I. Statement of Team Recommendation

A. The Peer Review Team (hereinafter: the team) recommends for reaffirmation of accreditation. The team concludes that the Division of Business and Economics at Indiana University South Bend has achieved overall high quality, has had processes in place for a sufficiently long period of time to demonstrate the presence of a continuous improvement environment, and has demonstrated the ability of the institution to achieve desired outcomes.

The team has identified five concerns, however, that may be rectified rather quickly within the processes of continuous improvement. These concerns are identified in Section V below. Accordingly, the Team recommends in favor of reaffirmation of accreditation with the stipulation that the Division must submit reports in 2000 and 2001 as specified in V below.

B. This recommendation reflects the opinion of the peer review team only. It will be reviewed for concurrence or remanded to the team by the Business Accreditation Committee. The role of the accreditation committee is to ensure consistent application of AACSB standards and processes across peer review teams.

Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of reaffirmation of accreditation. Following ratification by the Board of Directors, the institution will be notified. The institution must wait for this official notification before making any announcement of the accreditation decision. A listing of institutions achieving initial accreditation and reaffirmation of accreditation is provided by AACSB to its members and the public.

II. Identification of Areas That Must be Addressed Before:

A. Reaffirmation of Accreditation

None.

B. Prior to the interim report (including time line)

Refer to Section V below.
III. **Relevant Facts and Assessment of Strengths and Weaknesses on a Standard-by-Standard Basis that Support the Team Accreditation Recommendation**

Before offering its standard-by-standard analysis the team provides the following statements relative to the major concerns cited in our pre-visit letter:

1. The team questioned whether the continuous improvement processes and outcome assessment system instituted under the Planning and Assessment Committee in 1996 had been in place long enough to have been institutionalized and to have produced assessable outcomes. The team concludes the 1996 action formalized assessment processes as a continuous improvement effort. This 1996 action built upon the foundations of an existing assessment-oriented organization culture. The team believes the 1996 action should enhance future outcomes.

2. Regarding the need for more information about the processes which will provide improvement in the quality of intellectual contributions in future years, especially for those faculty members who regularly teach in the graduate program, the team believes the division has identified processes and strategies that will provide improvement in the quality of intellectual contributions in future years.

3. Regarding whether the Master of Science in Accounting program has sufficient academically qualified graduate faculty to support the program and whether its student body is a viable size, the team is satisfied with the number of academically qualified graduate accounting faculty provided the recently hired ABD completes his degree prior to fall 2000 and produces intellectual contributions in a timely manner. But the team continues to be concerned about the viability of the degree. Consequently, the team has suggested some improvements with reporting as specified in 2001 and 2002.

A. **Preamble**

Established in 1965, Indiana University South Bend (IUSB) is one of eight campuses of the University of Indiana founded at Bloomington in 1820. The South Bend campus serves nearly a dozen north central Indiana and southwestern Michigan counties within a 50-mile radius of the campus (a.k.a. Michiana). With an enrollment of approximately 7,000 students, Indiana University South Bend has a Carnegie classification of Master’s I. Offers a full range of baccalaureate programs, is committed to graduate education through the master's degree and awards 40 or more master's degrees annually in three or more disciplines.
Indiana University South Bend (IUSB) has experienced an evolution of its programs in business administration. Degrees in business have been offered since 1967. AACSB first accredited business degrees at IUSB in 1989.

The programs of the Division of Business and Economics focus not only on preparing students for the present, but also on preparation for future careers. The division provides a total educational experience that emphasizes conceptual reasoning, problem-solving skills, and preparation for life-long learning.

The division's faculty understand the importance of the processes used to develop faculty, strengthen curriculum, improve instruction, improve student services and enhance intellectual activity in determining the direction and rate of improvement. It is the peer review team's judgment that its concerns regarding deviations from AACSB standards in Faculty Composition and Development, Curriculum Content and Evaluation, and Intellectual Contributions can be rectified quickly.

The Self-Evaluation Report was well written. The use of documents or assessments that are created as part of the normal management process do a good job of describing the division's mission, objectives, the processes established to achieve such objectives, and provide evidence of the progress toward accomplishing the mission and objectives and outcomes of these processes. Documentation of the effectiveness of processes relates to the past five-year period.

The Self-Evaluation Report describes objectives for the future, as well as the processes in place to achieve those objectives. The division has objectives and plans for the next approximate five-year period.

B. Preconditions

IUSB is authorized to grant degrees by the Indiana Commission for Higher Education. IUSB was first accredited by the North Central Association of Colleges and Schools (NCA) in 1969-70. The comprehensive review of IUSB during 1989-90 resulted in a ten-year reaffirmation of accreditation. Currently IUSB is in preparation for the ten-year NCA reaccreditation visit scheduled for February 21 - 23, 2000.

The division is a separate administrative unit within the University with a continuing budget. The dean reports to the University's Vice-Chancellor for Academic Affairs. The division is afforded sufficient autonomy for effective management of budgets and faculty/staff work assignments. The faculty members of the division have responsibility for the division's future through a complete and
standing committee structure. This structure provides processes for planning and outcomes assessment, faculty development including promotion, tenure, reappointment and sabbatical, undergraduate and graduate curriculum evaluation, and student services. The team determined that the educational environment is free of external interference of effort that would prevent achieving the objectives of the standards.

Non-discrimination policies are clearly stated and are followed in student recruiting as well as faculty and staff hiring and promotion. The student population is nontraditional in relation to most universities in that it has higher proportions of older students, first generation college attendees, part-time students and commuting students. The division could improve the alignment of the proportion of the student body that is African-American with the proportion of the population in the service area (4.5 percent vis-a-vis 14 percent). African-American faculty constitute 6 percent of the faculty, a proportion greater than faculty availability. The curriculum and mix of faculty and students provide significant opportunities for students to develop skills necessary to function in a multiracial, multicultural society.

The team reviewed the following degree programs:

- Bachelor of Science in Business Administration with concentrations in
  - Accounting
  - Finance
  - Management and Administration
  - Marketing
  - Marketing and Advertisement
  - Personnel and Industrial Relations,

- Master of Business Administration, and
- Master of Science in Accounting.

The team observed in the 1998-2000 IUSB Bulletin that the description of the Bachelor of Science in Economics, the Bachelor of Arts in Economics and the Bachelor of Science in Music with an Outside Field in Business Administration do not include statements that prohibit these baccalaureate programs to no more than 25 percent in course content or credit hours in subjects commonly available in a school of business. The university must rectify this oversight in accordance with the reporting requirements specified in section V below.

The team determined that courses with a management connotation offered through the School of Public and Environmental Affairs are outside the scope of the accreditation review since they are utilized in the Bachelor of Science in Public
Affairs, Bachelor of Science in Criminal Justice, and the Bachelor of Science in Health Services Management. Also, the team determined the Master of Public Affairs was outside the scope of the accreditation review.

The team determined that the Bachelor of Science in Organizational Leadership and Supervision offered by the Purdue University School of Technology, although advertised within the *IUSB 1998 - 2000 Bulletin*, is outside the scope of the accreditation review since it is offered by another university and the transcripts and diplomas are issued by Purdue University.

The team determined that the Bachelor of Arts in Economics and the Bachelor of Science in Economics offered by the economics faculty in the Division of Business and Economics and awarded through the Division of Liberal Arts and Science does not fall within the scope of the accreditation review.

IUSB has received approval from the Indiana Commission for Higher Education to offer the Master of Science in Management Information Technology (MS/MIT). IUSB plans to implement it to "...highlight IUSB's commitment to providing strong masters level programming for the citizens of our region." (Draft NCA Reaccreditation Report 1999, p. 4) The MS/MIT program will be offered by the Division of Business and Economics in cooperation with the Department of Mathematical and Computer Science. The proposal calls for implementation in 1998-99 and the addition of three faculty (two in business and one in computer science). Both deans said they would not implement the MS/MIT until the arrival of the three additional faculty.

Classes, but not degree programs, are offered at Elkhart and Plymouth. The team included the off-campus course offerings in its review. The team did not determine any delivery of course offerings via telecommunications or other electronic means. The team did not determine any international linkages.

The team did not find any plans to add doctoral level programs. The division reported no desire to seek separate accounting accreditation at this time.

The team concluded that the division satisfies the expectations of this standard and that existing processes should assure continued improvement.

C. Mission and objectives

The division's mission is visionary. The division seeks to become one of the best regional business schools in the country in their peer group: AAUP Division 2A.
Their goal of achieving this vision by 2004 is ambitious.

In the selection of peer institutions for the business division, care should be taken to select those institutions with missions similar to IUSB's business division. Institutions should be selected that are public regional institutions with AACSB accreditation at the Masters level, but without doctoral programs in business. The April 20, 1998 list of the University's 10 peer institutions is noncongruent with this goal because only two are AACSB accredited and none are recognized as being among the top regional universities.

Chancellor Perrin shared with the team the current IUSB Peer Study that identifies 24 institutions. The team identified eight as AACSB accredited and two among the top regional universities.

A review of the top public regional universities in the midwest reveals that seven are AACSB accredited. The team believes that these universities and possibly other similar universities in other regions are more appropriate benchmark institutions for the business division. Improvements in the methodology for selecting peer universities for IUSB's business division is covered in section V below.

The division has identified actions to move it toward top regional status. While the team applauds the plan, the team believes the plan can be enriched by including actions that address factors associated with top regional business schools: enhancing academic reputation, graduation and retention rates, faculty resources, student selectivity, financial resources, alumni giving and corporate recruitment of students.

The team is impressed with how well the division has inculcated its mission into its culture and day-to-day operations. The level of assessment activities related to this mission and set of goals is impressive. The process for periodic review and revision of the mission and goals is well established and should assure continued improvement in the division.

The division's mission statement is published in the University's undergraduate and graduate bulletins, on the divisional website and is on display in the Office of the Dean in the Administration Building, used in faculty orientations, and otherwise shared with stakeholders. The division's mission statement did not appear to be displayed in Wiekamp Hall where most of the business courses are taught.

The mission development process provided for inputs from various constituencies. The faculty played the lead role in the mission development and objective-setting
process. Discussions with members of the Business Advisory Board revealed that they played a role in mission development through focus groups. The Student Advisory Group was involved in the mission development process, but students rotate off the Group resulting in the current students being less involved and informed about the division's mission and vision.

The mission is appropriate to higher education for business and management. The mission emphasizes the achievement of high quality in degree programs. The mission is consistent with the institutional mission and resources. IUSB is a comprehensive urban university which focuses on the higher education needs of North Central Indiana and Southwestern Michigan (a.k.a. Michiana).

The division has set the educational objectives of each degree program and identified the characteristics of the students served by each of the degree programs. Relative more emphasis is given to the baccalaureate degree program than to the MBA and the MSA. The degree programs serve traditional, non-traditional, minority, and international students. To the community, the division is a source of future employees and a professional resource. The team believes that future iterations of the mission will focus more explicitly on the role of the business division in enhancing the economic development activities of the university's service region.

The division's priorities and expectations of faculty are 50 percent teaching in degree programs, 30 percent intellectual contributions, and 20 percent service (SER, p. M10).

Processes are in place that produce information from periodic reassessment on whether resources are sufficient to achieve the mission and program objectives and/or yield strategies to acquire the needed resources.

The mission development and review process produces a strategic "action" plan to achieve the school's mission. The planning effort includes goals for improvement in each standard and for each discipline.

It is the judgment of the team that the College has satisfied the expectations of this standard.

D. Faculty Composition and Development

The Division does have a faculty resource planning process which reflects the school's teaching, intellectual contribution, and service mission. The Division has been successful in the last few years in recruiting and hiring the faculty which is consistent
with the Division's mission promise of "outstanding instruction by dedicated faculty" and "an intellectually stimulating environment that enhances instruction, scholarship, and service." This faculty resource plan has also generally addressed the Division's "basic faculty resource requirements" and "portfolio" needs. An example of this has been their aggressive selection of very intellectually active new, young faculty as well as an additional faculty to support the recently initiated MS in Accounting. The Division has a very culturally diverse faculty perhaps even more so than the student body. The University and Division have an excellent new faculty orientation process including an ongoing Division mentoring of new faculty by a team of current faculty.

The Division only offers degree programs (undergraduate and graduate) at the South Bend location but does offer some evening classes at nearby locations of Elkhart and Plymouth as well as at the main campus. The graduate programs are part-time and offered only in the evenings. The undergraduate degree path may be completed only by taking primarily day classes.

The Division has a number of faculty-oriented processes in place that provide support for its mission. These include: reduced teaching load for scholarly activity, faculty development workshops, travel, research and secretarial support, sabbatical and other leaves, etc. A few outcomes resulting from this support include: greater and better use of technology in the classroom, changes in teaching pedagogy, etc. It would appear that this support has, in the last few years, led to increased scholarly activity as well as improvement in classroom performance. Several of the Division's faculty have been recognized by receiving awards for their teaching, research, and/or service excellence.

Over 80 percent of the Business and Economics faculty are involved in continuing intellectual development activities. This includes presentations at professional meetings, peer reviewed articles, proceedings, books, and book chapters, trade journals, etc. However, the team does recommend that the Business and Economics faculty, especially some who are teaching graduate classes, make added effort to produce in peer-review journals. Although there is a broad cross section of intellectual activities only approximately 50 per cent of faculty in economics and finance have a consistent record in the last five years of peer-reviewed articles. However, this does not include some peer-reviewed proceedings. The Division's Summer Faculty Research Grants given between 1994-98 are producing positive results in new course development presentations, and publications. All faculty are supported by the Division and have participated in academic and professional organizations.

Faculty performance is evaluated on an ongoing basis, including student evaluations, yearly performance reports and administrative review.
Reappointment, tenure, promotion and salary decisions made from each faculty's portfolio and annual evaluation have been and are consistent with the Division's mission and objectives. A review of recent tenure/promotion files indicates that one individual was not given tenure because of weak teaching and scholarly activity thus not contributing to the Division's mission.

The Division follows the statewide policy regarding outside activities of faculty. Such activities are monitored through the faculty annual report.

The Division does maintain a full-time faculty sufficient to provide stability and ongoing quality improvement to its undergraduate and graduate programs. The FTE faculty complement far exceeds the MFTE faculty during the period of self-evaluation and review. The faculty complement is appropriately larger than the MFTE to meet the Division's commitment to research and professional service.

For each path through which a student can obtain a particular degree, at least 60 percent of the student credit hours are taught by full-time faculty. However, it should be noted that periodically, the percentage of full time faculty coverage during the evening in Decision Science, Finance, and Law has fallen below the 60% threshold. This has also been true at the graduate level in Economics. Although this does not create a standards problem because the Division does not offer a Business Law major and the undergraduate degree may only be completed through taking day classes, care should be taken to insure all students have the opportunity to receive instructions from appropriately qualified faculty. The Division has begun the process and are encouraged to continue to resolve this situation. A number of faculty have been reassigned from administrative duties in law and economics with a new position being added in Decision Sciences. Only two courses in Finance are taught at night, one of which is a service course which may count in a student's program only as an elective if taken as a freshman or sophomore.

All faculty during the year of self-evaluation and visit were academically or professionally qualified and met all requirements of this standard. Faculty are distributed across programs and disciplines consistent with the school's mission and the students' needs.

Although most faculty teach only nine hours per semester with an average of three preparations per academic year the exception is in marketing. The three faculty in marketing average approximately four preparations per academic year while offering two undergraduate concentrations (Marketing and Marketing/Advertising) and supporting the MBA. In order to meet its mission
within this discipline the team recommends the Division take additional steps to support continuous improvement in marketing teaching and intellectual activity.

The University and the Division have processes in place for the appointment of individuals to the Graduate Faculty. The team has concerns that the deployment of faculty to teach graduate courses is noncongruent with the Division's stated policy. The practice needs to be tightened and congruent with the stated policy. The team provides additional comments in Section III.H, Intellectual Contributions, below and in Section V below.

It is the judgment of the team that the Division satisfies the Faculty Composition and Development standard with concerns noted.

E. Curriculum Content and Evaluation

Strong quality undergraduate teaching is the top priority of the Division. Ethical, global, political, social, legal, regulatory, diversity, technology, and impact of environment on business perspectives are covered in specific courses as well as integrated across the curriculum. However, the faculty need to develop an ex ante policy on the specific topics within each perspective that the undergraduate and MBA curricula cover by providing a "virtual syllabus" for each perspective for each degree. Improvement efforts are specified in Section V below.

A random sample of undergraduate transcripts was carefully reviewed and each has a general education component that comprises fifty percent of the overall program. The Division requires that at least 50 percent of the business credit hours required for the business degree be earned at Indiana University South Bend. Again, the random sample of student records demonstrated consistency, adherence to this requirement.

The curriculum for each major includes a core of business courses which covers accounting, behavioral science, economics, and mathematics and statistics.

Each undergraduate major contains both written and oral communications courses. In addition to the two required writing courses and one required oral communication course in each major, almost all required business courses contain significant amounts of written and oral communication.

For completion of the undergraduate business degree beyond satisfactory completion of required and elective courses and a minimum grade point average of 2.0, the Division has an additional requirement that a student must earn a grade of
C or higher to receive credit for any core, pre-core, or business concentration course. The Undergraduate Counselor closely monitors students' records.

The MBA is the only general management master's program offered by the Division of Business and Economics. Its curriculum does include instruction in the core areas identified in standard C.1.3.a.

The Office of Graduate Business Programs uses comprehensive examinations to establish possible exemption from any of the prerequisite courses and the degree satisfied the standard that at least 30 hours beyond the core are required.

The MBA curriculum covers written and oral communication in many different courses, and applies quantitative analysis and computer usage in many ways. The program specifies appropriate additional courses to allow adequate breadth and gives students the ability to focus on interest areas through selection of electives.

The MBA curriculum integrates core areas and applies cross-functional approaches to organizational issues. This occurs in five required courses and could occur in a sixth course depending on the student's choice of a required international course.

IUSB has received approval from the Indiana Commission for Higher Education to offer the Master of Science in Management Information Technology (MS/MIT). The MS/MIT program will be offered by the Division of Business and Economics in cooperation with the Department of Mathematical and Computer Science. It has not been implemented. A review of the proposal revealed that the proposed curriculum was consistent with the specialized master's program standard.

Curriculum planning is driven by the Division's mission and the specific program objectives identified in that mission. The process is designed to utilize ongoing assessment outcomes from alumni, employers, advisory board, and faculty initiatives. In recent years several significant changes have resulted from this process. These changes better meet objectives and demonstrate the Division's focus on continuous improvement.

Four general activities play significant roles in the Division's curriculum monitoring procedure and these are completed by all members of the faculty and administered by the Associate Dean's Office. These activities monitor how well course content, perspectives, and skill areas are being delivered and received by students.

It is the judgment of the team that the Division satisfies the Curriculum Content and Evaluation standard with concerns noted.
F. Instructional Resources and Responsibilities

The Division's Executive Committee is charged with overall responsibility for the assessment and monitoring of essential resources that support the Division's instructional program. The Division has expanded its instructional space dramatically in the most recent two-year period and made significant progress in acquiring technological support. According to the Associate Vice Chancellor for Information Technologies, additional technology resources are in the planning stages. A majority of the components for this plan reflect the priority given to quality teaching in the Division's mission.

Divisional courses are taught in a variety of classrooms and laboratory facilities on campus. All classrooms have an overhead projector and some classrooms have additional multimedia technology, including links to the campus computing network. Portable multimedia resources are also available through the Office of Information Technology. Students verified that faculty use instructional technologies in class and that technology information gathering assignments were regular components of many courses. The Division has a multi-year plan for improvements in instructional resources which is the source of annual budget requests.

Faculty are current in their instructional disciplines and are continuously improving in their delivery of quality instruction. In addition, they each have a private office furnished with necessary equipment including telephone, computer, and printer. Clerical and technological support staff are adequate for the current program.

Library support for Business and Economics has grown from approximately $62,000 in 1993-94 to almost $94,000 in 1998-99. In addition to these resources, the library offers access to additional titles through database searches, subscriptions to online electronic indexes, and generous and responsive interlibrary loan services. Also, available to students and faculty are library resources made available throughout the Indiana University's system-wide on-line catalog and loan system. The Director of Library Services indicated that the Library will be working with the Business and Economics faculty in the coming year to develop a conspectus which will outline the required depth of collecting in each of its subdisciplines.

The Division has developed several systematic processes which encourage and support faculty responsibility for creation and delivery of programs. Many processes exist which reinforce individual faculty responsibilities for currency of materials, effectiveness of instruction, and accessibility to students consistent with
the Division's expectations. Faculty curriculum vitae reveal that over 90 percent of all faculty have made recent, peer reviewed, intellectual contributions.

It is the judgment of the team that the Division satisfies the Instructional Resources and Responsibilities standard.

G. Students

The Division of Business and Economics applies a systematic approach to student recruitment, admission, retention, placement, and diversity for both undergraduate and graduate programs. Undergraduate applicants must graduate in the upper half of their class from an accredited high school with above average performance on their SAT or ACT examinations. Recruitment is executed centrally by the University but the Division does influence recruitment activities in four distinct ways.

Policies for admissions and retention are clearly stated and strictly enforced at both the undergraduate and graduate levels. The Director of Student and Administrative Services indicated responsibility for approving all admission of undergraduate students who have successfully completed 56 credit hours of specific general education and pre-business core courses. Graduate applicants also satisfy a range of admission criteria, including undergraduate transcript review, GMAT test results, and letters of recommendation according to the Director of Graduate Studies. A wide range of campus and divisional programs are designed to encourage student retention.

Minority enrollment in the Business and Economics Division have dropped slightly in the most recent year, when compared with enrollment for the campus. This drop is the results of tighten English language requirements for admission among international students. The Division does have an aggressive program for reversing this trend along with several general sets of activities. The Division has a greater percentage of undergraduate minority students than the university as a whole and has a five-point formal plan to continue and improve the degree of diversity among its students.

The Director of Career Planning and Placement Services indicated a close working relationship with the Business and Economics Division. This closeness is manifested in all areas of service provided by Career Management Services -- individual career counseling, choosing a major, career decision-making, resume referrals, instructional support, internships, campus interviews, and employer development. He mentioned that the Division had benefited from Career
Management Services' support for its internship program, job fair, and X410-Business Career Planning and Placement course.

Based on conversations with members of the Student Advisory Boards and undergraduate and graduate classes, students don't see the need for using Career Management Services. Surveys and other assessment feedback in recent years has allowed the Division to better understand the unique placement needs of its graduates. The Division is responding to the need for improved placement services for its students. It has moved to establish its own internship program, secure complete responsibility for the university's job fair, and mandate a one-hour course, X410 Business Career Planning and Placement.

It is the judgment of the team that the Division satisfies the Students standard with concerns noted.

H. Intellectual Contributions

The Division's mission includes a commitment to intellectual contributions with priorities, from highest, being applied, instructional, and basic. The emphasis given by the Division has appropriate balance and is consistent with its mission. A review of faculty portfolios indicates that in four of the five years, basic intellectual contributions were greater than instructional. Processes have been established to increase instructional intellectual contributions which was accomplished in 1998.

Approximately 80 percent of the faculty had at least two refereed journal articles or five proceedings during the five-year period preceding the team visit. Since the Division has a mix of undergraduate and graduate programs, the team encourages the Division to continue the compositional change in intellectual contributions to emphasize instructional research and peer reviewed publications in high quality journals. This is especially true of those faculty teaching graduate courses.

In the previous five years, the Division had a total of 533 intellectual contributions for an average of approximately 16 per faculty member. By discipline, accounting had a total of 67 and an average of 11; economics a total of 64 and an average of 11; finance a total of 55 and an average of 14; law a total of 21 and an average of 10.5; management a total of 156 and an average of 26; marketing a total 66 and an average of 22; and decision science a total 100 with an average of 25 per faculty. Since 1997 the Division has been strengthening its performance standards for intellectual contributions.

By 2002, the Division's strategic plan calls for a minimum of at least two significant intellectual contributions every three years will be required of each
faculty member seeking tenure, promotion, salary consideration, and certification to the Division's graduate faculty. Since there has been no clear graduate faculty qualification process in the past and since some current graduate faculty just meet the team's intellectual contributions expectations for graduate faculty, the team recommends that the above plan be followed. Recommendations for improvement in this process are specified in Section V below.

It is the judgment of the team that the Division satisfies the Intellectual Contributions standard with concerns noted.

IV. Commendations of Strengths, Innovations, and Unique Features

The Division culture exhibits a high level of collegiality.

The University and Division have developed a strong mentoring program for new faculty.

The faculty are dedicated to teaching and working with their students in a student-success oriented environment. Team interview sessions with students were very positive and indicated a strong bond between faculty and students. Also, the team witnessed faculty working with students on Sunday evening and this unselfish dedication to meeting student learning needs was collaborated in student interviews. Students labeled this faculty orientation to students as "getting a private education at a public institution."

The Division's continuous improvement process has resulted in an improvement in the quality of the faculty during the last ten years.

The action taken in 1996 to enhance the assessment program is comprehensive, multifaceted and impressive. The assessment program is effectively integrated into the continuous improvement process.

Computer hardware, software and lab resources provide students with high-quality access.

The community and alumni exhibit strong support for the business division. Employers perceive the Division's faculty, students and graduates to be of high quality and are eager to interact with and hire them.

Accounting students have a highly successful pass rate in state CPA exams.
V. Opportunities for Improvement Relevant to the Team's Accreditation Recommendation

These concerns are a matter of degree that may be rectified rather quickly within the processes of continuous improvement. The team discussed these concerns with the Dean, the Vice Chancellor for Academic Affairs and the Chancellor. The team requests two progress reports as described below. Depending on review of the two progress reports, the Business Accreditation Committee will determine if further reports are needed.

1. The Division should improve the process for appointing faculty to teach graduate courses by instituting formal criteria and procedures for the certification, appointment and reappointment of academically qualified graduate faculty.

2. The faculty should develop an ex ante policy on the specific topics within each perspective that the undergraduate and MBA curricula cover by providing a "virtual syllabus" for each perspective for each degree.

3. The Division should develop a marketing plan to increase enrollments, particularly MSA enrollments.

4. The University should improve the methodology for determining the peer institutions for the IUSB business division. Institutions should be selected that are public regional institutions with AACSB accreditation at the Masters level, but without doctoral programs in business. Also, they should be recognized as top regional universities.

5. The University must incorporate in the next IUSB Bulletin and other publicity, curriculum and placement records the statements that prohibit non-business baccalaureate programs to no more than 25 percent in course content or credit hours in subjects commonly available in a school of business. The division should work with the university to develop a monitoring process to ensure congruence with this standard.

6. Reporting Timeline.

By June 1, 2000 the Division must submit a report specifying the changes that have been made relative to the required changes cited above.

By June 1, 2001 the Division must submit a report that identifies the outcomes resulting from the above changes. This report must include the following items:
a. An update on the viability of programs for the previous five-year period by reporting for each degree and concentration the fall semester enrollment and degrees awarded,

b. A copy of the revised IUSB Bulletin, and

c. The equivalent reporting as specified in selected sections of the self-evaluation report dealing with the above changes. The selected sections required are as follows:

Change #1. The Faculty Composition and Development standard sections FD.4.b Deployment of Faculty and FD.5 Faculty Qualifications and the Intellectual Contributions standard.

Change #2. Curriculum Content and Evaluation standard sections C.1.1 Perspectives: Undergraduate and MBA and C.2 Curriculum Planning and Evaluation.

Change #3. Preconditions 3.a.


Change #5. Preconditions P.2.

VI. Consultative Feedback to Achieve or Enhance Overall High Quality Relevant to the Team's Accreditation Recommendation Stated Above

To enhance the value of AACSB accreditation processes, peer review teams are encouraged to provide consultative guidance relevant to the expectation of continuous improvement. This consultative advice is provided to assist the school and is considered separate from the accreditation recommendation as stated above. The following suggestions are provided with this in mind.

1. The University should develop criteria to select peer review institutions for the business division more appropriate to achieving the goal to become the top regional business school. The University needs a group of benchmark business schools that are AACSB accredited at the master's level and recognized regional leaders.

2. The Division should aggressively market its academic programs to increase the number of business graduates annually and enhance resources available to the division. As a key feature of this marketing plan the university should upgrade the title of the business division to that of a school or college.

3. The Division should identify what business degree concentration(s) can be completed during the evening. Part-time students need to know the tentative schedule of evening classes for at least three years to use in their course planning activities. An associated
scheduling issue is to enhance faculty effectiveness by reducing the number of sections with too few students.

4. To help advance the Division's quest for recognition as the top regional business school, the University will need to upgrade the services and information provided through the Career Management Services.

5. Given the location of the University, great opportunities exist to build stronger external relationships with the business community and alumni. The Business Division has great potential for external fund raising. The University should develop a reorganization plan for the division that would allow the dean to allocate a larger percentage of his effort to friend and fund raising.

6. The University's development efforts should increase business endowments to generate income for the Division to help it realize its vision to become the top regional business school. Increased endowments in business are needed for scholarships, enhancement of academic programs through a dean's excellence fund, enhancement of the student's learning experience through supplements to state salary lines to retain and attract highly qualified faculty.

7. The existing facilities for the division in the Administration building need renovation consistent with the image expected by the business community of a high-quality service provider. To provide appropriate visibility for the business school and its interaction with the business community, eventually the University will need a building dedicated for the business school. The team observed an absence of appropriate facilities for student team rooms, conference rooms and case rooms.

8. The Division needs additional servers to support implementation of SAP software.

9. The Division should continue to emphasize and enhance opportunities for the faculty to publish high-quality nationally recognized peer-reviewed intellectual contributions. The Division should consider developing incentives to shift the emphasis from conference proceedings to peer-reviewed journal articles. For example, awarding faculty summer internships to lead to journal articles and enhanced classroom learning experiences. Also, incentives should be developed to increase the quality of publications, thereby encouraging publication in nationally recognized peer-reviewed journals.

10. The Center for Economic Education should bring high school students to campus for a university experience. The University should use this opportunity to recruit students and to increase the proportion of African-American students.
11. The University should provide funds to hire graduate research assistants to work with faculty on research projects leading to more peer reviewed journal articles.

12. The Division should review the standing committee structure and membership used to manage its continuous improvement processes so as to make more efficient use of faculty time.

VII. Summary Of Peer Review Visit

A. Team Members

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Business Accreditation Committee Liaison Member
Jeff Bakken
Honeywell, Inc.

B. Visit Dates: October 24-27, 1999

C. On-site schedule: Attached