.

A1.5 KNOWLEDGE OF AUDITING Students will demonstrate an understanding of the principles of auditing.

A2.1 ETHICAL REASONING Students will be able to identify the relevant ethical issues in a business situation.

A2.2 ETHICAL REASONING Students will be able to identify alternate possible decisions and respective impacts.

A2.3 ETHICAL REASONING Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives.

A2.4 ETHICAL REASONING Students will be able to offer an ethically informed and justified solutions to business problems.

A3.1 CLIENT COMMUNICATION Students will be able to create well-written letters to clients detailing specific conclusions in hypothetical client scenarios.

A3.2 TECHNICAL COMMUNICATION Students will be able to document technical conclusions resulting from analysis of professional standards and/or tax law in the form of memoranda to the file.

MBA Learning Outcomes

G1.A MBA students will be able to analyze the role of different market structures on firm competitive strategies.

G1.B MBA graduates will be able to properly apply statistical techniques, using statistical software, to help undertake more effective decisions.

G1.C Develop the understanding of financial theory and how it is applied to capital structure choices, the evaluation of investment projects and the estimation of the cost of capital.

G1.D MBA graduates will be able to assess operation's support for a company's market and offer suggestions on how to solve any raised issues/problems.

G1.F To relate key marketing concepts to practical implementation programs.

G1.E Explain and apply pertaining frameworks or models to make informed decisions regarding the management and use of information technology.

G1.G Students should possess an understanding of managerial accounting concepts and be able to demonstrate managerial accounting techniques, especially as these relate to decision making. Specific techniques include cost allocation, cost behavior modeling, cost-volume-profit and differential cost analysis, budgeting, and variance analysis.

G1.H To obtain a users-based understanding of publicly-issued financial statements.

- a) Understand organization, content, and interrelationships among the financial statements.
- b) Understand differences between cash-basis and accrual-basis accounting, including converting between these bases.
- c) Calculate and interpret common financial metrics.
- d) Understand technical requirements and implications of more advanced accrual-accounting treatments (such as revenue recognition, accounts receivable, inventory, fixed assets, long-term debt, leases, pensions, etc.) for presenting the effects of common business transactions.

G2.A To appreciate the fact that business is an inherently normative activity aimed at promoting the common good.

G2.B To be better able to identify and appreciate the significance of ethical issues and concerns that can arise in business settings involving finance, management operations, and marketing.

G2.C To understand and be able to critically integrate relevant ethical perspectives and principles into their own considerations of business decision-making.

G3.A Demonstrate effective oral communication skills.

G3.B Demonstrate effective written communication skills

G3.C Students will be able to identify and evaluate relevant alternatives and recommend appropriate solutions in a complex business case scenario.

G3.D Demonstrate the capability of enhancing interpersonal relationships within an organization.

G3.E: When analyzing an information technology project, students will be able to identify and apply the appropriate project management tools and techniques and identify the key issues related to project success.

G4.A To exercise and enhance marketing decision-making, problem-solving, and strategic planning activities, nationally and internationally.

G4.B Be able to effectively manage diversity.

G4.C MBA students will be able to identify the effect of trade and trade restriction policies on the domestic market and/or firm.

G4.D MBA graduates will demonstrate an understanding of the global supply chain management.

MAcc Learning Outcomes

M1.1 FINANCIAL ACCOUNTING & REPORTING STANDARDS Students in the professional accounting track will demonstrate an understanding of the theoretical underpinnings of selected financial accounting and reporting standards, as well as an understanding of the forces that shape the standard setting process.

M1.2 UNDERSTANDING AREAS OF TAXATION Students in the taxation track will demonstrate an understanding of various areas of taxation such as corporate taxation, partnership taxation, and estate and gift taxation.

M1.3 UNDERSTANDING OF AUDIT STANDARDS Students will demonstrate an understanding of current audit standards.

M2.1-4 ETHICAL REASONING Students will be able to identify the relevant ethical issues in a business situation.

- Students will be able to identify the relevant stakeholders in an ethical dilemma and identify those that should be involved in the decision making process.
- Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives.
- Students will be able to offer an ethically informed and justified solution to business problems.

M3.1 RESEARCH SKILLS Students will demonstrate the ability to successfully utilize the technological tools necessary to perform professional research to reach appropriate conclusions.

M3.2 ORAL COMMUNICATION Students will demonstrate professional presentation skills necessary to communicate technical information and conclusions effectively.

M3.3 WRITTEN COMMUNICATION Students will demonstrate the ability to communicate the results of their research to clients and other professionals in the form most appropriate for the given scenario.

MSTax Learning Outcomes

T1 MSTax student will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of federal taxation in the U.S.

T2 MSTax students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.

T3 MSTax students will exhibit an understanding of the ethical framework for tax accountants working in a professional environment.

T4 MSTax students will demonstrate preparedness for entering the profession through success on the SPA Exam and through success in the placement process.

AoL Annual Committee Summary Report



ASSURANCE OF LEARNING (AoL) COMMITTEE Annual Summary Report for 2015-16 Dr. Annie Voy, AoL Committee Lead

Assurance of Learning Committee ~ verifies that desired student learning outcomes are established and assessed; reviews assurance of learning reports prior to submission to the Dean of the School of Business Administration (SBA); works with the undergraduate and graduate curriculum committees to develop and maintain learning outcomes that support continuous improvement in learning; measures, analyses and maintains evidence of student learning.

2015-16 committee members:

Andrew Brajcich, Todd Finkle, Dan Law (fall sabbatical); Maureen Duclos, Molly Pepper, Chris Stevens, Gary Weber.

Work Completed During 2015-16 Academic Year:

- Eighteen learning outcomes were assessed by the SBA during the spring and fall semesters 2015.
- Assessment reports from 2015 were reviewed by the AoL committee and recommendations were provided to the Dean's office for corrective action if appropriate.
- Three learning outcomes were updated/inactivated.
 1. U1.1 was inactivated as the goal duplicated skills assessed under U5.1 and U5.2.
 2. U1.5 was updated as proposed by the MIS faculty and approved by the faculty.

3. G3.E was updated as proposed by the MIS faculty and adapted/approved by the graduate curriculum committee.
- A [SharePoint website](#) is in development to support the work of the AoL committee. The site will eventually house all AoL documents and provide a centralized resource for faculty, staff and committee members to access relevant assessment material as permissions allow.

Summary of Assessments:

During the 2015-16 academic year, the AoL committee reviewed assessment reports from assessments completed during the Spring 2015 and Fall 2015 semesters.

Spring 2015

Goal U1.4A: ACCT 261, Cost Analysis, DeHart (Lead)

Executive Summary from Assessment Report:

A total of 235 students were assessed across seven sections. Anticipated results were met in the aggregate, with more than 75% of all students correctly answering at least seven of ten, or 70%, of the multiple-choice questions in every objective. In terms of individual instructors, two instructors did not meet the criterion for objective 2. Additionally, one of those instructors also did not meet the criterion for objective 3, and the other also didn't meet the criterion for objective 4.

Objective 3 (formerly objective 2) became a focus area after the 2013 assessment since two instructors did not meet the criterion for that objective in that year. All instructors were aware at the beginning of Spring 2015 that this objective had been problematic in the past and therefore all placed emphasis on the objective 3 concepts during the semester. For 2015, the criterion was met by all but one instructor.

Although anticipated results were met in total, the percentage of students correctly answering 70% of the questions declined from 2013 to 2015 for each objective (see Table 2 above). One possible explanation is that the minimum grade requirement for prerequisite courses (including ACCT 261) for admission to the School of Business decreased from a C to a C- over the same time period (from 2013 to 2015).** As a result, some students may have applied themselves less since they could earn a lower grade and still be admitted to the School of Business.

Only one of the four ACCT 261 instructors for Spring 2015 also participated in the Spring 2013 assessment. The fact that most of the instructors changed between the two assessment periods may also explain the differences in results between 2013 and 2015.

**Most sophomores taking ACCT 261 in Spring 2013 entered in Fall 2011 under the 2011-12 catalog, in which the minimum grade requirement for ACCT 261 (and other prerequisite courses) was a C. Most sophomores taking ACCT 261 in Spring 2015 entered in Fall 2013 under the 2013-14 catalog, in which the minimum grade requirement for ACCT 261 was a C-.

Objective met.

Recommendations for Action:

From report: The instructor who didn't meet the criteria for objectives 2 and 3 plans to add two extra days for reviewing material prior to the first and second exams. The instructor noticed that students "forgot" material from the earlier chapters and were only familiar with the material from the most recent chapter for which they completed homework.

The instructor who didn't meet the criteria for objectives 2 and 4 plans to prepare lecture notes and post them in Blackboard before class in future semesters. She noticed that many students focused their

energies on writing down information from her PowerPoint presentations, and she hopes that by providing lecture notes in advance, students will focus instead on listening to and understanding her lectures.

The set of 40 AoL questions will be slightly revised for the 2017 assessment to reflect changes to the ACCT 261 curriculum. Also, two questions will be reworded for clarity.

From reviewer: Report does a nice job of measuring each objective of the learning outcome. Although the desired result was met, I support the faculty recommendations.

From committee: Committee supports the recommendations presented by Professor DeHart.

Goal G1.G: MBUS 628, Managerial Accounting, Law

Executive Summary from Assessment Report:

Twenty-seven students participated in this period's assessment. The anticipated results were not met for G1.G, although, with a slightly lower threshold (65% instead of 70% of points possible), the results were met. The individual objectives (from prior assessments) were computed for comparison purposes. The objective was met for learning objective "o"; however, the anticipated results were not met for the remaining three objectives and the percentages dropped for all three compared to 2012. All of these results can be explained, in part, by significantly increased rigor in the grading of the instruments and differences in sample size and individual academic success between the 2012 and 2015 cohorts of students.

Objective not met.

Recommendations for Action:

From Report: This assessment has now been done for three periods, and this history can be helpful to look for patterns of successes or challenges. However, this instrument has effectively ran its course. With the revising and simplifying of the prior objectives (n-q) into G1.G, it makes sense to also now modify the instrument and rubric for future assessments. Further, the instrument will still need to be modified and updated to reflect more current course content and to properly reflect evidence of student learning using a more uniform rubric in terms of rigor. This period's results make a very strong case for a new instrument and rubric.

This material (and its related course) is fairly technical and can be challenging for MBA students. However, the instructor believes most students are learning many of the important concepts and techniques included in the learning objectives. This belief stems from the fact that 78% of the students attained 65% or greater of the points possible. Further, classroom participation related to lecture discussions and homework review reflect overall student mastery. Future iterations of the instrument and its rubric will be developed to more effectively capture this.

From Reviewer: Support recommendation in report.

From Committee: Support recommendation in report.

Goal G2.1-4: MBUS 614, Business Ethics, Steverson

Executive Summary from Assessment Report:

Thirteen student papers were sampled (class size of 28).

The only area where anticipated results were not met was trait #2. Given the sample size, if one more sampled case study had scored 1.5 or higher on this trait, performance expectations would have been met for this trait as well. I am more confident that the course is on the right track for this trait, as well as

performance regarding the other traits as noticeable improvement was made regarding the remaining traits since the last assessment in Spring 2014.

Objective met.

Recommendations for Action:

From report: Continue to work on students' ability to articulate ethical frameworks.

From reviewer: I feel comfortable with the assessment tool and method. I do note that the two cases used are from 1991 and may be somewhat dated. Ironically, both are produced by the now defunct Arthur Anderson & Co. As I read the cases I do see they are still relevant to today's ethical issues, but my guess is that there may be more up-to-date cases available that are reflective of recent contributions to the knowledge base as well as ethical issues arising in the rapidly evolving business environment.

From committee: The AoL Committee appreciates Dr. Steverson's work. While updating the cases used would seem beneficial, this isn't a requirement for the next assessment cycle, just a consideration.

Fall 2015

Goal U1.2: MGMT 350, Microeconomic Analysis, Voy

Executive Summary from Assessment Report:

During the fall 2015 semester, goal U1.2 was assessed in each of four sections of MGMT 350 (Principles of Management), resulting in 121 completed assessments (10 samples are attached). Dr. Voy and her Graduate Assistant evaluated the assessments and analyzed the results. The results were disappointing in that only about 50% of the students who completed the assessment were able to answer at least two of our three equilibrium analyses questions correct. The economics faculty feel this might be at least partially the result of students not being held accountable for successful completion of the assignment as no academic (or otherwise) incentive was given for quality.

Objective not met.

Recommendations for Action:

From report: The economics faculty feel a lack of performance incentive is largely responsible for the poor outcomes observed herein. It isn't clear whether students would have performed better if the assessment had been assignment for credit in one capacity or another, however we strongly suspect that had some impact on the outcome.

Our recommendation for the next assessment of this goal is to either reassess in MGMT 350, somehow incorporating an incentive structure (e.g., course credit, raffle or top scores) or move the assessment back to ECON 201. It's unfortunate that the economics and management faculty invested so much time in this assessment without drawing any useful results from the process.

On an unrelated note, I will put forth an opinion from another SBA faculty member regarding the assessment of U1.2 (equilibrium analysis). This particular professor didn't find "discipline-specific" learning outcomes to be approach for program-wide assessment. (i.e., Do we really care whether our graduates remember equilibrium analysis after they've graduated?) He was more or less in favor of revamping all our undergraduate assessment goals, not only, but especially, U1.2. Considering the lack of retention on the part of our students, lack of attention/respect for the assessment assignment (which seems reasonable considering the assignment wasn't given for credit), or some combination of the two, I recommend the AoL committee and SBA more broadly think long and hard about the future of the many discipline-specific learning outcomes that characterize our current assessment process. Is this

appropriate? Perhaps it's time to go back to the drawing board to identify as a whole who and what we expect of our SBA graduates, and what learning outcomes would support the assessment of these goals.

From reviewer: These results are very interesting. The assessment tool has the advantage of providing a sample of students from multiple sections of Econ 201. However, as indicated by the assessing professor, a lack of incentive may be in part responsible for the poor performance. I would also add [that] students at Gonzaga take their econ from a variety of instructors and institutions, so there is some difficulty assessing the weaknesses in our curriculum specifically. Finally, students have varying time frames between the assessment and the actual point they took micro.

I think these results are a good starter for a conversation among the econ instructors. The econ department has determined to offer incentives for the next assessment, which may help answer some of the questions left by the tool. The assessing professor also recommends the "committee and SBA more broadly think long and hard about the future of the many discipline-specific learning outcomes that characterize our current assessment process." This is also a good starter for conversation and should be considered. Assessment is a moving target and can be difficult to do effectively in each discipline.

The previous assessment (Spring 2014) recommended "updating our assessment plan to set desired results for students' graphing ability as this seems to be an area of identified concern and graphing is such an integral piece of equilibrium analyses." This assessment offers an opinion of another SBA faculty member with a different view on the assessment of U1.2 (equilibrium analysis). This particular professor didn't find "discipline-specific" learning outcomes to be approach for program-wide assessment. Where we stand as a School on this issue needs to be addressed.

From committee: The committee supports the recommendations from both the faculty/department conducting the assessment and the AoLC reviewer. The committee recommends two things. (1) Within the next year the undergraduate and MBA learning outcomes should be re-evaluated to determine how specifically we wish to frame our objectives. (Thank you to Dr. Bull Schaefer and the management faculty to beginning this discussion within their discipline at the conclusion of the spring 2015 semester.) (2) Assuming it is decided that this particular learning outcome is valuable to the SBA and will remain in place, the economics faculty should carefully consider how to construct an assessment that accurately measures student learning of microeconomic analysis. This may entail moving the assessment back into ECON 201 if student incentive isn't feasible in MGMT 350.

Goal U1.4B: ACCT 260, Principles of Accounting, Birrer (Lead)

Executive Summary from Assessment Report:

The results represent an improvement in performance since the fall 2013 assessment was completed. While the anticipated performance was achieved, there is still room for improvement. For example, the percentage of students scoring 70% or better on traits I and II combined was 74.5% (175/235). Further, there were still a few questions on which students as a whole did poorly, i.e., scores of 54% to 60%, and one question with an overall score of 39%.

Objective met.

Recommendations for Action:

From Report: The faculty will once again review the embedded questions, paying particular attention to those questions on which performance was generally lower. An analysis of those questions should reveal whether there is a need to improve the nature and wording of each question, or whether additional attention should be devoted to the coverage of concepts and applications associated with those questions.

From Reviewer: Support recommendation in report.

From Committee: The committee supports the recommendation of the assessment faculty to review embedded questions to evaluate (1) question quality, (2) student performance/course coverage of material. This review can be built into development of the assessment tool for the next assessment cycle.

Goal U1.5: MGMT 350, Information Systems Analysis, Olsen

Executive Summary from Assessment Report:

126 students were sampled with three multiple-choice questions. 11 did not complete the questions or had not taken BMIS 235, this yielding 115 usable samples.

<i>Trait</i>	<i>Knowledge Area</i>	<i>Meets Expectations</i>
1	<i>Correctly identify components of any Information System.</i>	<i>Yes (93%)</i>
2	<i>Correctly identify instances of each system component in a short scenario.</i>	<i>Yes (82%)</i>
3	<i>Correctly articulate relationship of each system component to the other components.</i>	<i>No (67%)</i>

Objective not met.

Recommendations for Action:

From Report: The MIS group needs to reconsider their assessment technique. It is likely that some multiple-choice questions are too easy, while others are too confusing.

It is possible that students who have never taken BMIS 235 could do well on these questions, and in fact several students who had marked down that they had never taken BMIS 235 got the questions correct.

We also recommend that BMIS 235 professors spend more giving students scenarios or case studies where they can distinguish and discern how different aspects of information systems relate to each other.

From Reviewer: As a proponent of this form of assessment (assessing an admission prerequisite class in a business foundation course), I feel there is valuable information here. Tim has written a very thoughtful and articulate report here that will be useful going forward. I anticipate the fall discussion in the MIS department (as indicated in the reports from Goal G3.1 and G3.2) will also include a discussion on how to implement Tim’s recommendation of “professors spend more [in BMIS 235] giving students scenarios or case studies where they can distinguish and discern how different aspects of information systems relate to each other.” We should circle back to confirm this with the department.

From Committee: The committee supports the recommendations from both the assessment and review faculty. Specifically, we request the MIS faculty review the multiple-choice questions used for this assessment (specifically addressing the concern that whether a student had taken MIS 235 was not a predictor of student performance). The committee also requests the MIS faculty discuss how to implement Dr. Olsen’s recommendations regarding student scenarios and/or case studies. The discussion should happen within the next semester; however, the changes needn’t be implemented until the next assessment cycle.

Goal U4.2: BUSN 480, Diversity Analysis, Bull Schaefer

Executive Summary from Assessment Report:

Summary:

1. Sample size = 101
2. Specific listing of areas of success = 3% earned a 90% on the quiz. The average score was 60%.
3. Specific listing of areas of concern: common diversity laws should be covered in all sections of 350

Objective not met.

Recommendations for Action:

From report: Dr. Pepper, the adjuncts, and [Dr. Bull Schaefer] need to meet about employment law, and the MGMT faculty need to be consulted over this instrument and conceptualization of diversity. We LOVE the idea of assessing learned knowledge in business ethics rather than when students are currently taking 350, but we need to re-group and talk about realistic goals and measures. Thank you!

From Report: Dr. Pepper, the adjuncts, and [Dr. Bull Schaefer] need to meet about employment law, and the MGMT faculty need to be consulted over this instrument and conceptualization of diversity. We LOVE the idea of assessing learned knowledge in business ethics rather than when students are currently taking 350, but we need to re-group and talk about realistic goals and measures. Thank you!

From Reviewer: This report is a fabulous example of how the assessment process can—and should—evolve over time to ensure we’re testing students for learning (rather than, following directions, or completing an assignment, for example). This report models this perfectly. Regarding the benchmark and not meeting the desired results, the faculty might consider adjusting the “bar” so to speak. Expecting that 80 percent of all students will earn an A seems a bit high. Consider lowering the 90 percent threshold or the 80 percent passage rate.

From Committee: The committee agrees that this particular assessment report does an excellent job supporting the assessment process within the SBA. The reviewer’s comments are echoed by the committee. The thresholds are completely up to the assessing faculty and their discipline, however it is the committee’s recommendation that these benchmarks be considered during the next assessment cycle (likely Fall 2017).

Goal G1.E: MBUS 626, Information Systems, Chen

Executive Summary from Assessment Report:

One section of MBUS 626 with 18 students was taught by professor Chen in fall 2015. Students enrolled in the class were required to conduct an assessment to evaluate if they are able to explain and apply pertaining frameworks or models to make informed decisions regarding the management and use of information technology.

A “Lego” mini case included in the mid-term exam was used to assess the desired goal (Goal 1). The result showed that anticipated performance level of 80% was met in traits one and three. Whereas, a moderately unsatisfactory level outcome was found in trait two.

Objective not met.

Recommendations for Action:

From report: Several constraints have been identified with the assessment conducted in Fall 2015 that is related to a moderately unsatisfactory level (i.e., trait two) outcome.

- a) There were so many models and strategies introduced in the semester. Furthermore, two questions were included in trait two. If students did not prepare well, they were unable to identify appropriate framework/model in the assigned case.
- b) Students are not explained with the detailed process of assessment. The rubric should be explained to students at the time the assignment was given.

Regarding corrective action, the MIS faculty will meet in fall 2016 and review the assignment, the results and rubric of the assessment. We will then decide what course of action or other type of assignment would be more appropriate for this objective.

From reviewer: The previous assessment tool had an anticipated performance of “70% of students will perform at the ‘acceptable’ level or better based on the rubric developed by the MIS faculty.” This assessment (Fall 2015) has raised the bar to 80%. In the Fall 2013 Goal 1 review, the reviewer recommended the department “increase anticipated performance,” for Goals 1 and 3 and the department has done so. Moreover, the rubric is also expanded from a scoring range of three to four, which better distinguishes the performance of each student and provides better information going forward.

Anticipated performance was not met for trait two. Constraints have been identified by the faculty and seem appropriate. The MIS faculty will meet in this fall to discuss and review. Given the department’s history of following through and addressing issues that arise during AoL, I support this action.

From committee: The committee supports the recommendations from the assessment faculty and committee reviewer, specifically, the MIS faculty meeting in the fall to discuss the assessment structure of G1.E.

Goal G3.C: Strategic Management (MBUS 616), Stewart

Executive Summary from Assessment Report:

1. Sample size = 13
2. 92% of students met the expectation of achieving above 90% on the final project. The final project consists of strategic analysis followed by recommendation of appropriate solutions
3. 8% of students did not meet expectations. Although analysis is generally strong, some students lack of the conviction to create dedicated solutions for case-specific opportunities and threats.

Objective met.

Recommendations for Action:

From report: In general, our graduate students are doing well in learning theoretical concepts. They understand theory and can apply frameworks to analyze problems. However, it would be desirable to increase their confidence in recommending solutions to those problems. Our undergraduate business students can also analyze problems well. In order for our graduate students to differentiate themselves, we should encourage activities and behaviors that prepare them to make complex decisions under uncertainty.

From reviewer: While the objective was met/exceeded during this assessment, I appreciate the concern Dr. Stewart identifies: how well do graduate students differentiate themselves (through more complex decisions under uncertainty) compared to well-prepared undergraduate students? It would be nice to see this differentiation captured in the assessment somehow. Does this mean the learning outcome needs to be updated to reflect our expectation of complex understanding? Perhaps. Or it may be that there is an easy extension to the project that will identify this.

From committee: The committee supports the recommendation from Dr. Stewart and the reviewer to consider ways in which the assessment of goal G3.C might be improved to capture the additional learning we expect from our MBA students (compared to undergraduate students). The place to start is probably by comparing the undergraduate strategic management goal(s) to the MBA goal to determine whether this differential is indeed identified by in the different learning outcomes. If not, the goal(s) should be updated. If the goals do reflect this, the assessment tool may require an added trait or category to capture this important feature.

Goal G3.D: Interpersonal Relationships in an Organization (MBUS 612), Bull Schaefer

Executive Summary from Assessment Report:

Summary of results:

1. Sample size = 29 students
2. Percent of students meeting expectations of a score of 8/12 for each goal = 75% interpersonal relations.
3. Specific listing of areas of concern = my assessment tool and measurement. See below for comments.

Objective met.

Recommendations for Action:

From report: I did not think about AOL before planning the course, and I need to do better to remind all of the MGMT professors to keep AOL objectives in mind at all times, no matter what courses we teach. That being said, I am leading the MGMT group to review and discuss our AOL goals and objectives to see if we want to make modifications and how we can be more proactive rather than reactive in the AOL process.

One suggestion I will make to my group is to assess all MBA graduates immediately before graduation. It seems like we could have a standard exit exam where students can demonstrate their collective knowledge. I will bring that suggestion up in our next meeting. In the meantime, I will also explore other ways to assess these two goals separately and more deliberately next time.

From Reviewer: Support recommendation in report.

From Committee: As the assessment report suggests, since the goals are assessed independently, please prepare two assessment reports during next assessment round (unless goals are combined or changed by the graduate curriculum committee).

Goal G3.E: Project Management Tools in IT (MBUS 626), Chen

Executive Summary from Assessment Report:

One section of MBUS 626 with 18 students was taught by professor Chen in fall 2015. Students enrolled in the class were required to conduct an assessment to evaluate if they are able to identify issues relevant to major elements of project and apply proper project management tools and techniques to address those issues.

A mini case (“Dealing with Traffic Jams in London”) included in the take-home final was used to assess the desired goal (Goal 3). The result showed that anticipated performance level of 80% was met in all three traits.

Objective met.

Recommendations for Action:

From Report: Several constraints have been identified with the assessment conducted in fall 2015 that is related to a moderately satisfactory level (i.e., trait three) outcome.

- Those answered the question wrong simply searched the answer from the case description without reading the content of the text book. If students did not prepare well, certainly, they were unable to evaluate effectiveness of techniques and tools used by the subject company in the assigned case.
- Students are not explained with the detailed process of assessment. The rubric should be explained to students at the time the assignment was given.

Regarding corrective action, the MIS faculty will meet in fall 2016 and review the assignment, the results and rubric of the assessment. We will then decide what course of action or other type of assignment would be more appropriate for this objective.

From Reviewer: First, there are Goal 1 files in the Goal 3 folder and vice-versa. Some files have data on both goals and should be in both folders. I added Goal 1 files to Goal 1 folder and the Goal 3 files to the Goal 3 folder and removed unnecessary files. Also, some of the narrative under the Goal 3 rubric references Goal 1. Since the goals are closely related, it appears some of the same narrative applies to both. I recommend the references should be updated.

Second, the previous assessment tool had an anticipated performance of “70% of students will perform at the ‘acceptable’ level or better based on the rubric developed by the MIS faculty.” This assessment (Fall 2015) has raised the bar to 80%. In the Fall 2013 Goal 1 review, the reviewer recommended the department “increase anticipated performance,” for Goals 1 and 3 and the department has done so. Moreover, the rubric is also expanded from a scoring range of three to four, which better distinguishes the performance of each student and provides better information going forward. Additionally, the Fall 2013 assessment recommended the “assessment tool be revised so that it targets the areas of weakness identified by the MIS faculty.” This was in response to the MIS department’s statement that they were reviewing outcomes at the time of assessment and exploring corrective action. The traits being assessed under goal 3 have been refined to more narrowly focus on a specific skill set.

Third, the MIS department has assessed these goals three times in the last five years, one more time than the required two per five-year cycle. This combined with the meeting of this Goal leaves me with no further recommendation to the department at this time.

From Committee: The committee recognizes and appreciates the effort put forth by Dr. Chen and the MIS faculty in response to the committee’s 2013 recommendations for corrective action. For future assessments (scheduled Fall 2017), please verify you’re using the most recently available forms (available via Blackboard, SharePoint and from the Committee Lead via e-mail (the form used for this assessment is approximately 5 years old). Second, each learning outcome requires a separate assessment report. If you believe two learning outcomes should be combined or reassigned, this should be discussed with the graduate program director (Dr. Chris Stevens) for graduate curriculum committee approval.

Goal G4.B: Managing Diversity (MBUS 612), Bull Schaefer

Executive Summary from Assessment Report:

Summary of results:

1. Sample size = 29 students
2. Percent of students meeting expectations of a score of 24% managing diversity. I am not concerned about the diversity goal percentage not being met given the information explained below.
3. Specific listing of areas of concern = my assessment tool and measurement. See below for comments.

Objective not met.

Recommendations for Action:

From Report: I did not think about AOL before planning the course, and I need to do better to remind all of the MGMT professors to keep AOL objectives in mind at all times, no matter what courses we teach. That being said, I am leading the MGMT group to review and discuss our AOL goals and objectives to see if we want to make modifications and how we can be more proactive rather than reactive in the AOL process.

One suggestion I will make to my group is to assess all MBA graduates immediately before graduation. It seems like we could have a standard exit exam where students can demonstrate their collective knowledge. I will bring that suggestion up in our next meeting. In the meantime, I will also explore other ways to assess these two goals separately and more deliberately next time.

From Reviewer: Support recommendation in report.

From Committee: As the assessment report suggests, since the goals are assessed independently, please prepare two assessment reports during next assessment round (unless goals are combined or changed by the graduate curriculum committee).

Goal A1.3: Accounting Information Systems (ACCT 362), Kern

Executive Summary from Assessment Report:

Objective met/not met.

**Recommendations for
From report:**

From Reviewer:

Goal A1.4: Knowledge of Taxation (ACCT 365), Weber

Executive Summary from Assessment Report:

Objective met/not met.



Recommendations for
From report:

From

From committee:

Extension Granted

Goal A3.2: Professional Presentation Skills (ACCT 365), Weber
Executive Summary from Assessment Report:

1. Presentation skills are learned through practice in front of a live audience. The range of public speaking skills varied widely among the students in this class.
2. While some students presented very well, roughly 20% (5/24) of the students assessed need significant improvement in their presentation skills in at least one category identified.
3. Accountants today need to have a dynamic set of skills beyond the technical arena in order to be successful professionals.

Objective met/not met.

Recommendations for Action:

From Report: Giving a presentation in a group setting permits the weaker presenters to rely on or defer to the skills of the stronger presenters. I noticed often groups would give the less difficult discussion topics to the weaker presenters in the group. While acknowledging the strengths and weaknesses of different group members is an important skill set in team work, it does not serve to improve the skills of the weaker team member, whether that deficiency may exist (e.g., research, issue identification, presentation skills). I recommend some form of solo-presentation exercises for the class moving forward that will force each student to practice presentation skills without having the opportunity to rely on others.

From Reviewer: Dr. Brajcich is one of our prized professors at Gonzaga. He is a dedicated professor that wants his students to learn. He always has students in his office. He is available to help them on a one on one basis. I am positive that her can achieve these results.

From Committee: The committee supports the findings of the assessment faculty. In particular, the committee recommends the next assessment attempt to evaluate individual presentation skills to ensure the assessment targets the learning outcome in question.

Goal M3.1: Professional Research (MAcc 667), Brajcich
Executive Summary from Assessment Report:

Clearly there is a deficiency in the research skills of the class as a whole, however, these results need to be taken into the context that there is a wealth of case law and Treasury Regulations out there that any researcher may find herself evaluating. In some circumstances, students identified appropriate authority, applied it and arrived at the correct conclusion, but simply did not locate the exact same authority I did using CCH and LexisNexis.

Objective not met.

Recommendations for Action:

From report: The first two authorities listed were obvious and should have easily been identified by 80% of the students. They are as about as applicable as an authority can get. The results on the case law is less

troublesome as there is an abundance of case law available. I recommend a more top down approach to assessing authorities be taught to students. Students seem to be more concerned with the minutia of case law instead of first identifying the more broadly relevant sources like a Code Section. They need to work their way from big picture to detail in order to be an effective researcher and deliver a quality memo. This needs to be a focal point in the class moving forward. I will work with other tax faculty to develop new strategies for developing a more top down approach in MTAX 667 as well as other tax courses.

From reviewer: Dr. Brajchich recommends a more top down approach to assessing authorities be taught to students. Students seem to be more concerned with the minutia of case law instead of first identifying the more broadly relevant sources like a Code Section. They need to work their way from big picture to detail in order to be an effective researcher and deliver a quality memo. Dr. Brajchich notes that this needs to be a focal point in the class moving forward. I will work with other tax faculty to develop new strategies for developing a more top down approach in MTAX 667 as well as other tax courses.

Dr. Brajchich is one of our prized professors at Gonzaga. He is a dedicated professor that wants his students to learn. He always has students in his office. He is available to help them on a one on one basis. I am positive that her can achieve these results.

From committee: The committee supports the recommendations set forth by the assessment and reviewing faculty. Changes can be made/applied during the next assessment cycle of this learning outcome. This is a first assessment for our MTax program and the committee would like to congratulate the accounting faculty, particularly Professor Brajchich, for developing such a solid assessment.

Goal M3.2: Professional Presentation Skills (MTax 667), Brajchich

Executive Summary from Assessment Report:

1. Presentation skills are learned through practice in front of a live audience. The range of public speaking skills varied widely among the students in this class.
2. While some students presented very well, roughly 20% (5/24) of the students assessed need significant improvement in their presentation skills in at least one category identified.
3. Accountants today need to have a dynamic set of skills beyond the technical arena in order to be successful professionals.

Objective not met.

Recommendations for Action:

From report: Giving a presentation in a group setting permits the weaker presenters to rely on or defer to the skills of the stronger presenters. I noticed often groups would give the less difficult discussion topics to the weaker presenters in the group. While acknowledging the strengths and weaknesses of different group members is an important skill set in team work, it does not serve to improve the skills of the weaker team member, whether that deficiency may exist (e.g., research, issue identification, presentation skills). I recommend some form of solo-presentation exercises for the class moving forward that will force each student to practice presentation skills without having the opportunity to rely on others.

From Reviewer: While acknowledging the strengths and weaknesses of different group members is an important skill set in team work, it does not serve to improve the skills of the weaker team member, whether that deficiency may exist (e.g., research, issue identification, presentation skills). Dr. Brajchich and I both agree that recommending some form of solo-presentation exercises for the class moving forward will force each student to practice presentation skills without having the opportunity to rely on others.

Dr. Brajcich is one of our prized professors at Gonzaga. He is a dedicated professor that wants his students to learn. He always has students in his office. He is available to help them on a one on one basis. I am positive that her can achieve these results.

From Committee: The committee supports the recommendation and commendation put forth by the committee reviewer.

Goal M3.3: Written Communication (MAcc 667), Brajcich

Executive Summary from Assessment Report:

Objective met/not met.

Recommendation

From report

From committee:

Spring 2016 (Scheduled – Reports due to committee September 2016)

- U2.1-4: Business Ethics (BUSN 480/5) Leithauser
- U5.2: Technological Proficiency (BMIS 235), TBA
- G1.A: Market Structure (MBUS 610), Johnson
- G1.A: Statistical Competency (MBUS 613), Beqiri
- G1.D: Operations Management (MBUS 625), Beqiri
- G3.B: Business Ethics (MBUS 614) Steverson
- G4.C: International Trade (MBUS 610), Johnson
- G4.D: Global Supply Chain Management (MBUS 625), Beqiri
- A1.1: Financial Accounting (ACCT 360), Barone
- A3.1: Client Communication, TBA
- M1.2: Taxation, Brajcich
- M1.3: Audit (MAcc 665), Kern

Assessments Scheduled for 2016-17 Academic Year

Fall 2016 (Scheduled – Reports due to committee January 2017)

- U1.3: Marketing Analysis (MKTG 310)
- U1.6: Capital Budget Evaluation (BFIN 320)
- U1.7: Operations Analysis (OPER 340)
- U1.8: Contract Law Evaluation (BUSN 283)
- U3.1: Understanding: Complex Cases (BUSN 481)
- U3.2: Application: Complex Cases (BUSN 481)
- U3.3: Evaluation and Solution: Complex Cases (BUSN 481)
- U4.1: Understanding Globalization (OPER 340)
- U5.1: Business Writing Proficiency (BUSN 481)
- G1.C: Financial Theory (MBUS 624)
- G1.F: Marketing Theory and Practice (MBUS 627)
- G1.H: Financial Statements (MBUS 629)

G3.A: Oral Communication (MBUS 627)
G4.A: Global Marketing (MBUS 627)
A1.2: Cost Accounting (ACCT 363)
A1.5: Auditing (ACCT 464)
A1.5: Auditing (ACCT 464)
A2.1: Ethical Reasoning (ACCT 464)
A2.2: Ethical Reasoning (ACCT 464)
A2.3: Ethical Reasoning (ACCT 464)
A2.4: Ethical Reasoning (ACCT 464)
A2.5: Ethical Reasoning (ACCT 464)
M1.1: Financial Accounting and Reporting Standards (MAcc 663)

Spring 2017 (Scheduled – Reports due to committee September 2017)

U1.4A: Cost Analysis (ACCT 261)
G1.G: Managerial Accounting (MBUS 628)
G2.A: Business to Promote the Common Good (MBUS 614)
G2.B: Ethical Reasoning (MBUS 614)
G2.C: Ethical Reasoning (MBUS 614)
G2.D: Ethical Reasoning (MBUS 614)
M2.1: Ethical Reasoning (MAcc 664)
M2.2: Ethical Reasoning (MAcc 664)
M2.3: Ethical Reasoning (MAcc 664)
M2.4: Ethical Reasoning (MAcc 664)

AoL Committee Recommendations to the Dean

Gonzaga University School of Business Administration
 Assurance of Learning Assessment Report
 Committee Recommendations to the Dean
 Academic Year 2015-16 (Spring & Fall 2015 Assessments)

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
SPRING 2015 ASSESSMENTS		
U1.4A: COST ANALYSIS Acct 261, Principles of Accounting, DeHart	Yes	<p>From report: The instructor who didn't meet the criteria for objectives 2 and 3 plans to add two extra days for reviewing material prior to the first and second exams. The instructor noticed that students "forgot" material from the earlier chapters and were only familiar with the material from the most recent chapter for which they completed homework.</p> <p>The instructor who didn't meet the criteria for objectives 2 and 4 plans to prepare lecture notes and post them in Blackboard before class in future semesters. She noticed that many students focused their energies on writing down information from her PowerPoint presentations, and she hopes that by providing lecture notes in advance, students will focus instead on listening to and understanding her lectures.</p> <p>The set of 40 AoL questions will be slightly revised for the 2017 assessment to reflect changes to the ACCT 261 curriculum. Also, two questions will be reworded for clarity.</p> <p>From reviewer: Report does a nice job of measuring each objective of the learning outcome. Although the desired result was met, I support the faculty recommendations.</p> <p>From committee: Committee supports the recommendations presented by Professor DeHart.</p> <p>From the Dean: I agree with the committee and support the stated recommendations. I would like to see the first implemented, if possible, in time for the fall 2016 semester with evidence of implementation provided by the end of December 2016. The second will be implemented with the next assessment of this goal and the responsibility for this lies with both the accounting faculty and the AoL committee.</p>
G1.G: MANAGERIAL ACCOUNTING MBUS 628, <i>Managerial Accounting</i> , Law	No	<p>From Report: This assessment has now been done for three periods, and this history can be helpful to look for patterns of successes or challenges. However, this instrument has effectively run its course. With the revising and simplifying of the prior objectives (n-q) into G1.G, it makes sense to also now modify the instrument and rubric for future assessments. Further, the instrument will still need to be modified and updated to reflect more current course content and to properly reflect evidence of student learning using a more uniform rubric in terms of rigor. This period's results make a very strong case for a new instrument and rubric.</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>This material (and its related course) is fairly technical and can be challenging for MBA students. However, the instructor believes most students are learning many of the important concepts and techniques included in the learning objectives. This belief stems from the fact that 78% of the students attained 65% or greater of the points possible. Further, classroom participation related to lecture discussions and homework review reflect overall student mastery. Future iterations of the instrument and its rubric will be developed to more effectively capture this.</p> <p>From Reviewer: Support recommendation in report.</p> <p>From Committee: Support recommendation in report.</p> <p>From the Dean: I agree with the committee and expect this recommendation to be implemented with the next assessment of this goal. The responsibility for this lies with both the accounting faculty and the AoL committee.</p>
<p>G2.1-4: ETHICAL PROSPECTIVES MBUS 614: <i>Business Ethics</i>, Steverson</p>	<p>Yes</p>	<p>From Report: Continue to work on students' ability to articulate ethical frameworks.</p> <p>From Reviewer: I feel comfortable with the assessment tool and method. I do note that the two cases used are from 1991 and may be somewhat dated. Ironically, both are produced by the now defunct Arthur Anderson & Co. As I read the cases I do see they are still relevant to today's ethical issues, but my guess is that there may be more up-to-date cases available that are reflective of recent contributions to the knowledge base as well as ethical issues arising in the rapidly evolving business environment.</p> <p>From Committee: The AoL Committee appreciates Dr. Steverson's work. While updating the cases used would seem beneficial, this isn't a requirement for the next assessment cycle, just a consideration.</p> <p>From the Dean: I agree with the committee. No action necessary at this time.</p>
<p>FALL 2015 ASSESSMENTS</p>		
<p>U1.2: MICROECONOMIC ANALYSIS MGMT 350: <i>Principles of Management</i>, Voy</p>	<p>No</p>	<p>From Report: The economics faculty feel a lack of performance incentive is largely responsible for the poor outcomes observed herein. It isn't clear whether students would have performed better if the assessment had been assignment for credit in one capacity or another, however we strongly suspect that had some impact on the outcome.</p> <p>Our recommendation for the next assessment of this goal is to either reassess in MGMT 350, somehow incorporating an incentive structure (e.g., course credit, raffle or top scores) or move the assessment back to ECON 201. It's unfortunate that the economics and management faculty invested so much time</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>in this assessment without drawing any useful results from the process.</p> <p>On an unrelated note, I will put forth an opinion from another SBA faculty member regarding the assessment of U1.2 (equilibrium analysis). This particular professor didn't find "discipline-specific" learning outcomes to be approach for program-wide assessment. (i.e., Do we really care whether our graduates remember equilibrium analysis after they've graduated?) He was more or less in favor of revamping all our undergraduate assessment goals, not only, but especially, U1.2. Considering the lack of retention on the part of our students, lack of attention/respect for the assessment assignment (which seems reasonable considering the assignment wasn't given for credit), or some combination of the two, I recommend the AoL committee and SBA more broadly think long and hard about the future of the many discipline-specific learning outcomes that characterize our current assessment process. Is this appropriate? Perhaps it's time to go back to the drawing board to identify as a whole who and what we expect of our SBA graduates, and what learning outcomes would support the assessment of these goals.</p> <p>From Reviewer: These results are very interesting. The assessment tool has the advantage of providing a sample of students from multiple sections of Econ 201. However, as indicated by the assessing professor, a lack of incentive may be in part responsible for the poor performance. I would also add [that] students at Gonzaga take their econ from a variety of instructors and institutions, so there is some difficulty assessing the weaknesses in our curriculum specifically. Finally, students have varying time frames between the assessment and the actual point they took micro.</p> <p>I think these results are a good starter for a conversation among the econ instructors. The econ department has determined to offer incentives for the next assessment, which may help answer some of the questions left by the tool. The assessing professor also recommends the "committee and SBA more broadly think long and hard about the future of the many discipline-specific learning outcomes that characterize our current assessment process." This is also a good starter for conversation and should be considered. Assessment is a moving target and can be difficult to do effectively in each discipline.</p> <p>The previous assessment (Spring 2014) recommended "updating our assessment plan to set desired results for students' graphing ability as this seems to be an area of identified concern and graphing is such an integral piece of equilibrium analyses." This assessment offers an opinion of another SBA faculty member with a different view on the assessment of U1.2 (equilibrium analysis). This particular professor didn't find "discipline-specific" learning outcomes to</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>be approach for program-wide assessment. Where we stand as a School on this issue needs to be addressed.</p> <p>From Committee: The committee supports the recommendations from both the faculty/department conducting the assessment and the AoLC reviewer. The committee recommends two things. (1) Within the next year the undergraduate and MBA learning outcomes should be re-evaluated to determine how specifically we wish to frame our objectives. (Thank you to Dr. Bull Schaefer and the management faculty to beginning this discussion within their discipline at the conclusion of the spring 2016 semester.) (2) Assuming it is decided that this particular learning outcome is valuable to the SBA and will remain in place, the economics faculty should carefully consider how to construct an assessment that accurately measures student learning of microeconomic analysis. This may entail moving the assessment back into ECON 201 if student incentive isn't feasible in MGMT 350.</p> <p>From the Dean: I expect recommendation (1) to be addressed by the SBA faculty during the 2016-17 academic year. This process will be driven by the AoL committee. I expect recommendation (2) to be addressed by the economics faculty at the appropriate time.</p>
<p>U1.4B: PRINCIPLES OF ACCOUNTING ACCT 260: <i>Principles of Accounting II</i>, Birrer</p>	<p>Yes</p>	<p>From Report: The faculty will once again review the embedded questions, paying particular attention to those questions on which performance was generally lower. An analysis of those questions should reveal whether there is a need to improve the nature and wording of each question, or whether additional attention should be devoted to the coverage of concepts and applications associated with those questions.</p> <p>From Reviewer: Support recommendation in report.</p> <p>From Committee: The committee supports the recommendation of the assessment faculty to review embedded questions to evaluate (1) question quality, (2) student performance/course coverage of material. This review can be built into development of the assessment tool for the next assessment cycle.</p> <p>From the Dean: I agree with the committee and expect the accounting faculty will implement this recommendation by the next assessment cycle.</p>
<p>U1.5: INFORMATION SYSTEMS ANALYSIS MGMT 350: <i>Principles of Management</i>, Olsen</p>	<p>No</p>	<p>From Report: The MIS group needs to reconsider their assessment technique. It is likely that some multiple-choice questions are too easy, while others are too confusing.</p> <p>It is possible that students who have never taken BMIS 235 could do well on these questions, and in fact several students who had marked down that they had never taken BMIS 235 got the questions correct.</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>We also recommend that BMIS 235 professors spend more giving students scenarios or case studies where they can distinguish and discern how different aspects of information systems relate to each other.</p> <p>From Reviewer: As a proponent of this form of assessment (assessing an admission prerequisite class in a business foundation course), I feel there is valuable information here. Dr. Olsen has written a very thoughtful and articulate report here that will be useful going forward. I anticipate the fall discussion in the MIS department (as indicated in the reports from Goal G3.1 and G3.2) will also include a discussion on how to implement Dr. Olsen’s recommendation of “professors spend more [in BMIS 235] giving students scenarios or case studies where they can distinguish and discern how different aspects of information systems relate to each other.” We should circle back to confirm this with the department.</p> <p>From Committee: The committee supports the recommendations from both the assessment and review faculty. Specifically, we request the MIS faculty review the multiple-choice questions used for this assessment (specifically addressing the concern that whether a student had taken MIS 235 was not a predictor of student performance on the assessment). The committee also requests the MIS faculty discuss how to implement Dr. Olsen’s recommendations regarding student scenarios and/or case studies. The discussion should happen within the next semester; however, the changes to the assessment needn’t be implemented until the next assessment cycle.</p> <p>From the Dean: I agree with the committee and expect the MIS faculty will implement this recommendation by the next assessment cycle.</p>
<p>U4.2: DIVERSITY ANALYSIS MGMT 350: <i>Principles of Management</i>, Bull Schaefer</p>	<p>No</p>	<p>From Report: Dr. Pepper, the adjuncts, and [Dr. Bull Schaefer] need to meet about employment law, and the MGMT faculty need to be consulted over this instrument and conceptualization of diversity. We LOVE the idea of assessing learned knowledge in business ethics rather than when students are currently taking 350, but we need to re-group and talk about realistic goals and measures. Thank you!</p> <p>From Reviewer: This report is a fabulous example of how the assessment process can—and should—evolve over time to ensure we’re testing students for learning (rather than, following directions, or completing an assignment, for example). This report models this perfectly. Regarding the benchmark and not meeting the desired results, the faculty might consider adjusting the “bar” so to speak. Expecting that 80 percent of all students will earn an A seems a bit high. Consider lowering the 90 percent “A” threshold or the 80 percent passage rate.</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>From Committee: The committee agrees that this particular assessment report does an excellent job supporting the assessment process within the SBA. The reviewer's comments are echoed by the committee. The thresholds are left to the discretion of the assessing faculty and their discipline, however it is the committee's recommendation that these benchmarks be considered during the next assessment cycle (likely Fall 2017).</p> <p>From the Dean: I agree with the committee and expect the management faculty will implement this recommendation by the next assessment cycle.</p>
<p>G1.E: INFORMATION SYSTEMS MBUS 626: <i>Information Systems Theory and Practice</i>, Chen</p>	<p>No</p>	<p>From Report: Several constraints have been identified with the assessment conducted in Fall 2015 that is related to a moderately unsatisfactory level (i.e., trait two) outcome.</p> <p>a) There were so many models and strategies introduced in the semester. Furthermore, two questions were included in trait two. If students did not prepare well, they were unable to identify appropriate framework/model in the assigned case.</p> <p>b) Students are not explained with the detailed process of assessment. The rubric should be explained to students at the time the assignment was given.</p> <p>Regarding corrective action, the MIS faculty will meet in fall 2016 and review the assignment, the results and rubric of the assessment. We will then decide what course of action or other type of assignment would be more appropriate for this objective.</p> <p>From reviewer: The previous assessment tool had an anticipated performance of "70% of students will perform at the 'acceptable' level or better based on the rubric developed by the MIS faculty." This assessment (Fall 2015) has raised the bar to 80%. In the Fall 2013 Goal 1 review, the reviewer recommended the department "increase anticipated performance," for Goals 1 and 3 and the department has done so. Moreover, the rubric is also expanded from a scoring range of three to four, which better distinguishes the performance of each student and provides better information going forward. Anticipated performance was not met for trait two. Constraints have been identified by the faculty and seem appropriate. The MIS faculty will meet in this fall to discuss and review. Given the department's history of following through and addressing issues that arise during AoL, I support this action.</p> <p>From committee: The committee supports the recommendations from the assessment faculty and committee reviewer, specifically, the MIS faculty meeting in the fall to discuss the assessment structure of G1.E.</p> <p>From the Dean: I agree with the committee and expect the MIS faculty along with the AoL committee will implement this recommendation by the next assessment cycle.</p>
<p>G3.C: STRATEGIC MANAGEMENT MBUS 616: <i>Strategic Management</i>, Stewart</p>	<p>Yes</p>	<p>From Report: In general, our graduate students are doing well in learning theoretical concepts. They understand theory and can apply frameworks to analyze problems. However, it would be desirable to increase their confidence in recommending</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>solutions to those problems. Our undergraduate business students can also analyze problems well. In order for our graduate students to differentiate themselves, we should encourage activities and behaviors that prepare them to make complex decisions under uncertainty.</p> <p>From reviewer: While the objective was met/exceeded during this assessment, I appreciate the concern Dr. Stewart identifies: how well do graduate students differentiate themselves (through more complex decisions under uncertainty) compared to well-prepared undergraduate students? It would be nice to see this differentiation captured in the assessment somehow. Does this mean the learning outcome needs to be updated to reflect our expectation of complex understanding? Perhaps. Or it may be that there is an easy extension to the project that will identify this.</p> <p>From committee: The committee supports the recommendation from Dr. Stewart and the reviewer to consider ways in which the assessment of goal G3.C might be improved to capture the additional learning we expect from our MBA students (compared to undergraduate students). The place to start is probably by comparing the undergraduate strategic management goal(s) to the MBA goal to determine whether this differential is indeed identified by in the different learning outcomes. If not, the goal(s) should be updated. If the goals do reflect this, the assessment tool may require an added trait or category to capture this important feature.</p> <p>From the Dean: I agree with the committee and expect the management faculty along with the AoL committee will implement this recommendation by the next assessment cycle.</p>
<p>G3.D: INTERPERSONAL RELATIONSHIPS IN AN ORGANIZATION MBUS 612: <i>Managing People and Performance</i>, Bull Schaefer</p>	<p>Yes</p>	<p>From Report: I did not think about AOL before planning the course, and I need to do better to remind all of the MGMT professors to keep AOL objectives in mind at all times, no matter what courses we teach. That being said, I am leading the MGMT group to review and discuss our AOL goals and objectives to see if we want to make modifications and how we can be more proactive rather than reactive in the AOL process.</p> <p>One suggestion I will make to my group is to assess all MBA graduates immediately before graduation. It seems like we could have a standard exit exam where students can demonstrate their collective knowledge. I will bring that suggestion up in our next meeting. In the meantime, I will also explore other ways to assess these two goals separately and more deliberately next time.</p> <p>From Reviewer: Support recommendation in report.</p> <p>From Committee: As the assessment report suggests, since the goals are assessed independently, please prepare two assessment reports during next assessment round (unless goals</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>are combined or changed by the graduate curriculum committee).</p> <p>From the Dean: I agree with the committee and expect the management faculty along with the AoL committee will implement this recommendation by the next assessment cycle.</p>
<p>G3.E: PROJECT MANAGEMENT TOOLS IN INFORMATION TECHNOLOGIES MBUS 626: <i>Information Systems Theory and Practice</i>, Chen</p>		<p>From Report: Several constraints have been identified with the assessment conducted in fall 2015 that is related to a moderately satisfactory level (i.e., trait three) outcome.</p> <ul style="list-style-type: none"> - Those answered the question wrong simply searched the answer from the case description without reading the content of the text book. If students did not prepare well, certainly, they were unable to evaluate effectiveness of techniques and tools used by the subject company in the assigned case. - Students are not explained with the detailed process of assessment. The rubric should be explained to students at the time the assignment was given. <p>Regarding corrective action, the MIS faculty will meet in fall 2016 and review the assignment, the results and rubric of the assessment. We will then decide what course of action or other type of assignment would be more appropriate for this objective.</p> <p>From Reviewer: First, there are Goal 1 files in the Goal 3 folder and vice-versa. Some files have data on both goals and should be in both folders. I added Goal 1 files to Goal 1 folder and the Goal 3 files to the Goal 3 folder and removed unnecessary files. Also, some of the narrative under the Goal 3 rubric references Goal 1. Please clearly submit two assessment reports separately.</p> <p>Second, the previous assessment tool had an anticipated performance of “70% of students will perform at the ‘acceptable’ level or better based on the rubric developed by the MIS faculty.” This assessment (Fall 2015) has raised the bar to 80%. In the Fall 2013 Goal 1 review, the reviewer recommended the department “increase anticipated performance,” for Goals 1 and 3 and the department has done so. Moreover, the rubric is also expanded from a scoring range of three to four, which better distinguishes the performance of each student and provides better information going forward. Additionally, the Fall 2013 assessment recommended the “assessment tool be revised so that it targets the areas of weakness identified by the MIS faculty.” This was in response to the MIS department’s statement that they were reviewing outcomes at the time of assessment and exploring corrective action. The traits being assessed under goal 3 have been refined to more narrowly focus on a specific skill set.</p> <p>Third, the MIS department has assessed these goals three times in the last five years, one more time than the required two per five-year cycle. This combined with the meeting of this</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>Goal leaves me with no further recommendation to the department at this time.</p> <p>From Committee: The committee recognizes and appreciates the effort put forth by Dr. Chen and the MIS faculty in response to the committee's 2013 recommendations for corrective action. For future assessments (scheduled Fall 2017), please verify you're using the most recently available forms (available via Blackboard, SharePoint and from the Committee Lead via e-mail (the form used for this assessment is approximately 5 years old). Second, each learning outcome requires a separate assessment report. If you believe two learning outcomes should be combined or reassigned, this should be discussed with the graduate program director (Dr. Chris Stevens) for graduate curriculum committee approval.</p> <p>From the Dean: I agree with the committee and expect the MIS faculty along with the AoL committee will implement this recommendation by the next assessment cycle.</p>
<p>G4.B: DIVERSITY ANALYSIS MBUS 612: <i>Managing People and Performance</i>, Bull Schaefer</p>	<p>No</p>	<p>From Report: I did not think about AOL before planning the course, and I need to do better to remind all of the MGMT professors to keep AOL objectives in mind at all times, no matter what courses we teach. That being said, I am leading the MGMT group to review and discuss our AOL goals and objectives to see if we want to make modifications and how we can be more proactive rather than reactive in the AOL process.</p> <p>One suggestion I will make to my group is to assess all MBA graduates immediately before graduation. It seems like we could have a standard exit exam where students can demonstrate their collective knowledge. I will bring that suggestion up in our next meeting. In the meantime, I will also explore other ways to assess these two goals separately and more deliberately next time.</p> <p>From Reviewer: Support recommendation in report.</p> <p>From Committee: As the assessment report suggests, since the goals are assessed independently, please prepare two assessment reports during next assessment round (unless goals are combined or changed by the graduate curriculum committee).</p> <p>From the Dean: I agree with the committee and expect the management faculty along with the AoL committee will implement this recommendation by the next assessment cycle.</p>
<p>A1.3: xx ACCT 362: xx, Kern</p>		<p>From Report:</p> <p>From Reviewer:</p> <p>From Committee:</p>
<p>A1.4: xx ACCT 365: xx, Weber</p>	<p>No</p>	<p>From Report: The principal area of concern from this assessment is Course Objective #3, where only 48.9% of the students achieved the desired level of performance. While the</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>data suggest that nearly ¼ of the students were close to passing this objective, the reality is that they did not pass. Thus, additional time and emphasis needs to be placed on identifying the types of income that are included and excluded from gross income for individuals. This is a key area of tax, and properly identifying gross income is one of the key first steps in arriving at taxable income. Additional exercises will be designed and/or assigned from the book to ensure that students gain a better understanding of these concepts.</p> <p>An examination of the data from course objective #4 indicates that students performed well overall in terms of grasping depreciation concepts (an area of concern in the prior assessment), but struggled with topics such as bad debts. Using the data from the assessment, those problem areas will be targeted for additional emphasis and discussion in the fall of 2016 and beyond.</p> <p>From Reviewer: Dr. Weber has done a great job of assessing and analyzing the data for goal A1.4. I support Dr. Weber’s recommendation to place additional emphasis on course objective #3 and to a less extent objective #4. These additional course exercises and assignments will ideally be implemented immediately and ready for reassessment in fall 2017.</p> <p>From Committee: The committee thanks Dr. Weber for his thorough assessment of learning outcome A1.4. We support the assessment and review faculty’s recommendations for corrective action.</p> <p>From Dean:</p>
<p>A3.2: PROFESSIONAL PRESENTATION SKILLS ACCT 365: <i>Federal Taxation</i>, Brajcich</p>	<p>No</p>	<p>From Report: Giving a presentation in a group setting permits the weaker presenters to rely on or defer to the skills of the stronger presenters. I noticed often groups would give the less difficult discussion topics to the weaker presenters in the group. While acknowledging the strengths and weaknesses of different group members is an important skill set in team work, it does not serve to improve the skills of the weaker team member, whether that deficiency may exist (e.g., research, issue identification, presentation skills). I recommend some form of solo-presentation exercises for the class moving forward that will force each student to practice presentation skills without having the opportunity to rely on others.</p> <p>From Reviewer: Dr. Brajcich is one of our prized professors at Gonzaga. He is a dedicated professor that wants his students to learn. He always has students in his office. He is available to help them on a one on one basis. I am positive that her can achieve these results.</p> <p>From Committee: The committee supports the findings of the assessment faculty. In particular, the committee recommends the next assessment attempt to evaluate individual</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>presentation skills to ensure the assessment targets the learning outcome in question.</p> <p>From Dean:</p>
<p>M3.1: PROFESSIONAL RESEARCH MAcc 667: Tax Research and Practice, Brajcich</p>	<p>No</p>	<p>From Report: The first two authorities listed were obvious and should have easily been identified by 80% of the students. They are as about as applicable as an authority can get. The results on the case law is less troublesome as there is an abundance of case law available. I recommend a more top down approach to assessing authorities be taught to students. Students seem to be more concerned with the minutia of case law instead of first identifying the more broadly relevant sources like a Code Section. They need to work their way from big picture to detail in order to be an effective researcher and deliver a quality memo. This needs to be a focal point in the class moving forward. I will work with other tax faculty to develop new strategies for developing a more top down approach in MTAX 667 as well as other tax courses.</p> <p>From Reviewer: Dr. Brajcich is one of our prized professors at Gonzaga. He is a dedicated professor that wants his students to learn. He always has students in his office. He is available to help them on a one on one basis. I am positive that he can achieve these results.</p> <p>From Committee: The committee supports the assessing professor's recommendations for corrective action. These suggested changes will ideally be implemented immediately and ready for reassessment in fall 2017.</p> <p>From Dean:</p>
<p>M3.2: PROFESSIONAL PRESENTATION SKILLS MTax 667: Tax Research and Practice, Brajcich</p>	<p>No</p>	<p>From Report: Giving a presentation in a group setting permits the weaker presenters to rely on or defer to the skills of the stronger presenters. I noticed often groups would give the less difficult discussion topics to the weaker presenters in the group. While acknowledging the strengths and weaknesses of different group members is an important skill set in team work, it does not serve to improve the skills of the weaker team member, whether that deficiency may exist (e.g., research, issue identification, presentation skills). I recommend some form of solo-presentation exercises for the class moving forward that will force each student to practice presentation skills without having the opportunity to rely on others.</p> <p>From Reviewer: Dr. Brajcich is one of our prized professors at Gonzaga. He is a dedicated professor that wants his students to learn. He always has students in his office. He is available to help them on a one on one basis. I am positive that her can achieve these results.</p> <p>From Committee: The committee supports the findings of the assessment faculty. In particular, the committee recommends the next assessment attempt to evaluate individual</p>

Goal/Objective (Course)	Desired Results Met?	Committee Recommendations to the Dean
		<p>presentation skills to ensure the assessment targets the learning outcome in question.</p> <p>From Dean:</p>
<p>M3.3: xx MAcc 667: xx, Brajich</p>		<p>From Report:</p> <p>From Reviewer:</p> <p>From Committee:</p>

Assurance of Learning Assessment Report

Instructions: Complete the two text boxes below in entirety. All grey text should be replaced with your responses. Complete sections 1 through 5 then send an electronic copy of this document, in *Microsoft Word* format, to Molly Pepper for undergraduate, Gary Weber for accounting or Chris Stevens for graduate (please include *all attachments* and cc: Annie Voy). Attachments can be scanned or emailed or hand delivered.

Evaluation Term:	
Professor(s) completing this report:	
Course and section(s) of assessment:	
Assessment Stage:	<input type="checkbox"/> First Assessment <input type="checkbox"/> Re-assessment
Required Attachments:	<input type="checkbox"/> Rubric <input type="checkbox"/> Assessment Tool <input type="checkbox"/> Student Samples (10 samples with names removed)
Goal X: Enter the appropriate goal from the Assurance of Student Learning Plan	
Objective X: Enter the appropriate objective from the Assurance of Student Learning Plan.	

1. Cohort of Students Assessed

Describe the cohort of students included in this assessment. Specifically, from which year/class do the students come? What is the assessment sample and population size?

2. Assessment Method Description

Describe the process and the action taken to assess the above objective(s). Specifically, explain the assessment tool, how performance is measured and why this objective is being assessed in this course.

3. Desired Results

Describe the desired results/benchmark.

~ continued on next page ~

4. Actual Results

Please describe general results from this assessment including identified areas of success and concern. Where appropriate, summarize results in attached tables.

5. Executive Summary of Findings

Please include the following items:

- 1. Sample size (How many students were assessed?)*
- 2. Specific listing of areas of success (% of students meeting expectations, and what those expectations are)*
- 3. Specific listing of areas of concern (% of students NOT meeting expectations, what those expectations are)*

6. Recommendation for Corrective Action (If Applicable)

If applicable, please provide the Assurance of Learning committee and the Dean a recommendation for corrective action and/or ways this objective/assessment could be improved. Your recommendation might highlight ways we can make our objective/assessments more rigorous in the interest of continued SBA program evolution and improvement, particularly in the event a goal or objective has been met/exceeded.

Attachments:

Assessment tool (e.g., exams)

Rubric used for evaluation

Student Samples (10 with students' identifying information removed)

Other supporting documents if application (list here)

Assessment Timeline Fall 2011 – Spring 2016

	Spring '12	Fall '12	Spring '13	Fall '13	Sp/Su '14	Fall '14	Sp/Su '15	Fall '15	Spring '16
								<i>Scheduled</i>	<i>Scheduled</i>
Undergraduate									
U1.1		BUSN 481				BUSN 481	<i>Inactivated this learning outcome Fall 2015</i>		
U1.2					MGMT 350			MGMT 350	
U1.3		MKTG 310				MKTG 310			
U1.4A			ACCT 261				ACCT 261		
U1.4B				ACCT 260				ACCT 260??	
U1.5			BMIS 235					MGMT 350	
U1.6		BFIN 320				BFIN 320			
U1.7		OPER 340				OPER 340			
U1.8		BUSN 283				BUSN 283			
U2.1					BUSN 480/5				BUSN 480/5
U2.2					BUSN 480/5				BUSN 480/5
U2.3					BUSN 480/5				BUSN 480/5
U2.4					BUSN 480/5				BUSN 480/5
U3.1		BUSN 481				BUSN 481			
U3.2		BUSN 481				BUSN 481			
U3.3		BUSN 481				BUSN 481			
U4.1		OPER 340				OPER 340			
U4.2	MGMT 350							MGMT 350	
U5.1		BUSN 481				BUSN 481			
U5.2			BMIS 235						BMIS 235
Graduate									
G1.A					MBUS 610				MBUS 610
G1.B					MBUS 613				MBUS 613
G1.C						MBUS 624			
G1.D					MBUS 625				MBUS 625
G1.E				MBUS 626				MBUS 626	
G1.F						MBUS 627			
G1.G							MBUS 628		
G1.H						MBUS 629			
G2.A					MBUS 614		MBUS 614		
G2.B					MBUS 614		MBUS 614		
G2.C					MBUS 614		MBUS 614		

G2.D					MBUS 614		MBUS 614		
G2.E									
G3.A						MBUS 627			
G3.B									MBUS 614
G3.C								MBUS 616	
G3.D				MBUS 612				MBUS 612	
G3.E				MBUS 626				MBUS 626	
G4.A						MBUS 627			
G4.B				MBUS 612				MBUS 612	
G4.C					MBUS 610				MBUS 610
G4.D					MBUS 625				MBUS 625
Accounting									
A1.1					ACCT 360				ACCT 360
A1.2						ACCT 363			
A1.3				ACCT 362				ACCT 362	
A1.4			ACCT 365					ACCT 365	
A1.5						ACCT 464			
A2.1		ACCT 464				ACCT 464			
A2.2		ACCT 464				ACCT 464			
A2.3		ACCT 464				ACCT 464			
A2.4		ACCT 464				ACCT 464			
A2.5		ACCT 464				ACCT 464			
A3.1								ACCT 364	ACCT???
A3.2		ACCT 366				ACCT 464		ACCT 365	
MAcc									
M1.1				MAcc 663		MAcc 663			
M1.2					MAcc 605/606				MAcc 606?
M1.3	MAcc 665								MAcc 665?
M2.1					MAcc 664				
M2.2					MAcc 664				
M2.3					MAcc 664				
M2.4					MAcc 664				
M3.1				MAcc 667				MAcc 667	
M3.2		MAcc 640				MAcc 640 →		MAcc 604	
M3.3				MAcc 667				MAcc 667	

Assessment Timeline Fall 2016 – Fall 2020

	Fall '16	Sp/Su '17	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled	Scheduled
Undergraduate									
U1.1 <i>Inactivated this learning outcome Fall 2015</i>									
U1.2			MGMT 350				MGMT 350		
U1.3	MKTG 310				MKTG 310				
U1.4A		ACCT 261				ACCT 261			
U1.4B			ACCT 260				ACCT 260		
U1.5			BMIS 235				BMIS 235		
U1.6	BFIN 320				BFIN 320				BFIN 320
U1.7	OPER 340				OPER 340				OPER 340
U1.8	BUSN 283				BUSN 283				BUSN 283
U2.1				BUSN 480/5				BUSN 480/5	
U2.2				BUSN 480/5				BUSN 480/5	
U2.3				BUSN 480/5				BUSN 480/5	
U2.4				BUSN 480/5				BUSN 480/5	
U3.1	BUSN 481				BUSN 481				BUSN 481
U3.2	BUSN 481				BUSN 481				BUSN 481
U3.3	BUSN 481				BUSN 481				BUSN 481
U4.1	OPER 340				OPER 340				OPER 340
U4.2			MGMT 350				MGMT 350		
U5.1	BUSN 481				BUSN 481				BUSN 481
U5.2				BMIS 235				BMIS 235	
Graduate									
G1.A				MBUS 610				MBUS 610	
G1.B				MBUS 613				MBUS 613	
G1.C	MBUS 624				MBUS 624				MBUS 624
G1.D				MBUS 625				MBUS 625	
G1.E			MBUS 626				MBUS 626		
G1.F	MBUS 627				MBUS 627				MBUS 627
G1.G		MBUS 628							
G1.H	MBUS 629				MBUS 629				MBUS 629
G2.A		MBUS 614				MBUS 614			
G2.B		MBUS 614				MBUS 614			
G2.C		MBUS 614				MBUS 614			
G2.D		MBUS 614				MBUS 614			
G2.E									
G3.A	MBUS 627				MBUS 627				MBUS 627
G3.B				MBUS 614				MBUS 614	
G3.C			MBUS 616						
G3.D			MBUS 612						
G3.E			MBUS 626						
G4.A	MBUS 627				MBUS 627				
G4.B									
G4.C				MBUS 610					
G4.D				MBUS 625					

Accounting									
A1.1				ACCT 360				ACCT 360	
A1.2	ACCT 363								
A1.3			ACCT 362				ACCT 362		
A1.4			ACCT 365				ACCT 365		
A1.5	ACCT 464								
A2.1	ACCT 464				ACCT 464			ACCT 464	
A2.2	ACCT 464				ACCT 464			ACCT 464	
A2.3	ACCT 464				ACCT 464			ACCT 464	
A2.4	ACCT 464				ACCT 464			ACCT 464	
A2.5	ACCT 464				ACCT 464			ACCT 464	
A3.1									
A3.2			ACCT 365				ACCT 365		
MAcc									
M1.1	MAcc 663				MAcc 663				
M1.2				MAcc 606				MAcc 606	
M1.3									
M2.1		MAcc 664							
M2.2		MAcc 664							
M2.3		MAcc 664							
M2.4		MAcc 664							
M3.1			MAcc 667				MAcc 667		
M3.2			MAcc 640				MAcc 640		
M3.3			MAcc 667				MAcc 667		

Appendix 8: Companies Hiring SBA Graduate

- Companies Hiring SBA Graduates



School of Business
Administration

Accenture	KPMG, LLP	Washington Trust Bank
Adidas	Kraft Management LLC	Wells Fargo
Affinity	Liberty Mutual Insurance Group	Weyerhaeuser
Alaska Airlines	Lithia motors	Wolfgang Puck Worldwide
American Red Cross	Makena Capital Management	World Wide Sourcing Group, Inc
Ameriprise Financial	Marsh	Yah
Arbor Crest Wine Cellars	McClellan Harvesting	
AT&T	Mercer Consulting	
Avista	Microsoft	
Bank of Hawaii	Monaco Enterprises, Inc.	
BDO USA, LLP	Morgan Stanley Smith Barney,	
Beacon Hill	LLC	
Bechtel National, Inc.	Moss Adams, LLP	
Bernston Porter	Nike	
Boeing	Nordstrom	
Boys and Girls Club of America	Northwestern Mutual	
Brunsch Consulting LLC	Nu Skin Enterprises	
Cambridge Associates	Ogden Mustangs	
Campbell Soup Company	Omnicell	
CBRE	PACCAR, Inc	
Chase	PCO OpenEye	
Chevron	PepsiCo	
Clark Nuber	Peterson Sullivan	
Cochrane & Company	Pfizer	
Columbia Bank	Pinnacle Realty Inc	
Cook Street Consulting, Inc.	Pitney Bowes	
Costco Wholesale	POWDR Corporation	
Cushman & Wakefield	PricewaterhouseCoopers	
D.A. Davidson & Co.	PricewaterhouseCoopers (PWC)	
Dell Inc	Procter & Gamble	
Deloitte	Random House, Inc.	
Eddie Bauer	REI	
EmplomentName	Rockwood Property	
Enterprise Rent-A-Car	Management	
Ernst & Young	SABEY Corporation	
Expeditors International	Salesforce.com	
Farmers Insurance Group	San Diego County	
Fast Enterprises	SAP America	
FireEye	Shell Energy of North America	
FIRST	Spokane Teachers Credit Union	
Fisher Investments	Stanford Medical Center	
Fuji Film USA	Starbucks Coffee	
Global Credit Union	Sterling Bank	
Gonzaga University	Swedish Medical Center	
Hecla Mining Company	Target	
Hewlett Packard	The FBI	
Intel Corp	The State of Washington	
Itron	The United States Army	
Janicki Industries	U.S. Bank	
JBS USA	United Airlines	
JP Morgan Chase	Walmart	

