

Appendices¹

Appendix 1 – Additional Examples of Innovation, Engagement, and Impact	1
Appendix 2 – Strategic Plan	21
Appendix 3 – Policies for Hiring, Review, Tenure, and Promotion	24
Appendix 4 – Academic Qualification Standards in the SBA	41
Appendix 5 – Faculty Sufficiency by Discipline Group	45
Appendix 6 – Detailed Curriculum Plans	53
Appendix 7 – Changes in the Curriculum, 2016-2021	74
Appendix 8 – Curriculum Map – Concept Delivery and Assessment.....	76
Appendix 9 – Undergraduate Learning Outcomes.....	85
Appendix 10 – Graduate Learning Outcomes	87
Appendix 11 – Assessment Plans and Results.....	99
Appendix 12 – Faculty Publications in Alphabetical Order	110
Appendix 13 – Quality Ratings and Acceptance Rates of Journals	122
Appendix 14 – Peer Citations of Faculty Research.....	126
Appendix 15 – Gonzaga and SBA Response to COVID-19.....	127

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

Appendix 1 – Additional Examples of Innovation, Engagement, and Impact

Rankings

2020-2021

- U.S. News & World Report: part-time MBA program #46
- U.S. News & World Report: graduate accounting #26
- CPA Results: Our accounting program continues to be at the top nationwide for first time CPA pass rates. #10 first-time CPA exam pass rate in the nation and the best pass rate on the west coast.

2019-2020 RANKINGS

- U.S. News & World Report: undergraduate business program Top 23%
- U.S. News & World Report: undergraduate finance program #23
- U.S. News & World Report: graduate accounting #25
- U.S. News & World Report: undergraduate accounting program #27
- U.S. News & World Report: part- time MBA #55
- U.S. News & World Report: Top 100 MBA program
- CPA Results: Our accounting program continues to be in the top 3% nationwide for first time CPA pass rates. It is #7 in the United States for first-time CPA Pass Rate among large accounting programs at 83.2%.

2018-2019 RANKINGS

- US News & World Report: undergraduate accounting #23
- US News & World Report: undergraduate finance # 36
- US News & World Report: graduate accounting #18
- US News & World Report: our part-time MBA finance program #21
- US News & World Report: Part-time MBA #44 (eleven consecutive years in the Top 100)
- *CPA Result: 2020* Our accounting program continues to be in the top 5 percent nationwide for first time CPA pass rates. It is No. 20 in the United States for first-time CPA Pass Rate amongst large accounting programs at 76 percent.
- *CPA Result: 2021* Gonzaga CPA Exam Pass Rate 10th in Nation among Large Programs
- Princeton Review Best Business Schools for 2021: Gonzaga's MBA program ranks among The Princeton Review Best Business Schools for 2021: On-Campus MBA Programs.

2017-2018 RANKINGS

- US News & World Report: undergraduate accounting #30
- US News & World Report: graduate accounting #13
- College Factual: undergraduate accounting #51
- College Choice: undergraduate accounting #39
- Recognized as a PCAOB Scholarship Granting University
- US News & World Report: MBA #82 (ten consecutive years in the Top 100)
- Global CEO Rankings: ranked as a top-tier MBA program
- Global Knights: MBA #33 in Better World rankings

2016-2017 RANKINGS

- Gonzaga's graduate accounting programs were ranked NO. 28 in the country, in the 2018 U.S. News & World Report rankings released in March 2017. This marked the sixth time in the past eight years that Gonzaga's graduate accounting programs were ranked in the TOP 30 nationally.
- Gonzaga's Graduate School of Business was named among the "BEST COLLEGES" in The Princeton Review for 2017.

Curriculum

BFIN 429 Portfolio Management (Impact, Engagement): The SBA offers this 1-credit class over three consecutive semesters (spring, fall, spring) for a total of three credits. The students gain hands-on investing experience with funds totaling over \$150,000. Part of the experience includes students working in teams to develop a portfolio in competition with over three dozen business schools from Washington, Oregon, Idaho, and Montana.

BFIN 429 class is based on a \$50,000.00 grant from DA Davidson renewable each year. The students spend the spring semester of this class studying the theories and some math/statistics behind the research on how construction and maintenance of a stock portfolio leads to best results. The students take time in the following summer to look into firms that might fit the criteria that a hypothetical client (Dr. Barnes sets up a case study for this task)) wishes for his/her \$50K investment.

Those firm names are submitted to Dr. Barnes and he sets up a reporting schedule for approximately 30 companies during the fall semester. Each student will present a "deep dive" on the firm's he/she has selected. We discuss the financials, product's, R&D, competition, market strength, and how well the company fits the client's investment statement.

At the end of the fall semester and into the spring semester the class creates a securities' portfolio based on companies under consideration important for the class are diversification and balance in the portfolio. Finally, the class purchases the portfolio companies common stock and manages the portfolio throughout the semester. Weekly news, financial' s and market influences are discussed to determine if any change to the portfolio needs to be made.

DA Davidson rebalances the portfolio August 31st of each year back to \$50K Any monies earned above \$52,000.00 are divided evenly between GU and DA Davidson.

BUSN 290 Weekend Intensive Courses (Innovation, Impact, Engagement): In the Fall 2015, the SBA began offering one-credit weekend intensive courses to help students develop business skills outside of the traditional classroom. Topics included sales, negotiation, communication, image and reputation, value chain analysis, business skills for non-business majors, and emotional intelligence. The courses are very popular with students who may be taking 16 or 17 credits and can add extra courses to 18 credits without paying more tuition. Students also enjoy the intense nature of the courses that allow them to earn a credit in the span of a weekend. The courses are open to all students at the university. In addition to providing students with skills, connecting students to the business community is also a priority. Most classes include guest speakers or take field trips, as appropriate. We have expanded this initiative to include courses on site at our partners such as Microsoft and Boeing.

BUSN 489 Multidisciplinary Action Projects (Innovation, Impact, Engagement): This is a project-based course designed to give hands-on, real world experience on one or more projects for organizations in our community. These projects could include developing a branding strategy, designing a compensation system, or evaluating a new idea or opportunity. The projects cross all areas of organizational life, require student teams to bring a variety of skills and knowledge bases to the work, and provide them with the opportunity to learn from leading organizations in our region.

ENTR 494A & 494B Incubation Project (Innovation, Impact, Engagement): This class is the first semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of a new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The goal of the course is for students to produce a viable business plan.

ENTR 495 New Venture Lab (Innovation, Impact, Engagement): This class provides hands-on experience in developing ideas for new commercial and/or social enterprises. Students work in teams to develop their own or other entrepreneurs' ideas. Projects typically include feasibility analysis, market research, and business planning.

MGMT 400 Recruitment and Selection (Impact, Engagement): This course examines strategies for hiring and retaining the workforce necessary for an organization to achieve its vision and mission. Topics include workforce planning, ethics, job analysis and design, recruitment, selection, retention, human resource information systems, and organizational entry and socialization. In the past two years, the class has worked on projects regarding recruitment and selection with the Spokane Police Department (Fall 2018) and the healthcare organization Inland Imaging (Fall 2019). The course is only offered in the Fall.

MGMT 410 Training and Development (Impact, Engagement): The course examines two development processes related to organizational vision and mission. The first process is the training and development of employees to meet employee and strategic goals. The second is the development of the organization to enhance strategic effectiveness. Topics include needs assessment, training and development, talent management, career development, leadership development, ethics, diagnosis, interventions, models of change, resistance to change, organizational development initiatives, and change related to downsizing, mergers and acquisitions, and globalization. The class hosts the annual collaboration between the School of Business Administration, the Alumni Office and Career and Professional Development called "You Can in Spokane." This event brings students, alumni, Spokane employers and other advocates from the local community together for a night of appreciation for the opportunities to develop careers in the local community. The class helps plan the event and engages the employers and alumni during the event to ensure effective networking. The event is linked to the class as a professional development exercise. Afterward, students write a plan for having a successful career in the Spokane area.

MGMT 350 Principles of Management (Innovation, Impact, Engagement): This course examines the theory and practice of managing employees in organizations. As an introduction to human resource management, topics covered include strategy, structure, recruitment and selection, development, ethics, compensation and motivation, leadership and appraisals, workplace diversity and group dynamics, conflict and decision-making, employment law, and global management. In the spring of 2020, students in the class focused final presentations on COVID-19 considerations in effective HRM practices. It was a great project for students to process the news and relate to HR practices. All students met virtually with groups and learning how to build trust in a purely virtual environment. Group projects were recorded via Zoom or other similar platform, and students identified opportunities to build businesses during a pandemic. In the fall of 2020, Dr. Bull Schaefer had 19 groups of 6 create 30-minute recorded business proposals for her consumption and a separate 10-minute persuasive presentation to give to their classmates. Donations were given to charities identified by the winning presentations. One winning group's promotional video: <https://youtu.be/ZJLVzxWEf54>

In the fall of 2020, Students toured local businesses in MGMT 350 through videos Dr. Bull Schaefer made with their advisory board members. The class visited WA Trust Bank and Archbright and identified cultural artifacts. They also attended a variety of virtual career fairs, set-up through our partners in the Career Center, and they wrote about recruiter abilities to give realistic job previews. In the spring, students visited Vanessa Behan for a hunt of cultural artifacts and mission.

- WA Trust: https://youtu.be/I4_ahry_Dlw
- Archbright: https://youtu.be/w1_gvkSEloM
- Vanessa Behan: <https://youtu.be/iiznJIDScJQ>

Instead of having guest speakers come to Zoom class, Becky passed along information materials from recruiters and even interviewed one recruiter so the class could analyze his abilities as a recruiter. EJ Gallo: <https://youtu.be/7Oca76meO24>

MKTG 490 Promotion Projects (Innovation, Impact, Engagement): This class forms a marketing agency for an outside company or organization. Over the course of the project, the class designs and implements a promotional campaign, manages a budget, conducts market research, makes an agency-style presentation to the client, and develops a professional recap book which reports the results of the campaign. Past clients have included Big Brothers Big Sisters of the Inland Northwest, Mod Pizza, Honda, and Gonzaga University. This course can help the student improve skills in marketing, public relations, human resources management, operations management, communications, business writing, public speaking, event planning, time management, group dynamics, and teamwork. During the 2018-2019 class the students worked with Big Brothers Big Sisters of the Inland Northwest. As a group, they went beyond the course requirements and created a Facebook page to fund two matches for organization.

Belgium and Italy Study Abroad (Innovation, Impact, Engagement): In the spring SBA professors take undergraduate and graduate students to Belgium and Italy. The program focuses on the economic, political and social environment for business in Europe. Within this field, the students examine the institutional interplay with the European Union, the contrasting structure of the European economy compared to its major competitors, the single market, the Euro, Foreign Direct Investment, the role of multinationals, and the developing relationship between central and Eastern Europe and the EU. Additionally, this course looks into international dimensions of management and marketing, as well as issues pertaining to global supply chain management. Several course-related visits are arranged in Brussels, Florence, and other cities to places such as European Commission, European Parliament, Coca-Cola, Audi, Brasserie Cantillon, Pagani, Antinori, K-array, Corsini Winery, and various small businesses.

China Summer Study Abroad (Innovation, Impact, Engagement): In the spring, two SBA professors, Danielle Xu (Finance) and Tim Olsen (Management Information Systems) take undergraduate students to China and Hong Kong. This four-week program includes three weeks in China and one week on campus. The focus of this study abroad experience is finance and technology industries in China. Among the organizations the students meet with include; Microsoft, Nike, Adidas, Baidu, GS1, and Renmin University.

Forensic Accounting Lab (Innovation, Impact, Engagement): Called the "Justice for Fraud Victims Project," (JFVP) this class is a joint program with law enforcement, prosecutors, and local certified fraud examiners. It provides a select group of students with an opportunity to investigate real cases of suspected fraud that are referred by local law enforcement. Most cases referred to JFVP are entities that would not have the financial wherewithal to pursue the investigation. Students are assigned to teams and are supervised by faculty members and by mentors from the Spokane Chapter of the Association of Certified Fraud Examiners. One example of impact is evident in an investigation that resulted in a verdict and some restitution to the defrauded entity.

Internships (Impact, Engagement): In partnership with the Center for Career and Professional Development the SBA has its own in-house Director of Academic Engagement, Vicky Hucke. The internships help students transfer classroom knowledge to the real world, acquire work experience that is relevant to the student's academic training, gain practical "hands on" work experience and skills, and establish valuable relationships with potential employers.

As a result of our partnership with CCPD, the SBA has seen a 265 percent increase in the number of registered internships. (This percentage only includes the general business population, not the specialty internships like accounting.) In 2017-2018, we with more than 140 students on their experiential learning projects (more than 150 School of Business students had at least one internship in 2018-2019, and prior to the impact of the pandemic, the 2019-20 academic year was on track to surpass that total). In addition to the internship numbers cited above, we have seen a rise in the internship activity of freshmen and sophomore business students as they increasingly seek out practical work experience and business connections earlier in their college careers.

Quantitative Methods & Statistical Analysis Service Learning Projects (Impact, Engagement): This class requires MBA students to apply class lessons to local non-profits by analyzing company data to find trends and make projections. Some recent partners include the Ronald McDonald House Charities, Second Harvest, Boys and Girls Club of Spokane, Transitions, Spokanimal, and Catholic Charities.

Small Business Consulting (Impact, Engagement): This class is a practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations, and related case problems. This class was not offered in Spring 2018. In Spring 2019, the students consulted with two local small businesses: City Post & Rail and Senior Helpers.

Summer Experiential Intensive Courses (Impact, Engagement, Innovation): The SBA heard from the students that the COVID-19 health crisis made it difficult to find or keep a summer internship. In a regular summer, many of them would be doing internships for academic credit or for zero credit (no tuition) with a waiver of the experiential requirement of the business major. With this rising concern the SBA stepped up and offered two summer classes to help those rising juniors and seniors, who had their internships and other educational opportunities canceled or were not able to attain an internship due to the COVID-19 health crisis, meet their experiential requirement. The Summer Experiential Intensive courses included two different sections; one section for zero credit and could be taken without paying tuition. Successful completion of this course waived the three-credit experiential requirement in the business major but does not provide the student with any credits. The second section counted for three credits and requires paying tuition. The content and requirements of both sections are the same. Both sections of the class included one core experience on career preparedness and then required each student to select three modules of experiential content from a menu.

Modules Included:

- Accounting Innovation and Technology Matt Hoag, Associate Professor of Accounting; and Dr. Mary Heitkemper
- Personal Finance Skills Matt Hoag, Coordinator of Accounting & Associate Professor of Accounting
- Decision Making for Managers Mirjeta Beqiri, MBA Programs Director & Professor of Operations Management Vocation Molly Pepper, Associate Dean of Undergraduate Programs & Professor of Management
- COVID-19: Innovation and Customer Responsiveness Chris Stevens, Associate Professor of Entrepreneurship
- Gender in the Workplace Molly Pepper, Associate Dean of Undergraduate Programs & Professor of Management

Clubs

Alpha Kappa Psi (Impact, Engagement): Alpha Kappa Psi is a business fraternity focused on leadership development and personal and professional training. It provides professional development, educational programs, community service and a hands-on application of formal education with an emphasis on ethical behavior.

Beta Alpha Psi (BAP) (Impact, Engagement): Beta Alpha Psi is an honor society for accounting, finance, and information systems students. Beta Alpha Psi brings speakers from public accounting and industry to campus throughout the semester. Members perform community service as a condition of membership. For the 2017-2018 academic year Professors Gerhard Barone, Andrew Brajich and the Iota Delta Chapter were congratulated on their outstanding efforts and received international recognition as a Superior Chapter for the 12th year in a row. In 2021, BAP hosted a virtual panel of professionals from large accounting firms to discuss with students their efforts to bring diversity, equity, and inclusion to the workforce. All students were invited.

Beta Gamma Sigma (Impact, Engagement): Beta Gamma Sigma is an international business honor society that encourages and rewards scholarship and academic achievement, promotes the advancement of education in business, and fosters integrity in the conduct of business operations.

[Gonzaga Student Chapter of SHRM #5444 \(Impact, Engagement\)](#): SHRM, the Society for Human Resource Management, creates better workplaces where employers and employees thrive together. As the voice of all things work, workers and the workplace, SHRM is the foremost expert, convener and thought leader on issues impacting today's evolving workplaces. With 300,000+ HR and business executive members in 165 countries, SHRM impacts the lives of more than 115 million workers and families globally. Learn more at SHRM.org and on Twitter [@SHRM](https://twitter.com/SHRM).

[Gonzaga University Investment Club \(GUIC\) \(Impact, Engagement\)](#): Gives students the opportunity to invest and manage real money in our \$100,000 portfolio. GUIC offers students an opportunity outside of the classroom to gain more hands-on experience as well as engage with other students who are interested in the stock market. GUIC is entirely student-run with guidance from the academic advisor, JD Morscheck.

At the weekly meetings, GUIC members will have the opportunity to practice analyzing and pitching stocks. GUIC focuses on preparing members for a career in finance by developing analytical, leadership, and public speaking skills. In addition, GUIC actively engages with financial firms to cultivate relationships that will serve to assist members with a greater understanding of the many sectors of the financial industry and propel their careers in finance.

[Gonzaga University Supply Chain Association \(Impact, Engagement\)](#): Gonzaga University Supply Chain Association (GUSCA) is students access into a professional world of opportunity. GUSCA's purposes are focused on supporting all students interested in Supply Chain. We educate and support students interested in Supply Chain careers and projects. We build and foster meaningful relationships within the Supply Chain industry. We uphold all our members to the Gonzaga University Mission and expect our members to contribute in meaningful ways to the community.

[Gonzaga Women in Business Club \(Impact, Engagement\)](#): has a deep dedication for educating the Gonzaga community on women empowerment in the workforce. GWIB will strive to empower and educate undergraduate women through a series of guest speaker presentations, professional development workshops, and networking opportunities. Topics regard the relevant issues women continue to encounter in the workforce. Ample community service projects and business-related events will provide an enriching environment for career growth.

[Gonzaga Management Information Systems \(MIS\) Club \(Impact, Engagement\)](#): The MIS club provides business students with opportunities to develop their professional and technical abilities through workshops, information sessions, and networking events. We recognize technology pervades all aspects of modern business and seek to support the development of all students. We host the annual "Careers-in-MIS" day during the first week of March, inviting all to learn about career opportunities in the field of MIS. We connect in meaningful ways with the community through technical service projects and volunteering.

[Omicron Delta Epsilon Economics Honor Society \(Impact, Engagement\)](#): Omicron Delta Epsilon Economics Honor Society is an international honor society for economics students.

Partnerships

[2nd Harvest Partnership \(Impact, Engagement\)](#): Since 2014, the SBA has partnered in a number of ways with 2nd Harvest Food Bank. We have an annual volunteer day and we are a strong supporter of their Bite2Go program. In 2018-2019, the SBA provided financial support of over \$4,000 (which paid for over approximately 35 meal kits per week) and we delivered over 1,500 meal kits to Linwood Elementary School in north Spokane.

Numerica-Gonzaga School of Business Board Partnership Program (Innovation, Impact, Engagement): Since 2017-18, two students have served on Numerica Credit Union's board of directors each academic year as part of a Numerica-Gonzaga School of Business Board Partnership Program.

Competitions

ACG Cup Northwest (Impact, Engagement): In March 2019, a team of MBA students from the Graduate School of Business placed third at the Association for Corporate Growth case study competition in Portland, Oregon. ACG is an organization that brings together finance professionals in the fields of M&A, investment banking, private equity, and financial advisory. The northwest chapters of the group host a competition every year for students to solve a real-life problem in a high-pressure setting, as well as to network with employers and professionals in the area. Eight schools made it to the semi-finals and Gonzaga's team tied for 3rd place. The competition consisted of a pitch to a panel of judges detailing the groups' recommended course of action for the case study: a restaurant that had received a tender offer from a holding company. The groups created detailed financial analyses for the different possible scenarios. The final round required groups to perform the same presentation for new judges, taking into account the feedback from the first group. Gonzaga's team was complimented for having the best analysis of the company's management and the most creative solution to the case. The trip was sponsored by the Mozilo Student Experiential Fund.

The ACG Cup case-study competition provides MBA, graduate and undergraduate finance majors an opportunity to solve a real-world issue in a high-pressure setting. Students are challenged to find solutions for a finance-related case in the field of mergers and acquisitions, investment banking, financial advisory and private equity. After the teams analyze the case and agree upon a course of action, the students make presentations to a panel of judges comprised of successful corporate executives in the field of finance.

CFA Institute Research Challenge: (Impact, Engagement): The CFA (Chartered Financial Analyst) Institute Research Challenge is an annual global competition that provides university students with hands-on mentoring and intensive training in financial analysis and professional ethics. Each student is tested on their; analytical, valuation, report writing, and presentation skills. The students gain real-world experience as they assume the role of a research analyst.

2018: Five undergraduates competed in the regional round of the CFA Institute Research Challenge, competing against eight regional schools. This included Whitworth, Whitman College, Montana State University, University of Montana, Washington State, Eastern Washington, and University of Idaho. Gonzaga's team received 1st place for their presentations, 2nd place for their written report, and 2nd place over all in the local competition, just missing their chance to compete at the large regional competition in Boston. J.D. Morscheck, Assistant Professor of Finance, School of Business Administration, and Jon Dawn, CFA were the faculty and industry advisors, respectively.

2017: For the first time in three years, students participated in the CFA Institute Research Challenge. The team was made up of four undergraduates, and one MBA/MSTax student. Gonzaga finished in second place out of eight regional schools.

CMBAM Best Sales Representative Winner 2016-2017 (Impact, Engagement): Chris Hartis, a sophomore business major minoring in marketing and sports management, was awarded 1st place for "Best Sales Representative" in the nation out of 106 universities that attended the CMBAM (College Media Business Advertising Managers) event in Fort Worth, TX. This is the first time that anyone has ever won 1st place for "Best Sales Representative" from Gonzaga University.

Collegiate DECA (Impact, Engagement): Collegiate DECA seeks to prepare students for careers in business. Students who want to participate in DECA's competition are able to take a one-credit class that focuses on preparation for competition.

2019: The Regional DECA conference took place in Bellingham, WA over the weekend. Nearly 100 college students from Washington and Idaho gathered to compete in their selected categories. Gonzaga's chapter had all 9 competitors place in the top 4 for their respective events. Shelby and Anthony competed in the Business Ethics role play event and placed 2nd. They were tasked with reading a situation and planning a response that would be presented to judges all within one hour. "We're pleased with our results and excited to compete at the National level come April. Being a member of DECA since high school has built my confidence and prepared me for a career after graduating." -Shelby

2018: Twelve Gonzaga students were among nearly 1,500 international and American students who competed in the Collegiate DECA (Distributive Education Clubs of America) International Career Development Conference in Washington, D.C. Competing, in various events, against students from more than 150 universities in the United States and other countries, the Gonzaga DECA chapter delivered strong performances in both the preliminary and final competitions. Six Zags advanced to the finals in four of the competitive events: marketing management, event planning, business-to-business marketing, and restaurant management.

2017: Twenty-one Gonzaga University students were among nearly 1,500 international and American students who competed in the recent Collegiate DECA (Distributive Education Clubs of America) International Career Development Conference in Anaheim, California. Participating in six events against 165 universities in the United States, Canada and China.

2016: Gonzaga sponsored the 2016 regional Collegiate DECA Conference at which 8 colleges from Washington and Canada competed in 21 separate competitive business events. Of Gonzaga's 35 competitors, 29 advanced to the international competition in Washington, D.C. At the international competition in Washington, D.C. about 2,000 students competed at the International Career Development Conference and from the Gonzaga team of 18 students, 9 students (7 of whom were affiliated with the SBA) earned awards.

D.A. Davidson's Student Investment Program (Impact, Engagement): In 2018, a team of Gonzaga University student investors won the 2nd Annual Fred Dickson Memorial Award from D.A. Davidson & Co. Named for its late chief market strategist, the award recognizes the team that demonstrates overall excellence and adherence to program objectives.

Students in Bud Barnes' portfolio management course won the 2018 Fred Dickson Memorial Award as the top-performing portfolio in D.A. Davidson & Co. Student Investment Program after earning returns of 50.4 percent.

D.A. Davidson's Student Investment Program was established in 1985 to give college students a hands-on experience in investing while learning skills and concepts like investment research, performance measurement, teamwork, and communications. The program is provided to 20 colleges and university teams in the West and the Midwest.

[Deloitte Audit Innovation Campus Challenge](#): The Audit Innovation Campus Challenge provides participating students with an opportunity to leverage their skills and experience through practical application by responding to a reality-based challenge statement.

Challenge overview: The school teams (one team per school) will have four weeks to respond to a challenge statement, which is released in the fall. Each school will have a team of four to six students, plus a Deloitte advisor, campus recruiter, and faculty advisor to support the teams as they work towards developing a response, which they will submit to an evaluation panel. The fall finalists (up to 12 school teams) will be invited to participate in the National Competition.

2020: Six of our students took part in the Deloitte Audit Innovation Campus Challenge over the past 4-5 weeks. The competition was virtual this year, and approximately 50 schools competed for a chance to attend the national competition at Deloitte U. in April. We just learned that Gonzaga was one of 12 teams selected for nationals!!! This is a tremendous accomplishment for these students, and it is the second year in a row that GU has qualified for nationals.

The team consisted of: Sydney Erne, Jessie Stenberg, Quentin Rickey, Anna Sanford, Harrison Steiner, and Nate Sacpopo.

2019: A six-member team of Gonzaga School of Business Administration accounting students won the regional competition of Deloitte's Audit Innovation Campus Challenge and was among 12 teams nationwide that advanced to the national finals at Deloitte University in Westlake, Texas.

The team consisted of: Sophomore Trevor Diuco, from Rancho Mission Viejo, California; Juniors Andre Eason, Bellevue, Washington; Thea Pelz, Danville, California; Emily Pinder, Portland, Oregon; Natalie Veto, Tiburon, California, and Senior Sam McEwan, Boise, Idaho. Teams representing 50 colleges and universities nationwide participated in the regional competitions Nov. 21 and 22 in Atlanta, Boston, Chicago, Dallas, Los Angeles and Minneapolis. The Gonzaga team had five weeks to respond to a challenge statement released in October. "The students made an awesome presentation at the regional competition," said Gonzaga accounting Professor Sara Kern, one of the team's advisers. "They faced some tough competition and I am incredibly proud of the Gonzaga team. We are very excited to compete at the national competition." Casey McNellis, assistant professor of accounting and a team adviser, said the accomplishment reflects the students' strong collaborative work and innovative thinking. "The team addressed the growing concern of data privacy and proposed a unique and practical solution that leverages specific competencies of the accounting profession," McNellis said. "During the competition, the students worked closely with Deloitte professionals, and I am excited that they will be continue this valuable learning experience in preparation for the national competition.

[Deloitte FanTAXtic Case Competition \(Impact, Engagement\)](#): A team of five Zag Accounting students participated in the Deloitte FanTAXtic Case Competition won the initial round in our first entry into this competition and competed in the national competition. The team was provided a 10-page case and 150 pages of supporting material and were charged with developing a solution/recommendation to a hypothetical client's business scenario (they were starting a new business in the midst of COVID).

[KPMG/Seattle University Financial Accounting Case Competition Fall 2016 \(Impact, Engagement\)](#): Gonzaga's team of accounting students won the 8th annual KPMG/Seattle University Financial Accounting Case Competition. The competition was among Pacific Northwest universities, and included the University of Alaska- Fairbanks, Boise State University, Central Washington University, Oregon State University, University of Oregon, Portland State University, University of Portland, Seattle University, and the University of Washington. This was just the second year the SBA participated in the competition. In addition to winning the overall competition, one student was named one of two Most Valuable Presenters.

Milgard Invitational Case Competition on Social Responsibility (Innovation, Impact, Engagement): In 2019 Gonzaga sent a group of four Hogan students, to compete against nineteen other teams from around the world in the 8th annual Milgard Invitational Case Competition on Social Responsibility.

Northwest Entrepreneur Competition (NEC) (Innovation, Impact, Engagement): The Northwest Entrepreneur Competition (NEC) is a collaborative student startup competition dedicated to providing students with the invaluable academic exercise of implementing their innovative ideas for new businesses. With a total of \$42,000 in prize money and \$20,000 in professional resources, the NEC provides young entrepreneurs with the necessary tools to turn a business plan into a life plan.

2021: OU of 71 applications to the Northwest Entrepreneur Competition, Gonzaga had six teams that made it to the semi-finals. "Piece of Cake" finished in 2nd place and won an award for "The Fan Favorite" Piece of Cake (Baking goods subscription delivery like Hello Fresh) and was created by Thea Skokan, Elizabeth Redmond, and Grace Siemering. Their passion and hard work over the past year was finally rewarded with a total of \$5,000. Luke Busby, with "Tech Trainer" finished in 3rd place "Open Business Category". Tech Trainer is a service to help seniors understand how to use devices such as smartphones.

2020: OU of 115 teams from 10 schools that applied to enter the 2020 Northwest Entrepreneur Competition, Gonzaga University had 6 teams from its Entrepreneurship Programs that were finalists. Two of those teams placed in the finals and won prize money. In the Business Division, Perfect Plastic, a product which reduces waste, placed in 3rd place. It was created by all Entrepreneurship & Innovation students: Mohammed Ageez, Corey Kispert, Killian Tille, Dylan Hay, Cameron Custodio, and Bryan Husin. In the Technology Division, Magna Hip, a hip replacement product, came in 3rd place. It was created by Megan Nakamura (Entrepreneurship & Innovation and Human Physiology), Charles Debaise (Mechanical Engineering), Joseph Heston (Mechanical Engineering), Bassel Mufarreh (Human Physiology), Madeline Robinson (Mechanical Engineering)

2018: Several teams from the School of Business Entrepreneurship & Innovation Program excelled at the NEC in Spokane. This year's competition attracted 65 teams from eight schools from the greater Spokane area. Of those entries, six teams from Gonzaga were finalists – including four who placed and earned prize money ranging from \$1,000-\$3,000.

Adventure Game Works took second place (\$10,000 prize) at the University of Washington Dempsey Startup Competition against a field of 113 teams comprised primarily of graduate students. Adventure Game Works also took second place (\$3,000 prize) at the Northwest Entrepreneur Competition held at Whitworth University, where another Hogan team, FLO, won third place (\$1,000 prize). Adventure Game Works is an entertainment startup that plans to create, produce and sell real-world game kits for customized live-action puzzle games played by small groups of family members, friends, or co-workers. FLO is a box subscription service that delivers sustainable and organic feminine care products to women.

2017: CJ Michael, a senior business major with a concentration in finance and a Hogan Entrepreneurial Leadership minor, and Chris McKinnon, a senior business major with Hogan Entrepreneurial Leadership and philosophy minors, won the 2017 NEC with the Travelers Bracelet team. Teams from WSU, Idaho, EWU, Whitworth, and Gonzaga competed in the finals

PricewaterhouseCoopers (PwC) Competition Winners (Impact, Engagement): PwC launched this Challenge in 2002, to increase students' exposure to professional services and the world of public accounting. This case competition has a significant impact on our students, helping them to better understand the vast career opportunities in professional services and connecting them with those in the industry. Winning teams demonstrate critical thinking, strong presentation skills, teamwork, and time management.

The students learn about the strategic issues companies all over the world are facing and compete for cash prizes. In addition to gaining recognition for critical thinking and communication skills, they also have the opportunity to connect with PwC professionals who judge and provide input on their business cases and presentations.

2018: A total of 24 students on 5 teams presented their case solutions, with "SEAR Consulting" finishing first in the PwC Challenge Case Competition on campus.

2017: Thirty-two students on 7 teams competed and presented their case solutions in the PwC Challenge, with the group "The Big 4" finishing first in the PwC Challenge Case Competition on campus.

Volunteer Income Tax Assistance (VITA) (Innovation, Impact, Engagement): Since 2001, Gonzaga University accounting students have been certified through this IRS program to prepare tax returns for low-income taxpayers in Spokane County. In collaboration with the United Way of Spokane County, students have helped generate more than \$1 million in refunds on annual basis since 2014. Joining the efforts are students from nearby Eastern Washington University and Whitworth University, however, the majority of volunteers are from Gonzaga. VITA service includes direct interaction with clients in a professional setting. Students are required to present themselves appropriately and safeguard the sensitive personal information they handle.

In 2016, eighty-four Gonzaga students contributed 978.5 volunteer hours at the Spokane United Way VITA site, which served 981 clients and filed 840 tax returns generating \$1,040,000 in refunds. In 2017, seventy Gonzaga students contributed 851 volunteer hours in an effort that resulted in the filing of 793 tax returns generating \$1,090,000 in refunds. 2018 saw a record year where 866 returns were filed generating \$1,225,915 in refunds. That year, seventy Zags volunteered 671.75 hours. In 2019, fifty-two Zags volunteered 623 hours, helped file 816 returns, and helped generate \$1,212,644 in refunds.

The program has long been an essential part of the professional and personal formation of Gonzaga accountants. The client-service experience they receive and the responsibility they undertake imparts on them the importance of the role they play as an advisor to others. After completing the program, students have a better understanding of what it is like to be a client-service professional all while providing a much-needed service to members of the local community. It would not be unusual to have a single parent making \$25,000 a year walk out of VITA with an earned income tax credit refund up to \$4,000, monies they may use to buy a car in so that they no longer have to take public transportation to work and as a result, have more time with their family. The program is truly impactful on many levels.

2021 WSU Business Plan Competition (Innovation, Impact, Engagement): Groove from Gonzaga University won the top prize of \$5,000. Led by Abby Dodd, Emmy Wagner and Stella Beemer, Groove proposed a free Google Chrome extension that uses a database of companies' information related to sustainability to rate products in three categories: carbon emissions, fair trade and waste impact. In addition to winning their division, the team tied for a special merit prize for the Best Social Impact Venture.

Awards

[Academic Citizenship Award \(Impact\)](#): 2019: Andrew Brajcich, Associate professor of Accounting

[Career Kindlers \(Impact\)](#): Faculty and staff are invited to participate in a series of learning sessions to help them integrate career development into their advising meetings, classroom discussions, and other interactions with students. Career & Professional Development provides faculty and staff with the tools necessary to assist students in their career journey. As a result of the training, participants will be more prepared to converse with students and alumni about their careers in a meaningful way. Staff and faculty will learn proven methods and techniques on how to illuminate the career path of Gonzaga University students in powerful and impactful ways. In 2019 the School of Business had 18 Career Kindlers participate in the program over the last 3 years.

[Elijah Watt Sells Award \(Impact\)](#): AICPA Honors Accounting Alumnus

Chase Ronderos, who earned a Master's of Science in Taxation (MSTax) degree from Gonzaga in 2019 and a bachelor's in accounting in 2018, is among 137 winners of the prestigious 2019 Elijah Watt Sells Award from the American Institute of CPAs honoring the nation's top performers on the Uniform CPA Examination.

To qualify for the award, CPA candidates must obtain a cumulative average score above 95.5% across all four sections of the Uniform CPA Examination, pass all four sections on their first attempt, and have completed testing in 2019. One of nearly 75,000 individuals who sat for the CPA Exam in 2019, Ronderos said the award honors both him and Gonzaga's faculty.

The Elijah Watt Sells Award program was established by the AICPA in 1923 to recognize outstanding performance on the CPA Exam. Sells, one of the first CPAs in the United States, was active in the establishment of the AICPA and played a key role in advancing professional education within the profession. The AICPA, which owns and scores the CPA Exam, works with hundreds of volunteers and other stakeholders to maintain its relevance to the profession and alignment with the knowledge and skills required of a newly licensed CPA.

[FASB Honor \(Impact\)](#): In 2019 Gonzaga University Master of Accountancy student Kelly Garrett was one of approximately seven students nationwide chosen by the Financial Accounting Standards Board (FASB) to receive a prestigious Postgraduate Technical Assistant (PTA) position. Garrett is the first Gonzaga student to be selected for the position.

[Fulbright U.S. Scholar Professor \(Impact\)](#): Timothy Olsen, Ph.D., assistant professor of management information systems, has been selected as a Fulbright U.S. Scholar for the 2020-2021 academic year by the U.S. Department of State and the Fulbright Foreign Scholarship Board.

[Most Powerful Women in Accounting \(Impact\)](#): Lindsay Stevenson (B.A. Accounting) was recognized among the 2019 Most Powerful Women in Accounting

[Open Faculty Award Non-Tenure-Track \(Impact, Innovation\)](#): Don Hackney, J.D. Associate Professor, Business Law, 2020. The Open Category award recognizes exemplary work by faculty that is innovative or represents a unique individual contribution that would normally not be recognized in other categories of exemplary faculty awards.

[Opportunity Northeast \(ONE\) Research Fellow](#): Vivek Patil, Ph.D., Professor of marketing and a specialist in data visualization, serves the initiative as research fellow.

PCAOB Scholar (Impact): Jake McGann, from Minnetonka, Minnesota, who begins the Master of Science in Taxation (MSTax) program at Gonzaga University this fall, is among 234 U.S. college students to receive a \$10,000 scholarship for the 2020-2021 academic year from the Public Company Accounting Oversight Board (PCAOB).

PWC Inquires Program Awards \$10,000 (Innovation, Impact): Gonzaga's accounting programs were awarded \$10,000 through the PWC Inquires program to be used to integrate data analytics into the accounting program's curricula by Fall 2018. In May, Professor Matt Hoag attended a curriculum development conference in Amsterdam on the topic of integrating data analytics/data science into the business school curriculum. Several presenters from academia and industry shared experiences and interacted with representatives from schools around the world to discuss their efforts. This year, Matt will work with colleagues, alumni and advisory board members to lay out an accounting curriculum that more intentionally integrates data analytics concepts and technology skills with the technical accounting content and professional development elements that are a hallmark of our current curriculum. The curriculum development will encompass all three accounting programs: Bachelor of Accounting, Master of Accounting, and Master of Science in Taxation.

The Society for Human Resource Management Renewed Certificate of Alignment in 2017 (Impact): The Society for Human Resource Management (SHRM) renewed the certificate of alignment between Gonzaga's human resource management concentration in the School of Business and the SHRM HR Curriculum Guidelines. The certificate, which is renewed every four years, was previously granted in 2012, 2015 and 2019.

Only 335 educational institutions worldwide have been acknowledged by SHRM as being in alignment with the suggested guides and templates. SHRM is the world's largest HR professional society, representing 285,000 members in more than 165 countries.

SHRM Superior Merit Award: The Society for Human Resource Management (SHRM) awarded a 2019-2020 Superior Merit Award for designation to the Gonzaga University School of Business SHRM student chapter for providing superior growth and development opportunities to its student members. The SHRM student chapter merit award program encourages the development of more effective student chapters and distinguishes outstanding activities and projects. Chapters are recognized based on chapter operations, chapter programming and professional development of members, support of the human resource profession, and SHRM engagement. "Today's members of our student chapters are the HR leaders of tomorrow. They are the movers and shakers of the future, and we cannot understate the vital role they play in SHRM's success," said Johnny C. Taylor, Jr., SHRM-SCP, SHRM president and CEO. "The Gonzaga SHRM Chapter #5444 is evidence that the future of HR is, indeed, in good hands. I applaud their accomplishments and ability to fiercely move forward during a time of such change and uncertainty in the workplace.

Teaching Excellence Award Non-Tenure Track (Impact): This award recognizes exemplary performance by faculty in creating learning environments. 2020: Cathy DeHart, M.ED. | Lecturer-IR, Accounting. 2019: Adrian Leithauser, Business Ethics

WA CPA Scholarship (Impact): Fifteen Gonzaga University accounting students have been awarded Washington CPA Foundation scholarships for academic year 2019-20. Undergraduates received \$5,000 while graduate students received \$8,000. Gonzaga and the University of Washington tied among eligible institutions for the most recipients.

A total of 70 scholarships amounting to more than \$400,000 were awarded to accounting students attending universities in Washington state this year by the Washington CPA Foundation, which helps aspiring CPAs realize their dreams by supporting Washington-based accounting students through scholarships. Support for the Foundation comes from professionals, including the Washington Society of CPAs.

[Welcomed into the CFA University Recognition Program in 2017 \(Impact\)](#): The Chartered Financial Analyst (CFA) Program sets a standard for developing the skills, standards, competence, and integrity of financial analysts, portfolio managers, investment advisers, and other investment professionals worldwide. It is widely considered the investment profession's most rigorous credentialing program.

The School of Business Administration's undergraduate finance concentration has been welcomed into the Chartered Financial Analyst University Recognition Program. Gonzaga's finance curriculum, part of the Bachelor of Business Administration degree, has incorporated at least 70 percent of the CFA Program candidate body of knowledge and emphasizes the CFA Institute code of ethics and standards of practice. The CFA Program positions students to obtain the chartered financial analyst designation, which, according to the CFA Institute, has become the most respected and recognized investment credential in the world.

Entry into the CFA Institute University Recognition Program signals to prospective students, employers, and the marketplace that Gonzaga's finance curriculum is closely tied to professional practice and is advantageous for students preparing to take CFA examinations. Additionally, Gonzaga is eligible to receive a limited number of student scholarships for the CFA Program each year.

Events and Programming

[The Aram Lecture on Business Ethics \(Impact, Engagement\)](#): (2010-present) The Aram Lecture is a keynote address given each year by a visiting lecturer invited by Gonzaga University's John L. Aram Professor of Business Ethics (currently held by Dr. Brian Steverson). The professorship was established in honor of John Aram, a Gonzaga trustee and benefactor. The goal is to give students greater awareness of the ethical dilemmas faced by decision makers in business and government. In 2020 The Aram Lecture on Business Ethics keynote speaker was Julie Frye, Principal, Strategic Investment Fund at the Bill & Melinda Gates Foundation. Julie spoke on the topic "Ethics and Equity in the Midst of a Pandemic." Back in March, hospitals across the U.S. had to make decisions about who would receive care amidst a shortage of hospital beds. Seven months later, many global leaders continue to make painful trade-offs daily: Does a country buy 10 malaria tests or one COVID-19 test? Do test results matter if a country can't afford to care for these patients? Who should receive the limited global supply of vaccines? BU the story doesn't end here. Amidst mounting challenges, leaders are demanding more equitable access to critical COVID supplies, with some surprising results.

[Boeing Excursions \(Innovation, Impact, Engagement\)](#): For the past few years Boeing and the SBA have partnered to send SBA faculty and staff to Boeing's facilities on the west side of the state. This allows our faculty and staff to network with Boeing employees (many of whom are Gonzaga alumni), catch up on new processes and techniques in use at Boeing, and have conversations about what Boeing is looking for in employees.

[Canfield Family Lifelong Learning \(Impact, Engagement\)](#): On November 5, 2020, the Canfield Family Lifelong Learning event featured Chris Lowney. Chris Lowney is vice chair of the board of CommonSpirit Health, America's largest nonprofit health system with \$29 Billion in revenues and more than 150,000 employees. He is a one-time Jesuit seminarian and later served as a Managing Director of J.P. Morgan & Co on three continents. He is a popular keynote speaker who has lectured in more than two-dozen countries, on leadership, business ethics, decision-making and other topics. Mr. Lowney spoke on the topic "The New Leader: What 2020 Taught Us About How to Lead in 2021 (and after)".

Additionally, the SBA hosted a complementary three-week workshop on Chris Lowney's newest book, [Make Today Matter: 10 Habits for a Better Life \(and world\)](#).

Career in... Events (Innovation, Impact, Engagement): In 2011, the SBA held its first “Careers In Finance” event, bringing together nearly a dozen Gonzaga alumni in various positions throughout the finance world to provide guidance on mentoring, career development, networking, and marketing yourself in the field. This first event met with such success that it has been expanded to include individual events for marketing, human resource management, and other disciplines. This series is expanding to include all disciplines, providing our students with a valuable career development opportunity, connecting us with firms throughout our disciplines, and providing ongoing opportunities to engage with our alumni. We have also extended this concept to careers in specific organizations. We used this same format to highlight opportunities at companies like Boeing. In 2020-2021 there are seven different disciplines that held/are holding events not including company specific events.

Careers in Posters-Internships (Impact, Engagement): This event was conceived by the Internship Task Force in 2016 to give faculty and staff the opportunity to learn more about what our students are doing in their internships. Rating sheets were available to provide feedback on the posters and the session in general. The posters are one part of the students’ post-internship requirements. Other assignments included a blurb for the webpage, an introduction for the lobby screens, a self-evaluation, a supervisory evaluation and (possibly) other assignments as named in the original learning agreement.

Community Partners Event (Innovation, Impact, Engagement): Established in 2014, the Community Partners event is a social that allows the SBA and its community partners to honor the members of the business school who are retiring, and to celebrate our successes and milestones from the current academic year. The Dean gives a preview of what might be on the horizon for the next year and hosts our valued partners in the business community who have been involved in the life of the school.

Class speakers (Impact, Engagement): The SBA welcomes class visits by our community business leaders throughout the year. Faculty members are open to either course-specific talks or more general discussions about an organization, careers, and the market.

Economics Symposium (Impact, Engagement): (1977-present) The Economics Symposium is one of the SBA’s largest events. The symposium is traditionally held bi-annually. The next symposium, the 27th in the series, is scheduled for spring 2021. The symposium usually features a nationally renowned speaker, is held in a large venue (e.g., the campus athletic center), and has the most exposure potential of anything we hold, both in terms of attendance and media exposure. In 2017, we welcomed Christina Romer, Christina Romer, Class of 1957 Garff B. Wilson, Professor of Economics at the University of California, Berkeley who spoke on the topic “In the Wake of Disaster: The Great Recession in Historical Perspective”. In 2019, we celebrated the 26th Annual Economics Symposium featuring Bud Barnes, Professor of Economics & Dean Emeritus, Gonzaga University and founder of the symposium. Bud spoke on the topic “America Divided: An Economic Perspective”. In his talk, Dr. Barnes offered an economist’s perspective on controversial topics including, immigration, globalization, climate change, and health care, tying them to both inequality and the political divide. Over 280 guests attended.

Entrepreneurship Week (Innovation, Impact, Engagement): In 2016, the SBA held its first Entrepreneurship Week to encourage entrepreneurial thought and action among students. The week includes a panel discussion, the Pigott Entrepreneurship Lecture, a presentation by the New Venture Lab students to community members and other students and an open session for students and the Entrepreneurship Advisory Board to network.

Ethics Week (innovation, Impact, Engagement): In 2013, the SBA began holding Ethics Week. During the week, attendees can listen to business and industry experts discussing topics related to business ethics and best practices, corporate social responsibility, the environment and sustainable business strategies. Faculty members are encouraged to teach a specific topic, case study, speaker, film or other activity directly related to business ethics and best practices in each class section. Other activities during the week include a faculty workshop, the Aram Lecture on Business Ethics, a panel discussion, and the SBA Ethos Statement Signing celebration.

In the fall of 2020, the SBA held its 6th Annual Ethics Week. During the week, attendees listened to business and industry experts discussing topics related to business ethics and best practices, corporate social responsibility, the environment, and sustainable business strategies. Events that took place included: The Aram Lecture on Business Ethics keynote speaker was Julie Frye, Principal, Strategic Investment Fund at the Bill & Melinda Gates Foundation. The Associate Dean sent all the business students the Ethos statement in her weekly email. During the School of Business Administration monthly meeting Dr. Brian Steverson and Dr. Adriane Leithauser lead an informative discussion about the Ethos Statement. The SBA's Jesuit liaison Fr. Max Oliva sent a special Ethics week email to all of our Faculty and Staff to end the week. And, faculty members embedded into their coursework specific topics, case studies, guest lecturers and speakers, films, or other activities directly related to business ethics and best practices.

Keynote speakers (Impact, Engagement): The SBA hosts a number of speakers during the course of the academic year. The audiences can include individuals from the local Spokane business community, our greater Gonzaga community, and our undergraduate/graduate student populations.

Lifelong Learning Series (Innovation, Impact, Engagement): In 2018, the SBA started its Lifelong Learning workshops. Ken Anderson, Dean of Gonzaga University School of Business Administration, was the first to present a workshop on Negotiations. As "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons, the Lifelong Learning Series is one of our newest initiatives that we believe highlights each of our three core values. It not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability. It further engages our alumni and friends of the school in meaningful and fulfilling ways. The program is made up of three parts: (1) introduction and overview of GU/SBA; (2) course content; and (3) social/networking. Events have been held in Spokane, Seattle, Portland, and Denver.

Mondays at Noon (Innovation, Impact, Engagement): In the spring of 2020 we began an on-line program called Mondays at Noon. This hour-long program was designed to help the school stay connected with our students and other stakeholders. Available via Zoom each week, we feature a noteworthy leader from the Gonzaga network who provides insight and commentary on the world of business. Additionally, we use this time to give the listeners a chance to interact with the speakers and leadership of the business school. All our Mondays at Noon recordings can be found on our Zagbusiness Events YouTube Channel.

The Pigott Entrepreneurship Lecture (Impact, Engagement): (2011-present) is a keynote address given each year by a visiting lecturer invited by Gonzaga University's Pigott Professor of Entrepreneurship (currently Dr. Todd Finkle). Past speakers have included; Antonio Anselmo, CEO, ChemBioPower (2016), Fritz Wolff, Chairman, The Wolff Company (2017), Timothy Barnard, Chairman Barnard Construction (2018), Don Kardong, Athlete, AUhor, Businessman (2019) and Tom Simpson, Entrepreneur, Angel Investor, Mentor, and Co-founder of Kaspian (formerly etailz) (2021) During Tom's presentation "Kaspian: 0 to 90 in 7" he highlighted his background as an investment banker and venture capitalist, how Kaspian was incubated at Gonzaga University, the drivers behind the company's growth, the impact on the Spokane community and lessons learned.

[Mozilo Lecture on Affordable Housing \(Impact, Engagement\)](#): In 2019, the SBA started a new speaker series where community, business, and university leaders presented an informative program on the critical issue of housing affordability.

In 2021, The Angelo and Phyllis Mozilo Chair in Business Administration, Dr. Danielle Xu hosted an online panel presentation on Housing Affordability: Understanding this Important Issue. Panel members consisted of Ben Stuckart, Director, Spokane Low Income Housing Consortium, Jonathan Mallahan, Vice President, Housing, Catholic Charities Spokane and Terri Anderson, Director, Tenants Union of Washington State, Spokane and was moderated by Adriane Leithauser, Lecturer of Business Ethics.

[2019 1st Annual \(Seattle\) Wine and Dine \(Impact, Engagement\)](#): In 2019, the SBA hosted its 1st Annual Wine and Dine fundraising event at the Columbia Tower in downtown Seattle. The evening started off with a reception, followed by an exceptional dining experience. This event generated over \$20,000 in net revenue. Through sponsorship SBA hosted 12 young alumni to attend.

[Annual \(Spokane\) Wine and Dine \(Impact, Engagement\)](#): In 2019, the SBA hosted its 5th Annual Wine and Dine fundraising event. The evening started with a reception, followed by an exceptional dining experience courtesy of Sodexo's top chefs. This event generated over \$60,000 in net revenue.

[MBA-AIE Speakers: "Leadership - Native American Style" \(Impact, Engagement\)](#): presented by Derrick Watchman MBA in American Indian Entrepreneurship presented its 1st featured guest speaker on February 23, 2021.

Advisory Boards:

[Deans Exec Board \(Impact, Engagement\)](#): The Gonzaga University School of Business Administration (SBA) Executive Council assists the Dean of the SBA in accomplishing the SBA's mission to be a national leader providing education in business and fostering closer ties between the SBA and its constituents.

[Deans Forum Board \(DFB\) \(Impact, Engagement\)](#): The purpose of the Dean's Business Forum shall be to enhance communication between the School of Business Administration and the alumni and friends of Gonzaga University to promote the professional exchange of ideas related to current business issues. This board is an advisory board for engagement. They are involved with the school in many important ways, one of which is connecting the school with the broader business community.

2021: Dean Anderson and the DFB hosted its first State of the SBA overview. All donors to the SBA were invited in appreciation of their support of the Gonzaga University School of Business Administration.

SBA Advisory Boards: (Impact, Engagement): The SBA has several advisory boards that include individuals from within Gonzaga, from across the region, and experts from different industries who have extensive experience in business and other related fields. Advisory Board members contribute to the business school in a number of ways: committing their time, energy, expertise and their financial resources to helping the school achieve its mission. Our Board members help determine the school's direction, develop priorities, participate in programming and other educational initiatives, and serve as advocates in business, community, and educational circles. The SBA is extremely thankful to these talented and generous individuals for the many ways they have shaped our purpose and our impact.

- Graduate Advisory Board
- Accounting Advisory Board
- MIS Advisory Board
- Entrepreneurship Advisory Board
- Finance Advisory Board
- Operations Advisory Board
- SHRM Advisory Board
- Student Advisory Board

Gonzaga Center for Climate, Society, and the Environment (Impact, Engagement) 2021: Cathy DeHart was appointed by the Provost to a three-year term on the Advisory Board for the Gonzaga Center for Climate, Society, and the Environment. This continues several efforts Cathy has made in this area including a presentation in the "Go Green Get Green" forum on March 24th.

Faculty/Staff Committees

Faculty and Research Development (Impact): This committee provides guidance and support for continuing instructional and professional development. They advise and assist individual faculty when requested or needed; provide a forum for professional dialogue and review; when appropriate, assist with faculty development planning, research planning, and involvement in professional organizations, etc.

Graduate (Impact): This committee conducts ongoing review of graduate curriculum as it pertains to the school's mission, accreditation standards and guidelines, rigor of course content, and market demands. Includes evaluation of admission standards and when necessary, evaluation of applicants for admission.

Continuous Improvement (Impact): This 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, works with appropriate curriculum committees to maintain continuous improvement, provides measure of educational outcomes through comprehensive review and examination.

Strategic Mission and Planning (Impact): This committee reviews and evaluates the School of Business mission and objectives, accreditation and self-study, and other strategic functions as they relate to planning and development.

Information Technology (Impact, Innovation): This committee reviews and identifies resources needed to support instruction, scholarship, and learning.

Undergraduate Curriculum (Impact): This committee conducts ongoing review of undergraduate business core curriculum as it pertains to the mission, accreditation standards and guidelines, and market demands. Curriculum review also involves evaluation of course content, course syllabi, course relevance and currency, etc.

Globalization (Impact): This committee conducts an ongoing review of business school curriculum and programming as it related to globalization. This includes interfacing on an as needed basis with other university functions and offices.

Belonging, Inclusion, and Equity (Impact): This committee provides leadership on SBA and university-level efforts to create an inclusive and equitable school with high levels of belonging. The committee is co-chaired by one staff and one faculty member. The main focus of the committee is student experience but faculty and staff matters will be considered as well. The faculty co-chair also serves as the SBA's representative on the Bias Incident Response Team and the Council on Diversity, Equity and Inclusion.

Appendix 2 – Strategic Plan

SBA Strategic Plan (Revised June 2018)

Vision

- We will be a global leader in Jesuit business education.

Values

- We are committed to academic excellence
 - Deliver a rigorous, relevant and dynamic curriculum to meet the needs of our changing world.
 - Encourage and support scholarly activities that contribute to our disciplines and the common good.
 - Inspire greater student performance and accountability in curricular and co-curricular activities.
- We actively engage in our university and our community
 - Develop rich learning experiences that engage students with real business and community challenges and opportunities.
 - Create mutually beneficial exchanges among faculty, businesses and community partners.
 - Contribute to the excellence and reputation of the University.
- We embrace the Jesuit legacy of inspired, confident and innovative action
 - Deepen our understanding of and commitment to Jesuit values and pedagogy
 - Develop a branding strategy that highlights the distinctiveness of Jesuit business education.

Suggested tactical initiatives (based on priorities from strategic planning process):

- We are committed to academic excellence
 - Deliver a rigorous, relevant and dynamic curriculum to meet the needs of our changing world.
 - Increase analytics/technology focus throughout the curriculum.
 - Develop more multi-disciplinary or interdisciplinary curriculum offerings.
 - Increase international opportunities for students (e.g., China course model).
 - Encourage and support scholarly activities that contribute to our disciplines and the common good.
 - Inspire greater student performance and accountability in curricular and co-curricular activities.
 - Create a freshman class that introduces students to SBA curriculum, core Jesuit mission, values and expectations.
- We actively engage in our university and our community
 - Develop rich learning experiences that engage students with real business and community challenges and opportunities.
 - Enhance existing and create new opportunities for students to engage with community partners through internships, service learning, projects and other experiential learning activities.
 - Create mutually beneficial exchanges among faculty, businesses and community partners.
 - Create more local relationships with companies (like Boeing) and local business to engage faculty/students in exchanges, experiences, tours, and projects.
 - Contribute to the excellence and reputation of the University.
 - Use our new web site, social media and other means to tell our story in research, consulting, board experiences, teaching, and service to all our constituents.
 - Open 1-credit weekend intensive courses and create SBA sponsored and hosted continuing education classes to GU staff and members of the broader Spokane community.
 - Design classes for the emerging University Core that integrate Core themes with our focus on responsible, sustainable, and contributory business.
 - Offer a “Business as a Calling” class that would qualify as a Freshman Seminar.
- We embrace the Jesuit legacy of inspired, confident and innovative action
 - Deepen our understanding of and commitment to Jesuit values and pedagogy.
 - Provide ongoing education to faculty and staff on topics of Jesuit, Catholic tradition and values.
 - Incorporate Jesuit values and pedagogy more fully throughout curriculum.
 - Create a “Jesuit Business Ethics” seminar for the external business community.
 - Develop a branding strategy that highlights the distinctiveness of Jesuit business education.
 - Publish mission-related stories (of students, faculty, alums) on our website, social media, newsletters and other communications.

“SBA of the Future” Visioning Process – March 2020

1. Develop a program of experiential learning that goes beyond, in breadth and depth, our current internship program and the various “ad hoc” opportunities our students have for experiential learning.
 - Go “all in” with an SBA commitment to Opportunity Northwest (the Place Based initiative). The school and every discipline can contribute to this initiative.
 - Provide a “refresher” on the Ignatian Pedagogical Paradigm. Ignatian pedagogy includes experience, reflection and action.
2. Technology-centered education will, in short order, become the norm for business education.
 - Require a baseline course in data analytics for every student; each discipline has a data analytics component in their areas
 - Expertise in data analytics included as a preference for all new faculty hires
 - Develop a fully hybrid course MBA track to extend the reach of MBA in the region
3. It is overwhelmingly clear, that SBA’s will need to work vigorously to diversify their faculty and student bodies as the demographic profile of students seeking a business education, undergraduate and graduate, continues to shift.
 - Develop a fully hybrid course track to extend the reach of MBA in region
 - All hiring committees for faculty/staff extend the reach of searches to include underrepresented groups
 - Develop benefaction source to support MBA tuition-funding to recruit from underrepresented groups
4. It is inescapable that the integration of a concern for environmental and social sustainability is quickly becoming a necessity for all SBA’s.
 - Incorporate sustainability content throughout the SBA curriculum
 - Expertise in sustainability included as a requirement/preference for all new faculty hires
5. Our research paints a future that will be increasingly complex and turbulent for business schools. If the SBA is to navigate this dynamic environment, it should intentionally develop a culture based on the Jesuit mission and values and create an internal organization that is agile, innovative and integrative.
 - Explicitly include mission in all new faculty/staff hiring criteria
 - Continue regular “brown bag” presentations and other means to develop mission awareness/skills
 - Break down walls/silos between disciplines in SBA and across campus (note- the Opportunity Northwest initiative offers a means for greater collaboration within the SBA and across campus)
6. All of the above recommendations will require growing opportunities for faculty development.
 - SBA mission, values and priorities should drive hiring and faculty development decisions
 - Dean’s office supports faculty development in experiential learning pedagogy, technology development (data analytics), diversity, sustainability

Appendix 3 – Policies for Hiring, Review, Tenure, and Promotion

Policy on tenured faculty review

As approved at the faculty meeting of May 14, 2015, the faculty of the School of Business adopted the following revised process for Tenured Faculty Review for members of the School of Business faculty:

Annually, every faculty member submits to the Dean of the School of Business Administration a self-evaluation statement and meets with the Dean to discuss his/her performance in each of the evaluation areas outlined in the Faculty Handbook. This annual review should also include an assessment of the faculty member's performance relative to maintaining his/her qualified faculty status per the criteria adopted by the SBA to operationalize the AACSB faculty status categories.

Faculty members will undergo a more detailed review on a rotating three-year cycle in which they must also submit the following to the Dean of the School of Business Administration:

- Numerical university course evaluations for all courses taught since the last review, or some other course evaluation method via which all students have had the opportunity to provide feedback. (The inclusion of unselected written comments is optional.)
- A one-page reflection on the faculty member's teaching and his/her on-going efforts to maintain teaching excellence and effectiveness along with peer evaluation of the faculty member's teaching.
 - The subsequent performance review with the Dean will be particularly focused on these additional materials and thus, a more substantial conversation regarding one's teaching performance is expected.

Fixed-Term Faculty Criteria for Reappointment and Promotion

Adopted by Faculty of the School of Business Administration: February 11, 2010

The ability of the Gonzaga University School of Business to achieve its mission, objectives and, ultimately, its vision rests in the skills and efforts of its faculty. As such, the criteria for fixed-term faculty review, reappointment, and promotion are established to evaluate whether a faculty member's workplace activities are consistent with, and sufficiently contribute to, advancing the vision, mission, and objectives of the School of Business and of Gonzaga University.

General Criteria for Faculty Reappointment and Promotion

All faculty members undergoing review for reappointment or applying for promotion must first satisfy the requirements established in the Gonzaga University Faculty Handbook. These criteria are classified within four general areas: teaching, advising, professional development and service. (Section: 302.00) Such review is conducted by the Committee on Reappointment, Promotion and Tenure (CRPT).

*Gonzaga University School of Business Criteria for Reappointment and Promotion **

In addition to the criteria specified in the Gonzaga University Faculty Handbook, the School of Business has established the following criteria for reappointment and promotion. Consistent with the University's guidelines, these additional criteria are classified within the areas of teaching, advising, professional development and service.

Normally, fixed-term faculty will be professionally qualified as defined below. In cases in which the fixed-term faculty member is to be academically qualified, the criteria for reappointment and promotion will be the same as those outlined in this document, except for the area of professional development. For academically qualified faculty, the criteria for professional development will be defined by the Dean in collaboration with the Committee on Reappointment, Promotion and Tenure.

Professionally Qualified (PQ) Faculty:

Normally, for a faculty member to be considered professionally qualified, they will possess a master's degree and relevant professional experience in the field in which they teach. Faculty members who do not possess the master's degree may be considered professionally qualified at the undergraduate level only. A bachelors degree, licensed/certified professional, executive experience, combined with continued education (may include seminars, workshops, course work, advanced training and certificate programs), is counted as evidence of professional qualification.

Additionally, articles, manuscripts, books and chapters in books, in the field support professional qualification status. Professional experience may be indicated by, but is not limited to, level(s) of employment experience and time in the field(s). Services on boards, committees, and discipline-related professional organizations contribute to the overall professional qualification.

- At employment, specific job descriptions for fixed-term faculty members will be developed by the senior faculty members of the candidate's discipline in collaboration with the Dean.

Additional Teaching Criteria for Reappointment and Promotion within the School of Business Administration

The Gonzaga University School of Business defines an effective teacher as a faculty member exhibiting the following characteristics (items are not rank-ordered):

1. The faculty member is sufficiently prepared to convey course material in an effective manner.
2. The faculty member presents course material clearly in a manner that recognizes its complexity.
3. The faculty member presents course material in a manner that exemplifies the instructor's knowledge of the course material.
4. The faculty member displays a positive attitude toward students.
5. The faculty member challenges students to grow beyond their present capacities.
6. The faculty member displays enthusiasm while teaching.
7. The faculty member displays effective class management skills.
8. The faculty member, where appropriate, relates the subject matter to ethics, human values, issues of peace and justice, or other dimensions of the human condition commensurate with the University's Jesuit mission.
9. The faculty member introduces innovative teaching methodologies, supplemental readings, new teaching-related technologies or other pedagogical tools where appropriate to enhance student learning.

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities (items are not rank-ordered):

1. Classroom visits by members of the Committee on Reappointment, Promotion and Tenure or by members of the faculty member's discipline appointed by the Committee chair.
2. Written evaluation by other faculty members (including those from the Committee on Reappointment, Promotion and Tenure) supported by concrete evidence and examples.
3. Student evaluations of teaching effectiveness. (Note: if students' written comments are provided, they should all be submitted in their entirety).
4. Statements of teaching philosophy.
5. Evidence of continued development of pedagogical or teaching tools.
6. Continued preparation of new courses and/or course materials.
7. Evidence of incorporating innovation and/or new technology into the course material or in classroom activities where appropriate to foster learning.
8. Other relevant information as deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.
9. Faculty members can present evidence of items 2-8 within their yearly reappointment reports, and/or in their statements of self-evaluation.

Additional Advising Criteria for Reappointment and Promotion within the School of Business Administration

The Gonzaga University School of Business defines an effective advisor as a faculty member exhibiting the following characteristics:

1. The faculty member is genuinely concerned about the student's academic and personal growth.
2. The faculty member is committed to making him/herself available to students (whether formally assigned as an advisor or not) for consultation outside of the classroom.
3. The faculty member is sufficiently knowledgeable about services on campus designed to assist students in completing degree requirements, maintaining proper academic standing and finding post-graduation employment.
4. The faculty member is familiar with the University and School of Business requirements for degree completion in the faculty member's field of study.

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities: (items are not rank-ordered):

1. Statements of self-evaluation as they relate to advising effectiveness.
2. Written feedback from students, faculty, and/or administrators.
3. The number of advisees (both formal and informal) assigned to and advised by the faculty member.
4. Active participation in the Center for Teaching and Advising (CTA), that may include a certificate for completing the Advising Academy program.
5. Other relevant information as deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 1 through 5 within their yearly reappointment reports, and/or in their statements of self-evaluation.

Additional Professional Development Criteria for Reappointment and Promotion within the School of Business Administration

Normally, fixed-term faculty will be professionally qualified and the criteria below are applied. In cases in which the fixed-term faculty member is to be academically qualified, the criteria for professional development will be defined by the Dean in collaboration with the Committee on Reappointment, Promotion and Tenure.

The Gonzaga University School of Business defines effective professional development as a faculty member exhibiting the following characteristics:

1. The faculty member actively pursues her/his own professional development and participates in professional development activities for faculty and practitioners in her/his field.
2. The faculty member is committed to conducting professional activities in an ethical and responsible manner.
3. The faculty member is committed to upholding academic freedom and demonstrating respect for the positions of others.
4. Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities: (the items are not rank-ordered.)
5. Publication of books, articles or proceedings in the faculty member's discipline* or related areas that apply the discipline.
6. Presentations at regional, national or international conferences in the discipline or related areas that apply the discipline.
7. Publications in University mission-related areas.
8. Continuing education in the discipline (may include seminars, workshops, course work, advanced training and certificate programs).
9. Services on boards, committees, and discipline-related professional organizations.
10. Consulting work within the faculty member's discipline or related areas.
11. Obtaining grants or other funding for professional development within the faculty member's field or related areas.
12. Any additional information deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 1-8 by submitting a curriculum vita or information contained in their yearly reappointment reports, or in their statements of self-evaluation.

Additional Service Criteria for Reappointment and Promotion within the School of Business Administration

The Gonzaga University School of Business defines an effective academic citizen as a faculty member exhibiting the following characteristics:

- The faculty member is familiar with the missions of the University and the School of Business.
- The faculty member shares the University's commitment to justice, ethics, tolerance and academic freedom.
- The faculty member is actively involved in the life and governance of the School of Business and the University as a whole.
- The faculty member is involved in the civic community.

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities: (Item one is of primary, but not exclusive, importance. All other items are not rank-ordered.)

1. Active participation on School of Business and/or University committees.
2. Attendance at functions, including convocations, faculty meetings and commencement activities.
3. Pro-bono work within the faculty member's discipline or related areas for businesses or other organizations.
4. Participation in conferences and workshops on Jesuit and Catholic intellectual traditions and educational philosophies.
5. Involvement in on-campus activities, such as student or faculty organizations.
6. Service to the civic community.
7. Any additional information deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 1 through 7 in their yearly reappointment reports, or in their statements of self-evaluation.

Fixed-Term Faculty Criteria for Reappointment and Promotion

Adopted by Faculty of the School of Business Administration: October 13, 2017

Election of Committee Members

The Committee on Reappointment, Promotion and Tenure (the CRPT) will consist of five tenured faculty members, elected by the School of Business Administration (SBA) faculty. Faculty can self-nominate or be nominated by another faculty member for the CRPT. If a faculty member is nominated, the nominated faculty member can decline the nomination. The five elected members of the committee will select a chair each year, whose responsibility it is to coordinate all activities of the committee.

Committee members will serve a three-year term. Each April, the faculty will elect one or two new members to the committee, depending on the number of new members necessary to constitute a committee of five. The two faculty members with the highest number of votes not elected to the committee shall be alternates, with the alternate receiving the highest number of votes designated as First Alternate, and the other as Second Alternate. Alternates will serve if a regular member of the committee is not able to serve. Committee members going up for promotion must recuse themselves from the committee for the remainder of their term. In addition, committee members away from the university (e.g. participating in a study abroad program, on leave, on sabbatical, etc.) must recuse themselves from the committee for the entire period that they are away. Faculty members cannot serve on the CRPT for the two years after completion of a three-year term. In addition, faculty members recused due to going up for promotion cannot serve on the CRPT for one year after the year in which their promotion petition is considered.

Annually, the Dean will send a list of CRPT members to the Academic Vice President.

Initial Application Procedures

At least three months before materials are due to the CRPT, the Dean will make a general announcement of deadline dates to submit materials to the committee.

Reappointment reviews and tenure petitions will follow the schedule outlined in the contract between the university and the faculty. Reappointment reviews are conducted in the fall or spring, depending on the year of appointment. Tenure review is conducted in the spring semester.

- Faculty members who plan to apply for promotion should meet with the Dean before the end of the spring semester to review their eligibility for promotion and to make a realistic assessment of whether promotion criteria can be met. The candidate should review Sec. 302 of the Faculty Handbook, as well as the school's specific criteria for promotion relative to professional development and intellectual contributions, teaching, advising and academic citizenship. The promotion review is conducted in the fall semester.
- Faculty members who apply for promotion and tenure in the same year will submit a single petition in the spring semester, using the deadline for tenure petitions.
- By September 1, the Dean will send the Chair of the CRPT a list of faculty who will be evaluated for reappointment or promotion or tenure during the academic year.

- Faculty members seeking reappointment and/or tenure will receive from the Dean a list of documents for inclusion in the application file, as well as supplementary and other supporting materials which the applicant may want to include. In addition, faculty are directed to the “Guidelines Regarding Applications for Promotion or Tenure” on the Academic Vice President’s website, a document which provides the recommended structure and content of the petition.
- Faculty members seeking reappointment, promotion and/or tenure need only submit one hard copy and one electronic copy of their application materials. (In the case of promotion and tenure applications, the Dean’s office will produce sufficient hard copies as required by the university.)
- Application files for reappointment should not simply be a summary of the prior year’s activities, but should build from year-to-year so that the CRPT can get a complete picture of the faculty member’s record during the entire pre-tenure period for tenure-track faculty. For fixed-term faculty, work from the prior five years (or since the time of initial appointment, if less than five years) should be included.
- If credit toward the pre-tenure period has been given to the candidate from work at a prior institution, the faculty member should include a summary of this work in all reappointment, promotion, and tenure applications.
- For faculty members seeking reappointment, the Chair of the CRPT shall coordinate an anonymous survey of all faculty in the candidate’s discipline prior to the committee’s evaluation of the reappointment application. Individual faculty must indicate one of the following: “I have no reservations,” “I have some reservations,” or “I do not support the faculty member’s reappointment.” In the event that a faculty member indicates any choice other than no reservations, he/she must provide an explanation. Any reservations identified through this process must be shared with the candidate in the committee’s reappointment letter. This process is not meant to substitute for the evaluation and judgment of the CRPT. It is intended to gather input from the discipline regarding the suitability of the candidate for reappointment. For promotion and/or tenure applications, it is expected that all faculty in the candidate’s discipline will provide a separate letter to the CRPT.
- The Dean will invite other SBA faculty to participate in the review process and to give the committee feedback on each applicant’s performance in the areas of teaching, advising, professional development and academic citizenship. Letters of support are particularly important for faculty members seeking promotion and/or tenure. Therefore, these faculty members are encouraged to request letters representing as many of the following groups/perspectives as possible:
 - Former/current students at both the undergraduate and graduate levels (as appropriate)
 - Former/current advisees
 - Colleagues within one’s discipline
 - Colleagues within the SBA, outside of discipline (particularly those who can comment on contributions to SBA service work)
 - Colleagues within the university, outside of the SBA (particularly those who can comment on contributions to university service work)
 - Academic colleagues outside of the university (particularly those who can comment on research contributions—e.g., co-authors, journal editors, professional association leaders)
 - Others who can comment on professional development or service contributions (e.g., community organizations, consulting clients)
- All letters of support should be sent directly to the Chair of the CRPT, rather than to the candidate.
- Normally, any materials received after the established deadlines may not be added to the file without the approval of the candidate, the dean, and the University’s Committee on Rank and Tenure, as noted in the faculty handbook.

The SBA Committee's Review

The faculty members elected to serve on the committee will have the responsibility to review and recommend to the Dean candidates for reappointment, promotion and tenure.

- The faculty and committee members should review their responsibilities as outlined in Sec. 303 in the Handbook and the guidelines provided by the AVP in the aforementioned "Guidelines Regarding Applications for Promotion or Tenure" document.
- Upon receiving a candidate's application, the committee will proceed with the appropriate review, following the criteria outlined in the Handbook and the responsibilities and guidelines provided by the AVP. The committee can consult with the Dean if there are any questions about the procedures or findings. Candidates undergoing review are asked to direct their questions to the Dean rather than to any members of the committee.
- At the conclusion of the review, the committee will vote and record its total vote, not the specific votes of the committee members. It will then send to the candidate, in writing, its total vote along with a summary of its findings on the candidate's strengths and weaknesses and invite the candidate to respond within five working days. After five working days, the committee's final recommendation, record of the total votes, and its findings will be sent to the Dean, along with the candidate's response, if any.

The Dean's Review

Note: Any letters that the Dean receives regarding the candidate from faculty, students or others should be forwarded to the CRPT in advance of the established deadline for the committee's review of the candidate.

- Upon receipt of the committee's vote and findings, the Dean will conduct an evaluation of the candidate and inform the candidate of his/her findings in writing, inviting response in writing, if the candidate wishes, within five working days.
- In the event that the Dean's evaluation conflicts with that offered by the committee, the Dean will meet with the committee to discuss his/her recommendation.
- For tenure-track faculty, the Dean's recommendation and the committee's recommendation will both be forwarded to the AVP by the established deadline for university review. In the case of fixed-term faculty, the Dean makes the final recommendation regarding the candidate's reappointment or promotion.

University-Level Review

For faculty who will be reviewed for tenure or promotion, the Dean's office compiles and classifies all the documents received, prepares a table of contents and a cover sheet. The electronic and hard copy primary and supplementary materials are made available to the AVP before the established submission deadline. One copy is filed in the Dean's office.

Promotion for Fixed-Term Faculty (Faculty Handbook Section 300.05.d.3.c)

“Fixed-term faculty with long-term contracts have an alternate ranking system: initially they are given the rank of lecturer. After a seven-year period, an individual may submit to their department or division (or school, in the case of schools which do not have departments or divisions), an application for promotion to Senior Lecturer. The criteria for a successful promotion shall be determined on a per-position basis by the department, division or school in question. In no cases should this involve the University Rank and Tenure Committee.”

The general criteria for promotion are specified in the Faculty Handbook, Section 3002. Additional criteria for promotion are specified in the additional Criteria for Reappointment and Promotion for Fixed-Term Faculty in the School of Business Administration.

Tenure-Track Faculty Criteria or Reappointment, Promotion, and Tenure

Adopted by Faculty of the School of Business Administration: November 20, 2009

The ability of the Gonzaga University School of Business to achieve its mission, objectives and, ultimately, its vision rests in the skills and efforts of its faculty. As such, the criteria for faculty review, reappointment, promotion and tenure are established to evaluate whether a faculty member's workplace activities are consistent with, and sufficiently contribute to, advancing the vision, mission, and objectives of the School of Business and of Gonzaga University.

General Criteria for Faculty Reappointment, Promotion and Tenure

All faculty members undergoing review for reappointment or applying for promotion and/or tenure must first satisfy the requirements established in the Gonzaga University Faculty Handbook.

These criteria are classified within four general areas: teaching, advising, scholarship and service. (Section: 302.00) Such review is conducted by the committee on Reappointment, Promotion and Tenure (CRPT).

Gonzaga University School of Business Criteria for Reappointment, Promotion and Tenure

In addition to the criteria specified in the Gonzaga University Faculty Handbook, the School of Business has established the following criteria for reappointment, promotion and tenure.

Consistent with the University's guidelines, these additional criteria are classified within the areas of teaching, advising, scholarship and service.

Additional Teaching Criteria for Reappointment, Promotion and Tenure within the School of Business Administration

The Gonzaga University School of Business defines an effective teacher as a faculty member exhibiting the following characteristics (items are not rank-ordered):

1. The faculty member is sufficiently prepared to convey course material in an effective manner.
2. The faculty member presents course material clearly in a manner that recognizes its complexity.
3. The faculty member presents course material in a manner that exemplifies the instructor's knowledge of the course material.
4. The faculty member displays a positive attitude toward students.
5. The faculty member challenges students to grow beyond their present capacities.
6. The faculty member displays enthusiasm while teaching.
7. The faculty member displays effective class management skills.
8. The faculty member, where appropriate, relates the subject matter to ethics, human values, issues of peace and justice, or other dimensions of the human condition commensurate with the University's Jesuit mission.
9. The faculty member introduces innovative teaching methodologies, supplemental readings, new teaching-related technologies or other pedagogical tools where appropriate to enhance student learning.

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities (items are not rank-ordered):

1. Classroom visits by members of the Committee on Reappointment, Promotion and Tenure or by members of the faculty member's discipline appointed by the Committee chair.
2. Written evaluation by other faculty members (including those from the Committee on Reappointment, Promotion and Tenure) supported by concrete evidence and examples.
3. Student evaluations of teaching effectiveness. (Note: if students' written comments are provided, they should all be submitted in their entirety).
4. Statements of teaching philosophy.
5. Evidence of continued development of pedagogical or teaching tools.
6. Evidence of curriculum development.
7. Continued preparation of new courses and/or course materials.
8. Evidence of incorporating innovation and/or new technology into the course material or in classroom activities where appropriate to foster learning.
9. Other relevant information as deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 2-9 within their yearly reappointment reports, and/or in their statements of self-evaluation.

Additional Advising Criteria for Reappointment, Promotion and Tenure within the School of Business Administration

The Gonzaga University School of Business defines an effective advisor as a faculty member exhibiting the following characteristics:

- The faculty member is genuinely concerned about the student's academic and personal growth.
- The faculty member is committed to making him/herself available to students (whether formally assigned as an advisor or not) for consultation outside of the classroom.
- The faculty member is sufficiently knowledgeable about services on campus designed to assist students in completing degree requirements, maintaining proper academic standing and finding post-graduation employment.
- The faculty member is familiar with the University and School of Business requirements for degree completion in the faculty member's field of study.

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities: (items are not rank-ordered):

1. Statements of self-evaluation as they relate to advising effectiveness.
2. Written feedback from students, faculty, and/or administrators.
3. The number of advisees (both formal and informal) assigned to and advised by the faculty member.
4. Active participation in the Center for Teaching and Advising (CTA), that may include a certificate for completing the Advising Academy program.
5. Other relevant information as deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 1 through 5 within their yearly reappointment reports, and/or in their statements of self-evaluation.

Additional Scholarship Criteria for Reappointment, Promotion and Tenure within the School of Business Administration

The Gonzaga University School of Business defines an effective scholar as a faculty member exhibiting the following characteristics:

- The faculty member is actively involved in the discovery and pursuit of new knowledge.
- The faculty member actively pursues her/his own professional development and participates in professional development activities for faculty and practitioners in her/his field.
- The faculty member is committed to conducting scholarly activities in an ethical and responsible manner.
- The faculty member is committed to upholding academic freedom and demonstrating respect for the positions of others.

* *Throughout this section on scholarly activity, discipline refers to the faculty member's primary business doctoral area or the primary teaching area. Publications must be in discipline-specific journals or in journals that advance or apply the discipline content.*

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities: (With the exception of item one (see the caveat below) the items are not rank-ordered.)

1. Publication of peer-reviewed journal articles in the faculty member's discipline* or related areas that advance or apply the discipline.
2. Publication of books in the faculty member's discipline or related areas that advance or apply the discipline.
3. Publication of editorially-reviewed scholarly work in the faculty member's discipline or related areas that advance or apply the discipline.
4. Publication of conference proceedings in the faculty member's discipline or related areas that advance or apply the discipline.
5. Publication of articles on pedagogy or teaching in the faculty member's discipline or related areas that advance or apply the discipline.
6. Presentation of the faculty member's peer-reviewed scholarly work at regional, national or international conferences in the discipline or related areas that advance or apply the discipline.
7. Invited presentations to professional groups or other scholars within the faculty member's discipline or related areas that advance or apply the discipline.
8. Peer-reviewed publications in University mission-related areas.
9. Invited or other publications or presentations in University mission-related areas.
10. Editorships within the faculty member's discipline or related areas.
11. Journal article reviewer, conference paper reviewer, or session chair or discussant at academic conferences.
12. Consulting work within the faculty member's discipline or related areas.
13. Obtaining grants or other funding for scholarly activity within the faculty member's field or related areas.
14. Any additional information deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 1-14 by submitting a curriculum vita or information contained in their yearly reappointment reports, or in their statements of self-evaluation.

Applicants for tenure and promotion to the associate or full level are expected to have a minimum of three peer-reviewed journal publications in their discipline or related areas that advance or apply the discipline within the five years prior to their petition. Other evidence of scholarly activity, as noted in items 2-14 above, is necessary to strengthen the applicant's scholarly record. Normally, faculty members applying for tenure and promotion should demonstrate a continuous and ongoing record of scholarly activity (as evidenced in 1-14 above) during the five years prior to their petition.

According to the faculty handbook, faculty members applying for promotion to the rank of full professor are expected to "exhibit a substantial extension of the record on which the associate professorship was based" (Section 302.11.a), and "must have achieved recognition as a mature and established scholar or professional based on significant research and publication in the normal channels of the discipline" (Section 302.11.b). In addition, applicants for full professor must be sole or lead author on at least one peer-reviewed journal article within the five years prior to the petition for promotion. In cases where the order of authorship is determined alphabetically, the candidate should include a statement regarding the nature and the percentage of contribution to the publication.

Additional Service Criteria for Reappointment, Promotion and Tenure within the School of Business Administration

The Gonzaga University School of Business defines an effective academic citizen as a faculty member exhibiting the following characteristics:

- The faculty member is familiar with the missions of the University and the School of Business.
- The faculty member shares the University's commitment to justice, ethics, tolerance and academic freedom.
- The faculty member is actively involved in the life and governance of the School of Business and the University as a whole.
- The faculty member is involved in the civic community.

Faculty members can demonstrate their performance in regards to the above characteristics through any of the following activities: (Item one is of primary, but not exclusive, importance. Items two and three, as specified in the Faculty Handbook, are particularly relevant to the tenure decision. All other items are not rank-ordered.)

1. Active participation on School of Business and/or University committees.
2. "The faculty member has achieved a high level of performance, and will continue to grow, that the faculty member is and will continue to be a desirable permanent colleague, and that the faculty member will continue to make significant contributions to the university in the future" (Faculty Handbook, 302.12.a).
3. "The faculty member is a positive and responsible colleague who takes an active role in the life of the university community, as well as in the school and department" (Faculty Handbook, 302.12.b).
4. Attendance at functions, including convocations, faculty meetings and commencement activities.
5. Pro-bono work within the faculty member's discipline or related areas for businesses or other organizations.
6. Participation in conferences and workshops on Jesuit and Catholic intellectual traditions and educational philosophies.
7. Involvement in on-campus activities, such as student or faculty organizations.
8. Service to the civic community.
9. Any additional information deemed appropriate by the School of Business Committee on Reappointment, Promotion and Tenure.

Faculty members can present evidence of 1 through 9 in their yearly reappointment reports, or in their statements of self-evaluation.

Tenure-Track Faculty Procedures or Reappointment, Promotion, and Tenure

Adopted by Faculty of the School of Business Administration: May 11, 2010

In April 2000, the School of Business faculty approved a change to name the Committee on Reappointment to the Committee on Reappointment, Promotion and Tenure. This is in lieu of having three separate committees for each process.

Six tenured faculty members are elected by the SBA faculty to serve a three-year term on the Committee. Each April, the faculty will elect two new members to the Committee. Faculty members in the third and final year of their term will serve as co-chairs of the Committee. Up to four alternate members of the committee will be appointed by the Dean. Normally, these alternates will be comprised of faculty members not elected to the Committee, but who received the third most votes, fourth most votes, and so on.

Alternates serve for a one year term.

Annually, the Dean will send a list of Committee members to the AVP.

Initial Application Procedures

- Before April 15 of each academic year, the Dean will make a general announcement of deadline dates to submit materials to the Committee.
- Reappointment reviews and tenure petitions will follow the schedule outlined in the contract between the university and the faculty. Reappointment reviews are conducted in the fall or spring, depending on the year of appointment. Tenure review is conducted in the spring semester.
- Faculty members who plan to apply for promotion should meet with the Dean before the end of the spring semester to review their eligibility for promotion and to make a realistic assessment of whether promotion criteria can be met. The candidate should review Sec. 302 of the Faculty Handbook, as well as the school's specific criteria for promotion relative to professional development and intellectual contributions, teaching, advising and academic citizenship. The promotion review is conducted in the fall semester.

Faculty members who apply for promotion and tenure in the same year will submit a single petition in the spring semester, using the deadline for tenure petitions.

- By September 1, the Dean will send the Committee co-chairs a list of faculty who will be evaluated for reappointment or promotion or tenure during the academic year.
- Faculty members seeking reappointment and/or tenure will receive from the Dean a list of documents for inclusion in the application file, as well as supplementary and other supporting materials which the applicant may want to include. Deadlines for submission of all materials to the Committee will be announced.
- The Dean will invite other SBA faculty to participate in the review process and to give the Committee feedback on each applicant's performance in the areas of teaching, advising, professional development and academic citizenship.

Normally, any materials received after the established deadlines may not be added to the file without the approval of the candidate, the dean, and the University's Committee on Rank and Tenure.

The SBA Committee's Review

The faculty members elected to serve on the Committee will have the responsibility to review and recommend to the Dean candidates for reappointment, promotion and tenure.

The faculty and Committee members should review their responsibilities as outlined in Sec. 303 in the Handbook and guidelines provided by the AVP.

Upon receiving a candidate's application, the Committee will proceed with the appropriate review, following the criteria outlined in the Handbook and the responsibilities and guidelines provided by the AVP. The Committee can consult with the Dean if there are any questions about the procedures or findings. Candidates undergoing review will be asked to direct their questions to the Dean rather than to any members of the Committee.

At the conclusion of the review, the Committee will vote and record its total vote, not the specific votes of the committee members. It will then send to the candidate, in writing, its total vote along with a summary of its findings on the candidate's strengths and weaknesses and invite the candidate to respond within five working days. After five working days, the Committee's final recommendation, record of the total votes, and its findings will be sent to the Dean, along with the candidate's response, if any.

The Dean's Review

Note: Any letters that the Dean receives regarding the candidate from faculty, students or others should be forwarded to the CRPT in advance of the established deadline for the committee's review of the candidate.

- Upon receipt of the Committee's vote and findings, the Dean will conduct an evaluation of the candidate, make his recommendation and forward it to the Academic Vice President.
- The Dean will inform the candidate of his/her findings in writing, inviting response in writing, if the candidate wishes, within five working days.
- In the event that the Dean's evaluation conflicts with that offered by the Committee, the Dean will meet with the Committee to discuss his/her recommendation. The Dean's recommendation and the Committee's recommendation will both be forwarded to the AVP by the established deadline.

University-Level Review

For faculty who will be reviewed for tenure or promotion, the Dean's office compiles and classifies all the documents received, prepares a table of contents and a cover sheet. The original and nine copies are forwarded to the AVP before the established submission deadline. One copy is filed in the Dean's office. Supplementary materials, e.g., copies of articles, texts, etc. are sent with the bound copies to the AVP's office.

Appendix 4 – Academic Qualification Standards in the SBA

In November of 2015, the faculty of the School of Business adopted the following structure related to the establishment and continuation of faculty sufficiency:

Gonzaga University School of Business Administration

Requirements for Faculty Qualification

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 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).
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.

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

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: 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 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):

- Complete coursework towards a masters' or qualifying degree in discipline
- Achieve and/or maintain professional licensure
- Earn at least 15 hours of continuing education per academic year within discipline
- Hold a faculty internship, fellow, or visiting practitioner role with an external organization
- Maintain significant managerial responsibilities in an outside business
- Serve as a board member of a for-profit and/or not-for-profit organization
- Organize and direct a discipline-related workshop or seminar for practitioners
- Serve as an expert witness
- Develop instructional software
- Review a discipline-related textbook
- Give at least two technical talks to third-party organizations
- Publish an article in a discipline-relevant trade journal
- Author a popular business press book that achieves national or international distribution, published by a professional publishing house
- Perform consulting work that is material in terms of time and substance
- Actively participate in relevant community business organizations
- 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.

Appendix 5 – Faculty Sufficiency by Discipline Group

Accounting Discipline						
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission	
Faculty Member	Degree, Year	Participating	Supporting		SA	IP
Banyi, Monica	Ph.D., 2004	702		M/U/R/S	100.00%	
Barone, Gerhard	Ph.D., 2002	543		M/U/R/S	100.00%	
Brajcich, Andrew	L.L.M., 2010	364		M/U/R/S/A	100.00%	
Hackney, Donald	J.D., 1974	995		U/R/S	100.00%	
Hoag, Matthew	Ph.D., 2010	377		M/U/R/S/A	100.00%	
Kern, Sara	Ph.D., 2005	510		M/U/R/S	100.00%	
Law, Daniel	Ph.D., 2003	548		M/U/R/S	100.00%	
McNellis, Casey	Ph.D., 2011	646		M/U/R/S	100.00%	
Weber, Gary	Ph.D., 1997	472		M/U/R/S	100.00%	
Bjorkman, John ^[NTF]	B.S., 1979			M/U		4.20%
Carr, Stacey	M.Acc., 2011		33	MT		25.00%
Crago, Christopher ^[NTF]	L.L.M., 2006			M/U		8.30%
Dehart, Catherine	M.Ed., 2010	668		M/U/S		100.00%
Gosline, Brian	J.D., 1989		63	M/U		12.50%
Graham, Matthew	J.D., 2014		11			4.20%
Hawkins, Mark	J.D., 2000		19	U		4.20%
Kwenda, Max ^[NTF]	Ph.D., 2004			M/U		12.50%
LaBelle, Jillian	M.Acc., 2012	801		M/U		100.00%
McNulty, Patrick	L.L.M., 2014		76	M/U		8.30%
Sell, Kevin	B.B.A., 1985		147	M/U		25.00%
Simer, William	B.A., 1985					4.20%
Smith, Darcj ^[NTF]	M.Acc., 2002			M/U		12.50%
Spencer, Lyle	B.S., 2002		105	M/U		18.75%
		6,626	454			
M – Masters Teaching, U – Undergraduate Teaching, R – Research, S – Service, A – Administration NTF – Non-Teaching Faculty						

Economics Discipline								
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission			
Faculty Member	Degree, Year	Participating	Supporting		SA	PA	IP	A
Barnes, Clarence	Ph.D., 1973	419		M/U/R/S		100.00%		
Beck, John	Ph.D., 1976	525		M/U/R/S		100.00%		
Bennett, Randall	Ph.D., 1984	513		M/U/R/S	100.00%			
Henrickson, Kevin	Ph.D., 2006	688		M/U/R/S	100.00%			
Herzog, Ryan	Ph.D., 2008	746		M/U/R/S	100.00%			
Johnson, Erica	Ph.D., 2009	603		M/U/R/S	100.00%			
Tackett, Maria	Ph.D., 2016	141		M/U/R/S	100.00%			
Voy, Annie	Ph.D., 2009	168		M/U/R/S				100.00%
Lyons, John	M.B.A., 1997		280	M/U			18.75	
Heitkemper, Mary [NTF]	B.A., 2017			U				4.20%
		3,803	280					
M - Masters Teaching, U - Undergraduate Teaching, R - Research, S - Service, A - Administration NTF - Non-Teaching Faculty								

Finance Discipline						
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission	
Faculty Member	Degree, Year	Participating	Supporting		SA	IP
McPherson, Matthew	Ph.D., 2004	489		M/U/R/S	100.00%	
Morschek, Justin	Ph.D., 2014	234		M/U/R/S	100.00%	
Shrader, Mark	Ph.D., 1988	192		M/U/R/S	100.00%	
Xu, Danielle	Ph.D., 2005	269		M/U/R/S	100.00%	
Zhang, Yelin	Ph.D., 2018	584		M/U/R/S	100.00%	
Barbery, Tyrone	M.S., 2017		162	U		25.00%
Dawn, Jon ^[NTF]	B.B.A., 2000			U		12.50%
Hickman, Kent	Ph.D., 1990		60	M/U/R/S		12.50%
Holcomb, Ryan	M.S., 2013		222	U		4.20%
Kelly, Colin	B.B.A., 2004		327	U		16.70%
Larsen, Steve ^[NTF]	M.Acc., 2007			U		25.00%
Pointer, David ^[NTF]	M.B.A., 1999			U		16.60%
Slazak, Marcin	M.B.A., 2019		369	U		18.75%
Stephens, Robert	M.S., 2018		44	U		4.20%
		1,768	1,184			
M - Masters Teaching, U - Undergraduate Teaching, R - Research, S - Service, A - Administration NTF - Non-Teaching Faculty						

Management Discipline						
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission	
Faculty Member	Degree, Year	Participating	Supporting		SA	IP
Anderson, Kenneth	Ph.D., 1988	60		M/U/R/S/A	100.00%	
Awotoye, Yemisi	Ph.D., 2018	339		M/U/R/S	100.00%	
Bull-Schaefer, Rebecca	Ph.D., 2008	684		M/U/R/S	100.00%	
Buller, Paul	Ph.D., 1982	270		M/U/R/S	100.00%	
Elloy, David [NTF]	Ph.D., 1999			M/U/R/S	100.00%	
Finkle, Todd	Ph.D., 1993	81		M/U/R/S	100.00%	
Pepper, Molly	Ph.D., 2004	289		M/U/R/S/A	100.00%	
Stevens, Christopher	Ph.D., 2008	570		M/U/R/S/A	100.00%	
Steverson, Brian	Ph.D., 1991	487		M/U/R/S	100.00%	
Stewart, Daniel	Ph.D., 2002	260		M/U/R/S/A	100.00%	
Armstrong, Josh [NTF]	Ph.D., 2004			U		4.20%
Arnold, Ryan	M.B.A., 2011		72	U		12.50%
Ayers, Molly	M.A., 2006		8	U		4.20%
Berkompas, Kevin [NTF]	M.A., 1997			U		12.50%
Blair, Bryan	M.S., 2012		19	U		4.20%
Borgan, Jamie	M.A., 2006		41	U		8.30%
Broder, Scott	M.B.A., --N/A--		27	U		8.30%
Cooney, Nicole	M.A., --N/A--			U		4.20%
Daugherty, Tom [NTF]	M.B.A., 2012			U		12.50%
Day, Kyle [NTF]	M.A., 2011			U		4.20%
Elie-Martin, Stephanie	M.A., 2019		18	U		4.20%
Ficklin, Tysen	M.B.A., 2018		672	U		8.30%
Fletcher, Taryn	M.B.A., --N/A--		55	M		20.85%
Generous, Teresa [NTF]	J.D., --N/A--			U		4.20%
Hajek, Pavel (Paul)	M.B.A., 2000		48	U		8.30%
Hershey, Ryan	M.A., 2011		126	U		8.30%
Hession, Dennis	J.D., 1979		32	M		4.20%
Husted, Gregory	M.B.A., 2006		362	M/U		27.10%
Kelly, Cole	B.B.A., 2014			U		4.20%
Leithauser, Adriane	M.B.A., 2014	516		M/U/S		100.00%
Leland, Brittany [NTF]	M.A., 2012			U		8.30%
Masters, Evan	M.B.A., 2013		126	U		12.50%
McLean, Darby [NTF]	B.S., 2000			U		12.50%

Meekhof, John	M.B.A., --N/A--		3	U		8.30%
Moore, Jason [NTF]	B.A., 2006			U		12.50%
Muriungi, Rosemary	Ph.D., 2019		99	U		56.25%
Murphy, Melissa	M.B.A., 2012		28	U		4.20%
Newberry, Brian	M.A., 2005		17	U		4.20%
Rozic, Scott	B.S., 1995		231	U		12.50%
Struber, Michael	M.B.A., 2016		11	M		4.20%
Swan, Angela	M.B.A., 2019		126	U		12.50%
Trosine, Amy	M.A., 2012		294	U		12.50%
Trosine, Jason	M.A., 2012		198	U		12.50%
Vigil, Stephanie [NTF]	M.A., 2013			M/U		8.30%
Waldref, Vanessa [NTF]	J.D., 2008			U		25.00%
		3,556	2,613			
M - Masters Teaching, U - Undergraduate Teaching, R - Research, S - Service, A - Administration NTF - Non-Teaching Faculty						

Management Information Systems Discipline						
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission	
Faculty Member	Degree, Year	Participating	Supporting		SA	IP
Chen, Jason	Ph.D., 1985	114		M/U/R/S	100.00%	
Chuang, Ta-Tao	Ph.D., 1998	329		M/U/R/S	100.00%	
Correia, John	Ph.D., 2019	279		M/U/R/S	100.00%	
Olsen, Timothy [NTF]	Ph.D., 2012			M/U/R/S	100.00%	
Blaustone, Jeff	Other, 1992		369	U		25.00%
Buck, Thomas	Ph.D., 2003		399	U		25.00%
Burgess, Daniel [NTF]	M.B.A., 1998			U		4.20%
Klein, Jennifer	M.A., 2010		18	U		4.20%
Morris, Wes	M.B.A., 2014		186	M/U		8.35%
Ruder, Robert	B.A., 1988		204	U		12.50%
Shrestha, Satish	M.B.A., 2017		111	U		12.50%
Smith, Graham	J.D., 2014		123	U		12.50%
Staples, Gregory [NTF]	M.S.S.M., 1987			U		25.00%
		722	1,410			
M - Masters Teaching, U - Undergraduate Teaching, R - Research, S - Service, A - Administration NTF - Non-Teaching Faculty						

Marketing Discipline						
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission	
Faculty Member	Degree, Year	Participating	Supporting		SA	IP
Bozman, Carl	Ph.D., 1990	447		M/U/R/S/	100.00%	
Helgeson, James	Ph.D., 1984	714		M/U/R/S	100.00%	
Kurpis, Lada	Ph.D., 2004	501		M/U/R/S	100.00%	
Loroz, Peggy Sue	Ph.D., 2000	358		M/U/R/S	100.00%	
Patil, Vivek	Ph.D., 2006	402		M/U/R/S	100.00%	
Vann, Richard	Ph.D., 2015	351		M/U/R/S	100.00%	
Zavala, Mariella	Ph.D., 2020	528		M/U/R/S/	100.00%	
IP: Agnew, Eric [NTF]	M.B.A., 2011			M/U	100.00%	4.20%
Billings, Jon	M.B.A., 2017		12	M	100.00%	4.20%
Bunch, Jeff	M.A., 2020		34	U	100.00%	8.30%
Chatman, Sylvester	M.B.A., 2001		27	M		12.50%
Jacezko, Michael	B.B.A., 2021		3	U		4.20%
Kneeshaw, Scott	A.A., 1980		153	U		12.50%
Lipsker, Connie [NTF]	B.B.A., 1975			U/S		100.00%
Mannan, Jacob [NTF]	M.B.A., 2017			U		4.20%
Morrison, Chiara [NTF]	B.A., 2009			U		25.00%
O'Callaghan, Jennifer	M.B.A., 2018		14	M/U		4.20%
Reese, Edward [NTF]	B.A., 1992			U		12.50%
Regundin, Marvin	B.A., 1980		66	U		12.50%
Rockwell, Stephanie	M.A., 2018		93	U		8.35%
Sanchez, Aaron [NTF]	B.A., 2002			U		4.20%
Valente, Faith	Ph.D., 2015		135	U		12.50%
		3,301	537			
M - Masters Teaching, U - Undergraduate Teaching, R - Research, S - Service, A - Administration NTF - Non-Teaching Faculty						

Operations Discipline							
Portfolio		Sufficiency		Responsibilities	% of Time Devoted to Mission		
Faculty Member	Degree, Year	Participating	Supporting		SA	IP	A
Beqiri, Mirjeta	Ph.D., 2005	503		M/U/R/S/A	100.00%		
Thatte, Ashish	Ph.D., 2007	496		M/U/R/S	100.00%		
Butcher, H.	M.B.A., 1989		133	U		100.00%	
Dempsey, Eileen	M.B.A., 2018		3	U		4.20%	
Dickerson, Deborah	M.B.A., 2008		11	U		4.20%	
Downey-Nephew, Taresa ^[NTF]	M.B.A., 2008			U		16.60%	
Estrada, Jaime	B.A., 2003		180	M/U		12.50%	
Gannon, Marci ^[NTF]	M.A., 2011			U		4.20%	
Hawk, Allysen	M.B.A., 2012		141	U		12.50%	
Howe, Robert ^[NTF]	M.B.A., 2001			U		12.50%	
Howell, Samantha ^[NTF]	B.A., 2013			U		12.50%	
Hoxha, Olga	M.B.A., 2016		165	U		25.00%	
Kinne, David	M.B.A., 1983		60	U		12.50%	
Kittlitz, Liesel	M.B.A., 2018		78	U		12.50%	
McCoy, Matthew	M.B.A., 2009		5	U		4.20%	
Pemberton, Eric	M.B.A., 2015		210	U		25.00%	
Powers, Sarah	M.S., 2008		105	U		12.50%	
Ramshaw, William	M.B.A., 1998		132	U		12.50%	
Schwering, Sarah	M.B.A., 2007		5	U		4.20%	
Hedin, Scott	Ph.D., 1993	612					100.00%
		1,611	1,228				
<p style="text-align: center;">M - Masters Teaching, U - Undergraduate Teaching, R - Research, S - Service, A - Administration NTF - Non-Teaching Faculty</p>							

Appendix 6 – Detailed Curriculum Plans

Undergraduate Business Administration Major

2020-2021 Catalogue									
SCHOOL OF BUSINESS DEGREE REQUIREMENTS AND WORKSHEET									
Name: _____					Student ID#: _____				
Email: _____					Major: _____				
Semester Admitted at GU: _____					Advisor: _____				
					Concentration(s): _____				

	GU Core (31-32 Credits)	Title	Cr.	Grade	F	Sp	Su	Notes		
GU Fundamentals (33-34 Credits)	COMM 100	Communication & Speech	3							Waivers for Transfer Students: 45-59 Credits <input type="checkbox"/> World/Comparative Religion Course <input type="checkbox"/> Any two from: Writing Enriched, Global Studies, Social Justice Designations 60 or more Credits <input type="checkbox"/> World/Comparative Religion Course. <input type="checkbox"/> All Designations AA OR A-T from Washington community colleges or NIC <input type="checkbox"/> Courses Considered Fulfilled: ENGL 101, COMM 100; Sci. Inquiry; all Broadening Courses <input type="checkbox"/> Waived: World/Comparative Religion <input type="checkbox"/> Waived: All Course Designation <input type="checkbox"/> Junior Standing Awarded Transfer Credits Additional Notes: 1. At least 50% of business credits must be earned at Gonzaga. 2. Prerequisites: Ethics and Senior Standing. Will fulfill Core Integration Seminar. 3. Prerequisites: Completion of 300-level business foundation courses and senior standings 4. For list of approved core courses, see registration at www.gonzaga.edu/core
	ENGL 101 (WE)	Writing	3							
	First Year Seminar (FYS)		3							
	MATH 114/148/157	Mathematics	3-4							
	PHIL 101	Reasoning	3							
	Scientific Inquiry-Lecture		2						See Note #4	
	Scientific Inquiry-Lab		1						See Note #4	
	Christianity & Catholic Traditions		3						See Note #4	
	PHIL 201	Phil of Human Nature	3							
	Ethics (PHIL 301/RELI 276/RELI 376)	Ethics	3							
Broadening Courses (12 Credits)	World/Comparative Religion (GS)		3						See Note #4	
	Core Integration Seminar (SBA majors may use BUSN 480)		3						See Note #4	
	Fine Arts & Design (MUSC/THEA/VART/HLM)		3						See Note #4	
	History (HIST 101/102/112/201/202/NTAS 211)		3						See Note #4	
Required Courses Designations	Literature		3						See Note #4	
	Social & Behavioral Science		3						See Note #4	
	<i>Maybe double counted except for GU fundamental Core: Writing Enriched (WE) - Social Justice (SJ) - Global Studies (GS)</i>									
	Global Studies Course (1 course designated GS in addition to World/Comparative Religion)								See Note #4	
Social Justice Course (1 course designated as Social Justice)								See Note #4		
Writing Enriched Course #1 (WE) (2 courses designated as WE in addition to Writing)								See Note #4		
Writing Enriched Course #2 (WE)								See Note #4		
Business Requirements (23 Credits)	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 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							
	BMS 235	Mgmt Information Systems	3							
	BUSN 230 / MATH 321	Business Statistics	3							
	ECON 201	Microeconomics	3							
Business Foundation (13 Credits)	ECON 202	Macroeconomics	3							
	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	Senior Seminar Business Ethics	3						See Note #2	
Major Courses e.g., Economics, Art, Spanish, etc.	BUSN 481	Strategic Management	3						See Note #3	
	<i>Major/Concentration (18-27 credits) [See reverse side]</i>									
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>									

Undergraduate Accounting Major

Accounting Major			
Suggested Four-year Schedule 2020-2021 Undergraduate Catalogue			
			January 2021
FIRST YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ENGL 101 Writing/Composition	3	Scientific Inquiry	2+1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>15</i>
SECOND YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>17</i>
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ACCT 360 Intermediate Accounting I	3	+ACCT 361 Intermediate Accounting II	3
ACCT 365 Federal Tax	3	#ACCT 366 Advanced Federal Tax	3
BFIN 320 Principles of Finance	3	MGMT 350 Principles of Management	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	MKTG 310 Principles of Marketing	3
***Required Course Designation/*Gen. Electives	4	OPER 340 Operations Management	3
		*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>
FOURTH YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ACCT 311 Data Analysis for Accountants	3	ACCT 363 Cost Accounting	3
ACCT 362 Accounting Information Systems	3	ACCT 464 Auditing	3
ACCT 460 Advanced Financial Accounting	3	^BUSN 481 Strategic Management	3
§ Core Integration Seminar	3	§**BUSN 480 Senior Seminar in Bus Ethics	3
RELI XXX World and Comparative Religions	3	***Required Course Designation/*Gen. Electives	4
*General Elective	1		
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

+ Prerequisite: ACCT 360, minimum C grade

Prerequisite: ACCT 365, minimum C grade

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and senior standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration

Accounting Major

The Accounting program is designed to enable students to develop an understanding of, and proficiency in, accounting concepts and techniques. Building on the principles of accounting, students study financial reporting, auditing, taxation, income determination, account valuation, accounting systems, and the role of accounting in the allocation and use of resources. The program offers several career options leading to employment in business, government, and public accounting.

CPA CERTIFICATE TRACK: To sit for the CPA examination, Washington State requires candidates to obtain 150 semester credit hours of acceptable educational preparation. Gonzaga offers a Masters of Accountancy degree (MAcc) tailored for students who desire to fulfill the 150-hour requirement and earn a graduate degree at the same time. A student pursuing this track will, during the junior, senior, and graduate years, acquire the technical competence in the 3##- and 4##- level Accounting courses, while more fully developing research, communication, and presentation skills offered in graduate classes. A student planning to obtain both undergraduate and graduate degrees should work closely with a faculty advisor for proper course sequencing.

Gonzaga's Accounting majors may apply for the MAcc program during the second semester of the junior year. If accepted into the program, nine credit hours of graduate-level courses may be taken during the senior year with the permission of the Accounting program coordinator. Before applying for admission, a student should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 3.2, and a grade no lower than "C+" in any upper division Accounting course. The student must be admitted to the MAcc program before enrolling in any graduate courses.

NON-CPA TRACK: A student who does not wish to obtain CPA certification can earn a BBA degree in Accounting. With this degree, a student might find employment in governmental agencies, financial institutions, and industrial firms such as Boeing or Avista.

The student pursuing this track is encouraged to obtain an Accounting major accompanied by elective course work in management information systems. Both the Certified Internal Auditor (CIA) and Certified Managerial Accountant (CMA) designations are available to a student with this degree.



ACCOUNTING (27 Credits)	Credits
ACCT 311 (Fall and Spring)***	3
ACCT 360 (Fall)***	3
ACCT 361 (Spring)*	3
ACCT 362 (Fall)***	3
ACCT 363 (Spring)***	3
ACCT 365 (Fall)***	3
ACCT 366 (Spring)**	3
ACCT 460 (Fall) Preq: ACCT 361	3
ACCT 464 (Spring) Preq: ACCT 361 & 362	3
*Preq: ACCT 360, minimum C grade.	
**Preq: ACCT 365, minimum C grade.	
*** Preq: ACCT 260 & 261 minimum grade B-	
Accounting internship credits are counted only as general elective credits.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Concentrations

Economics Concentration			
Suggested Four-year Schedule 2020-2021 Undergraduate Catalogue			
			January 2021
FIRST YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ENGL 101 Writing/Composition	3	Scientific Inquiry	2+1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>15</i>
SECOND YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>17</i>
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
<i>Econ 301</i> or ECON 351 Managerial Econ <small>(Preq: ECON 201 w/ B- or better, and MATH 114/148/157)</small>	3	ECON 352 Money and Banking or <i>ECON 302</i> <small>(Preq: ECON 202 w/ B- or better and MATH 114/148/157)</small>	3
BFIN 320 Principles of Finance	3	ECON 355 Regression Analysis	3
MGMT 350 Principles of Management	3	MKTG 310 Principles of Marketing	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	OPER 340 Operations Management	3
***Required Course Designation/*Gen. Electives	4	RELI XXX World and Comparative Religions	3
		*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>
FOURTH YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
+ECON Applied Micro	3	ECON Upper Division elective	3
ΔBroadening/Intn'l or Experiential Elective	6	^BUSN 481 Strategic Management	3
§Core Integration Seminar	3	§**BUSN 480 Senior Seminar in Bus Ethics	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	7
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

+ Select from: ECON 320 - 340

Δ One Broadening and either one International or one Experiential course.

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration

Economics Concentration

The objective of the economics program is to give students a broad background and knowledge of domestic and international economic systems that are essential for business managers in today's competitive global economy. Graduates can apply economic theory to problems relating to market structures, resource markets, employment, and fiscal and monetary policies. Economists occupy a wide range of positions in profit and non-profit enterprises as well as in government. The economics concentration is highly recommended for pre-law students, as well as for students aiming for careers in banking, finance, government, or industry.

Students in the College of Arts and Sciences may also pursue a major or minor in this field. The requirements for the B.A. and B.S. degrees in economics can be found under the College of Arts and Sciences section in this catalogue. Students expecting to pursue graduate studies in economics are encouraged to pursue the B.S. degree. Students considering an economics concentration should note that ECON 302 has a prerequisite of ECON 202 with a B- or better and ECON 403 has a prerequisite of ECON 201 with a B- or better.

ECONOMICS (15 + 3-6 BIE Credits)	Credits
One of the following two courses: ECON 301 Intermediate Microeconomics (Fall)** ECON 351 Managerial Economics (Spring)	3
One of the following two courses: ECON 302 Intermediate Macroeconomics (Spring)* ECON 352 Money and Banking (Fall)	3
One of the following "applied microeconomics" ECON 320 Economics of Sports (Summer) ECON 321 International Economics (Postponed until Spring '20) ECON 322 Work, Wages, and Inequality (Spring) ECON 324 Economics of Environmental Protection (Fall) ECON 325 Public Finance (Spring) ECON 330 Anti-Trust Policy and Regulation (Fall) ECON 333 Health Economics (Spring) ECON 334 Behavioral Economics (Summer)	3
ECON 355 Regression Analysis (Spring)	3
ECON upper division	3
Broadening and International or Experiential***	3-6
*Prerequisite: ECON 202, minimum B- grade	
**Prerequisite: ECON 201, minimum B- grade	
*** BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Entrepreneurship and Innovation Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

FIRST YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ENGL 101 Writing/Composition	3	Scientific Inquiry	2+1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	16	<i>Total Credits</i>	15
SECOND YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	16	<i>Total Credits</i>	17
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
BENT 490 Creativity, Innovation & Entr	3	BENT 491 Creating New Ventures	3
BFIN 320 Principles of Finance	3	OPER 340 Operations Management	3
MGMT 350 Principles of Management	3	RELI XXX World and Comparative Religions	3
MKTG 310 Principles of Marketing	3	Ethics (PHIL 301/RELI 276/ RELI 376)	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	16	<i>Total Credits</i>	16
FOURTH YEAR			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
BENT 492 Tech Entr or BENT 493 Soc Entr	3	BUSN 470/491/494/497 or BENT 495/BMIS 443	3
Broadening Elective (for BIE)	3	^BUSN 481 Strategic Management	3
§Core Integration Seminar	3	International Elective (for BIE)	3
***Required Course Designation/*Gen. Electives	7	§**BUSN 480 Senior Seminar in Bus Ethics	3
		***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	16	<i>Total Credits</i>	16

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration Entrepreneurship and Innovation Concentration

Students in the School of Business Administration can earn a Concentration in Entrepreneurship & Innovation in which they will learn skills related to the entrepreneurial mindset. From idea generation to opportunity-seeking behavior, the program takes students through the entrepreneurial process and prepares them for a variety of careers: creating a new enterprise, buying or expanding an existing enterprise, franchising, generating a family business, and engaging in corporate or social entrepreneurship. There is a strong emphasis on experiential learning and networking with entrepreneurs from the community.

ENTREPRENEURSHIP AND INNOVATION (12 + 3-6 BIE Credits)	Credits
BENT 490 Creativity, Innovation and Entrepreneurship (Fall, Spring)	3
BENT 491 Creating New Ventures (Fall & Spring)*	3
One of the following: BENT 492 Technology Entrepreneurship (Fall & Spring) BENT 493 Social Entrepreneurship (Spring)	3
One of the following: BUSN 470 Multidisciplinary Action Projects (Fall & Spring) BUSN 491 Startup Accelerator (Spring)** BUSN 494 Small Business Consulting (Fall & Spring)*** BENT 495 New Venture Lab (Fall, Spring & Summer) BUSN 497 Internship (Fall, Spring & Summer) BMIS 443 Technology for Web/Mobile Based Bus. (Fall)†	3
Broadening and International Δ	3-6
* Prerequisites: BENT 490 or BENT 492 or BENT 493 or Instructor Approval	
** Prerequisite: Instructor Approval	
*** Prerequisite: 3.25 GPA & senior standing	
† Prerequisite: BMIS 235	
Δ B/I credits will vary from 3-6, depending on one or more concentration. A course used for the B/I requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Finance Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

FIRST YEAR			
Fall Semester	Credits	Spring Semester	Credits
ENGL 101 Writing/Composition	3	Scientific Inquiry	2+1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>15</i>
SECOND YEAR			
Fall Semester	Credits	Spring Semester	Credits
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>17</i>
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
Fall Semester	Credits	Spring Semester	Credits
BFIN 320 Principles of Finance	3	ACCT 367 Financial Reporting	3
MGMT 350 Principles of Management	3	BFIN 322 Intermediate Finance	3
MKTG 310 Principles of Marketing	3	OPER 340 Operations Management	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	#BFIN Elective	3
***Required Course Designation/*Gen. Electives	4	RELI XXX World and Comparative Religions	3
		*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>
FOURTH YEAR			
Fall Semester	Credits	Spring Semester	Credits
BFIN 422 Investment Analysis	3	BFIN 423 Financial Management Cases	3
ΔBroadening/Intn'l or Experiential Elective	3	^BUSN 481 Strategic Management	3
§Core Integration Seminar	3	§**BUSN 480 Senior Seminar in Bus Ethics	3
***Required Course Designation/*Gen. Electives	7	ΔBroadening/Int'l or Experiential Elective	3
		***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions

Electives are listed on reverse side.

Δ One Broadening and either one International or one Experiential course.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration

Finance Concentration

The finance curriculum is designed to give students a solid foundation in financial theory while developing skills and techniques necessary to manage today's dynamic business environment. The globalization of both product and financial markets, rapid development in information technology, and recent advances in the field of finance have created a growing need for well-qualified graduates. Challenging career opportunities exist in the securities and financial services industry, information systems, and corporate financial management.

FINANCE CONCENTRATION (15 + 3-6 BIE Credits)	Credits
BFIN 322 Intermediate Finance (Fall & Spring)	3
ACCT 367 Financial Reporting (Fall & Spring)*	3
BFIN 422 Investment Analysis (Fall & Spring)**	3
BFIN 423 Financial Management Cases (Fall & Spring)**	3
BFIN Elective Choose one from: BFIN 325 Financial Institutions (Spring) BFIN 327 International Finance (Fall & Spring) BFIN 424 Real Estate Principles (Spring) BFIN 426 Mergers & Acquisitions (Spring) BFIN 489 Financial Modeling (Spring) BFIN 429A/B/C Portfolio Management, to be taken in sequence	3
Broadening and International or Experiential***	3-6
*If a student is pursuing an accounting major and a finance concentration, ACCT 360 Intermediate Accounting I (required in the Accounting major) will be double-counted to satisfy ACCT 367.	
**BFIN 322 is a prerequisite course to BFIN 422 and 423	
***BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Human Resource Management Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

FIRST YEAR			
Fall Semester	Credits	Spring Semester	Credits
ENGL 101 Writing /Composition	3	Scientific Inquiry	2+1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	16	<i>Total Credits</i>	15
SECOND YEAR			
Fall Semester	Credits	Spring Semester	Credits
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	16	<i>Total Credits</i>	17
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
Fall Semester	Credits	Spring Semester	Credits
BFIN 320 Principles of Finance	3	MGMT 410 Training & Org Development	3
MGMT 350 Principles of Management	3	OPER 340 Operations Management	3
MKTG 310 Principles of Marketing	3	ΔBroadening/Intn'l or Experiential Elective	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	RELI XXX World and Comparative Religions	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	16	<i>Total Credits</i>	16
FOURTH YEAR			
Fall Semester	Credits	Spring Semester	Credits
MGMT 400 Recruitment and Selection	3	MGMT 415 Emp. Law & Labor Relations	3
MGMT 405 Compensation and Perf Appraisal	3	^BUSN 481 Strategic Management	3
ΔBroadening/Intn'l or Experiential Elective	3	§**BUSN 480 Senior Seminar in Bus Ethics	3
§Core Integration Seminar	3	***Required Course Designation/*Gen. Electives	7
***Required Course Designation/*Gen. Electives	4		
<i>Total Credits</i>	16	<i>Total Credits</i>	16

- Notes:
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 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions.

Δ One Broadening and either one International or one Experiential course.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration Human Resource Management Concentration

This concentration provides students a broad background in the management of human resources as well as an awareness of the functional specialties within the field of human resource management. In addition to qualifying students for specific careers in human resources management and general management, this concentration also provides an excellent entry to a variety of professional positions that demand effective direction of people.

HUMAN RESOURCE MANAGEMENT (12 + 3-6 BIE Credits)	Credits
MGMT 400 Recruitment and Selection (Fall)	3
MGMT 405 Compensation and Performance Appraisal (Fall)	3
MGMT 410 Training and Organizational Development (Spring)	3
MGMT 415 Employment Law and Labor Relations (Spring)	3
Broadening and International or Experiential*	3-6
*BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



International Business Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

First Year			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ENGL 101 Writing/Composition	3	Scientific Inquiry	2 + 1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication & Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	16	<i>Total Credits</i>	15
Second Year			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	1
*General Elective	1	*General Electives	2
<i>Total Credits</i>	16	<i>Total Credits</i>	17
<p>The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.</p> <p>** Students must complete the International course for the functional area of their primary concentration, if offered. This international course can be used to fulfill the requirement for either, <u>but not both</u>, the primary concentration or the International Business concentration.</p> <p><i>In addition to courses appropriate for the major/primary concentration, the International Business concentration will require the following:</i></p>			
Third Year			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
Follow outline for major/primary concentration program		**International Business Concentration Electives	6
Fourth Year			
<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
International Business Concentration Electives	6	*Experiential Elective: Follow outline for major/primary concentration program	3

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Four courses from the following: ECON 311 Global Economic Issues (or ECON 321 for Economics concentration), BFIN 327 International Finance, MGMT 355 International Management, MKTG 417 International Marketing, OPER 440 Global Operations and Supply Chain Management.

*** Three credits of a foreign language (200- or higher level) may be used for the Experiential requirement.

Gonzaga University School of Business Administration International Business Concentration

The International Business Concentration is designed for students who want to prepare themselves to meet the challenges associated with globalization. This concentration must be taken in tandem with another major (accounting) or another concentration. Students must complete the international course for the functional area of their primary concentration, if offered. This international course can be used to fulfill either a requirement in the primary concentration or the international business concentration. It cannot be double-counted.

INTERNATIONAL BUSINESS* (12 + 3 Experiential Credits)	Credits
Four courses selected from the following: ECON 311 Global Economic Issues (Spring, Summer)** BFIN 327 International Finance (Fall, Spring, Summer) MGMT 355 International Management (Fall) MKTG 417 International Marketing (Summer) OPER 440 Global Operations and Supply Chain Mgmt. (Fall, Spring, Summer)	12
Experiential or 200-level or higher Foreign Language	3
*This concentration must be taken with another major (Accounting) or a second concentration.	
**ECON 321 International Economics may be taken by students in the Economics concentration.	
Credits are not double counted for BIE credits. A 3-credit foreign language course (200-level or above) may be used in place of the experiential requirement.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Law and Public Policy Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

FIRST YEAR			
Fall Semester	Credits	Spring Semester	Credits
ENGL 101 Writing/Composition	3	Scientific Inquiry	2 cr + 1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>15</i>
SECOND YEAR			
Fall Semester	Credits	Spring Semester	Credits
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>17</i>
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
Fall Semester	Credits	Spring Semester	Credits
BFIN 320 Principles of Finance	3	#Concentration Elective	3
MGMT 350 Principles of Management	3	OPER 340 Operations Management	3
MKTG 310 Principles of Marketing	3	ΔBroadening/Intn'l or Experiential Elective	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	RELI XXX World and Comparative Relations	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	<i>6</i>	<i>Total Credits</i>	<i>16</i>
FOURTH YEAR			
Fall Semester	Credits	Spring Semester	Credits
#Concentration Electives	6	#Concentration Elective	3
ΔBroadening/Intn'l or Experiential Elective	3	^BUSN 481 Strategic Management	3
§Core Integration Seminar	3	§**BUSN 480 Senior Seminar in Bus Ethics	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	7
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions.

Electives are listed on reverse side.

Δ One Broadening and either one International or one Experiential course.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration Law and Public Policy Concentration

Government regulation and legislation have a major impact on business, creating a need for public policy makers to understand the workings of business and for people in the private sector to understand the public sector. This is especially relevant for people pursuing careers in corporate public affairs and professional study in law, public administration, and public policy analysis.

LAW AND PUBLIC POLICY (12 + 3-6 BIE Credits)	Credits
Choose four* (with advisor approval) from:	12
ACCT 365 Federal Taxation	
ECON 320 Economics of Sports	
ECON 324 Economics of Environmental Protection	
ECON 325 Public Finance	
ECON 330 Anti-Trust Policy and Regulation	
BFIN 426 Mergers and Acquisitions	
MGMT 415 Employment Law and Labor Relations	
POLS 303 Constitutional Law & Civil Liberties & Rights	
POLS 311 State and Local Government	
POLS 321 Politics and Public Administration	
POLS 323 Constitutional Law: Institutional Powers	
POLS 327 American Social Policy	
Broadening and International or Experiential**	3-6
*Maximum of 6 credits from one department.	
**BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Gonzaga University School of Business Administration Marketing Concentration

Marketing emphasizes satisfying needs and wants through the facilitation of the exchange process between and among organizations and customers. Marketing concepts and techniques apply to all types of organizations, whether they are for profit or non-profit and whether providing goods, services, experiences or ideas to their customers. An organization's long-term success is determined by understanding customer preferences and perceptions as well as how they change. Marketing is also a critical link between organizations and their environment.

The topics studied include: gathering and interpreting market information, understanding customer decision processes and the influencers of these processes, target market decisions involving segmenting markets and positioning market offerings, marketing promotion and advertising, product design and modification, pricing, distribution of products, and effective managerial decision-making and planning.

Marketing is an essential, universal activity common to all individuals and organizations around the world, whether pursuing personal employment, seeking clients for an accounting firm, or in marketing supertankers or soap. Marketing knowledge and skills may lead to challenging and satisfying careers in nearly any field including such activities as sales and sales management, advertising and promotion management, retail management and buying, product development and management, public relations, industrial marketing, marketing research, and international marketing.

MARKETING (15 + 3-6 BIE Credits)	Credits
MKTG 315 Consumer Behavior (Fall, Spring)	3
MKTG 330 Marketing Research (Fall, Spring)*	3
MKTG 402 Marketing Communications (Fall, Spring)**	3
MKTG 419 Marketing Strategy (Fall, Spring)***	3
MKTG Elective Choose one from: MKTG 300-400 level elective EDPE 400 Sport Sponsorship and Promotions (<i>prereq: EDPE 190</i>) ECON 355 Regression Analysis ECON 451 Econometrics PRLS 310 Writing for Public Relations (<i>see catalogue for prereqs</i>) PSYC 310 Cognition (<i>see catalogue for prereqs</i>) PSYC 335 Social Psychology (<i>see catalogue for prereqs</i>)	3
Broadening and International or Experiential Δ	3-6
* Prerequisite: Statistics	
** Prerequisite: MKTG 315	
*** Prerequisite: One marketing class beyond 310	
Δ BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Marketing Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

FIRST YEAR			
Fall Semester	Credits	Spring Semester	Credits
ENGL 101 Writing/Composition	3	Scientific Inquiry	2 cr +1 cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>15</i>
SECOND YEAR			
Fall Semester	Credits	Spring Semester	Credits
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	<i>17</i>	<i>Total Credits</i>	<i>17</i>
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
Fall Semester	Credits	Spring Semester	Credits
BFIN 320 Principles of Finance	3	MKTG 315 Consumer Behavior	3
MGMT 350 Principles of Management	3	OPER 340 Operations Management	3
MKTG 310 Principles of Marketing	3	ΔBroadening/Intn'l or Experiential Elective	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	RELI XXX World and Comparative Religions	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>
FOURTH YEAR			
Fall Semester	Credits	Spring Semester	Credits
MKTG 330 Marketing Research (<i>prereq: statistics</i>)	3	MKTG 419 Marketing Strategies (<i>Prereq: one marketing class beyond 310</i>)	3
MKTG 402 Mktg Comm (<i>Prereq MKTG 315</i>)	3	^BUSN 481 Strategic Management	3
#Marketing Elective	3	§**BUSN 480 Senior Seminar in Bus Ethics	3
§Core Integration Seminar	3	***Required Course Designation/*Gen. Electives	7
ΔBroadening/Intn'l or Experiential Elective	3		
*General Elective	1		
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions.

Electives are listed on reverse side.

Δ One Broadening and either one International or one Experiential course.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

§ BUS 480 will fulfill Core Integration Seminar requirement.

Management Information Systems Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

Jan-21

FIRST YEAR			
Fall Semester	Credits	Spring Semester	Credits
ENGL 101 Writing/Composition	3	Scientific Inquiry	2cr +1cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	16	<i>Total Credits</i>	15
SECOND YEAR			
Fall Semester	Credits	Spring Semester	Credits
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats and/or BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Inf Sys and/or BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	16	<i>Total Credits</i>	17
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
Fall Semester	Credits	Spring Semester	Credits
BMIS 331 Prob Solving and Prog Techniques	3	BMIS 342 Data Analytics for Bus (<i>Prereq:BMIS 331</i>)	3
BFIN 320 Principles of Finance	3	OPER 340 Operations Management	3
MGMT 350 Principles of Management	3	ΔBroadening/Intn'l or Experiential Elective	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	RELI XXX World and Comparative Religions	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	16	<i>Total Credits</i>	16
FOURTH YEAR			
Fall Semester	Credits	Spring Semester	Credits
BMIS 441 Database Management	3	BMIS 444 Info Sys Analysis & Design (<i>Prereq:BMIS 441</i>)	3
MKTG 310 Principles of Marketing	3	^BUSN 481 Strategic Management	3
ΔBroadening/Intn'l or Experiential Elective	3	\$**BUSN 480 Senior Seminar in Bus Ethics	3
\$Core Integration Seminar	3	***Required Course Designation/*Gen. Electives	7
***Required Course Designation/*Gen. Electives	4		
<i>Total Credits</i>	16	<i>Total Credits</i>	16

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions.

Δ One Broadening and either one International or one Experiential course.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

\$ BUS 480 will fulfill Core Integration Seminar requirement.

Gonzaga University School of Business Administration

Management Information Systems Concentration

The strategic use of information and communication technology (ICT) is critical for organizations in today's complex and competitive business environment. The Management Information Systems (MIS) concentration combines a strong business curriculum with the knowledge and technical skills of ICT required to help organizations thrive and grow. The MIS program is designed to prepare business professionals who are business oriented, technically competent, and able to interact effectively in organizations. Challenging career opportunities exist for MIS graduates across a variety of organizations (financial services, retail, consulting, technology, manufacturing, etc.) and positions (e.g., business analyst, application developer, network analyst, software engineer, project manager, database analyst, web developer, information systems manager, consultant).

MANAGEMENT INFORMATION SYSTEMS CONCENTRATION (12 +3-6 BIE Credits)	Credits
BMIS 331 Problem Solving and Programming Techniques (Fall)	3
BMIS 342 Data Analytics for Business (Spring)*	3
BMIS 441 Database Management (Fall)	3
BMIS 444 Information Systems Analysis and Design (Spring)**	3
Broadening and International or Experiential***	3-6
* Prerequisite is BMIS 331	
**Prerequisite is BMIS 441	
***BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Gonzaga University School of Business Administration Operations and Supply Chain Management Concentration

The growth of e-commerce, increased global competition, and advances in information technology are some of the forces behind the ongoing need to eliminate waste and add value throughout a product's supply chain. The Operations and Supply Chain Management (OSCM) concentration examines how a firm can establish and enhance the operational core competencies required by demanding consumers in a dynamic marketplace.

This concentration prepares students for the challenges of tomorrow's business environment by providing them with the technical, informational, and managerial skills needed to manage and improve an integrated system of productive processes. Career opportunities exist with organizations that provide or are dependent on fast, low-cost, accurate, and uniform flows of products, information, and services. Examples of career opportunities include consulting, logistics, manufacturing, health services, government, retail and insurance, and banking.

OPERATIONS AND SUPPLY CHAIN MANAGEMENT (12 + 3-6 BIE Credits)	Credits
Choose four from:* OPER 345 Service Operations (Spring, Summer) OPER 346 Project and Process Management (Fall) OPER 347 Lean Thinking (Fall, Spring '20) OPER 348 Quality Management and International Standards (Spring) OPER 440 Global Operations and Supply Chain Management (Fall, Spring, Summer) OPER 489 Supply Chain Management (Spring) MKTG 415 New Product Development BFIN 327 International Finance (Fall, Spring) BMIS 441 Database Management (Fall)	
Broadening and International or Experiential**	3-6
* No more than one course outside OPER area.	
**BIE credits will vary from 3-6, depending on one or more concentration. A course used for the BIE requirement may not be double counted for a course required in the concentration.	
General elective credits in the four-year degree program may be used toward a second major/concentration or a minor.	



Operations and Supply Chain Management Concentration

Suggested Four-year Schedule | 2020-2021 Undergraduate Catalogue

January 2021

FIRST YEAR			
Fall Semester	Credits	Spring Semester	Credits
ENGL 101 Writing/Composition	3	Scientific Inquiry	2cr +1cr lab
PHIL 101 Reasoning	3	BUSN 111 Business Computing	2
COMM 100 Communication and Speech	3	HIST 101/102/112/201/202/NTAS 211	3
MATH 114 Math Analysis for Business	3	Social and Behavioral Science	3
First-Year Seminar	3	Fine Arts Elective (VART/MUSC/THEA/FILM)	3
*General Elective	1	*General Elective	1
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>15</i>
SECOND YEAR			
Fall Semester	Credits	Spring Semester	Credits
ACCT 260 Principles of Accounting I	3	ACCT 261 Principles of Accounting II	3
ECON 201 Microeconomics	3	ECON 202 Macroeconomics	3
BUSN 230 Stats <i>and/or</i> BMIS 235 Mgt Info Sys	3	BMIS 235 Mgt Info Sys <i>and/or</i> BUSN 230 Stats	3
BUSN 283 Business Law	3	RELI XXX Christianity and Catholic Traditions	3
PHIL 201 Philosophy of Human Nature	3	Literature	3
*General Elective	1	*General Electives	2
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>17</i>
The student must apply and be admitted <i>prior</i> to enrollment in upper division business courses. Admission requirements: Junior standing <u>and</u> the completion of ACCT 260-261; ECON 201-202, BMIS 235 and BUSN 230, with a cumulative GPA of 2.7 in these six classes, and with a grade no lower than C- in any of these classes.			
THIRD YEAR			
Fall Semester	Credits	Spring Semester	Credits
BFIN 320 Principles of Finance	3	#OPER Elective	3
MGMT 350 Principles of Management	3	MKTG 310 Principles of Marketing	3
OPER 340 Operations Management	3	ΔBroadening/Intn'l or Experiential Elective	3
Ethics (PHIL 301/RELI 276/ RELI 376)	3	RELI XXX World and Comparative Religions	3
***Required Course Designation/*Gen. Electives	4	***Required Course Designation/*Gen. Electives	4
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>
FOURTH YEAR			
Fall Semester	Credits	Spring Semester	Credits
#OPER Electives	6	#OPER Elective	3
ΔBroadening/Intn'l or Experiential Elective	3	^BUSN 481 Strategic Management	3
***Required Course Designation/*Gen. Electives	4	\$**BUSN 480 Senior Seminar in Bus Ethics	3
		***Required Course Designation/*Gen. Electives	7
<i>Total Credits</i>	<i>16</i>	<i>Total Credits</i>	<i>16</i>

- Notes:
- Fifty percent of business credits must be earned at Gonzaga.
 - Major and concentration requirements are listed on the reverse side.
 - Core and major requirements may not be taken on a "Satisfactory/Non-Satisfactory" basis (except for Internships).

* General Electives to bring total credits to at least 128. They will vary semester to semester.

** Prerequisites: Ethics and Senior Standing.

*** Two Writing Enriched (WE) designations in addition to ENGL 101/One Social Justice (SJ) designation/One Global Studies (GS) designation, in addition to World & Comparative Religions.

Electives are listed on reverse side.

Δ One Broadening and either one International or one Experiential course.

^ Prerequisites: BFIN 320, MGMT 350, MKTG 310, OPER 340, and senior standing

\$ BUS 480 will fulfill Core Integration Seminar requirement.

Appendix 7 – Changes in the Curriculum, 2016-2021

Undergraduate:

Created the Digital Marketing minor

Added three-credit courses in:

- ACCT 311 Data Analysis for Accountants
- BMIS 342 Data Analytics for Business (formerly Web-Based Applications)
- BUSN 101 Introduction to Business
- BUSN 193 FYS
- BUSN 286 DECA PNCDC
- BUSN 432 CIS
- BUSN 470 Multidisciplinary Act Projects
- BUSN 486 DECA ICDC
- ECON 355 Regression Analysis
- ECON 432 CIS
- MKTG 317 Promoting the Arts
- MKTG 411 Digital Advertising (formerly Advertising)

Added one-credit skills courses in:

- BUSN 250 Effective Communication
- BUSN 251 Organizational Communication
- BUSN 252 Career Formation
- BUSN 253 Career Activation
- BUSN 254 Image & Reputation Management
- BUSN 255 Effective Negotiations
- BUSN 256 Sales
- BUSN 257 EQ and Leadership
- BUSN 258 Financial Analysis & Decisions
- BUSN 259 Value Chain Analysis
- BUSN 260 Introduction to Non-Profits
- BUSN 261 Non-Profit Management II
- BUSN 262 Non-Profit Management III
- BUSN 263 Intellectual Property
- BUSN 264 Planning for Total Quality
- BUSN 265 Women in the Workplace

- BUSN 266 Preparing for Service
- BUSN 267 Special Topics Skills Course
- BUSN 268 Special Topics Skills Course
- BUSN 269 Special Topics Skills Course
- BUSN 270 Special Topics Skills Course

Dropped the following classes:

- ACCT 369-International Accounting
- ACCT 466-IFRS and U.S. GAAP I
- ACCT 467-IFRS and U.S. GAAP II
- ACCT 468-Personal Financial Planning
- ECON 270H-Honors Economics
- BUSN 485-Senior Seminar in Ethics (integrated into BUSN 480)

Appendix 8 – Curriculum Map – Concept Delivery and Assessment

An explanation of learning levels

At the **Introduced (I) level**, students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one aspect of a complex program outcome is addressed in the given course.

At the **Emphasized (E) level**, students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately.

At the **Reinforced (R) level**, students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instruction and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

At the **Advanced (A) level**, students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity. Complex program outcomes are reconceptualized at a higher level of abstraction, which in turn enables generalization to a new context and self-reflection.

Undergraduate Curriculum Matrix – Business Administration

		JCE	MATH 114	BUSN 111	ACCT 260	ACCT 261	ECON 201	ECON 202	BUSN 230	BMIS 235	BUSN 283	BFIN 320	MGMT 350	MKTG 310	OPER 340	BUSN 480	BUSN 481
Sophomore Goals	Microeconomics Analysis (analyze changes in equilibrium prices and quantities in a supply-and-demand framework)	T					I E	I E						R			R
	Cost Analysis (analyze an organization's costs)					I E T							I				R
	Financial Statement Analysis (prepare & interpret basic general purpose financial statements)				I E T							R					R
	Information Systems Analysis (identify components of information systems and explain the relationships between them)	T		E						R			I			E	R
Junior Goals	Operations Analysis (understand & value the role of operations & apply its key principles & practices to an organization)	T	I						E	E			I		R A	E	R
	Diversity Analysis (consider perspectives of different groups when making business-related decisions)	T											I E R			A	R
	Oral Presentation Proficiency (prepare & present an independent oral presentation)			E						E			R T			R	A

I = Introduced; E = Emphasized, R = Reinforced, A = Advanced, T = Tested

		JCE	MATH 114	BUSN 111	ACCT 260	ACCT 261	ECON 201	ECON 202	BUSN 230	BMIS 235	BUSN 283	BFIN 320	MGMT 350	MKTG 310	OPER 340	BUSN 480	BUSN 481
Senior Goals	SWOT Analysis (identify & synthesize core issues in analyzing a complex business scenario)									E			I E	I			A T
	Data Analysis (use proper tools to analyze and interpret data and effectively communicate their findings)		I	E					E	R		I	I	I	R		E T
	Professional Writing Proficiency (create a well-written document on a business topic)									E			I E R A			R	E R T
	Ethical Decision-Making (identify ethical & social justice issues as they arise in the practice of business & provide informed, well-reasoned assessments & solutions for those issues)									E	I	R	I E R	I		A T	A

I = Introduced; E = Emphasized, R = Reinforced, A = Advanced, T = Tested

Undergraduate Curriculum Matrix – Accounting

Goals	Objectives	ACCT 360	ACCT 365	ACCT 361	ACCT 366	ACCT 311	ACCT 362	ACCT 460	ACC363	ACCT 464	BUSN 480
Students will develop appropriate technical knowledge across the five major areas of the accounting discipline	a. Students will demonstrate an understanding of intermediate level financial accounting and reporting concepts.	I E R A		I E R A				E R			
	b. Students will demonstrate an understanding of intermediate level cost/managerial accounting concepts.								R A		
	c. Students will demonstrate an understanding of accounting information systems.						I E A			R	
	d. Students will demonstrate an understanding of the principles of individual and entity taxation.		I E A		I E A						
	e. Students will demonstrate an understanding of the principles of auditing.									I E A	

I = Introduced; E = Emphasized, R = Reinforced, A = Assessed

Goals	Objectives	ACCT 360	ACCT 365	ACCT 361	ACCT 366	ACCT 311	ACCT 362	ACCT 460	ACC 363	ACCT 464	BUSN 480
Students will exhibit an understanding of ethical conduct in a global and diverse professional environment	a. Students will be able to identify the relevant ethical issues in a business situation.	I		I		I E R			E	I	A
	b. Students will be able to identify alternate possible decisions and respective impacts.	I		I		I E R			E	I	A
	c. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives.	I		I		I E R			E	I	A
	d. Students will be able to offer an ethically informed and justified solution to business problems.	I		I		I E R			E	I	A
Data Analysis	a. Students will develop critical thinking skills and demonstrate effective decision-making within a professional accounting context, while making use of data analytics and other relevant technology.					R A	I			E	

I = Introduced; E = Emphasized, R = Reinforced, A = Assessed

Graduate Curriculum Matrix – Masters of Accountancy (MAcc)

Goals and Objectives	MAcc 601	MAcc 603	MAcc 611	MAcc 622	MAcc 641	MAcc 661	MAcc 662	MAcc 663	MAcc 664	MAcc 665	MAcc 667
Goal 1 – Analytical Thinking Students will develop critical thinking skills and display effective decision making within a professional accounting context, supported by the appropriate use of analytical and quantitative techniques.			E A		I E R		I	I E R		R	E
Goal 2 – Conceptual and Technical Competence Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.					R		I E R	I E R A		R A	E
Goal 3 – Professional Ethics Students will increase their ethical awareness of issues encountered in a professional accounting environment and will exhibit ethical decision making in their recommended response(s).			I						I E R A	R	R
Goal 4 – Professional Communications Students will communicate clearly, intentionally and effectively given the audience and situational context.			E		R	E R A		I E	E	E	E

I = Introduced; E = Emphasized, R = Reinforced, A = Assessed

Graduate Curriculum Matrix – Masters of Business Administration (MBA)

Goals and Objectives	MBUS 610	MBUS 612	MBUS 613	MBUS 614	MBUS 624	MBUS 625	MBUS 626	MBUS 627	MBUS 628	MBUS 629	MBUS 616
1a - MBA students will demonstrate the ability to articulate a vision and set prioritized strategic objectives.		I			R E	R E		E			A
1b - MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.		E				I A		E		R	E
2 - MBA students will recognize ethical issues and demonstrate the skills necessary to make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.		E		I E A	I	R E		E	R	I	
3 - MBA students will evaluate organizations and recommend optimal strategies and actions that demonstrate their ability to frame problems contextually and use appropriate analytical and quantitative techniques.		R	I E A		R E	I	R	R	E	I	R
4 - MBA students will demonstrate their ability to communicate their ideas effectively and efficiently in a variety of business settings.		R		I E A	R E	R E		A			
5a - MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.	I	I			I	R E	A	R		I	R
5b - MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision-making.		A			I E	R E	R	E			

I = Introduced; E = Emphasized, R = Reinforced, A = Assessed

Graduate Curriculum Matrix – Masters of Taxation (MTax)

Goals	Objectives	MTAX 603	MTAX 604	MTAX 614	MTAX 605	MTAX 606	MTAX 607	MTAX 608	MTAX 610	MTAX 616	MTAX 620	MTAX 621	MTAX 661	MTAX 664	MTAX 667	
Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.	1. Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of partnerships.				I E R A							E			E	
	2. Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of corporations.		I E R A						I E			E			E	
	3. First Assessment: Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of wealth transfers. Second Assessment: Students will demonstrate an ability to recognize issues and apply rules concerning the taxation of international transactions and concepts in state and local taxation.					I E R A					E					E
	4. Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of property transactions.		I					I E R A					E			E

I = Introduced; E = Emphasized, R = Reinforced, A = Assessed

Goals	Objectives	MTAX 603	MTAX 604	MTAX 614	MTAX 605	MTAX 606	MTAX 607	MTAX 608	MTAX 610	MTAX 616	MTAX 620	MTAX 621	MTAX 661	MTAX 664	MTAX 667
Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience	<ol style="list-style-type: none"> Students will analyze the relevant law by utilizing tools provided by subscription research services, library resources and free information issued by the government or other credible sources. Students will demonstrate an ability to draft the results of their research through memoranda, letters, email and other written correspondence in a concise, structured manner to other professionals or clients with varying levels of tax sophistication. Students will demonstrate an ability to convey technical tax topics through public speaking presentations. 												I E R		I E R A
Students will exhibit an understanding of the ethical framework for tax accountants working in a professional environment	<ol style="list-style-type: none"> Students will be able to identify the relevant ethical issues in a business situation. Students will be able to identify alternate possible decisions and respective impacts. 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. 								I E			I E		I E R A	

I = Introduced; E = Emphasized, R = Reinforced, A = Assessed

Appendix 9 – Undergraduate Learning Outcomes

Undergraduate Learning Outcomes – BA – Business Administration

Sophomore Year

- Goal U1.2 MICROECONOMICS ANALYSIS. Students will be able to analyze changes in equilibrium prices and quantities in a supply-and-demand framework.
- Goal U1.4A COST ANALYSIS Students analyze an organization's costs.
- Goal U1.4B FINANCIAL STATEMENT ANALYSIS Students prepare and interpret basic general purpose financial statements.
- Goal U1.5 INFORMATION SYSTEMS ANALYSIS Students identify components of information systems and explain the relationships between them.

Junior Year

- Goal U1.7 OPERATIONS ANALYSIS - Students understand and value the role of operations and apply its key principles and practices to an organization.
- Goal U3.1 DIVERSITY ANALYSIS - Students consider perspectives of different groups when making business-related decisions.
- Goal U4.2 ORAL PRESENTATION PROFICIENCY. Students prepare and present an independent oral presentation.

Senior Year

- Goal U1.1 SWOT ANALYSIS. Students identify and synthesize core issues in analyzing a complex business scenario.
- Goal U1.8 DATA ANALYSIS Students use proper tools to analyze and interpret data and effectively communicate their findings.
- Goal U4.1 PROFESSIONAL WRITING PROFICIENCY Students create a well-written document on a business topic.
- Goal U2.1 ETHICAL DECISION MAKING: Students identify ethical and social justice issues as they arise in the practice of business, and provide informed, well-reasoned assessments and solutions for those issues.

Undergraduate Learning Outcomes – BA – Accounting

Goal 1 Students will develop appropriate technical knowledge across the five major areas of the accounting discipline.

- Students will demonstrate an understanding of intermediate level financial accounting and reporting concepts.
- Students will demonstrate an understanding of intermediate level cost/managerial accounting concepts.
- Students will demonstrate an understanding of accounting information systems.
- Students will demonstrate an understanding of the principles of individual and entity taxation.
- Students will demonstrate an understanding of the principles of auditing.

Goal 2 Students will exhibit an understanding of ethical conduct in a global and diverse professional environment.

- Students will be able to identify the relevant ethical issues in a business situation.
- Students will be able to identify alternate possible decisions and respective impacts.
- 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.

Goal 3 Data Analysis

- Students will develop critical thinking skills and demonstrate effective decision-making within a professional accounting context, while making use of data analytics and other relevant technology.

Appendix 10 – Graduate Learning Outcomes

Graduate Learning Outcomes – MAcc

Goal 1 - Analytical Thinking: Students will develop critical thinking skills and display effective decision making within a professional accounting context, supported by the appropriate use of analytical and quantitative techniques.

Goal 2 - Conceptual and Technical Competence: Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.

Goal 3 - Professional Ethics: Students will increase their ethical awareness of issues encountered in a professional accounting environment and will exhibit sound ethical decision making in their recommended response(s).

Goal 4 - Professional Communications: Students will communicate clearly, intentionally and effectively given the audience and situational context using appropriate technologies, both individually and in group settings.

**Gonzaga MAcc Program
MAcc 2016-21 AoL Assessment Plan**

Goals	Initial Assessments	Curricular and/or Teaching Improvements	Second Assessments
<p><u>Goal 1 – Analytical Thinking:</u> Students will develop critical thinking skills and display effective decision making within a professional accounting context, supported by the appropriate use of analytical and quantitative techniques.</p>	<p>MAcc 611 Fall 2019 (Hoag) <i>report submitted</i></p>	<p>To assist students in the future, the instructor plans to implement several modifications to the flipped classroom format to (a) incorporate greater structure, (b) provide periodic assessment opportunities so students can gauge their learning BEFORE the exam assessment, and (c) better synthesize the tools and applications via in-class discussion about the application and potential pitfalls. Specifically, the instructor will implement within each learning module a “checklist” of videos/content that students must complete (i.e., greater structure) and a mini assessment at the end of each module that students must complete before progressing to subsequent content. In addition, the instructor and students will discuss the tools as a class to synthesize the concepts and to sharpen critical thinking skills before and after student work on the lab assignments. Finally, these improvements should help students better prepare for, and navigate the timed component of the assessment.</p> <p>Finally, future iterations of this course will consider integrating new technology and applications such as robotic process automation (“RPA”). Professional accountants and accounting firms continue to adopt new technologies, processes, and analytical techniques, and it is imperative that our graduate accounting students be exposed to a variety of current tools and use cases.</p>	<p>N/A – New goal; do initial assessment only.</p>

**Gonzaga MAcc Program
MACC 2016-21 AoL Assessment Plan**

Goals	Initial Assessments	Curricular and/or Teaching Improvements	Second Assessments
<p><u>Goal 2 – Conceptual and Technical Competence:</u> Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.</p>	<p>MACC 665 Spring 2018 (Hoag) <i>report submitted</i></p>	<p>MACC 665: (1) Guide discussion of the various audit procedures and other concepts around an “audit workflow” or “audit timeline”. Doing so will require students to reflect on WHEN particular procedures are being performed (which in turn, should help students identify the purpose and goals of each procedure). (2) Spend a considerable amount of time during the first week of class reviewing with students the auditing standard frameworks, research resources, and best practices for citing technical auditing research to establish a strong foundation for success in a graduate AUDIT research course. Note: It cannot be assumed that students will automatically transfer ACCOUNTING research competency from other graduate courses into this course. (3) Emphasize the importance of carefully citing applicable auditing research as a means of documenting (a) the suitability of audit work in the context of the associated standards; and (b) that the audit was conducted in accordance with applicable standards. Students recognize the audit workpapers they draft should document principle conclusions and the work performed in support of those conclusions, but do not necessarily understand the importance of documenting compliance with applicable auditing standards.</p> <p>MACC 663: (1) Better highlight the importance of the critique portion of the case and make it a more important part of the project grade. This will incentivize all students to be more thorough in their analysis and focus more intently on specific citations within the Conceptual Framework. (2) Spend more time discussing documentation techniques prior to using the project. This will help students organize their narratives and flowcharts that depict the authoritative guidance.</p>	<p>MACC 663 Fall 2019 (McNellis) <i>report submitted</i></p>

**Gonzaga MAcc Program
MAcc 2016-21 AoL Assessment Plan**

Goals	Initial Assessments	Curricular and/or Teaching Improvements	Second Assessments
<p><u>Goal 3 – Professional Ethics:</u> Students will increase their ethical awareness of issues encountered in a professional accounting environment and will exhibit sound ethical decision making in their recommended response(s).</p>	<p>MACC 664 Summer 2016 (Kern) <i>report submitted</i></p>	<p>Since class size has increased significantly, the professor did a thorough review of the weekly written assignments and prioritized those case studies that are most likely to be relevant to most students within the first several years of their careers (for example, cases about workplace dating, requests to underreport hours, requests to alter workpapers, etc.). The professor will provide individualized feedback on those assignments. In addition, a few students found it difficult to participate in the group project due to the size of the class. The professor will split the class into two or more groups in future to make the group size more manageable for students.</p> <p>Additional improvements were made from 2017 to 2019, including creating rubrics with clear expectations about writing quality and content, sending reminder emails to help students manage due dates, adding reminders within the syllabus, and providing more timely feedback on written work.</p>	<p>MACC 664 Summer 2019 (Kern) <i>report submitted</i></p>
<p><u>Goal 4 – Professional Communications:</u> Students will communicate clearly, intentionally and effectively given the audience and situational context using appropriate technologies, both individually and in group settings.</p>	<p>MACC 661 Spring 2018 (DeHart) <i>report submitted</i></p>	<p>The instructor will spend more time in the future on techniques for improving clarity, since that was the only writing trait where average scores decreased from the beginning of the semester to the end. In addition, the instructor will focus on correct mechanics and grammar, professional tone, and standard business format, since average scores were lowest for that writing trait (“Professional”). While the instructor already teaches those topics in her class, her new plan is to teach students how to install “Grammarly” on their computers and devices (Grammarly is a free program that catches errors and teaches grammar rules).</p>	<p>MACC 661 Spring 2020 (DeHart) <i>report submitted</i></p>

Graduate Learning Outcomes – MBA

- Goal 1 Strategic Thinking and Leadership: Gonzaga MBA students are able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.
- MBA students will demonstrate the ability to articulate a vision and set prioritized strategic objectives.
 - MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.
- Goal 2 Ethics and Social Responsibility: MBA students champion ethical and socially responsibility decision making for the common good.
- Objective: MBA students will recognize ethical issues and demonstrate the skills necessary to make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.
- Goal 3 Critical Thinking: Gonzaga MBA students are able to identify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.
- Objective: MBA students will evaluate organizations and recommend optimal strategies and actions that demonstrate their ability to frame problems contextually and use appropriate analytical and quantitative techniques.
- Goal 4 Effective Communication: Gonzaga MBA students are effective business communicators.
- Objective: MBA students will demonstrate their ability to communicate their ideas effectively and efficiently in a variety of business settings.
- Goal 5 Global Perspective: Gonzaga MBA students appreciate and understand the value of diverse perspectives in business decision making and organizational life.
- Objective: MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.
 - Objective: MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision-making.

Gonzaga MBA Learning Goals Outcome Assessment Timeline		
Goals and Objectives	First Assessment	Second Assessment
1a. MBA students will demonstrate the ability to articulate a vision and set prioritized strategic objectives.	Completed Fall 2018 (MBUS 616 – Stewart)	Fall 2020 (MBUS 616 - Stewart)
1b. MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.	Summer 2019 (MBUS 625 – Beqiri)	Fall 2020 (MBUS 625 - Beqiri)
2. MBA students will recognize ethical issues and demonstrate the skills necessary to make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.	Spring 2019 (MBUS 614 - Steverson)	Spring 2020 (MBUS 614 - Steverson)
3. MBA students will evaluate organizations and recommend optimal strategies and actions that demonstrate their ability to frame problems contextually and use appropriate analytical and quantitative techniques.	Summer 2019 (MBUS 613 - Beqiri)	Fall 2020 (MBUS 613 - Beqiri)
4. MBA students will demonstrate their ability to communicate their ideas effectively and efficiently in a variety of business settings.	Completed Spring 2019 (MBUS 627 - Kurpis)	Spring 2020 (MBUS 627 - Kurpis)
5a. MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.	Fall 2018 (MBUS 626 - Fletcher)	Fall 2020 (MBUS 626 - Chuang)
5b. MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision-making.	Summer 2019 (MBUS 612 - Pepper)	Summer 2020 (MBUS 612 - Pepper)

Graduate Learning Outcomes – MBA-AIE

- Goal 1 Strategic Thinking: Gonzaga MBA-AIE students are able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.
- Objective: MBA-AIE students will demonstrate the ability to articulate a vision and set prioritized strategic objectives.
 - Objective: MBA-AIE students will formulate business strategies utilizing their understanding of the key functional areas of business.
- Goal 2 Ethics and Social Responsibility: Gonzaga MBA-AIE students champion ethical and socially responsibility decision making for the common good.
- Objective: MBA-AIE students will recognize ethical issues and demonstrate the skills necessary to make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.
- Goal 3 Tribal Entrepreneurship and Leadership: Gonzaga MBA-AIE students will demonstrate entrepreneurship and leadership skills.
- Objective: MBA-AIE students will demonstrate their ability to develop a successful small business marketing plan, by articulating customer audiences, key messaging and positioning, and activation through marketing and advertising channels.
 - Objective: MBA-AIE students will apply leadership paradigms to proposed community change initiatives, taking community context and organizational communication into consideration.
- Goal 4 Effective Communication: Gonzaga MBA-AIE students are effective business communicators.
- Objective: MBA-AIE students will demonstrate their ability to communicate their ideas effectively and efficiently in a variety of business settings.
- Goal 5 Global Perspective: Gonzaga MBA-AIE students appreciate and understand the value of diverse perspectives in business decision making and organizational life.
- Objective: MBA-AIE students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to effect changes in their communities.
- Goal 6 Community and Economic Impact: MBA-AIE students will bring meaningful, sustainable, and intentional change to their communities, creating economic opportunities for themselves and for others.

Gonzaga MBA-AIE Learning Goals Outcome Assessment Timeline		
Goals and Objectives	First Assessment	Second Assessment
1a. MBA-AIE students will demonstrate the ability to articulate a vision and set prioritized strategic objectives.	Summer 2019* MBUS 616TRB (Stewart)	Summer 2021 MBUS 616TRB (Stewart)
1b. MBA-AIE students will formulate business strategies utilizing their understanding of the key functional areas of business.	Summer 2019* MBUS 628TRB (DeHart)	Summer 2021* MBUS 628TRB (DeHart)
2. MBA-AIE students will recognize ethical issues and demonstrate the skills necessary to make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.	Summer 2019* MBUS 614TRB (Steverson)	Spring 2020* MBUS 625TRB (Beqiri)
3. MBA-AIE students will demonstrate their ability to develop a successful small business marketing plan by articulating customer audiences, key messaging and positioning, and activation through marketing and advertising channels.	Summer 2019* MBUS 615TRB (O'Callaghan)	Summer 2021 MBUS 615TRB (O'Callaghan)
3. MBA-AIE students will apply leadership paradigms to proposed community change initiatives, taking community context and organizational communication into consideration.	Summer 2019* MBUS 699TRB (Horsethief)	Summer 2021 MBUS 617TRB (Horsethief)
4. MBA-AIE students will demonstrate their ability to communicate their ideas effectively and efficiently in a variety of business settings.	Summer 2019* MBUS 614TRB (Steverson)	Spring 2020* MBUS 625TRB (Beqiri)
5a. MBA-AIE students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to effect changes in their communities.	Fall 2019* MBUS 625TRB (Chen)	Spring 2020* MBUS 612TRB (Pepper)
6. MBA-AIE students will bring meaningful, sustainable, and intentional change to their communities, creating economic opportunities for themselves and for others.	N/A – Evidence provided via stories and articles	

Graduate Learning Outcomes – MSTax

Goal 1 Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.

- Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of partnerships.
- Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of corporations.
- Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of wealth transfers.
- Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of property transactions.
- Students will demonstrate an ability to recognize compliance obligations and prepare required federal tax returns.

Goal 2 Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.

- Students will be able to identify the relevant ethical issues in a business situation.
- Students will be able to identify alternate possible decisions and respective impacts.
- 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.

Goal 3 Students will exhibit an understanding of the ethical framework for tax accountants working in a professional environment.

- Students will be able to identify the relevant ethical issues in a business situation.
- Students will be able to identify alternate possible decisions and respective impacts.
- 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.

Goal 4 Students will demonstrate preparedness for entering the profession through success on the CPA exam and through success in the placement process.

- Students' performance on the CPA exam will place Gonzaga in the top 1/3 of "large accounting programs" in the country.
- At least 90% of students will be placed within six months of graduation.

**Gonzaga MAcc Program
MACC 2016-21 AoL Assessment Plan**

Goals	Objectives	Initial Assessments	Curricular and/or Teaching Improvements	Second Assessments
<p>1. Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</p>	<p>1. Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of partnerships.</p>	<p>MSTAX 605 Fall 2018 (Weber)</p>		<p>MSTAX 605 Fall 2020</p>
	<p>2. Students will demonstrate an ability to recognize issues and apply rules concerning the federal income taxation of corporations.</p>	<p>MSTAX 604 Spring 2016</p>	<p>1. A new textbook will be explored 2. A renewed focus on fundamentals will be reflected in revised PPT slides and lectures 3. Additional in-class problems (other than Gleim questions) will be developed for students. The problems will be illustrative of how different rules interact when applied to a specific set of facts. Comprehensive problems to recap concepts will be developed and used at the end of a learning module when practical.</p>	<p>MSTAX 604 Spring 2020 (Brajcich)</p>
	<p>3. Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of wealth transfers.</p>	<p>MSTAX 606 Spring 2020 (Andrew)</p>	<p>Offered independent studies only in Spring/Fall 2017, so assessments moved to 20/21.</p>	<p>MSTAX 606 Spring 2021 (Brajcich)</p>
	<p>4. Students will demonstrate an ability to recognize issues and apply rules concerning the federal taxation of property transactions.</p>	<p>MSTAX 607 Summer 2017 or 2018 (Weber)</p>		<p>MSTAX 607 Summer 2020 (Weber)</p>
	<p>5. Students will demonstrate an ability to recognize compliance obligations and prepare required federal tax returns.</p>	<p>MSTAX 605 Fall 2018 Weber will look at tax return projects</p>		<p>MSTAX 604 or 614 Spring 2020 (Brajcich)</p>

Gonzaga MAcc Program
MAcc 2016-21 AoL Assessment Plan

Goals	Objectives	Initial Assessments	Curricular and/or Teaching Improvements	Second Assessments
<p>2. Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.</p>	<ol style="list-style-type: none"> 1. Students will analyze the relevant law by utilizing tools provided by subscription research services, library resources and free information issued by the government or other credible sources. 2. Students will demonstrate an ability to draft the results of their research through memoranda, letters, email and other written correspondence in a concise, structured manner to other professionals or clients with varying levels of tax sophistication. 3. Students will demonstrate an ability to convey technical tax topics through public speaking presentations. 	<p>MSTAX 667 Fall 2016</p>		<p>MSTAX 667 Fall 2019 (McNulty)</p>

**Gonzaga MAcc Program
MACC 2016-21 AoL Assessment Plan**

Goals	Objectives	Initial Assessments	Curricular and/or Teaching Improvements	Second Assessments
3. Students will exhibit an understanding of the ethical framework for tax accountants working in a professional environment.	<ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives. 4. Students will be able to offer an ethically informed and justified solution to business problems. 	MTAX 664 Summer 2016	Since class size has increased significantly, the professor did a thorough review of the weekly written assignments and prioritized those case studies that are most likely to be relevant to most students within the first several years of their careers (for example, cases about workplace dating, requests to underreport hours, requests to alter workpapers, etc.). The professor will provide Individualized feedback on those assignments. In addition, a few students found it difficult to participate in the group project due to the size of the class. The professor will split the class into two or more groups in future to make the group size more manageable for students.	MTAX 664 Summer 2019 (Kern)
4. Students will demonstrate preparedness for entering the profession through success on the CPA exam and through success in the placement process.	<ol style="list-style-type: none"> 1. Students' performance on the CPA exam will place Gonzaga in the top 1/3 of "large accounting programs" in the country. 2. At least 90% of students will be placed within six months of graduation. 	Weber to report 2016 statistics		Weber to report 2018 statistics

Appendix 11 – Assessment Plans and Results

Assessment Plans and Results – Undergraduate Business Administration <i>Academic Years 2017-2021</i>							
	<i>Competency</i>	<i>Performance Target</i>	<i>How Assessed</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results (% of students meeting benchmark)</i>	<i>Improvements</i>
200-LEVEL GOALS	Analyze changes in equilibrium prices and quantities in a supply-and-demand framework	80% of students will perform six skills correctly	Exam	ECON 201	Year 2	More than 80% of students performed 5/6 skills correctly; 78% of students shifted curves correctly	Additional practice and examples given
		75% of students will answer 60% or more questions correctly*	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: Year 4:	
	Analyze costs	75% of students will answer 70% or more questions correctly	Exam	ACCT 261	Years 1, 3	Year 1: 81-93% Year 3: 82-93%	New practice exercises developed to address weakest objective (#4)
	Prepare and interpret financial statements	75% of students will answer 70% or more questions correctly	Exam	ACCT 260	Years 2, 4	Year 2: 72-73% Year 4: 83.2%-68.4%	New textbook adopted Fall 2019
	Analyze information systems	75% of students will perform at an acceptable level or better on 3 traits	Exam	BMIS 235	Year 2	Trait 1: 82% Trait 2: 76% Trait 3: 77%	New assignment developed & shared with all MIS faculty
		75% of students will answer 60% or more questions correctly*	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: 90% Year 4: 79%	High-level concept map will be developed
<i>* Performance target adjusted because competency is learned sophomore year and assessed junior year.</i>							

Assessment Plans and Results – Undergraduate Business Administration
Academic Years 2017-2021

	<i>Competency</i>	<i>Performance Target</i>	<i>How Assessed</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results (% of students meeting benchmark)</i>		<i>Improvements</i>
300-LEVEL GOALS	Analyze drivers and key performance measures for an organizational process	75% of students will answer 80% or more questions correctly	Exam	OPER 340	Year 1	Section 01: 89.7% Section 02: 76.9%		Increased use of illustrative examples & videos
		75% of students will answer 80% or more questions correctly**	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: 57% Year 4: 81%		Topics reinforced with quizzes & videos
	Consider perspectives of different groups	75% of students will answer 70% or more questions correctly	Junior Comprehensive Exam		Year 3 (Pilot) Year 4	Year 3: 60% Year 4: 73%		New FMLA exercise used in all MGMT 350 sections
	Make effective oral presentations	70% of students will achieve at least a 2 of 3 for organization & delivery	Recorded presentation	MGMT 350	Year 3 (Fall - Pilot) Year 3 (Spring)	Fall: Org.: 60% Delivery: 50%	Spring: Org.: 100% Delivery: 73%	Students informed in advance of speaking elements most often missed

** Higher performance target set because students take the JCE at the conclusion of their OPER 340 class.

Assessment Plans and Results – Undergraduate Business Administration
Academic Years 2017-2021

	<i>Competency</i>	<i>Performance Target</i>	<i>How Assessed</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results (% of students meeting benchmark)</i>	<i>Improvements</i>
400-LEVEL GOALS	Students identify & synthesize core issues in a business scenario	85% of students will perform at the acceptable level or better	Written case analysis	BUSN 481	Years 1, 3	Year 1: 95-100% SWOT, 75% synthesis of core issues Year 3: 100%, 92%	New Introduction to Business course added Fall 2019
	Use proper tools to analyze and interpret data	85% of students will perform at the acceptable level or better	Written case analysis	BUSN 481	Years 1, 3	Year 1: 100% Year 3: 96%	Analysis of BUSN 230 curriculum
	Create a well-written document	Year 1: 95% of students will perform at the adequate level or better Year 3: 75% of students will perform at the high adequate level or better	Written case analysis	BUSN 481	Years 1, 3	Year 1: 95-100% Year 3: New standard met for 2 of 5 writing traits	New writing resources SharePoint site added in 2019 Two writing-enriched classes added Fall 2016 Writing lab opened Spring 2016
	Identify ethical & social justice issues	80% of students will meet or exceed expectations	Project/case	BUSN 480	Years 3, 5	Year 3: Desired results met for 2/4 traits Year 5: Desired results met or exceeded for all traits	Formative evaluations on students' ability to construct a good case

Assessment Plans and Results – Undergraduate Accounting
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>1. Students will develop appropriate technical knowledge across the five major areas of the accounting discipline.</i>	Intermediate level financial accounting and reporting concepts	75% of students will answer 70% or more questions correctly	ACCT 360/361	Years 2, 4	Year 2: Desired results achieved for 2/6 objectives in ACCT 360 and 3/4 objectives in ACCT 361. Year 4: Desired results achieved for 3/6 objectives in ACCT 360 and 3/4 objectives in ACCT 361.	Practice exercises reviewed and additional focus placed on other comprehensive income.
	Intermediate level cost/managerial accounting concepts	75% of students will answer 70% or more questions correctly	ACCT 363	Years 1, 4	Year 1: Desired results achieved for 1/3 objectives. Year 4: Desired results achieved for all objectives.	New textbook adopted and narrated PowerPoint lectures with detailed examples provided to students.
	Accounting information systems	75% of students will answer 70% or more questions correctly	ACCT 362	Years 2, 5	Year 2: Desired results achieved for 3/5 learning objectives. Year 5: Desired results achieved for all objectives.	Flowcharts created of various cycles; new practice problems assigned. SOX objective moved to ACCT 464 for Year 5 assessment.
	Individual and entity taxation	75% of students will answer 70% or more questions correctly	ACCT 365	Years 3, 4	Year 3: Desired results achieved for 2/6 learning objectives. Year 4: Desired results achieved for 5/6 learning objectives.	Deferred compensation lessons reorganized and additional \$179 expense calculations practice problems added.
		75% of students will answer 70% or more questions correctly	ACCT 366	Year 5*	Year 5: Desired results achieved for 3/4 objectives.	Simplify coverage of S corporations in future courses.
	Auditing	75% of students will answer 70% or more questions correctly	ACCT 464	Years 2, 5	Year 2: Desired results achieved for 7/8 topics. Year 5: Desired results achieved for 5/8 topics.	Becker CPA review materials added with mapping of Becker questions to each chapter of the textbook. PowerPoint presentation on audit reports revised. SOX objective moved from ACCT 362 to ACCT 464 for Year 5 assessment.

* The entity taxation goal was assessed only once because ACCT 366 first became a required course for junior accounting majors with the Spring 2019 sections.

Assessment Plans and Results – Undergraduate Accounting
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>2. Students will exhibit an understanding of ethical conduct in a global and diverse professional environment.</i>	<ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives. 4. Students will be able to offer an ethically informed and justified solution to business problems. 	80% of students will meet or exceed expectations for all traits assessed	BUSN 480	Years 3, 5	<p>Year 3: Desired results achieved for 2/4 objectives.</p> <p>Year 5: Desired results achieved for all 4 objectives.</p>	<p>New assignment was created which more clearly articulated expectations for the case study. Also, formal evaluations of students' ability to construct a good case study were built into the course.</p>
<i>3. Data Analysis</i>	Students will develop critical thinking skills and demonstrate effective decision-making within a professional accounting context, while making use of data analytics and other relevant technology.	75% of students will answer 70% or more questions correctly	ACCT 311	Year 4*	Year 4: Desired results were not achieved for either objective.	More structure added, including a checklist of videos/content and a mini assessment that must be completed before progressing to subsequent content. Discussed use of tools to synthesize concepts and sharpen critical thinking skills before and after student work on lab assignments.

* The data analysis goal was assessed only once as the course (ACCT 311) became a new requirement for junior accounting majors in Fall 2020.

Assessment Plans and Results – Masters in Accountancy (MAcc)
Academic Years 2017-2021

<i>Goals</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<p><u>Goal 1 – Analytical Thinking:</u> Students will develop critical thinking skills and display effective decision making within a professional accounting context, supported by the appropriate use of analytical and quantitative techniques.</p>	<p>75% of students will answer 70% or more questions correctly</p>	<p>MAcc 611*</p>	<p>Year 4</p>	<p>Year 4: Desired results achieved for both objectives</p>	<p>More structure added, including a checklist of videos/content and a mini assessment that must be completed before progressing to subsequent content. Discussed use of tools to synthesize concepts and sharpen critical thinking skills before and after student work on lab assignments.</p>
<p><u>Goal 2 – Conceptual and Technical Competence:</u> Students will demonstrate conceptual and technical competence for professional accounting subjects, including the effective use of relevant accounting standards and appropriate technical research tools.</p>	<p>MAcc 665: 80% of students will demonstrate both conceptual and technical competence</p> <p>MAcc 663: 75% of students will meet or exceed expectations</p>	<p>MAcc 665/ MAcc 663</p>	<p>Years 2, 4</p>	<p>Year 2: 72% - conceptual competency; 60% - technical competency</p> <p>Year 4: Desired results were achieved for all three objectives</p>	<p>MAcc 664: Added review of auditing standard frameworks in first week of class. Increased focus on documenting compliance with applicable auditing standards.</p> <p>MAcc 663: Highlighted importance of critique portion of case; more time allocated to discussion of documentation techniques.</p>
<p><u>Goal 3 – Professional Ethics:</u> Students will increase their ethical awareness of issues encountered in a professional accounting environment and will exhibit ethical decision making in their recommended response(s).</p>	<p>80% of students will meet or exceed expectations for all traits assessed</p>	<p>MAcc 664</p>	<p>Years 1, 4</p>	<p>Years 1 & 4: Desired results were achieved for all traits assessed</p>	<p>Rubrics created with clear expectations; reminder emails sent to help students manage due dates.</p>
<p><u>Goal 4 – Professional Communications:</u> Students will communicate clearly, intentionally, and effectively given the audience and situational context.</p>	<p>75% of students will demonstrate above adequate performance</p>	<p>MAcc 661</p>	<p>Years 2, 4</p>	<p>Year 2: Only 66.7% of students achieved desired results Year 4: 90.9% of students achieved desired results</p>	<p>Provided instructions for installing & using “Grammarly”; provided additional instruction on writing clearly.</p>
<p>* The goal was only assessed once as MAcc 611 became a required course in Fall 2018.</p>					

Assessment Plans and Results – Masters in Business Administration (MBA)
Academic Years 2017-2021

<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
Articulate a vision & set prioritized strategic objectives	90% of students will achieve a minimum score of 90% or above on the final project	MBUS 616	Years 3, 5	Year 3: 92% Year 5: 83%	Encouraged activities and behaviors that prepare students to make complex decisions under uncertainty.
Formulate business strategies	80% of students will perform at an acceptable level	MBUS 625	Years 4, 5	Year 4: Desired results met	Stated more explicitly that students should discuss advantages/pitfalls.
Recognize ethical issues and make informed, ethical decisions	80% will meet or exceed expectations for all traits assessed	MBUS 614	Years 3, 4	Year 3: Desired results met for 3 of 5 traits Year 4: Desired results met for all traits	Written practice provided for weak areas.
Recommend optimal strategies & actions, frame problems contextually, & use appropriate analytical & quantitative techniques	80% of students will perform at an acceptable level	MBUS 613	Years 3, 5	Years 3 & 5: Desired results met	Course increased from 2 to 3 credits since the last CIR cycle. More mini case studies used.
Communicate ideas effectively & efficiently	85% of students will perform at the “Adequate” level or above	MBUS 627	Years 3, 4	Year 3: Desired results met for 4 of 5 traits Year 4: Desired results met for 2 of 4 traits	Writing resources shared with students. New writing class added to MBA curriculum Fall 2021.
Evaluate & integrate economic, political, technological, environmental & societal issues into decision making in a global environment	80% of students will perform at an acceptable level	MBUS 626	Years 3, 4	Years 3 & 4: Desired results met	Glossary of essential technological terms provided to students.
Incorporate concepts of global diversity & inclusiveness into analyses & decision-making	75% of students will score 75% or higher	MBUS 612/ MBUS 625	Years 3, 5	Year 3: Desired results not met	

Assessment Plans and Results – Masters in Business Administration – American Indian Entrepreneurship (MBA-AIE)
Academic Years 2017-2021

<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
Articulate a vision & set prioritized strategic objectives	80% of students will score 90% or above	MBUS 616T	Year 3*	Year 3: Desired results achieved	Reconfigured the curriculum to place course closer to end of program.
Formulate business strategies	75% of students will answer 80% or more questions correctly	MBUS 628T	Years 3, 5	Year 3: Desired results achieved for 1 of 5 traits Year 5: Desired results achieved for 2 of 5 traits	Developed an additional cost behavior practice sheet and moved course from compressed 6-week summer term to 15-week fall term immediately following prerequisite accounting course.
Recognize ethical issues and make informed, ethical decisions	80% will meet or exceed expectations	MBUS 614T/ 625T	Years 3, 4	Year 3: Desired results met for 4 of 5 traits Year 4: Desired results met for both traits (assessment method changed)	Provided more written practice to address weak area/will ask students to address call for action and will meet with GU Director of the Center for Climate, Society, and the Environment for advice in designing the assessment.
Develop a successful small business marketing plan	80% will score at a high adequate level or higher	MBUS 615T	Years 3, 5	Year 3: Standard met for 2 of 3 traits Year 5: Please see appendix for results	Provided better examples and new in-class assignment to address weakest trait.
Apply leadership paradigms to proposed community change initiatives	80% will meet or exceed expectations	MBUS 612T/ 617T	Year 4 (Spring & Summer)	Spring: Desired results not met Summer: Desired results met	Added more emphasis on political power paradigm. Will focus more time on leadership via an Indigenous paradigm.
Communicate ideas effectively & efficiently	80% will meet or exceed expectations	MBUS 614T/ 625T	Years 3, 4	Year 3: Standard met for all traits except grammar Year 4: Desired results met	Encouraged students to sign up for Grammarly/ Feedback provided by instructor before students submitted writing assignments.
Value diverse perspectives	80% will meet or exceed expectations	MBUS 626T/ 612T	Year 4 (Fall & Spring)	Fall: Desired results met Spring: Desired results met	Components of problem-solving approach added to the course.
Bring change to their communities, creating opportunities for themselves and others	Please refer to articles and stories in the assessment reports for examples of MBA-AIE students bringing change to their communities and creating opportunities for themselves and others.				

Assessment Plans and Results – Masters in Taxation (MTax)
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>1. Students will demonstrate an understanding of the tax law and its application to facts and circumstances in the foundational areas of the federal taxation in the U.S.</i>	Partnerships	75% of the students will answer 80% or more of the questions correctly for each objective	MSTAX 605	Years 2, 4	Years 2 & 4: Desired results achieved for 3/4 objectives	Additional materials and examples developed to demonstrate and practice concepts. Additional readings added on the allocation of nonrecourse deductions and pre-contribution gains and losses.
	Corporations	75% of the students will answer 80% or more of the questions correctly for each learning objective	MSTAX 604/614	Years 1, 5	Year 1: Desired results achieved for 0/4 objectives. Year 5: Desired results achieved for 0/4 objectives, but results improved significantly	A new textbook was adopted after the first assessment and additional in-class problems were developed.
	Wealth transfers	75% of the students will answer 70% or more of the questions correctly for each learning objective	MSTAX 606	Year 4*	Year 4: Desired results achieved for all three objectives	More focus will be added on two areas: 1) the implication of lifetime gifts on the calculation of estate tax and 2) basis of property that qualifies as income in respect of a decedent.
	Property transactions	75% of the students will answer 80% or more of the questions correctly for each learning objective	MSTAX 607	Years 2, 5	Years 2 & 5: Desired results achieved for all four objectives	More property disposal examples provided in PowerPoint lectures. Developed a series of in-class exercises relating to capital asset sales, Section 1231 netting, and the variety of scenarios related to the sale of personal property.

** The higher federal estate tax exemption has made this goal less relevant, and the class will become an elective beginning Fall 2021. Therefore, the goal was not assessed a second time.*

Assessment Plans and Results – Masters in Taxation (MTax)
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<i>2. Students will demonstrate the ability to research issues in federal taxation and effectively communicate findings to the appropriate audience.</i>	1. Students will analyze the relevant law by utilizing tools provided by subscription research services, library resources and free information issued by the government or other credible sources.	75% of students will find and cite the correct authorities in a research memo	MSTAX 667/616	Years 1, 5	Year 1: Desired results met Year 5: All students were able to identify an applicable Code section and one Treasury Regulation, but only 42% properly identified at least one of the six pre-identified authorities.	Students were asked to use a different tool in the second assessment—Bloomberg BNA Portfolios for Tax and Accounting. The instructor will provide additional time for in-class use of BNA in future classes.
	2. Students will demonstrate an ability to draft the results of their research through memoranda, letters, email and other written correspondence in a concise, structured manner to other professionals or clients with varying levels of tax sophistication.	Year 1: 75% of the students will score at least 40 oU of 50 points on a pre-selected research memorandum Year 5: 75% of students will achieve a total score of 18 or higher under the writing rubric, indicating an average score of 3 (“Strong”) or higher oU of 4 possible points per category	MSTAX 667/616	Years 1, 5	Years 1 & 5: Desired results met	After first assessment, developed a rubric to formalize the review of students’ writing and changed to a new assignment that involves more ambiguity in its application of tax law to a set of facts and circumstances. Will spend additional time bridging the gap from good authority to articulating a conclusion with caveats through class examples.
	3. Students will demonstrate an ability to convey technical tax topics through public speaking presentations.	75% of the students will achieve the desired performance level	MSTAX 667/616	Years 1, 5	Years 1 & 5: Desired results met	A sample presentation was provided to students prior to completion of the assignment to highlight the organizational aspects of a model presentation.

Assessment Plans and Results – Masters in Taxation (MTax)
Academic Years 2017-2021

<i>Goal</i>	<i>Objectives</i>	<i>Performance Target</i>	<i>Where Assessed</i>	<i>When Assessed</i>	<i>Results</i>	<i>Improvements</i>
<p style="text-align: center;"><i>3. Students will exhibit an understanding of the ethical framework for tax accountants working in a professional environment.</i></p>	<ol style="list-style-type: none"> 1. Students will be able to identify the relevant ethical issues in a business situation. 2. Students will be able to identify alternate possible decisions and respective impacts. 3. Students will be able to judge the ethical merits of possible decisions using relevant ethical principles and perspectives. 4. Students will be able to offer an ethically informed and justified solution to business problems. 	<p style="text-align: center;">80% of students will meet or exceed expectations for all traits assessed</p>	<p style="text-align: center;">MSTAX 664</p>	<p style="text-align: center;">Years 1, 4</p>	<p style="text-align: center;">Years 1 & 4: Desired results were achieved for all traits assessed</p>	<p style="text-align: center;">Rubrics created with clear expectations; reminder emails sent to help students manage due dates.</p>
<p style="text-align: center;"><i>4. Students will demonstrate preparedness for entering the profession through success on the CPA exam and through success in the placement process.</i></p>	<ol style="list-style-type: none"> 1. Students' performance on the CPA Exam will place Gonzaga in the top 1/3 of "large accounting programs" in the country. 2. At least 90% of students will be placed within six months of graduation. 	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">Years 1, 3, & 5</p>	<p style="text-align: center;"><u>Actual Results – 2016</u></p> <ol style="list-style-type: none"> 1. Gonzaga ranked #33 of 284 (in the top 12%) for large accounting programs. 2. 100% of MSTax students were placed within six months of graduation. <p style="text-align: center;"><u>Actual Results – 2018</u></p> <ol style="list-style-type: none"> 1. Gonzaga ranked #7 of 249 (in the top 3%) for large accounting programs. 2. 100% of MSTax students were placed within six months of graduation. <p style="text-align: center;"><u>Actual Results – 2020</u></p> <ol style="list-style-type: none"> 1. 2020 rankings will be released in October 2021. 2. 95% of MSTax students were placed within six months of graduation. 		

Appendix 12 – Faculty Publications in Alphabetical Order

Awotoye, Yemisi

1. Awotoye, Y. F., Javadian, G., & Kpekpena, I. (2020). Examining the Impact of Working from Home on a Working Mother's Organizational Commitment: The Mediating Role of Occupational Stress and Job Satisfaction. *Journal of Organizational Psychology*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Awotoye, Y. F., & Singh, R. P. (2018). Immigrant entrepreneurs in the USA: A conceptual discussion of the demands of immigration and entrepreneurial intentions. *New England Journal of Entrepreneurship*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
3. Awotoye, Y. F., & Singh, R. P. (2017). Entrepreneurial resilience, high-impact challenges, and firm performance. *Journal of Management Policy and Practice*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 12-18%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
4. Awotoye, Y. F., & Singh, R. P. (2016). New venture creation process of immigrant versus non-immigrant women entrepreneurs in the U.S.: A conceptual discussion. *Washington Business Research Journal*. [Refereed] [Scope: Journal: Academic] [Mission Code: Impact] [Impact Code: Academic: Publications]

Banyi, Monica

1. Bany, M., & Caplan, D. (2016). Do Firms follow GAAP when They Record Share Repurchases. *Advances in Accounting*, 34, 41-54, doi: <https://doi.org/10.1016/j.adiac.2016.07.005>. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 00-23%]

Barnes, Clarence

1. Henrickson, K. E., & Barnes, C. (2017). Economic Development Generated by Investment in Participation Sports. *Journal of Business & Economic Policy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other]

Barone, Gerhard

1. Barone, G. J. (2020). Larson Industries: A Case on Identifying and Researching Revenue Recognition Issues. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Barone, G. J., & Brajchich, A. (2019). Observations and Planning Implications for the New Kiddie Tax Rules under TCJA. *Tennessee CPA Journal*. [Refereed] [Scope: Journal: National] [Journal Quality: Cabells] [Acceptance rate: 21-30%] [Impact Code: Academic: Publications]
3. Barone, G. J., & Hickman, L. E. (2019). Agency Problems, Information Asymmetry, and Socially Responsible Investing in the Wake of Citizens United: A Call for the Disclosure of Corporate Political Contributions in the United States. *Journal of Accounting, Ethics, and Public Policy*. [Refereed] [Scope: Journal: National] [Acceptance rate: 36-40%]

Bennett, Randall

1. Bennett, R. W. (in press, 2020). Next Game Reaction to Mispriced Betting Lines in College Football. *Applied Economics Letters*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 24%]
2. Bennett, R. W. (2019). Holdover Bias in the College Football Betting Market. *Atlantic Economic Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10-12%]

Beqiri, Mirjeta

1. Beqiri, M. S., & Leithauser, A. (2017). Project-based service learning – A tool for educational enrichment. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: National] [Journal Quality: Other] [Mission Code: Inspiration]

Bozman, Carl

1. Bozman, A., Xu, D., & Bozman, C. S. (in press, 2020). The Incremental Effect of Satisfaction on Stock Price. *Journal of Applied Business and Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells]
2. McPherson, M., Friesner, D., & Bozman, C. S. (in press, 2020). Mapping the Inter-Relationships between Community Assets. *International Journal of Social Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 17%]
3. Friesner, D., Bozman, C. S., McPherson, M., Valente, F., & Zhang, A. (in press, 2020). Information Entropy and Scale Development. *Journal of Survey Statistics and Methodology*. [Refereed] [Scope: Journal: Academic] [Acceptance rate: 00-05%]
4. Bozman, C. S. (2018). Sport brand architecture: Branding effects associated with the creation of an umbrella brand. *Athens Journal of Sport*. [Refereed] [Scope: Journal: Academic]
5. Bozman, C. S. (2016). Using entropy-based information theory to evaluate survey research. *Journal of Marketing Development and Competitiveness*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 13-19%]
6. Bozman, C. S. (2016). Community sport social benefits: A basis for continuous improvement. *Athens Journal of Sport*. [Refereed] [Scope: Journal: Academic]

Brajcich, Andrew

1. Friesner, D. L., & Brajcich, A. M. (in press, 2021). Assessing Financial Statement Comparability Using Spreadsheet Modeling. *Journal of Theoretical Accounting Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 50%]
2. Brajcich, A. M. (2020). The Credit Shelter Trust in the Time of Portability. *Insights*. [Refereed] [Scope: Journal: National] [Journal Quality: Cabells] [Acceptance rate: 00-50%]
3. Brajcich, A. M., & Barone, G. (2019). Observations and Planning Implications for the New Kiddie Tax Rules under the TCJA. *Tennessee CPA Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 21-30%]
4. Brajcich, A. M. (2019). Disposition of an Interest in a U.S. Partnership by a Foreign Person: The Saga of Revenue Ruling 91-32. *Journal of Legal Tax Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%]
5. Brajcich, A. M. (2019). Charitable Contributions by S Corporations: A Mismatch of Pass Through and Basis Adjustment. *The CPA Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 39%]
6. Brajcich, A. M. (2018). Capital Contribution of Reduced Basis S Corporation Debt: An Alternative to Taxable Repayment. *The Tax Adviser*. [Refereed] [Scope: Journal: National] [Journal Quality: Cabells] [Acceptance rate: 50%]
7. Friesner, D. L., McPherson, M., Schibik, T., & Brajcich, A. M. (2017). Identifying Peers in International Tax Competition. *Applied Economics Letters*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 24%]
8. Weber, G. J., & Brajcich, A. M. (2017). Foreign Partners in a Partnership: When to Withhold and How Much. *TaxPro Journal*. [Refereed] [Scope: Journal: National] [Journal Quality: Cabells] [Acceptance rate: 50%]
9. Brajcich, A. M., Friesner, D., & Schibik, T. (2016). Do Pharmaceutical Companies Strategically Shift Income and Intellectual Property to Foreign Subsidiaries? *Multinational Business Review*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 22%]

Buller, Paul

1. Porth, S., Lee, J., & Buller, P. F. (2019). Editorial. *Journal of Jesuit Business Education*. [Non-Refereed] [Scope: Journal: Academic] [Mission Code: Inspiration]
2. Barnes, C. H., & Buller, P. F. (2021). Student Managed Investment Funds: An Exploratory Study of a Model That Works. *Journal of Accounting and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Excellence] [Impact Code: Academic: Publications]
3. Santos, N., Porth, S., Lee, J., & Buller, P. F. (2020). Editorial: After the Pandemic, Rebuilding with Ethics and Justice. *Journal of Jesuit Business Education*. [Non-Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Inspiration]
4. Lynn, M. L., Gailey, R. C., & Buller, P. F. (2018). Developing Countries: An Overlooked Segment in Business School Curricula and Co-Curricula? *Journal of Education for Business*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Innovation]
5. Grayson, K. C., Knight, M. E., Cooper, M. L., Purcell, T. J., Buller, P. F., and Andrew Gustafson Creighton University USA (2018). Preliminary Assessment of the Ignatian-Centered Creighton DBA Program: Building the Next Generation of Leaders. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Innovation] [Impact Code: Academic: Publications]
6. Porth, S., Lee, J., & Buller, P. F. (2018). Editorial: The Journal of Jesuit Business Education. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Inspiration]
7. Porth, S. J., Joan, L., & Buller, P. F. (2017). Editorial. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other]
8. Buller, P. F., & McEvoy, G. M. (2016). A Model for Implementing a Sustainability Strategy through HRM Practices. *Business and Society Review*. [Refereed] [Scope: Journal: Academic] [Mission Code: Impact] [Impact Code: Academic: Publications]
9. Porth, S. J., Lee, J., & Buller, P. F. (2016). Editorial: The Politics of Anger and Jesuit Business Education. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Inspiration]

Bull-Schaefer, Rebecca

1. O'Brien, J., & Bull Schaefer, R. A. (2020). Deadly Distraction – Eastern Air 401: The Accident that Changed Aviation Forever. *The Case Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 31%]
2. Bull Schaefer, R. A., & Crosswhite, A. M. (2018). Top Management Team Crisis Communication After Claims of Sexual Harassment. *Management Teaching Review*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 37%] [Mission Code: Excellence] [Impact Code: Instruction: Teaching Materials]
3. Bull-Schaefer, R. A. (2018). Conducting Midterm Performance Reviews: An Exercise for Teaching Performance Management. *Management Teaching Review*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 37%] [Mission Code: Excellence] [Impact Code: Practice: New Practices]
4. Bull Schaefer, R. A., Chase, N. M., & Teets, W. R. (2017). How to Use Common Technologies to Minimize Perceptual Biases When Grading Essays: A FiveStep Process. *Jesuit Higher Education: A Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Excellence] [Impact Code: Practice: Tool/Methods]

Chen, Jason

1. Chen, J. C., Kang, H., & Wang, M. (2018). Integrating Feature Ranking with Ensemble Learning and Logistic Model Trees for the Prediction of Postprandial Blood Glucose Elevation. *Journal of Universal CompUer Science*. [Refereed] [Scope: Journal: Academic] [Acceptance rate: 30%]
2. Chen, J. C., Liu, C., & Poon, C. (in press, 2017). Perception Types of Home Buyers by Q Methodology: A Comparative Study of Hong Kong, Taiwan, and the U.S.A. *Singapore Economic Review*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Engagement] [Impact Code: Academic: Publications]
3. Chen, J. C., & Napoleone, P. (2017). Research on Business Intelligence with Data Mining Applications. *International Journal of Business and Economics Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Engagement] [Impact Code: Academic: Publications]
4. Ma, J., Mingzhai, G., Chu, Y., & Chen, J. C. (2017). Wealth Effects of Merger and Acquisition on Acquiring Firms in Brazil. *International Journal of Information Systems and Social Change*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20-30%] [Mission Code: Engagement] [Impact Code: Academic: Publications]

Chuang, Ta-Tao

1. Chuang, T., Nakatani, K., & Patil, V. H. (2020). A Concentric Framework for Leveraging Big Data for Business Value. *International Journal of Big Data Management*. [Refereed] [Scope: Journal: National] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Chuang, T. (in press, 2020). A Comparison Between Expected Value and Perceived Realized Value of Cloud CompUing: An Exploratory Study. *International Journal of Business and Systems Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 45%] [Mission Code: Excellence] [Impact Code: Academic: Publications]
3. Chen, T., Chuang, T., & Nakatani, K. (2016). The Perceived Business Benefit of Cloud CompUing: An Exploratory Study. *Journal of International Technology and Information Management*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 30%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Correia, John

1. Compeau, D., Correia, J., & Jason, T. (in press, 2021). When Constructs Become Obsolete: A Systematic Approach to Evaluating and Updating Constructs for Information Systems Research. *MIS Quarterly*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 10%]
2. Marshall, B., Curry, M., Crossler, R., & Correia, J. (in press, 2021). Machine Learning and Survey-based Indicators of InfoSec Non-Compliance. *ACM Transactions on Management Information Systems*. [Refereed] [Scope: Journal: Academic]
3. Belanger, F., Crossler, R. E., & Correia, J. (2021). Privacy Maintenance in Self-digitization: Information Disclosure Decisions and Fitness Technology Usage. *The Data Base for Advances in Information Systems*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10%]
4. Curry, M., Marshall, B., Correia, J., & Crossler, R. (2019). InfoSec Process Action Model (IPAM): Targeting Insider's Weak Password Behavior. *Journal of Information Systems*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 48%]
5. Marshall, B., Curry, M., Crossler, R. E., & Correia, J. (2018). InfoSec Process Action Model (IPAM): Systematically Addressing Individual Security Behavior. *The Data Base for Advances in Information Systems*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10%]

Finkle, Todd

1. Finkle, T. A. (2021). Job market trends in the field of entrepreneurship during a Pandemic. *Journal of Management and Marketing Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 25-35%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Finkle, T. A. (2020). Is there a need for entrepreneurship faculty in higher education?. *Research in Higher Education Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact] [Impact Code: Academic: Publications]
3. Finkle, T. A., & Olsen, T. (2019). Entrepreneurship in the digital era: Creating your own online business. *Entrepreneurship Education & Pedagogy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Mission Code: Innovation] [Impact Code: Instruction: Case Studies]
4. Finkle, T. A., & Olsen, T. (2019). Instructor's notes for entrepreneurship in the digital era: Creating your own online business. *Entrepreneurship Education & Pedagogy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Mission Code: Innovation] [Impact Code: Instruction: Case Studies]
5. Finkle, T. A. (2018). Entrepreneurial growth: Growing your online business in the digital era (Located in Cabell's Double Blind Refereed). *Journal of Technology Research*, 1-20. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact] [Impact Code: Academic: Publications]
6. Finkle, T. A. (2018). Technology entrepreneurship: Creating your own online business. *Journal of Technology Research*, 1-20. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact] [Impact Code: Academic: Publications]
7. Finkle, T. A. (2018). Hottest time for entrepreneurship educators. *Journal of Business & Entrepreneurship*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20-25%] [Mission Code: Impact] [Impact Code: Academic: Publications]
8. Finkle, T. A. (2017). Instructor's Notes for Warren Buffett: Entrepreneur, Investor, and Philanthropist. *The Journal of Business Cases and Applications*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Impact] [Impact Code: Practice: Case Studies]
9. Finkle, T. A., & Katragadda, M. (2017). An examination of faculty salaries between the fields of strategic management and entrepreneurship. *Journal of Business & Entrepreneurship*, 28 (2), 1-47. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20-25%] [Mission Code: Impact] [Impact Code: Academic: Citation Counts]
10. Finkle, T. A., & Katragadda, M. (2017). Opportunities in Entrepreneurship Education. *Global Journal of Entrepreneurship*, 1 (1), 64-79. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20-25%] [Mission Code: Innovation] [Impact Code: Academic: Recognitions]
11. Finkle, T. A. (2017). Warren E. Buffett. *The Journal of Business Cases and Applications*, 17, 1-19. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Impact] [Impact Code: Instruction: Case Studies]
12. Finkle, T. A. (2017). Instructor's Notes for Warren E. Buffett. *The Journal of Business Cases and Applications*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Impact] [Impact Code: Instruction: Case Studies]
13. Finkle, T. A. (2017). Warren Buffett: Entrepreneur, Investor, and Philanthropist. *The Journal of Business Cases and Applications*, 19, 1-19. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Impact] [Impact Code: Instruction: Case Studies] [July]

Hackney, Donald

1. Hackney, D. D. (in press, 2021). Critical Thinking, Curriculum Mapping, and Economic Education: An Essay. *International Journal of Pluralism and Economic Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%]
2. Hackney, D. D., & Schibik, T. (2021). Mapping Foundations of Logical Analysis to Principles of Economics Courses. *International Journal of Pluralism and Economic Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%]
3. McPherson, M. Q., Friesner, D. L., & Hackney, D. (2018). Do Federal Bankruptcy Exemptions Fundamentally Alter Chapter 7 Bankruptcy Outcomes. *Journal of Accounting and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%]
4. Hackney, D. D., Friesner, D., & Johnson, E. (2018). Towards a Working Profile of Medical Bankruptcy. *Journal of Financial Counseling and Planning*. [Non-Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%]
5. Hackney, D. D., Friesner, D. L., & Johnson, E. (in press, 2016). Did the Time Frame Associated with the Implementation of the Patient Protection and Affordable Care Act Noticeably Impact Consumer Bankruptcy Filings? *International Journal of Social Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 17%] [Mission Code: Impact]

Helgeson, James

1. Jukubanecs, A., Supphellen, M., & Helgeson, J. G. (2018). Crisis Management across Borders: Effects of a Crisis Event on Consumer Responses and Communication Strategies in Norway and Russia. *Journal of East-West Business*. [Refereed] [Scope: Journal: Academic] [Mission Code: Impact] [Impact Code: Academic: Publications] [Journal Quality: Cabells] [Acceptance Rate: 30%]
2. Helgeson, J. G., Kurpis, L. V., Supphellen, M., & Ekici, A. (2017). Consumers' Use of Country of Manufacture Information? Norway and the U.S.A.: Ethnocentric, Economic and Cultural Differences. *Journal of International Consumer Marketing*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Henrickson, Kevin

1. Henrickson, K. E., & Johnson, E. H. (2019). Increasing Voter Participation by Altering the Costs and Stakes of Voting. *Social Science Quarterly*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 15%] [Impact Code: Academic: Publications]
2. Henrickson, K. E., & Barnes, C. (2017). Economic Development Generated by Investment in Participation Sports. *Journal of Business & Economic Policy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other]
3. Henrickson, K. E. (2016). Online Lectures as a Complement for On-Campus Classes. *Journal of Applied Research in Higher Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 27%]

Hoag, Matthew

1. Hoag, M. L., & Saucedo, G. (2018). Disclosure and Audit Implications of Nonfinancial Measures: A Teaching Case. *Current Issues in Auditing*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 47%] [Mission Code: Engagement]
2. Teets, W. R., & Hoag, M. L. (2017). Operating Leases Used to Be the Easy Ones. *Today's CPA*. [Refereed] [Scope: Journal: National] [Journal Quality: Cabells] [Acceptance rate: 65%] [Mission Code: Impact] [Impact Code: ExecUive Education: Case Studies] [Nov/Dec]
3. Hoag, M. L., Myring, M., & Schroeder, J. (2017). Has Sarbanes-Oxley Standardized Audit Quality? *American Journal of Business*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 27%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Johnson, Erica

1. Henrickson, K. E., & Johnson, E. H. (2019). Increasing Voter Participation by Altering the Costs and Stakes of Voting. *Social Science Quarterly*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 15%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Hackney, D. D., Friesner, D., & Johnson, E. H. (2018). Towards a Working Profile of Medical Bankruptcy. *Journal of Financial Counseling and Planning*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 35%] [Mission Code: Impact] [Impact Code: Academic: Publications]
3. Friesner, D. L., Hackney, D. D., & Johnson, E. H. (2017). Did the Time Frame Associated with the Implementation of the Patient Protection and Affordable Care Act Noticeably Impact Consumer Bankruptcy Filings? *International Journal of Social Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 17%] [Mission Code: Impact] [Impact Code: Academic: Publications]
4. Hackney, D. D., Friesner, D. L., & Johnson, E. H. (2016). What is the Actual Prevalence of Medical Bankruptcies? *International Journal of Social Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 17%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Kern, Sara

1. Brody, R., Kern, S., & Ogunade, K. (2020). An insider's look at the rise of Nigerian 419 scams. *Journal of Financial Crime*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 57%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
2. Dow, K. E., Watson, M. W., Shea, V. J., & Kern, S. (2018). An Accounting Ethics Case from Multiple Perspectives. *Journal of Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 15-18%] [Mission Code: Impact] [Impact Code: Instruction: Case Studies]
3. Kern, S., & Weber, G. (2016). Implementing a Real-World Fraud Investigation Class: The Justice for Fraud Victims Project. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Kurpis, Lada

1. Helgeson, J. G., Kurpis, L. V., Ekici, A., & Supphellen, M. (2017). Consumers' Use of Country-of-Manufacture Information? Norway and the United States: Ethnocentric, Economic, and Cultural Differences. *Journal of International Consumer Marketing*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%]
2. Kurpis, L. V., Helgeson, J., Ekici, A., & Supphellen, M. (2016). Consumers' Use of Country-of-Manufacture Information: Turkey versus the U.S.A. *Academy of Marketing Studies Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Acceptance rate: 30%] [Mission Code: Impact] [Impact Code: Academic: Publications]
3. Kurpis, L. V., & Hunter, J. (2016). Developing Students' Cultural Intelligence through an Experiential Learning Activity: A Cross-Cultural Interview. *Journal of Marketing Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 17%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Law, Daniel

1. Knight, M. E., Cooper, M. L., & Law, D. W. (in press, 2021). Exhaustion and Job Performance in Public Accounting: The Mediating Role of Job Satisfaction. *Global Journal of Accounting and Finance*. [Refereed] [Scope: Journal: Academic] [Acceptance rate: 00-40%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Bishop-Monroe, R., Geng, X., & Law, D. W. (2019). How Can the Accounting Profession Attract a Diverse Generation Z. *The CPA Journal*. [Refereed] [Scope: Journal: National] [Journal Quality: Cabells] [Acceptance rate: 39%] [Impact Code: Practice: New Practices]
3. Cooper, M. L., Knight, M. E., Frazier, M. L., & Law, D. W. (2018). Conflict Management Style and Exhaustion in Public Accounting. *Managerial Auditing Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Leithauser, Adriane

1. Leithauser, A., Loroz, P., & Kincanon, M. (2019). The Spokane Indians Baseball Club: A Case Study in Tribe and Team Collaboration. *Journal of Case Studies*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
2. Loroz, P., Pepper, M. B., & Leithauser, A. (2019). FullContact: The Case for No-Contact Vacations. *Journal of Case Studies*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
3. Leithauser, A., & Beqiri, M. (2017). Project-based Service Learning: A Tool for Educational Enrichment. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other]

Loroz, Peggy Sue

1. Loroz, P., & Braig, B. M. (2021). How the Marriage of Nike and Tiger Woods Survived. *Business Case Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 10-12%] [Mission Code: Excellence] [Impact Code: Academic: Publications]
2. Leithauser, A., Loroz, P., & Kincanon, M. (2019). The Spokane Indians Baseball Club: A Case Study in Tribe and Team Collaboration. *Journal of Case Studies*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
3. Loroz, P., Pepper, M. B., & Leithauser, A. (2019). FullContact: The Case for No-Contact Vacations. *Journal of Case Studies*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
4. Loroz, P., & Patil, V. H. (2019). Mission-Related OUComes Assessment at a Jesuit Catholic University. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Innovation] [Impact Code: Academic: Publications]

McNellis, Casey

1. McNellis, C., Sweeney, J., & Dalton, K. (in press, 2020). The Impact of Requiring Audit Documentation on Judgments of Audit Quality and Auditor Responsibility. *Advances in Accounting Behavioral Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20-25%] [Mission Code: Excellence]
2. McNellis, C. J., Herbold, J., & Barone, G. J. (2019). Larson Industries: A Case on Identifying And Researching Revenue Recognition Issues. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Excellence]
3. McNellis, C. J., & Teets, W. R. (2019). Is A Reported Goodwill Impairment Loss Really A Goodwill Impairment Loss? A Financial Reporting Case On Evaluating The Efficacy Of AUhoritative Guidance. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Excellence] [Impact Code: Academic: Publications]
4. Wilson, A. B., McNellis, C. J., & Latham, C. K. (2018). Audit Firm Tenure, Auditor Familiarity, and Trust: Effect on Auditee Whistleblowing Reporting Intentions. *International Journal of Auditing*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Impact] [Impact Code: Academic: Publications]
5. McNellis, C. J. (2018). Middle Road Media: A Codification Research Case on the Accounting for Software Development Activities. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Excellence] [Impact Code: Academic: Publications]
6. McNellis, C. J. (2018). Dynamic Divestures: A Codification Exercise on the Reporting of Discontinued Operations. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%] [Mission Code: Excellence] [Impact Code: Academic: Publications]
7. Houmes, R., Premuroso, R., McNellis, C., & Capriotti, K. (2016). The Case of Human Resources Plus: Reporting and Analyzing Restructuring Charges. *Journal of Business Cases and Applications*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 40%] [Mission Code: Impact] [Impact Code: Academic: Publications]

McPherson, Matthew

1. McPherson, M. Q., Friesner, D. L., & Haugen, K. (in press, 2019). Assessing the Impact of Medical Laboratory Resource Allocations on Hospital Finances. *Hospital Topics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 40-50%]
2. McPherson, M. Q., Friesner, D. L., & Hackney, D. (2018). Do Federal Bankruptcy Exemptions Fundamentally Alter Chapter 7 Bankruptcy Outcomes. *Journal of Accounting and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%]
3. McPherson, M. Q., Bracjich, A., & Friesner, D. L. (2018). Identifying Peers in International Tax Competition. *Applied Economics Letters*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 24%]

Morscheck, Justin

1. Delisle, R. J., Morscheck, J. D., & Nofsinger, J. R. (in press, 2019). Share repurchases and wealth transfer among shareholders. *Quarterly Review of Economics and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 15%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Chung, C. Y., & Morscheck, J. D. (in press, 2019). Disclosure effect of Korean firms' divestment from China. *Journal of Korea Trade*. [Refereed] [Scope: Journal: Academic] [Mission Code: Impact] [Impact Code: Academic: Publications]
3. Morscheck, J. D. (2019). Overreaction in trading. *International Journal of Finance & Banking Studies*. [Refereed] [Scope: Journal: Academic] [Acceptance rate: 51-60%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Olsen, Timothy

1. Olsen, T. J., & Welke, R. (in press, 2019). Managerial Challenges to Realizing IT Shared Services in a Public University. *Transforming Government: People, Process and Policy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 21%]
2. Finkle, T., & Olsen, T. J. (in press, 2019). Entrepreneurship in the Digital Era: Creating Your Own Online Business. *Entrepreneurship Education & Pedagogy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%] [Journal Quality: Other]
3. Wang, H., Du, R., & Olsen, T. J. (2018). Feedback Mechanisms and Consumer Satisfaction, Trust and Repurchase Intention in Online Retail. *Information Systems Management*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 12%]

Patil, Vivek

1. Joanis, S. T., & Patil, V. H. (in press, 2021). Alphabetical ordering of author surnames in academic publishing: a detriment to teamwork. *PLOS ONE*. [Refereed] [Scope: Journal: Academic] [Acceptance rate: 00-40%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Chuang, T., Nakatani, K., & Patil, V. H. (2020). A Concentric Framework for Leveraging Big Data for Business Value. *International Journal of Big Data Management*. [Refereed] [Scope: Journal: National] [Impact Code: Academic: Publications]
3. Loro, P., & Patil, V. H. (2019). Mission-Related Outcomes Assessment at a Jesuit Catholic University. *Journal of Jesuit Business Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Innovation] [Impact Code: Academic: Publications]
4. Bozman, C. S., Patil, V. H., Kurpis, L. V., & Lehman, K. (2016). Community Sport Social Benefits: A Basis for Continuous Improvement. *Athens Journal of Sports*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Acceptance rate: 41%] [Impact Code: Academic: Publications]

Pepper, Molly

1. Loro, P., Pepper, M. B., & Leithauser, A. (2019). FullContact: The Case for No-Contact Vacations. *Journal of Case Studies*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]
2. Pepper, M. B. (2019). Jesuit Education since 1887. *Conversations in Jesuit Higher Education*. [Non-Refereed] [Scope: Journal: National] [Journal Quality: Other]
3. Pepper, M. B. (2017). A Collage of Conversations with Undocumented Students. *Conversations in Jesuit Higher Education*. [Non-Refereed] [Scope: Journal: National] [Journal Quality: Other]
4. Pepper, M. B. (2016). Brining Mission to the Classroom. *Conversations in Jesuit Higher Education*. [Non-Refereed] [Scope: Journal: National] [Journal Quality: Other]

Stevens, Christopher

1. Stevens, C. E. (2020). 90-second selling - An exercise in communicating value and persuading. *Journal of Marketing Development and Competitiveness*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 13-19%] [Mission Code: Innovation]

Stewart, Daniel

1. Ni Sullivan, B., & Stewart, D. (2017). Do Connections Always Help? Network Brokerage's Negative Impact on the Emergence of Status. *Research in the Sociology of Organizations*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 90%]
2. Stewart, D., Verbos, A., Black, S., Birmingham, C., & Gladstone, J. (2017). Being Native American in Business: Culture, Identity, and Authentic Leadership in Modern American Indian Enterprises. *Leadership*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 33%]

Tackett, Maria

1. Hall, J., Lacombe, D., & Tackett, M. (2020). Income Tax Adoption and Spatial Diffusion. *Atlantic Economic Journal*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10-12%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Tackett, M., & Young, A. T. (2018). Globalization and the Decline in Labor Shares, Exploring the Relationship Beyond Trade and Financial Flows. *European Journal of Political Economy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 06-10%] [Mission Code: Impact] [Impact Code: Academic: Publications]
3. Tackett, M., Hall, J. C., & Cebula, R. J. (2017). Nonpublic Competition and Evidence of School Performance: Evidence from West Virginia. *Applied Economics*. [Non-Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Thatte, Ashish

1. Thatte, A., & Dhumal, P. (in press, 2020). Insights Into Responsiveness Criteria Impacting Firm Competitiveness. *Journal of Competitiveness Studies*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 20%] [Mission Code: Impact]
2. Thatte, A., Agrawal, V., & Dhumal, P. (2020). A Dimension Level Exploratory Study of Supply Chain Responsiveness and SCM Practices. *Journal of International Business Disciplines*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 08-12%] [Mission Code: Impact]
3. Hallac, A., Applebury, D., Myers, K., Dhumal, P., Thatte, A., Hallac, et al. (2019) (2019). The Value of Quick Sepsis-Related Organ Failure Assessment Scores in Patients With AcUe Pancreatitis Who Present to Emergency Departments: A Three-Year Cohort Study. *Gastroenterology Research*. [Refereed] [Scope: Journal: Academic] [Mission Code: Inspiration]
4. Hallac, A., Srikureja, W., Liu, E., Dhumal, P., & Thatte, A. (2018). Economical Effect of Lumen Apposing Metal Stents for Treating Benign ForegU Strictures. *World Journal of Gastrointestinal Endoscopy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Other] [Mission Code: Inspiration]
5. Thatte, A., Dhumal, P., & Agrawal, V. (2018). Competitive Advantage through Operations System and Supplier Network Responsiveness. *Journal of International Business Disciplines*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 08-12%] [Mission Code: Impact]
6. Thatte, A., & Agrawal, V. (2017). Exploring Supply Chain Responsiveness Effects on Competitive Advantage of a Firm. *Quarterly Review of Business Disciplines*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 25-30%] [Mission Code: Impact]
7. Agrawal, V., Diamond, M., & Thatte, A. (2017). WAR: A Predictor of MLB Team's Salary and Success. *International Journal of Interdisciplinary Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10-15%] [Mission Code: Impact]

Vann, Richard

1. Tanner, E. C., Vann, R. J., & Kizilova, E. (2020). Consumer-Level Perceived Access to Health Services and Its Effects on Vulnerability and Health OUComes. *Journal of Public Policy & Marketing*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 11%] [Mission Code: Impact] [Impact Code: Academic: Publications]
2. Stornelli, J., Pereira, B., & Vann, R. J. (2020). Big Picture, Bad OUComes: When Visual Perspectives Harm Health Goal Pursuit. *Journal of Consumer Psychology*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact] [Impact Code: Academic: Publications]
3. Leary, R. B., Vann, R. J., & Mittelstaedt, J. D. (2019). Perceived Marketplace Influence and Consumer Ethical Action. *Journal of Consumer Affairs*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 13-14%] [Mission Code: Impact] [Impact Code: Academic: Publications]
4. McCrea, S. M., & Vann, R. J. (2018). Postactional Goal Pursuit: Consequences of Task Completion for Thought Content, Affect, and Behavioral Intentions. *Motivation and Emotion*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Mission Code: Impact] [Impact Code: Academic: Publications]
5. Vann, R. J., Rosa, J. A., & McCrea, S. M. (2018). When Consumers Struggle: Action Crisis and its Effects on Problematic Goal Pursuit. *Psychology & Marketing*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10%] [Mission Code: Impact] [Impact Code: Academic: Publications]
6. Leary, R. B., Vann, R. J., & Mittelstaedt, J. D. (2017). Leading the Way: Motivating Environmental Action through Perceived Marketplace Influence. *Journal of Business Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 6-10%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Weber, Gary

1. Kern, S., & Weber, G. (2016). Implementing a Real-World Fraud Investigation Class: The Justice for Fraud Victims Project. *Issues in Accounting Education*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 25%] [Mission Code: Impact] [Impact Code: Academic: Publications]

Xu, Danielle

1. Maio, P., & Xu, D. (2020). • Cashflow or Return Predictability at Long Horizons? The Case of Earnings Yield. *Journal of Empirical Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 15%]
2. Chen, L., Jiang, G., Xu, D., & Yao, T. (2020). Dissecting the Idiosyncratic Volatility Anomaly. *Journal of Empirical Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 15%]
3. Xu, D., Bozman, A., & Bozman, C. (2020). • The Incremental Effect of Satisfaction on Stock Price, With Adam Bozman and Carl Bozman. *Journal of Applied Business and Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells]
4. Kimbro, M., & Xu, D. (2016). The Accounting Treatment of Goodwill, Idiosyncratic Risk and Market Pricing. *Journal of Accounting, Auditing and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10%]
5. Ali, A., Liu, M., Xu, D., & Yao, T. (2016). Corporate Disclosure, Analyst Forecast Dispersion, and Stock Returns. *Journal of Accounting, Auditing and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 10%]

Zavala, Mariella

1. Murray, J. B., Brokalaki, Z., Bhogal-Nair, A., Cermin, A., & Zavala, M. C. (2018). Toward a Processual Theory of Transformation. *Journal of Business Research*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 6-10%] [Mission Code: Inspiration] [Impact Code: Academic: Publications]

Zhang, Yelin

1. Johan, S., & Zhang, Y. (in press, 2020). Quality Revealing versus Overstating in Equity Crowdfunding. *Journal of Corporate Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance rate: 05%]
2. Zhang, Y., Cumming, D., & Johan, S. (in press, 2019). The Role of Diligence in Crowdfunding Platforms. *Journal of Banking and Finance*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 15%]
3. Zhang, Y., Cumming, D., & Johan, S. (in press, 2019). What is mUual fund flow. *Journal of International Financial Markets, InstitUions and Money*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 21-30%]
4. Cumming, D. J., Johan, S., & Zhang, Y. (in press, 2018). Public policy towards entrepreneurial finance: spillovers and the scale-up gap. *Oxford Review of Economic Policy*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Impact Code: Academic: Citation Counts]
5. Cumming, D. J., Werth, J. C., & Zhang, Y. (in press, 2017). Governance in Entrepreneurial Ecosystems: Venture Capitalists vs. Technology Parks. *Small Business Economics*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 20%]
6. Cumming, D. J., & Zhang, Y. (in press, 2016). Alternative Investments in Emerging Markets: A Review and New Trends. *Emerging Markets Review*. [Refereed] [Scope: Journal: Academic] [Journal Quality: Cabells] [Acceptance Rate: 12%]

Appendix 13 – Quality Ratings² and Acceptance Rates of Journals

A*

- Journal of Corporate Finance [Acceptance rate: 05%]
- Journal of Consumer Psychology [Acceptance rate: 10%]
- MIS Quarterly

A

- Advances in Accounting [Acceptance rate: 00-23%]
- Applied Economics [Acceptance rate: 25%]
- Advances in Accounting Behavioral Research [Acceptance rate: 20-25%]
- Emerging Markets Review [Acceptance Rate: 14%]
- European Journal of Political Economy [Acceptance rate: 06-10%]
- International Journal of Auditing [Acceptance rate: 12%]
- Issues in Accounting Education [Acceptance rate: 12%] (7 publications)
- Journal of Accounting, Auditing and Finance [Acceptance rate: 10%] (2 publications)
- Journal of Business Research [Acceptance Rate: 25%] (2 publications)
- Journal of Banking and Finance [Acceptance Rate: 12%]
- Journal of Consumer Affairs
- Journal of Empirical Finance [Acceptance rate: 05-15%] (2 publications)
- Journal of Information Systems [Acceptance Rate: 25%]
- Journal of International Financial Markets Institutions and Money [Acceptance Rate: 11%]
- Journal of Public Policy & Marketing [Acceptance rate: 11%]
- Managerial Auditing Journal [Acceptance rate: 20%]
- Motivation and Emotion
- Oxford Review of Economic Policy
- Psychology & Marketing [Acceptance rate: 10%]
- Research in the Sociology of Organizations [Acceptance rate: 90%]
- Small Business Economics
- The Data Base for Advances in Information Systems [Acceptance rate: 10%] (2 publications)

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

B

- Academy of Marketing Studies Journal [Acceptance rate: 30%]
- Applied Economics Letters [Acceptance rate: 24%] (3 publications)
- Current Issues in Auditing [Acceptance rate: 47%]
- Information Systems Management [Acceptance rate: 12%]
- International Journal of Business and Economics Research
- International Journal of Social Economics [Acceptance rate: 17%] (4 publications)
- Journal of Accounting Education [Acceptance rate: 15-18%]
- Journal of Financial Crime [Acceptance rate: 57%]
- Journal of Marketing Education [Acceptance rate: 17%]
- Journal of Theoretical Accounting Research
- Leadership [Acceptance rate: 33%]
- Multinational Business Review [Acceptance rate: 22%]
- Quarterly Review of Economics and Finance
- Singapore Economic Review
- Social Science Quarterly [Acceptance rate: 15%] (2 publications)
- Transforming Government: People, Process and Policy [Acceptance rate: 31%]

C

- ACM Transactions on Management Information Systems
- Atlantic Economic Journal [Acceptance rate: 10-12%] (2 publications)
- Business and Society Review
- Global Journal of Accounting and Finance [Acceptance rate: 00-40%]
- Journal of Applied Business and Economics (2 publications)
- Journal of Accounting, Ethics, and Public Policy [Acceptance rate: 36-40%]
- Journal of East-West Business
- Journal of Education for Business [Acceptance rate: 25%]
- Journal of Financial Counseling and Planning [Acceptance rate: 35%] (2 publications)
- Journal of International Technology and Information Management [Acceptance rate: 30%]
- Journal of Korea Trade
- Journal of Legal Tax Research [Acceptance rate: 35%]
- New England Journal of Entrepreneurship [Acceptance rate: 20%]

NA

- Athens Journal of Sports, [Acceptance rate: 41%] (3 publications)
- Conversations in Jesuit Higher Education (3 publications)
- Business Case Journal
- Insights [Acceptance rate: 00-50%]
- Gastroenterology Research
- Entrepreneurship Education & Pedagogy (3 publications)
- Hospital Topics [Acceptance rate: 00-10%]
- American Journal of Business [Acceptance rate: 27%]
- International Journal of Big Data Management (2 publications)
- International Journal of Business and Systems Research [Acceptance rate: 45%]
- International Journal of Finance & Banking Studies [Acceptance rate: 51-60%]
- International Journal of Information Systems and Social Change [Acceptance rate: 20-30%]
- International Journal of Interdisciplinary Research [Acceptance rate: 10-15%]
- International Journal of Pluralism and Economic Education (2 publications)
- Jesuit Higher Education: A Journal
- Journal of Accounting and Finance [Acceptance rate: 20%] (2 publications)
- Journal of Applied Research in Higher Education [Acceptance rate: 27%]
- Journal of Business & Economic Policy (2 publications)
- Journal of Business & Entrepreneurship [Acceptance rate: 20-25%] (2 publications)
- Journal of Case Studies (5 publications)
- Journal of Business Cases and Applications [Acceptance rate: 40%]
- Journal of Competitiveness Studies [Acceptance rate: 20%]
- Journal of International Business Disciplines [Acceptance rate: 08-12%] (2 publications)
- Journal of International Consumer Marketing [Acceptance rate: 12%] (2 publications)
- Journal of Jesuit Business Education (11 publications)
- Journal of Management and Marketing Research [Acceptance rate: 25-35%]
- Journal of Management Policy and Practice
- Journal of Marketing Development and Competitiveness (2 publications)
- Journal of Organizational Psychology [Acceptance rate: 20%]
- Journal of Survey Statistics and Methodology [Acceptance rate: 00-05%]
- Journal of Technology Research [Acceptance rate: 40%] (2 publications)
- Journal of Universal Computer Science [Acceptance rate: 30%]
- Management Teaching Review [Acceptance rate: 37%] (2 publications)
- Opportunities in Entrepreneurship Education [Acceptance rate: 20-25]

- PLOS ONE [Acceptance rate: 00-40%]
- Quarterly Review of Business Disciplines [Acceptance rate: 25-30%]
- Research in Higher Education Journal [Acceptance rate: 40%]
- TaxPro Journal [Acceptance rate: 50%]
- Tennessee CPA Journal [Acceptance rate: 21-30%] (2 publications)
- Today's CPA [Acceptance rate: 65%]
- The Case Journal
- The CPA Journal [Acceptance rate: 39%] (2 publications)
- The Tax Adviser
- The Journal of Business Cases and Applications [Acceptance rate: 35%] (4 publications)
- Washington Business Research Journal
- World Journal of Gastrointestinal Endoscopy

Appendix 14 – Peer Citations of Faculty Research

Peer Citations of Faculty Research as referenced by Google Scholar, July 2021 ³				
	All Cites	Since 2016		
		Cites	h-index	i10-index
Awotoye	27	27	2	1
Beck	510	88	6	2
Beqiri	350	204	3	3
Brajcich	40	30	3	2
Chen	1,811	685	12	13
Chuang	650	284	7	6
Correia	38	38	3	1
Finkle	1,342	631	12	15
Helgeson	1,698	623	9	9
Henrickson	150	96	6	3
Herzog	17	11	3	0
Hickman	3,288	817	8	8
Hoag	114	75	4	2
Johnson	128	72	5	4
Kern	156	111	5	4
Law	289	159	6	4
Loroz	529	294	7	6
Olsen	188	147	4	3
Patil	663	391	6	5
Pepper	920	394	11	11
Stevens	2,690	1,664	8	8
Vann	231	205	5	4
Voy	103	60	3	2
Weber	69	21	2	1
Xu	1,219	743	9	8
Zavala	2	2	1	0
Zhang	260	260	7	5
Total	17,482	8,132		
Average	647	301	5.8	4.8
<p>The h-index is a multiplicative measure of individual scholarly output that combines the number of papers generated by an individual times the number of citations those papers receive.</p> <p>The i-index is a simpler measure of individual impact that measures the number of times an author has had an individual paper cited ten times or more.</p> <p>Higher scores are indicators of greater individual impact.</p>				

³ We encourage faculty to make use of Google Scholar profiles to provide a ready metric of individual scholarly impact, but do not require it. The sample represents all faculty members during this reaccreditation cycle who have created a Google Scholar profile, as of July 2021.

Appendix 15 – Gonzaga and SBA Response to COVID-19

The onset of the global pandemic in the spring of 2020 brought significant disruption to higher education. While the immediate impacts on enrollment, classroom education, travel and professional development, and hiring and recruitment were felt at Gonzaga, it is fair to say that we were impact less as an institution than some of our peer and aspirant institutions.

Gonzaga made the decision to switch to a fully online instruction process in March of 2020 and every class at the institution finished the 2020 academic year in this format. When we returned to campus for a new academic year, the vast majority of courses pursued some type of modified instruction option, with the university requiring faculty to provide synchronous and fully online elements in every class, even if face-to-face instruction was chosen. Approximately two-thirds of courses taught during the 2020-21 academic year were delivered in a synchronous distanced format, while the balance pursued a hybrid/hi-flex format. As we prepare to return to campus for the 2021-22 academic year, the announced strategy for Gonzaga is to provide face-to-face on campus instruction for all courses where this would have been the preferred approach prior to the pandemic.

The pandemic required significant modifications to our campus community, to faculty professional development activities, and to other activities that are essential to our continued activity as a business school. Some examples included:

- **Professional development activities have been severely curtailed during the length of the pandemic.** All faculty travel and participation in face-to-face conference activity was suspended during the remainder of the 19-20 AY, and while a limited number of these activities resumed toward the end of the 20-21 AY, university funding for these activities was eliminated.
- **Activities that are important for career development of our students were significantly limited.** The vast majority of student-related experiences (e.g. clubs, career-related activities, field trips, internships, and professional development activities) either transitioned to a virtual format or, in many instances did not occur. In the most positive instances, this became a logistical challenge and a limitation on activities that required a physical presence (an example is our long-established VITA tax assistance program, which was unable to hold tax clinics during 2020 or 2021), but in some cases it rendered many of the student activities that are an important part of the Gonzaga experience dormant during the past fifteen months.
- **Faculty research activity was negatively impacted by the demands of the pandemic, both at work and at home.** Many faculty indicated that projects had been delayed or that the lack of collaboration opportunities, increased demands on their time, or the turnaround time at scholarly outlets slowed their planned progression.
- **Student career outcomes were delayed or became more difficult to obtain.** Many organizations modified their hiring processes to account for reduced income or shifting work patterns, and internships – a significant pathway to full-time jobs – were significantly reduced during the spring and summer of 2020. While hiring began to return to pre-pandemic patterns by the spring of 2021, the process has slowed at many of the organizations our students seek to join – delaying the successful hiring outcomes that we fully expect to later in the calendar year.
- **Revenue significantly declined as a result of reduced enrollment.** The timing of the initial wave of the pandemic significantly impacted enrollment for the coming year; the incoming freshman class university-wide was approximately 100 students smaller than forecasted (an 8% decrease in enrollment) and overall enrollment university-wide decreased by 248 (3.4% of the total student population). Despite some bright spots in graduate enrollment, the overall impact of enrollment on key revenue areas (tuition, housing, meals, etc.) created a substantial economic hole. In total, Gonzaga University lost approximately \$23.7 million in revenue to the pandemic between March of 2020 and May of 2021 (gross revenue declined by approximately \$18.5 million during that same time).

Gonzaga University and the SBA pursued a variety of temporary strategies to combat these issues. At the university level, the following budgetary steps were taken:

- Significant reductions across the board in discretionary expenses
- Travel all but eliminated
- Reduction in activities, banquets, and events largely due to health and safety restrictions
- Deferred some renewal and replacement expense on facilities and IT infrastructure
- Gonzaga's trustees authorized up to \$6 million from reserves (about 12% of institutional reserves).
- Hiring pauses applied to most vacant positions
- Salaries were frozen for all university employees during the 2021-20 and 2020-21 academic years⁴
- Invested \$6.2 million in COVID-19-related expenses, including PPE, off-campus quarantine space rental, technology investments, testing and contact tracing, cleaning supplies and signage.

Along with these budgetary challenges, some positive activities limited the financial impact of the pandemic at the institutional level:

- Gonzaga received approximately \$3.3 million in CAREs Act funding (half of the initial \$2.7mm awarded to Gonzaga was awarded directly in the form of grants to students, with the other half supporting operating expenses this year). Another \$591,000 was received from a CAREs Act distribution from Spokane County to cover PPE.
- The generosity of our donors led to a projected \$1 million in additional fundraising
- Despite the financial challenges, there were no layoffs or furloughs of faculty or staff and both groups retained compensation and benefits at current levels

Within the SBA, the primary focus was on managing the student experience to provide the most value during a challenging time. Individual instructors and the SBA as a whole engaged in a multitude of creative approaches to make up for gaps in face-to-face learning, the absence of traditional experiential opportunities, and the chaos the pandemic created in our students' hopeful career fields.

- A number of instructors leveraged our extensive use of online instruction to bring in new speakers and extend our reach. In some courses, virtual pre-recorded field trips replaced an important component of the learning experience – company visits.
- The SBA instituted the Mondays at Noon series – a weekly series that connected students and faculty as a community and invited guest speakers from within the school or without to share their thoughts on key topics of the day (e.g. diversity and inclusion, ethical principles, early career experiences) or focused on key employers, industries, or skills.
- The process of connecting students with career opportunities required improvisation and adaptation. We worked with employers to create virtual “office hours” to discuss their firms and opportunities, assisted students with the online hiring processes that many firms fell back to, and created a series of online workshop courses over the summer of 2020 to provide students whose internships were cancelled with free opportunities to gain important career development skills.

⁴ Faculty and staff salaries were frozen in March of 2020 and that freeze carried into the 2020-21 academic year. Toward the end of the 20-21 AY, the administration and the trustees approved the restoration of yearly salary adjustments for both the faculty and the staff; these adjustments will return faculty to expected rates for the 20-21 AY, and in some cases will surpass those estimates.